Long a and i

- Generalization Long a is sometimes spelled ai, eigh, or ay: braid, weigh, spray. Long i is sometimes spelled igh: sigh.

Word Sort Sort the list words by the spelling of their long vowel sound.

<table>
<thead>
<tr>
<th>i gh and a i</th>
<th>a y</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. highway</td>
<td>12. spray</td>
</tr>
<tr>
<td>2. detail</td>
<td>13. dismay</td>
</tr>
<tr>
<td>3. braid</td>
<td>14. sigh</td>
</tr>
<tr>
<td>4. bait</td>
<td>15. right</td>
</tr>
<tr>
<td>5. grain</td>
<td>16. height</td>
</tr>
<tr>
<td>6. raisin</td>
<td>17. slight</td>
</tr>
<tr>
<td>7. trait</td>
<td>18. thigh</td>
</tr>
<tr>
<td></td>
<td>19. tight</td>
</tr>
<tr>
<td></td>
<td>20. frighten</td>
</tr>
</tbody>
</table>

Spelling Words
1. sigh
2. right
3. weigh
4. eight
5. detail
6. height
7. spray
8. braid
9. bait
10. grain
11. slight
12. thigh
13. tight
14. raisin
15. trait
16. highway
17. frighten
18. dismay
19. freight
20. sleigh

Home Activity Your child is learning to spell words with long vowel sounds spelled ai, eigh, ay, or igh. To practice at home, have your child look at the word, say it, spell it, and then spell it with eyes closed.

DVD•10 Long a and i
Lewis and Clark and Me
You have probably never heard the story of Lewis and Clark’s journey told from the point of view of a dog. But Seaman is no ordinary dog. He tells his version of Lewis and Clark’s famous journey from his first meeting with the explorers to the moment when he was almost traded to the Native Americans.

Activity
Map It Out Pretend your family has just returned from an expedition to an unknown place. Draw a map showing the route your family took and the important places your family visited.

Comprehension Skill
Author’s Purpose
The author’s purpose is the reason or reasons the author has for writing. An author may write to persuade, to inform, to entertain, or to express ideas and feelings.

Activity
On Purpose Write the four different purposes for writing on four small pieces of paper. Fold them up and place them in a bowl. Choose a piece of paper and write a paragraph that meets the purpose written on the paper. Ask your friends or family to join you and pick a paper for themselves.
Lesson Vocabulary

Words to Know
Knowing the meanings of these words is important to reading Lewis and Clark and Me. Practice using these words.

Vocabulary Words
- **docks** platforms built on the shore or out from the shore; wharfs
- **migrating** moving from one place to settle in another
- **scan** to glance at; look over hastily
- **scent** a smell
- **wharf** platform built on the shore or out from the shore beside which ships can load and unload; dock
- **yearned** felt a longing or desire

Conventions

Imperative and Exclamatory Sentences
An **imperative sentence** gives a command or makes a request. The speaker of an imperative sentence wants the listener to do something. It ends with a period. For example: 
*Go play outside.* An **exclamatory sentence** shows strong feeling. It ends with an exclamation point. For example: *You really frightened me!*

Activity
**Finishing Sentences** Write two imperative sentences and two exclamatory sentences, but leave off the end punctuation. Take turns with a family member reading each sentence out loud as though it ended with an exclamation point. Then read each sentence as though it ended with a period. Discuss how the end punctuation changes each sentence.

Practice Tested Spelling Words

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DVD•12 Family Times
Name ____________________________________________

**Author’s Purpose**

- The author’s purpose is the reason or reasons the author has for writing.
- An author may write to persuade, to inform, to entertain, or to express ideas and feelings.

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

Crossing the river was dangerous for the backpackers. If they lost their balance, the river’s current could take them far downriver. But it was nearing sunset, and it would take too long for them to get back to the camp if they took another route. Elizabeth went first. She was a good swimmer and was not afraid of water. She made it safely to the other side. John followed her. The rushing water made him very nervous. He took one shaky step after another. All of a sudden, John was knocked off his feet. He was being carried downstream in the current. Elizabeth dove in after him, and luckily was able to tow John to shore.

Possible answers given.
1. What is most likely the author’s purpose of the passage?
   **The author is trying to entertain.**

2. Why do you think that is the purpose?
   **The author gives exciting details about John’s rescue.**

3. Where in the passage did the author write the most exciting detail? How do you know?
   **the ending; The author builds the action there.**

4. At what pace did you read this passage—fast, medium, or slow? Did you need to change your normal reading pace to understand it? Why or why not?
   **I read the passage quickly because it didn’t have a lot of facts to remember.**

5. Do you think the author met his or her purpose? Why or why not?
   **Yes, because I wanted to find out what would happen to the backpackers.**

**Home Activity** Your child identified the author’s purpose in a passage. Have your child write a short story with a clear purpose in mind. See if you can determine your child’s purpose after reading the story.
Name ________________________________________________

**Sequence**

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

By the mid-1800s, more people were interested in traveling to the Northwest Territory. Ally’s family decided to move west. First, Pa sold all their goods, except what would fit into the covered wagon. Next, Ma and Ally patched the wagon cover and fitted out the wagon to store their cooking pots, food, and a few pieces of furniture. When everything was ready to go, Pa and Jeb hitched up the team of horses, and everyone said good-bye to friends and relatives. Finally, the family set out from the river’s banks for the Oregon Trail. The family would be on the trail for nearly two years.

1. When the family decided to move west, what did Pa do first?

   **Pa sold all their goods, except what would fit into the covered wagon.**

2. What did Ma and Ally do next to get ready for the trip?

   **Ma and Ally patched the wagon cover and fitted out the wagon.**

3. What did Pa and Jeb do then?

   **Pa and Jeb hitched up the team of horses.**

4. What was the last thing the family did before setting out?

   **They said good-bye to their friends and relatives.**

5. Imagine what it was like for a pioneer family going out west. On a separate paper, make a list of things the family would need.

   **Answers will vary.**

**Home Activity** Talk about pioneer days and what it would be like to camp out for two months. Have your child draw a covered wagon and its gear.

**DVD•14 Comprehension**
Imperative and Exclamatory Sentences

Directions Write an imperative sentence and an exclamatory sentence for each event.

1. crossing the Missouri River Possible answers:
   imperative: Cross the Missouri River here.
   exclamatory: We have crossed the Missouri River!

2. digging channels for the boats
   imperative: Dig a channel for the boats to use.
   exclamatory: We dug yet another channel!

3. seeing hundreds of squirrels
   imperative: Look for hundreds of squirrels.
   exclamatory: There are hundreds of squirrels!

Directions Imagine you are one of the explorers traveling with Lewis and Clark and you are writing a letter to a friend. Write one imperative sentence and one exclamatory sentence that you might include in the letter. Sample answers are shown.

4. imperative: Tell my mother and sister that I am doing well.
   exclamatory: I could never imagine land so beautiful!
Long a and i

Analogies  Write the list word that best completes the sentence.

1.  Ground is to floor as scare is to ____.
2.  Cold is to cool as plait is to ____.
3.  Photo is to picture as moan is to ____.
4.  Flat is to even as sled is to ____.
5.  Cup is to mug as small is to ____.
6.  Auto is to car as load is to ____.
7.  Phone is to call as disappointment is to ____.

Word Search  There are nine list words hidden in the puzzle. Circle and write each word you find.

Sighting  right  weight  eight  detail  
height  spray  braid  bait  grain  
slight  thigh  tight  raisin  trait  
highway  frighten  dismay  freight  sleigh

Home Activity  Your child has learned to read, write, and spell words with these spelling patterns: ai, eigh, ay, and igh. Take turns saying and spelling the list words.
Author’s Purpose

- The author’s purpose is the reason or reasons the author has for writing.
- An author may write to persuade, to inform, to entertain, or to express ideas and feelings.

Directions  Read the passage below. Use the graphic organizer to keep track of the author’s purpose before and during reading, then answer the last question.

One special member of Lewis and Clark’s expedition who was not in history books until recently was York. York was an African American slave of Clark’s. In Clark’s journals, it says that York hunted and found food for Clark and his men. It also says that York tried to make sure that Clark was safe during the trip. York was an important part of the expedition and will no longer be forgotten.

Possible answers given.

<table>
<thead>
<tr>
<th>Before you read: What do you think it will be?</th>
<th>Author’s Purpose</th>
<th>Why Do You Think So?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. <strong>to inform us about York and not to forget him</strong></td>
<td>2. I looked at the <strong>title.</strong></td>
<td>It helps <strong>describe what the author will talk about.</strong></td>
</tr>
<tr>
<td>3. <strong>to inform us about how York helped Lewis and Clark</strong></td>
<td>4. The author provides facts about what York did during the expedition.</td>
<td></td>
</tr>
</tbody>
</table>

5. Do you think the author met his or her purpose? Why or why not?

Yes; The author gave us information we didn’t already know about York.

Home Activity  Your child identified the author’s purpose in a passage. Read an article or short story with your child. Ask your child the author’s purpose before, during, and after reading.
Imperative and Exclamatory Sentences

Directions Write E if the sentence is exclamatory. Write I if the sentence is imperative.

1. The dog caught squirrel after squirrel!     E
2. Set up camp here.                         I
3. Take time to repair the fishing nets.     I
4. Be careful not to break the equipment.   I
5. Don’t rock the boat!                     E

Directions Make each group of words into an imperative or exclamatory sentence by writing it with correct capitalization and punctuation. Write E if the sentence is exclamatory. Write I if the sentence is imperative.

6. draw a map to show the river
   Draw a map to show the river. I
7. he jumped into that freezing water
   He jumped into that freezing water! E
8. count how many animal pelts we have
   Count how many animal pelts we have. I
9. it was a very large bear
   It was a very large bear! E
10. bring presents for the Indians
   Bring presents for the Indians. I

Directions Write the type of sentence named in ( ) for each event.

11. planning an expedition (imperative) Possible answers:
    Plan the expedition carefully.
12. watching a beautiful sunset (exclamatory)
    This is a beautiful sunset!

Home Activity Your child reviewed imperative and exclamatory sentences. Have your child find examples of imperative and exclamatory sentences in magazines, instructions, or other printed materials in your home.

DVD•18 Imperative and Exclamatory Sentences