



Suffixes

Directions: Review the suffixes and their meanings. Then, form new words with the suffixes and write the definition of each new word.

SUFFIX	MEANING
-able/-ible	capable of, full of, causing
-ious/-ous	possessing; full of
-ist	one who is, does, or uses
-ity	quality or state of being
-ship	state or condition

1. understand + able = _____

Definition: _____

2. similar+ ity = _____

Definition: _____

3. sense + ible = _____

Definition: _____

4. friend + ship = _____

Definition: _____

5. novel + ist = _____

Definition: _____

6. mystery + ious = _____

Definition: _____



The History of Puppetry

Puppetry is a form of storytelling that dates back thousands of years. Puppets are figures that are brought to life by puppeteers. Puppeteers use their hands, rods, or strings to control the movements of puppets. The origins of puppetry can be tied to many countries and cultures.



Early puppetry included masks with moving jaws and dolls that had moving limbs. Shadow puppets were used in China, and stick puppets were used in India. There is also evidence of puppetry in Egypt, Turkey, and Greece. In addition, Native Americans used puppets in ceremonies and in dances.

The themes of early puppet shows were religious in nature and featured marionettes, which were small figures operated with rods and strings. Using puppets instead of actors was more acceptable in morality plays, in which appropriate behavior was described. Later, many puppet shows turned their focus to comedy and politics. Today, puppet shows continue to entertain and educate children and adults around the world.



Central Idea, Supporting Details, and Development of Ideas

Directions: Refer to the passage “The History of Puppetry” as you complete this page.

1. What is the central idea of this passage?

2. Write about at least three supporting details.

3. How do the relationships between ideas contribute to the central idea of the passage?

4. How does the structure of the passage help you understand the ideas?



Content Vocabulary

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

1. contributions

2. featured

3. noteworthy

4. broadcasted

5. premiered

6. promoting



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.

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Suffixes

Directions: Underline the suffix in each word below. Then, use the words to complete the sentences.

visible	activity	membership
dangerous	unbelievable	nutritionist

1. Since the icy road was too _____ for drivers, the police blocked it off.
2. After witnessing the damage from the violent storm, I found it _____ that no lives were lost.
3. The children worked on an art _____ after school.
4. My uncle is a _____ who helps plan healthy meals for hospital patients.
5. We are going to apply for _____ at the new gym in my neighborhood.
6. On some clear nights, the planet Mars is _____ from Earth.



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Central Idea, Supporting Details, and Development of Ideas

Directions: Refer to the passage “Jim Henson’s Magic” as you complete this page.

1. What is the central idea of this passage?

2. Write about at least three supporting details.

3. How do the relationships between ideas contribute to the central idea of the passage?

4. How does the structure of the passage help you understand the ideas?



Content Vocabulary

Directions: Answer each question with a vocabulary word from the box below. You may refer to the Glossary, if needed.

broadcasted	contributions	featured
noteworthy	premiered	promoting

1. Which word describes something or someone that is deserving of attention?

2. Which word refers to roles played by a person in helping something to advance? _____
3. What is another word for supporting or actively encouraging?

4. Which word describes something that was transmitted by radio or television?

5. Which word refers to something shown as the most important part?

6. Which word refers to a first performance? _____

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.

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Syllabication

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

1. remarkable _____

2. illegible _____

3. generosity _____

4. famous _____

5. balloonist _____

6. sponsorship _____



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Directions: Write a paragraph in which you discuss the relationships between the ideas in the passage “Jim Henson’s Magic.” Include information about the central idea of the passage and at least three supporting details, as well as the relationships between these ideas. Make sure you begin each sentence with a capital letter and end each sentence with a punctuation mark. Check your spelling when you are finished writing.

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Content Vocabulary Review

Directions: Write a sentence for each vocabulary word. Each sentence should reflect details from the passage "Jim Henson's Magic."

1. contributions

2. featured

3. noteworthy

4. broadcasted

5. premiered

6. promoting



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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