

Name \_\_\_\_\_

## Suffixes *-ful*, *-ly*, *-ion*

- **Generalization** When adding **-ful**, **-ly**, or **-ion** to most words, the base word stays the same: **careful**, **lonely**, **pollution**.

**Word Sort** Sort the list words by their suffix.

**-ful**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_

**-ly**

9. \_\_\_\_\_
10. \_\_\_\_\_
11. \_\_\_\_\_
12. \_\_\_\_\_
13. \_\_\_\_\_
14. \_\_\_\_\_
15. \_\_\_\_\_
16. \_\_\_\_\_
17. \_\_\_\_\_

**-ion**

18. \_\_\_\_\_
19. \_\_\_\_\_
20. \_\_\_\_\_

### Spelling Words

1. careful
2. tasteful
3. lonely
4. powerful
5. suggestion
6. peaceful
7. recently
8. extremely
9. certainly
10. wisely
11. harmful
12. monthly
13. yearly
14. successful
15. playful
16. thoughtful
17. actually
18. pollution
19. correction
20. eagerly



**Home Activity** Your child is learning to spell words with the suffixes *-ful*, *-ly*, and *-ion*. Have your child circle the suffix in each list word.

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# Family Times

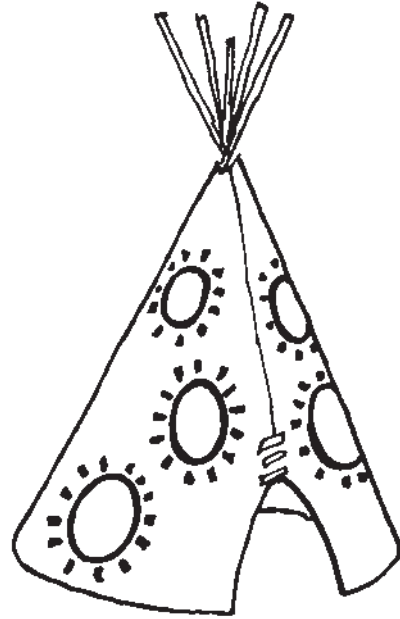
## Summary

### **A Gift from the Heart**

In this Native American play, the Comanche People are waiting for the spring rains. Since they must depend on their crops for food, they hold a ceremony to end the drought. The Great Spirit does not answer their prayers at first. Then, Little One sacrifices her most treasured possession to save her people.

### **Activity**

**Perform a Play** Find a Native American story or folk tale, and rewrite it as a simple play for two or three characters. Copy the play form found in *A Gift from the Heart*. Have a friend or two help you read through the script. Then perform the play for your family. Include simple costumes, props, or scenery.



## Comprehension Skill

### **Generalize**

A **generalization** is a broad statement or rule that applies to several examples. Authors sometimes use clue words such as *most*, *all*, *usually*, and *never* to help readers recognize a generalization. Generalizations are often supported by facts and details.

### **Activity**

Write three different generalizations about sacrifices people make. Use clue words such as *most*, *all*, *usually*, and *never*. Give examples that you have read about or that you know from your own experiences.

## Lesson Vocabulary

### Words to Know

Knowing the meaning of these words is important to reading *A Gift from the Heart*. Practice using these words.

### Vocabulary Words

**abundance** a large amount, having plenty

**backdrop** a curtain or scenery at the back of a stage

**ceremonial** used at a ceremony or on a formal occasion

**drought** a long period of dry weather

**graze** to feed on growing grass or other plants in fields

**shock** something unexpected that causes a disturbance

## Conventions

### Quotations and Quotation Marks

A speaker's exact words are called a **quotation**. When you write a quotation, use **quotation marks** (“ ”) at the beginning and end of the speaker's exact words. Begin the quotation with a capital letter. For example, “*Who will be the first to sacrifice a gift?*” said Wise Eagle. Little Buffalo answered, “*This is my favorite drum. I don't think Great Spirit wants me to toss my drum in the campfire.*”

### Activity

**You Always Say** Together, discuss phrases that your family members say frequently. They may be original statements or quotations that they like to repeat. Make a book of family quotations by writing down these words of wisdom on paper that has been folded in half like a book. Don't forget to use proper quotation marks.

## Practice Tested Spelling Words

_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Name \_\_\_\_\_

## Generalize

- When authors **generalize**, they make a broad statement or rule that applies to several examples.
- Authors sometimes use clue words such as *most*, *all*, *usually*, and *never* to help readers generalize.

**Directions** Read the following passage. Then answer the questions below.

**W**inona wanted so much to win the art contest, but so did all the others. You were supposed to paint the thing you loved best. The other kids in her art class laughed at her big blank canvas. Most kids drew pictures of their favorite toys, a pet, or something they wanted, such as a car. Winona knew she could win, but she might

never think of a way to paint her favorite thing—sunlight! Then Winona had an idea. She did not usually paint so quickly. When she was finished, the painting had turned out just as she saw it in her head: a canvas covered completely with yellow. *It might not win first prize, she thought, but it's the idea I've had.*

1. How does the author generalize in the first sentence?

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2. What did most kids draw?

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3. What is Winona afraid she will never be able to do?

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4. What generalization tells how Winona painted?

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5. What words in the passage helped you find the generalizations?

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**Home Activity** Your child discovered how an author may generalize in a short passage. With your child, read a favorite story. Ask your child to look for words that show a generalization, such as *most*, *all*, *usually*, and *never*. Have your child identify the generalization.

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## Sequence

**Directions** Read the passage. Then answer the questions below.

**Y**ou can make a cornhusk doll with a few simple materials—cornhusks and twine. First, take about five leaves of green cornhusk from an ear of corn. Second, lay four husks on top of one another. Next, fold the bundle in half and tie it in the middle with twine. Then turn the doll upside down and draw the leaf ends

inside out over the tie to make a round ball for the head. Tie another twine around the neck. Finally, roll another husk into a cylinder and tie both ends with twine. These will form the arms, which you must push through the doll's body under the head. The doll can be colored or painted before the husks dry out.

1. What is the first thing you must do to make a cornhusk doll?

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2. What should you do second?

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3. What is the next step?

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4. How do you make the doll's head?

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5. What are the last steps in the process?

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**Home Activity** Your child reviewed sequence of directions to make a cornhusk doll. Have your child try to make a cornhusk doll using cornhusk or scraps of newspaper.

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## Quotations and Quotation Marks

**Directions** Choose two sentences from the box that best support the story below. Write the sentences with quotation marks and punctuation.

Many children have dolls they love, said Bluebird.

I hope my gift will please the Great Spirit said Little One.

Stargazer said Little One went to the place where Wise Eagle prayed.

Shadow Hunter said someone else can make a sacrifice to the Great Spirit.

Little One did not know what to do. She knew that the Great Spirit wanted a gift from the heart. She only had a doll. Her doll was all that was left of her family, so it meant a lot to her. Even so, Little One decided to give her doll to the Great Spirit.

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

\_\_\_\_\_

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

\_\_\_\_\_

**Directions** Write a conversation that Little One might have had with one of the other characters in the play. Use quotation marks to show their exact words.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



**Home Activity** Your child learned how to use quotations and quotation marks in writing. Ask your child to write something you just said to him or her in a sentence including the words *he said* or *she said*. Have your child show you how quotation marks are used to show your exact words.

## Suffixes *-ful, -ly, -ion*

### Spelling Words

careful	tasteful	lonely	powerful	suggestion
peaceful	recently	extremely	certainly	wisely
harmful	monthly	yearly	successful	playful
thoughtful	actually	pollution	correction	eagerly

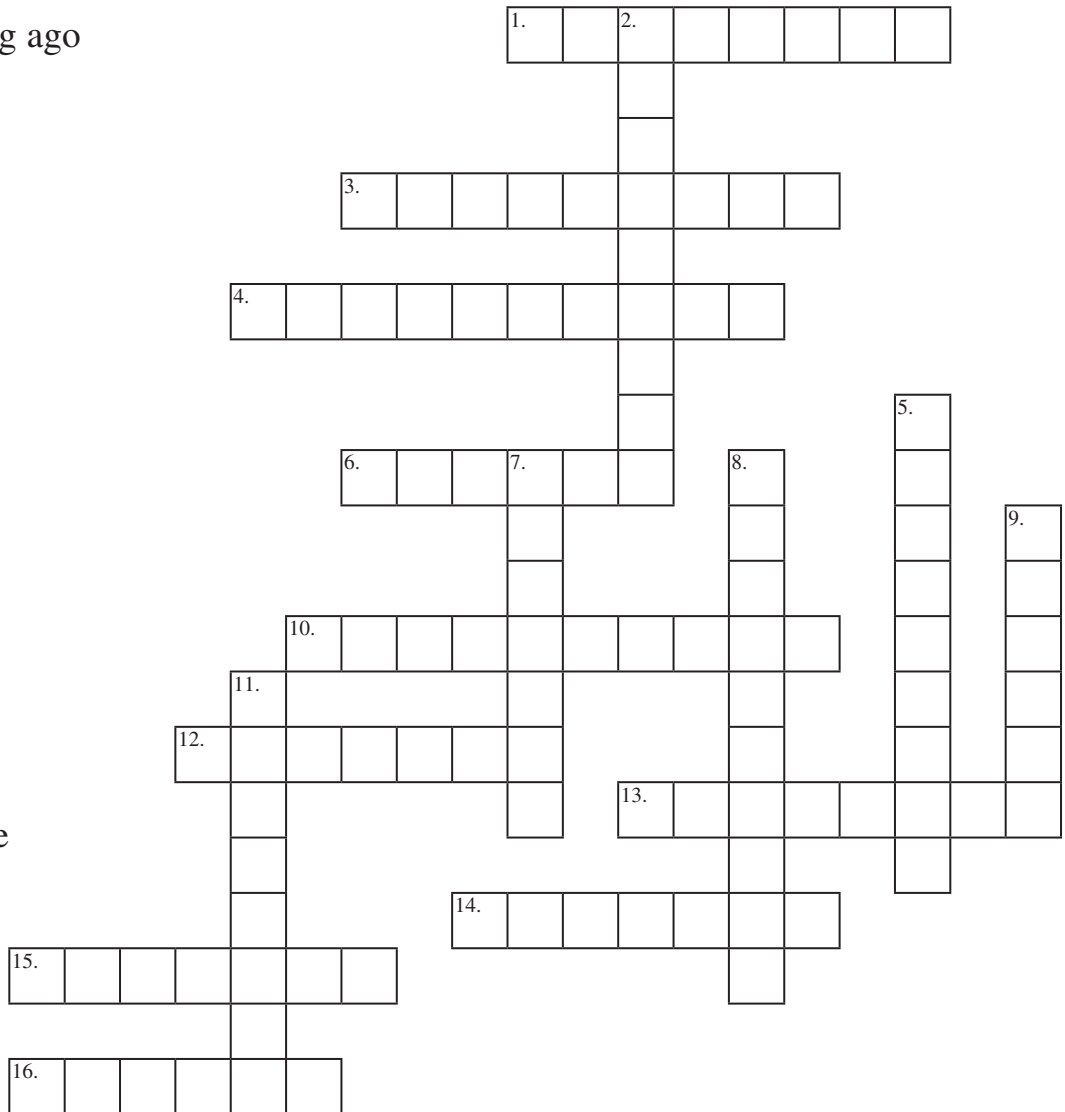
**Crossword Puzzle** Use the clues to write list words in the puzzle.

#### Across

1. not very long ago
3. smog
4. adjustment
6. cleverly
10. winning
12. hurtful
13. really
14. mischievous
15. cautious
16. annually

#### Down

2. surely
5. very
7. excitedly
8. considerate
9. alone
11. in good taste



**Home Activity** Your child has learned to read, write, and spell words with the suffixes *-ful, -ly, and -ion*. Say a clue from the puzzle. Have your child say and spell the list word.

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## Generalize

- A **generalization** is a broad statement or rule that applies to several examples. Authors sometimes use clue words such as *most*, *all*, *usually*, and *never* to help readers generalize. Some generalizations are valid, or supported by facts and details. Others are faulty, or not supported.

**Directions** Read the passage. Then fill in the chart below.

In the western United States lived many large Native American groups, including the Navajo, the Comanche, and the ancient Anasazi. The Anasazi were ancestors of some of today's Native Americans, and most were cliff dwellers. Their dwellings in New Mexico and Colorado were

amazing apartment-like communities constructed in caves and on cliff faces. The Navajo of today live on a large portion of land in the four-corners area of Colorado, New Mexico, Arizona, and Utah. The Comanche, also a modern-day group, live primarily in Oklahoma today.

Generalization	How You Know
1. Many large Native American groups lived in the western United States.	
2.	Their dwellings in New Mexico and Colorado were amazing apartment-like communities constructed in caves and on cliff faces.
3. The Navajo and Comanche are alive today.	

4. On a separate sheet of paper, describe two or three traditional homes of Native Americans. Use a resource such as a book or the Internet for help.



**Home Activity** Your child reviewed generalizations. Read a book about Native American life and help your child find in it a generalization about Native American lifestyles.



Name \_\_\_\_\_

## Quotations and Quotation Marks

**Directions** Underline the sentence in each pair that uses quotation marks correctly.

1. The storyteller said, even the dogs that howl at the moon were deep asleep.

The storyteller said, "Even the dogs that howl at the moon were deep asleep."

2. The Chanters asked, "Who will make a sacrifice to end the drought?"

The Chanters asked, "Who will make a sacrifice to end the drought?"

3. "I heard Great Spirit's words!" exclaimed Wise Eagle.

"I heard Great Spirit's words!" exclaimed Wise Eagle!

4. "Who will be the first to toss a gift into the fire,?" he asked.

Who will be the first to toss a gift into the fire?" he asked.

5. One Who Runs heard his father say, "I can't toss my bow into the fire."

One Who Runs heard his father say I can't toss my bow into the fire.

**Directions** Rewrite each sentence. Add quotation marks and other correct punctuation.

6. Who will give our People music asked Hummingbird and Bluebird

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7. The narrator said Little One did not sleep, she tossed and turned

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8. Wise Eagle decided let us call the flowers bluebonnets.

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