Name _________________________________

**Syllable Pattern CV/VC**

**Generalization** In words with the CV/VC syllable pattern, divide between the vowels.

**Word Sort** Sort the list words by words you know how to spell and words you are learning to spell. Write every word.

<table>
<thead>
<tr>
<th>words I know how to spell</th>
<th>words I’m learning how to spell</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. <strong>Answers will vary.</strong></td>
<td>9. <strong>Answers will vary.</strong></td>
</tr>
<tr>
<td>2. __________</td>
<td>10. __________</td>
</tr>
<tr>
<td>3. __________</td>
<td>11. __________</td>
</tr>
<tr>
<td>4. __________</td>
<td>12. __________</td>
</tr>
<tr>
<td>5. __________</td>
<td>13. __________</td>
</tr>
<tr>
<td>6. __________</td>
<td>14. __________</td>
</tr>
<tr>
<td>7. __________</td>
<td>15. __________</td>
</tr>
<tr>
<td>8. __________</td>
<td></td>
</tr>
</tbody>
</table>

**Spelling Words**

1. create
2. medium
3. piano
4. idea
5. radio
6. video
7. studio
8. violin
9. duo
10. patio
11. rodeo
12. pioneer
13. trio
14. stadium
15. audio

**Home Activity** Your child is learning to spell words with CV/VC (consonant-vowel-vowel-consonant) and CVV (consonant-vowel-vowel) syllable patterns. To practice at home, have your child spell each word in the first column aloud. Then have your child study and write the words in the second column.
Suki’s Kimono
Suki is so enchanted with the kimono and wooden shoes that her grandmother gave her that she insists on wearing them to her first day of first grade. Her older sisters are embarrassed. At first it looks like it might be a disaster! There are quite a few snickers. But Suki is so sure of how wonderful she looks that she soon wins over her new friend, new teacher, and new class.

Activity
Who We Are Discuss the food, music, and clothes that are special or traditional in your family. What are some traditions that your families share? How do you celebrate holidays or special occasions?

Summary
Compare and Contrast
When you compare and contrast you find out how things are alike and how they are different. Sometimes you can see when things are compared or contrasted by looking for clue words such as like, both, also, but, however, and instead of.

Activity
Alike and Different Choose two friends or relatives. How are they alike and how are they different? Do they have the same color hair? Do they like the same games? Do they speak the same language? Write down sentences that compare the two people. Write about two ways they are alike. Write about two ways they are different.
**Lesson Vocabulary**

**Words to Know**
Knowing the meanings of these words is important to reading *Suki’s Kimono*. Practice using these words.

**Vocabulary Words**
- **paces** single steps
- **rhythm** a regular or orderly repeating of sounds or movements
- **festival** a celebration or holiday
- **cotton** plant fiber used to make thread
- **handkerchief** a square, soft piece of cloth used to wipe the nose or face
- **pale** not bright in color
- **graceful** beautiful or pleasing in movement
- **snug** giving warmth and comfort

**Conventions**

**Adjectives and Articles**
*A, an*, and *the* are words called **articles**. Use *a* before singular nouns beginning with a consonant. Use *an* before singular nouns beginning with a vowel. *The* can be used before a singular or plural noun. An **adjective** is a word that can describe a person, place, or thing. Adjectives can tell more about nouns. An adjective can tell how a person, place, or thing looks or sounds. Often an adjective comes just before the noun.

**Activity**
**Five Words for You** Write each player’s name on a slip of paper and place them in a bag. Shake the bag and have each player take out a slip of paper. Each player then reads the name on the paper silently and writes five words that describe that person on a piece of paper. Finally, each player reads his or her adjectives. Other players use the adjective clues to identify the person.

**Practice Tested Spelling Words**
- __________  __________  __________  __________  __________
- __________  __________  __________  __________  __________
- __________  __________  __________  __________  __________
- __________  __________  __________  __________  __________
- __________  __________  __________  __________  __________
- __________  __________  __________  __________  __________
- __________  __________  __________  __________  __________
**Compare and Contrast**

- When you **compare** and **contrast** two or more things, you tell how they are alike and different.
- Some clue words that signal things might be the same are *like, same, both, also,* and *as well as.*
- Some clue words that signal differences are *but, however, different,* and *instead of.*

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

Lucy's family couldn't buy her a new band outfit for the concert. Lucy had to wear her best clothes instead. She was very self-conscious. The rest of the band was staring at Lucy. She felt like a bug under a microscope.

But when Lucy began to play her solo, she forgot about everything else. Nothing mattered to her except the sound of her playing. No one noticed that she was dressed differently. Instead of her clothes, everyone noticed her beautiful music.

1. How was Lucy dressed differently from the other members of the band?

**Possible answer:** She was dressed in her best clothes, but the other band members had some kind of special clothing.

2. What did Lucy compare herself to?

**Possible answer:** A bug under a microscope

3. Which words told you that comparisons or contrasts were being made?

**Like, instead, but, differently**

4. How was Lucy the same as the other members of the band?

**Possible answers:** She played music; she played an instrument.

5. How do you think Lucy felt after her solo?

**Possible answer:** I think she felt a lot better.

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**Home Activity** Your child learned about telling how two or more things are alike and different. Read two stories with your child. Ask how the stories are alike and how they are different.
### Cause and Effect

- The **cause** tells why something happened. The **effect** is what happened.
- Authors often use clue words such as *because, so, then, if,* and *since* to help you better understand what happens and why it happens.

**Directions** Read the following passage. Underline clue words. Complete the chart.

In 1603, the ruler of Japan closed it off to all outsiders. This meant that no foreigner could enter the country. The ruler took this step because he wanted Japanese society to stay just the way it was. Since the country was closed, the Japanese could only trade with one another. Their traditions and customs did not change. Since they had never seen Western clothing, they continued to wear kimonos.

In 1854, Americans sailed to Japan. They wanted the ruler to open the country to trade because the Japanese made beautiful silks and pottery. People in the West wanted to buy Japanese things. The ruler agreed. Other countries also came to trade with Japan. Japanese men began to do business in the Western way. Because the ruler agreed to open Japan to trade, many changes happened in Japanese society.

<table>
<thead>
<tr>
<th><strong>CAUSES:</strong> Why did it happen?</th>
<th><strong>EFFECTS:</strong> What happened?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The ruler of Japan did not want Japanese society to change.</td>
<td>The ruler of Japan closed the country to all outsiders.</td>
</tr>
<tr>
<td>2. The Japanese had never seen modern Western clothing.</td>
<td>The Japanese continued to wear kimonos.</td>
</tr>
<tr>
<td>3. The Americans wanted to trade with Japan.</td>
<td>The Americans sailed to Japan and asked the ruler to trade with them.</td>
</tr>
</tbody>
</table>

**Home Activity** Your child identified causes, effects, and clue words in an article. Read another article about Japan or Japanese culture with your child. Discuss the causes and effects given in the article.

Comprehension DVD•293
Adjectives and Articles

Directions Complete each sentence by adding an adjective. Write the new sentence.

Possible answers:

1. Everyone wore ___ clothes to the party.
   Everyone wore bright clothes to the party.

2. Amy had on her ___ blouse.
   Amy had on her red blouse.

3. The ___ shirt is Kevin’s.
   The colorful shirt is Kevin’s.

4. Julio and William came with ___ hats on their heads.
   Julio and William came with funny hats on their heads.

5. Kay’s ___ pants made us laugh.
   Kay’s baggy pants made us laugh.

Directions Write two sentences about your favorite outfit. Use at least two adjectives. Underline the adjectives.

Possible answer:

I like my blue jeans and my green sweater. I wear comfortable jeans with a bright sweater.

Home Activity Your child learned how to use adjectives and articles in writing. Ask your child to write a sentence about a costume he or she has worn. Have your child use one or more adjectives in the sentence and identify them.

School + Home DVD•294 Adjectives and Articles
Name ________________________________

Syllable Patterns VCCCV

Directions Look at the words on the right. These words have the VCCCV syllable pattern. Divide each word into syllables. Write the syllables on the lines.

1. ______ com ______ + _______ ple ________ = complete
2. ______ hun ______ + _______ dred ________ = hundred
3. ______ mer ______ + _______ chant ________ = merchant
4. ______ mon ______ + _______ ster ________ = monster
5. ______ pil ______ + _______ grim ________ = pilgrim
6. ______ sur ______ + _______ prise ________ = surprise
7. ______ twin ______ + _______ kle ________ = twinkle
8. ______ in ______ + _______ spect ________ = inspect
9. ______ com ______ + _______ plain ________ = complain
10. ______ ad ______ + _______ dress ________ = address

Directions Underline the word that has the VCCCV syllable pattern in each sentence.

11. The pilot takes charge of the controls in the plane.
12. My brother José and I built a fortress in the snowbank.
13. I scraped my knuckles on the wood while sanding the porch railing.
14. My cat tried to distract me by climbing into my lap.
15. Strawberries ripen on the vine in springtime.
16. The store gave everyone a free sample.

Home Activity Your child wrote words with the VCCCV syllable pattern found in monster. Ask your child to write a sentence for each of the words in the first exercise. Have your child circle the word with the VCCCV syllable pattern.
Name __________________________

**Syllable Pattern CV/VC**

**Riddle Puzzle**  Write a list word in each row. Read the word in the shaded boxes to find something pilots use to get landing directions.

<table>
<thead>
<tr>
<th>piano</th>
<th>1. rodeo</th>
</tr>
</thead>
<tbody>
<tr>
<td>video</td>
<td>2. patio</td>
</tr>
<tr>
<td>rodeo</td>
<td>3. video</td>
</tr>
<tr>
<td>patio</td>
<td>4. studio</td>
</tr>
<tr>
<td>studio</td>
<td>5. piano</td>
</tr>
</tbody>
</table>

**Crossword Puzzle**  Fill in the puzzle by writing a word from the box for each clue.

<table>
<thead>
<tr>
<th>audio medium stadium idea pioneer violin trio</th>
</tr>
</thead>
</table>

**Across**

7. Football games are played here.
8. It has strings.
11. not large, not small
12. three

**Down**

6. helped settle the American West
9. a thought
10. involving sound

**Spelling Words**

create
medium
piano
idea
radio
video
studio
violin
duo
patio
rodeo
pioneer
trio
stadium
audio

**Suki’s Kimono**

**Home Activity**  Your child has been learning to spell words with the CV/VC syllable pattern. Give a clue about a word. Ask your child to guess and spell it.

**DVD•296**  Syllable Pattern CV/VC
Name ________________________________

Compare and Contrast

• When you compare and contrast two or more things, you tell how they are alike and different.

• Some clue words that signal things might be the same are like, same, both, also, and as well as.

• Some clue words that signal differences are but, however, different, and instead of.

Directions  Read the following passage. Then complete the diagram below.

Sumi had black hair. Dafina’s hair was black too. But instead of being straight, Dafina’s hair was curly. She complained that it was too curly and hard to brush. Sumi’s hair was as straight as a stick. She disliked it and said she’d rather have curly hair.

Sumi had green eyes. Dafina’s eyes were dark brown. They were as dark as coffee without cream in it. Sumi was short like her mom. Dafina was tall like her dad. Even though the girls were very different in some ways, they were still best friends.

Things About Sumi  Things About Dafina

Both Girls

1. short
2. straight hair
3. green eyes
4. black hair
5. didn’t like their own hair
6. tall
7. curly hair
8. brown eyes

School + Home  Home Activity  Your child learned about telling how two or more things are alike and different. Find two items to compare. Have your child tell you how the items are alike and different.

Comprehension DVD•297
Adjectives and Articles

Directions Circle each article. Underline each adjective.

1. People have worn many different styles throughout the years.
2. When Aunt Rose was a teacher, she wore long, straight skirts.
3. Grandma wore nice dresses to school.
4. My mom often wore old jeans in the classroom.
5. A popular style in some schools today is a uniform.

Directions Circle the article in ( ) that correctly completes each sentence.

6. People wear different clothes all over (an, the) world.
7. No one needs (a, an) heavy coat in Hawaii.
8. (A, An) overcoat is needed in Russia.
9. You can wear (a, an) shirt with short sleeves all year in Costa Rica.

Directions Write two sentences describing the clothes you are wearing today. Use at least two adjectives in each sentence. Circle each article and underline each adjective in your sentences.

Possible answer:

I am wearing black pants and a red sweater. The sweater has small blue stripes on it.

School Home Activity

Your child reviewed adjectives and articles. Discuss the day’s weather with your child. Ask him or her to identify some adjectives used in the conversation.

DVD 298 Adjectives and Articles