Name ____________________________________________

**Syllable Patterns VCCCV**

**Generalization** Words with VCCCV syllable patterns divide after the first consonant: *monster*.

**Word Sort** Sort the list words according to whether or not you already know how to spell them. Write every word.

**words I know how to spell**

1. ____________________  
2. ____________________  
3. ____________________  
4. ____________________  
5. ____________________  
6. ____________________  
7. ____________________  
8. ____________________

**words I’m learning how to spell**

9. **Answers will vary.**  
10. ____________________  
11. ____________________  
12. ____________________  
13. ____________________  
14. ____________________  
15. ____________________

**Spelling Words**

1. monster  
2. surprise  
3. hundred  
4. complete  
5. control  
6. sample  
7. instant  
8. inspect  
9. pilgrim  
10. contrast  
11. explode  
12. district  
13. address  
14. substance  
15. children

**Home Activity** Your child is learning words with VCCCV (vowel-consonant-consonant-consonant-vowel) syllable patterns. Have your child study each word in the second column on this page, write the word, cover the word, and write it again.
Family Times

Summary

Fly, Eagle, Fly!
This folktale tells the story of a farmer who rescues an eaglet. He brings the chick home and raises it with his chickens. Because the eagle grows up with chickens, it acts a lot like a chicken. One of the farmer’s friends feels strongly that the eagle should be flying in the sky and not living with the chickens. So when the eagle is grown, he works hard to remind the eagle of its true nature.

Activity
Animal Natures Talk about the characteristics of different animals. What is a dog like? What is a cat like? What traits do you especially associate with these animals?

Comprehension Skill

Cause and Effect
A cause tells why something happened. An effect is what happened. Words such as because and so are clues that show cause-and-effect relationships. Sometimes, however, clue words are not used.

Activity
Because Why? With a family member, take turns saying sentences in which two thoughts are connected with the word because. Say, for example, I am going to the store because we need milk. The listener identifies the cause—we need milk—and the effect—I am going to the store.
Lesson Vocabulary

Words to Know
Knowing the meanings of these words is important to reading *Fly, Eagle, Fly!* Practice using these words.

Vocabulary Words
valley an area of low land between hills or mountains
reeds long, tall grasses with leaves and hollow stems
echoed repeated a sound
gully a narrow ditch made by flowing water
scrambled moved or climbed quickly
clutched grasped or held tightly
thatch straw used as a roof covering

Practice Tested Spelling Words

Conventions

Prepositions
A preposition is a word that shows a relationship of one word to another in a sentence. A preposition is the first word in a prepositional phrase. A prepositional phrase ends with a noun or pronoun called the object of the preposition. The preposition shows the relationship between the noun or pronoun and the other words.

Activity
Act It Out Write prepositions, such as those shown below, on index cards. Mix up the cards and place them in a pile facedown on a table. Take turns picking a card and thinking of a command to give the other players using that preposition, such as “Put your hands on your head.”

<table>
<thead>
<tr>
<th>against</th>
<th>beneath</th>
<th>in</th>
<th>near</th>
</tr>
</thead>
<tbody>
<tr>
<td>past</td>
<td>above</td>
<td>beside</td>
<td>inside</td>
</tr>
<tr>
<td>across</td>
<td>among</td>
<td>behind</td>
<td>between</td>
</tr>
<tr>
<td>through</td>
<td>under</td>
<td>around</td>
<td>below</td>
</tr>
</tbody>
</table>
Cause and Effect

- A **cause** tells why something happened. An **effect** is what happened.
- Words such as *because* and *so* are clues that show cause-and-effect relationships. Sometimes, however, clue words are not used.

**Directions**  Read the story. Then answer the questions below.

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**When Mother Duck’s last egg finally hatched, she was amazed. This duckling was big and clumsy. His neck was much too long and he honked instead of quacking. The other ducklings would not play with him because he looked and sounded so different from them. They made fun of him and called him ugly, so he usually swam by himself.**

---

Then, one day, the ugly duckling came upon a flock of large birds with long necks and beautiful black feathers, just like his. They honked at him, so he honked back. “Come swim with us!” they called to him. Then the ugly duckling was happy because he found friends who looked and sounded like he did.

---

1. Tell why the mother duck is amazed at the beginning of the story. Use the word *because* in a sentence.

**Possible response: She is amazed because the last duckling looks so different from the others.**

2. Why do the other ducklings call him ugly?

**They call him ugly because he looks and sounds different.**

3. Tell the cause and the effect in this sentence: The ugly duckling swam by himself because the other ducklings made fun of him.

**Cause:** The other ducklings made fun of him.

**Effect:** The ugly duckling swam by himself.

4. At the end of the story, why is the ugly duckling happy? He is happy because he finds birds that look and sound just like him.

5. Underline clue words in the passage that show cause-and-effect relationships.

**Suggested answers are given.**

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**Home Activity**  Your child identified causes and effects in a story. Read or tell another animal story. With your child, discuss characters or events that cause something to happen.

**DVD•260 Comprehension**
Draw Conclusions

- A conclusion is a decision you reach after thinking about the facts and details in a story or article. You can also use what you already know to help draw a conclusion.
- Always ask yourself, “Does my conclusion make sense?”

Directions Read the following passage. Then answer the questions.

Long ago in Greece, a man walked from village to village, telling fables and stories. Wherever he went, a crowd would gather to hear his stories. The stories made people smile, but they also made people think. Parents brought their children to hear him because his stories contained important lessons. The man’s name was Aesop, and we still tell his stories today.

Many of Aesop’s stories were about animals that acted like humans, some in good ways, some in bad ways. Some animals were greedy or foolish. Others were kind-hearted and brave. Most often, the animal that won in the end was the animal that “did the right thing.”

Possible answers are given.
1. What is a conclusion you can draw about Aesop?
   Aesop was a good storyteller.

2. Write two details that support your conclusion.
   A crowd always gathered for his stories. Parents wanted their children to listen. We still tell his stories today.

3. Reread the second paragraph. Draw a conclusion about the animals in Aesop’s stories.
   The animals are used to show human strengths and weaknesses.

4. Write two details that support your second conclusion.
   Some of them were greedy, foolish, or selfish. Some “did the right thing.”

Home Activity Your child drew conclusions about Aesop, a storyteller. Go to the library with your child to find a book of Aesop’s fables, or find them online. With your child, read some of the fables and discuss conclusions you might draw about the characters.
Prepositions

Directions Add a prepositional phrase to each sentence to make it more specific. Use a prepositional phrase from the box or a prepositional phrase of your own.

through the air  on their tails  in the lake
at the national park  at the library  on high cliffs

1. We saw eagles.  Possible answers:
   **We saw eagles at the national park.**

2. The eagles had white feathers.
   **The eagles had white feathers on their tails.**

3. They glided.
   **They glided through the air.**

4. The eagles built nests.
   **The eagles built nests on high cliffs.**

5. The eagles hunted fish.
   **The eagles hunted fish in the lake.**

6. We will study eagles.
   **We will study eagles at the library.**

Directions Write two sentences about seeing wildlife. Use at least two prepositional phrases. Underline the prepositional phrases.

**Possible answers: I spotted bears by the river. They were catching fish in the water.**

Home Activity Your child learned how to use prepositions in writing. Have your child write a sentence about a bird that includes a prepositional phrase. Ask your child to point to the prepositional phrase, the preposition, and the object of the preposition.

DVD•262 Prepositions
Name __________________________________________

## Suffixes

### Directions
Add the suffix -er, -or, -ess, or -ist to each base word. Write the new word on the line. (HINT: you may have to change the spelling of the base word.)

1. teach + -er = ____teacher____
2. invent + -or = ____inventor____
3. lion + -ess = ____lioness____
4. science + -ist = ____scientist____
5. write + -er = ____writer____
6. actor + -ess = ____actress____
7. type + -ist = ____typist____
8. create + -or = ____creator____

### Directions
Match one of the words in the box to each definition. Write the word on the line.

- artist
- counselor
- empress
- speaker

9. person who speaks  ____speaker____
10. person who creates art  ____artist____
11. female ruler of an empire  ____empress____
12. one who gives counsel  ____counselor____

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**Home Activity**
Your child wrote words with the suffixes -er (teacher), -or (visitor), -ess (lioness), and -ist (tourist). Read an article about the bald eagle with your child. Have your child point out words with suffixes and tell you what they mean.

Suffixes DVD•263
Syllable Patterns VCCCV

Word Puzzle  Read the word. Add letters to turn the small word into a list word.

1. **explode**
2. **address**
3. **instant**
4. **pilgrim**
5. **sample**
6. **district**

Classifying  Write a list word from the box that belongs in each group.

7. adults, teens, _____
8. whole, finished, _____
9. difference, opposite, _____
10. ogre, dragon, _____
11. shock, astonish, _____
12. million, thousand, _____
13. direct, manage, _____
14. examine, study, _____

Spelling Words
- monster
- surprise
- hundred
- complete
- control
- sample
- instant
- inspect
- pilgrim
- contrast
- explode
- district
- address
- substance
- children

Home Activity  Your child has been learning to spell words with VCCCV (vowel-consonant-consonant-vowel) syllable patterns. Say a word and have your child spell it aloud.

DVD•264  Syllable Patterns VCCCV
Cause and Effect

- A cause tells why something happened.
- An effect is what happened.
- Words such as because and so are clues that show cause-and-effect relationships. Sometimes, however, clue words are not used.

Directions Read the following passage. Then complete the chart.

One day in autumn, the ant queen made her declaration that it was time to start preparing for winter, so long lines of busy ants began to bring food to the nest. Other ants stored it away for the long, cold winter. One little ant, however, didn’t hear her queen because she was daydreaming about spring. This little ant paid no attention as the other ants hurried by.

When the first snowfall finally came, it snowed for days on end. Most of the ants had plenty to eat. However, the little ant couldn’t find a scrap to eat because she had spent the fall daydreaming. She begged the others to share. “All fall while we gathered and stored food, you lazied around singing and daydreaming. Why should we share with you?” asked the queen. Finally, the other ants took pity on the little ant and shared their food.

The little ant had learned her lesson, so the next autumn the little ant was the first to start gathering and storing food for the winter.

Cause Effect

1. The queen told the ants that winter was coming.
2. Ants brought food to the nest and stored the food for winter.
3. Possible answer: The little ant spent the fall daydreaming.
4. The little ant had nothing to eat when winter came.

5. Underline clue words in the passage that helped you identify cause-and-effect relationships.

Suggested answers are given.

Home Activity Your child identified causes and effects in a story. Read or tell another story in which events happen because of other events or characters’ actions. Have your child listen for causes and effects in the story.

Comprehension DVD•265
**Prepositions**

**Directions** Write the prepositional phrase in each sentence. Underline the preposition.

1. A chicken has a comb on its head.  
   **on its head**

2. The comb is located above the beak.  
   **above the beak**

3. Each type of chicken has a different comb.  
   **of chicken**

4. The one with the zigzag comb is a White Leghorn rooster.  
   **with the zigzag comb**

**Directions** Choose the preposition in ( ) that makes sense in each sentence. Write the sentence.

5. Chickens and eagles are different ___ one another. (above, from)  
   **Chickens and eagles are different from one another.**

6. Chickens fly only ___ short distances. (for, below)  
   **Chickens fly only for short distances.**

7. Eagles can soar high ___ the sky. (off, in)  
   **Eagles can soar high in the sky.**

8. Chickens often live ___ farms. (on, out)  
   **Chickens often live on farms.**

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**Home Activity** Your child reviewed prepositions. Ask your child to use sentences with prepositional phrases to answer these questions: Where do you do your homework? When do you do your homework?