VCV Words with Long and Short Vowels

Read each sentence. Choose the missing word from the box. Write the word. Then reread the complete sentence.

<table>
<thead>
<tr>
<th>visit</th>
<th>robot</th>
<th>flavor</th>
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</thead>
<tbody>
<tr>
<td>tiny</td>
<td>limit</td>
<td>shiver</td>
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<tr>
<td>report</td>
<td>decide</td>
<td>gravel</td>
</tr>
</tbody>
</table>

1. We took a bumpy ride down a _____________ road in the country.

2. Chocolate is my favorite _____________.

3. I _____________ the amount of sweets that I eat.

4. My sister has a collection of _____________ glass animals.

5. I need to pick a topic for my _____________.

6. It was hard to _____________ which movie to watch.

7. The icy wind made me _____________.

8. Steve hopes to _____________ the Space Museum someday.

9. That interesting machine is called a _____________.
Action Verbs

A word that tells what people or things do is a verb. Words that show action are action verbs.

Tyler shines his coins.
Juana purchased stamps at the post office.

Each sentence has one action verb. Write the action verb on the line.

1. My brother puts things in boxes. _____________
2. He looked for glass on the beach. _____________
3. His friend gave him old bottles. _____________
4. My mother found toys. _____________
5. My dad took some of his things. _____________
6. Harry saw a beautiful picture. _____________
7. He bought it from the shopkeeper. _____________
8. Someone carried a sled to my brother. _____________
9. He and his friend tied it to a tree. _____________
10. Everyone came to the tree. _____________
Sequence of Events

Read the selection below.

Mason was bored. His best friend Jorge was at summer camp. Mason had just finished reading Jorge’s letter. The letter said Jorge collected a special badge for each fun activity he learned to do. Mason sighed. He sure wasn’t collecting any badges.

Suddenly, Mason’s mood changed. “I can collect something!” he thought. “I can hike the mountain trails near here. I’ll collect things I find.”

That afternoon, Mason and his older brother hiked Rainbow Trail. They found interesting rocks and a stone arrowhead. When he got home, Mason arranged his treasures in shoeboxes. Then he made labels.

After that, Mason hiked and collected every day. He set up the collection on tables in the garage. Then he hung a sign on the garage door.

When Jorge came back, the first thing he noticed was Mason’s sign. It read “Mason’s Mountain Museum.”

Use a Flow Chart to track the order of events in the selection.

Then think about questions you had as you read. Use your questions to respond to the items below.

1. Of the questions you had, which were answered in the story? Write each question and the answer.

2. List questions you had that were NOT answered in the story. Discuss them with a partner.
Being Verbs

Some verbs do not show action. The verbs am, is, are, was, and were are forms of the verb be. They tell what someone or something is or was.

I am interested in fine china.
I was proud of my coin collection.
They are the neatest stamp mounters.
You were last at the post office.
He is skilled at identifying coins.
We were nervous at the exhibition.

Am, is, and are show present tense. Was and were show past tense.

Thinking Question
What is or was the subject?

Write the being verb on the line. Write present or past for each verb.

1. My father was nice to us. ________________
2. He is kind and gives us his coins. ________________
3. We were nice to him. ________________
4. The boys are angry when they lose points. ________________
5. You are good to help us. ________________
6. Most people are open to the idea. ________________
7. They were funny when we asked. ________________
8. They are upset sometimes but not often. ________________
9. I am careful to ask nicely. ________________
10. I was friendly to everyone. ________________
# More Short and Long Vowels

Write each Basic Word in the box where it belongs. You will write words with two vowel sounds in more than one box.

<table>
<thead>
<tr>
<th>Vowel sound in <em>rope</em></th>
<th>Vowel sound in <em>meet</em></th>
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<tr>
<th>Vowel sound in <em>came</em></th>
<th>Vowel sound in <em>bite</em></th>
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<th>Vowel sound in <em>blue</em></th>
<th>Vowel sound in <em>flat</em></th>
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<tr>
<th>Vowel sound in <em>cup</em></th>
<th>Vowel sound in <em>dress</em></th>
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<th>Vowel sound in <em>skip</em></th>
<th>Vowel sound in <em>odd</em></th>
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**Challenge**  Add the Challenge Words to your Word Sort.

1. math  
2. toast  
3. easy  
4. socks  
5. Friday  
6. stuff  
7. paid  
8. cheese  
9. June  
10. elbow  
11. program  
12. shiny  
13. piles  
14. sticky  

**Review**  each  
both

**Challenge**  comb  
holiday

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**Spelling Words**

1. math  
2. toast  
3. easy  
4. socks  
5. Friday  
6. stuff  
7. paid  
8. cheese  
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10. elbow  
11. program  
12. shiny  
13. piles  
14. sticky
Focus Trait: Ideas
Details and Examples

Writer’s Idea | Details and Examples
---|---
Karl’s coins are different from each other. | They came in different sizes and colors. The silver ones had rough edges. The copper ones had smooth edges.

A. Read each of the writer’s ideas. Find the details and examples from *Max’s Words* that help explain the idea. Complete the sentences.

<table>
<thead>
<tr>
<th>Writer’s Idea</th>
<th>Details and Examples</th>
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</thead>
</table>
| 1. Max collects many words. | He __________________ small words and bigger words out of _____________ and _____________.
| 2. Max organizes his words in a special way. | He took his words off his _____________ and put them _____________. Then he neatly arranged them into _____________.

B. Read each of the writer’s ideas. Look at the pages from *Max’s Words*. Write details and examples that help explain each idea.

**Pair/Share** Work with a partner to find details and examples in the story.

<table>
<thead>
<tr>
<th>Writer’s Idea</th>
<th>Details and Examples</th>
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<tbody>
<tr>
<td>3. It makes a big difference when Max arranges his words in different orders. (p. 202)</td>
<td></td>
</tr>
<tr>
<td>4. Max tries to use his words to get what he wants. (p. 204)</td>
<td></td>
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</table>
Cumulative Review

Write a word from the box to complete each sentence. Then read the complete sentence.

pilot    pilot    planet    tiger
second   visit   bacon
flavor   finish  cabins

1. Can we play outside after we ___________ our homework?
2. My cousins came to ___________ us last summer.
3. As we were leaving the plane, the ___________ shook my hand.
4. The scouts stayed in small ___________ near the lake.
5. Chocolate is the ___________ of ice cream that I like best.
6. Do you want ___________ with your eggs?
7. Look! That reddish light in the sky is the ___________ Mars!
8. Brad came in ___________ in the race, right behind Jay.
9. We watched a ___________ sleep under the tree.
Sequence of Events

Read the selection below.

1. One day, Marisa’s teacher asked that each student make a nature collection to show the class. She described kinds of things they might collect. Some students brought in their collections right away.
2. One collection was a box of interesting rocks. Another was a poster with leaves glued onto it. There was even a collection of snails in jars!
3. Marisa wanted to collect flowers, but she didn’t want to pick them and press them. She didn’t like to see them all flat and faded. She wanted to make a collection that would look as fresh and colorful as a garden.
4. Her first step was to search the neighborhood for the prettiest flowers. Next, she asked her neighbors the names of the flowers and how they cared for them. A few days later, Marisa displayed her collection for her class.
5. Marisa’s flowers were as bright and pretty as the day she had found them. You see, Marisa had collected her flowers with a camera!

Use a Flow Chart to record the events in the story. Next to each event, write the number of the paragraph that tells that event. Then answer the questions below.

1. Which paragraphs tell the sequence of events? Which paragraphs explain or describe?

2. What event happened before Marisa brought her collection to school but is not explained until the end?
Action and Being Verbs

1–5. There is one action verb in each sentence. Write the verb on the line.

1. Randy finds words in a book. _____________
2. His friends search for words everywhere. _____________
3. His grandmother cut words from a letter. _____________
4. Words hide in odd places. _____________
5. Nobody kicked the box of words. _____________

6–10. Write the being verb on the line. Write present or past for each verb.

6. Words are hard to find sometimes. _____________
7. I am able to find words everywhere. _____________
8. You were sweet to look for me. _____________
9. We are tired of finding words. _____________
10. The teachers were in their rooms with words. _____________
More Short and Long Vowels

Write the Basic Words that match each heading.

Proper Nouns
1. __________
2. __________

Common Nouns
3. __________ 7. __________
4. __________ 8. __________
5. __________ 9. __________
6. __________ 10. __________

Describing Words
11. __________
12. __________
13. __________

Verb
14. __________

Challenge 15–16: On the line below, write a sentence using one word from each group.
Suffixes -er and -or

Write a sentence using the pair or group of words provided. Make sure the sentence helps the reader understand the meanings of the provided words. (You may add -s to these words.)

1. collector, traveler

2. pitcher, catcher, player

3. writer, illustrator

4. painter, director

5. buyer, seller
The Subject and the Predicate of a Sentence

- A sentence is a group of words that tells a complete thought and has a complete subject and a complete predicate.
- The subject tells whom or what the sentence is about and usually comes at the beginning of the sentence.
- The predicate tells what the subject does or is, and it can be one word or more than one word.

Many different words tell about the same idea.

Subject | Predicate

1–2. Write the subject or the predicate of each sentence.

1. Tommy cut pictures from the newspaper. (subject) ________________

2. He and his friends glued them to a poster. (predicate)

3–4. Combine each pair of sentences. Use a compound subject in each new sentence. Write the new sentence on the line.

3. My friends gathered old clothes. The teachers gathered old clothes. ________________

4. The older kids carried the boxes. The parents carried the boxes. ________________
More Short and Long Vowels

Find the misspelled words and circle them.

Jun 1: This was a great day! It started out like any other Friday. I did all the usual stuff. I got dressed, put on my shoes and socks, and ate some toast and jam. But as I started to comb my hair, I heard kids playing outside. For a minute, I thought it might be a holiday. Then suddenly I remembered that school is out. This is the first day of summer vacation! There are no more math tests, no more piles of homework, and no more long days of sitting still.

The rest of the day was perfect. I played kickball with my friends, rode my bike, and went to the pool. It was so much fun that I think I’ll do it all again tomorrow. Or maybe I’ll just watch TV and take it easy. I love summer!

Write the misspelled words correctly on the lines below.

1. _______________
2. _______________
3. _______________
4. _______________
5. _______________
6. _______________
7. _______________
8. _______________
9. _______________
10. _______________
Sentence Fluency

If the subject you are writing about is doing more than one action, you can tell about it in one sentence. You can combine more than one simple predicate to form a compound predicate. This can help make your sentences longer and less choppy.

<table>
<thead>
<tr>
<th>Short Sentences with Simple Predicates</th>
<th>Longer, Smoother Sentence with Compound Predicate</th>
</tr>
</thead>
<tbody>
<tr>
<td>My father found nuts by a tree.       My father put them in a bucket.</td>
<td></td>
</tr>
<tr>
<td>My father put them in a bucket.</td>
<td></td>
</tr>
</tbody>
</table>

Combine each pair of sentences. Use a compound predicate in each new sentence. Write the new sentence on the line.

1. An old box was very dirty. An old box held many old pictures.

2. Harry found a picture of his grandfather. Harry put it in a frame.

3. Gregorio drew a picture of his aunt. Gregorio glued it to a board.

4. Grandma hid some photos in a drawer. Grandma found them later.

5. I found pictures in the basement. I brought them upstairs.