

Multisyllabic Words

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

Word Sort Sort the list words by words you know how to spell and words that you are learning to spell. Write every word.

words I know how to spell

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

words I am learning to spell

11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____

Spelling Words

1. elementary
2. vehicle
3. miniature
4. probability
5. opportunity
6. substitute
7. variety
8. literature
9. elevator
10. Pennsylvania
11. ravioli
12. cafeteria
13. mosaic
14. tuxedo
15. meteorite
16. fascination
17. cylinder
18. intermediate
19. centennial
20. curiosity



Home Activity Your child is learning about words with many syllables. Have your child say each word very slowly, pausing in between each syllable.

Family Times

Summary

The Skunk Ladder

Creativity turns to chaos when two friends decide to dig a hole as a way to pass the time. Unfortunately, some ideas are destined to cause trouble no matter what. All it takes is a curious skunk and a suspicious father to fall into the trap of youthful imagination.

Activity

I Remember When... Children are often forbidden to do some things because their families know from experience that the results will be disastrous. With your family, discuss some of the brilliant yet misfired ideas they had when they were young. Discuss how those experiences compare with some of your “brilliant” ideas.



Comprehension Skill

Character and Plot

Traits are the qualities shown by a story's **characters**, such as bravery or shyness. We see their traits in their words, actions, and how other characters treat them. The **plot** is the pattern of events in a story.

Activity

What's She Like? Think about a character you know from a book, movie, or television show. How would you describe him or her to someone? Sit down with a family member and describe him or her. Think about the character's personality traits as well as how he or she looks.

Lesson Vocabulary

Words to Know

Knowing the meanings of these words is important to reading *The Skunk Ladder*. Practice using these words.

Vocabulary Words

abandoned gave up on, dismissed

attempt try or make an effort

bellow shout or roar like a bull

cavern a large cave

feat a difficult or skillful act

immensely very greatly

savage wild, ferocious, angry

Conventions

Contractions and Negative Contractions

A **contraction** is a shortened form of two words. An apostrophe takes the place of one or more letters. Contractions can be formed from a pronoun and a verb.

For example: I + am = I'm; she + will = she'll; you + are = you're.

A **negative contraction** is when you combine a verb with *not*. An apostrophe takes the place of the letter *o* in *not*.

For example: do + not = don't; are + not = aren't; will + not = won't.

Activity

Cut It Down Newspapers usually avoid using contractions in their articles. Choose a newspaper article and read a few sentences to a family member. Then read the sentences again, this time using contractions wherever you can. Discuss with your family member how this changes the way the article sounds.

Practice Tested Spelling Words

_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Name _____

Character and Plot

- **Traits** are the qualities, such as bravery or shyness, of **characters**, or the people and animals in a story. We see characters' traits in their words and how other characters treat them.
- The **plot** is the pattern of events in a story. Usually, the events are told in sequence, from start to finish.

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

Every day, Nipper, Jack's favorite sheepdog, and Bowser, the German Shepherd, ran through the pastures on Jack's farm, protecting and corralling Jack's large sheep herd. The main job for the dogs was to keep the sheep from wandering too close to the woods, where a pack of wolves was known to live. A wolf could be very dangerous to a sheep.

One day a large grey wolf wandered onto the farm. It snuck around the farmhouse, crept slowly up behind the

herd, and was getting ready to pounce on one of the sheep. From across the field, Nipper and Bowser sprang into action. They raced like rockets across the field, barking like crazy. They ran straight toward the wolf. The wolf ran as fast as it could back into the woods. Jack drove up in his pickup truck shortly after the wolf ran away. He walked over, petted the dogs and asked, "Why do you guys seem so excited?"

1. Who are Nipper and Bowser?

2. What traits might describe the dogs?

3. What do Nipper and Bowser do when they see the wolf get ready to pounce on the sheep?

4. Are they successful? How do you know?

5. If Nipper and Bowser could have answered Jack's question, what might they have said?



Home Activity Your child answered questions about plot and character based on a short passage. With your child, describe a character from a favorite book or movie.

Author's Purpose

Directions Read the article. Then answer the questions below.

The restless look on Winnie's face made me nervous. "There's nothing to do around here," she complained. She was right. Our town was boring. "We should protest something," Winnie declared. Winnie loved to protest. She became energized when she made signs and handed out flyers.

Suddenly, Winnie's face brightened. "What about the senior center?" she asked.

"Winnie, our town doesn't have a senior center," I said.

"Exactly!" she exclaimed. "We'll demand that the town turn the abandoned factory downtown into a senior center. It'll be our best protest ever!" she said. "After we succeed, the senior citizens will be so grateful that they will give us a hand in our next protest!"

1. What is the author's purpose in the passage above?

2. Does the narrator or Winnie make the big decision in the story?

3. What do the narrator and Winnie plan to do?

4. What is the motivation, or purpose, behind Winnie's plans?

5. Does the author succeed at his or her purpose? Why or why not?



Home Activity Your child has answered questions about an author's purpose in a fictional passage. Read a short story with your child and identify how the author succeeds or fails to write a humorous or dramatic tale.

Name _____

Contractions and Negatives

Directions Use contractions to replace the underlined words. Rewrite the sentence.

1. There is plenty to do on a farm in the summer.

2. Those boys will not just swim or fish.

3. They have thought of some new projects to try.

4. I do not think the pond is big enough for a submarine.

5. Their plane is not ready to take off.

6. What is that hole for?

Directions Rewrite the sentences, correcting any double negatives.

7. No one never dug a hole that deep before.

8. There isn't no better place to dig a hole.

9. The boys didn't think nothing could get into the hole.

10. There weren't no animals around when they were digging.



Home Activity Your child learned how to write negatives and contractions correctly. Ask your child to write a paragraph about what he or she likes to do during the summer, using several contractions and negatives. Have him or her underline these words.

Multisyllabic Words

Spelling Words

elementary	vehicle	miniature	probability	opportunity
substitute	variety	literature	elevator	Pennsylvania
ravioli	cafeteria	mosaic	tuxedo	meteorite
fascination	cylinder	intermediate	centennial	curiosity

Classifying Write the word that completes the group.

- | | |
|--|-----------|
| 1. Philadelphia, Liberty Bell, _____ | 1. _____ |
| 2. interest, attraction, appeal, _____ | 2. _____ |
| 3. car, bus, truck, _____ | 3. _____ |
| 4. text, poetry, novels, _____ | 4. _____ |
| 5. dining room, mess hall, _____ | 5. _____ |
| 6. assortment, selection, _____ | 6. _____ |
| 7. shooting star, moon rock, _____ | 7. _____ |
| 8. tiles, grout, pattern, _____ | 8. _____ |
| 9. hundred, anniversary _____ | 9. _____ |
| 10. tube, can, _____ | 10. _____ |

Word Search Find ten list words that are hidden in the puzzle. Words are across, down, up, backward, and diagonal. Write the words on the lines.

- | | |
|---------------------------|-----------|
| I L C C E X E I P R M S Z | 11. _____ |
| E N X V D T L C R O I T O | 12. _____ |
| T E T K H O A F O T N G P | 13. _____ |
| U C V E I E D F B A I E P | 14. _____ |
| T D M V R X K V A V A N O | 15. _____ |
| I O A J M M G Q B E T U R | 16. _____ |
| T R T E T U E B I L U T T | 17. _____ |
| S T U X E D O D L E R C U | 18. _____ |
| B T N O I T I N I F E D N | 19. _____ |
| U Z E L E M E N T A R Y I | 20. _____ |
| S N F L G C P E Y N T Z T | |
| C P Y T I S O I R U C E Y | |



Home Activity Your child has learned to read, write, and spell multisyllabic words. Take turns using the words in a sentence.

Character and Plot

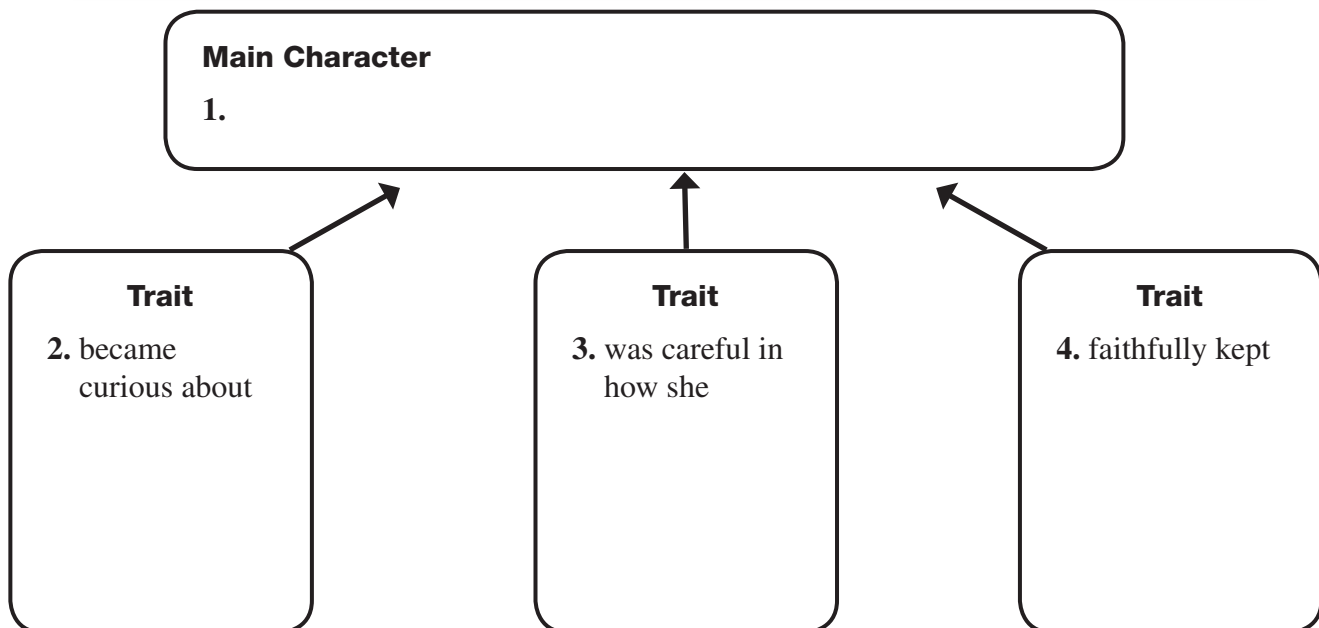
- **Traits** are the qualities, such as bravery or shyness, of **characters**, or the people and animals in a story. We see characters' traits in their words and how other characters treat them.
- The **plot** is the pattern of events in a story. Usually, the events are told in sequence, from start to finish.

Directions Read the following passage. Fill in the diagram below.

Finding that old bottle did something to Maribel. As it turned out, the bottle was just her first discovery of many from a two-hundred-year-old dump. After finding the bottle, Maribel became immensely interested in history. She wanted to know everything about the lives of the people who had lived on her street in the 1800s.

Maribel cautiously dug up more bottles, pottery, and other artifacts from the past.

She delicately cleaned them and took them to the local historical museum, where a museum employee helped her identify what the bottles were used for. Soon Maribel's history grades improved. She also started to enjoy writing and faithfully kept a journal of all her historical finds. When her teacher asked where Maribel's new enthusiasm for learning came from, her father answered, "She found it in a junk pile."



Home Activity Your child answered questions about character and plot in a fictional passage. Have your child come up with words that describe some of the traits he or she admires in a best friend or relative.

Contractions and Negatives

Directions Underline the contraction in each sentence. Write the words that make up the contraction.

1. What's our next project going to be? _____
2. I've got a great idea. _____
3. We'll build a bridge across the creek. _____
4. It'll be made out of firewood. _____
5. I am the best engineer you've ever seen. _____

Directions Draw a line to connect each contraction with the words used to form it.

- | | |
|-------------|------------|
| 6. could've | you are |
| 7. they'll | it is |
| 8. who'd | could have |
| 9. you're | who would |
| 10. it's | they will |

Directions Circle the word in () that correctly completes each sentence.

11. Crazy Eddie didn't (ever, never) run out of ideas.
12. There hasn't ever been (anybody, nobody) as creative as he was.
13. His dad found out there was (anything, nothing) Eddie wouldn't try.
14. Of course, his projects didn't (ever, never) turn out perfect.
15. I bet Eddie's chemistry experiments aren't (ever, never) boring.



Home Activity Your child reviewed contractions and negatives. Ask him or her to write a story that uses at least five contractions and five negatives correctly. Have your child highlight these words and read you the story.