

Suffixes *-ize, -ance/-ence*

FOCUS The suffix *-ize* means “to make.” Adding *-ize* to adjectives and nouns forms verbs. For example, adding *-ize* to the adjective *vocal* changes it to *vocalize*, which means “to make vocal.”

The suffix *-ance/-ence* means “state of” or “quality of.” Adding *-ance/-ence* to adjectives and verbs forms nouns. For example, *resistance* means “state of resisting” and *obedience* means “state of being obedient.”

PRACTICE Read each sentence. The boldfaced word contains a suffix taught in this lesson. On the line, write *N* if the word is a noun or *V* if the word is a verb.

- _____ The school was honored for teaching **excellence** in the city.
- _____ The puppy bears a **resemblance** to the missing one shown online.
- _____ The cyclist was **hospitalized** after the accident.
- _____ During dance class today, we will practice **synchronizing** our steps.
- _____ The **fragrance** of the flowers filled the room.
- _____ The test indicates the child has high **intelligence**.
- _____ The doctor needs to **authorize** an appointment with the specialist.
- _____ Do you **recognize** any of the items in the lost and found?

APPLY Complete the “word-math” problems below by combining the base word and suffix and writing the word on the line. Then use each word in a sentence.

9. familiar + ize = _____

10. exist + ence = _____

11. attend + ance = _____

12. public + ize = _____

13. enter + ance = _____

14. prefer + ence = _____

Vocabulary

FOCUS Review the selection vocabulary words from “One Small Step.”

awry	magnitude
capsule	onboard
descending	rendezvoused
esteemed	resounding
fatigue	thrusters
glitches	ventures

PRACTICE Read each sentence. Write the vocabulary word on the line that best completes each sentence.

1. If someone ran a marathon, that person would likely feel much _____.
2. When the astronaut worked on the rocket engines, she fixed the _____.
3. If your plans were changed unexpectedly, they went _____.
4. When you walk down a set of stairs, you are _____.
5. If the car has a mapping system installed in it, the system is _____.
6. The class put items for a future class in a time _____.

7. It was frustrating to work on the computer program with so many _____.
8. This new treatment is a medical advancement of great _____.
9. The scientist won many awards and was highly _____.
10. Some people consider parachuting and bungee jumping to be big _____.
11. The approval and support for the new community park was _____.
12. The two friends played separately and then near the end of recess they _____.

APPLY Read each question. Think about the meaning of the underlined vocabulary word. Write your answers on the line.

13. What might cause someone to feel fatigue? _____
14. Who is an esteemed scientist you know of? _____
15. How would you know if you had resounding support for a project?

16. What ventures are the most dangerous? _____
17. When have you had plans that went awry? _____
18. Where have you rendezvoused with friends? _____

New Space Ventures

“Matthew,” called Mom, “I need you to entertain your little sister while I make dinner.”

Matthew tried looking fatigued and replied, “But Mom, I’ve had a long day at school. I don’t think I could keep her busy that long!”

“I am sure you will think of something,” she answered. “Mia holds you in high esteem.”

“I know *Mia* will think of something,” thought Matthew. His sister was six years old with a magnitude of ideas. Currently, Mia wanted to learn all about space and astronauts. So, he and his family had read several books to her about Sally Ride and Mae Jemison. Maybe he *could* think of something this time.

Matthew saw Mia sitting on the sofa reading one of the space books from the library. He got closer and pretended to talk into a communication device, saying “Mia...let’s rendezvous at the space headquarters in T-minus four minutes. Over.”

Mia looked up at her brother, ready to play along. She glanced around the room, peeking over her book, and answered into her imaginary communication device, “Roger.” Mia resoundingly loved the official sound of “Roger” to say “Okay” when they played this game. She and her brother walked all over the house sneakily, in opposite directions, to make sure they were not followed.

Four minutes later, Mia peeked into her brother’s room. It was covered with posters and models of space. A large poster showing a space capsule floating in space was in the center. Drawings of planets, both real and imaginary, decorated the wall around it. Models of other spacecrafts waited on his bookshelves for future missions, while planets dangled on string from his ceiling. She knocked on the door with three quick taps and entered saying, “Reporting for duty, sir.”

“Thank you, Mia. I hope you will accept this next venture that I have for you. It will not be easy, but I know you are the person for the job. The right thruster is not working properly, and it needs to be adjusted before the next crew can go into space. They are counting on you to make everything work smoothly. Do you think you can fix it?” Matthew looked with great seriousness for Mia’s reply.

“Of course!” she beamed, and then returned the serious tone, “Let me get my tools and get to work!”

Mia grabbed an imaginary toolbox and set to work on the right thruster, which looked a lot like a trash can on its side next to Matthew's bed. She pulled different tools out and tinkered on the part, stopping occasionally to wipe sweat off her brow and continue to work. Finally, she looked at her work with approval and declared, "Good as new."

"Great work, Mia," Matthew said as he thought, "Well that didn't take long. Now what will we do?"

"Thank you," replied Mia. "What do you say we take a ride in the shuttle? I know exactly where we can go to explore a new world!"

"That might be a good idea. Then we can make sure the glitch is fixed and the right thruster won't give our astronauts any problems," said Matthew, playing along. "Does this mean you will be the pilot?"

"Of course," she said confidently, as if she believed no one else in the room was qualified to be the pilot. Matthew and Mia sat in chairs next to each other. Matthew handed Mia a set of headphones to put on and he also put on a set so they could talk to each other during the flight. Mia made sure they both buckled up and then she checked on the onboard switches. She flipped imaginary switches up and down, and finally asked her brother, "Ready?"

Matthew nodded and up they went, blasting through the atmosphere and soon looking back at Earth. Mia shook the controls as they headed into space, and then smoothed her motions. She steered to the left, and Matthew leaned to the left. Then, she steered to the right and Matthew leaned to the right. He finally commented, "I think it is working. I suppose we can head back now." Then, Matthew made a beeping sound and said in a panicked voice, "I think something is awry! What should we do?"

"Calm down," Mia responded. "I will just drive over to the space station. They have some extra tools and they know tons about rockets and space." Mia steered to the left and then to the right, and finally she pulled down on the steering to make it go down.

"Don't descend too quickly or we will be in trouble!" said Matthew.

"I know what I'm doing, so just hold on while I slow this thing down," said Mia.

Matthew heard the final sound of the mission: his mother calling from the kitchen, "Dinner!"

Classifying and Categorizing

FOCUS

- **Classifying** is identifying the similarities that objects, characters, or events have in common with each other, and then grouping them by their similarities.
- **Categorizing** is the act of organizing the objects, characters, or events into groups, or categories.

PRACTICE On the lines below, clothes will be categorized into tops and bottoms. Classify the items listed in the box by placing them into the appropriate category.

shirt	blouse	skirt	slacks
pants	shorts	sweater	jacket

1. Tops

2. Bottoms

APPLY Classify the types of travel listed in the box by placing them into their appropriate categories on the lines below.

boat	airplane	car	jet	ship	ocean liner
van	truck	yacht	glider	train	hot-air balloon

3. By Land

4. By Sea

5. By Air

Name _____ Date _____

Opinion Writing

Think

Audience: Who will read your opinion essay?

Purpose: What is your reason for writing an opinion essay?

PREWRITING Brainstorm five possible opinions about a chosen topic. Record your ideas on the lines below.

Topic: _____

Opinion #1: _____

Opinion #2: _____

Opinion #3: _____

Opinion #4: _____

Opinion #5: _____

Revising

Use this checklist to revise your opinion essay.

- Does your writing have an introduction that states an opinion?
- Does your writing have reasons that support your opinion?
- Did you include a conclusion that sums up your opinion?
- Does your writing include transition words?
- Did you look for and replace overused words or phrases?
- Does your writing include detailed and descriptive language?

Editing/Proofreading

Use this checklist to correct mistakes in your opinion essay.

- Did you use proofreading symbols when editing?
- Did you check your writing for mistakes in adjectives and adverbs?
- Did you check your writing for spelling mistakes?

Publishing

Use this checklist to prepare your opinion writing for publishing.

- Write or type a neat copy of your opinion writing.
- Add a photograph or a drawing.

Suffixes *-ize* and *-ance/-ence*

FOCUS

- The **suffix *-ize*** means “to make.” When it is added to a base word, it creates a verb.
- The **suffix *-ance/-ence*** means “state or quality of.” When it is added to a base word, it creates a noun.

PRACTICE On the line, write the spelling word with the suffix *-ize* that shares the same base word with the following words.

Word List

- | | |
|---------------|-----------------|
| 1. abundance | 11. ignorance |
| 2. authorize | 12. inheritance |
| 3. criticize | 13. insurance |
| 4. elegance | 14. legalize |
| 5. emphasize | 15. magnetize |
| 6. evidence | 16. organize |
| 7. existence | 17. preference |
| 8. fragrance | 18. reference |
| 9. harmonize | 19. specialize |
| 10. hypnotize | 20. sterilize |

Challenge Words

1. characterize
2. correspondence
3. mesmerize

1. sterile _____

6. hypnotic _____

2. organ _____

7. specialist _____

3. magnetic _____

8. harmonica _____

4. illegal _____

9. authority _____

5. emphasis _____

10. critical _____

On the line, write the spelling word with the suffix *-ance/-ence* that shares the same base word with the following words.

11. referred _____

14. inelegant _____

12. fragrant _____

15. abundant _____

13. insuring _____

16. ignore _____

17. prefer _____

19. inheritor _____

18. evident _____

20. existed _____

APPLY Look at each underlined spelling word in the sentences. If it is spelled incorrectly, write the correct spelling on the line. If it is spelled correctly, write **Correct**.

21. The nurses must sterlize the surgical tools before they can be used again.

22. Edie appreciated the swan's elegence as it floated proudly and gracefully across the pond. _____

23. Our insurence for the boat needs to be renewed before the end of the month.

24. The colorful, flashing lights of the fair's midway mesmerize me.

25. The sweet fragrense of honeysuckle hangs over the meadow.

26. Do you have any evidence that Finn took the last apple? _____

27. The house was filled with an abundance of joy when Ollie came home.

28. I'm surprised that you believe in the exsistance of dragons. _____

29. Reading in bed is usually my prefrence for a Saturday night at home.

30. Two restaurants near my house specalize in Italian dishes. _____

Adjectives and Adverbs

FOCUS Adjectives modify nouns.

- Adjectives show what kind, how many, and which one.

colorful shirts; **several** children

- Proper adjectives are formed from proper nouns. They are almost always capitalized.

French toast; **Jewish** deli

Adverbs modify verbs, adjectives, and other adverbs.

- Adverbs show how, when, where, and to what extent.

walked **slowly**; bowled **yesterday**; jumping **around**;
very quiet

PRACTICE Circle the adjectives, and underline the adverbs in the following paragraph.

Each spring, Washington, D. C. is filled with the colorful blossoms of Japanese cherry trees. In 1912, Tokyo's mayor generously donated three thousand trees. They clearly symbolized the growing friendship between Japan and America. A two-week festival is held annually to celebrate the blossoming trees and Japanese culture. In Japanese culture, the cherry tree represents many things. For example, during the time of the samurai, fallen blossoms from the cherry tree represented warriors who had died bravely in battle.

APPLY Read each numbered sentence. On the first line of each lettered sentence, write *adjective* or *adverb*. On the second line, write the word or phrase from the box that describes how the adjective or adverb functions in the sentence.

how	what kind	where	to what extent
when	how many	which one	

1. They **always** relaxed in Shane’s **backyard** fort when it was too **hot** to play basketball.

- a. *Always* is an _____; it tells _____.
- b. *Backyard* is an _____; it tells _____.
- c. *Hot* is an _____; it tells _____.

2. **Suddenly**, a **loud** crash echoed through Shane’s **normally** calm yard.

- a. *Suddenly* is an _____; it tells _____.
- b. *Loud* is an _____; it tells _____.
- c. *Normally* is an _____; it tells _____.

3. The **two** boys **quickly** ran **out** of the fort.

- a. *Two* is an _____; it tells _____.
- b. *Quickly* is an _____; it tells _____.
- c. *Out* is an _____; it tells _____.

4. A **massive** branch from an **English** oak tree had fallen.

- a. *Massive* is an _____; it tells _____.
- b. *English* is an _____; it tells _____.