Vowel Digraphs

**Generalization** Long a is sometimes spelled ai and ay: grain, display. Long e is sometimes spelled ee and ea: agree, clean. Long o is sometimes spelled oa and ow: coach, window.

**Word Sort** Sort the list words by their long vowel spellings.

<table>
<thead>
<tr>
<th>ai</th>
<th>ea</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. <strong>grain</strong>_______________</td>
<td>8. <strong>clean</strong>_______________</td>
</tr>
<tr>
<td>2. <strong>braid</strong>_______________</td>
<td>9. <strong>dream</strong>_______________</td>
</tr>
<tr>
<td>3. <strong>display</strong>______________</td>
<td>10. <strong>peach</strong>______________</td>
</tr>
<tr>
<td>4. <strong>Sunday</strong>_______________</td>
<td>11. <strong>coach</strong>______________</td>
</tr>
<tr>
<td>5. <strong>agree</strong>_______________</td>
<td>12. <strong>float</strong>______________</td>
</tr>
<tr>
<td>6. <strong>teeth</strong>_______________</td>
<td>13. <strong>window</strong>______________</td>
</tr>
<tr>
<td>7. <strong>cheese</strong>_______________</td>
<td>14. <strong>shadow</strong>______________</td>
</tr>
<tr>
<td>15. <strong>thrown</strong>______________</td>
<td></td>
</tr>
</tbody>
</table>

**Spelling Words**

1. clean
2. agree
3. teeth
4. dream
5. grain
6. coach
7. display
8. window
9. shadow
10. cheese
11. peach
12. braid
13. Sunday
14. float
15. thrown

**Home Activity** Your child is learning to spell words with long vowel digraphs (letter combinations that stand for long vowel sounds). To practice at home, have your child read each list word aloud. Then ask your child to spell each list word.
Supermarket
This article tells the history of the supermarket. In early America, almost everyone grew their own food on family farms. They traded with one another to get what they needed, and bought things at town marketplaces. Soon there were general stores and small “mom-and-pop” grocery stores. Stores became bigger, and today we have large supermarkets that sell all sorts of foods and nonfoods.

Activity
Supermarket Game This is good game to play on a family car trip. The first person starts by saying “I went to the supermarket and bought ___,” naming something that begins with a, such as apples. The second person repeats the sentence, adding a second item that begins with b. The game continues until either someone can’t remember the sequence or can’t name an item beginning with the next letter.

Comprehension Skill
Compare and Contrast
When you compare, you tell how two or more things are alike. When you contrast, you tell how two or more things are different.

Activity
I Spy Choose an object in plain sight but don’t tell your child which object you have chosen. Instead of giving traditional clues, use compare and contrast statements such as Its shape is like an apple’s shape or Its color is different from a banana’s color. After your child identifies the object, have your child choose an object and give clues.
Lesson Vocabulary

Words to Know
Knowing the meaning of these words is important to reading *Supermarket*. Practice using these words to learn their meanings.

Vocabulary Words
- **laundry**: clothes that need washing or are being washed
- **section**: part of something
- **shelves**: flat surfaces attached to a wall for storage
- **spoiled**: became bad, not good to eat
- **store**: a place where things are sold
- **thousands**: tens of hundreds
- **traded**: exchanged one thing for another
- **variety**: a selection of different things

Conventions

Imperative and Exclamatory Sentences
An **imperative sentence**, or command, tells someone to do something. It begins with a capital letter and ends with a **period**.

An **exclamatory sentence**, or exclamation, tells something with very strong emotion. It begins with a capital letter and ends with an **exclamation mark**.

**Imperative Sentence**: Put the cup on the table.

**Exclamatory Sentence**: This apple is delicious!

Activity
**What Kind?** Players take turns thinking of a sentence. Each partner responds by naming the kind of sentence. Players then switch roles.

<table>
<thead>
<tr>
<th>Declarative sentence</th>
<th>Interrogative sentence</th>
<th>Imperative sentence</th>
<th>Exclamatory sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td>The sky is blue.</td>
<td>Is it sunny today?</td>
<td>Look out the window.</td>
<td>The sun is so bright!</td>
</tr>
</tbody>
</table>

Practice Tested Spelling Words

________________   __________________   __________________   __________________
________________   __________________   __________________   __________________
________________   __________________   __________________   __________________
________________   __________________   __________________   __________________
________________   __________________   __________________   __________________
________________   __________________   __________________   __________________
Compare and Contrast

• Compare by telling how two or more things are alike.
• Contrast by telling how two or more things are different.

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

In pioneer days, people had to eat what they could grow. In summer, they could have fresh fruits and vegetables every day. They canned fruits and vegetables to eat later on. Then they hoped the food they stored away would last through the long, harsh winter.

Today, we can get all kinds of food at any time. When local crops are in season, we can buy fresh food at farmers’ markets. But we can get fresh fruits and vegetables in winter, too. Food is transported in refrigerated trucks from warm parts of the country to cold parts. Truckers unload their trucks at the supermarkets. Shoppers can buy the food they want whenever they want it.

1. Contrast the way pioneers got food with the way we get food today.

   The pioneers had to grow their own food, but today most people buy food in the supermarket.

2. How is the summer menu for pioneers and modern shoppers the same?

   In good weather, both pioneers and modern shoppers could/can eat fresh food from local growers.

3. How is food transportation today different from food transportation in pioneer times?

   Modern vehicles and highways have made transportation much faster, and vehicles can be refrigerated.

4. Compare and contrast the diets of pioneers and modern people.

   Possible response: Modern people can eat well all year, and refrigeration helps their food last longer. Pioneers ate fresh, healthy food they grew, but food didn’t always last.

Home Activity

Your child compared and contrasted ways of getting food in pioneer times and today. Talk with your child about your own childhood. With your child, compare and contrast activities you did as a child with activities your child does today.

DVD•34 Comprehension
Fact and Opinion

- A statement of fact can be proved true or false.
- A statement of opinion gives someone’s thoughts or feelings about something.
- Words that express feelings, such as best and wonderful, are clues that a statement is probably an opinion.

Directions: Read the passage. Then answer the questions below.

The best way to buy groceries is to buy locally. That means buying food from growers who live nearby. Buying locally usually means lower prices. It costs a lot to transport food across the country. Cutting down on transportation helps Earth, too.

Less transportation means less pollution. So hurry down to your local farmers’ market to shop for groceries. That’s where you’ll find the most wonderful food in town!

1. Is the first sentence of the passage a statement of fact or a statement of opinion?
   a statement of opinion

2. Write one statement of fact from the passage.
   Possible responses: Sentences 2, 3, 4, 5, 6

3. Write one statement of opinion the author uses to support the main idea.
   That’s where you’ll find the most wonderful food in town!

4. What clue words from the passage let you know when the author is expressing an opinion?
   best; most; wonderful

Home Activity: Your child identified statements of fact and statements of opinion in an article. Read advertisements with your child. Have your child identify facts and opinions in the ads.
Imperative and Exclamatory Sentences

Directions  Write a sentence for each item. Follow the directions.

1. Write a command that you might say to a family member at the supermarket.
   
   **Buy some juice.**  
   **Possible answers:**

2. Write an exclamation about the fruits at the supermarket.

   **Those apples look delicious!**

3. Write a command to a friend at the supermarket.

   **Go get some milk.**

4. Write an exclamation that shows surprise about something at the supermarket.

   **I can’t believe how many vegetables there are!**

5. Write a command that you might use after shopping at the supermarket.

   **Please put the groceries away.**

Directions  Imagine you are in a big supermarket. Write one command and two exclamations about the experience.  **Possible answers:**

   **Look at all the food!**

   **Get a box of cereal.**

   **Don’t choose that cereal!**

Home Activity  Your child learned how to use commands and exclamations in writing. Have your child make up one command and one exclamation that he or she might use while playing a game outside.

DVD•36  Imperative and Exclamatory Sentences
Base Words and Endings

Directions: Add the ending to each base word. Write the new word on the line. Remember that you may have to double the last consonant, drop the final e, or change y to i.

1. hope + -ing = hoping
2. get + -ing = getting
3. big + -est = biggest
4. freeze + -ing = freezing
5. funny + -er = funnier
6. stop + -ed = stopped
7. swim + -ing = swimming
8. use + -ed = used
9. heavy + -er = heavier
10. tall + -er = taller

Directions: Now choose the word from the words you wrote that makes sense and completes each sentence below. Write the word on the line.

11. We _____ stopped at the supermarket after school.
12. Dad bought the ______ biggest pumpkin I have ever seen.
13. It is very heavy. I think it is ______ heavier than I am!
14. Last year we had a funny pumpkin, but this year Mom plans to carve an even ______ funnier one.
15. I am ______ hoping ______ we will win a prize for it this year.

Home Activity: Your child added the endings -ing, -ed, -er, and -est to base words and used them to complete sentences. Say a base word such as give or fold. Have your child add an ending and use the new word in a sentence.
Home Activity  Your child has been learning to spell words with long vowel digraphs (letter combinations that make long vowel sounds). Give clues about a word. Have your child guess and spell the word.
Compare and Contrast

- **Compare** by telling how two or more things are alike.
- **Contrast** by telling how two or more things are different.

**Directions** Read the following passage. Then fill in the chart to compare and contrast Zach, Megan, and Brittany’s favorite and least-favorite foods.

The Jackson family works hard to stay healthy. They exercise and eat right. They serve healthy food most of the time. At mealtime, each child must try at least one bite of each food. Their parents provide at least one thing they know each child likes. That’s not always easy because the children’s tastes aren’t the same.

Zach wishes he could eat steak every night. Megan would rather have chicken. Brittany loves all kinds of fish, but Zach doesn’t like fish at all. Sometimes they do agree. When Dad asks Megan and Brittany to choose a vegetable, they always say, “Anything but broccoli!”

<table>
<thead>
<tr>
<th>Favorite Food</th>
<th>Least-favorite Food</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Zach</td>
<td>steak</td>
</tr>
<tr>
<td>2. Megan</td>
<td>chicken</td>
</tr>
<tr>
<td>3. Brittany</td>
<td>fish</td>
</tr>
</tbody>
</table>

4. Compare Brittany’s and Megan’s tastes. Their tastes are alike because **they both dislike broccoli.**

5. Contrast Zach’s and Brittany’s tastes. Their tastes are different because **Zach dislikes fish, but Brittany loves it.**

**Home Activity** Your child compared and contrasted favorite and least-favorite foods. Talk with your child about the food likes and dislikes of family members and friends. Have your child use the information to plan a menu.
Imperative and Exclamatory Sentences

**Directions** Write *command* if the sentence is a command (imperative sentence). Write *exclamation* if the sentence is an exclamation (exclamatory sentence).

1. Enjoy your visit to the farm. **command**
2. What green fields those are! **exclamation**
3. The corn crop is huge! **exclamation**
4. Look at the lettuce plants. **command**

**Directions** Write the sentences. Add the correct end punctuation. Write *C* if the sentence is a command and *E* if the sentence is an exclamation.

5. The farm machines are so noisy
   - **The farm machines are so noisy! E**
6. Walk through the pumpkin patch
   - **Walk through the pumpkin patch. C**
7. What a nice pumpkin that is
   - **What a nice pumpkin that is! E**
8. Take it home with you
   - **Take it home with you. C**

**Directions** Write a command you might give on a farm visit. Then write an exclamation you might use on a farm visit. **Possible answers:**

9. **Look at the horses.**
10. **Those corn plants are huge!**

**Home Activity** Your child reviewed commands and exclamations. Have him or her recall some commands and exclamations he or she made during the day.

**DVD•40 Imperative and Exclamatory Sentences**