Words with Short Vowels and Vowel Digraphs

Spelling Words

1. pact
2. brand
3. brick
4. crop
5. broad
6. tread
7. film
8. else
9. gram
10. gum
11. dread
12. spend
13. past
14. plot
15. check
16. split
17. sting
18. strap
19. task
20. twin

<table>
<thead>
<tr>
<th>short a</th>
<th>short e</th>
<th>short i</th>
<th>short o</th>
<th>short u</th>
<th>vowel digraphs</th>
</tr>
</thead>
</table>

• The short e sound can be spelled e or ea.

• The short o sound can be spelled o or oa.
Complete Sentences

A complete sentence has two parts:

- The **subject** tells who or what did something.
- The **predicate** tells what is or what has happened.

If a sentence does not contain both a subject and a predicate, it is a **sentence fragment**.

1. Juan ran around the track in record time. complete sentence
2. Swam in the pool. fragment
3. Science is my favorite subject at school.
4. The bus stop.
5. In the gym.
6. play soccer after school
7. the driver
8. in the store
Declarative and Interrogative Sentences

• A declarative sentence expresses a complete thought.
• A declarative sentence begins with a capital letter and ends with a period.

1. The club meets in the tree house.
2. The meeting.
3. I will study for the test.
4. My brother made a new friend at school.

• An interrogative sentence expresses a complete thought. It asks a question.
• An interrogative sentence begins with a capital letter and ends with a question mark.

5. When does the show begin? interrogative
6. The new mall?
7. How did he?
8. Did you take the bus to school?
from “The Hot and Cold Summer,” by Johanna Hurwitz

p. 29
Rory moved his toes gingerly and thought about how it was before. Before the summer and before Bolivia. The two boys had so much fun together, and they had never argued about anything. Now he knew that Derek had been right. Bolivia was fun, too, even if she was a girl and had been foisted on them. He hadn’t been very fair to her when she first came to Woodside. But how could he explain to Derek that he had changed his mind? Probably now that Derek was back, Bolivia would go bike riding or swimming with him and Rory would just have to sit still and rest his toes.

<table>
<thead>
<tr>
<th>Examples of Voice in “The Hot and Cold Summer”</th>
<th>Writer Shows Rory’s Personality</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Word Choices</strong> short, simple words</td>
<td>seems like a real person</td>
</tr>
<tr>
<td><strong>Kinds of Sentences</strong> declarative and interrogative sentences sentence fragments</td>
<td>worried, nervous casual</td>
</tr>
<tr>
<td><strong>Unique Expressions</strong> “foisted on them”</td>
<td>funny, honest</td>
</tr>
</tbody>
</table>
Student Writing Model: Character Description

Rory Dunn is the main character in “The Hot and Cold Summer” by Johanna Hurwitz. Rory is a klutz. He let a parrot out of its cage and broke two toes trying to catch it.

Rory isn’t exactly a leader. When Bolivia first came to Woodside, Rory wouldn’t speak to her. He made friends with Bolivia, but only after Derek led the way.

Rory’s a bit of a worrier. He worried about whether Derek would still like him when he got back from camp. “He doesn’t want to be my friend anymore,” Rory thought. “You’ll probably want to go swimming,” he said to Derek, even though Derek was happy to sit with Rory and his broken toes.

If Rory was my friend, I would tell him to watch carefully where he steps. I’d help him talk to girls. If he had a friend like me, that shy little guy would have a lot more confidence.

<table>
<thead>
<tr>
<th>Examples of Voice</th>
<th>Writer’s Attitude and Personality</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Word Choices</strong></td>
<td>casual, straightforward, proud</td>
</tr>
<tr>
<td>“klutz,” “worrier”</td>
<td></td>
</tr>
<tr>
<td><strong>Kinds of Sentences</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Unique Expressions</strong></td>
<td></td>
</tr>
</tbody>
</table>
Daily Writing Prompts

**DAY 1**  
**Writing Prompt:** 
Everyone values friendship. Think of three good things about a friend of yours. Now, write a paragraph that explains the good things about this friend.

**DAY 2**  
**Writing Prompt:** 
Most people know someone older whom they want to be like. Think of an older person whom you admire. Now, write a letter to that person that tells why you admire him or her.

**DAY 3**  
**Writing Prompt:** 
Everyone has encountered interesting characters in books or movies. Think of your favorite story character. Now, write a character description of him or her.

**DAY 4**  
**Writing Prompt:** 
Many people like to imagine themselves as characters in a movie. Think about the kind of character you would like to be. Now, write a description of yourself as a movie character.

**DAY 5**  
**Writing Prompt:** 
Imagine how your friends or relatives would describe you and your personality. Then write a description of yourself. Use your actions and your way of saying things to show what you are like.
From Questions to Ideas

Generating Questions to Get Ideas

• **Who** is the narrative mostly about? **How** does this person feel?
  Rory; he feels worried that Derek won’t be his friend

• **What** happens?
  Rory and Derek have a pizza-eating contest

• **How** does the narrative end? **What** makes the experience memorable?
  Rory, Derek, and Bolivia all eat the same amount of pizza; Rory feels happy to have such good friends

Sequence Chart

```
Beginning

|   |

Middle

|   |

End
```
Drafting a Beginning

Beginning a Narrative
• Grab the reader’s attention with descriptive details.
• Introduce the topic and tell how you feel.

NOTE: A personal narrative is a true story about you. Use “I” when you write a personal narrative.

Sequence Chart

Beginning
• Rory feels worried that Derek won’t be his friend after he returns from summer camp.

Passage from “The Hot and Cold Summer”

Rory sat on a lounge chair in his backyard, hurting in two places. His poor toes hurt him because he had forgotten and stepped down hard on them a few minutes ago. The other hurt was in the pit of his stomach. It wasn’t a stomachache exactly. It was the queasy feeling he had before an arithmetic test. But that was silly because it was still summer vacation and Rory didn’t have to worry about arithmetic tests for weeks.

Descriptive details about how Rory feels grab the reader’s attention.
Continue to Draft

The Middle of a Narrative

- Tell about events in the order in which they happen.
- Elaborate by including details to make the ideas clear and interesting to read about.

Sequence Chart

Middle

- Derek returns from camp and visits Rory.
- Derek, Bolivia, and Rory spend the next day at Rory’s house, building a puzzle and playing cards.
- Derek brags that he could eat a whole pizza. Rory says he can, too.
- Bolivia orders a second pizza so the two can compete.
- Each boy eats five slices.

Passage from “The Hot and Cold Summer”

Minutes passed. I was right, thought Rory sadly. He didn’t come running right over. He doesn’t want to be my friend anymore.

Fifteen minutes later, Derek came running into the Dunn yard. He was tanned and taller than ever, and he was carrying his old comics. “I heard all about your foot,” he said. “I thought you would want to borrow these.”

Derek sat on the ground next to the lounge chair. “I can’t stay long,” he apologized. “My parents are taking me out to dinner. But tomorrow it will be like old times, being back home and doing things with you.”
Revising a Draft: Adding Details

Example 1

Then Derek and Bolivia and Rory put together a puzzle. Rory and Bolivia told Derek about their business venture.

Example 1 Revised

The next day Derek and Bolivia and Rory spent most of the afternoon assembling a 500-piece puzzle on the bridge table that had served as their lemonade stand. Rory and Bolivia told Derek about their business venture.

Example 2

Derek and Rory said they could eat a pizza. Bolivia wants to see if this is true.
Bolivia took a slice from Rory’s box and placed it on top of the slice she was already holding. The tomatoe and cheese from each slice stuck together and the plane crusts were on the outside. “I’m having a pizza sandwhich,” she said as she began eating the two slices together.
Sample Prompt

Most people save up to buy something special.

Think about something special you have saved money to buy.

Now, write to describe saving for the item and tell what you learned or gained from the experience.

Analyze the Prompt

1. What is the topic of the prompt?

2. Which words tell how to narrow the focus of the topic?

3. Which words tell how to write about the topic?

BUDGET TIME

Here is a good way to use 45 minutes.

Prewrite = 10
Draft = 25
Revise and Proofread = 10
Spelling: Long Vowels and Vowel Digraphs

Spelling Words

1. cheese  
2. heel  
3. season  
4. boast  
5. chief  
6. gape  
7. aim  
8. brain  
9. fluke  
10. crayon  
11. eagle  
12. throw  
13. rose  
14. student  
15. goal  
16. woke  
17. ripen  
18. cube  
19. rainbow  
20. scrape

The long a, e, i, o, and u sounds can be spelled in different ways:
• with one vowel followed by a consonant and a final e, as in gape.
• with one vowel, as in student
• with a vowel pair, as in aim and goal
• with a vowel followed by a consonant, as in crayon and throw
Sentences

Imperative Sentences

- An imperative sentence gives a command.
- It begins with a capital letter and ends with a period or exclamation mark (!).
- Imperative sentences often begin with a verb.
- The subject in most imperative sentences is you. Although the word you does not appear in the sentence, it is implied.

1. Give me back my mitt! (imperative)
2. He ran to first base quickly.
3. You threw the ball to the pitcher.
4. Look behind you!
5. The game started late.
6. Don’t be late again.

Exclamatory Sentences

- An exclamatory sentence expresses strong feeling.
- An exclamatory sentence is also called an exclamation. It begins with a capital letter and ends with an exclamation mark (!).

7. Lou Gehrig was a baseball player. (statement)
8. Lou Gehrig was the best first baseman ever!
9. Elect him to the Baseball Hall of Fame.
10. Look at this photo of him.
11. He hit 23 grand slam home runs!
12. What an amazing feat!
Interjections

- **Interjections** are words or phrases that express strong feeling, such as surprise.
- Interjections are set apart from the rest of a sentence, usually by an *exclamation mark* or *comma*.

1. Wow, you hit a home run!
2. Ouch! I stubbed my toe!
3. Bravo, you did great!
4. Hey! The ball’s headed right for you!
5. Hooray! We won the game!
6. Wow, what a great game!

<table>
<thead>
<tr>
<th>Wow</th>
<th>Oh</th>
<th>Yahoo</th>
<th>Hooray</th>
</tr>
</thead>
</table>

7. That was a great game.
8. He should have caught the ball.
9. It’s time to go to the party!
10. I made the All-Star team!
The crowd, so ready to boo her before, rose with a roar, clapping and cheering like crazy. Back to back, Jackie had struck out two of baseball’s best batters, Babe Ruth and Lou Gehrig. She’d proven herself and now the fans loved her for it.

But Jackie didn’t hear them. She was too proud and happy. She’d done what she’d always known she could do. She’d shown the world how a girl could throw—as hard and fast and as far as she wanted.
Student Writing Model: Descriptive Paragraph

It was a warm day in April of 1931. The stadium in Chattanooga, Tennessee was packed. Something amazing was going to happen there. A girl pitcher named Jackie Mitchell was going to pitch against the Yankees! The smell of popcorn and hot dogs was everywhere, but I wasn’t hungry. The crowd was laughing and yelling, but I wasn’t feeling happy. I was mad! All around me, fans were saying mean things about Jackie. They said, “Girls can’t play baseball. It’s a man’s game.” One reporter even called Jackie a trained seal. I kept wondering, why wouldn’t they give Jackie a chance? Suddenly Jackie stepped out of the dugout and walked toward the pitcher’s mound. I clenched my teeth and hoped Jackie would show them all!

<table>
<thead>
<tr>
<th>sights, sounds, smells</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>actions</td>
<td></td>
</tr>
<tr>
<td>thoughts and feelings</td>
<td></td>
</tr>
</tbody>
</table>
Daily Writing Prompts

DAY 1  Writing Prompt:
Many people like to imagine that they are famous athletes. Imagine that you have the chance to play for your favorite sports team. Now, write a paragraph about what team you are a part of and what position you play.

DAY 2  Writing Prompt:
Everyone has heroes. Think of someone who is a personal hero to you. Now, explain why that person is someone you admire.

DAY 3  Writing Prompt:
Imagine that you were present in the stadium when Jackie Mitchell pitched against the Yankees. Now, write a descriptive paragraph about that setting. Tell how you would have felt if you had been there.

DAY 4  Writing Prompt:
Imagine that you have been asked to write a newspaper article about Jackie Mitchell’s strikeouts. Write a headline and a list of five important ideas you would include in the article.

DAY 5  Writing Prompt:
Many people dream about being a famous person. Think about what you would like to be famous for doing. Now, write a story about what you did to become famous.
Words with Variant Vowels and Diphthongs

Spelling Words

1. toil 6. awful 11. royal 16. shampoo
2. faucet 7. foist 12. allow 17. brown
3. boyhood 8. daughter 13. destroy 18. renew
5. dawn 10. annoyed 15. spoon 20. auction

<table>
<thead>
<tr>
<th>/ô/</th>
<th>/oi/</th>
<th>/oo/</th>
<th>/oʊ/</th>
<th>/ow/</th>
</tr>
</thead>
<tbody>
<tr>
<td>au</td>
<td>aw</td>
<td>oy</td>
<td>oi</td>
<td>ew</td>
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<td></td>
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<td>ow</td>
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</tbody>
</table>

- The /ô/ sound can be spelled *au* and *aw*.
- The /oi/ sound can be spelled *oy* and *oi*.
- The /oo/ sound can be spelled *ew* and *oo*.
- The /ow/ sound can be spelled *ow*.
- The letters *oo* can stand for the /oʊ/ sound in *spoon* or the /oʊ/ sound in *wooden*.

Grade 4, Lesson 3

Spelling
Subjects and Predicates

A sentence must have both a subject and a predicate. The subject of a sentence tells who or what the sentence is about.

Subjects
1. Beatrice is going on vacation.
2. I will stay here for the summer.
3. Are you going on a trip?
4. Damon will visit New York City.
5. Yesterday _____ called me.
6. _____ will go to summer camp.
7. Where is _____ going?

- The predicate of a sentence tells what the subject is or what the subject does.

Predicates
8. Beatrice leaves in July.
9. She is excited about her trip.
10. The train arrives in Chicago.
11. Beatrice’s Aunt Elsa meets her at the station.
12. She is happy about her niece’s visit.
Sentence Fragments

- All sentences have two parts, a subject and a predicate.
- If a sentence is missing a subject or a predicate, it is a sentence fragment.

Sentence Fragments
1. Went to the planetarium.
2. Beatrice and Aunt Elsa.
3. Went to a star party.
4. Rode the carousel.
5. Beatrice’s new handball partner.
6. The fourth-grade classes.
Dear Danitra,

Tomorrow you’re going to miss those giant speakers hissing and blasting loud, fast music into the crowded street. There’ll be no sense in my trying to keep still. You know how that hot, hot dance beat sizzles up through the concrete, grabbing hold of my feet. In a blink I become a hip-swinging, head-bobbing, foot-stomping, fancy-dancing fool.

<table>
<thead>
<tr>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>giant speakers</td>
<td>hissing and blasting</td>
</tr>
<tr>
<td>loud, fast music</td>
<td>sizzles up through the concrete</td>
</tr>
</tbody>
</table>

Grade 4, Lesson 3

Writing: Mentor Text
Student Writing Model: Narrative Poem

My first camping trip—what a fright!
I’ll never forget that terrible night.

Crickets chirping, critters creeping,
Let me tell you, I wasn’t sleeping!

I heard a noise outside my tent.
So up I got, and out I went.

Head scritch-scratching under a tree—
Saw two little eyes gleaming at me.

Black fur, big white stripe,
Pointy nose—you know the type.

What can I say? I’m from the city.
I foolishly called, “Here, kitty kitty!”

Then my brother saved me from trouble.
He yelled, “Get back in here, on the double!”

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</tbody>
</table>
**Daily Writing Prompts**

**DAY 1**  Writing Prompt:
Summer is a fun time of year. Think of your favorite summer activity. Now, write a paragraph describing this activity.

**DAY 2**  Writing Prompt:
Everyone likes to dream about the perfect vacation. Think about what your perfect vacation would be. Now, write a story about what you would do on your dream vacation.

**DAY 3**  Writing Prompt:
Everyone has had experiences that they will never forget. Think of an experience you have had that you will always remember. Now, write a narrative poem about the experience.

**DAY 4**  Writing Prompt:
Summer vacation is a good time to travel. Think about what you would like to do on your summer vacation. Now, write a paragraph describing an exciting new place you would like to explore during summer vacation.

**DAY 5**  Writing Prompt:
Most people have things they wish they could do, but have never done. Imagine that you are doing something you have always wanted to do. Now, write a letter to a friend about your experience.
Words with Inflections -ed and -ing

Spelling Words

1. counting  6. cracked  11. trimmed  16. visited
2. craned   7. begged    12. shopping  17. cringed
3. seemed   8. moving    13. returned  18. screamed
5. chopped  10. sailing  15. pushed   20. flapping

-ed or -ing Added: No Change to Root  
<table>
<thead>
<tr>
<th>-ed or -ing Added: Final Consonant Doubled</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

-ed or -ing Added: Final e Dropped

• When -ed or -ing is added to some words, the spelling of the root word does not change.

• When -ed or -ing is added to words that end in e, the final e is dropped.

• When -ed or -ing is added to words that end with a short vowel sound followed by a consonant, the final consonant is usually doubled.
Complete and Simple Subjects and Predicates

- The **complete subject** of a sentence is all the words that name the person or thing the sentence is about.
- The **simple subject** is the main word or words in the complete subject of a sentence.

1. **Windy Angel Island** is now a state park.
2. Antonio Maria Osio’s ranch was located there in 1839.
3. A camp for soldiers was built after the Civil War.
4. Many empty wooden buildings stand on the island today.
5. Hundreds of people visit Angel Island every year.

- The **complete predicate** of a sentence includes all the words that tell what the subject is or does.
- The **simple predicate** is the main word or words in the complete predicate.

6. Thousands of immigrants **passed** through Angel Island.
7. Many were detained on the island.
8. Some immigrants carved poems into the walls.
9. Doctors examined all the immigrants.
Complete Subjects and Predicates

• Complete subjects and complete predicates often include many words besides the simple subjects and predicates.

1. The huge ship/docked in the harbor.
   simple subject: ship   simple predicate: docked

2. People from Asia and the Pacific Islands stopped at Angel Island.

3. The new arrivals formed a long line.

4. Young children stood by their parents.

<table>
<thead>
<tr>
<th>Subjects</th>
<th>Predicates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tired and hungry families</td>
<td>was built on Angel Island.</td>
</tr>
<tr>
<td>A young boy</td>
<td>waited patiently in line.</td>
</tr>
<tr>
<td>Millions of people</td>
<td>came to the United States.</td>
</tr>
<tr>
<td>The Immigration Station</td>
<td>carried her heavy bag.</td>
</tr>
<tr>
<td>A woman in a long dress</td>
<td>played with a homemade toy.</td>
</tr>
</tbody>
</table>
Mentor Text: Word Choice

from “Kai’s Journey to Gold Mountain” by Katrina Saltonstall Currier

p. 117

In the morning Kai waited until the old man had left for breakfast. As soon as the barracks were empty he looked on the wall behind his bunk and found it covered in Chinese script. His eyes followed the rows of the old man’s poem down the wall:

In the quiet of the night, I heard, faintly, the whistling of wind.
The forms and shadows saddened me;
The floating clouds, the fog, darken the sky,
The moon shines faintly as the insects chirp.
The sad person sits alone, leaning by a window.

Kai sat very still contemplating Angel Island. Father had said nothing in his letter about this locked room with sad poetry on its walls. Kai dragged his feet down the covered walkway to breakfast, aching for home and feeling terribly alone.

<table>
<thead>
<tr>
<th></th>
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<tbody>
<tr>
<td>• wall covered in Chinese script</td>
<td>• sat very still contemplating Angel Island</td>
</tr>
<tr>
<td>• rows of the old man's poem down the wall</td>
<td>• dragged his feet</td>
</tr>
<tr>
<td>• locked room with sad poetry on its walls</td>
<td>• aching for home</td>
</tr>
<tr>
<td></td>
<td>• feeling terribly alone</td>
</tr>
</tbody>
</table>

Grade 4, Lesson 4
Student Writing Model: Journal Entry

October 3

Last week my Aunt Marilia and my three Brazilian cousins came to stay with us. They live in the gigantic, hectic, colorful city of Sao Paulo. We live in the small, sleepy, quiet city of Fort Myers, Florida. I didn’t know what to expect from Bibi, Bruna, and Fabrizio. I also wondered how we would communicate. I don’t speak Portuguese and they don’t speak English.

Why did I worry? Communicating was easy. From almost the moment they arrived, the music and dancing began. They brought a bunch of Brazilian CDs. Bruna introduced me to Samba, a mix of African, Portuguese, and Indian music. Bibi and Fabrizio taught me the Lambada, a lively Brazilian dance.

Aunt Marilia has cooked some amazing Brazilian dishes, like spicy black bean soup and Brazilian cocoa pie. In our house, the sizzling music and the deliciously exotic smells have not stopped! Tomorrow we’re having a dance party for some neighbors. We plan to share the rhythm of Brazil with everyone we can.

<table>
<thead>
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<td>gigantic, hectic, colorful city of Sao Paulo</td>
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<tr>
<td>small, sleepy, quiet city of Fort Myers</td>
<td>cooked some amazing Brazilian dishes</td>
</tr>
<tr>
<td>Lambada, a lively Brazilian dance</td>
<td>sizzling music and deliciously exotic smells have not stopped</td>
</tr>
<tr>
<td>spicy black bean soup</td>
<td>share the rhythm of Brazil</td>
</tr>
<tr>
<td>Brazilian cocoa pie</td>
<td></td>
</tr>
</tbody>
</table>

Grade 4, Lesson 4

LA29

Writing: Student Model
DAY 1  Writing Prompt:
Everyone has had the experience of being the new person in a place. Think about a time when you were a new member of a group. Now, write a paragraph about what it was like to be new.

DAY 2  Writing Prompt:
Most people have been disappointed at some point in time. Think of a time when you were disappointed by the way an experience turned out. Now, write a composition about what happened.

DAY 3  Writing Prompt:
Everyone has had important experiences that they want to remember. Think of an experience you have had that you never want to forget. Now, write a journal entry about your experience.

DAY 4  Writing Prompt:
Everyone has a favorite food. Think about your favorite food. Now, write a description of it.

DAY 5  Writing Prompt:
Most people have had to pass a test of some kind. Think of a test that you had to pass. Now, write a journal entry about your experience.
Lesson 1

- A sentence has two parts.
- The subject tells who or what did something.
- The predicate tells what is, or what has happened.
- A declarative sentence states something. It begins with a capital letter and ends with a period.
- An interrogative sentence asks a question. It begins with a capital letter and ends with a question mark (?).

Lesson 2

- An imperative sentence gives a command. It begins with a capital letter and ends with a period or an exclamation mark (!).
- The subject in most imperative sentences is you. Although the word you does not appear in the sentence, it is implied.
- An exclamatory sentence expresses strong feeling. It begins with a capital letter and ends with an exclamation mark (!).
- Interjections are words or phrases that express strong feeling.
- Interjections are set apart from the rest of a sentence with an exclamation mark or comma.
Grammar

REVIEW: LESSONS 3 AND 4

Lesson 3
• A sentence must have both a subject and a predicate.
• The **subject** of a sentence tells who or what the sentence is about.
• The **predicate** of a sentence tells what the subject is or what the subject does.
• If a sentence is missing a subject or a predicate, it is a **sentence fragment**.

Lesson 4
• The **complete subject** of a sentence is all the words that name the person or thing the sentence is about.
• The **simple subject** is the main word or words in the complete subject of a sentence.
• The **complete predicate** of a sentence includes all the words that tell what the subject is or does.
• The **simple predicate** is the main word or words in the complete predicate.
Words with Consonant \textit{-al} and \textit{-le}

Spelling Words

1. circle \hspace{2cm} 6. ruffle \hspace{2cm} 11. fable \hspace{2cm} 16. tangle
2. angle \hspace{2cm} 7. juggle \hspace{2cm} 12. riddle \hspace{2cm} 17. marble
3. cradle \hspace{2cm} 8. ankle \hspace{2cm} 13. icicle \hspace{2cm} 18. sizzle
4. ladle \hspace{2cm} 9. battle \hspace{2cm} 14. sparkle \hspace{2cm} 19. paddle
5. castle \hspace{2cm} 10. candle \hspace{2cm} 15. jungle \hspace{2cm} 20. handle

The /\textit{æl}/ sound you hear at the end of \textit{circle} and \textit{angle} is often spelled \textit{le}.
Compound Subjects

• Simple sentences that have the same predicate can be combined to make one sentence with a **compound subject**.
• A **compound subject** is made up of two or more subjects joined by a coordinating conjunction, such as *and* or *or*.

1. Ben is feeding the chickens. His younger brother is feeding the chickens.

2. Ben could milk the cow. Katie could milk the cow.


• If there are three or more subjects in a compound subject, use commas to separate them.

5. Tran won a medal at the soccer competition. Lin and Roberto won medals at the soccer competition.

6. My aunt and uncle came to visit us. My grandmother and grandfather came, too.
Compound Predicates

- A **compound predicate** is made up of two or more predicates. The predicates are joined by a coordinating conjunction, such as *and*, *but*, or *or*.
- Each predicate has the same subject.
- Use commas to separate three or more predicates in a compound predicate.

1. Molly sings. Molly dances.

2. Peter fed the chickens. Peter milked the cows.

3. The oxen walked slowly yesterday. The oxen ran away today.

4. Juan plays baseball and sings in the choir. Juan gets good grades.

5. Tom and I will go to the store now. Tom and I will wait until later.

6. Every day Laura reads, writes, and studies.

7. Pa planted seeds, watered them, and picked the vegetables.

8. The bundles of hay fell to the ground and were trampled by the oxen.
Mentor Text: Ideas

from Student Edition

p. 159

Laura Ingalls and her family are pioneer settlers in Minnesota. The family includes Ma and Pa, sisters Mary, Laura, and Carrie, and their dog, Jack. The family lives in a dugout, a home dug into the raised side of Plum Creek. Mary and Laura enjoy playing in the warm grasses of the prairie and in the nearby creek. In preparation for the cold months, Pa has cut the prairie grasses and left them to dry into straw. The straw will feed their oxen, Pete and Bright, and their cow, Spot, during the winter. Now that winter is near, Pa needs to go into town for supplies. He takes Ma and baby Carrie with him. Mary and Laura, like other pioneer girls their age, stay behind to take care of their home.

Characters
Ma, Pa, Mary, Laura, Carrie, and their dog, Jack

Setting
on the prairie in Minnesota

Plot Events
1. Mary and Laura play on the prairie and in the creek.
2. Pa has cut the grasses to feed the animals during the winter.
3.
4.
“On the Banks of Plum Creek” by Laura Ingalls Wilder tells the story of a pioneer family on the prairie. The main characters are two sisters named Laura and Mary. One day their parents go to town and leave Laura and Mary in charge of the farm. Laura and Mary are playing when they see the cattle get into their father’s hay-stacks. Laura knows that they need the hay to feed the animals in the winter. They have to chase the cattle out of the hay. Their dog Jack barks wildly, but the cattle keep eating the hay. Laura yells and waves a stick at the huge, scary cattle. She charges at one of the cows, and it runs away. The other cattle follow it, and the hay is saved. Later, Laura’s father tells her that she did the right thing.

**Characters**

**Setting**

**Conflict:**

**Events:**
1.
2.
3.
4.

**Resolution:**
Daily Writing Prompts

**DAY 1**  Writing Prompt:
Everyone has learned a new skill. Think about a time when you learned a new skill, such as how to ride a bike. Now, explain what you learned when you acquired the new skill.

**DAY 2**  Writing Prompt:
Everyone has followed some kind of routine. Think about the subjects you study and the activities you take part in each day at school. Now, write a paragraph that tells what you do in a day at school.

**DAY 3**  Writing Prompt:
Most people have a favorite book or movie. Think of a movie or book that you enjoyed. Now, write a summary of the book or movie.

**DAY 4**  Writing Prompt:
Every school has rules. Think about the rules at your school. Now, write a paragraph that tells why school rules are important.

**DAY 5**  Writing Prompt:
Severe weather made life difficult for people living on the prairie long ago. Think about problems caused by weather in your area. Now, write a paragraph that describes the weather-related problems people face each year where you live.
Organizing Ideas

1. Summarize the literature.
2. State my opinions. Connect to my life.
3. Give examples from the story to support my opinions.
4. Tell what the characters learned.
In these poems, Danitra and Zuri learn about friendship. Danitra is excited about spending the summer in the country, but Zuri has to stay in the city. Zuri is angry because her friend is leaving her. She won’t go to the station to say good-bye. Instead of being angry, Danitra writes to Zuri and says, “wish you were here.” The two friends keep writing to each other, and their friendship grows stronger.
Developing Opinions

Tina’s List

1. Summarize the events
2. State my opinions and connect to my life.
3. Compare Danitra and Zuri.
4. Tell what the characters learned.

Tina’s Second Paragraph

[ ] I think Zuri is very rude when she tells Danitra “I have better things to do” than go to the station. [ ] Zuri acts angry, but I think she is really afraid. [ ] She says that Danitra is “leaving me.” [ ] I think Zuri is worried that Danitra will find a new best friend in the country. [ ] I remember feeling the same way when my best friend went away for the summer.
Deleting Off-Topic Details

Danitra and Zuri are very different characters. Danitra is very kind, because she forgives Zuri for getting angry. She writes to Zuri about her experiences in the country, such as camping and seeing fireflies. I’ve never seen fireflies, but I’d like to. However, Zuri is not as kind. She tries to make Danitra jealous about her “new friend,” Nina. Nina plays handball with Zuri at the corner drugstore. Zuri wants to be like Danitra. She says that someday she will travel, as does Danitra. The two girls hug each other in the last picture in the book. Seeing this picture helped me understand that Danitra and Zuri will stay very good friends.
I think Zuri is very rude when she tells Danitra, I have better things to do than go to the station. Zuri acts angry, but I think she is really afraid. She says that Danitra is leaving me. I think Zuri is worried that Danitra will find a new best friend in the country. I remember feeling the same way when my best friend went away for the summer.
Writing on Demand: Response to Literature

Sample Prompt

Most people have read works of literature.

Choose a book, story, or other work of literature that you have read recently.

Now, write to express your opinions about that work of literature. Support your opinions with examples from the literature as well as your own experience.

Analyze the Prompt

1. What is the topic of the prompt?

2. Which words tell you what your composition should focus on?

3. Which words tell how to support your opinions?

BUDGET TIME

Here is a good way to use 45 minutes.

Prewrite = 10
Draft = 25
Revise and Proofread = 10
Words with VCCV: Same Medial Consonant

Spelling Words

1. letter 6. classic 11. officer 16. ribbon
2. ladder 7. hollow 12. lettuce 17. summer
3. appear 8. supper 13. better 18. college
5. soccer 10. pizza 15. bottom 20. rabbit

Double Consonants

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<th>d and f</th>
<th>l and m</th>
<th>p and s</th>
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Simple and Compound Sentences

• A **simple sentence** is a group of words that describes one thought.

• A **compound sentence** is two or more simple sentences connected by a comma and a conjunction, such as *and, or, but, or for*.

1. The horses raced around the meadow. The birds **sang**.

2. We can go to the mall. We can go to the movies.

3. The doe was nervous. Humans were nearby.

• A simple sentence can have a **compound subject**, a **compound predicate**, or both. Each simple sentence in a compound sentence can have a compound subject, a compound predicate, or both.

• The conjunctions *and and or* can join the simple subjects in a compound subject, or the verbs in a compound predicate.

4. My **aunt and uncle** ride and rope **like experts**.

5. Wilmer and Tom live in the city, but Juan and Dale live in the country.

6. They **ride** horses and compete in shows, but they don’t **ride** very fast or **jump** fences.
Sentence Errors: Run-Ons and Comma Splices

- A run-on sentence is two sentences run together without a conjunction joining them.
- A comma splice is two sentences joined with only a comma.

1. Justin and Grandpa were tired they had worked hard all day.

2. Justin folded his T-shirts, he put them away in the drawer.

3. Ken and Maria swept the floor Ken took out the trash.

4. Justin took tools from the shed, Grandpa cooked lunch.

5. Nate Love was a famous cowboy Grandpa is not famous.

6. Justin felt ashamed, his bed was unmade.
Mentor Text: Ideas

from “Justin and the Best Biscuits in the World” by Mildred Pitts Walter

pp. 190–191

Justin’s excitement faded when he started unpacking his rumpled shirts. “They sure are wrinkled, Grandpa,” he said.
“Maybe that’s because they weren’t folded.”
“I can’t ever get them folded right,” Justin cried.
“Well, let’s see. Turn it so the buttons face down.” Grandpa showed Justin how to bring the sleeves to the back, turning in the sides so that the sleeves were on top. Then he folded the tail of the shirt over the cuffs, and made a second fold up to the collar. “Now you try it.”

Justin tried it. “Oh, I see. That was easy, Grandpa.” Justin smiled, pleased with himself.

“Everything’s easy when you know how.”
Mia was hungry. Her group had been hiking in the cold, damp woods all day. Finally Jorge, the camp counselor, said it was time for dinner. Mia and the other campers crowded around the fire. They were expecting Jorge to hand them plates filled with steaming food, but he didn’t. He gave each camper a square of foil, a raw carrot, a raw potato, and some chunks of uncooked meat. Jorge said he would show them how to make pocket stew. He cut up the vegetables and put them in the middle of the foil. He added the meat, some salt and pepper, and some ketchup. Then he folded the foil into a pouch and put it on some hot coals. Mia and the other campers did the same. After a few minutes, delicious smells came from the foil pouches sizzling in the fire. Mia was amazed at how good the stew was.
**Daily Writing Prompts**

**DAY 1**  
**Writing Prompt:**  
Everyone has seen an animal in its natural environment. Think of a time when you saw an animal in its natural environment. Now, write a paragraph that describes what you saw.

**DAY 2**  
**Writing Prompt:**  
Everyone has asked for advice. Imagine that Justin has come to you for advice about a problem he has. Now, write a letter to Justin telling him what you think he should do to solve his problem.

**DAY 3**  
**Writing Prompt:**  
Everyone has visited a new place. Imagine someone visiting a new place, such as a camp, a ranch, or a relative’s home. Now, write a story about what happens during the visit.

**DAY 4**  
**Writing Prompt:**  
Everyone has a favorite meal. Think about the last time you ate your favorite meal. Now, write a story about that time.

**DAY 5**  
**Writing Prompt:**  
Most people have a favorite hobby. Think of a favorite hobby, such as skating or singing. Now, write a story about what happened the first time you tried that activity.
Words with VCCV: Different Medial Consonants

**Spelling Words**

1. history  
2. number  
3. hunger  
4. company  
5. window  
6. welcome  
7. blanket  
8. perhaps  
9. service  
10. subject  
11. thunder  
12. furnish  
13. jersey  
14. mother  
15. secret  
16. harvest  
17. winter  
18. problem  
19. chapter  
20. nurses

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<th>lap-top</th>
<th>broth-er</th>
<th>pro-gram</th>
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Dividing VCCV words:

- If a word has two consonants in the middle, you usually divide between the consonants (as in *lap/top*).
- When a consonant digraph stands between two vowels (as in *broth/er* or *go/pher*), divide the syllables before or after the digraph.
- If the syllable has a long vowel sound, divide after the vowel (as in *pro/gram*).
Prepositions and Prepositional Phrases

- A **preposition** shows how a noun or pronoun is related to another word in the sentence.
- Some examples of prepositions are *by, to, from, in, for, at, after, over, under, with, on, across,* and *through.*

1. The computer is **in** the library. shows relationship between *computer* and *library*

2. I wore a coat over my shirt.

3. She walked slowly **through** the door.

4. I put my ideas **in** my report.

5. My room is **over** the hall.

- The **object of a preposition** is the noun or pronoun that follows a preposition.
- A **prepositional phrase** is made up of a preposition, the object of the preposition, and any other words in between.

6. I need some help with my report.

7. I will meet you **across** the hall.

8. She carried a box **with** a large yellow bow.
Prepositional Phrases

• If a long prepositional phrase appears at the beginning of a sentence, add a comma at the end of the phrase.
  
  In the early morning hours, I always check my e-mail.

• If a prepositional phrase appears in the middle or at the end of a sentence, do not add a comma.
  
  The printer under the desk needs paper.
  Insert the paper into the paper tray.

1. The computer, in our class, is brand new.

2. During yesterday’s lunch break I looked up the prefix cyber-.

3. There are many words that start with that prefix.

4. In my next science essay I will use the word cyberspace.
p. 221
Jack and Jill went up the hill
To see about a letter,
Jack came down and turned around
And said, “E-mail is better.”
So Jack and Jill don’t climb the hill
They stay at home; it’s better
To use their own computer keys
To send an e-mail letter.

**Beginning:**
**Address:** Jill@mothergoose.com
**Subject:** Mail
**Greeting:** Dear Jill:
**Reason for Writing:** I want to let you know that I won’t be going up the hill to get mail anymore.

**Middle:**
**Main message or request:** Climbing the hill takes too much energy, and “snail mail” takes too long. I hope you will join me and write all your letters on the computer from now on.

**Ending:**
**Polite conclusion:** Thank you for considering my request.
**Formal closing:** Sincerely,
**Name or Signature:** Jack
To: meimei_taw@acecomputers.com

Subject: Computer discount for schools

Dear Ms. Taw,

I saw your ad on the Internet. It said that you were offering a big discount to schools that buy computers from your store.

Our school library needs new computers. Could you please tell me what kinds of computers you have for sale and how much you would charge if the school bought more than one computer?

Thank you. I would appreciate any other information you can send me.

Sincerely,

Fernando Ortiz
**Daily Writing Prompts**

**DAY 1**  
**Writing Prompt:**  
Imagine that you had to pick a partner to work with on a class science project. Think about who you would want to work with. Now, write a letter asking that person to be your partner.

**DAY 2**  
**Writing Prompt:**  
Most students have questions they want to ask about a class at school. Think of a question you have about something you learned at school. Now, write a note to your teacher that tells what you learned and what you still have a question about, and ask for an answer.

**DAY 3**  
**Writing Prompt:**  
Many people enjoy performing in plays. Think about a play you would like your class to perform. Now, write an e-mail to your teacher that explains why you want to perform that play.

**DAY 4**  
**Writing Prompt:**  
Many people learn to do things on computers. Think about something you would like to learn to do on a computer. Now, write a paragraph that describes what you would like to learn.

**DAY 5**  
**Writing Prompt:**  
Imagine you are doing research on the history of computers. Think about what should be in your report. Now, explain how to find information on your topic.
Words with VCCCV

Spelling Words

1. monster
2. complete
3. hundred
4. kitchen
5. sandwich
6. surprise
7. applause
8. although
9. conflict
10. mattress
11. purchase
12. merchant
13. pumpkin
14. angry
15. Thursday
16. ostrich
17. punctual
18. address
19. chestnut
20. luncheon

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<td>cluster or digraph in the second syllable</td>
<td>cluster or digraph in the first syllable</td>
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To spell a two- or three-syllable word with three consonants in the middle, divide the word into syllables. If two consonants form a blend or a digraph, divide the word before or after those consonants. Then spell the word, one syllable at a time.
Clauses and Phrases

• A **phrase** is a group of words that is missing a subject or a verb. It cannot stand alone.
• An **independent clause** has both a subject and a verb. It can stand alone as a sentence.

1. the dog chased the ball  independent clause; subject: dog; verb: chased; The dog chased the ball.

2. bought a book

3. my aunt began a new project

• A **dependent clause** has a subject and a predicate, but it cannot stand alone as a sentence because it does not express a complete thought. Here are some connecting words that begin dependent clauses:

   because  although  when  which  that

4. when Eli’s friends admired the basket

5. because the girls were too excited to sleep

6. the young girl made those pots herself
Complex Sentences

- A dependent clause can come at the beginning, in the middle, or at the end of a sentence. When it comes at the beginning of a sentence, it is followed by a comma.
- A complex sentence is made up of an independent clause and one or more dependent clauses.

1. Although I wear an apron, I still get clay on my clothes.

2. Weavers are careful when they collect plants.

3. The sumaya was challenging for Carly because she had to be patient.

4. Native Americans follow old traditions. They use modern tools.

5. Materials are prepared soon after gathering. They dry out quickly.
Mentor Text: Organization

from “Weaving a California Tradition” by Linda Yamane

p. 244

In the past, California Indian people burned fields of grasses every year. After a fire, more seeds sprout, and there are fewer insects in the area to infest plants. Deergrass needs to be burned regularly so it will be healthy and produce lots of flower stalks. When redbud is burned, it responds by growing new, long, straight shoots. These days, it’s against the law for most people to set fires, so weavers have a hard time finding good basket materials.

In the past:

Today:
The Haida people live in the Pacific Northwest. They are well known for carving huge totem poles that stand at the entrance to their homes or villages. The poles show animals that are important to a family or to the village as a whole.

First, a carver must find the right log to use. The log should be about 60 feet long. Next, the carver must make the log perfectly round. The log is laid on its side. A big saw cuts along the length of the log. The log is turned and the saw cuts it again. More than 20 cuts are sometimes necessary to round the log. The log is then moved into the carving shed. There, the carvers use scraping tools to make the log perfectly smooth. Finally, the carver puts rough marks where he thinks each animal should go, and he begins to carve. The finished totem pole will last for many years.
Daily Writing Prompts

**DAY 1**  
**Writing Prompt:**  
Everyone has a routine for beginning the day. Think about what you do each morning to get ready for school. Now, write a journal entry that tells what you do each morning to get ready for school.

**DAY 2**  
**Writing Prompt:**  
Most people have a favorite game. Think about your favorite game. Now, write a paragraph that explains the rules of your favorite game.

**DAY 3**  
**Writing Prompt:**  
Everyone have followed directions. Think about a task you did that required you to follow directions. Now, write a paragraph that explains the steps for completing that task. Be sure to explain the steps in the correct order.

**DAY 4**  
**Writing Prompt:**  
Many people enjoy making things out of natural materials. Think about something you would like to make using natural materials. Now, write a paragraph that tells what you would make and why you would like to make it.

**DAY 5**  
**Writing Prompt:**  
Everyone has family traditions. Think about a tradition in your family. Now, write a newspaper feature about that tradition.
**Lessons 6–7**

**Lesson 6**

- A **compound subject** is two or more subjects joined by *and* or *or*. If a compound subject has three or more subjects, use commas to separate them.

- A **compound predicate** is two or more predicates joined by *and* or *or*. If a compound predicate has three or more predicates, use commas to separate them. Compound predicates share the same subject.

**Lesson 7**

- A **simple sentence** is a group of words that describes one thought.

- A **compound sentence** is two or more simple sentences connected by a comma and a conjunction.

- A simple sentence can have a **compound subject** or a **compound predicate**, and so can each part of a compound sentence.

- A **run-on sentence** is two sentences run together with nothing joining them.

- A **comma splice** is two sentences joined with only a comma.
Lesson 8

- A **prepositional phrase** is made up of a preposition, the object of the preposition, and any other words in between.

- If a long prepositional phrase appears at the beginning of a sentence, add a comma at the end of the phrase.

Lesson 9

- A **phrase** is a group of words that is missing a subject or a verb. A **dependent clause** has a subject and a predicate, but does not express a complete thought. **Phrases** and **dependent clauses** cannot stand alone.

- An **independent clause** has both a subject and a predicate. It can stand alone as a sentence.

- A **complex sentence** is made up of an independent clause and one or more dependent clauses.
# Words with VCV

## Spelling Words

1. begin  
2. vanish  
3. bonus  
4. legal  
5. event  
6. moment  
7. motive  
8. native  
9. suburb  
10. mimic  
11. paper  
12. pilot  
13. raven  
14. rival  
15. relish  
16. silent  
17. solar  
18. spider  
19. super  
20. virus

## Long Vowel Sound

## Short Vowel Sound

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Common and Proper Nouns

• a **noun** names a person, a place, a thing, or an idea.

• a **common noun** names any person, place, thing, or idea.

• a **common noun** begins with a lowercase letter, except when it begins a sentence.

  1. My sister found a phasmid in our local park.

  2. Trickery can help an insect avoid a predator.

  3. The _______ looks like a _______.

  4. The _______ lives in the _______.

• a **proper noun** names a particular person, place, thing, or idea. Names of magazines, newspapers, works of art, musical compositions, and organizations are also proper nouns.

  • begin each important word of a proper noun with a capital letter.

  5. I would like to find and study a _______. (common)

  6. A good place to study mimicry and camouflage would be _______. (proper)

  7. My friend _______ would be a good researcher. (proper)

  8. We could use a _______ to help us study plants and creatures. (common)
Abbreviations

• an **abbreviation** is a shortened form of a word. Use a period after most abbreviations.

• capitalize abbreviations for titles and other abbreviations which are part of proper nouns.

1. Dr. Nora Ames
2. E. Orange Ave.

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3. Doctor Sarah Lehman
4. Buffalo Boulevard
5. South Green Street
6. Mister Jerome Walters
7. Sunset Lane
8. Captain Roy Long
Mentor Text: Conventions

from “Mimicry and Camouflage” by Mary Hoff

p. 293

The pebble plant, which grows in southern Africa, escapes the attention of ostriches and other animals that might like to eat it because it looks like stones scattered on the desert floor. Some species of spiders and moths escape enemies because they look like bird droppings. Some leaf beetles look like caterpillar droppings.

1. Because pebble plants look like stones they escape the attention of ostriches.

2. If a predator is near a rabbit holds still.
Adaptations help animals survive in the harsh climate of the desert. When desert insects live in tunnels underground, they are protected from the blazing sun. When lizards need to cool off, they hide in the shade of plants. Because they hide under plants, lizards stay safe from predators.

**Cause**

Animals have adaptations.

**Effect**

They can survive the harsh climate of the desert.

**Cause**

Lizards need to cool off.

**Effect**

They hide under plants.

**Effect**

They stay safe from predators.
Day 1  Writing Prompt:
Scientists travel to many places to do their research. Think about where you would like to go if you were a scientist. Now, write a paragraph about where you would go and what kind of research you would do.

Day 2  Writing Prompt:
Many people have friends that live far away. Imagine that you have a backyard full of interesting creatures. Now, write an e-mail to a friend who lives far away that describes your back yard.

Day 3  Writing Prompt:
Many plants and animals use mimicry and camouflage. Think about a plant or animal that depends on mimicry or camouflage to survive. Now, write a composition that describes this plant or animal’s type of trickery.

Day 4  Writing Prompt:
There are many different creatures in the world. Think about the creatures you just read about. Now, write an adventure story about a creature that uses mimicry and camouflage to stay safe from predators.

Day 5  Writing Prompt:
Everyone has a favorite animal. Think about an animal that you find interesting. Now, write an informational paragraph about that animal.
Generating Questions to Get Ideas

• **What** is mimicry? **What** is camouflage?
  - mimicry—an animal looks like another animal
  - camouflage—an animal blends into its surroundings

• **Why** do animals use mimicry and camouflage?
  - to hide from predators
  - to surprise prey

• **How** do specific animals use camouflage?
  - speckles on a bird’s egg
  - dapples on a fawn’s coat

• **How** do specific animals use mimicry?

Outline

I. Introduction
   A. Introduce the topic: mimicry and camouflage
   B. State main points or ideas you will cover.

II. Main Idea #1: __________________________
    A. Fact/Example: __________________________
    B. Fact/Example: __________________________
Writing an Introduction

- Introduce the topic in an interesting way.
- State the main ideas that will be discussed in the essay.

Outline

I. Introduction
   A. Introduce the topic in an interesting way.
   B. State the Main Points or Ideas.

Passage from “Mimicry and Camouflage”

There are insects that look like flowers, flowers that look like insects, plants that smell like dead meat, and birds that sound like snakes. The world is full of creatures that are not what they seem to be. Some mimic other living things. Others are camouflaged, which means they blend in with their surroundings.
Writing Body Paragraphs

Writing a Body Paragraph
• Give a topic sentence.
• Include supporting facts and examples.

Outline

I. Introduction
   A. Introduce the topic in an interesting way.
   B. State the main ideas that will be discussed in the essay.

II. Main Idea #1: Camouflage helps prey hide.
   A. Fact/Example: Speckles hide birds’ eggs.
   B. Fact/Example: Dapples hide deer fawn.

Passage from “Mimicry and Camouflage”

Camouflage, also known as cryptic coloration, helps some living things avoid becoming another creature’s meal.
Rearranging Sentences

Example 1
In the corner of a yard is a pile of dead leaves. Suddenly, a bit of the pile hops away. The toad’s color and markings disguised it in a way that made it blend perfectly into its surroundings. What had seemed to be a dead leaf was really a blotchy brown toad.

Example 2
The stripes of a tiger help it blend into tall grass so it can sneak up on animals such as wild pigs and antelope. Of course, predators can play the hiding game, too. If a polar bear were black instead of white, it would have a much harder time surprising seals and other prey animals amid snow and ice.
Proofreading for Punctuation and Capitalization

At the bottom of the mississippi river, a little pink worm wiggles around. A fish swims up to it for a tasty bite. Then, suddenly, a pair of jaws snaps shut on it! The worm is not a worm, but part of the tongue of an Alligator snapping turtle. By mimicking a worm, the turtle is able to lure fish right into its mouth.
Writing on Demand: Expository

Sample Prompt

Most students do chores at home.

Think about the chores you do at home.

Now, write to explain the chores you do at home.

Analyze the Prompt

1. What is the topic of the prompts?
2. Which words tell how to narrow the focus of the topic?
3. Which words tell how to write about the topic?

BUDGET TIME

Here is a good way to use 45 minutes.

Prewrite = 10
Draft = 25
Revise and Proofread = 10
Words with the Prefixes *re-* , *un-* , and *non-*

Spelling Words

1. reuse  
2. restart  
3. retell  
4. resend  
5. replace  
6. uncork  
7. unstuck  
8. unannounced  
9. unpleasant  
10. unchain  
11. unfit  
12. nonprofit  
13. nonmetal  
14. recall  
15. nontoxic  
16. unwelcome  
17. reproduce  
18. retrace  
19. uninvited  
20. reapply

### Prefixes Table

<table>
<thead>
<tr>
<th>Prefix re-</th>
<th>Prefix un-</th>
<th>Prefix non-</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

The prefix *re-* means “**again.**” The prefixes *un-* and *non-* mean “**not.**”
Singular and Plural Nouns

- A **singular noun** stands for one person, place, or thing.
- A **plural noun** stands for more than one person, place, or thing.
- Many singular nouns are made plural by adding *s* or *es*.

1. There is one **guidebook** in my backpack.

2. Devonne has several **guidebooks** in her backpack.

3. The lens on my camera is new.

4. Those mountains have no trees on their upper slopes.

5. The birds flew to their nest.

6. There are many boxes in the tent.

7. We had to cross the mountain pass.

8. An inch of rain fell.

9. We saw a bright flash in the sky.
Irregular Plural Nouns

- Some singular nouns do not change spelling when they become plural.
  Singular: A deer ran through the forest.
  Plural: Five deer ran through the forest.

- Some singular nouns have a special spelling for their plural form.
  Singular: A goose flew overhead.
  Plural: Some geese flew overhead.
  Singular: A man and a woman hiked up the mountain.
  Plural: Two men and two women hiked up the mountain.
  Singular: An ox grazed in a field.
  Plural: A herd of oxen grazed in a field.

- Add *es* to most singular nouns that end in a consonant plus *o*.
  Singular: A volcano erupted.
  Plural: Many volcanoes erupted.

- Usually change *f* at the end of a singular noun to *ves* to form the plural.
  Singular: The cow had a calf in the spring.
  Plural: The cows had calves in the spring.
Mentor Text: Conventions

from “Mountains” by Seymour Simon

pp. 328–329

In the western United States, moisture-laden winds blow from the Pacific Ocean against the coastal mountain ranges of Washington, Oregon, and California. Clouds form and rain falls heavily on the rain forests of the western slopes. On the eastern slopes of the mountains in these states, and in Wyoming, Montana, and Nevada, scarcely any rain falls at all. This is called the rain shadow effect. The driest deserts in America are separated from the wettest rain forests by only a few hundred miles.

<table>
<thead>
<tr>
<th>Common Nouns</th>
<th>Proper Nouns</th>
</tr>
</thead>
<tbody>
<tr>
<td>Landforms</td>
<td>Places</td>
</tr>
<tr>
<td></td>
<td>Bodies of Water</td>
</tr>
</tbody>
</table>

Grade 4, Lesson 12  
Writing: Mentor Text
I would like to explore Blue Springs State Park in central Florida. I saw a television program about the manatees who return to the springs every winter. Visitors can see more than one hundred manatees swimming near the surface. People can rent canoes and kayaks in the park, but they cannot boat or swim near the manatees. I would like to visit during December, because that is when winter season begins in central Florida.
Daily Writing Prompts

**DAY 1**  
**Writing Prompt:**  
Every state has different landforms. Think about a well-known landform in your state. Now, write a paragraph that explains what this landform is like.

**DAY 2**  
**Writing Prompt:**  
Natural forces shape the land. Think about how people can shape the land. Now, write a paragraph that describes some of the ways that people shape the land.

**DAY 3**  
**Writing Prompt:**  
Everyone has a natural place that he or she would like to explore. Think about a natural place you would like to explore. Now, write about the place you would like to explore.

**DAY 4**  
**Writing Prompt:**  
Everyone has faced challenges. Think about an activity that was a challenge for you to complete. Now, write a journal entry that describes how you completed the activity.

**DAY 5**  
**Writing Prompt:**  
Many people have read about Mount Everest. Think about the facts you learned about Mount Everest. Now, write a descriptive paragraph about Mount Everest.
Words with Suffixes -able, -ible, -ness, -ment, -less

Spelling Words

1. likable 6. durable 11. tidiness 16. loneliness
2. removable 7. usable 12. silliness 17. harmless
3. printable 8. invisible 13. excitement 18. hopeless
5. comfortable 10. darkness 15. requirement 20. horrible

-able | -ible | -ness | -ment | -less
---|---|---|---|---

Grade 4, Lesson 13
Singular Possessive Nouns

- **Possessive nouns** show ownership.
- **Singular possessive nouns** are formed by adding apostrophe s to singular nouns. For example, *boat* → *boat’s*.

1. The oars of the boat are wet. *The boat’s oars are wet.*
2. That kayak belongs to Tess. *That is Tess’s kayak.*
3. I rode down the river in Lupe’s canoe.
4. Francis’s dog swam alongside the canoe.
5. We noticed that the bus’s tire was flat.

Plural Possessive Nouns

- Plural nouns can also be made into possessives.
- When a plural noun ends in *s*, form the possessive by adding an apostrophe. For example, *girls* → *girls’*.
- When a plural noun does not end in *s*, form the possessive by adding apostrophe *s*. For example, *geese* → *geese’s*.

6. The kayaks belonging to the girls were lying on the riverbank. *The girls’ kayaks were lying on the riverbank.*
7. The cries of the geese could be heard miles away. *The geese’s cries could be heard miles away.*
8. My brother and I wiped both our cameras’ lenses with a towel.
9. The foxes’ coats were red and brown.
10. Five people’s tents blew down in the storm.
Plural Nouns and Possessive Nouns

- Singular possessive nouns are formed by adding apostrophe s to singular nouns.
- Plural possessive nouns are formed by adding an apostrophe to plural nouns ending in s, and by adding an apostrophe s to plural nouns that do not end in s.
- Plural nouns that are not possessive do not have an apostrophe in them.

1. Roberto has three sisters.

2. His sisters’ birthdays are all in the spring.

3. His youngest sister’s birthday is in April.

4. Nicole has four cats.

5. Her cats’ favorite toys are squeaky mice.

6. This orange mouse’s tail is missing.

<table>
<thead>
<tr>
<th>Singular Possessive Nouns</th>
<th>Plural Possessive Nouns</th>
<th>Plural Nouns That Are Not Possessive</th>
</tr>
</thead>
</table>

Grade 4, Lesson 13  
Grammar
Mentor Text: Sentence Fluency

from “Fire Storm” by Jean Craighead George

p. 354

“I can’t look any longer,” Axel said. “I want to cry for the lost forest.”

“It’s not lost,” said Uncle Paul. “Just altered. It will come back and be healthier.”

“No way!” said Axel.

“It’s true,” agreed Aunt Charlotte. “The forest is a phoenix, like that bird of legend. The phoenix burned itself to ashes and arose from those ashes to live again. The forest will, too.”

“Tell me about it,” Axel scoffed.

“A blade of grass will appear in the nutrient-rich ashes,” she said. “Great swathes of fireweed will grow and blossom. Then a carpet of green shrubs will emerge from old roots. In the snowmelt of spring, little pine trees will push up.”

<table>
<thead>
<tr>
<th>Type of Sentence</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Declarative</td>
<td>I want to cry for the lost forest.</td>
</tr>
<tr>
<td>Interrogative</td>
<td>Tell me about it.</td>
</tr>
<tr>
<td>Imperative</td>
<td></td>
</tr>
<tr>
<td>Exclamatory</td>
<td>No way!</td>
</tr>
</tbody>
</table>

Grade 4, Lesson 13

LA86

Writing: Mentor Text
July 16, 20__

Dear Marcus,

I went to Lake Barkley this past weekend with my family and saw the coolest sport! It looked like a combination of surfing, skateboarding, and skiing. It’s called wakeboarding, and I can’t wait to try it!

Out on the lake, a girl was holding onto a rope while being pulled behind a motorboat. At first, I thought she was just water skiing, but then she hit a wake and flew into the air. She twisted around, and I saw that her feet were strapped onto what looked like a wide skateboard without wheels. She continued to hit the wakes, twisting and flipping in the air before landing back on the water. It looked like so much fun!

Wakeboarding seems like the perfect sport for me! Would you like to go to the lake some weekend soon and take a wakeboarding lesson? My mom says that they offer inexpensive lessons to beginners. Tell me what you think. In the meantime, ride your skateboard this week to work on your balance. I’ll see you soon!

Your friend,

Jimmy
Every state offers opportunities for outdoor activities. Think of an outdoor activity people do in your state. Now, write a paragraph that explains what this activity is, and where people go to enjoy it.

Unexpected events may happen on outdoor adventures. “Fire Storm” tells about an unexpected event that happens during a rafting trip. Now, describe another event that could happen unexpectedly on a rafting trip.

Most people enjoy outdoor activities. Think of an outdoor activity you would enjoy. Now, write a letter to a friend who might also enjoy doing this activity. Describe the activity, and tell why you and your friend would enjoy it.

Firefighters work to keep communities safe. “Flame Busters” gives information about young people who are learning how to fight fires. Now, write a letter to one of the young people in the selection. Ask questions about what the training program is like.

Many adults have jobs that involve safety. Think of an adult whose job involves safety. Now, write a letter to that person telling him or her what you have learned about fire fighting and fire safety. Ask for information about another safety issue.
Words Ending with /ən/ 

Spelling Words

1. apron  
2. button  
3. canyon  
4. certain  
5. chicken  
6. cardigan  
7. cotton  
8. dragon  
9. even  
10. fountain  
11. gallon  
12. horizon  
13. listen  
14. orphan  
15. pardon  
16. pollen  
17. prison  
18. siren  
19. swollen  
20. driven

<table>
<thead>
<tr>
<th>/ən/ on</th>
<th>/ən/ en</th>
<th>/ən/ an</th>
<th>/ən/ ain</th>
</tr>
</thead>
</table>

- Some words end with an unaccented syllable pronounced /ən/.
- The /ən/ sound can be spelled on, en, an, or ain.
Pronouns and Antecedents

- A pronoun is a word that takes the place of one or more nouns.
- A pronoun’s antecedent is the noun or nouns to which the pronoun refers.

1. The stranger picked up a spoon and looked at it.
2. Katy saw the stranger and her father and watched them work.
3. The rabbits acted as if they knew the stranger.
4. The stranger watched the geese until they were out of sight.
5. A bird inspected the berries before eating them.
6. The stranger patted a rabbit before picking it up.

- A pronoun must agree with its antecedent in number. Pronouns are either singular or plural.
- When applicable, a pronoun must agree with its antecedent in gender. Many pronouns are either masculine or feminine. Other pronouns are non-gender.

7. The girl wanted someone to help her.
8. The stranger liked Mr. Bailey and trusted him.
9. The coach trained the boys and helped them run faster.
A **pronoun** can refer to a noun that appears in a previous sentence.

- The **fall** was cool and windy. **It** was the season Farmer Bailey liked best.

1. Farmer Bailey drove along the winding road. **He** whistled a cheerful tune.

2. Katy and the stranger sat together. **They** watched a flock of geese fly by.

3. One day the stranger climbed the highest hill on the Bailey farm. **He** looked to the north and saw a puzzling sight.

4. He ran to a tree and pulled off a leaf. **He held it in a trembling hand.**
Mentor Text: Story

from “The Stranger” by Chris Van Allsburg

p. 372

Then, suddenly, the man opened his eyes. He looked up with terror and jumped to his feet. He tried to run off, lost his balance, and fell down. He got up again, but this time the farmer took his arm and helped him to the truck.

<table>
<thead>
<tr>
<th>Simple Sentence</th>
<th>Compound Sentence</th>
<th>Complex Sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Then, suddenly, the man opened his eyes.</td>
<td>He looked up with terror and jumped to his feet.</td>
<td></td>
</tr>
</tbody>
</table>
Why Beech Trees Lose Their Leaves

Long ago, the beech tree kept its leaves all year long. When winter came, no bare branches would be seen.

Then Squirrel moved into the forest, and she brought her hungry family. They found many beech nuts on the ground, but they ate them all. Squirrel knew there were more nuts in the trees. She thought the nuts would be easier to find if the branches were bare.

Squirrel called her family to help. Before long, they chewed all the leaves off the beech trees. That is why beech trees lose their leaves in the fall—so Squirrel can see the nuts.

<table>
<thead>
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<th>Compound Sentence</th>
<th>Complex Sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>When winter came, no bare branches would be seen.</td>
</tr>
</tbody>
</table>

Grade 4, Lesson 14
There are many kinds of weather events, such as hail, tornado, or drought. Think about what it would be like to experience that weather event. Now write a paragraph about your experience.

Many changes occur when springtime arrives. Think about the changes in plants between winter and spring. Now write a description of the changes you can see.

Think about the hills, lakes, or other geographic features of your area. Choose one of these geographic features and write a pourquoi tale that explains why or how they were formed.

Think about where the stranger goes after he leaves the Baileys’ farm. Write a story about the stranger’s next adventure. Use details from the selection to describe the stranger.

Which part of the selection was your favourite? Write an essay explaining why you liked that part best.
Grammar

REVIEW: LESSONS 11 AND 12

• A **noun** names a person, a place, a thing, or an idea.
• A **common noun** names any person, place, thing, or idea. A common noun begins with a lowercase letter, except when it begins a sentence.
• A **proper noun** names a particular person, place, thing, or idea. Each important word of a proper noun begins with a capital letter.
Grammar

REVIEW: LESSONS 13 AND 14

• **Possessive nouns** show ownership.

• Singular possessive nouns are formed by adding an apostrophe plus \( s \) to singular nouns.

• Plural nouns that end in \( s \) only need an apostrophe added to the \( s \) to make them possessive.

• Plural nouns that do not end in \( s \) can be made possessive by adding an apostrophe plus \( s \).

• A **pronoun** is a word that takes the place of one or more nouns.

• A pronoun’s **antecedent** is the noun or nouns to which the pronoun refers. A pronoun’s antecedent can appear in the same sentence or in a previous sentence.
**Words Ending with /əl/**

**Spelling Words**

1. tropical  
2. animal  
3. April  
4. arrival  
5. trample  
6. bottle  
7. camel  
8. capital  
9. couple  
10. swivel  
11. festival  
12. gentle  
13. level  
14. national  
15. normal  
16. tremble  
17. puddle  
18. rebel  
19. single  
20. tunnel

The /əl/ sound you hear at the end of a word can be spelled *el, al, il,* or *le.*
Possessive Pronouns

• A **possessive pronoun** replaces one or more possessive nouns:
  Keesha’s painting is beautiful.
  **Her** painting is beautiful.

• A possessive pronoun may replace a group of words:
  The picture that belongs to **me** is on the wall.
  **My** picture is on the wall.

• These possessive pronouns are used before a noun: **my**, **your**, **her**, **his**, **its**, **our**, and **their**.

1. Julie’s and Wilma’s projects won prizes. **Their**

2. **Robert’s** homework is in his backpack.

3. We put the bird in the **bird’s** cage.

4. Are you going to eat the sandwich that belongs to you? **Your sandwich**

5. Jan and Adam will display the art that belongs to **them**.

• These possessive pronouns stand alone; they are not used before a noun: **mine**, **yours**, **hers**, **ours**, and **theirs**.

• **His** and **its** may be used before a noun, or they may stand alone.

6. The display in the corner is **my** display. **Mine**

7. The blue book is **his** book.

8. My brother and I worked on our bikes together.

9. Take your books with you.
Reflexive Pronouns

- A reflexive pronoun follows an action verb or a preposition.
- A reflexive pronoun refers back to the subject of the sentence.
- Reflexive pronouns end in –self or –selves.

1. He hurt ______ himself______ by dropping a rock on his foot.
2. If you don’t respect ________________, others won’t respect you.
3. The players call ________________ the Fighting Lions.
4. I disappointed ________________ by not doing well on the test.
5. Do the two of you want to play a game with us, or by ________________?
6. We don’t like to sit all by ________________ at lunch.
Mentor Text: Voice

from “Make a Movie Machine!” by Nick D’Alto

p. 430

1 Draw a simple picture (an animal, a face, or even a stick figure) on one self-stick note, making sure you keep the pad’s sticky part at the bottom. Then lay another self-stick note over that one and trace your first drawing, adding a slight movement to the second drawing. For example, move the figure’s arm or leg up or down just a bit. Keep tracing and adding movement until you have 15 pictures on 15 self-stick notes.

**First,** draw a picture.

**Next,** trace the picture. Add movement.

**Then,**

**Finally,**
Student Writing Model: How-To Composition

How To Play Sentence Nonsense

Here’s how to play a word game called *Sentence Nonsense*. Four to eight people can play at a time. **First**, have everyone sit in a circle. Give each player a sheet of paper and a pencil.

Next, ask each player to write the subject of a sentence on the paper. An example would be “A silver plate” or “The bamboo.” Have the players fold their sheets of paper to hide what they wrote. Ask players to pass their folded sheets to the person on their left. Don’t peek under the fold!

Then have each player add a predicate to the paper, such as “ate a pizza” or “drove a car.” Again, players pass the paper to the left. Finally, players unfold their papers and read the funny sentences aloud.
Daily Writing Prompts

DAY 1  Writing Prompt:
Everyone does chores. Think of a chore that you know how to do. Now, write a composition that tells why this chore is important.

DAY 2  Writing Prompt:
Everyone knows how to prepare some kind of food. Think of a food that you can prepare by yourself. Now, explain how you learned to prepare this food.

DAY 3  Writing Prompt:
Most people like to play games. Think of a game you know how to play. Now, write a how-to paragraph that tells how to play this game.

DAY 4  Writing Prompt:
Most people have a hobby. Think about your favorite hobby. Now, write a composition that tells about your hobby and why you enjoy it.

DAY 5  Writing Prompt:
Most people can build or create something. Think of something that you have built or created. Now, write a paragraph that tells about what you created and why you built or created it.
From Questions to Ideas

Generating Questions to Get Ideas

- **What** do I have a strong opinion about?
  - People should fix their own bikes.

- **Why** do I feel that way?
  - It puts you in charge.
  - It saves time.
  - It saves money.

Outline

I. Introduction
   A. **State opinion**: People should fix their own bikes.
   B. List three supporting reasons.

II. Reason #1: ________________________________

III. Reason #2: ________________________________

IV. Reason #3: ________________________________

V. Conclusion
   A. How to take action
   B. Restate opinion
   C. Call to action
Drafting a Persuasive Essay

How to Support an Opinion:
- Give two or three reasons why your opinion makes sense.
- Give an explanation or example to support each reason.

Example Outline

Title: Do It Yourself!

I. Introduction
   A. Opinion: People should fix their own bikes
   B. List three supporting reasons

II. Reason #1: It puts you in charge.
   A. Explanation: You get to know the parts so you can avoid problems.
   B. Example: Keeping the tires filled with the right amount of air helps you notice holes or leaks.

Example Paragraph

When you are in charge of your bike, you get to know its parts and how they work. You can catch problems before they turn into disasters. For example, keeping the tires filled with the right amount of air helps you notice holes or leaks before you get a flat.
Write Strong Conclusion

How to Write a Strong Conclusion:
- Tell how readers can take action.
- Restate your opinion in a different way.
- End by making a clear call to action—tell readers what they should do!

Outline

V. Conclusion
   A. How to take action
   B. Restate opinion
   C. Call to action

Paragraph from “Do It Yourself!”

Bikes are not very complicated machines. You can learn everything you need to know by reading your owner’s manual. You can also find bicycle repair books in the library. Learn how to take charge, save time, and save money. Learn to fix your own bike today!
Consolidating Sentences

To consolidate sentences, ask yourself these questions:
• Do the sentences flow smoothly from one to the next?
• Are there any ideas that are related? Can you make those ideas clearer by joining two sentences together?

Think of all the money you’ll save once you start repairing your own bike! If you know which part needs to be fixed, you can shop around for the best price. For example, a new pedal costs less than forty dollars. You can install it with simple tools. You won’t have to pay an expert. You’ll be the expert!
Imagine how much time you’ll save by fixing your bike yourself! If a chain comes loose you could waste hours carrying the bike to a shop. It could stay in the shop for days! Fixing the chain yourself only takes a few minutes. You could quickly solve the problem. And be on your way.
Writing on Demand: Persuasive Essay

Sample Prompt

Many people like to invent machines that they think will make life easier, such as a robot that can make a bed or a pair of glasses with built-in windshield wipers.

Think of a machine that you believe would make life easier. Imagine you have built that machine.

Now, write to persuade readers that they should buy your machine.

Analyze the Prompt

1. What is the topic of the prompt?
2. Which words tell how to write about the topic?
3. Which words tell you what you should convince readers to do?

BUDGET TIME

Here is a good way to use 45 minutes.

Prewrite = 10
Draft = 25
Revise and Proofread = 10
Words Ending with -ar, -er, and -or

Spelling Words

1. lunar  6. director  11. honor  16. ancestor
2. cellar  7. doctor  12. horror  17. checker
3. collar  8. dollar  13. labor  18. power
5. danger  10. finger  15. motor  20. sugar

<table>
<thead>
<tr>
<th>Words Ending in ar</th>
<th>Words Ending in er</th>
<th>Words Ending in or</th>
</tr>
</thead>
<tbody>
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<td></td>
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</tbody>
</table>

The /ər/ sound you hear at the end of a word can be spelled ar, er, or or.
Subject and Object Pronouns

- A subject pronoun takes the place of one or more nouns in the subject of a sentence.
- Singular subject pronouns are I, you, he, she, and it. Plural subject pronouns are we, you, and they.

1. My science teacher is interesting. She taught us about electrons.
2. Electrons are tiny particles. They have a negative charge.
3. Electricity changed the world. It made the light bulb possible.
4. David’s invention won the science fair.
5. Henry Ford’s ideas changed the world.

- An object pronoun must be used after an action verb, such as see or tell, or a preposition, such as at, for, to, or with.
- Singular object pronouns are me, you, him, her, or it. Plural object pronouns are us, you, and them.

6. The teacher helped me.
7. We were happy to be with them.
8. The teacher gave him a good grade.
9. I trust you.
Subject and Object Pronouns: *I* and *me*

- *I* is a subject pronoun. *I always comes after* other nouns and pronouns in the subject of a sentence.
- *Me* is an object pronoun. *Me always comes after* other nouns and pronouns that follow an action verb or a prepositional phrase.

1. Michelle and I studied together.

2. Dae studies with Michelle and me.

3. I and Dae created a model of an atom.

4. The teacher told me and Dae that our model was excellent.

5. Dae handed the model to me and Michelle.

6. I and Michelle painted the model.
Mentor Text: Voice

from “Just Like Me” by Nancy Hom

p. 448

I like to draw flat shapes that fit together like jigsaw puzzles. My artwork is very simple and graceful, with curves like the edges of clouds. I am like that—soft, gentle, quiet, but strong at the same time. I express my strength through bold colors and patterns that jump out and grab your attention. This portrait has leaves of bamboo in it because bamboo also cones from China. It is strong but it can bend when in needs to, just like me.

<table>
<thead>
<tr>
<th>Nancy’s Character Traits</th>
<th>Nancy’s Artwork</th>
</tr>
</thead>
<tbody>
<tr>
<td>Soft, gentle, quiet</td>
<td>simple, graceful</td>
</tr>
<tr>
<td>strong</td>
<td></td>
</tr>
<tr>
<td>She is from China.</td>
<td></td>
</tr>
<tr>
<td>She is strong but can bend.</td>
<td></td>
</tr>
</tbody>
</table>
Student Model: Autobiographical Composition

If you want to know about my personality, just look at the bike I ride. I like to wear bright clothes and eat hot foods. My bike is painted bright, hot orange and yellow. My bike grabs the ground on all kinds of terrain. Like me, it bounces over rocks and keeps on rolling. I roll through good times and bad. I adapt to new people and places.

My bike and I can be practical, too. Usually, we just go to school and back. I do my homework while my bike sits on the porch. I come back from the store with bags slung over the handlebars.

But every now and then I get to ride real fast on a mountain-bike path with my friends. Then there is nothing in the world but my bike and me. Then I am fast and free! I can’t imagine life without my bike, and what would my bike do without me?

<table>
<thead>
<tr>
<th>My Character Traits</th>
<th>My Bike</th>
</tr>
</thead>
<tbody>
<tr>
<td>I wear bright colors and eat hot food.</td>
<td>It is painted with bright, hot colors.</td>
</tr>
</tbody>
</table>

Grade 4, Lesson 17

© Harcourt
Daily Writing Prompts

**DAY 1**  
**Writing Prompt:**
Everyone has facts to share about their cultural heritage. Think of three interesting facts about yourself and your cultural heritage. Now, write the facts about yourself and your cultural heritage.

**DAY 2**  
**Writing Prompt:**
Everyone has been asked to do a creative task. Imagine that you have been asked to design a mural for the hallway of your school. Now, write a composition describing what you would include in the mural and why.

**DAY 3**  
**Writing Prompt:**
Everyone has unique personality traits. Think about how your personality traits are like the characteristics of an object, animal, or place. Now, write a composition in which you compare yourself to that object, animal, or place.

**DAY 4**  
**Writing Prompt:**
Everyone has a favorite cartoon character. Pretend that you are a character from a popular cartoon or movie. Now, write an autobiographical composition from that character’s point of view. Include details that show what the character is like.

**DAY 5**  
**Writing Prompt:**
Everyone has a dream for their future. Think about where you would like to live and what you would like to do when you grow up. Write a composition describing your dream for the future.
Word Parts over-, under-, sub-

Spelling Words

1. overactive 8. overpass 15. underpass
2. overbite 9. overreact 16. underscore
3. overboard 10. underline 17. underwater
4. overdrive 11. underbrush 18. submarine
5. overestimate 12. underdeveloped 19. subway
6. overhand 13. undergo 20. overact
7. overheat 14. underhand

<table>
<thead>
<tr>
<th>Word Part over-</th>
<th>Word Part under-</th>
<th>Word Part sub-</th>
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<tbody>
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</table>

The word part over- can mean “above” or “more than necessary.”

The word part under- can mean “beneath” or “not enough.”

The word part sub- means “below” or “under.”

Grade 4, Lesson 18  

Spelling
Adjectives

• An **adjective** describes a noun or pronoun.

• Adjectives tell what kind, how many, or which one.
  - how many: **several** doctors
  - what kind: **tall** beanstalk
  - which one: **that** key

1. Hewitt and his parents live on a ____ estate.

2. Dr. Gargantuan picked up this egg.

3. The doctor made three visits today.

4. The doctor remembered his third visit.

5. The Andersons collected golden eggs.

• An adjective can come before the noun it describes.

• An adjective can follow a form of the verb to be, such as **is** or **was**.

6. The **puny** boy loved his parents.

7. Hewitt was **puny**.

8. Dr. Gargantuan was famous.

Articles

• The adjectives *a*, *an*, and *the* are called **articles**. Use the article *a* before a word that begins with a consonant sound, such as *a giant*.
• Use *an* before a word that begins with a vowel sound, such as *an apple*.
• *A* and *an* refer to any person, place, or thing; and *the* refers to a specific person, place, or thing.

1. Hewitt had ____ (a, an) _____ excellent idea.

2. Hewitt slept in ____ (a, an) _____ gigantic bed.

3. The boy wanted a new bicycle. ____ (The, A) ____ bicycle he wanted was blue.

4. Hewitt thought of ____ (a, an) _____ excellent solution.

5. The girl lived in a nice house. ____ (The, A) ____ house was on Maple Drive.
from “Hewitt Anderson’s Great Big Life” by Jerdine Nolen

p. 476
Dr. Gargantuan, a brilliant scientist and family friend, tried to calm their growing worries. “He will grow... he is just a bit late to bloom,” he reassured them. “Or,” he said, “perhaps this is the opposite of a growth spurt.” Finally came his suggestion: “I could make Hewitt my life’s work! Think of the fame, the celebrity for your family.”

p. 481
Eager to discuss his plans for Hewitt, Dr. Gargantuan arrived before the dinner hour. He tried in earnest to convince Mr. and Mrs. Anderson that a life of scientific promise awaited Hewitt. He said that purpose could be made of Hewitt’s small life after all. The Andersons listened politely but would hear nothing of it.

Audience: Hewitt’s parents

Purpose: To persuade

Argument:
You should let me make Hewitt my life’s work.
Reason 1:
Reason 2:
Reason 3:
Mr. and Mrs. Anderson, please don’t let Dr. Gargantuan turn your son into a medical experiment. You might become famous, but it won’t be the kind of fame you would want. People will stare at you and Hewitt. You will all feel like animals in the zoo. Science can’t promise Hewitt anything, except possibly the pain of medical experiments. Scientists will poke and prod him like a laboratory rat. Hewitt is made exactly the way he is supposed to be. Just because he is small doesn’t mean his life’s purpose is small. Please protect Hewitt now! Tell the doctor, No!
Daily Writing Prompts

**DAY 1**  Writing Prompt:
Everyone has something he or she wants to do, but has not done. Think of something you would like to do. Now, write a paragraph that describes what you want to do.

**DAY 2**  Writing Prompt:
Everyone has an opinion about the best sports team, the best animal to have as a pet, or the best place to go for vacation. Think of something you think is the best of its kind. Now, write a persuasive composition that convinces the reader to agree with you.

**DAY 3**  Writing Prompt:
Hewitt Anderson proved that he could do things even though he was small. Think about the different ways Hewitt Anderson proved that he could take care of himself. Now, write a persuasive paragraph to convince Hewitt’s parents that they should stop worrying about him.

**DAY 4**  Writing Prompt:
Every city and state has laws. Think about a new law that you would like to have in your city or state. Now, write a letter to the editor of your local newspaper that explains why your new law should be passed.

**DAY 5**  Writing Prompt:
Most schools have fundraisers to make money. Think about what your school should buy if it had extra money to spend from a fundraiser. Now, write a letter to your principal to convince him or her of what your school should buy.
## Words with Irregular Plurals and Possessives

### Spelling Words

<table>
<thead>
<tr>
<th></th>
<th>Spelling Words</th>
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</thead>
<tbody>
<tr>
<td>1.</td>
<td>babies’</td>
<td>6.</td>
<td>class’s</td>
</tr>
<tr>
<td>2.</td>
<td>baby’s</td>
<td>7.</td>
<td>sheep</td>
</tr>
<tr>
<td>3.</td>
<td>child’s</td>
<td>8.</td>
<td>feet</td>
</tr>
<tr>
<td>4.</td>
<td>children</td>
<td>9.</td>
<td>elk</td>
</tr>
<tr>
<td>5.</td>
<td>classes’</td>
<td>10.</td>
<td>fish</td>
</tr>
<tr>
<td>11.</td>
<td>fishes’</td>
<td>12.</td>
<td>goose’s</td>
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<tr>
<td>13.</td>
<td>geese</td>
<td>14.</td>
<td>jeans</td>
</tr>
<tr>
<td>15.</td>
<td>mouse’s</td>
<td>16.</td>
<td>mice</td>
</tr>
<tr>
<td>17.</td>
<td>teeth</td>
<td>18.</td>
<td>women</td>
</tr>
<tr>
<td>19.</td>
<td>woman’s</td>
<td>20.</td>
<td>moose</td>
</tr>
</tbody>
</table>

### Table

<table>
<thead>
<tr>
<th>Singular (one person or thing)</th>
<th>Singular Possessive (shows ownership by one person or thing)</th>
<th>Plural (more than one person or thing)</th>
<th>Plural Possessive (shows ownership by more than one person or thing)</th>
</tr>
</thead>
<tbody>
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</table>
Comparing with Adjectives

• Add -er to most short adjectives to compare something with one other thing.
• Add -est to most short adjectives to compare something with two or more other things.
• When an adjective ends in -y, change the y to i before adding -er: happy, happier, happiest.

1. My apple tree is (healthy, healthier, healthiest) than yours. healthier; comparing two things
2. Don Ignacio has the (healthy, healthier, healthiest) trees of all.
3. My apple is sweet, but your apple is (sweet, sweeter, sweetest).

• Use more with longer adjectives to compare two things.
• Use most with longer adjectives to compare one thing with two or more other things.

4. Those shoes are the (more expensive, expensiver, most expensive) shoes in the store.
5. Ariceli was the _____ beautiful woman in the valley.
6. Jacob is _____ creative than his brother.
Comparing with Adjectives

The adjectives *good* and *bad* have special forms for comparing.

- *Good* becomes **better** when comparing two things.
- *Good* becomes **best** when comparing more than two things.
- *Bad* becomes **worse** when comparing two things.
- *Bad* becomes **worst** when comparing more than two things.

It is incorrect to use *more* with *better* or *worse*. It is incorrect to use *most* with *best* or *worst*.

1. Green apples are good, but red apples are (better, best).  
   better; comparing two things

2. MacIntosh apples are the (better, best) apples of all.

3. The (worse, worst) fruit in the area grew on a nearby tree.

4. The apples on that tree tasted (worse, worst) than old turnips.

5. Dante’s report was **more better** than Taylor’s. better

6. The weather today was **more worse** than it was yesterday.

7. This is the **most worst** storm we have had in ten years.
The crow, so overwhelmed with flattery, felt a helpless urge to sing. He opened his beak... “Caw... CAW!” he went, unsweetly and tunelessly as only a crow can.

At the first note, the cheese fell, bouncing from branch to branch to plummet into the fox’s wide open, waiting jaws. And that’s where the story, as the fox predicted, ends.

Beware of False Flattery

**Characters**
a fox and a crow

**Setting**
a tree outdoors

**Conflict**
The crow has a piece of cheese. The fox wants the piece of cheese.

**Plot Events**
- The fox flatters the crow.
- The fox convinces the crow to sing.
- The crow opens its mouth to sing and drops the cheese.

**Resolution**
The fox gets the piece of cheese.

**Moral**
Beware of False Flattery
Student Writing Model: Fable

There once was a cat who caught a sparrow in a field. The cat held the sparrow on the ground between her paws. “I’m too small for a meal,” said the sparrow.

“I’m very hungry,” said the cat. “Any meal will do.”

“Look at that big, fat cardinal behind you,” the sparrow said. “It would make a much bigger meal.” The cat turned to look. When she did, her grip relaxed slightly. The sparrow pulled free. The cat watched as the sparrow and the cardinal flew away.

“If only I had not been so greedy!” said the cat. “Now I have nothing to eat.” The cat learned a lesson.

Be Happy With What You Have

Characters

Conflict

Plot Events

Resolution

Setting

Moral

Grade 4, Lesson 19

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DAY 1  Writing Prompt:
*Look before you leap* reminds people to think carefully before they do something. Think about why this saying gives good advice. Now, write a composition that explains what could happen when people don’t think before they act.

DAY 2  Writing Prompt:
Juan Verdades was a very honest man. Think about a time when you learned that honesty is the best policy. Now, write a composition describing your experience.

DAY 3  Writing Prompt:
All fables have a moral. Think of an important lesson, or moral, that a fable might teach. Now, write a fable that teaches this lesson.

DAY 4  Writing Prompt:
Imagine that you are the crow in the fable “Hard Cheese.” Now, write a composition from the crow’s point of view, describing your experience with the fox.

DAY 5  Writing Prompt:
Juan Verdades picked all of the apples from *el manzanoreal*. Think about how you would feel if you were Juan Verdades. Now, write a journal entry from Juan Verdades’ point of view.
Grammar

REVIEW: LESSONS 16 AND 17

Lesson 16

• A **possessive pronoun** shows ownership. It takes the place of a possessive noun.
• A **reflexive pronoun** is used when the object of a sentence is the same as the subject.

1. Laura and I discovered it first.

2. We asked Soren to bring a measuring scale with him.

3. He was determined to help us.

4. Laura, I, and Soren weighed the chocolate mousse.

Lesson 17

• A **subject pronoun** takes the place of one or more nouns in the subject of a sentence.
• An **object pronoun** is used after an action verb or after a preposition.

5. I couldn’t figure out where _______ headphones were.

6. I looked in Cole’s room, but I only saw _______ headphones.

7. I laughed at _______ when I saw _______ in the living room.

8. I had loaned them to Mom when _______ stopped working.
Grammar

REVIEW: LESSONS 18 AND 19

Lesson 18

• An adjective is a word that describes a noun or pronoun. Adjectives can tell what kind, how many, or which one.
• The adjectives a, an, and the are called articles. Use the article a before a word that begins with a consonant sound. Use the article an before a word that begins with a vowel sound.

Possible responses are shown.
1. Maggie picked up _______ thermometer and put it into the _______ cup.
2. She read _______ temperature.
3. She was very _______ by the results.

Lesson 19

• Adjectives can be used to compare people, places, or things.
• Add -er to shorter adjectives to compare one thing with another. Add -est to compare more than two things.
• When using longer adjectives to compare two things, use more. For more than two things, use most.

4. The first cup of cider was _______ than the second. (cool)
5. This was not the _______ problem. (difficult)
6. Maggie’s _______ achievement was solving the pH mystery. (good)
Words with Suffixes -ant, -ent, -eer, -ist, -ian

Spelling Words
1. assistant 6. disinfectant 11. engineer 16. typist
2. consultant 7. ignorant 12. activist 17. comedian
3. coolant 8. absorbent 13. cyclist 18. electrician
5. radiant 10. different 15. pianist 20. musician

When you add the suffix -ant, -ent, -eer, -ist, or -ian, you sometimes have to make a spelling change to the root or root word, such as dropping a final vowel.
Verbs

• The main word in the predicate of a sentence is a verb.
• Most verbs tell what the subject of the sentence does.

1. Petey ran to Kris.
2. Kris patted him on the head.

Identify the verb in each sentence.

3. Petey with Kris to the river.
4. She and her pet in the water.
5. Kris a snapping turtle.
6. Petey after it.
Main Verbs and Helping Verbs

Main Verbs

• The verb in a sentence can be made up of two or more words. This is called a verb phrase.
• A sentence’s main verb tells what is happening in a sentence.

1. Petey has barked at that cat before.
2. He has been barking all morning.
3. Petey will follow Kris to the store.
4. He is waiting patiently outside.
5. He has been sitting there for fifteen minutes.

Helping Verbs

• A verb phrase often includes a main verb and one or more helping verbs.
• Helping verbs come before the main verb.
• Sometimes another word comes between the helping verb and the main verb.

6. Kris has finished her shopping.
7. She had been looking for dog food.
8. Kris will now take Petey home.
Mentor Text: Word Choice

from “Because of Winn-Dixie” by Kate DiCamillo

p. 551

“Well, I don’t know,” said Miss Franny. “Dogs are not allowed in the Herman W. Block Memorial Library.”

“He’ll be good,” I told her. “He’s a dog who goes to church.” And before she could say yes or no, I went outside and got Winn-Dixie, and he came in and lay down with a “huummmppff” and a sigh, right at Miss Franny’s feet.

She looked down at him and said, “He most certainly is a large dog.”

“Yes, ma’am,” I told her. “He has a large heart, too.”

“Well,” Miss Franny said. She bent over and gave Winn-Dixie a pat on the head, and Winn-Dixie wagged his tail back and forth and snuffled his nose on her little old-lady feet. “Let me get a chair and sit down so I can tell this story properly.”

<table>
<thead>
<tr>
<th>Action</th>
<th>Author’s Words</th>
</tr>
</thead>
<tbody>
<tr>
<td>Miss Franny says that dogs aren’t allowed in the library.</td>
<td></td>
</tr>
<tr>
<td>Opal says that Winn-Dixie is a good dog.</td>
<td></td>
</tr>
<tr>
<td>Winn-Dixie sits down.</td>
<td></td>
</tr>
<tr>
<td>Winn-Dixie shows that he is happy.</td>
<td></td>
</tr>
</tbody>
</table>
Student Writing Model: Narrative Paragraph

August Henry Cunningham was not just a bookworm. He was a book monster. He devoured books at breakfast. He devoured books at lunch. Sadly, his parents would not let him read at the dinner table. One Saturday morning, August Henry Cunningham went to the library. Posted on the door was a sign that read “Closed for remodeling.” August Henry Cunningham’s mouth dropped open. Stunned, he slumped down onto a nearby bench. Fortunately, one of the librarians came by just then to pick up something. She felt sorry for the sad, bookless little boy. She kindly let him inside the library to check out an armful of books.

<table>
<thead>
<tr>
<th>Action</th>
<th>Author’s Words</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. August Henry Cunningham reads a lot.</td>
<td>1.</td>
</tr>
<tr>
<td>2. August Henry Cunningham was surprised and sad to see that the library was closed.</td>
<td>2.</td>
</tr>
<tr>
<td>3. The librarian saw him and felt sorry for him.</td>
<td>3.</td>
</tr>
</tbody>
</table>
Daily Writing Prompts

**DAY 1**  
Writing Prompt:  
Everyone has made a new friend. Think of a friend you have made. Now, write a story about how you and that friend met.

**DAY 2**  
Writing Prompt:  
Many people enjoy spending time with their pets. Think about how animals can be good companions. Now, explain whether or not you feel an animal makes a good companion.

**DAY 3**  
Writing Prompt:  
Everyone has read about interesting characters. Think about an interesting story character you would like to write about. Now, write a paragraph about something unusual that the character does. Include details that show what that character is like.

**DAY 4**  
Writing Prompt:  
People communicate through actions as well as words. Think about the ways that you show friendship towards others. Now, write a description of how you show friendship through actions instead of words.

**DAY 5**  
Writing Prompt:  
Most people have used a public library. Think of the benefits that a public library brings to the local community. Now, explain why local libraries are important.
From Questions to Ideas

Generating Questions to Get Ideas

- **Where** does the story take place? in a library
- **Who** are the characters? Opal and Miss Franny Block
- **What** is the problem? Opal is new in town and has no friends.
- **What** happens in the story? Opal takes her dog to the library. Miss Franny thinks the dog is a bear. She tells a story about a bear coming into the library many years before.
- **How** does the story end? Opal and Miss Franny become friends.

### Story Map

<table>
<thead>
<tr>
<th>Characters</th>
<th>Setting</th>
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<tbody>
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</tbody>
</table>

**Conflict:**

**Plot Events**

1.

2.

3.

**Resolution:**
Writing a Beginning

Story Map

Characters
Opal, Miss Franny Block

Setting
Herman W. Block Memorial Library

Conflict: Opal doesn’t have any friends in her new town.

Plot Events
1. Opal goes to the library with her dog, Winn-Dixie.

Passage from “Because of Winn-Dixie”

I spent a lot of time that summer at the Herman W. Block Memorial Library. The Herman W. Block Memorial Library sounds like it would be a big fancy place, but it’s not. It’s just a little old house full of books, and Miss Franny Block is in charge of them all. She is a very small, very old woman with short gray hair, and she was the first friend I made in Naomi.
Writing Dialogue

Story Map

Plot Events

1. Opal goes to the library with her dog, Winn-Dixie.
2. Miss Franny thinks Winn-Dixie is a bear.
3. Miss Franny tells Opal a story about a bear that came into the library many years before.

Passage from “Because of Winn Dixie”

“Miss Franny?” I said. “Are you all right?”

“A bear,” she said.

“A bear?” I asked.

“He has come back,” she said.

“He has?” I asked. “Where is he?”

“Out there,” she said and raised a finger and pointed at Winn-Dixie standing up on his hind legs, looking in the window for me.
Adding Vivid Details

“Come on,” I said. “Let me help you up. It’s okay.”

I stuck out my hand and Miss Franny took hold of it, and I pulled her up off the floor. She didn’t weigh hardly anything at all. Once she was standing on her feet, she started acting all embarrassed, saying how I must think she was a silly old lady, mistaking a dog for a bear, but that she had a bad experience with a bear coming into the Herman W. Block Memorial Library a long time ago and she had never quite gotten over it.
Proofreading Dialogue

___ Is each character’s words in quotation marks?

___ Is there a new paragraph every time a different character speaks?

___ Is it clear who said or asked the words?

___ Is punctuation for dialogue used correctly?


“Really?” Lily said. “So do I. Do you want to start a team?

“Sure” Marcy said. Let’s ask some other kids at school to join.”
Writing on Demand: Story

Sample Prompt

Many children visit libraries.

Think of an adventure that could happen to two children at a library.

Now, write to entertain readers with a story about what happens to those children at the library.

Analyze the Prompt

1. What is the topic of the prompt?

2. Which words tell how to write about the topic?

3. Would a story about children at a park be on topic? Why or why not?

BUDGET TIME

Here is a good way to use 45 minutes.

Prewrite = 10
Draft = 25
Revise and Proofread = 10
Word Parts: *in*, *out*, *down*, *up*

Spelling Words

1. incomplete  6. inexact  11. outdated  16. downstairs  
2. indirect    7. infamous  12. outdoor    17. update  
3. indent      8. outbid     13. downfall   18. upfront  
5. include     10. outcast   15. downpour  20. upwind  

<table>
<thead>
<tr>
<th>in</th>
<th>out</th>
<th>down</th>
<th>up</th>
</tr>
</thead>
<tbody>
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<td></td>
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</table>

When the word parts *in*, *out*, *down*, and *up* are added to root words, the spelling of the root word does not change.
Action Verbs

- An **action verb** tells what the subject of a sentence does.
- Most verbs are action verbs.
- Action verbs such as *run* and *march* name actions you can see.
- Action verbs such as *want* and *need* name actions you cannot see.

1. We **flew** to the coast of Mexico.
2. I **wanted** a window seat.
3. We landed at the airport.
4. My sister knows some words in Spanish.
5. She spoke with the taxi driver on the way to our hotel.
6. We all **swam** in the ocean.
7. I **walked** on the beach.
8. We **ate** at a restaurant.
9. I **decided** to buy some postcards.
10. I really **enjoyed** this vacation!
Linking Verbs

- A linking verb connects the subject with a word or words in the predicate that rename or describe the subject.
- The verb be often acts as a linking verb. The verb be can take these forms: am, is, are, was, were.
- Some other verbs can also act as linking verbs: feel, seem, become, appear, look, smell, sound, taste, and grow.

1. They are my parents. (The subject is linked with a noun that renames it.)
2. I am proud of them. (The subject is linked with an adjective that describes it.)
4. We are a big family.

Action Verbs and Linking Verbs

5. We walked to the Mexican restaurant.
6. The food seemed very good.
7. We sat in a booth.
8. The waiter helped us with the menu.

<table>
<thead>
<tr>
<th>Be as a Linking Verb</th>
<th>Be as a Helping Verb</th>
</tr>
</thead>
<tbody>
<tr>
<td>We were happy in Mexico.</td>
<td>We are going back there next year.</td>
</tr>
<tr>
<td>Everyone was kind to us.</td>
<td>I am studying Spanish now.</td>
</tr>
</tbody>
</table>

Grade 4, Lesson 22
Mentor Text: Word Choice

from “My Diary from Here to There” by Amada Irma Pérez

p. 580

Our trip was long and hard. At night the desert was so cold we had to huddle together to keep warm. We drove right along the border, across from New Mexico and Arizona. Mexico and the U.S. are two different countries, but they look exactly the same on both sides of the border, with giant saguaros pointing up at the pink-orange sky and enormous clouds. I made a wish on the first star I saw. Soon there were too many stars in the sky to count. Our little house in Juárez already seems so far away.
Student Writing Model: Diary Entry

Dear Diary,

Today I got a letter from Mia. A new family moved into our old house on Page Street. They have a girl my age. I guess she’ll be moving into my beautiful room with its cozy window seat. I can just see her looking out the window at the huge magnolia tree with its perfect white flowers. Will she notice the banana tree with its shiny leaves as big as an elephant’s ears? She’ll never guess that it’s ten years old, that Dad planted it for me the year I was born. I guess I’m happy that our grand old house isn’t empty and cold. I just wish I could stop missing it.

<table>
<thead>
<tr>
<th>What Is Being Described</th>
<th>Specific Words That Describe It</th>
<th>Feelings That Are Revealed</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

Grade 4, Lesson 22
DAY 1  Writing Prompt:
Everyone has had a special day in his or her life. Think about a special day. Now, write a paragraph describing how you felt about the events on that special day.

DAY 2  Writing Prompt:
Many people have a favorite story character. Think about your favorite story and a character you like. Now, write a diary entry from that character’s point of view.

DAY 3  Writing Prompt:
Everyone has experiences that they think about afterwards. Think about an interesting experience you had. Now, write a personal narrative about that experience and how it made you feel.

DAY 4  Writing Prompt:
Many people have moved to a new home. Think about a place you would like to live. Now, write a story about moving to that new place.

DAY 5  Writing Prompt:
Everyone has a special place he or she would like to go for a vacation. Think of where you would like to go and what you would like to do while there. Now, write a travel diary about your adventures on your dream vacation.
Words with Suffixes -ation, -ition, -al, -ial

Spelling Words

1. decoration  6. civilization  11. abdominal  16. environmental
2. abbreviation  7. declaration  12. admiral  17. denial
3. admiration  8. addition  13. rendition  18. facial
5. aviation  10. preposition  15. emotional  20. testimonial

When you add the suffix -ation, -ition, -al, or -ial to a word, you sometimes have to make a spelling change, such as dropping a final e or y before adding the suffix.
Present-Tense Verbs

- A verb’s **tense** refers to time.
- A verb in the **present tense** tells about an action that happens now or happens over and over.

**Happens now:** Tucker **lives** in the subway.
**Happens over and over:** Many trains **pull** into the station every day.

1. Harry **sleeps** in the drain pipe. (over and over)
2. Chester **misses** his tree stump. (now)
3. The three friends enjoy each other’s company.
4. Tucker limps onto the counter.
5. The Bellinis sell newspapers.
6. Mario delivers groceries day after day.
Subject-Verb Agreement

<table>
<thead>
<tr>
<th>Subjects</th>
<th>Verb Endings</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>I, You, We, They Plural noun (Trains) Compound subject (Harry and Tucker)</td>
<td>Do not add an ending.</td>
<td>They live in New York.</td>
</tr>
<tr>
<td>He, She, It Singular noun (The train)</td>
<td>• Add s to most verbs. • Add es to verbs that end with sh, ch, s, ss, z, or zz • Change y to i and add es to verbs that end in y.</td>
<td>The train stops. Chester munches. Tucker tries.</td>
</tr>
</tbody>
</table>

1. Chester leaps onto the counter.
2. Tucker and Harry visits Chester’s cage.
3. I stand on the platform.

<table>
<thead>
<tr>
<th>Subjects</th>
<th>Present Forms of be</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>am</td>
</tr>
<tr>
<td>You, We, They Plural noun (A cat and a mouse)</td>
<td>are</td>
</tr>
<tr>
<td>He, She, It Singular noun (The newsstand)</td>
<td>is</td>
</tr>
</tbody>
</table>

4. I (am, is, are) curious about New York.
5. The Bellinis (am, is, are) in the newsstand now.
Mentor Text: Conventions

from “The Cricket in Times Square” by George Selden

p. 605

“I just ate half of a two-dollar bill,” said Chester.

Tucker stared at him with disbelief. “You did what?” he asked.

“Yes,” said Chester, “look.” He fetched the ruined two-dollar bill from the cash register. “I dreamed it was a leaf and I ate it.”

“Oh oh oh oh,” moaned Tucker Mouse. “Not a one-dollar bill—not even a one-dollar bill and a fifty-cent piece—two dollars you had to eat! And from the Bellinis too—people who hardly make two dollars in two days.”

“What am I going to do?” asked Chester.

“Pack your bags and go to California,” said Tucker.

Chester shook his head. “I can’t,” he said. “They’ve been so good to me—I can’t run away.”

Conventions Checklist

_____ Grammar All sentences have a subject and a verb. Verbs are formed correctly.

_____ Spelling Unfamiliar words were checked on a computer spell checker or in a dictionary.

_____ Capitalization The first letter of each sentence is capitalized. Proper nouns (names of people, places, and things) are capitalized.

_____ Punctuation Each sentence has end punctuation. Quotation marks are used for dialogue. They are outside end punctuation.
Student Writing Model: Conventions

When Duke saw the subway train doors close, he realized that maybe he shouldn’t have run back onto the train. Miss Rita had been taking him to the vet for a checkup. As they got off the train she realized she had left her handbag behind. Duke had darted back to grab it.

Now the train was shooting down the track to the next station, and Miss Rita was waiting at the last station. Duke wondered how to get back to Miss Rita. Just then, a passenger saw him with the pink handbag between his teeth. “That dog has stolen some lady’s bag!” he said. “Grab him!” Two men lunged towards Duke, but Duke quickly darted between their legs.

Just then Duke saw a man in a blue uniform. Duke knew that Miss Rita trusted these men. Duke ran up to him and gave him the handbag. The policeman was puzzled, but he looked inside the bag. Inside was a white card that had Miss Rita’s picture on it. Right next to the card was a photograph of Miss Rita and Duke at the park. “Don’t worry, boy,” he said. “We’ll get you home.”

Conventions Checklist

_____ Grammar All sentences have a subject and a verb. Verbs are formed correctly.

_____ Spelling Unfamiliar words were checked on a computer spell checker or in a dictionary.

_____ Capitalization The first letter of each sentence is capitalized. Proper nouns are capitalized.

_____ Punctuation Each sentence has end punctuation. Quotation marks are used for dialogue. They are outside end punctuation.
Daily Writing Prompts

**DAY 1**  Writing Prompt:
Many people like to keep animals as pets. Think of a pet you would like to keep. Now, write a paragraph describing that pet and explaining why it would be good pet to have.

**DAY 2**  Writing Prompt:
People take different types of transportation to get places. Think about the types of transportation you have been on. Now, write a paragraph explaining which type of transportation you prefer and what you like about it.

**DAY 3**  Writing Prompt:
Many people have had exciting things happen to them. Think about an exciting thing that might happen to you. Now, write a story about what might happen to you.

**DAY 4**  Writing Prompt:
Some people prefer to live in a city, while others prefer country life. Think about where you would most like to live. Now, write a paragraph that tells whether you prefer the city or the country, and why.

**DAY 5**  Writing Prompt:
People often identify with the characters in stories. Think about which character from “The Cricket in Times Square” you are the most similar to. Now, write a paragraph explaining what you and the character have in common.
Words with Suffixes in Combination

### Spelling Words

1. additional  
2. beautifully  
3. blissfully  
4. boastfully  
5. carefully  
6. cheerfully  
7. colorfully  
8. educational  
9. effortlessly  
10. endlessly  
11. guiltlessly  
12. joyfully  
13. meaningfully  
14. playfully  
15. restfully  
16. respectfully  
17. childishness  
18. truthfully  
19. usefully  
20. powerfully

<table>
<thead>
<tr>
<th>-fully</th>
<th>-lessly</th>
<th>Others</th>
</tr>
</thead>
</table>

When you add one or more suffixes to a root word, you sometimes have to make a spelling change such as dropping a final e or changing a y to an i.
Past Tense Verbs

- A **past tense verb** tells about an action that happened in the past.
- Add *-ed* to regular verbs to form the past tense. Most verbs are regular.

<table>
<thead>
<tr>
<th>Spelling Rule</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Just add <em>-ed</em> to most regular verbs.</td>
<td>learn</td>
</tr>
<tr>
<td>If a verb ends with <em>e</em>, drop the <em>e</em> before adding <em>-ed</em>.</td>
<td>erase</td>
</tr>
<tr>
<td>If a verb ends with a consonant and a <em>y</em>, change <em>y</em> to <em>i</em> before adding</td>
<td>study</td>
</tr>
<tr>
<td><em>-ed</em>.</td>
<td>hop</td>
</tr>
</tbody>
</table>

1. I **look**ed up at the tall tree.
2. I **tried** to see its prop roots.
3. Seeds sprouted into seedlings.
4. A bird carried twigs in its beak.
5. Crabs crawl underwater.
6. These mangrove trees survive many storms.
7. Seagulls cry along the shore.
8. A mosquito skims the surface of the water.
Future Tense Verbs

- A **future tense** verb tells about an action that will happen in the future.
- Use *will* with the main verb to form the future tense.

1. Many birds will build nests next spring.
2. A huge hurricane (destroy) the mangroves.
3. People (eat) oysters that come from this area.
4. Seeds (sprout) very rapidly.
5. Some Florida mangroves (grow) to be 80 feet tall!

Conjugating Verbs

To **conjugate** a verb
- Check that the form of the verb is correct, based on the tense.
- Check that the verb agrees with its subject.

<table>
<thead>
<tr>
<th>Past</th>
<th>Present</th>
<th>Future</th>
</tr>
</thead>
<tbody>
<tr>
<td>I, you, we, he, she, it, they</td>
<td>walked</td>
<td>I, you, we, they ( \text{walks} )</td>
</tr>
</tbody>
</table>
Red mangroves grow in warm tropical regions near the earth’s equator. In Florida they flourish along the edges of the swampy Everglades, at the southern tip of the state. There the land is broken up into thousands of small islands by inlets and waterways. The trees thrive in these inlets, or estuaries, where fresh river water leaves the land and meets the salty ocean tides. The water around the trees takes on a reddish color from the natural dye called tannin in their bark.
Joshua Tree National Park is in southern California. From a distance the desert park seems dry and empty. Up close it bursts with life. Many animals live there, including bighorn sheep, kangaroo rats, coyotes, jackrabbits, and ground squirrels. Six different kinds of rattlesnakes keep warm on the rocks! Birds sing in the trees and bushes. The Joshua tree gives the park its name. It has twisted, spiky branches, and looks very old. People from all over the world visit Joshua Tree National Park every year. They come to see the Joshua tree and the yellow, red, white, and purple wildflowers that bloom for only a few weeks each spring. Joshua Tree National Park is truly a natural wonder.
Daily Writing Prompts

**DAY 1**  
**Writing Prompt:**  
Everyone sees trees every day, but most people do not stop to consider how important trees are. Think about what you know about trees. Now, write a composition giving three reasons why trees are useful and important.

**DAY 2**  
**Writing Prompt:**  
Most people know about the traits of some wild creatures. Think about a wild creature you know something about. Now, write a paragraph in which you describe that animal and tell about several of its traits.

**DAY 3**  
**Writing Prompt:**  
Every state has natural places, parks, or nature-related destinations. Think about a natural place in your state. Now, write a paragraph that describes that place.

**DAY 4**  
**Writing Prompt:**  
There are many animals that live in the mangrove forest. Think of an animal that lives in the mangrove forest. Now, write a story with that animal as the main character.

**DAY 5**  
**Writing Prompt:**  
Many people are curious about wilderness areas. Think about the information you have learned about the red mangrove. Now, explain why the red mangrove is important to the animals that live in and around it.
Grammar

REVIEW: LESSONS 21 AND 22

Lesson 21
• The main word in the predicate of a sentence is a verb.
• Most verbs tell what the subject of the sentence does.
• The verb in a sentence can be made up of two or more words. This is called a verb phrase.
• A sentence’s main verb tells what is happening in a sentence.
• A verb phrase often includes a main verb and one or more helping verbs.
• Helping verbs come before the main verb.
• Sometimes another word comes between the helping verb and the main verb.

Lesson 22
• An action verb tells what the subject of a sentence does.
• Most verbs are action verbs.
• Action verbs such as run and march name actions you can see.
• Action verbs such as want and need name actions you cannot see.
• A linking verb connects the subject with a word or words in the predicate that rename or describe the subject.
• The verb be often acts as a linking verb. The verb be can take these forms: am, is, are, was, were.
• Some other verbs can also act as linking verbs: feel, seem, become, appear, look, smell, sound, taste, and grow.
Grammar

REVIEW: LESSONS 23 AND 24

Lesson 23
• A verb’s **tense** refers to time.
• A verb in the **present tense** tells about an action that happens now or happens over and over.
• The subject and verb of a sentence must **agree**.
• When the subject is *I, you, we, they*, a plural noun, or a compound subject, do not add an ending to the verb.
• When the subject is *he, she, it*, or a singular noun, add *s* to most verbs. For verbs that end with *sh, ch, s, ss, z*, or *zz*, add *es* to the verb. For verbs that end with a consonant and a *y*, change the *y* to *i* and then add *es*.
• The present tense forms of the verb **be** are *am, are, and is*.

Lesson 24
• A **past tense verb** tells about an action that happened in the past.
• Add *-ed* to regular verbs to form the past tense. Most verbs are regular.
• If a verb ends with *e*, drop the *e* before adding *-ed*.
• If a verb ends with a consonant and a *y*, change the *y* to *i* before adding *-ed*.
• If a verb ends with a vowel and a consonant, double the final consonant before adding *-ed*.
• A **future tense verb** tells about an action that will happen in the future.
• Use *will* with the main verb to form the future tense.
• A verb must agree in tense and number with its subject.
Words with Silent Letters

Spelling Words

1. subtle 6. doubt 11. island 16. debt
2. scene 7. folks 12. lamb 17. knack
3. climbed 8. exhaust 13. numb 18. thumb
4. comb 9. half 14. often 19. unknown
5. exhibit 10. whistle 15. rustle 20. mortgage

<table>
<thead>
<tr>
<th>Silent b</th>
<th>Silent c</th>
<th>Silent h</th>
<th>Silent k</th>
<th>Silent l</th>
<th>Silent s</th>
<th>Silent t</th>
</tr>
</thead>
</table>

In some words, b, c, h, k, l, s, and t are silent.
Irregular Verbs

- An irregular verb does not end in -ed in the past tense.
- Some irregular verbs show past time by using a different form of the main verb with the helping verb has, have, or had.

EXAMPLE: ring

1. The telephone rang while you were outside.
2. It has rung twice since then.
3. Our tour of the museum began in the Ancient History room.
4. Jules brought his notebook and pencil.
5. He took notes on the exhibits.
6. I thought the dinosaur skeletons were the coolest parts of the tour.

- Many common verbs have irregular past-tense forms. Begin, wear, know, and break are a few of these.

1. (begin) She begins it. She began it. She has begun it.
2. (wear) She _____ it. She _____ it. She ________it.
3. (know) She_____it. She _____it. She ________it.
4. (break) She______it. She _____it. She________it.
Irregular Verbs

- An irregular verb does not end in *-ed* in the past tense.
- Some irregular verbs show past time by using a different form of the main verb with the helping verb *has, have, or had.*

### Some Irregular Verbs

<table>
<thead>
<tr>
<th>Verb</th>
<th>Present</th>
<th>Past</th>
<th>Past with Helping Verb (have, has, had)</th>
</tr>
</thead>
<tbody>
<tr>
<td>be</td>
<td>am, is, are</td>
<td>was, were</td>
<td>been</td>
</tr>
<tr>
<td>begin</td>
<td>begin, begins</td>
<td>began</td>
<td>begun</td>
</tr>
<tr>
<td>break</td>
<td>break, breaks</td>
<td>broke</td>
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<td>bring</td>
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<td>go</td>
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<td>know</td>
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<td>think</td>
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<td>wear</td>
<td>wear, wears</td>
<td>wore</td>
<td>worn</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Verb</th>
<th>Present</th>
<th>Past</th>
<th>Past with Helping Verb</th>
</tr>
</thead>
<tbody>
<tr>
<td>(begin)</td>
<td>He there.</td>
<td>He there.</td>
<td>He there.</td>
</tr>
<tr>
<td>(be)</td>
<td>He here.</td>
<td>He here.</td>
<td>He here.</td>
</tr>
<tr>
<td>(know)</td>
<td>She it.</td>
<td>She it.</td>
<td>She it.</td>
</tr>
<tr>
<td>(bring)</td>
<td>They some.</td>
<td>They some.</td>
<td>They have some.</td>
</tr>
</tbody>
</table>
From "Dragons and Dinosaurs" by Meg Moss

p. 679

To make matters worse, Apatosaurus lost its head. Honestly. Because the original skeleton was found without a head, no one was sure what Apatosaurus’s skull looked like. For nearly 100 years, models and drawings in museums all over the world showed it with no head or the wrong head. Finally, the skull was located in a museum basement, and Apatosaurus could once again hold its head up proudly.

<table>
<thead>
<tr>
<th>Sentences</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Variety of sentence lengths</td>
<td></td>
<td>[X]</td>
</tr>
<tr>
<td>Variety of sentence types</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Errors of convention</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Run-on sentences or comma splices</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Only the most important details are included</td>
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</tbody>
</table>
“Prehistory Mystery” from “Dragons and Dinosaurs,” by Meg Moss

The first section of “Dragons and Dinosaurs” explains how dinosaur fossils have been mistaken for the bones of mythological creatures. For example, Protoceratops had a large beak and a frill behind its head. Ancient people thought that these bones were griffins’ skulls.

In the 1800s, scientists began to realize that these fossils came from dinosaurs. Even then, the bones were mysterious. No one had ever seen a dinosaur. Without knowing what a dinosaur looked like, how could scientists know how to put the bones together? It took a long time for scientists to figure out what the skeletons should look like.

<table>
<thead>
<tr>
<th>Sentences</th>
<th>Yes</th>
<th>No</th>
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<tbody>
<tr>
<td>Variety of sentence lengths</td>
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<tr>
<td>Only the most important details are included</td>
<td></td>
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</tr>
</tbody>
</table>
Daily Writing Prompts

**DAY 1** Writing Prompt:
Many people like to read about the distant past. Think of an ancient animal that you have read about. Now, write a paragraph that describes what this creature was like.

**DAY 2** Writing Prompt:
Imagine that *Apatosaurus* somehow came back to life. Think about what that dinosaur might do if it found itself in the modern world. Now, write a story about how *Apatosaurus* finds a safe place to live.

**DAY 3** Writing Prompt:
Many magazine articles contain a lot of facts. Think of how you might summarize a magazine article you have read. Now, write a summary of the section titled “The Terrible Lizards” from “Dragons and Dinosaurs.”

**DAY 4** Writing Prompt:
Everyone has read about the past. Think about a time period you have read about. Now, write a composition that tells about that period of time.

**DAY 5** Writing Prompt:
Imagine that you found a fossil in your backyard. Think about what you would do if you found the fossil. Now, write a story that tells how you found the fossil and what happened next.
When a nearly complete *Parasaurolophus* skull was found in New Mexico, computer scientists and paleontologists joined forces to see if the head crest might actually have been a noisemaker. They took scans of the inside of the crest with special imaging equipment so that they wouldn’t have to break it open. Then they used the scans to model a three-dimensional image of the crest. They found that it was filled with a complicated series of hollow tubes and chambers. When the computer created the sounds made by blowing air through the crest, the scientists heard an eerie, deep rumbling tone.

**How computers help: age of bones**

**How computers help: appearance**

**How computers help: sound**

Scientists use computers to learn what dinosaurs might have sounded like.

- Scanned the inside of a *Parasaurolophus* head crest
- Created low rumbling noise by blowing air through head crest

How computers help: age of bones

Scientists use computers to learn what dinosaurs might have sounded like.

— Scanned the inside of a *Parasaurolophus* head crest
— Created low rumbling noise by blowing air through head crest


How computers help: appearance

Scientists use computers to learn what dinosaurs might have sounded like.

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How computers help: sound

Scientists use computers to learn what dinosaurs might have sounded like.

— Scanned the inside of a *Parasaurolophus* head crest
— Created low rumbling noise by blowing air through head crest

Outline

I. Introduction
   A. Provide background
   B. List supporting ideas

II. Supporting Idea #1:
   A. Fact:
   B. Fact:

III. Supporting Idea #2:
   A. Fact:
   B. Fact:

IV. Supporting Idea #3:
   A. Fact:
   B. Fact:

V. Conclusion
Drafting Paragraphs from an Outline

Outline

How Computers Help Paleontologists Understand Dinosaurs

I. Introduction
   A. Provide background
   B. List supporting ideas

II. Supporting Idea #1: Scientists use computers to learn what dinosaurs might have sounded like.
   A. Fact: A computer was used to scan the inside of a *Parasaurolophus* head crest.
   B. Fact: A computer created low rumbling sounds that would be made by blowing air through the crest.

PARAGRAPH

Scientists use computers to try and figure out what dinosaurs might have sounded like. One group of scientists used a computer to scan the inside of a *Parasaurolophus* head crest.
Adding Transitions

Transitions

for example       therefore
now               most importantly
in the same way  as a result

Scientists use computers to try and figure out what dinosaurs might have sounded like. For example, one group of scientists used a computer to scan the inside of a *Parasaurolophus* head crest. Then, the scientists used a computer to create the sound that would be made by blowing air through the crest. The low, rumbling sound the computer created may have been the sound that a real *Parasaurolophus* once made!

Scientists can use computers to create images of how dinosaurs moved. Scientists wanted to create images of how the *Apatosaurus* moved its neck. They entered into a computer information about the size, number, and position of the animal’s neck bones. The computer figured out how far in each direction the *Apatosaurus* could move its neck.
Proofreading a List of Sources

**Book**
Author’s last name, First name. *Title of Book.* City: Publisher, Year of Publication.

**Magazine Article**
Author’s last name, First name. “Title of Article.” *Title of Magazine.* Date of Publication: page numbers.

**Online Source**
Author’s last name, First name. “Title of Article.” Name of Website, Complete Internet address, Date you saw the site.

**Book**

**Magazine**

**Online**
Sample Prompt

Many students have a hobby they do at home.

Think about a hobby you do at home.

Now, write to explain the hobby you do at home.

Analyze the Prompt

1. What is the topic of the prompt?

2. Which words tell how to narrow the focus of the topic?

3. Which words tell how to write about the topic?

BUDGET TIME

Here is a good way to use 45 minutes.

Prewrite = 10
Draft = 25
Revise and Proofread = 10
Words with Greek and Latin Word Parts

Spelling Words

1. respect   6. specific   11. autograph   16. visor
2. inspect   7. construct   12. photograph   17. visitor
3. spectacle   8. destruction   13. phonics   18. visual
5. spectrum   10. structure   15. paragraph   20. television

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Grade 4, Lesson 27   LA173   Spelling
Contractions and Possessive Pronouns

• A **contraction** is a short way to write two words.
• An **apostrophe** (’) takes the place of one or more letters.

Underline the contraction in each sentence. Then write the words the contraction was formed from.

1. I don’t know which backpack is yours.   **do, not**
2. I’ll go on a hike with Grace.
3. The rapids won’t be strong farther downstream.
4. You shouldn’t go out alone at night.
5. I’m going on a horseback ride.

• **Possessive pronouns** show ownership.
• Some possessive pronouns are similar to contractions.
  One way to tell them apart is to remember that contractions have apostrophes.

Look at the following word pairs. Underline each possessive pronoun and circle each contraction.

1. **your**  **you’re**
2. **his**  **he’s**
3. **they’re**  **their**
4. **it’s**  **its**
Contractions and Possessive Pronouns

• Some contractions are easily confused with other words, such as possessive pronouns.
• They’re is a contraction of “they are.” Their means “belonging to them.” There means “that place.”
• It’s is a contraction of “it is.” Its means “belonging to it.”
• Who’s is a contraction of “who is.” Whose means “belonging to someone.”

1. • They’re riding mules into the canyon.
   • They will take their supplies with them.
   • The tour leaves from over there.

2. • It’s going to be a long ride.
   • The mule pulled at its reins.

3. • Who’s going with us?
   • Do you know whose hat that is?

<table>
<thead>
<tr>
<th>they’re</th>
<th>it’s</th>
<th>who’s</th>
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<tr>
<td>their</td>
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<td>whose</td>
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<tr>
<td>there</td>
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</tbody>
</table>

Fill in each blank with a word from the box.

4. ________ guidebook is this?

5. Mine is over ________.

6. ________ the one with the blue cover.
Mentor Text: Sentence Fluency

from “Grand Canyon: A Trail Through Time” by Linda Vieira

p. 711

The noonday sun glistens on a hidden creek near a granary built into the Canyon wall by Anasazi Indians almost 1,000 years ago. Squirrels chase through the now-empty granary, where crops and plants had been stored for food and trade.

A lizard scurries off the trail. It climbs over fossils of prehistoric trilobites, embedded in layers of shale millions of years ago when the land was covered by a primeval sea. After the mules pass, the lizard creeps out from its hiding place to soak up the warmth of the sun.

<table>
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<th>No</th>
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<tr>
<td>Clear, straightforward explanations</td>
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Yellowstone National Park

Yellowstone National Park is a remarkable place. It is the oldest National Park in the world, and it is one of the largest in the United States. It is also one of the most popular wilderness vacation spots in our nation.

Visitors to Yellowstone have many activity choices. Depending on the season, people can enjoy boating, skiing, horseback riding, or hiking. They can see forests, meadows, lakes, and many interesting geological features.

Because Yellowstone is near an active volcano, it has many geysers. Geysers are hot springs that send eruptions of water and steam into the air. Many visitors agree that the most amazing sight in the park is Old Faithful, a large geyser that erupts regularly.

Yellowstone National Park has something for everyone. People who want thrills can enjoy all kinds of outdoor sports, and people in search of natural wonders can find them throughout the park. No wonder more than four million people visit Yellowstone each year!
DAY 1  Writing Prompt:
Everyone has a place he or she would like to visit. Think of a place you would like to visit. Now, write a paragraph that tells what you hope to see when you visit that place.

DAY 2  Writing Prompt:
Most people find wild animals fascinating. Think of a wild animal that fascinates you. Now, write a paragraph explaining why this animal fascinates you.

DAY 3  Writing Prompt:
Many people enjoy visiting national parks. Think of a park you have visited or read about. Now, write a composition explaining why people enjoy visiting this park.

DAY 4  Writing Prompt:
Many people like to imagine themselves in an adventure story. Imagine that you are the hero of an adventure story. Now, write a summary of what happens during your adventure.

DAY 5  Writing Prompt:
Everyone knows the changes that take place as day turns to night. Think about those changes in a particular place. Now, write a paragraph describing those changes.
Homophones

Spelling Words

1. there  6. hour  11. plane  16. to
2. they’re 7. our  12. piece  17. whole
3. their  8. seam  13. peace  18. hole
4. sent  9. seem  14. two  19. pail
5. scent  10. plain  15. too  20. pale

Words that Sound Alike

- Words that sound alike but are spelled differently are called homophones.
- Homophones have different meanings.
Adverbs

- An adverb is a word that describes a verb.
- Adverbs such as suddenly can tell how something happened.
- Adverbs such as indoors can tell where something happened.
- Adverbs such as today can tell when something happened.

1. Paul quickly ate his breakfast of 100 pancakes.
2. He met Babe outside.
3. Babe stamped the ground excitedly.
4. He knew that they would visit the logging camp soon.
5. Paul had stored his tools nearby.

<table>
<thead>
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<th>Where</th>
<th>When</th>
<th>How</th>
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<td>nearby</td>
<td>often</td>
<td>cheerfully</td>
</tr>
<tr>
<td>here</td>
<td>now</td>
<td>carefully</td>
</tr>
<tr>
<td>nowhere</td>
<td>yesterday</td>
<td>hungrily</td>
</tr>
</tbody>
</table>

6. The loggers left the camp.
7. They greeted Paul and Babe.
8. Paul sharpened his axe.
9. Babe ate 50 bales of hay.
10. They sat while it rained.
Comparing with Adverbs

- Add *-er* to short adverbs to compare two things. Add *-est* to compare three or more.
- For short adverbs that end in *-ly*, change the *y* to *i* before adding *-er* or *-est*.
- With longer adverbs, add *more* to compare two things; add *most* to compare more than two things.

<table>
<thead>
<tr>
<th>Adverb</th>
<th>Compare Two</th>
<th>Compare More Than Two</th>
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<tr>
<td>early</td>
<td>earlier</td>
<td>earliest</td>
</tr>
<tr>
<td>soundly</td>
<td>more soundly</td>
<td>most soundly</td>
</tr>
</tbody>
</table>

1. Babe ran **faster** than Paul.
2. Paul rose the **earliest** of all the loggers.
3. Babe slept **more soundly** than the other ox.
4. The other ox rose **more soundly** than Babe.

**Double Negatives**

- Words such as *never, nor, and nowhere* are called **negatives**.
- A **double negative** is two negative adverbs in a sentence.

6. Babe’s skin **didn’t never** change from blue to brown.
7. Nobody could do **nothing** to change its color.
8. Paul couldn’t find **no fence** strong enough to hold Babe.
When Little Jean was five, he wanted to work too, so he followed his pa out to his logging camp in Montana. Thinking his son was too young to do much of anything, Paul set Little Jean down in a barren canyon in Utah to play for the day. When the lumberjack went to fetch him, he couldn’t believe his eyes. Little Jean had carved the canyon into a wonderland of fanciful shapes.

Pa Bunyan got tongue-tied and said, “That’s a mighty brice nanyon, coy, I mean, a mighty nice canyon, boy!” Somehow part of the mix-up stuck.

To this day the canyon is known as Bryce Canyon.
From Mountains to Islands

Carrie McIntie wanted to visit her cousin in Puerto Rico, so she took a walk south to Florida. In those days, Florida was covered with mountains. Carrie stood on top of the mountains and realized that she would have to swim all the way to Puerto Rico. She didn’t want to get wet because she was bringing gifts to her cousin. So, she swung her behemoth pickaxe at the mountains, scattering huge chunks of land into the Gulf of Mexico. These chunks became the Florida Keys. Carrie hopped from island to island, and then made one last mighty leap to get to her destination.
**Daily Writing Prompts**

**DAY 1**  
Writing Prompt:  
Most people have read a tall tale. Think of a character from a tall tale you’ve read. Imagine that character visiting your school one day. Now, write a letter or e-mail to a friend describing what that day was like.

**DAY 2**  
Writing Prompt:  
Most people read newspaper articles. Imagine you are a news reporter. Now, write a news article about one of the events in “The Bunyans.”

**DAY 3**  
Writing Prompt:  
Many states contain landmarks or natural wonders. Think about a landmark or a natural wonder you’ve seen or read about. Now, write a tall tale about how that landmark or natural wonder was formed.

**DAY 4**  
Writing Prompt:  
Everyone has worked on something they are proud of. Think of something you made that you are proud of. Now, write a description of what you made and how you made it.

**DAY 5**  
Writing Prompt:  
Like Little Jean, one day people from Earth may visit other planets. Imagine that you had the opportunity to visit another planet. Now, write a story about your journey.
Words with Prefix + Root + Suffix

Spelling Words

1. impatiently  6. mistakenly  11. disagreement  16. uneasily
2. disappearance  7. nonrefundable  12. inaccurately  17. unhealthy
3. unhappily  8. remarkable  13. incorrectly  18. unusually
5. refreshment  10. unpleasantly  15. repayment  20. refillable

Root Words with No Spelling Change when Adding a Suffix

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<th>impatently</th>
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<th>repayment</th>
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<tr>
<td>refreshment</td>
<td>unlikely</td>
<td>incorrectly</td>
<td>refillable</td>
</tr>
</tbody>
</table>

Root Words with a Spelling Change when Adding a Suffix

| unhappily | irreversible | uneasily | misguidance |

When you add one or more suffixes to a root word, you sometimes have to make a spelling change to the root word, such as dropping a final vowel or changing a y to an i.
Commas

Use a comma

• after each item in a list of three or more things.
  Example: John Muir was an author, traveler, and lover of nature.

• before the conjunction in a compound sentence.
  Example: He was born in Scotland, but he moved to the United States in 1849.

• after words such as yes, no, or well at the beginning of a sentence.
  Example: Yes, John Muir walked all the way to the Gulf of Mexico.

1. Muir traveled to Alaska, Panama, China, and Cuba.

2. I often write in my journal, and sometimes I draw sketches as well.

3. Yes, I have heard of the Sierra Club.

4. Is your family driving to the redwood forest or are you visiting the desert?


6. Hey is that John Muir on the California state quarter?

7. John Muir climbed mountains, hiked glaciers, and sailed across oceans, but he made his home in California.
Punctuating Titles

- **Underline** the titles of books, magazines, and movies. If you use a computer, put these titles in *italics*.
  Example: John Muir wrote the book *Our National Parks*.
- **Put quotation marks** around the titles of songs, poems, stories, and articles.
  Example: I wrote a poem about redwoods called “Ancient Beauty.”
- Remember to capitalize the first word, last word, and all other important words in a title. Forms of the word *be* are considered important words.


2. The documentary film John Muir’s High Sierra was made in 1974.

Quotation Marks in Dialogue

- **Dialogue** is conversation in which two or more speakers take part.
- When you write dialogue, use *quotation marks* before and after the exact words that someone says.
- Place the *punctuation marks* at the end of a direct quotation inside quotation marks.
  Example: “Summer is my favorite season,” said Henry.
- When words such as *She said* come **before a quotation**, put a comma between them and the first quotation mark.
  Example: She said, “Don’t forget your lunch!”
Mentor Text: Organization

from “John Muir and Stickeen” by Julie Dunlap and Marybeth Lorbiecki

p. 763

Backtracking, John used lines in the ice and wind direction to find his way. Stickeen tracked him like a trooper. At one broad gash, Muir peered down, down, down. Only one spot was narrow enough to leap across. And the far side was much lower. If he jumped down, he could never jump back up.

John hurdled across and down, wobbling on the slippery edge. Stickeen landed after Muir, not a hair to spare. But he trotted on, unrattled. Did nothing scare this dog?
Ansel Adams

From the time he was a young boy, photographer Ansel Adams was a lover of nature. He began by exploring the dunes and beaches of his hometown, San Francisco. When he grew older, Ansel spent a great deal of time in the Sierra Nevada Mountains and Yosemite Valley. He took photographs of the beautiful landscapes he saw there.

Then in 1919 Ansel Adams joined the Sierra Club to help protect Yosemite Valley. By the time of his death in 1984, Ansel Adams had become world famous, not only as a photographer but also as a champion of America’s wild lands.
Daily Writing Prompts

**DAY 1**  Writing Prompt:
Everyone has an opinion about dogs. Think about how you feel about dogs. Now, write a paragraph in which you express your opinion about dogs.

**DAY 2**  Writing Prompt:
Most people would like to live near a place of natural beauty. Think about a natural setting, such as a beach or a park, that you would like to live near. Now, write a paragraph that describes this place.

**DAY 3**  Writing Prompt:
Most people think it is important to protect animals and nature. Think about a person who has studied wild creatures, or who has helped protect wild areas. Now, write a short biography about this person.

**DAY 4**  Writing Prompt:
Everyone has heard about someone who has led an interesting life. Think about an interesting person you have read about. Now, write a letter to that person.

**DAY 5**  Writing Prompt:
Most people would like to explore new places. Think about a place you would like to explore, such as a mountain or a cave. Now, write a story that tells how you would get there and what you would do.
Review: Lessons 26 and 27

Lesson 26

• An **irregular verb** does not end in –*ed* in the past tense.

• Some irregular verbs show past time by using a different form of the main verb with the helping verb *has, have,* or *had*.

1. Yesterday, I (bringed, brought) her a diving map.

2. The scientist (has worn, wored) that mask before.

3. Who (broke, broke) the machine?

4. The researcher (had knew, knows) the answer.

Lesson 27

• A **contraction** is a short way to write two words.

• An **apostrophe** (‘) takes the place of one or more letters.

• **Possessive pronouns** show ownership.

• Some possessive pronouns and contractions, such as *its* and *it’s*, are easily confused. One way to tell them apart is to remember that contractions have apostrophes.

5. I (could’nt, couldn’t) go on the expedition.

6. (Its, It’s) my favorite part of Florida.

7. (Who’s, Whose) coming on the dive?

8. (They’re, There) living on a research ship.
Review: Lessons 28 and 29

Lesson 28
• An **adverb** is a word that describes a verb.
• Adverbs can tell how, where, or when something happened.
• Adverbs can be used to **compare two or more things**.
• Words such as *never*, *nor*, and *nowhere* are called **negatives**.

  A **double negative** is two negative adverbs in one sentence.

1. They **happily** found the treasure.
2. We anchored the boat **nearby**.
3. Jon digs **faster** than Chris.
4. Paul swims **more quickly** than the other explorers.

Lesson 29
• Use a **comma**:  
  • after each item in a list of three or more things;  
  • before the conjunction in a compound sentence;  
  • after words such as *yes*, *no*, or *well* at the beginning of a sentence.
• **Underline** the titles of books, magazines, and movies.
• Put **quotation marks** around the titles of songs, poems, stories, and articles.
• Remember to capitalize the first word, last word, and all other important words in a title.
• When you write dialogue, use **quotation marks** before and after the exact words someone says.
• Place **punctuation marks** inside the quotation marks.

5. The poem was called *Sea of Gold*.
6. I was nervous when we first saw the gold but I was excited, too.
7. What is the greatest discovery ever made she asked.