

"Ribbons" by Laurence Yep  
 "The Treasure of Lemon Brown" by Walter Dean Myers

## Build Vocabulary

### Using the Word Root *-sens-*

**A. DIRECTIONS:** The word root *-sens-*, which means "feel," appears in many words, such as the Word Bank word *sensitive*. Use the following defined words to complete the sentences below.

- insensitivity**, lack of feeling
- desensitize**, to make less able to feel
- extrasensory**, beyond the normal range of the five senses
- sensational**, outstanding enough to arouse strong feeling

1. This medicine will \_\_\_\_\_ your gums so the dentist can work.
2. The magician claimed to have \_\_\_\_\_ powers.
3. The child laughed at his friend's problem, which showed his \_\_\_\_\_.
4. The fireworks display was \_\_\_\_\_, and everyone cheered.

### Using the Word Bank

sensitive	coax	laborious	exertion
meek	ajar	tentatively	impromptu

**B. DIRECTIONS:** Match each word in the left column with its definition in the right column.

- |  |   |
|--|---|
| <ul style="list-style-type: none"> <li>___ 1. ajar</li> <li>___ 2. coax</li> <li>___ 3. exertion</li> <li>___ 4. impromptu</li> <li>___ 5. laborious</li> <li>___ 6. meek</li> <li>___ 7. sensitive</li> <li>___ 8. tentatively</li> </ul> | <ul style="list-style-type: none"> <li>a. easily hurt or irritated; touchy</li> <li>b. taking much work or effort; difficult</li> <li>c. humble, shy</li> <li>d. open</li> <li>e. unscheduled; unplanned</li> <li>f. hesitantly; with uncertainty</li> <li>g. to influence through pleasant words</li> <li>h. effort; struggle</li> </ul> |
|--|---|

### Using Antonyms

**C. DIRECTIONS:** Circle the letter of the word that means the opposite of the word in CAPITAL LETTERS.

- |   |  |  |
|---|--|--|
| <p>1. IMPROMPTU</p> <ul style="list-style-type: none"> <li>a. sudden</li> <li>b. rehearsed</li> <li>c. immediate</li> <li>d. unplanned</li> </ul> | <p>2. LABORIOUS</p> <ul style="list-style-type: none"> <li>a. easy</li> <li>b. difficult</li> <li>c. slow</li> <li>d. effective</li> </ul> | <p>3. MEEK</p> <ul style="list-style-type: none"> <li>a. frightened</li> <li>b. squinting</li> <li>c. loud</li> <li>d. bold</li> </ul> |
|---|--|--|

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### Build Spelling Skills: Adding the Suffix -ious

**Spelling Strategy** You can add the suffix *-ious* to some nouns to change them into adjectives. If the noun ends in the letter *y* or *e*, drop the *y* or *e* before adding *-ious*.

**A. Practice:** Add the suffix *-ious* to each of the following words. Write the new word on the line.

- 1. labor \_\_\_\_\_
- 2. envy \_\_\_\_\_
- 3. grace \_\_\_\_\_

**B. Practice:** Add *-ious* to the following words. Then write each new word in the blank where it makes the most sense.

- glory \_\_\_\_\_
- victory \_\_\_\_\_
- fury \_\_\_\_\_
- space \_\_\_\_\_

- 1. Stacy's room was not \_\_\_\_\_ enough for all Grandmother's things.
- 2. Stacy was angry but not \_\_\_\_\_ about the way Grandmother treated her.
- 3. Ballet gave Stacy a \_\_\_\_\_ feeling.
- 4. Stacy's mom had finally been \_\_\_\_\_ in her efforts to get Grandmother to move to San Francisco.

**Challenge:** Lemon Brown's hands are described as "gnarled." When the letters *gn* are used in the beginning of a word, the *g* is silent. In a dictionary, look up the meanings of these words that begin with *gn*. Write the definitions on the lines.

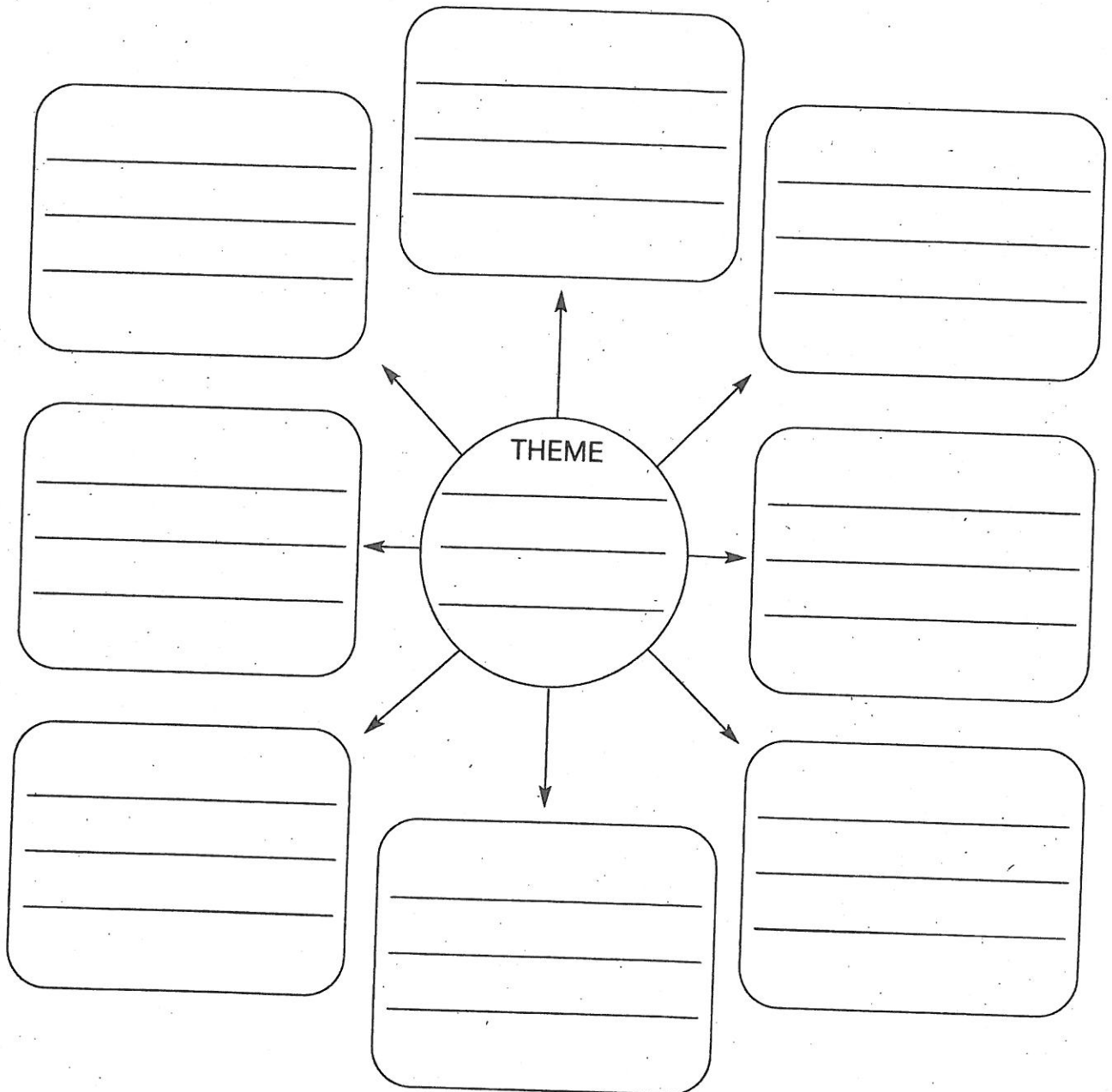
- 1. gnash \_\_\_\_\_
- 2. gneiss \_\_\_\_\_
- 3. gnome \_\_\_\_\_
- 4. gnat \_\_\_\_\_

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### Literary Analysis: Theme

The **theme** of a story is its central underlying message, usually about life or human nature. A theme is sometimes stated directly, but more often it is suggested through the title, the words and experiences of the characters, the events and conflict in the story, and other details. For example, if a person in a story overcomes great obstacles to win a race, the theme might be the importance of determination in accomplishing goals.

**DIRECTIONS:** Complete this diagram for either "Ribbons" or "The Treasure of Lemon Brown." In the center circle, write what you see as the theme of the story. In the boxes, write details that led you to this conclusion.



Name \_\_\_\_\_

## PREPOSITIONS

Date \_\_\_\_\_

Directions: Unscramble the following prepositions.

- |                   |                      |
|-------------------|----------------------|
| 1. twih-_____     | 21. ethuneadnr-_____ |
| 2. stap-_____     | 22. tluin-_____      |
| 3. ta-_____       | 23. wnod-_____       |
| 4. nagol-_____    | 24. rane-_____       |
| 5. fof-_____      | 25. fro-_____        |
| 6. no-_____       | 26. ni-_____         |
| 7. duren-_____    | 27. dibneh-_____     |
| 8. nagasit-_____  | 28. nupo-_____       |
| 9. denboy-_____   | 29. tthouiw-_____    |
| 10. toni-_____    | 30. tafre-_____      |
| 11. mrof-_____    | 31. damou-_____      |
| 12. ot-_____      | 32. goman-_____      |
| 13. nithwi-_____  | 33. beedis-_____     |
| 14. tebewen-_____ | 34. ringdu-_____     |
| 15. foereb-_____  | 35. vroe-_____       |
| 16. socasr-_____  | 36. theeabn-_____    |
| 17. pu-_____      | 37. gotuhrh-_____    |
| 18. boeva-_____   | 38. ubato-_____      |
| 19. diam-_____    | 39. poat-_____       |
| 20. wolbe-_____   | 40. tub-_____        |

**PREPOSITIONAL PHRASES WILL NOT BE THE SUBJECT OR VERB OF THE SENTENCE. \***

**WORKBOOK PAGE 6**

**HOW TO TEACH SUBJECTS:**

After crossing out all prepositional phrases, find **who** or **what** the sentence is about.

- A. The man with his son walked toward me.

The man ~~with his son~~ walked ~~toward me~~.

- B. Some of the ducklings waddled past us.

Some ~~of the ducklings~~ waddled ~~past us~~.

- C. A book of stamps lay on the table.

A book ~~of stamps~~ lay ~~on the table~~.

**HOW TO TEACH VERBS:**

After finding the subject of the sentence, decide **what happened** or what **"is"** in the sentence. Remember: *The verb will never be in a prepositional phrase.*

- A. The man ~~with his son~~ walked ~~toward us~~.

- B. Some ~~of the ducklings~~ waddled ~~toward us~~.

- C. A book ~~of stamps~~ lay ~~on the table~~.

\*This will hold true 99% of the time.

Name \_\_\_\_\_

## PREPOSITIONS

Date \_\_\_\_\_

Directions: Cross out any prepositional phrases. Underline the subject once and the verb twice.

1. The shoppers went into the store.
2. A blender fell on the floor.
3. We walked between the aisles of the supermarket.
4. During the storm we held onto the side of the boat.
5. Outside our home a pine tree grows.
6. He stepped behind the door.
7. The vacationers went to the beach.
8. Throughout the day the rain came in the window.
9. The price of soda is over a dollar.
10. Past the large sign is a windmill.
11. The report concerning smoking is in my desk.
12. All students except Juan rode to school on a bus.
13. The child went up the ladder and down the slide.
14. The lettuce is inside the refrigerator by the milk carton.
15. After the television program about snakes, we rode on our bikes to the zoo.