**Long Vowel VCV**

- **Generalization** Long vowels can be spelled: **a**: basic, **e**: fever, **i**: climate, **o**: hotel.

**Word Sort** Sort words by the long vowel **a**, **e**, **i**, or **o**.

<table>
<thead>
<tr>
<th>a</th>
<th>i</th>
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<tbody>
<tr>
<td>1. __________</td>
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<table>
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<th>e</th>
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<td>20. __________</td>
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**Spelling Words**

1. fever
2. broken
3. climate
4. hotel
5. basic
6. vocal
7. native
8. silent
9. labor
10. spider
11. label
12. icon
13. agent
14. motive
15. vital
16. acorn
17. item
18. aroma
19. ego
20. solo

**Home Activity** Your child is learning about the long vowel VCV pattern. Say and spell words aloud with your child, and ask your child to identify the long vowel sounds in each word.

**DVD 10 Long Vowel VCV**
Cause and Effect

A **cause** is what makes something happen. An **effect** is what happens as a result of the cause. An effect may have one or more causes. Sometimes authors will use words such as *because* and *so* to show cause and effect.

Activity

**The Why of the What** Read a story with a family member. After any major event occurs, pause and identify why the event happened. There may be one thing that caused it, or there may be two or more causes.

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Thunder Rose

Thunder Rose is an amazing girl! As a baby she drank milk straight from the cow. Rose constructed a building of iron and wood at age nine, and she could rustle a wild steer with her own hands by twelve. Once, Rose calmed two churning tornadoes with the song her parents sang for her as a baby. All in a day’s work for the girl with thunder in her veins.

Activity

**The Taller the Better** Tall tales use exaggeration to tell the story of impossible events, often because of some superhuman ability of a character. With a family member, make up your own tall tale about someone in your family. Don’t hold back—the taller, the better.
Lesson Vocabulary

Words to Know
Knowing the meanings of these words is important to reading Thunder Rose. Practice using these words.

Vocabulary Words
branded marked by burning the skin with a hot iron
constructed fitted together; built
daintily with delicate beauty; freshly and prettily
devastation waste; destruction
lullaby song for singing to a child
pitch thick, black, sticky substance made from tar or turpentine
resourceful good at thinking of ways to do things
thieving stealing
veins blood vessels that carry blood to the heart from all parts of the body

Subjects and Predicates
A complete sentence must have a subject and a predicate. The subject is the word or group of words that tells whom or what the sentence is about. The predicate is the word or group of words that tell something about the subject. For example: Michael is supposed to go to bed. “Michael” is the subject and “is supposed to go to bed” is the predicate. If a sentence does not have one of each, it is not a sentence but a sentence fragment.

Activity
Sentence Junction With a family member, have one of you write down six numbered subjects on a piece of paper. They could be words like “I,” “My dog,” etc. Have the other person write down six numbered predicates on a separate sheet of paper. These could be phrases like “stared at my homework,” “do silly things,” etc. Now take turns rolling two numbers on a number cube. Use each pair of numbers to join subjects and predicates from your lists into new sentences. What kinds of inventive sentences can you come up with together?

Practice Tested Spelling Words

DVD•12 Family Times
**Cause and Effect**

- A **cause** is what makes something happen. An **effect** is what happens as a result of the cause.
- If there are no clue words, ask yourself, "What made this event happen? What happened as a result of this event?"
- An effect may become the cause of another effect.

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

Walking home, Arthur could hardly see where he was going. The fierce wind whipped the snow around. At least a foot of snow covered the sidewalks. His socks, shoes, and pant legs were soaked, and his hands felt like ice. He knew his dad would be home from work when he got there. He just hoped that there would be some warm cocoa and popcorn waiting. Finally, he reached his door. As he hurried inside, he could smell cocoa and popcorn. Arthur changed out of his wet clothes and sat down to enjoy his snack with his dad. But the best part of all was the news on television. Because of the bad storm that Arthur had walked through, there would be no school the next day!

1. Why was Arthur unable to see where he was going?

2. What were some of the effects of the snowstorm in the neighborhood?

3. What was an effect of the snowstorm that pleased Arthur?

4. If you had a day off from school because of bad weather, what would you do with it?

5. What was the cause of the last day you had off from school, other than a weekend?

**Home Activity** Your child read a short passage and answered questions about cause and effect. With your child, write a short story about a hero. Include what caused the person to act heroically and the effects of his or her heroism.
Character and Plot

Directions Read the scene. Then answer the questions below.

Alice was rearranging her collection of glass birds. She’d just added a tiny and fragile glass hummingbird to her collection. Just as she finished, her neighbor Jim stopped by with his dog, a nervous and jumpy cocker spaniel. Jim asked, “Can you feed my dog while I’m away tomorrow?” Before she could answer, the phone rang, and Alice left the room to answer it. As she hung up, a crack of thunder pounded through the air. Alice heard Jim’s dog barking frantically and then heard a loud crash! Alice didn’t dare imagine what devastation the dog had caused. The veins in her head throbbed as she returned to the living room. She saw Jim looking guilty with his dog hiding behind his legs. Jim looked up at Alice and said, “I hope I didn’t startle you. I was going to the recycling center after I left here. I dropped my bag of bottles when I heard the thunder.” Alice turned to look at the display case with her glass birds. Every bird was in its place. Alice told Jim, “No problem. It was quite a noise. By the way, I’d be happy to feed your dog.”

1. What was Alice doing at the beginning of the story?

2. What did Alice think had happened when she heard the crash?

3. How did the writer describe the dog? How does the description of the dog fit with what Alice thought happened?

4. How are Jim and his dog described when Alice returns to the living room? How does their behavior fit with what Alice thought happened?

5. On a separate sheet of paper, write a version of this story in which Jim’s dog breaks Alice’s collection of birds. Try to use what you know about Alice, Jim, and the dog from this passage to help you figure out how they will react.

School + Home

Home Activity Your child has read a short passage and answered questions about the characters and the plot. Tell your child a story about a family member and have them identify the plot and the characters.
Subjects and Predicates

**Directions** Use each noun and verb pair as part of the subject and predicate. Add words to make a complete sentence. Underline the complete subject once and the complete predicate twice.

1. **tall tales** include

   ____________________________________________________

   ____________________________________________________

2. **hero** is

   ____________________________________________________

   ____________________________________________________

3. **stories** make

   ____________________________________________________

   ____________________________________________________

4. **Pecos Bill** lassoed

   ____________________________________________________

   ____________________________________________________

5. **Paul Bunyan** rode

   ____________________________________________________

   ____________________________________________________

**Directions** This paragraph contains fragments and a run-on. Rewrite the paragraph. Add words and punctuation to make sure every sentence has a subject and a predicate.

Davy Crockett was a real person he was also the hero of many tall tales. A good frontiersman and hunter. Killed a bear when he was only three. This “king of the wild frontier.”

   ____________________________________________________

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**Home Activity** Your child learned how to write sentences that have subjects and predicates. Name a familiar person. Have your child write three sentences about the person and underline the complete subject and circle the complete predicate in each sentence.
Name ________________________________

Long Vowel VCV

<table>
<thead>
<tr>
<th>Scrambled Words</th>
<th>Unscramble the list words and write them on the line.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. oslo</td>
<td>1. __________________</td>
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<tr>
<td>2. calvo</td>
<td>2. __________________</td>
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<tr>
<td>3. marao</td>
<td>3. __________________</td>
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<td>4. coin</td>
<td>4. __________________</td>
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<tr>
<td>5. racon</td>
<td>5. __________________</td>
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<td>6. ernkbo</td>
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<td>7. vietom</td>
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<td>8. vainte</td>
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<td>14. dresip</td>
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<td>15. rabol</td>
<td>15. __________________</td>
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<tr>
<td>16. mite</td>
<td>16. __________________</td>
</tr>
</tbody>
</table>

Hidden Words Each of these small words can be found inside one of the list words. Write the list word that contains the small word.

17. mate  17. __________________  18. ever  18. __________________
19. hot   19. __________________  20. age   20. __________________

Home Activity Your child has unscrambled words with long vowel sounds. Ask your child to scramble two list words and see if you can unscramble them.

DVD•16 Long Vowel VCV
Cause and Effect

- A cause is what makes something happen. An effect is what happens as a result of the cause.
- If there are no clue words, ask yourself, “What made this event happen? What happened as a result of this event?”
- An effect may become the cause of another effect.

Directions  Read the following passage.

Anna wished she hadn’t done it. She didn’t even like snowball fights. She was just leaving the library with a novel she couldn’t wait to read. A bunch of kids from her school came running up the street, laughing and throwing snowballs at one another. Anna knew one of the girls, Lucy, so when Lucy tossed a snowball at Anna, Anna tossed one back. But who knew that Lucy was going to slip on some ice at that exact moment? The snowball flew right over Lucy’s head and squarely into Mr. Anderson’s nose. Anna rushed over to apologize. Mr. Anderson was about to say something angry. But when he saw the book Anna was carrying, he started to smile. “Do you know,” he said, “when I was your age that was my favorite book. I hope you enjoy it as much as I did.” “I’m sure I will,” Anna replied with surprise. “I can’t wait to read it!”

<table>
<thead>
<tr>
<th>Cause</th>
<th>Effect</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Lucy _____________________________</td>
<td>Anna tossed a snowball back.</td>
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<td></td>
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<tr>
<td>2. _____________________________</td>
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<tr>
<td>3. The snowball _____________________________</td>
<td></td>
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<tr>
<td>4. _____________________________</td>
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<tr>
<td>5. _____________________________</td>
<td>Mr. Anderson noticed Anna’s book and stopped being angry.</td>
</tr>
</tbody>
</table>

Home Activity  Your child read a short passage and identified the causes and effects. Read a short story with your child. Have your child explain to you the effects of one of the story’s causes. Then ask your child to figure out if the effect becomes the cause of another effect.

Comprehension DVD•17
Subjects and Predicates

Directions Draw a line between the complete subject and the complete predicate in each sentence.

1. A blacksmith was important to the pioneer community.
2. People called this metal worker a smithy.
3. He could mend a plow, and he could mend tools.
4. The powerful man pounded steel on his anvil.
5. Fascinated children watched the smithy at work.

Directions Identify the part of the sentence that is underlined. Write complete subject, or complete predicate.

6. Patient oxen were once beasts of burden. ______________________________
7. A pair of oxen might pull a wagon. ______________________________
8. These big animals could plow all day. ______________________________
9. The farmer walked along behind. ______________________________

Directions: Write F if a group of words is a fragment. Write R if it is a run-on sentence. Rewrite each one to make a complete sentence or a compound sentence.

10. Barbed wire was invented in Illinois it quickly became popular all over the United States. ______________________________
11. Fenced in their cattle. ______________________________
12. These fences kept cattle in and rustlers out cattle injured themselves on the fences at first. ______________________________

School + Home	Your child reviewed subjects, predicates, fragments, and run-ons. Ask your child to make a note card for each term with the definition on one side and an example on the other.

DVD•18 Subjects and Predicates