

ME and UNCLE ROMIE

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Lesson 18 Day 1

You will need
your book,
journal, pencil,
and workbook.

Question of the Day

- What kinds of art do you like to make?
- One kind of art I like to make is _____
because _____.

Purpose?

- to be entertained
- to learn

Read Aloud

What Is It?

Mara and her older sister Ronda walked to their new school. "I don't like our new neighborhood," said Mara. "It's so crowded."

"I love the city," said Ronda. "It's so interesting. Look at that!"

Ronda pointed at a woman gluing some colored things onto the base of a streetlamp.

"What is it?" asked Mara.

The woman heard her and smiled. "It's a mosaic. I'm an artist who works for the city to make public places more beautiful." She held up something that looked like a piece of a plate. It was red with blue dots on it. "I recycle broken pieces of pottery," said the woman. "I glue them onto the streetlamp to make a design."

The woman showed the girls the side she had finished. It looked just like a big, colorful flower. It made Mara feel like her new neighborhood could be full of surprises.

"You know," Mara said, "Maybe this neighborhood isn't so bad after all. I wonder if there are any other interesting things going on here."

•How does Mara change in the story?

•In the beginning, she does not like her city neighborhood; then she realizes that it is full of surprises.

•What does Mara learn?

•That there are interesting things going on in her new neighborhood.

Phonics Skill

Words with *-er*, *-est*, *-ly*, and *-ful*

A suffix is a word part that is added to the end of a root word to form a new word. Look at the chart below. Think about how each suffix changes the meaning of the root word.

Word	Root Word	Suffix	New Meaning
sharper	sharp	-er	more sharp
teacher	teach	-er	one who teaches
greatest	great	-est	most great
slowly	slow	-ly	in a way that is slow
wonderful	wonder	-ful	full of wonder

You can use what you know about the meanings of suffixes to understand new words.

Tip

Sometimes the spelling of a root word changes when a suffix is added. The meaning of the root word remains the same.

Read the article below. Use the chart to tell about each underlined word, its root, its suffix, and the word's new meaning. Use a dictionary if you need help.

When Morgan and Marvin Smith were growing up in Kentucky, they were happiest making art at school. They painted with oil paints and made sculptures out of soap. As adults in the 1930s, they moved to beautiful New York City, one of the biggest cities in the world. The Smith brothers took pictures in Harlem, a lively African American neighborhood. Their photos show children playing games and other joyful scenes. They became famous photographers.



Word	Root Word	Suffix	Meaning

Try This!

Look back at the article. Find two more words with a suffix you learned about in this lesson. Add them to your chart.



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ALABAMA COURSE OF STUDY—3R2(a) use prefixes/suffixes/root words

Suffixes -er, -est, -ly, -ful

- Look on page 84-85.
- Look at the chart and notice that the suffix –er can have different meaning.
- I see the word *teacher*. I see from the chart that it is made from the root word *teach* and the suffix –er. The suffix –er is added to *teach*, to form *teacher*, which means “one who teaches.” When I add –er to the root word *sharp*, which means “having an edge or point, “ I form *sharper*, which means “ more sharp.”

Spelling: Suffixes –er, -est, -ly, -ful

- nicer
- finest
- useful
- bigger
- really
- nicest
- faster
- lonely
- quickly
- careful
- smaller
- playful
- biggest
- slowly
- thankful

Theme

- The *theme* is the main message of a story. An author often uses theme to explain an idea.
- Remember when we read “Brave Measuring Worm.” I thought about the message the author wanted the reader to get. The bear cubs were lost. Other creatures tried to help. Measuring Worm, the smallest creature, was able to rescue the bear cubs. I think the author’s message is that everyone can be helpful.
- Think about “Lon Po Po” turn to a partner and tell them what the theme is, and use examples from the story that support this theme.
- Practice book p. 150

Listening Comprehension

- Why do you think people write letters, or e-mails, to each other? Turn and talk to a partner.
- Today you will be listening to writing from one character to another about the Statue of Liberty.
- The genre is historical fiction. Historical fiction is set in a real time and place in the past and often includes real people and events.
- It includes made-up characters and events.
- When you listen to historical fiction, you should enjoy the story.
- As I read listen to clues that may tell you the theme of “Building Liberty”.
- What do you think the main message or theme of “Building Liberty” is?
- **If you work hard and are determined to do something difficult, other people will want to help you do it.**
- How did Mr. Bartholdi probably felt when he completed his statue?



The

Characters

Mr. Bartholdi, &
Mr. Eiffel.

Setting

France, 1876-
1885

- What is Mr. Bartholdi's problem? How does he solve it?
- Bartholdi did not know how to make the statue strong enough.
- He solved it by following Mr. Eiffel's advice of making an iron skeleton inside the statue.
- What is the theme of "Building Liberty"?
- Keep trying even when something is difficult, and people may help you succeed.

Plot Events

Mr. Bartholdi wants to make the tallest statue in the world as a gift to America.

Theme

Mr. Bartholdi gets lots of help.

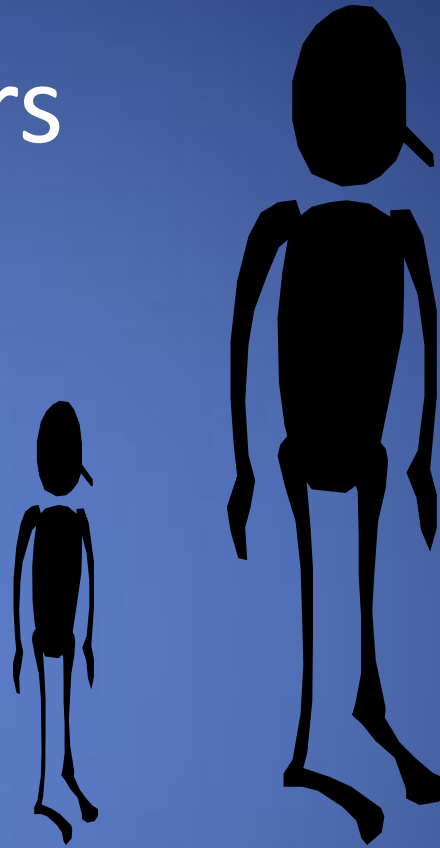
dull

- The statue's reddish copper color will become a **dull** green in time.
- When something is not shiny, it is **dull**.
- The word is...
- **dull**
- What is the word?
- **dull**
- If your shoes need to be polished, would they be **dull** or shiny?



towers

- The Statue of Liberty **towers** over the buildings of Paris.
- Something that is very tall **towers** over shorter things.
- The word is ..
- **towers**
- What is the word?
- **towers**
- Which animal **towers** over other animals in the wild, a giraffe or a fox?



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Grammar: Articles

- The adjectives *a*, *an*, and *the* are called articles.
- Articles help readers and listeners know which one we are discussing.
- *Mr. Bartholdi made a model of a lady.*
- *The finished statue will be made of copper.*
- *The trip to America will be an adventure for Collette.*
- *a* is used before a word that has an initial consonant sound.
- *an* is used in front of a word with a vowel sound.
- *a* and *an* are used for singular nouns.
- *the* is used for specific singular and plural nouns.
- John took a bus to visit his aunt and uncle.
- His uncle plays the saxophone.
- John's uncle is a farmer.
- John will make the birthday cake.
- His aunt and uncle live in an old farmhouse.

Student Model: Story Dialogue

More than anything, Amelia Earhart wished she could fly. One day, she got the chance to go up in an airplane with a pilot named Frank Hawks. "Oh, Frank," said Amelia, once they were a couple hundred feet off the ground. "This is the best day of my life!"

"You're brave, that's for sure!" said Frank.

"I'm not afraid of anything," said Amelia. "Take me higher!"

"The sky's the limit," said Frank, and he made the plane climb higher through the clouds.

"I bet I can touch the stars!" said Amelia. "It's so beautiful!" This was the ride that changed Amelia's life. At that moment, she knew she would one day make her wish to become a pilot come true.

Writing: story dialogue

- Communicates what characters say out loud
- Uses different voices to tell how different characters speak.

Character	Wants	dialogue
Amelia	To fly	“Take me higher!”
firefighter	“to put out a fire”	“Quick! Turn on the fire hydrant!”

- Transparency LA38