



Consonant Digraphs: ch, sh, th

Directions: Read each sentence. Complete each sentence with one of these consonant digraphs: ch, sh, or th.

1. The crowd _____ eered when the team scored a goal.
2. The ba_____ water was warm.
3. We had to clean the di_____es after dinner.
4. Please do not _____ out.
5. I can't rea_____ the book.
6. You can put two _____ings in your bag.



What's in a Name?

Today was the worst day of Mike's life, but it wasn't because it was a rainy day. It was because his mother had called him Michael James Fenton six and a half times, instead of Mike or Mikey as she usually did. His mother only called him Michael James Fenton when he was in trouble.

The first time was not his fault. It was Sashi, his Siamese cat, who'd eaten the cookies for breakfast. But his mother found him cleaning up the crumbs. Mrs. Fenton asked, "Michael James Fenton, what did you do?"



Mike didn't think the second time was his fault, either. The phone rang, so he answered it. It was Mrs. Fenton's boss. He was careful when he put the phone down on the table, but it hung up anyway. Obviously, the telephone didn't like him. His mother said his name two full times as she redialed the number. He could not do anything right.

The third time, Mike was just trying to stay out of trouble. He sat down on the sofa and heard a loud crunch. That couldn't be good. Mrs. Fenton came running, and Mike jumped up. When his mother looked on the cushion and saw her cracked glasses, she let out a scream. Mrs. Fenton moaned, "Michael James Fenton, Michael James Fenton, Michael James Fenton, how could you?" Mike just stared at his mother. She started to say, "Michael James..." again. He couldn't take it. He had to put an end to this madness.

"Call me Sam," he said.



Character Analysis

Directions: Refer to the passage “What’s in a Name?” as you complete the chart about Mike.

Character: Mike	Examples
Actions	
Words	
Thoughts	

**Content Vocabulary**

Directions: Read each vocabulary word. Then, choose the word that completes each sentence. Refer to the Glossary if needed.

check	accelerated	gate
board	aisle	agent

1. The plane _____ as it moved across the runway.
2. The passengers could not wait to _____ the plane and take their seats.
3. We said goodbye to Aunt May before she walked to the _____.
4. Do we have time to _____ our bags?
5. The _____ at the counter helped us check in for our flight.
6. I walked down the _____ to get to my seat.



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: -ness, -y

Directions: Answer the following questions.

1. Which suffix means "having"? _____
2. Which suffix means "quality or condition of being"? _____

Directions: Read each word. Circle the suffix in each word. Then, write the correct word next to its definition.

illness	pointy	messy	brightness
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1. having a sharp tip _____
2. the quality of giving out light _____
3. condition of being sick _____
4. having clutter _____



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Character Analysis: "First Flight"

Directions: Refer to the passage "First Flight" to complete the web about Hinda. Include details about Hinda's actions, words, and thoughts.



Content Vocabulary

Directions: Write the definition for each vocabulary word.

1. agent

2. accelerated

3. aisle

Directions: Circle the correct definition for the underlined multiple-meaning word in each sentence.

1. We needed to check our suitcases before going through security.

to leave a bag with an airline

a written order or ticket

2. What time will you board your flight?

piece of wood

enter

3. Dad's plane is landing at a different gate.

a numbered exit leading to an aircraft

a barrier used to close an opening in a fence



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.



PHONICS AND WORD STUDY | LESSON 24

Syllabication

Directions: Place a line between the syllables in each word. Then, read each word.

1. thankful
2. checking
3. awareness
4. cloudy
5. shyness
6. youthful
7. shimmering
8. velvety



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Directions: Write a paragraph in which you analyze the character Hinda from the passage “First Flight.” 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: Use a vocabulary word to answer each question.

accelerated

agent

aisle

1. My mom is a person who works as a representative for an airline. What is she?

2. The plane increased its speed. What did it do? _____

3. I am standing in a walkway between seats. Where am I? _____

Directions: Write a sentence using each word. Be sure to use the correct meaning in each sentence.

1. Use the word gate in a sentence. In your sentence, the word gate should mean "a numbered exit leading to an aircraft."

2. Use the word board in a sentence. In your sentence, the word board should mean "enter."

3. Use the word check in a sentence. In your sentence, the word check should mean "to leave a bag with an airline."



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.
