Final Syllables -tion, -ion, -ture, -ive, -ize

Directions Circle the correctly spelled word in each pair.

1. commosion commotion
2. invasion invation
3. generasion generation
4. posision position
5. relaxasion relaxation
6. division divition
7. vacasion vacation
8. explosion explosion

Directions Add -ture, -ive, or -ize to complete each word below. Write the complete word on the line. (HINT: there is only one correct choice for each word.)

9. pas ________ pasture ________ 13. maxim ________ maximize ________
10. act ________ active ________ 14. real ________ realize ________
11. rup ________ rupture ________ 15. cap ________ capture ________
12. mass ________ massive ________ 16. adven ________ adventure ________

Directions Choose four words from the above list and write a sentence for each word.

17. Sentences will vary.
18. ________________________________
19. ________________________________
20. ________________________________

Home Activity Your child identified and wrote words that end with the syllables -tion, -ion, -ture, -ive, and -ize. Work together to write sentences using the words from the page above. Ask your child to underline the final syllable in the words used from this page.
Name

**Talking Walls**

**Graphic Sources**

- **Graphic sources** are ways of showing information visually, or in a way you can see.
- Charts, diagrams, maps, and graphs are examples of graphic sources.

**Directions** Read the following passage.

The principal made an exciting announcement. Students would be allowed to draw on the walls! But they couldn’t just scribble any old thing. Each class would submit a plan for a mural that would express school pride.

Mrs. Maki’s students held a meeting to decide what to show on their mural. The students suggested a school sports team in action, students working in the media center, or students participating in activities such as drama, choir, or band. After listing the possibilities, the class took a vote. Which idea do you think won?

**Directions:** Use information from the passage to create a graphic source that shows the information in a visual way. Then use the information in your graphic source to help explain the passage.

**Possible response:** a tally chart which includes all the topics from the paragraph and a vote tally beside each choice.

**Home Activity** Your child created a graphic source to show information from a passage visually. Read a newspaper or magazine article with your child. Ask your child to make a graphic source that shows information from the passage at a glance.
Description of “Girl with a Pearl Earring”

At a museum, I saw the painting “Girl with a Pearl Earring” by Johannes Vermeer. The painting is so ancient that when I studied it closely, I could see many tiny cracks in the canvas. In the painting, a girl looks over her left shoulder. Her skin is pale. Her dark eyes seemed to follow me when I moved. Over her hair she wears a soft blue scarf. The only other bright color in the painting is the girl’s mouth, which is red like an apple. A lot of the painting is dark as night. It has a black background, and the girl’s back and the side of her face are in shadow. A white earring gleams in her left ear like a star.

The painting makes me wonder what it was like to live a long time ago. It also makes me feel kind of gloomy, because the girl looks a little sad. Her mouth is open a little, as if she wants to say something. I wonder what she would say if she could talk?

1. Find the topic of this description and circle it.
2. Underline the sensory details that help you imagine what this painting looks like. Remember, sensory details appeal to taste, touch, sound, smell, and sight.
3. Draw a box around other strong details that show careful word choice.
Name

**Vocabulary**

**Directions** Match each word with its meaning. Draw a line to connect them.

1. support ___encourages

2. native ___settled

3. social ___local

4. encourages ___expression

5. expression ___support

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**Check the Words You Know**

- **encourages**
- **settled**
- **local**
- **native**
- **social**
- **expression**
- **support**

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1. support ___someone born in a place

2. native ___a statement of an idea

3. social ___provide help

4. encourages ___having to do with other people

5. expression ___urges

**Directions** Write the word from the box that best completes each sentence below.

6. We moved to the United States and _____ in Houston. ___settled

7. My father always _____ me to study hard. ___encourages

8. My parents are active in _____ neighborhood sports. ___local

9. My cousin was born in Madrid, so she is a _____ of Spain. ___native

10. My parents _____ my team by cheering at all of my games. ___support

**Write a Description**

On a separate sheet of paper describe a painting that you think would look good on the wall of a building in your neighborhood. Use as many vocabulary words as possible. *Students’ writing should use vocabulary in a description of wall paintings they would like to see.*

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**Home Activity** Your child has identified and used vocabulary words from Talking Walls: Art for the People. Take a walking tour of your neighborhood. Encourage your child to use this week’s vocabulary words as you talk about what you see.
Combining Sentences

When you combine sentences, you join two sentences that are about the same topic. You make them into one sentence.

- You can join two simple sentences and make a compound sentence. Add a comma and a conjunction such as and, but, or or.
  Jen drew a tree. I drew a bird. Jen drew a tree, and I drew a bird.
- You can combine two sentences that have the same subject.
- You can combine two sentences that have the same predicate.
- You can combine two sentences by using an appositive.
  We made a mural. A mural is a wall painting. We made a mural, a wall painting.
- You can combine two sentences by using adjectives or adverbs.
  That mural is big. Our mural is bigger. Our mural is bigger than that mural.
  We painted the mural. We painted it quickly. We painted the mural quickly.
- You can combine two sentences by using prepositional phrases.
  They saw the mural. It was on Main Street. They saw the mural on Main Street.

Directions Combine each pair of sentences into a compound sentence. Use a comma and the conjunction in ( ).

1. Some murals show famous people. Our mural shows ordinary people. (but)

   Some murals show famous people, but our mural shows ordinary people.

2. I will show you the mural. You can find it yourself. (or)

   I will show you the mural, or you can find it yourself.

Directions Combine the sentences. Use the underlined words only once in the new sentence.


   Diego Rivera came from Mexico and (or but) painted murals in America.

Home Activity Your child learned about combining sentences. Point out two short related sentences in a book you are reading with your child. Have your child combine the sentences.
Final Syllables

Opposites  Write the missing list word. It will be the opposite of the underlined word.

1. The hero in this book lives in a shack. 1. mansion
2. At first, I had trouble with multiplication. 2. division
3. Let me interrupt with a statement about wind power. 3. question
4. Jed left for his usual job. 4. vacation
5. This story is true. 5. fiction

Context Clues  Write the last word of the sentence.

6. The situation called for quick action.
7. The school nurse tested everyone’s vision.
8. Her cheery smile is her best feature.
9. In art class, Tami made a plaster sculpture.
10. Please come to my birthday celebration.
11. We bought some used furniture.
12. An armadillo is an odd creature.
13. We walked in the wrong direction.
14. The toy robots had a collision.
15. Nature was important in the Aztec culture.

Home Activity  Your child wrote words that end with -tion, -sion, and -ture. Have your child underline these endings in the list words.
Vocabulary • Unknown Words

You can use a glossary or a dictionary to find the meaning, syllabication, and pronunciation of unknown words. When two words have the same first and second letter, alphabetize by the third letter.

1. Write the following words in alphabetical order—something, social, soap.

   soap, social, something

2. How did you determine the order of the words above?

   Since they all begin with the same two letters, I used the third letter to determine alphabetical order.

3. How many syllables does the word encourages have? 4

4. What does the word support mean? “to help; aid”

5. How should you pronounce the letter c in local?

   Possible responses: /k/; with a hard sound; like the letter k
Alphabetical Order

Entries or subjects in encyclopedias, dictionaries, and indexes are listed in alphabetical order, so you can find information quickly and easily. When two entries have the same first letter, alphabetize by the second letter. If the second letters are also the same, alphabetize by the third letter, and so on.

Directions Circle each list of words that is in alphabetical order.

1. care drag
   family dance
   mail finger
   master water
   plow work

2. must really astronaut
   driver drop
   treat table
   event under
   sleepy

Directions Look at the spines on this set of encyclopedias. Then look at the article topics listed below. Write the letter(s) of the volume in which you would find an article on that topic.

3. Architecture A
   4. Russia Q–R
   5. Snow and Snowflakes Sh–Sz
   6. Seashells S–Sg
   7. Xylophones W–Z
   8. Dance D
   9. Giraffes G–H
  10. Boats Ba–Bq

Home Activity Your child recognized words that were in alphabetical order and used alphabetical order to find articles on topics for research. Use the illustration of the encyclopedias on this page. Name other topics of interest such as dogs, computers, and games and have your child tell in which volume he or she would find an article on that topic.
**Final Syllables**

**Proofread a Description** Gina’s class is studying local history. Circle four spelling errors. Write the words correctly. Then write the two incomplete sentences as one sentence.

Mr. and Mrs. Hill we’re very important in the history of our town. They built the Hill mansion in 1880. It still has the original furniture. Many people tour the house when they are on vacation. My favorite feature is the dolphin sculpture.

1. were  2. mansion
3. furniture  4. vacation
5. My favorite feature is the dolphin sculpture.

**Proofread Words** Circle the word that is spelled correctly. Write it.

6. I have a question quesion.
7. It’s fun to learn about a new culture culture.
8. An eagle has excellent vision.
9. We had a big celebration celebasion.
10. Which direction direcson is the library?

**Home Activity** Your child identified misspelled words that end with -tion, -sion, and -ture. Give clues about a list word. Ask your child to guess and spell the word.
Combining Sentences

Directions  Read the selection. Then read each question that follows the selection. Decide which is the best answer to each question. Mark the space for the answer you have chosen.

Diego Rivera: Muralist

(1) Diego Rivera is a famous Mexican painter. (2) He painted murals. (3) He used bold colors. (4) He used bright colors. (5) Rivera's colors reflected a style. (6) Aztec art had a similar style. (7) The murals often showed Mexico's history. (8) They also showed politics. (9) Sometimes Rivera's murals would upset people. (10) Many people loved them.

1 Which answer best combines sentence 1 and sentence 2?
- Diego Rivera is a famous Mexican painter, he painted murals.
- Diego Rivera is a famous Mexican painter of murals.
- Diego Rivera is a famous Mexican painter, and he painted murals.
- Diego Rivera is a famous Mexican painter and, he painted murals.

2 Which answer best combines sentence 3 and sentence 4?
- He used bold, bright colors.
- He used bold, or bright colors.
- He used bold colors, bright colors.
- He used bold colors, but he used bright colors.

3 Read this combination of sentence 5 and sentence 6: Riveria's colors reflected a style similar ______ Aztec art. Which word completes the sentence?
- in
- of
- for
- to

4 Which answer best combines sentence 7 and sentence 8?
- The murals often showed Mexico's history, politics.
- The murals often showed Mexico's history, or showed politics.
- The murals often showed Mexico's history and politics.
- The murals often showed Mexico's historical politics.

5 Read this combination of sentence 9 and sentence 10: Sometimes Rivera's murals would upset people ______ many people loved them. Which answer completes the sentence?
- , but
- but,
- , and
- or

School + Home  Your child learned about combining sentences. Point out two short related sentences in a book you are reading with your child. Have your child combine the sentences.