

# Final Syllables

**Generalization** Many words end in syllable patterns **-tion**, **-sion**, or **-ture**: action, division, creature.

**Word Sort** Sort the list words by their syllable pattern.

**-tion**

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

**-sion**

7. \_\_\_\_\_

8. \_\_\_\_\_

9. \_\_\_\_\_

10. \_\_\_\_\_

**-ture**

11. \_\_\_\_\_

12. \_\_\_\_\_

13. \_\_\_\_\_

14. \_\_\_\_\_

15. \_\_\_\_\_

## Spelling Words

1. question
2. creature
3. furniture
4. division
5. collision
6. action
7. direction
8. culture
9. vacation
10. mansion
11. fiction
12. feature
13. sculpture
14. vision
15. celebration



**Home Activity** Your child is learning to spell words that end with *-tion*, *-sion*, and *-ture*. To practice at home, have your child look at the spelling of the word, cover and write the word, and then check the spelling.

Name \_\_\_\_\_

# Family Times

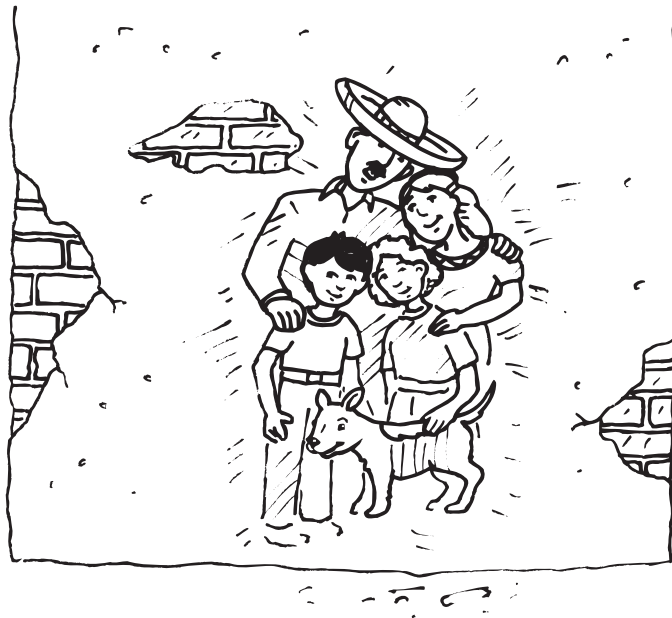
## Summary

### **Talking Walls: Art for the People**

This story tells about public murals in America and the messages that are communicated through them. We learn about each artist and the work he or she created. Many of the murals are meant to encourage and inspire the people who look at the art, especially children.

### **Activity**

**Paint Your Own Mural** Think of a theme you would like to communicate and sketch out a mural together on blank paper. Then use colored chalk to create your mural on a sidewalk, driveway, or concrete wall near your home. How does it make you feel to complete the picture? What do others who see it say about it?



## Comprehension Skill

### **Graphic Sources**

**Graphic sources** show information visually, or in a way you can see. Some examples of graphic sources are charts, diagrams, maps, and graphs.

### **Activity**

**Make a Graphic Source** Find a piece of writing you already completed. Think of a graphic source that would help a reader understand the information in your writing. Add the graphic source to your story.

## Lesson Vocabulary

### Words to Know

Knowing the meanings of these words is important to reading *Talking Walls: Art for the People*. Practice using these words.

### Vocabulary Words

**encourages** gives courage, hope, or confidence to; urges on

**expression** the act of putting thoughts or feelings into words or actions

**local** having to do with a certain nearby place

**native** a person who was born in a particular country or place

**settled** made a home in a place

**social** having to do with people as a group

**support** to help

## Conventions

### Combining Sentences

You can **combine sentences** by taking two related shorter ideas and connecting them with a conjunction such as *and*, *but*, *or*, and *so*. You can also combine sentences by taking two different subjects that are doing the same action and combining them into a compound subject.

### Activity

**Looking at Sentences** Look through a story that you are reading together and find five examples of sentences that have either a compound (more than one) subject or that are two related ideas joined by *or*, *and*, or *but*. Write these on paper. Together, find the two ideas that have been joined. Discuss what these ideas have in common. Discuss what is different. Discuss how the sentences are different and why the author chose to put the ideas in one sentence instead of using many shorter sentences.

## Practice Tested Spelling Words

|       |       |       |       |
|-------|-------|-------|-------|
| _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ |

Name \_\_\_\_\_

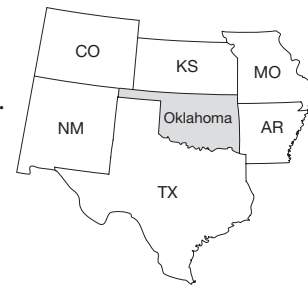
# Graphic Sources

- **Graphic sources** are ways of showing information visually, or in a way you can see.
- **Charts, diagrams, maps, and graphs** are examples of graphics.
- **Graphic sources** make information easier to understand and find.

**Directions** Read the following passage and look at the map. Then answer the questions.

**O**klahoma is in the central United States. Much of the state is flat grassland, or prairie. The name *Oklahoma* is taken from two Choctaw Indian words—*okla*, meaning “people,” and *homma*, meaning “red.” Its nickname is the Sooner State, named after settlers who grabbed the best land in the late 1880s. This state shares borders with six

other states—Texas, Colorado, Kansas, Missouri, New Mexico, and Arkansas. Oklahoma is known for beef cattle and oil rigs.



1. What is this article about?

\_\_\_\_\_

2. Why did the author include a map in the article?

\_\_\_\_\_

3. How does the map help the reader locate Oklahoma quickly?

\_\_\_\_\_

4. What state is south of Oklahoma?

\_\_\_\_\_

5. Which two states share Oklahoma’s northern border?

\_\_\_\_\_



**Home Activity** Your child used a graphic source to better understand the information in an article. Find another article that has a map, graph, or chart. Help your child use the graphic source to better understand the topic.

Name \_\_\_\_\_

# Fact and Opinion

- A statement of **fact** can be proved true or false.
- A statement of **opinion** gives someone's thoughts or feelings about something.
- Feeling words, such as *favorite* and *wonderful*, are clues that a sentence is an opinion.

**Directions** Read the following passage and answer the questions.

One of my favorite types of paintings is called *fresco*. Fresco is a way of creating wall murals that has been used for hundreds of years. A fresco artist mixes dry colors with water and then quickly paints them on damp plaster. The paint becomes part of the wall.

José Clemente Orozco was born in

Mexico in 1883. Orozco painted bold, colorful murals of people that showed how they lived. Many of his murals showed humans and machines, and explored the good and the bad parts of modern life. I believe that Orozco expressed emotion in his frescoes better than any other mural painter did.

1. Is the first sentence a fact or an opinion? How do you know? \_\_\_\_\_

\_\_\_\_\_

2. Write two facts that tell how artists make a fresco painting. \_\_\_\_\_

\_\_\_\_\_

3. What was the author's opinion about José Clemente Orozco? \_\_\_\_\_

\_\_\_\_\_

4. Reread the first sentence in the second paragraph. Does it state a fact or an opinion? How do you know? \_\_\_\_\_

5. Write an opinion that states your opinion about the best or the worst kind of artwork. Include at least one reason for your thinking. \_\_\_\_\_

\_\_\_\_\_



**Home Activity** Your child identified facts and opinions in an article. Read aloud another passage about an artist or a kind of artwork. Ask your child to identify statements of fact and opinion in the passage, and give reasons for his or her thinking.

Name \_\_\_\_\_

## Combining Sentences

**Directions** Combine each pair of simple sentences into a compound sentence. Add a comma and the conjunction *and*, *but*, or *or*.

1. People painted murals long ago. They still paint murals today.

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2. Some murals are painted outside. Most murals are painted inside.

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3. You can make a mural with paint. You can use plaster.

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4. One artist can make a mural. Many artists can work together.

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**Directions** Write two simple related sentences about murals. Then combine the sentences to make one compound sentence.

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**Home Activity** Your child learned how to combine sentences in writing. Have your child write two short sentences on the same topic on construction paper, cut them out, and combine them on another sheet of paper, adding a comma and a conjunction such as *and*.

Name \_\_\_\_\_

# Schwa Spelled with an *a, e, i, o, u,* and *y*

**Directions** Each word below has a missing letter that stands for the vowel sound called schwa. Write the word correctly on the line.

- |                  |                   |
|------------------|-------------------|
| 1. penc_l _____  | 9. mess_ge _____  |
| 2. music_l _____ | 10. sil_nt _____  |
| 3. list_n _____  | 11. _gree _____   |
| 4. col_r _____   | 12. cous_n _____  |
| 5. surf_ce _____ | 13. pres_nt _____ |
| 6. vin_l _____   | 14. bott_m _____  |
| 7. playf_l _____ | 15. im_ge _____   |
| 8. art_cle _____ | 16. circ_s _____  |

**Directions** Choose the best word to complete each sentence. Write the word on the line.

nickel      instant      helpful      control

17. Jake is \_\_\_\_\_ to his grandmother.
18. The light flashed and disappeared in an \_\_\_\_\_ .
19. We cannot \_\_\_\_\_ the weather.
20. Pam found a \_\_\_\_\_ on the sidewalk.



**Home Activity** Your child wrote words that contain the vowel sound called schwa, which is heard in unaccented syllables, such as *about, taken, ribbon,* and *virus*. Have your child choose five words from this page. Then write these words on a separate sheet of paper and divide them into syllables. Have your child circle the unaccented syllable in each word.

# Final Syllables

## Spelling Words

|          |           |           |          |             |
|----------|-----------|-----------|----------|-------------|
| question | creature  | furniture | division | collision   |
| action   | direction | culture   | vacation | mansion     |
| fiction  | feature   | sculpture | vision   | celebration |

**Complete the Phrase** Finish the list of things people do.

Use words from the box.

**celebration**

**direction**

**fiction**

**question**

**action**

**vacation**

1. plan a \_\_\_\_\_

2. read \_\_\_\_\_

3. call for \_\_\_\_\_

4. take a \_\_\_\_\_

5. ask a \_\_\_\_\_

6. change \_\_\_\_\_



**Missing Vowels** The vowels in these list words are missing. Write the vowels to complete each word. Write each word.

7. d \_\_\_ v \_\_\_ s \_\_\_ n

7. \_\_\_\_\_

8. s c \_\_\_ l p t \_\_\_ r \_\_\_

8. \_\_\_\_\_

9. c r \_\_\_ t \_\_\_ r \_\_\_

9. \_\_\_\_\_

10. c \_\_\_ l l \_\_\_ s \_\_\_ n

10. \_\_\_\_\_

11. m \_\_\_ n s \_\_\_ n

11. \_\_\_\_\_

12. f \_\_\_ t \_\_\_ r \_\_\_

12. \_\_\_\_\_

13. c \_\_\_ l t \_\_\_ r \_\_\_

13. \_\_\_\_\_

14. f \_\_\_ r n \_\_\_ t \_\_\_ r \_\_\_

14. \_\_\_\_\_

15. v \_\_\_ s \_\_\_ n

15. \_\_\_\_\_



**Home Activity** Your child has been learning to spell words that end with *-tion*, *-sion*, and *-ture*. Ask your child to identify and spell the five most difficult list words.



Name \_\_\_\_\_

# Graphic Sources

- **Graphic sources** are ways of showing information visually, or in a way you can see. Graphic sources make information easier to find and understand.
- **Charts, diagrams, maps, and graphs** are examples of graphic resources.

**Directions** Read the following chart. Then answer the questions.

## U.S. Museums

| Museum                           | Location          | What You Can See or Hear                    | Museum Store? |
|----------------------------------|-------------------|---|---------------|
| Museum of Modern Art             | New York City, NY | modern art, sculpture, photography          | yes           |
| National Air and Space Museum    | Washington, D.C.  | largest collection of aircraft in the world | yes           |
| California State Railroad Museum | Sacramento, CA    | railroad artifacts, locomotives             | yes           |
| Rock and Roll Hall of Fame       | Cleveland, OH     | photographs, guitars, early recordings      | yes           |

1. What is the topic of this chart?

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2. What can you see or hear at the National Air and Space Museum?

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3. Which museum is located in Cleveland, Ohio?

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4. Which museum sounds most interesting to you? Why?

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**Home Activity** Your child used a graphic source to understand information about different kinds of museums. With your child, create a similar chart that gives information about something that interests him or her. Invite another family member to locate information about the topic in the chart.

Name \_\_\_\_\_

## Combining Sentences

**Directions** Combine each pair of sentences. Use the way shown in ( ).

1. Many painters create murals. Most painters create smaller paintings. (but)

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2. You can paint a mural on canvas. You can use oil paints. (prepositional phrase)

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3. The people gazed at the mural. They were excited. (adverb)

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**Directions** Combine each pair of sentences. Use the underlined words only once in your new sentence.

4. That mural shows many different people. That mural pictures several events.

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5. A mural can entertain people. A mural can teach people.

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6. Public buildings are good places for murals. Parks are good places for murals.

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**Home Activity** Your child reviewed combining sentences. While looking at a magazine or newspaper, ask your child to combine pairs of related sentences in two different ways.