

# 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. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_

8. \_\_\_\_\_

## 4 syllables

9. \_\_\_\_\_

10. \_\_\_\_\_

11. \_\_\_\_\_

12. \_\_\_\_\_

13. \_\_\_\_\_

## 5 syllables

14. \_\_\_\_\_

15. \_\_\_\_\_

## 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
14. oncoming
15. misbehaving



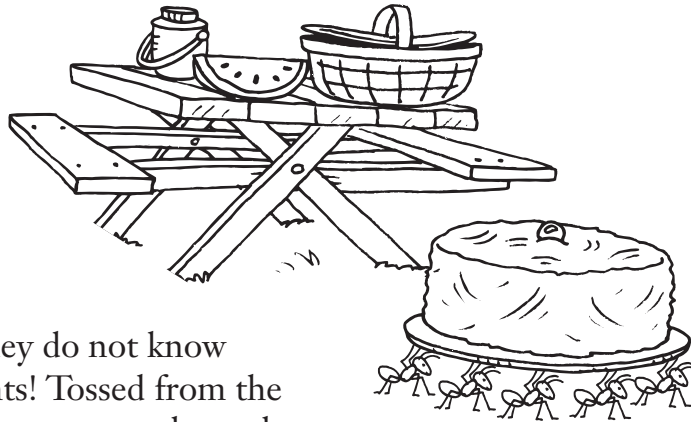
Name \_\_\_\_\_

# Family Times

## Summary

### 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. \_\_\_\_\_  
\_\_\_\_\_

What happened in the middle of the story?

2. \_\_\_\_\_  
\_\_\_\_\_

What happened at the end of the story?

3. \_\_\_\_\_  
\_\_\_\_\_

4. What is the “big idea” of this story?

---



---



**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.”

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?

---



---

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

---



---

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

---



---

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

---



---



Name \_\_\_\_\_

# Commas

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

1. In what city and state do you live?

---

---

2. What month, day, and year were you born?

---

---

3. What are three of your favorite colors?

---

---

4. What are three of your favorite foods?

---

---

5. What are two activities you do in your free time? Answer with a compound sentence.

---

---

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

---

---

---

Copyright © Pearson Education, Inc., or its affiliates. All Rights Reserved. 3



**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.

Name \_\_\_\_\_

# 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     | _____ |
| 10. pass   | _____ |
| 11. lec    | _____ |
| 12. secret | _____ |
| 13. harmon | _____ |
| 14. dramat | _____ |
| 15. crea   | _____ |
| 16. real   | _____ |

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

- |     |       |
|-----|-------|
| 17. | _____ |
| 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.

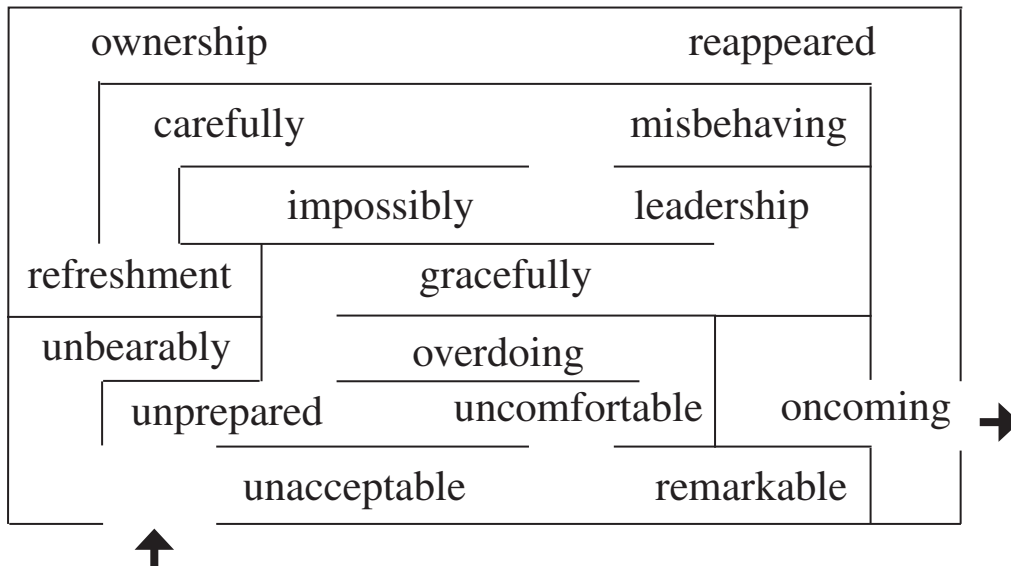
# Multisyllabic Words

## Spelling Words

leadership	gracefully	refreshment	uncomfortable	overdoing
remarkable	carefully	unbearably	ownership	unacceptable
impossibly	reappeared	unprepared	oncoming	misbehaving

**Word Maze** Draw a path through the maze.

Follow the three-syllable words. Write the words.



1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_

**Syllable Scramble** Rearrange the syllables to make a list word.

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



Name \_\_\_\_\_

# 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.

**T**wo 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?

---

2. What happened in the middle of the story?

---



---

3. What happened at the end of the story?

---



---

4. What is the “big idea” of the story?

---



**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

\_\_\_\_\_

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

\_\_\_\_\_

\_\_\_\_\_

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

\_\_\_\_\_

\_\_\_\_\_

4. 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.

\_\_\_\_\_

\_\_\_\_\_

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

\_\_\_\_\_

\_\_\_\_\_

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

\_\_\_\_\_

\_\_\_\_\_

Copyright © Pearson Education, Inc., or its affiliates. All Rights Reserved. 3



**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.