Multisyllabic Words

**Generalization** When spelling words with many syllables, look carefully at each word part.

**Word Sort** Sort the list words by the number of syllables the word has.

3 syllables
1. leadership
2. gracefully
3. refreshment
4. carefully
5. ownership
6. reappeared
7. unprepared
8. oncoming

4 syllables
9. overdoing
10. remarkable
11. unbearably
12. impossibly
13. misbehaving
14. uncomfortable
15. unacceptable

5 syllables
9. ownership
10. unacceptable
11. impossibly
12. reappeared
13. unprepared
14. oncoming
15. misbehaving

**Spelling Words**

1. leadership
2. gracefully
3. refreshment
4. uncomfortable
5. overdoing
6. remarkable
7. carefully
8. unbearably
9. ownership
10. unacceptable
11. impossibly
12. reappeared
13. unprepared
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15. misbehaving

**Home Activity** Your child is learning to spell words with many syllables. To practice at home, have your child pronounce each word syllable by syllable before spelling it.
Two Bad Ants
In this story, Chris Van Allsburg describes the world from the point of view of a colony of ants. Intent on getting their queen all the sweet sugar she wants, they raid the sugar jar of a home. But two ants decide to hang back and stay in the sugar. They do not know what life is like in a kitchen for two ants! Tossed from the sugar to a cup of coffee, they end up in a toaster, the garbage disposal, and finally—a kitchen outlet. The ants are relieved to go home with the other ants the following night.

Activity
Is It Worth It? Have you ever made a decision you later regretted? What happened? How did you fix the situation? Do you think you will make a different decision the next time you are in a similar situation? Talk over these questions together.

Comprehension Skill
Plot and Theme
The plot of a story includes the important things that happen at the beginning, middle, and end. As you read think about the theme, or message, of the story. Ask yourself, “What is the big idea of this story?”

Activity
Today Take time to tell a family member about the important things that happened at the beginning, middle, and end of your day. Then think of the day as a whole and tell what big idea might describe the day.
Lesson Vocabulary

Words to Know
Knowing the meanings of these words is important to reading *Two Bad Ants*. Practice using these words.

Vocabulary Words
crystal a hard, solid piece of some substance that is naturally formed on flat surfaces and angles.
disappeared went out of sight
discovery see or find something for the first time
goal something that is desired; aim
journey a long trip
joyful feeling, showing, or causing great happiness; glad
scoop a tool shaped like a small shovel, used for taking up substances
unaware not knowing or realizing

Conventions

Commas
Commas are used between city and state, at the end of the greeting in a letter, and at the end of the closing of a letter. Commas separate anything that is listed in a series: *I ate cheese, bread, grapes, and peanuts for lunch.* Commas are also often used before the conjunction when joining two sentences together.

Activity
Colorful Commas Write each of the sentences below on lined paper. Omit all of the commas. Decide where the commas should go. Add the missing commas.

Dan, Kate, and Tanner are running.
I will clean my room, and then I will go to the park.
The cats jumped up on the wall, and then they began to howl.
I like the colors blue, yellow, and green.
My dad likes spaghetti, pizza, meatloaf, and split pea soup!

Practice Tested Spelling Words

____________  ______________  ______________  ______________
____________  ______________  ______________  ______________
____________  ______________  ______________  ______________
____________  ______________  ______________  ______________
____________  ______________  ______________  ______________
____________  ______________  ______________  ______________
**Literary Elements • Plot and Theme**

- The important events in a story make up the **plot** with a beginning, middle, and end.
- The “big idea” of the story is called the **theme**. It can be stated in a single sentence.

**Directions** Read the following story. Then fill in the chart below.

A crow was thirsty, but she couldn’t find a drop of water. She spotted a broken pitcher on the side of the road. She looked inside. Some water lay at its bottom. The crow’s beak was too short to reach down into the pitcher. She turned her head from side to side. She walked in a circle around the pitcher. Finally, she pushed the pitcher with her beak until it fell over. At last, she could reach the water. With the pitcher on its side, she could drink all the water.

What happened at the beginning of the story?

1. **A crow looked for something to drink and found a pitcher with some water in it.**

What happened in the middle of the story?

2. **The crow’s beak was too short to reach the bottom of the pitcher where the water was, so she pushed the pitcher over.**

What happened at the end of the story?

3. **The crow finally reached the water in the pitcher and drank.**

4. What is the “big idea” of this story? **Responses may vary.**

   **If you really need or want something, you’ll find a way to get it.**

**Home Activity** Your child identified the plot and theme of a story. Write a short story together about a real or imaginary pet. Help identify what happens at the beginning, middle, and end of the story. Ask your child to state the “big idea.”

**DVD•394 Comprehension**
Name _____________________________

**Cause and Effect**

- A **cause** is why something happens. An **effect** is what happens.
- A **cause** may have more than one **effect**. *Because I forgot to set my alarm clock, I overslept, and I was late for school.*
- An **effect** may have more than one **cause**. *Dad’s computer crashed because it didn’t have enough memory, and he was running too many programs at once.*

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

Alex Ant got up late again today. He was always sleeping through his alarm. Mama Ant had to take him to school because he’d missed the bus. She was tired of it. So Mama sat down with a cup of tea and thought. The next morning, when Alex was late again, Mama did not take him to school and told him to walk. Alex hated walking to school. He was mad. The next morning, the same thing happened—and the morning after that. Alex begged and pleaded for a ride, but Mama refused. On the fourth morning, guess what happened? Alex Ant got himself up on time and caught the bus. Mama smiled to herself over her cup of tea.

1. What effect did Alex’s behavior have on Mama? **Responses may vary.**
   
   She was tired of it and wanted to do something about it.

2. Why did Mama Ant refuse to take Alex to school?

   She wanted to teach him a lesson about being responsible.

3. What happened to Alex when Mama refused to take him to school?

   He was angry because he had to walk to school.

4. What effect did his mom not taking him to school have on Alex?

   He started getting up on time.

**School + Home**

**Home Activity** Your child learned about cause and effect. Read a popular fairy tale with your child. Have him or her tell you the causes and effects of the characters’ behavior in the story.
**Commas**

**Directions** Answer each question with a complete sentence. Make your writing clear by using commas correctly.  
**Possible answers:**

1. In what city and state do you live?
   
   **I live in Nashville, Tennessee.**

2. What month, day, and year were you born?
   
   **I was born May 14, 1999.**

3. What are three of your favorite colors?
   
   **My favorite colors are yellow, green, and orange.**

4. What are three of your favorite foods?
   
   **My favorite foods are pizza, spaghetti, and yogurt.**

5. What are two activities you do in your free time? Answer with a compound sentence.
   
   **I ride my bike, and I play soccer with my friends.**

**Directions** Write a sentence listing three traits of ants. Use commas correctly.

**Possible answer:** Ants are small, hard-working, and strong.

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**Home Activity** Your child learned how to use commas in writing. Have your child write a sentence naming three animals that he or she likes, using commas correctly.
Final Syllables -tion, -sion, -ture, -ive, -ize

Directions Circle the correctly spelled word in each pair.

1. vacasion vacation
2. submission submition
3. extracsion extraction
4. ignision ignition
5. provision provition
6. action acsion
7. exploton explosion
8. mantion mansion

Directions Add -ture, -ive, or -ize to complete each word below. Write the complete word on the line. (HINT: there is only one correct choice for each word.)

9. rap rapture
10. pass passive
11. lec lecture
12. secret secretive
13. harmon harmonize
14. dramat dramatize
15. crea creature
16. real realize

Directions Choose four words from the above list and write a sentence using each word.

17. Sentences will vary.
18. 
19. 
20. 

Home Activity Your child identified and wrote words ending in -tion, -sion, -ture, -ive, and -ize. Read each correct word from the list. Have your child tell how many syllables are in the word.
Name ________________________________

**Multisyllabic Words**

<table>
<thead>
<tr>
<th>Spelling Words</th>
</tr>
</thead>
<tbody>
<tr>
<td>leadership</td>
</tr>
<tr>
<td>remarkable</td>
</tr>
<tr>
<td>impossibly</td>
</tr>
</tbody>
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**Word Maze**  Draw a path through the maze.  
Follow the three-syllable words. Write the words.

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unprepared          2.   gracefully          3.   leadership
4. carefully         5.   refreshment         6.   ownership
7. reappeared        8.   oncoming
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**Syllable Scramble**  Rearrange the syllables to make a list word.

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9. un a bear bly
10. hav mis ing be
11. cept un a ble ac
12. ing o do ver
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9. ____________
10. ____________
11. ____________
12. ____________

9. ____________
10. ____________
11. ____________
12. ____________

**Home Activity** Your child has been learning to spell words with many syllables. Help your child scan a page of a magazine or newspaper to find the word(s) with the most syllables.

**DVD•398 Multisyllabic Words**
Plot and Theme

- The important events in a story make up the plot. A plot has a beginning, a middle, and an end.
- The “big idea” of the story is called the theme. It can be stated in a single sentence.

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

Two ants journeyed out with the goal of finding food. They saw a tiny door to a tunnel and disappeared inside. There they found piles and piles of delicious food. Each ant took as much as he could carry. Then the two turned back toward the doorway. When they got there, however, neither could get out.

Each had so much food that squeezing through the tunnel’s door was impossible. Try as they might, they could not squeeze through the tunnel’s door holding all the food they’d found. Finally, each ant let go of half of its load. Only then were they able to squeeze through the doorway and go home.

1. What happened at the beginning of the story?
   Two ants went out in search of food.

2. What happened in the middle of the story?
   The ants found food but couldn’t get back out of the door because they were carrying too much.

3. What happened at the end of the story?
   The ants had to put down some of the food so they could get through the doorway of the tunnel and go home.

4. What is the “big idea” of the story?
   Possible response: Don’t take on more than you can handle.

Home Activity Your child identified the plot and theme of a story. The next time you watch a movie with your child, have him or her tell you what happened at the beginning, middle, and end of the movie. Then help your child figure out the “big idea” of the movie.
Name

Commas

Directions Fix the comma errors in the sentences in the letter.

1. Dear Lisa

   Dear Lisa,

2. We looked at ants bees and butterflies in science class.

   We looked at ants, bees, and butterflies in science class.

3. I love butterflies but I am not crazy about ants.

   I love butterflies, but I am not crazy about ants.

4. Tomorrow we will study frogs lizards and snakes.

   Tomorrow we will study frogs, lizards, and snakes.

Directions Write each sentence. Add commas where they are needed.

5. My brother went to camp on July 10 2005.

   My brother went to camp on July 10, 2005.

6. He loves insects and he was happy to live in a tent.

   He loves insects, and he was happy to live in a tent.

7. In his tent he saw spiders ants and flies.

   In his tent he saw spiders, ants, and flies.

Home Activity Your child reviewed commas. Have your child look at letters and envelopes in the mail and point out commas used in dates and addresses.

DVD•400 Commas