VCCV and VCV Syllable Division Patterns

Read each sentence. If the underlined word has a VCCV syllable pattern, write the word in the first column. If it has a VCV syllable pattern, write it in the second column.

<table>
<thead>
<tr>
<th>VCCV</th>
<th>VCV</th>
</tr>
</thead>
</table>

1. We will go shopping after we eat breakfast.

2. Our new baby is three weeks old.

3. Only one blueberry muffin was left on the tray.

4. The puppies are playing in the basket.

5. Our family had a picnic in the park.

6. Ten is an even number.

7. The lady wore a pretty red dress.

8. The beautiful hotel was very old.
Critical Vocabulary

You can use the words you learn from reading as you talk and write.

Use your understanding of the Critical Vocabulary words to help you finish each sentence.

1. A flashlight is **convenient** to have when ____________________________ .

2. Tonight’s homework is **time-intensive** because ____________________________ .

3. It was hard to stay **hydrated** yesterday because ____________________________ .

4. We **transported** baked goods to the picnic in ____________________________ .

5. We used **disposable** plates and cups because ____________________________ .

6. One way to **assess** what you need for a trip is ____________________________ .

7. The article had a big **impact** because ____________________________ .

Choose two of the Critical Vocabulary words and use them in a sentence.

____________________________________________________________________

____________________________________________________________________
Author’s Purpose

An author’s purpose is his or her reason for writing. Knowing the author’s purpose helps you determine what the author wants to do. To determine the author’s purpose, ask, “Is the author writing to inform, entertain, or persuade?”

Reread the second box on page 158 in Eco-Friendly Food. Then answer the questions.

1. Who do you think the author’s intended audience is?

2. What does the author want readers to do? Use evidence for support.

Reread page 164. Then answer the questions below.

3. What is the purpose of the text on page 164?

4. What do you think the author wants readers to do after they read this selection?
VCCV and VCV Syllable Division Patterns

Circle all words in the row having the same first vowel sound as the boldfaced word.

1. basket magnet appoint napkin master
2. publish rubber supper bundle super
3. fifteen lilac minor kitten pillow
4. yellow message began female rescue
5. okay local open solid solo
6. bacon attic navy banner table
7. eagle before gentle even errand
8. silent window item title tiger
9. costume bottom locate clover cotton
10. music unicorn number public unite
Latin Roots *port, dict*

The word *transported* contains the root *port* meaning “to carry.”
The word *predict* contains the root *dict* meaning “to speak.”

Complete the chart with other words that contain the roots *port* and *dict*.

<table>
<thead>
<tr>
<th>port</th>
<th>dict</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Write a sentence for 4 words in the chart.
Ideas and Support

When authors present ideas and claims, they support them with facts, reasons, and other evidence. Evaluate the way an author supports an idea or claim by determining which statements are facts and which are opinions. Do this by reading each statement and asking, “Can this be proven to be true?”

Read the list of pros and cons on page 160 of Eco-Friendly Foods. Then answer the questions below.

1. What is the claim about these foods?

2. What evidence does the author use to support this claim?

3. What evidence does the author use to argue against this claim?

Reread paragraph 10 on page 162. Then answer the questions below.

4. What does the author want readers to understand about growing food?

5. What is one reason the author gives to support this claim?
Text and Graphic Features

Authors of informational text often use text and graphic features to help organize the information, highlight key ideas, and support readers’ understanding of the text. They use boldfaced words, headings, photographs, diagrams, charts, and graphs to help readers better understand the key ideas in a text.

Answer the questions about the first paragraph and the sidebar on page 161 of Eco-Friendly Food.

1. What is the author’s claim about bottled drinks?

2. How does the information in the sidebar support the author’s claim?

Look at the diagrams on page 163 to answer the questions below.

3. Why is the text on page 163 numbered?

4. What do the diagrams show?

5. Why do you think the author includes these visuals?

6. How do these diagrams support your understanding of a cylinder garden?
Name

Words with the VCCV Syllable Division Pattern

Complete each sentence with the best word from the word box. Then divide the word into syllables.

<table>
<thead>
<tr>
<th>declare</th>
<th>whether</th>
<th>secret</th>
<th>apron</th>
<th>poster</th>
</tr>
</thead>
<tbody>
<tr>
<td>degree</td>
<td>achieve</td>
<td>whiskers</td>
<td>chicken</td>
<td>bushel</td>
</tr>
<tr>
<td>ticket</td>
<td>author</td>
<td>rocket</td>
<td>gather</td>
<td>rather</td>
</tr>
</tbody>
</table>

1. Carla asked ______________ the muffins were ready to eat.

2. The cat’s ______________ tickle my arm.

3. I suggest you wear this ______________ before you start cooking.

4. Homemade ______________ soup was cooking on the stove.

5. Gov. Smith will ______________ the flooded land a disaster area.

6. We picked a ______________ of apples from that tree.

7. A good writer will ______________ information about a subject before writing.

8. The ______________ has been on our classroom wall all year.

9. When my brother graduates from college he will earn a ______________.

10. O. Henry was a famous ______________ of short stories.
Critical Vocabulary

You can use the words you learn from reading as you talk and write.

Use your understanding of the Critical Vocabulary words to complete a word web for each word. Write words and phrases in the outer ovals that are related to the word in the center. Discuss your word webs with a partner.

Use each of the Critical Vocabulary words in a sentence.

unique

adventurous
Media Techniques

Media techniques include visual elements, such as action scenes, close-up views, and text boxes. Sound elements include narration. The narration is an important element in an informational video. The narrator needs to be an expert or someone who knows the topic well so that the viewer receives the correct information.

Review the visual elements in *Kids Rock Nutrition in the Kitchen*. Then answer the questions below.

1. Identify the adult cook in the video. Is this person an expert in food preparation? How do you know?

2. Why do you think the video includes close-up views of a variety of vegetables?

Review the narration beginning at about 1:50 minutes into the video. Then answer the question below.

3. If chicken takes longer to bake than fish, why can both types of packets be in the oven together at the same time?
Words with the VCCV Syllable Division Pattern

Draw a line between the syllables in the following VCCV words. Then write the words in the correct column.

<table>
<thead>
<tr>
<th>puffin</th>
<th>declare</th>
<th>pocket</th>
<th>degree</th>
<th>rather</th>
</tr>
</thead>
<tbody>
<tr>
<td>secret</td>
<td>clothing</td>
<td>tether</td>
<td>agree</td>
<td>monkey</td>
</tr>
<tr>
<td>gathering</td>
<td>rescuing</td>
<td>winter</td>
<td>poster</td>
<td>publishing</td>
</tr>
<tr>
<td>achievable</td>
<td>confide</td>
<td>subject</td>
<td>whether</td>
<td>apron</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>V / CCV</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>VCC / V</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>VC / CV</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>
Vocabulary

You can use the words you learn from reading as you talk and write.

Use your understanding of the Critical Vocabulary words to tell which sentence best fits the meaning of the bold word.

1. pests  Those little mice are so adorable!
           Mice got into the house and ate our cereal.

2. edible  These mushrooms are delicious.
           These mushrooms are poisonous.

3. forbidden  I always have an apple for my after-school snack.
             I am not allowed to eat sweets before dinner.

4. attitudes  Some people have strong ideas about the food they eat.
            Some people enjoy watching cooking shows.

Choose two of the Critical Vocabulary words and use them in a sentence.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
Central Idea

The central, or main, idea of a text is what the reader should mostly remember from the reading. Readers evaluate details to determine key ideas. Supporting details are the facts, examples, and other evidence that explain the central, or main, idea. Authors organize their supporting details depending on their reason for writing.

Reread the section headed “Bugs Do a Body Good” on page 178 of Bug Bites to answer questions 1–3.

1. What is the central, or main, idea of this section?

2. What are two details that support the central, or main, idea?

3. How does the author organize the details in this section? How does the organization support the central, or main, idea?
Prefixes sub–, fore–

Complete the chart with words that contain the prefixes sub– and fore–.

<table>
<thead>
<tr>
<th>sub–</th>
<th>fore–</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Write a sentence for four words in the chart.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
In an argumentative text, an author states a claim. The author provides facts or examples to prove the claim is true. Sometimes an author includes an opinion. The opinion tells what the author thinks or feels about a subject, but the opinion cannot be proved true. No facts or examples are included to back up the opinion.

Reread paragraphs 5 and 6 on page 177 in Bug Bites to answer the questions.

1. What claim does the author make?

________________________________________________________________________

2. What facts or examples does the author provide to support this claim?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Reread page 180 to answer the questions.

3. How does the author support his opinion?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

4. What readers do you think the author had in mind when writing this text? Why do you think so?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
Words with the VCCCV Syllable Division Pattern

Circle the consonant blend or digraph in each VCCCV word. Then divide the words into syllables and write the words in the correct column.

- mischief
- kingdom
- complete
- hundred
- athlete
- middle
- purchase
- although
- monster
- harmless
- explain
- supply

VC / CCV

VCC / CV
Critical Vocabulary

You can use the words you learn from reading as you talk and write.

Use your understanding of the Critical Vocabulary words to support your answers to the questions below. Then talk with a partner about your answers, using the Critical Vocabulary words.

1. What kind of culinary skills do you have?

2. What would you be astounded to see at school?

3. Why might you be crestfallen after a game?

4. What recipe would you opt to make for a cook-off?

5. Why might a friend take offense at what you did?

6. What do you think is luscious?

7. How would you react if a pet snake got out of its cage?

Write a sentence below using two Critical Vocabulary words.

Name ________________________________
Text and Graphic Features

Text features can present important parts of a story. Different kinds of type and punctuation may be used by an author to communicate something important or to get the reader’s attention.

Graphic features are visuals, such as illustrations, diagrams, maps, and speech bubbles that help explain ideas in a text. In stories, graphic features may provide more details that were not provided to the reader in the story itself.

Answer the questions about page 192 of Now You’re Cooking!

1. What facial expression does each character have?

2. Reread paragraphs 24–27. How do the illustrations add to your understanding of the story?

Answer the questions about page 194 of Now You’re Cooking!

3. Read the ingredients for the recipe. What type of food does this recipe make?

4. How do the illustrations on the page help you understand the recipe?
Greek Roots *meter, therm, phon, tele*

- Complete the chart with words that use the Greek roots *therm* and *tele*.
  Underline or circle other Greek roots that combine with these to form new words.

<table>
<thead>
<tr>
<th></th>
<th>therm</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>tele</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- Write a definition and sentence for 4 words in the chart.

  - 
  - 
  - 
  - 

Name ____________________________________________
Idioms

An idiom is a phrase that means something different from what the individual words say. Idioms can make a story or text more interesting to read.

Examples: a dime a dozen; a bee in your bonnet; beat around the bush

Answer the question about page 187 of Now You’re Cooking!

1. Reread paragraph 2. What does Avani mean when she uses the idiom “Now you’re cooking”?

Answer the questions about paragraph 4 on page 188 of the story.

2. What does the idiom “my goose is cooked” mean?

3. What clues in the text help you understand the idiom?

Answer the questions about paragraphs 16–17 on page 190 of the story.

4. What does the idiom “cook circles around you” mean?

5. What does this idiom demonstrate in regards to how Martina is feeling about competing?
**Words with VCCCV Syllable Division Pattern**

Underline the consonant blend or consonant digraph in the VCCCV pattern. Then write the word dividing it into syllables.

1. pilgrim
2. sandwich
3. orchard
4. surprise
5. turtle
6. single
7. farther
8. sample

Choose four of the words and use them in sentences.

_________________________________________________________________

_________________________________________________________________

_________________________________________________________________

_________________________________________________________________
Point of View

When you read a story, you need to know who the narrator, or storyteller, is. It’s important to know from whose point of view the events are told. That’s because different people can tell the same story different ways!

Stories are often told from a first-person or a third-person point of view.

<table>
<thead>
<tr>
<th>First-Person Point of View</th>
<th>Third-Person Point of View</th>
</tr>
</thead>
<tbody>
<tr>
<td>The narrator . . .</td>
<td>The narrator . . .</td>
</tr>
<tr>
<td>is a character in the story.</td>
<td>is someone outside the story.</td>
</tr>
<tr>
<td>tells his or her own thoughts and feelings.</td>
<td>tells the thoughts and feelings of others.</td>
</tr>
<tr>
<td>uses pronouns such as I, me, my, mine, and we.</td>
<td>uses pronouns such as he, she, him, her, his, hers, they, them, and their.</td>
</tr>
</tbody>
</table>

Answer the questions about page 187 of Now You’re Cooking!

1. Reread paragraph 1. From which point of view is paragraph 1 being told?

[Student's answer]

2. Why does an author write a story in the third person?

[Student’s answer]

Answer the question about page 193 of Now You’re Cooking!

3. How do the characters add to the plot of the story?

[Student’s answer]