



## Suffixes

**Directions:** Write the meaning of each suffix in the chart below.

SUFFIX	MEANING
-er/-or	
-ly	
-ness	

**Directions:** Form new words with the suffixes. Then, write the definition of each new word.

1. sad + ness = \_\_\_\_\_

Definition: \_\_\_\_\_  
\_\_\_\_\_

2. calm + ly = \_\_\_\_\_

Definition: \_\_\_\_\_  
\_\_\_\_\_

3. invent + or = \_\_\_\_\_

Definition: \_\_\_\_\_  
\_\_\_\_\_

4. blend + er = \_\_\_\_\_

Definition: \_\_\_\_\_  
\_\_\_\_\_



## The Long Walk Home

Jenna and Violet were in trouble. They had missed the last bus of the day—the one that normally carried them along the lonesome, rugged road back to their house. They had to walk the two miles through thick darkness.

Something shook in front of them. It danced with wild, crazy movements. The girls were so frightened they couldn't move. Scary stories they'd read in the safety of their bedrooms took root in their minds.

"That dancing thing is making me nervous," whispered Jenna. "Let's just dash past it on the count of three!"



"It's so dark! What if one of us trips and falls?" Violet whispered back.

The wind wailed around them like an animal in pain while they stood there, as still as statues.

"We can't just stay here all night," Jenna muttered.

Brilliant streaks of light from an oncoming car suddenly lit the road ahead of them. The girls stared open-mouthed at the scary dancing thing, which wasn't a scary dancing thing after all. Standing before them in the shining light was a banana tree, its wide leaves flapping in the breeze.

Both girls let out sighs of relief. They didn't even realize that the headlights were from their mother's car, until she stopped right next to them and shouted, "Get in the car!"



## Plot

**Directions:** Refer to the passage “The Long Walk Home” as you complete this page.

1. What happened at the beginning of the story? Include at least two important details in your answer.

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2. What happened in the middle of the story? Include at least two important details in your answer.

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3. What happened at the end of the story? Include at least two important details in your answer.

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## Content Vocabulary

**Directions:** Use the Glossary to write the definition, or denotation, of each word.

1. glancing

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2. fluttering

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3. ducked

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4. cozy

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5. swarmed

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6. translated

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## 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.

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## Suffixes

**Directions:** Look at the suffix chart below. Then, underline the suffix in each word that follows the chart.

SUFFIX	MEANING
-er/-or	someone or something that does the action
-ly	how, in a certain manner or way
-ness	state or quality of

1. fluently
2. commander
3. creator
4. illness
5. secretly
6. brightness

**Directions:** Choose two words from above. Write a sentence for each word. Underline the word in the sentence.

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



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## Plot: "Counting in Swedish"

**Directions:** Refer to the passage "Counting in Swedish" to complete the plot chart. Include at least two events from each part of the story.

<p style="text-align: center;"><b>BEGINNING</b></p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p style="text-align: center;"><b>MIDDLE</b></p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p style="text-align: center;"><b>END</b></p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>





## Content Vocabulary

**Directions:** Read each statement below. Is the statement a denotation or a connotation of the underlined vocabulary word? Write denotation or connotation next to the statement.

1. When something is fluttering, it is flapping quickly and lightly.

\_\_\_\_\_

2. The word cozy makes me think about being wrapped in a warm blanket.

\_\_\_\_\_

3. The word swarmed reminds me of a large crowd. \_\_\_\_\_

4. The word ducked refers to something that is lowered or moved down.

\_\_\_\_\_

5. The word translated makes me think of someone who is helpful.

\_\_\_\_\_

6. The word glancing means "taking a quick look." \_\_\_\_\_



## 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.

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## Syllabication

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

1. finally \_\_\_\_\_
2. rapidly \_\_\_\_\_
3. visitor \_\_\_\_\_
4. sweetness \_\_\_\_\_
5. freshness \_\_\_\_\_
6. catcher \_\_\_\_\_
7. carefully \_\_\_\_\_
8. gardener \_\_\_\_\_



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## Summary (Plot): Your Turn to Write

**Directions:** Write a one-paragraph summary of the passage "Counting in Swedish." Include at least two events from the beginning, middle, and end of the story. 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 story "Counting in Swedish."

1. ducked

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2. translated

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3. glancing

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4. fluttering

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**Directions:** Write a sentence that tells the connotation of each vocabulary word below.

1. cozy

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2. swarmed

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## 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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