Long Vowel Digraphs

- **Generalization** Long a is sometimes spelled ai: paint. Long e is sometimes spelled ee and ea: speech, feast. Long o is sometimes spelled oa and ow: coast, arrow.

**Word Sort** Sort words by the spelling of the long vowel sound.

**Spelling Words**

1. coast
2. feast
3. speech
4. wheat
5. Spain
6. paint
7. arrow
8. needle
9. charcoal
10. praise
11. faint
12. maintain
13. crease
14. grain
15. breeze
16. willow
17. appeal
18. bowling
19. complain
20. sneeze

**Home Activity** Your child is learning about different spelling patterns for long vowel sounds. Select three list words and ask your child which pattern spells the long vowel in each word.
**Island of the Blue Dolphins**

Karana is an Indian girl stranded alone on an island. While waiting years for a ship to come near and rescue her, she finds inventive ways of living on an island inhabited by wild dogs. She makes a cave house, creates her own tools, finds food, and survives many years on her own.

**Activity**

**Kitchen Foraging** With a member of your family, look through your kitchen and try to plan a lunch or dinner for the two of you. But here’s the catch: you can’t look in the refrigerator, you can only use one utensil, and you’re allowed to use only a small amount of water from the sink. 

*Bon appétit!*

**Comprehension Skill**

**Theme and Setting**

The **theme** is the underlying meaning of a story. The **setting** is where and when the story takes place. Setting often helps determine how a story’s characters think and behave.

**Activity**

**Far Away** Pretend you’re stranded on a faraway island with a member of your family. Describe what the island looks like, the animals you encounter, and the trees and plants you see. What’s the first thing you would do there: Find food? Build a shelter? Why did you make the choices you made?
Lesson Vocabulary

Words to Know
Knowing the meanings of these words is important to reading *Island of the Blue Dolphins*. Practice using these words.

Vocabulary Words
- **gnawed** bitten or worn away
- **headland** narrow ridge of high land jutting out into water; promontory
- **kelp** any of various large, tough, brown seaweeds
- **lair** den or resting place of a wild animal
- **ravine** a long, deep, narrow valley eroded by running water
- **shellfish** a water animal with a shell. Oysters, clams, crabs, and lobsters are shellfish.
- **sinew** tendon

Conventions

Independent and Dependent Clauses
A clause is a group of related words that has a subject and a predicate. If a clause makes sense by itself, it is an **independent clause**. If a clause does not make sense by itself, it is a **dependent clause**. For example: *Tim had a ticket that he bought with his own money.* “Tim had a ticket” is the independent clause because it makes sense by itself. However, “that he bought with his own money” is dependent because it does not make sense by itself.

Activity
**Clause Connection** Create a T-chart on a sheet of paper. Cover the right column and have a family member write five independent clauses in it. Now cover the left column and write five dependent clauses. Then uncover the chart and take turns creating new sentences by combining an independent clause from the table with one (or more) dependent clauses.

Practice Tested Spelling Words

Family Times DVD•21
Theme and Setting

- The **theme** is the underlying meaning of a story. It is often not stated. You can figure out a theme from events and other evidence in the story.
- The **setting** is where and when the story takes place. Writers use details, such as sights and sounds, to describe it.

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

Jessica had never seen a real Native American village. Standing in the pueblo, she realized that her books hadn’t prepared her for what it would be like. Under the pale spring sunshine, the red clay buildings at the center of the pueblo looked so different than the ones she had read about and seen in books back home. But when she entered one of the shops, it looked very familiar. It had the same kind of display cases, the same food, even the same posters she saw in shops at home. The lady behind the counter gave Jessica a big smile and said hello. The lady was wearing a t-shirt with the name of the same college Jessica’s father attended, the same college Jessica hoped to attend one day. Jessica didn’t feel so far away from home anymore.

1. What is the setting of the above passage?

2. Where had Jessica learned about pueblos before her arrival?

3. Why does everything in the store look so familiar to Jessica?

4. What is the underlying theme of this passage?

5. On a separate sheet of paper, write down the visual memories you have of a place you visited for the first time. It could be a new town, someone’s home, a new school, etc.

**School/Home**  
**Home Activity** Your child answered questions about setting and theme in a fictional passage. Find a family photo that shows a place you have been to and have your child describe the setting in his or her own words. Try to make up a story with your child based on the picture.

**DVD•22 Comprehension**
Character and Plot

Directions  Read the article. Then answer the questions below.

George was lost. He could see the darkening blue sky when he looked up through the dense tree cover. He’d never make it back to base camp in the dark. Darkness was falling fast and the night time sounds of the mountains were growing louder. He knew he’d have to survive out here alone. He had forgotten his emergency kit, too, which only made him angrier at himself. He searched the rocks for a crevice or opening of some kind where he could sleep safely. He had two granola bars in his pack, and he’d been drinking his water sparingly. Every new rustle he heard put him on edge. Bears ruled these mountains, and he didn’t want to meet one at night. He found a small opening at the base of a large rock formation. He eased himself into the space slowly, squinting and listening as hard as he could. When he was completely inside, he stood up. Inside the cave, everything seemed quiet and safe.

1. Why does George have to sleep overnight in the mountains?

2. Why is George angry with himself?

3. Why does George look for a safe place to sleep for the night?

4. The night sounds put George on edge. What might he be imagining?

5. On a separate sheet of paper, describe the resolution to George’s problem. What do you think will happen next?

Home Activity  Your child has read a fictional passage and answered questions about the plot and the main character. Have your child summarize this passage to you. Then ask your child to explain how he or she would feel if stuck in the same situation.
Independent and Dependent Clauses

**Directions** Add an independent clause to each dependent clause to create a sentence that makes sense. Write the sentence.

1. because the natives depended on the sea for food

2. so that they could make a boat

3. after the tree was cut down

4. when the ashes were scraped out

5. since the boat was made by digging out wood

6. so that they would be watertight

7. because the boats were so well made

**Home Activity** Your child learned how to write sentences that combine an independent and a dependent clause. With your child, read an article about Native Americans. Have your child look for sentences that have both kinds of clauses.

**DVD•24 Independent and Dependent Clauses**
Name

Long Vowel Digraphs

Spelling Words

<table>
<thead>
<tr>
<th>coast</th>
<th>feast</th>
<th>speech</th>
<th>wheat</th>
<th>Spain</th>
</tr>
</thead>
<tbody>
<tr>
<td>paint</td>
<td>arrow</td>
<td>needle</td>
<td>charcoal</td>
<td>praise</td>
</tr>
<tr>
<td>faint</td>
<td>maintain</td>
<td>crease</td>
<td>grain</td>
<td>breeze</td>
</tr>
<tr>
<td>willow</td>
<td>appeal</td>
<td>bowling</td>
<td>complain</td>
<td>sneeze</td>
</tr>
</tbody>
</table>

Crossword Puzzle Write list words to complete the puzzle.

Across
2. fold
4. compliment
6. land along the sea
7. bow and ___
11. used to sew with
12. kind of tree
13. a talk
14. use color
15. light wind
16. request
17. to keep up

Down
1. banquet
2. used to BBQ
3. a country
4. family sport
5. pass out
6. cough and ___
9. whine
10. a grain
11. ___
12. a grain

Home Activity Your child has learned to read, write, and spell words with long vowel digraph patterns. Look through books with your child to find three new words with long vowel digraphs.

Long Vowel Digraphs DVD•25
Theme and Setting

- The **theme** is the underlying meaning of a story. It is often not stated. You can figure out a theme from events and other evidence in the story.
- The **setting** is where and when the story takes place. Writers use details, such as sights and sounds, to describe it.

**Directions** Read the following passage. Then, complete the graphic below, by filling in the Setting circle in the middle, and then writing in some of the sights, sounds, and feelings from the passage.

As a child, living on a tropical island was all Steven knew. He climbed rustling palm trees and ate coconuts. He kept colorful lizards as pets. The sounds of the jungle lulled him to sleep at night. As he got older, he understood how much his parents tried to keep in touch with the world they had left behind. Relatives sent books and magazines from the mainland. His parents even rigged up an Internet connection using a satellite dish. Visitors often came to the island to learn about his mother’s work. Everyone would sit around the rough wooden table and share stories of life back on the mainland. Although he lived far away from the world of airports and subway trains, he understood that another way of life existed.

2. rustling _______  
   _______  

1. _______  
   _______  

3. _______  
   sounds at night

4. _______  
   _______  

Steven understood that another way of life existed.

5. What is the theme of this passage?

**School + Home**

**Home Activity** Your child identified the setting and theme in a fictional passage. Discuss one of your child’s favorite stories with him or her. Have your child describe the story’s setting, major characters, and main conflict.

**DVD•26 Comprehension**
Independent and Dependent Clauses

Directions Write I after each independent clause. Write D after each dependent clause.

1. some Native Americans built homes of wood _______.
2. where they lived year-round _______.
3. others made tipis of skins and poles _______.
4. so that they could move their homes _______.
5. the cone-shaped tipi was useful _______.
6. because it was efficient and portable _______.
7. when the herd moved on _______.
8. the tipis were quickly taken down _______.
9. the natives followed the bison _______.
10. until the herd reached new grazing land _______.

Directions: Write sentences combining each pair of clauses in the first exercise. Use correct capitalization and punctuation.

11. (Clauses 1 and 2) ____________________________________________________________
12. (Clauses 3 and 4) ___________________________________________________________
13. (Clauses 5 and 6) __________________________________________________________
14. (Clauses 7 and 8) __________________________________________________________
15. (Clauses 9 and 10) _________________________________________________________

Home Activity Your child reviewed independent clauses and dependent clauses. With your child, look through a newspaper article. Have your child find sentences with independent and dependent clauses and mark the clauses I and D.