

Prefix *inter-*; Suffixes *-ish*, *-ism*; Greek root *chron*

FOCUS

The prefix *inter-* means “between” or “among.” For example, the word *interact* means “to act between” or “to talk to or do things with others.”

The suffix *-ish* means “near,” “like,” or “almost.” Adding *-ish* to a word creates an adjective. For example, the word *child* becomes *childish*, meaning “like a child.”

The suffix *-ism* means “state of” or “quality of.” Adding *-ism* to a word creates a noun. For example, the word *athletic* becomes *athleticism*, meaning “quality of being athletic.”

The Greek word *chron* means “time.” For example, the word *chronic* means “relating to time,” or in other words, “for a long period of time.”

PRACTICE Add *inter-*, *-ish*, or *-ism* to each base word below to create a real word. Then write the new word’s definition.

1. _____state

2. _____national

3. hero_____

4. fool_____

APPLY Each word contains the prefix *inter-*, the suffixes *-ish*, or *-ism*, or the Greek root *chron*. Choose the word that fits the definition and write it on the line and then use it in a sentence.

chronograph pinkish	interconnected sevenish	internet tourism	patriotism synchronized
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5. state of touring _____

6. quality of a patriot _____

7. near seven _____

8. connected between _____

9. made to happen at the same time _____

10. an instrument used for measuring time _____

Vocabulary

FOCUS Review the selection vocabulary words from “Island Treasures: Growing Up in Cuba.”

arrogant
authoritarian
formal
formidable
manufacturer

nostalgia
prevalent
remote
steadfast

PRACTICE Complete each sentence with a selection vocabulary word. Each vocabulary word should be used once.

1. Because of our _____ friendship, we have shared many years of tears and laughter.
2. The _____ opinion of the community is that we should continue the yearly festival.
3. The dinner will be _____ so you will need to wear a suit and tie.
4. It will be difficult to travel to the _____ village in the mountains.
5. Our father formed a set of _____ rules at home, so we do what he says.
6. Grandpa had moments of _____ as he walked into the house where he grew up.

7. My _____ teammate thought she knew best about every aspect of the sport.
8. I contacted the _____ to get the instruction manual since we could not find one in the house.
9. That team is a _____ opponent—they have won every game this season!

APPLY Look at the word in italics. Which option is the best match? Write your answer and then an explanation on the line below.

10. *formal*: a tuxedo or a jersey? _____

Why? _____

11. *remote*: a cabin in the wilderness or a house in a village? _____

Why? _____

12. *prevalent*: books at a library or books at a playground? _____

Why? _____

13. *formidable*: an easy assignment or a big school presentation? _____

Why? _____

14. *steadfast*: a trusted family member or a new neighbor? _____

Why? _____

A New Program

On Friday, our teacher told us that Mrs. Sullivan, our principal, would be meeting with all the fifth grade classes to discuss a new program she wants to begin at our school. Mrs. Sullivan wanted us to know that we would be an integral part of the program and its success. Although Mrs. Sullivan held the position of authority in our school, she never seemed like a strict authoritarian. She had a warmth and flexibility in her leadership style. So, we were excited to hear more from her about this new program.

The next week, Mrs. Sullivan came to our classroom to tell us about her program, Kindergarten Buddies. She greeted us, “Good morning! I would like to start a buddy program here at the school to manufacture a strong feeling of community and connectedness among our students. I want you to think back to your kindergarten year, and then imagine the fifth graders you saw in the hallway. How did they look?”

Hands shot up in the air and Mrs. Sullivan called on a few students to share what they remembered: “The fifth graders looked so huge!” “The fifth graders seemed to live in a very remote part of the school, far from our kindergarten classroom.” “I was a little afraid of them because they seemed so giant.”

Mrs. Sullivan nodded, and then replied, “As a fifth grader, you will be assigned a kindergarten buddy. You will begin by formally introducing yourself and then you will do a short activity together. The goal is to break down the formidable image of the fifth graders and to develop a steadfast friendship over the year. The fifth grade teachers will work with the kindergarten teachers to pair up students.”

“Now, as fifth graders, I have high expectations for you. I expect you to be role models of proper behavior for your kindergarten partners—being good listeners when you are given instructions and following those directions. I expect you to be thoughtful and kind buddies during your time together. I know you will,” finished Mrs. Sullivan. “Do you have any questions about the program?”

“Mrs. Sullivan, when will we find out who our buddy will be? You know I will be the best buddy of the entire fifth grade,” Kevin finished, almost arrogantly.

Mrs. Sullivan smiled and answered, “I am sure you will. We will start next month.”

In preparation for our visit, we practiced formally introducing ourselves to a partner: “Hello, I am Maria. I am in Mr. Allen’s fifth grade class. How are you?” We practiced asking some basic questions about what our buddies like best about school and what they are learning. Then, Mr. Allen gave us the name of our kindergarten buddy and asked us to write a short note to our buddy on a blank postcard he gave us.

I looked at the name Mr. Allen gave me, Julia Alvarez, and then I began writing my note. I told Julia that I had an older brother and a younger sister, as well as a dog named Max. I told her how much I loved the monkey bars on the playground. I finished the note telling her how excited I was to meet her, and I drew a picture of my family, including Max. Later that week, I received a picture from Julia that showed a girl with a large smile on her face that simply said “Julia.”

Two weeks later, we lined up to go to the kindergarten classroom where we would meet our kindergarten buddy for the first time. As we walked into the kindergarten classroom, I was suddenly hit with memories of kindergarten. I had forgotten the prevalence of bright colors in the decorations of the room, from the carpet to the posters on the walls. I looked nostalgically at the stacks of games on one shelf, the picture books on display, and the teaching clock along one wall of the room. I remember how proud I was when I finally mastered these skills, which seem so easy now.

The teachers helped us find our kindergarten buddy, and I soon introduced myself to Julia. Then, the kindergarten teacher clapped her hands in rhythm, and the children clapped the rhythm in response. I remotely remembered my kindergarten teacher clapping to us so long ago, and it made me smile at the nostalgic thought. We played a question game to learn more about each other.

Julia and I found that we had much in common. We both had an older brother and a younger sister. We both loved to tell stories. Throughout the year, we wrote steadfastly to each other, sharing funny stories, especially those involving arrogant older brothers! I think this program was a success.

Fact and Opinion

FOCUS

Good writers use both facts and opinions in their writing. A good reader can tell one from the other.

- **Facts** are details that can be proven true or false.
- **Opinions** are what people think. They cannot be proven true or false.

PRACTICE Read each sentence below and tell whether it is a fact or an opinion.

1. Alma Flor Ada tells the most beautiful stories. _____
2. Alma Flor Ada was born in Cuba. _____
3. Tadpoles turn into frogs. _____
4. It was hard to find a bull frog on the farm. _____
5. River turtles live in the stream by the fields. _____
6. A fallen tree looks like a shipwreck. _____
7. The fish in the stream eat mosquito larvae. _____
8. Alma's grandfather told many stories. _____
9. Alma's grandfather was a great storyteller. _____
10. Orange blossoms smell wonderful in the spring. _____

APPLY Write one fact and one opinion you have about each topic below. Use complete sentences.

11. a farm animal

Fact: _____

Opinion: _____

12. an author

Fact: _____

Opinion: _____

13. a parade

Fact: _____

Opinion: _____

14. Cuba

Fact: _____

Opinion: _____

Narrative Writing

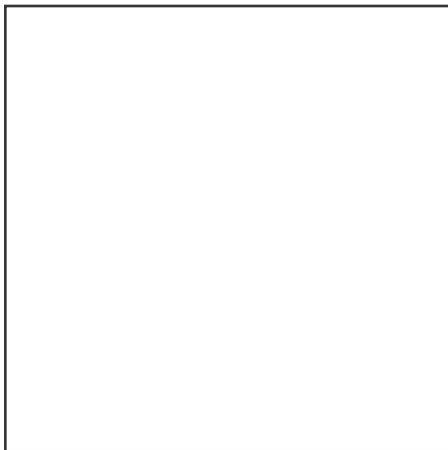
Think

Audience: Who will read your narrative writing?

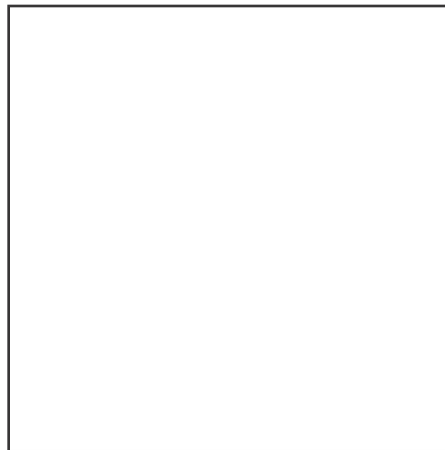
Purpose: What is your reason for writing a narrative?

PREWRITING Write a short description of an experience you had or read about in which a lesson was learned. Use the topic ideas below to help you.

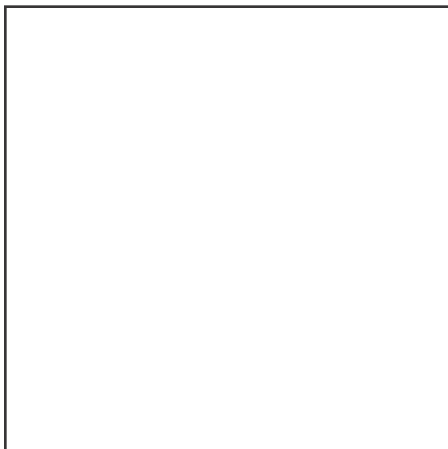
a lesson about fairness



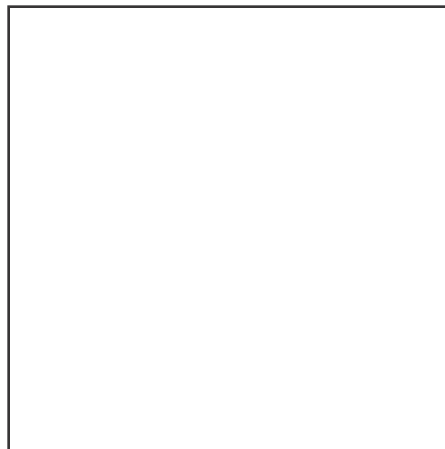
a lesson about responsibility



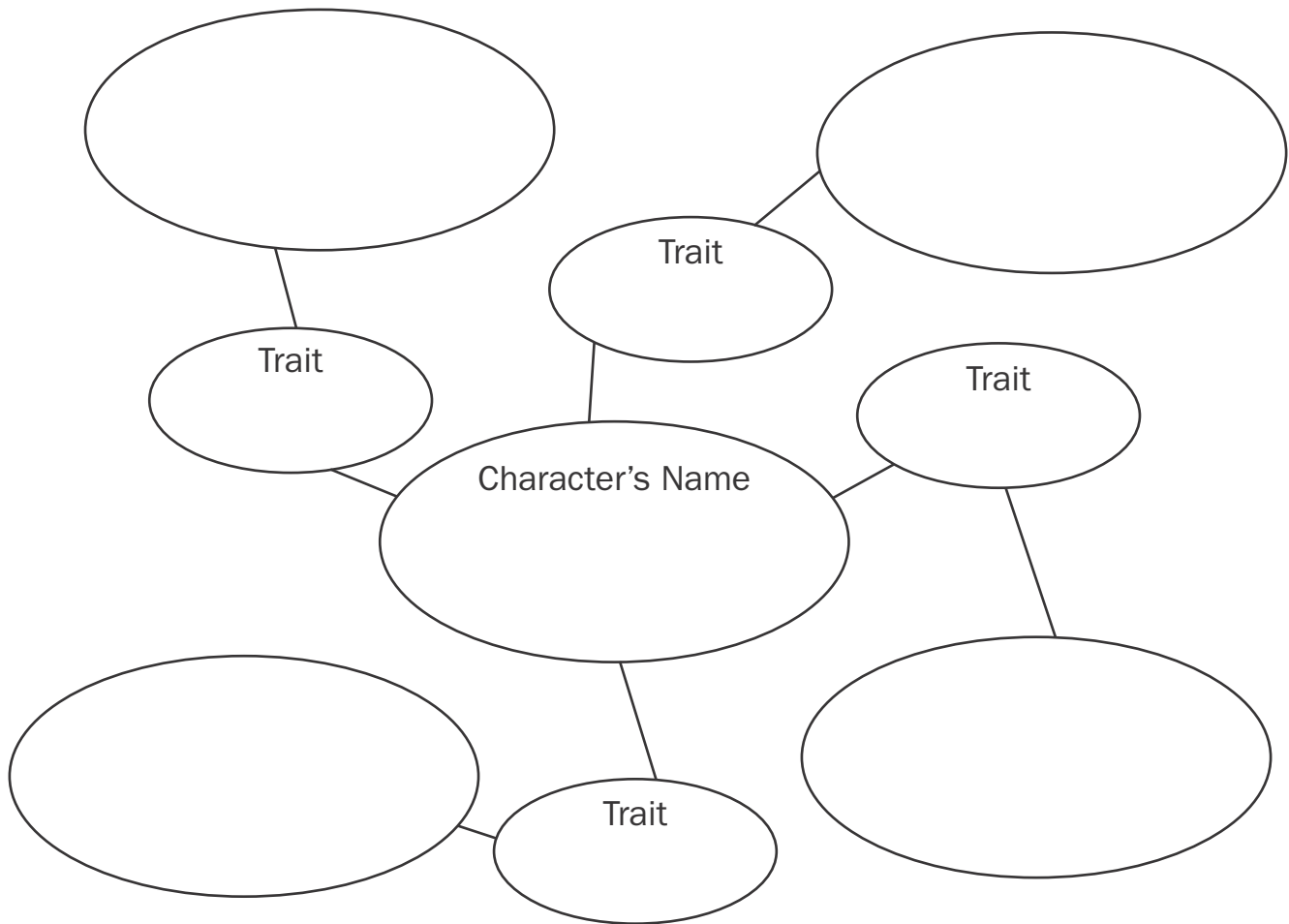
a lesson about following rules



a lesson about safety



PREWRITING Use this character web to organize the traits of your main character. Write the character's name in the middle. Then write one of the character's traits in each of the small circles. Finally, list behaviors that demonstrate each trait in the bigger circles.



Prefix *inter-*, Suffixes *-ish* and *-ism*, Greek Root *chron*

FOCUS

Identifying Greek roots, prefixes, and suffixes and their meanings can help you spell difficult words.

- The **Greek root *chron*** means “time.”
- The **prefix *inter-*** means “among” or “between.”
- The **suffix *-ish*** means “near,” “like,” or “almost.” It creates an adjective when added to a base word.
- The **suffix *-ism*** means “state or quality of.” It creates a noun when added to a base word.

PRACTICE Add the suffix *-ish* or *-ism* or the root *chron* to the following word parts to create a spelling word.

Word List

- | | |
|------------------|------------------|
| 1. bookish | 11. interruption |
| 2. chronic | 12. intersperse |
| 3. chronicle | 13. intertwine |
| 4. chronological | 14. mannerism |
| 5. chronometer | 15. optimism |
| 6. criticism | 16. organism |
| 7. feverish | 17. stylish |
| 8. foolish | 18. symbolism |
| 9. interject | 19. synchronize |
| 10. intermediate | 20. ticklish |

Challenge Words

1. amateurish
2. anachronism
3. metabolism

1. fool_____

4. symbol_____

2. tickl_____

5. styl_____

3. _____ject

6. critic_____

7. _____twine **11.** syn_____ ize
8. _____icle **12.** fever_____
9. optim_____ **13.** _____ometer
- 10.** _____ruption **14.** _____ic

APPLY On the line, write the spelling word that is related by a common root or base word to each of the following words.

- 15.** organic _____
- 16.** illogical _____
- 17.** symbolic _____
- 18.** rejection _____
- 19.** millimeter _____
- 20.** tickled _____
- 21.** restyling _____
- 22.** mediation _____
- 23.** corrupting _____
- 24.** critical _____
- 25.** ill-mannered _____
- 26.** notebook _____
- 27.** dispersed _____
- 28.** optimal _____

Complex Sentences

FOCUS

A complex sentence contains an independent clause and one or more dependent clauses.

- An **independent clause** stands alone as a sentence.

I found the book in the fiction section.

- A **dependent clause** has a subject and a verb, but it cannot stand alone as a sentence. Many dependent clauses begin with subordinating conjunctions.

*I found the book in the fiction section **after I asked the librarian for help.***

- When a dependent clause begins a sentence, a comma is used to separate it from the independent clause.

***Although I thought it was a true story,** I found the book in the fiction section.*

PRACTICE Label each sentence with a **C** if it is a complex sentence or **X** if it is not a complex sentence.

1. _____ After Aziza finishes working on the computer, she logs out before turning off the power.
2. _____ The lights dimmed because the movie was about to begin.
3. _____ Maya's uncle always brings news about friends and relatives in Dallas.
4. _____ The sheriff told the posse to head out while the sun still shone, and then he walked back inside the building.
5. _____ Before Paul finishes writing his novel, he hopes to find a publisher.

APPLY Underline the independent clause and circle the dependent clause in each sentence.

6. After Jim's mom dropped us off, we headed to English class.
7. As the bus was pulling away, Jeremy ran out of his house to the bus stop.
8. Because the Shamrocks won the softball game, the entire town had a big celebration.
9. The dog tried to run away whenever he thought he was getting a bath.
10. Matt liked to sleep in during the summer unless his grandfather was going to let him ride the tractor.

Combine each set of clauses below to create a complex sentence. Be sure to use one of the subordinating conjunctions from the box.

so	because	unless	whenever
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11. it's cold enough; my friend Donyell likes to ice skate

12. Angelo studied at the library yesterday; it was much quieter

13. a special visitor was coming for dinner; I helped clean the house

14. Krista finds the map; she won't know the way to the reunion
