



Suffixes

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

SUFFIX	MEANING
-able	able to be; can be done
-al	having the characteristics of
-ive	having a tendency to
-ment	the act of

1. accident + al = _____
2. improve + ment = _____
3. predict + able = _____
4. destruct + ive = _____

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

1. We had read other stories with similar plots, so the events in this passage were _____.
2. The _____ storm damaged many houses in our town.
3. After all my hard work, I was very proud of the _____ in my science grade.
4. My brother didn't mean to knock over the tray of food. His actions were completely _____.



The Adventure



The children's fists gently knocked on the front door, but no one answered. Carla decided to ring the doorbell. Rowan and Allie were already feeling uncomfortable, and they both realized that they really shouldn't be there. Today's activity was all Carla's idea. But, they stood on the porch of the old house and waited. No one answered the door.

Suddenly the children heard a dog barking from within the house. Without warning, the door began to slowly open. The children stared at each other in shock. Carla said, "Let's go in. Aren't you ready for an adventure?"

"I wouldn't call this enjoyable," said Rowan. Allie was in agreement. "The house looks spooky. We should leave now," she said to her friends.

Carla ignored Rowan and Allie. As she stuck her head in the front door, she heard the tick-tock of a clock in the distance. Rowan whispered to his friends, "I'm getting a really funny feeling about this house." Allie said, "I think I've had enough."

Rowan and Allie began to slowly back down the stairs of the creaky porch. Behind them, the front gate swished as it closed. Rowan and Allie stopped in their tracks, startled by the sound of the gate's movement and shaking from head to toe.

Carla put one foot in the front door and peered inside the house with caution. Suddenly, she heard the sound of shoes in the hallway. Rowan and Allie were no longer frozen in fear—they ran as fast as their feet would carry them. Carla was right behind them as all three children zoomed across the yard.

"So much for our adventure," yelled Allie.



Character and Setting

Directions: Refer to the passage “The Adventure” as you answer the following questions.

1. How would you describe Carla? Provide at least two details from the story in your answer.

2. How would you describe Rowan or Allie? Provide at least two details from the story in your answer.

3. How would you describe the setting of the story? Provide details from the story in your answer.



Content Vocabulary

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

1. stroked

2. charcoal

3. heap

4. snout

5. scuttling

6. saucer



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.

comical	development	reactive
washable	tropical	breakable

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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Characters and Setting

Directions: Refer to the passage "Can You Pet a Pine Cone?" as you complete this page.

1. What did you learn about the setting of this story?

2. Why is the setting important to the story?

3. Use details from the story to complete the following chart about Raia.

Raia's Words	Details:
Raia's Actions	Details:
Raia's Thoughts	Details:



Content Vocabulary

Directions: Circle the correct vocabulary word to complete each sentence.

1. Huffy uses his long snout/heap to dig insects out of the sand.
2. Huffy was scuttling/saucer around the backyard, hunting for food.
3. Raia turned Huffy over and scuttling/stroked his soft, white tummy.
4. Raia wanted to give Huffy a charcoal/saucer of food.
5. Raia's mother made tea over a charcoal/snout fire.
6. Huffy looked like a stroked/heap of needles inside of the tin.



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. enjoyment _____
2. adjustable _____
3. personal _____
4. reliable _____
5. placement _____
6. coastal _____
7. impulsive _____
8. spreadable _____



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Character Analysis: Your Turn to Write

Directions: Write a paragraph in which you analyze the character Raia from the passage "Can You Pet a Pine Cone?" 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 definition for each vocabulary word.

1. scuttling

2. snout

3. stroked

Directions: Write a sentence for each vocabulary word. Each sentence should reflect details from the story "Can You Pet a Pine Cone?"

1. charcoal:

2. heap:

3. saucer:



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.
