

## Short Vowels VCCV, VCV

- **Generalization** Short vowels are often spelled **a: channel**, **e: method**, **i: distance**, **o: problem**, **u: butter**.

**Word Sort** Sort words by short vowel patterns VCCV or VCV.

### VCCV

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_
11. \_\_\_\_\_
12. \_\_\_\_\_
13. \_\_\_\_\_
14. \_\_\_\_\_
15. \_\_\_\_\_

### VCV

16. \_\_\_\_\_
17. \_\_\_\_\_
18. \_\_\_\_\_
19. \_\_\_\_\_
20. \_\_\_\_\_

### Spelling Words

1. distance
2. method
3. anger
4. problem
5. butter
6. petals
7. enjoy
8. perhaps
9. figure
10. channel
11. admire
12. comedy
13. husband
14. tissue
15. mustard
16. shuttle
17. advance
18. drummer
19. regular
20. denim



**Home Activity** Your child is learning about words that have the short vowel sounds *a*, *e*, *i*, *o*, and *u*. Have your child name three words from the list and tell you what the short vowel sound is in each word.

# Family Times

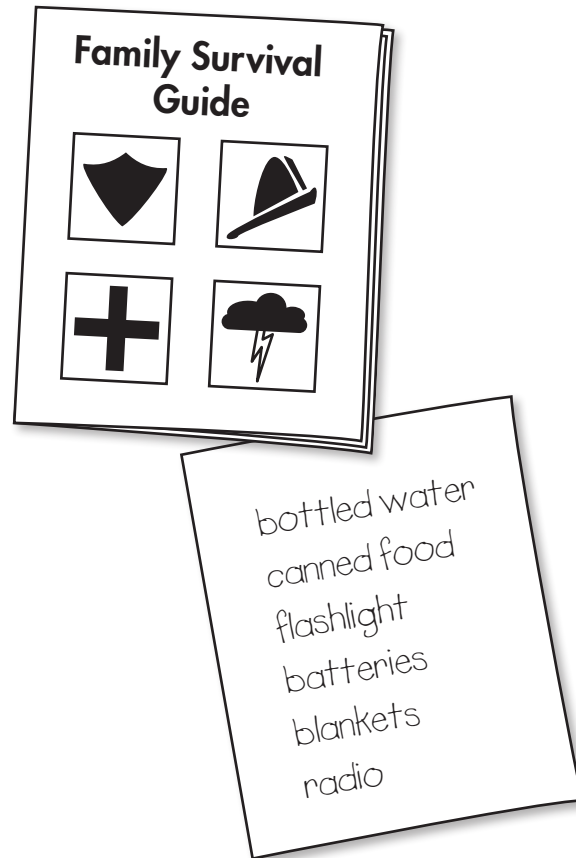
## Summary

### Red Kayak

On a cold spring day, 13-year-old Brady Parks helps search for two people who are missing after they went for a canoe ride in a creek near the Corsica River. Brady takes his dog, Tilly, in his father's motorboat to search for the mother and her three-year-old boy. He needs to stay calm and remember what he learned about rescuing people. Lives may depend on him.

### Activity

**Survival Guide** Brady was nervous about rescuing Ben, but he was effective. He knew ahead of time what had to be done. With a family member, prepare for how you should handle different types of emergencies that could happen. Write down these plans in a booklet made out of two or more pieces of paper folded in half.



## Comprehension Skill

### Plot and Character

The **plot** is what happens in a story.

**Characters** are the people or animals in a story. Characters show you what they are like by what they say and do and how they treat each other.

### Activity

**Family Stories** Make up an adventure story involving yourself or someone you know and tell it to a member of your family. Try to make the story full of action, and make sure to describe the main character with details you know about the person in real life.

## Lesson Vocabulary

### Words to Know

Knowing the meanings of these words is important to reading *Red Kayak*. Practice using these words.

### Vocabulary Words

**intentionally** on purpose

**insistently** repeatedly or with persistence

**grumbled** complained in a low voice

**compressions** applications of pressure

**minute** extremely small

**neutral** a position of gears in which no motion goes from an engine to other working parts

**normally** usually

## Conventions

### Four Kinds of Sentences

Sentences can be classified in four different ways. **Declarative** sentences tell something and end with a period. *For example: I forgot to eat breakfast this morning.* **Interrogative** sentences ask something and end in a question mark. *For example: Would you like something to eat?* **Imperative** sentences give a command or make a request and end with a period. *For example: Sit down.* **Exclamatory** sentences express strong feelings and often end with an exclamation mark. *For example: I'm starving!*

### Activity

**What Did You Say?** With a family member, cut up eight strips of paper. Write *I say* on two strips, *I ask* on two strips, *I command* on two strips, and *I believe* on two strips. Put the strips in a hat, and pick one out of the hat. Make up a sentence that goes with the words on the strip of paper you picked. Say it out loud. Take turns picking out strips one at a time. Your sentences can be as funny or as silly as you like.

## Practice Tested Spelling Words

_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

## Character and Plot

- A **character** is a person or animal that takes part in the events of a story.
- The **plot** is the pattern of events in a story and includes (1) a problem or **conflict**, (2) **rising action**, as the conflict builds, (3) a **climax**, when the problem or conflict is faced, and (4) a **resolution**, when the problem or conflict is solved.

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

Larry was excited about lunch. For the first time, he had made his own triple-decker sandwich, just the way he liked it. Plus, his mom had added one of his favorite snacks to the bag. Usually Larry just gobbled up his sandwich at lunch and ran out to the playground. But not today—he was going to take his time.

When the lunch bell rang, he grabbed his bag and rushed to the cafeteria. He was so excited he didn't see the backpack someone had left on the floor. SPLAT! Larry tumbled to the floor, landing flat on his lunch bag. When he took his prized sandwich out, it was flat. But Larry didn't mind—he knew it would still be delicious!

1. Why was Larry excited about lunch?

2. How do you think Larry felt about making his own sandwich?

3. Why was Larry in such a hurry to get to the cafeteria?

4. What about Larry's character makes you think Larry didn't mind what happened to his sandwich?

5. On a separate sheet of paper, describe something that you did for yourself for the first time. How was that experience similar to Larry's?



**Home Activity** Your child analyzed character elements in a passage and answered questions about them. Tell your child a few things that have happened to you recently. Have your child explain how you probably felt about these events.

Name \_\_\_\_\_

## Sequence

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

First, Jill asked Andy to hold her art project while she ran back to her locker to get an assignment. Andy waited patiently by the door, holding Jill's handmade pottery bowl in both hands. It was really quite pretty, he thought. Next, after about ten minutes, Andy began to wonder where Jill was. He needed to get home—his family was going out for pizza that night. Andy decided to go back into the school and find Jill. Then, just as he

reached out to unlatch the door, it came blasting open, knocking right into Jill's bowl and sending it toward the ground. Andy quickly dove to the cement and caught the bowl.

Andy stood up. He could see a small chip in the lip of the bowl. Jill was standing at the door, her mouth wide open.

"Sorry," he said.

Finally, Jill said, "Sorry? That was amazing! Thank you for catching it!"

1. What happened first in the story?

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2. What did Andy think after ten minutes?

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3. What happened when Jill came back?

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4. What did Jill finally say?

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5. What do you think might happen next? Write your answer on a separate sheet of paper.



Name \_\_\_\_\_

## Four Kinds of Sentences

**Directions** Complete each sentence by adding your own words and the correct end punctuation. The label tells what kind of sentence each should be.

1. People in boats and kayaks \_\_\_\_\_ (declarative)

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2. Have you ever \_\_\_\_\_ (interrogative)

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3. Wow! Emergencies \_\_\_\_\_ (exclamatory)

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4. A class in CPR \_\_\_\_\_ (declarative)

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5. Please learn \_\_\_\_\_ (imperative)

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**Directions** Think about an emergency you saw or were involved in. Write three sentences describing the emergency. Make each sentence a different kind.

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**Home Activity** Your child learned how to use four kinds of sentences in writing. Have your child write about his or her homework routine, including at least one declarative, one interrogative, one imperative, and one exclamatory sentence.

## Short Vowel VCCV, VCV

### Spelling Words

distance	method	anger	problem	butter
petals	enjoy	perhaps	figure	channel
admire	comedy	husband	tissue	mustard
shuttle	advance	drummer	regular	denim

**Word Search** Circle ten hidden list words. Words are down, across, and diagonal.  
Write the words on the lines.

S	M	D	I	S	T	A	N	C	E	D	H	1. _____
T	H	E	R	P	E	T	A	L	S	R	U	2. _____
I	M	U	T	E	C	J	L	I	L	U	S	3. _____
S	X	L	T	H	G	P	Y	Q	Z	M	B	4. _____
S	K	R	K	T	O	U	B	C	T	M	A	5. _____
U	X	O	V	A	L	D	L	Q	T	E	N	6. _____
E	C	H	A	N	N	E	L	A	G	R	D	7. _____
A	D	M	I	R	E	Z	G	M	R	K	W	8. _____
												9. _____
												10. _____

**Scramble** Unscramble the list words and write them on the lines.

11. cydoem	11. _____	12. gurife	12. _____
13. stamurd	13. _____	14. mepbolr	14. _____
15. medin	15. _____	16. ynejo	16. _____
17. geran	17. _____	18. teubtr	18. _____
19. sahpepr	19. _____	20. vedanac	20. _____



**Home Activity** Your child has learned to spell longer words with short vowel sounds. Pick two list words and ask your child to use them in a sentence.

## Character and Plot

- A **character** is a person or animal in a story.
- The **plot** is the pattern of events in a story.

**Directions** Read the following passage. Then complete the diagram by filling in the elements of the story.

Becky sat in front of me in class, and I knew she was cheating. I wanted her to stop. When we passed our homework to the front, she'd quickly copy mine and turn in her paper like it was her work. I knew I should tell the teacher, but I was afraid of being called a snitch. Finally, I got an idea. One night, I wrote two copies of my homework. One version had the correct answers. The other had answers that sounded good, but were wrong.

The next day, I gave my real homework to my friend, Taka, in the front row. "When the homework passes to you, switch mine with this copy," I said. Taka knew about Becky. "Sure, Audrey!" he agreed. The teacher corrected our homework and returned it at the end of class. "Becky," he asked, handing back "her" homework, "were you asleep when you did this work?" Becky stared at the big "zero" at the top of her page in disbelief. She never copied my homework again.

### Characters in the Story

1. \_\_\_\_\_

### Problem or Conflict

2. \_\_\_\_\_

### Rising Action

3. \_\_\_\_\_

### Climax

4. \_\_\_\_\_

### Resolution

5. \_\_\_\_\_



**Home Activity** Your child identified characters and plot details in a short passage. Discuss the plot of a favorite book or movie with your child, analyzing how its events lead toward the resolution of the problem or conflict established in the beginning of the story



## Four Kinds of Sentences

**Directions** Add the correct end punctuation to each sentence. Then on the line write whether the sentence is *declarative*, *interrogative*, *imperative*, or *exclamatory*.

1. Have you ever ridden in a boat \_\_\_\_\_
2. It's important to know about boat safety \_\_\_\_\_
3. Be sure to wear a life jacket \_\_\_\_\_
4. Wow! The water can be dangerous \_\_\_\_\_
5. Please learn how to swim \_\_\_\_\_

**Directions** Underline the mistakes in each sentence. Write the correct letter or punctuation mark above each underline.

- |  |                                |
|--|--------------------------------|
| 6. can you paddle a kayak.             | 9. don't let the boat tip over |
| 7. kayaks are fun in rivers and lakes! | 10. kayaking takes practice    |
| 8. watch out for that waterfall?       | 11. always wear a helmet?      |

**Directions** Add your own words to complete each sentence. Write the new sentences. Be sure you use end punctuation correctly.

12. Safety rules for boats \_\_\_\_\_  
\_\_\_\_\_
13. A ride in a kayak \_\_\_\_\_  
\_\_\_\_\_
14. Don't \_\_\_\_\_  
\_\_\_\_\_
15. Would you like \_\_\_\_\_  
\_\_\_\_\_



**Home Activity** Your child reviewed four kinds of sentences. For five minutes, write down what you say to each other. Have your child identify each kind of sentence.