



Suffixes

Directions: Review the suffixes and their meanings in the chart. Then, use the suffixes to make new words.

SUFFIX	MEANING
-en	made of; to make, become, or cause to be
-ful	having or full of
-less	without

1. harm + ful = _____
2. score + less = _____
3. tight + en = _____

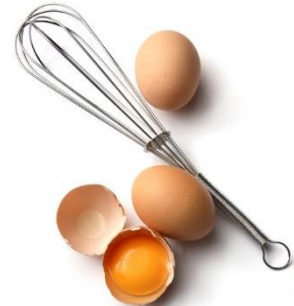
Directions: Use the words you created above to complete the following sentences.

1. Will you please _____ the dog's collar?
2. Believe it or not, there are many _____ items in our homes.
3. The baseball game was _____ after five innings.



Julia Child

Julia Child was an American television chef. But she did not always want to be a chef. Julia thought she would be a writer. She loved to write short plays and stories, but none of her work was published.



After college, Julia worked for the government. She was a research assistant and traveled around the world. During this time, she married Paul Child. A couple of years later, the Childs moved to France.

In France, Julia went to cooking school to study French cooking. She also worked with two friends to write a book of French recipes. The cookbook was very long, but a company finally published it. Many people read the book and liked it. By that time, Paul and Julia were living in the United States again.

One day, Julia was on a television show in Boston. She talked about her cookbook and cooked in front of the camera. She taught people how to make an omelet while beating the eggs and cooking them in a pan. People liked watching her! The television station got many letters and phone calls about Julia. The station gave Julia her own show. Her home kitchen was the set for the show.

Julia was charming, funny, and playful. Sometimes she dropped things or made mistakes on the show. Julia laughed and told people that it was fine to make mistakes when cooking. Many Americans had thought that they couldn't cook French food, but Julia showed people that they could not fail if they followed her rules.

Julia hosted more cooking shows and wrote more cookbooks. She stayed busy until she died in 2007. Julia Child was not the first chef to cook on television, but she did help people learn to love cooking. Her recipes are timeless. They are still used by cooks all over the world.



Main Idea, Supporting Details, and Text Structure

Directions: Refer to the passage “Julia Child” as you complete this page. Answer all questions in complete sentences.

1. What is the main idea of this passage?

2. What are some supporting details in this passage?

3. What structure does the author use in this passage?

4. List two or three headings that you would add to this passage.



Content Vocabulary

Directions: Read the vocabulary words. Then, find each word in the Glossary and write its definition.

1. mammal

2. habitats

3. shallow

4. species

5. propel

6. endangered



Learning Log

Directions: Think about today's session. What is the most important thing you learned today? Write your ideas on the lines below. Make sure you begin each sentence with a capital letter and end each sentence with a punctuation mark.





Suffixes

Directions: Underline the suffixes in the words below. Then, read each word.

sicken	endless	thoughtful
spotless	skillful	awaken

Directions: Choose three of the words from the chart above. Based on the definition of the suffix and the root word, write a definition for each.

1. Word: _____

Definition: _____

2. Word: _____

Definition: _____

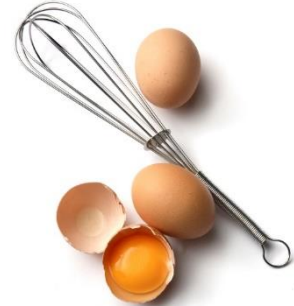
3. Word: _____

Definition: _____



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Main Idea, Supporting Details, and Text Structure

Directions: Refer to the passage “The Gentle Giant” as you complete this page.

1. What is the main idea of this passage? Write your answer in a complete sentence.

2. What are some supporting details in this passage?

3. What structure does the author use in this passage? How does this structure help you understand the main idea and supporting details? Write your answer in complete sentences.

**Content Vocabulary**

Directions: Using the context of each sentence, choose a vocabulary word that completes each sentence. You may refer to the Glossary, if needed.

endangered	habitats	mammal
propel	shallow	species

1. The _____ of many animals are affected by people's activities.
2. The blue whale is the largest _____ on the planet.
3. A speed boat can _____ itself through water faster than a sailboat.
4. One _____ of manatee lives along the east coast of North and South America.
5. We must do our best to protect _____ animals such as the manatee.
6. The children enjoyed splashing around in the _____ water.



Learning Log

Directions: Think about today's session. What question do you have about something you learned today? Write your ideas on the lines below. Make sure you begin each sentence with a capital letter and end each sentence with a punctuation mark.





Syllabication

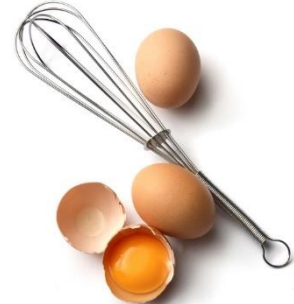
Directions: Place a line between the syllables in each word. Write the number of syllables on the line. Then, read each word.

1. effortless _____
2. doubtful _____
3. sweeten _____
4. eventful _____
5. mindless _____
6. shorten _____
7. relentless _____
8. flavorful _____



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Main Idea, Supporting Details, and Text Structure: Your Turn to Write

Directions: Write a paragraph in which you discuss the main idea, supporting details, and text structure of "The Gentle Giant." Begin each sentence with a capital letter and end each sentence with a punctuation mark. Check your spelling when you are finished writing.



Content Vocabulary Review

Directions: Write a sentence for each vocabulary word. Each sentence should reflect details from the passage "The Gentle Giant."

1. endangered:

2. propel:

3. mammal:

4. shallow:

5. habitats:

6. species:



Learning Log

Directions: Think about today's session. What can you do now that you couldn't do before? OR What do you know now that you didn't know before? Write your ideas on the lines below. Make sure you begin each sentence with a capital letter and end each sentence with a punctuation mark.





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