Welcome

On behalf of Splash! Publications, we would like to welcome you to *Fourth Grade Core Language*, a 17-lesson unit designed by teachers with you and your students in mind.

The Format
We’ve created color copies of each of the 17 lessons for your White Board, color posters for each concept to hang in your classroom, color versions of the four games in this unit, as well as black line masters of the lessons and activities for your students. Our goal is a unit that you can use immediately.

Journal Cards
We’ve created Journal Cards for each lesson to expose students to as much expository text comprehension as possible. Students will need to refer back to the details and examples in the text and use key words, bold print, subheadings, and other text features to locate facts and information from the text in order to complete each Journal Card (*CC.4.RI.1, CC.4.RI.5*).

After completing each Journal Card, have students cut and paste the Journal Cards into a Language Notebook for future reference. A spiral notebook works well for this purpose.

The Lesson Plans
On the next several pages, you will find the Lesson Plans for *Fourth Grade Core Language*. The Lesson Plans clearly outline what students must do before, during, and after each lesson. Page numbers are listed so you that you will immediately know what you need to photocopy before beginning each lesson. The answers to all comprehension questions and grading rubrics for the activities are located on pages 322-375.

Core Standards: The “Big Ideas”
Core Standards help teachers prioritize instruction and connect the “big ideas” students need to know in order to advance. *Fourth Grade Core Language* was created in alignment with the Fourth Grade Common Core Reading, Writing, and Language Standards. You will find the Common Core Standard alignment for each lesson in the Lesson Plans.
The Games
There are four full color games in Fourth Grade Core Language. The games are designed to be used with students of all levels. If you have parent helpers in your classroom, we suggest having them make and laminate two or three sets of each game ahead of time so you will have multiple sets to use as a Whole Group activity or in your Language Center. In addition, you could send students home with a copy of each game to make and play at home.

No matter how you choose to use the games, we suggest that you teach each game to the whole class first with the teacher acting as Player A and the class pretending to be Player B. As soon as students understand how to play the game, it can be added to the Center or Game area for practice and review. Each game includes an answer sheet so students can self-check themselves.

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Illustrations and cover design by Victoria J. Smith


Want More?
Check out our 4th Grade Common Core Daily Practice and Assessments.
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1. After reading about Nouns (pps. 1-8), students will:
   
   • use the lesson to complete the Nouns Journal Card, color the picture on the card, and glue the Nouns Journal Card into their Language Notebooks. (pg. 9)
   • complete the Core Practice to practice spelling grade appropriate words. (pg. 10)
   • complete the Core Practice to practice forming possessives. (pg. 11)

   **Common Core Alignment:** CC.4.RI.1, CC.4.RI.4, CC.4.RI.5, CC.4.L.1, CC.4.L.1f, CC.4.L.2a, CC.4.L.2d

2. After reading about Pronouns (pps. 12-15), students will:
   
   • use the lesson to complete the Pronouns Journal Card, color the picture on the card, and glue the Pronouns Journal Card into their Language Notebooks. (pg. 16)
   • complete the Core Practice to practice identifying and using pronouns correctly. (pg. 17)
   • identify common nouns, proper nouns, personal pronouns, possessive pronouns, and indefinite pronouns to solve a mystery puzzle. (pps. 18-23)

   **Common Core Alignment:** CC.4.RI.1, CC.4.RI.4, CC.4.RI.5, CC.4.L.1, CC.4.L.1f, CC.4.L.2a, CC.L.4.2d

3. After reading about Verbs (pps. 24-29), students will:
   
   • use the lesson to complete the Verbs Journal Card, color the picture on the card, and glue the Verbs Journal Card into their Language Notebooks. (pg. 30)
   • complete the Core Practice to practice identifying and using proper verb tenses. (pg. 31)
   • make and play the game Verb Bingo. (pps. 32-45)

   **Common Core Alignment:** CC.4.RI.1, CC.4.RI.4, CC.4.RI.5, CC.4.L.1b, CC.4.L.1c, CC.4.L.1f, CC.4.L.2a, CC.4.L.2d
Lesson Plans

4. After reading about Adjectives (pps. 46-55), students will:
   - use the lesson to complete the Adjectives Journal Card, color the picture on the card, and glue the Adjectives Journal Card into their Language Notebooks. (pg. 56)
   - use the Core Practice to practice identifying adjectives. (pg. 57)
   - use the Core Practice to practice identifying and forming comparative and superlative adjectives. (pg. 58)
   - use the Core Practice to practice properly ordering adjectives within sentences. (pg. 59)
   - create an Adjective Chart with adjectives that describe how many or which one, type or size, and shape or color. (pg. 60)
   - use the completed Adjective Chart to create an Adjective Wheel. (pps. 61-64)
   - use the Adjective Wheel to write sentences that use adjectives in their proper order. (pg. 65)


5. After reading about Adverbs (pps. 66-73), students will:
   - use the lesson to complete the Adverbs Journal Card, color the picture on the card, and glue the Adverbs Journal Card into their Language Notebooks. (pg. 74)
   - use the Core Practice to practice identifying relative adverbs and forming comparative and superlative adverbs. (pg. 75)
   - use the Core Practice to practice identifying and forming comparative and superlative adverbs. (pg. 76)
   - choose or create a character and complete an Adverb Chart that lists comparative and superlative adverbs describing actions the character might make. (pps. 77-80)
   - use the finished Adverb Chart and the graphic organizer to write a story complete with setting, conflict, sequence of events, and a resolution. (pps. 81-92)

6. After reading about Homonyms (pps. 93-98), students will:

- use the lesson to complete the Homonyms Journal Card, color the picture on the card, and glue the Homonyms Journal Card into their Language Notebooks. (pg. 99)
- use the Core Practice to practice using frequently confused homonyms. (pg. 100)
- choose frequently confused homonyms to solve Homonym Riddles. (pps. 101-105)

Common Core Alignment: CC.4.RI.1, CC.4.RI.4, CC.4.RI.5, CC.4.L.1f, CC.4.L.1g, CC.L.2a, CC.L.2d

7. After reading about Prepositional Phrases (pps. 106-109), students will:

- use the lesson to complete the Prepositional Phrases Journal Card, color the picture on the card, and glue the Prepositional Phrases Journal Card into their Language Notebooks. (pg. 110)
- use the Core Practice to practice forming and using prepositional phrases. (pg. 111)
- create prepositional phrases using a preposition, an adjective, and an object. (pps. 112-113)
- write sentences using the newly created prepositional phrases. (pg. 114)

Lesson Plans

8. After reading about Relative Pronouns (pps. 115-122), students will:

- use the lesson to complete the Relative Pronouns Journal Card, color the picture on the card, and glue the Pronouns Journal Card into their Language Notebooks. (pg. 123)
- complete the Core Practice to practice identifying and using relative pronouns correctly. (pg. 124)
- choose the correct relative pronouns to complete sentences and use the information to create a data chart and a bar graph. (pps. 125-129)

**Common Core Alignment:** CC.4.RI.1, CC.4.RI.4, CC.4.RI.5, CC.4.L.1a, CC.4.L.1f, CC.4.L.2a, CC.L.4.2d

9. After reading about Commas (pps. 130-135), students will:

- use the lesson to complete the Commas Journal Card, color the picture on the card, and glue the Commas Journal Card into their Language Notebooks. (pg. 136)
- complete the Core Practice to practice capitalizing, using end punctuation, and using commas between words, in dates, and in addresses. (pg. 137)
- complete the Core Practice to practice capitalizing, using end punctuation, and using commas after greetings, closings, and interjections. (pg. 138)
- complete the Core Practice to practice using commas and quotation marks to show when someone is speaking. (pg. 139)
- use a graphic organizer to write a persuasive letter to a teacher, parent, or government official about adding or changing a rule. (pps. 140-149)

10. After reading about Sentences and Fragments (pps. 150-153), students will:

• use the lesson to complete the Sentences and Fragments Journal Card, color the picture on the card, and glue the Sentences Journal Card into their Language Notebooks. (pg. 154)
• use the Core Practice to practice recognizing sentences and fragments. (pg. 155)

**Common Core Alignment:** CC.4.RI.1, CC.4.RI.4, CC.4.RI.5, CC.4.L.1f, CC.4.L.2a, CC.4.L.2d

11. After reading about Clauses and Conjunctions (pps. 156-167), students will:

• use the lesson to complete the Clauses and Conjunctions Journal Card, color the picture on the card, and glue the Clauses and Conjunctions Journal Card into their Language Notebooks. (pg. 168)
• use the Core Practice to practice using the relative adverbs where, when, and why. (pg. 169)
• use the Core Practice to practice identifying coordinating and subordinating conjunctions. (pg. 170)
• use the Core Practice to practice recognizing run-on sentences and using commas correctly in compound sentences. (pg. 171)
• make and play the game On A Mission! (pps. 172-192)
• read about Sojourner Truth and Harriet Tubman and create a Compare/Contrast Chart listing similarities and differences between the two women. (pps. 193-198)
• use the Compare Contrast Chart to write a four paragraph essay about Sojourner Truth and Harriet Tubman. (pps. 199-219)

Lesson Plans

12. After reading about Standard English (pps. 220-229), students will:

- use the lesson to complete the Standard English Journal Card, color the picture on the card, and glue the Standard English Journal Card into their Language Notebooks. (pg. 230)
- use the Core Practice to practice using formal and informal standard English, choosing words to fit each situation. (pg. 231)
- use the Core Practice to practice choosing punctuation for effect. (pg. 232)
- use the Core Practice to practice choosing words and phrases to fit the topic. (pg. 233)
- choose from a list of scenarios to complete a graphic organizer and write a formal business letter, complete with addressed envelope. (pps. 234-245)


13. After reading about Context Clues (pps. 246-251), students will:

- use the lesson to complete the Context Clues Journal Card, color the picture on the card, and glue the Context Clues Journal Card into their Language Notebooks. (pg. 252)
- complete the Core Practice to practice figuring out the meanings of new words by using definitions, examples, or restatements in sentences. (pg. 253)
- complete the Core Practice to practice figuring out the meanings of new words by using synonym clues. (pg. 254)
- complete the Core Practice to practice figuring out the meanings of new words by using antonym clues. (pg. 255)
- make and play the game I Have, Who Has? (pps. 256-267)

14. After reading about Prefixes (pps. 268-271), students will:

- use the lesson to complete the Prefixes Journal Card, color the picture on the card, and glue the Prefixes Journal Card into their Language Notebooks. (pg. 272)
- use the Core Practice to practice using Latin, Greek, and other common prefixes and base words to figure out the meanings of new words. (pg. 273)

**Common Core Alignment:** CC.4.RI.1, CC.4.RI.4, CC.4.RI.5, CC.4.L.1f, CC.4.L.2a, CC.4.L.2d, CC.4.L.4b

15. After reading about Suffixes (pps. 274-277), students will:

- use the lesson to complete the Suffixes Journal Card, color the picture on the card, and glue the Suffixes Journal Card into their Language Notebooks. (pg. 278)
- use the Core Practice to practice using Latin, Greek, and other common suffixes and base words to figure out the meanings of new words. (pg. 279)
- take Prefixes and Suffixes Quiz. (pps. 280-281)
- use the answers from the Prefixes and Suffixes Quiz to solve a Prefixes and Suffixes Puzzle. (pps. 282-284)

**Common Core Alignment:** CC.4.RI.1, CC.4.RI.4, CC.4.RI.5, CC.4.L.1f, CC.4.L.2a, CC.4.L.2d, CC.4.L.4b
Lesson Plans

16. After reading about Dictionary Skills (pps. 285-292), students will:
   • use the lesson to complete the Dictionary Skills Journal Card, color the picture on the card, and glue the Dictionary Skills Journal Card into their Language Notebooks.  (pg. 293)
   • use the Core Practice to practice using a dictionary to find the pronunciation and definition of a new word.  (pg. 294)
   • use a traditional dictionary a clues to find guide words, parts of speech, syllabication, respellings, and accent marks of selected entry words.  (pps. 295-297)


17. After reading about Figurative Language (pps. 298-303), students will:
   • use the lesson to complete the Figurative Language Journal Card, color the picture on the card, and glue the Figurative Language Card into their Language Notebooks.  (pg. 304)
   • use the Core Practice to practice explaining the meanings of simple similes and metaphors in context.  (pg. 305)
   • use the Core Practice to practice recognizing and explaining the meanings of common idioms, adages, and proverbs.  (pg. 306)
   • make and play the game Go Figure!  (pps. 307-321)

**Nouns**
Nouns are naming words that can be used to name people, places, things, and ideas.

**Verbs**
Verbs describe what the noun or pronoun in a sentence is doing in the present, past, or future.

**Adjectives**
Adjectives give more information about nouns and pronouns by describing what kind, how many, and which ones.

**Figurative Language**
Figurative language includes similes, metaphors, idioms, sayings, and proverbs that make your writing “jump off the page.”
Nouns are naming words. Nouns can be used to name people, places, things, and ideas. Most nouns can be seen or touched. Your parents, friends, favorite places to eat, and any activities or hobbies that you can think of are all nouns.

Nouns can also be abstract. Abstract nouns are also known as idea nouns. Abstract nouns can’t be seen or touched. Happiness, sadness, love, courage, bravery, and fear are examples of abstract nouns.

Proper Nouns

Proper nouns are special naming words. Proper nouns name specific people, places, or things. The title of that book you’re reading is a proper noun. June, July, August, and the other nine months of the year are proper nouns. Your favorite holiday is a proper noun. Cities, states, and countries are proper nouns. Monday, Tuesday, Wednesday, and the other four days of the week are proper nouns. Your best friends are proper nouns. Your parents, friends, favorite places, or things. The title of that book you’re reading is a proper noun. Cities, states, and countries are proper nouns.

Nouns can also be used to name people, places, things, and ideas.

A singular noun names a person, place, thing, or idea. A plural noun names a group of people, place, thing, or idea.

Proper nouns are special naming words. Proper nouns name specific people, places, or things. The title of that book you’re reading is a proper noun. June, July, August, and the other nine months of the year are proper nouns. Your favorite holiday is a proper noun. Cities, states, and countries are proper nouns. Monday, Tuesday, Wednesday, and the other four days of the week are proper nouns. Your best friends are proper nouns.

Proper nouns all begin with a capital letter.

On Monday, Jill left her house to catch her bus.

The big brown bear was looking for the honey tree. The complete subject of this sentence is a singular noun.

To show that mice own their cheese, write ______________.

Plural nouns own something by adding an _______________ and an _______________.

Rewrite these sentences, correctly spelling all of the underlined words. Use a dictionary if needed.

1. There were six bunnies eating loafs of bread right out of the box!

2. The mice made the chicks run for their lives.

3. The men and women in our families are all over six feet tall.

Write a sentence that uses the correct spellings of thieves, babys, and brushes. Use proper capitalization, spelling, and punctuation.

A singular noun names a person, place, thing, or idea. A plural noun names a group of people, place, thing, or idea.

Proper nouns are special naming words. Proper nouns name specific people, places, or things. The title of that book you’re reading is a proper noun. June, July, August, and the other nine months of the year are proper nouns. Your favorite holiday is a proper noun. Cities, states, and countries are proper nouns. Monday, Tuesday, Wednesday, and the other four days of the week are proper nouns. Your best friends are proper nouns. Your parents, friends, favorite places, or things. The title of that book you’re reading is a proper noun. Cities, states, and countries are proper nouns.

The plural of baby is babies. The plural of foot is feet.

Possessive is a fancy word that means _______ . Singular nouns own something by adding an _______ and an _______.

Plural nouns own something by adding an _______ and an _______.

To show that Lois owns her sweater, write ______________.

To show that mice own their cheese, write ______________.

There may be many nouns in a sentence, but the most important noun in a sentence is doing the action. We call this noun the complete subject of this sentence.

A singular noun names a person, place, thing, or idea. A plural noun names a group of people, place, thing, or idea.

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Plural nouns own something by adding an _______ and an _______.

To show that Lois owns her sweater, write ______________.

To show that mice own their cheese, write ______________.

There may be many nouns in a sentence, but the most important noun in a sentence is doing the action. We call this noun the complete subject of this sentence.
Verbs are words that describe what the noun or pronoun in the sentence is doing. Many verbs are action words that can be seen. You can see someone throwing, running, and playing. Other verbs describe action that can’t be seen. You can’t see someone thinking, liking, or knowing.

Some verbs describe how something is. The words am, is, are, was, and were are examples of verbs that don’t show any action, but they are still verbs. Often times, we call these verbs helping verbs because they help other verbs show action. Ivan is swimming on the beach. Myra was cooking with her little sister.

Verbs can describe what the noun or pronoun is doing right now. Verbs can describe what happened in the past. Verbs can even show what the noun or pronoun will do in the future. Verbs are very powerful words!

Present Tense Verbs
Present tense verbs tell what the noun or pronoun is doing right now. Ivan is swimming on the beach. He is running. He is thinking about lunch all day.

Sometimes present tense verbs need help telling what the noun or pronoun is doing right now. The helping verbs is, am, are, and were are helping verbs that can help past tense verbs.

Ivan is swimming on the beach. Myra was cooking with her little sister.

Present Tense Verbs
Present tense verbs tell what the noun or pronoun is doing right now. Ivan is swimming on the beach. He is running. He is thinking about lunch all day.

Sometimes present tense verbs need help telling what the noun or pronoun is doing right now. The helping verbs is, am, are, and were are helping verbs that can help past tense verbs.

Ivan is swimming on the beach. Myra was cooking with her little sister.

Past Tense Verbs
Past tense verbs describe what happened in the past. The past can be yesterday. The past can be last year. Verbs can even show what the noun or pronoun will do in the future. Verbs are very powerful words!

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Verb Bingo
Make the Game:
Cut out the 48 cards with the verb on one side and the pencil on the other side. (Cut on the solid black lines.)

Fold each card along the dotted line so the verb is on one side and the pencil is on the other side.

Glue the blank sides together.

While the glue is drying, each player cuts out one Bingo card and 12 mini pencils. Players will use the mini pencils to cover the spaces on their Bingo cards.

Play the Game:
This game is for 2-4 players.

Mix up the verb cards. Put them in a pile with the pictures of the pencils facing up.

Turn one verb card face-up for everyone to see.

If the verb described is on any player’s Bingo card, he or she may cover that space with a mini pencil. Players may only cover one space on each turn. Once a space has been covered, it may not be changed.

Example: The verb built is an example of a past tense verb, an action verb, and the past tense of build. Any player who has a past tense verb, an action verb, or the past tense of build on his or her Bingo card may cover that space with a mini pencil.

The winner is the player who covers all spaces in a single row or from corner to corner. Check for correctness by using the Verb Bingo Answer Sheet and the used verb cards.

Mix up the cards and play again.
Adjectives are words that describe nouns and pronouns. Adjectives give more details about people, places, things, and ideas.

Most adjectives can be placed in one of three groups. Some adjectives describe what kind. Other adjectives tell how many. Another group of adjectives describes which one.

Adjectives that Describe What Kind
Adjectives that describe what kind are probably the most popular adjectives. How a noun or pronoun looks, feels, sounds, smells, or tastes are examples of what kind adjectives.

The red, white, and blue flag was blowing in the wind. The loud noise made us jump! The fresh flowers were sitting on the table. I ate a bitter lemon that made my lips pucker.

Adjectives that Tell How Many
Any time that you are talking or writing about how many, you are using adjectives. There were ten people at the party. Seventeen students were on the playground. Words like few, many, several, and some are other examples of adjectives that describe how many. I’ll have a few crackers. Many people like popcorn. After several attempts, I decided not to try another cartwheel. There are some vegetables that I don’t like.

Adjectives that Describe Which Ones
Adjectives that describe which ones include a, an, the, this, that, these, and those. I bought an apple in my lunch. I want to wear this dress to the party. That smell is making me sick! I can’t wear these shoes anymore. Those socks are mine.

Adjective Scramble
This activity will help you put adjectives in their proper order when writing sentences.

Part I
Use the chart below to list adjectives that describe how many or which one, type or size, and shape or color. Be creative!

Adjective Chart

<table>
<thead>
<tr>
<th>How Many or Which One</th>
<th>Type or Size</th>
<th>Shape or Color</th>
</tr>
</thead>
<tbody>
<tr>
<td>those</td>
<td>enormous</td>
<td>oval</td>
</tr>
</tbody>
</table>

Part II
Follow the directions below to turn your Adjective Chart into an Adjective Wheel.

1. Cut out the Adjective Wheel pattern by cutting around the outer solid black line. Cut around the dotted lines to make windows.
2. Neatly color the front of your Adjective Wheel.
3. Cut out each of the small, medium, and large circles by cutting around the outer solid black lines.
4. In the spaces of the large circle, neatly write the adjectives from your chart that describe how many or which one. Write one adjective in each space.
5. In the spaces of the medium circle, neatly write the adjectives from your chart that describe type or size.
6. In the spaces of the small circle, neatly write the adjectives from your chart describe shape or color.
7. Poke a metal brad through the center hole of your neatly colored Adjective Wheel pattern.
8. Next, poke the metal brad through the center of the small circle.
9. Continue by poking the metal brad through the center of the medium circle.
10. Finally, poke the metal brad through the center of the large circle. Flatten the ends of the metal brad so that all 4 circles are fastened together.
Adverbs give more information about verbs. Adverbs describe how, when, where, why, and how often the action in a sentence is taking place.

**Adverbs**

The most common adverbs describe how the action is taking place. It's easy to spot these adverbs because they usually end in -ly. The fearless chameleon is sitting very steadily on his branch. The adverbs very and steadily describe how the chameleon is sitting.

The fearless chameleon was sitting on his branch yesterday. The adverb yesterday describes when the chameleon sat on his branch.

The fearless chameleon wandered inside. The adverb inside describes where the chameleon wandered.

I purposely scared the chameleon so that he would run outside. The adverb purposely describes why I scared the chameleon.

I will always try to see that fearless chameleon when I come into the garden. The adverb always describes how often I will try to see the chameleon.

### Adverb Chart

| describe how | quickly, fearlessly, lazily, steadily, very |
| describe when | yesterday, today, always, earlier, soon |
| describe where | inside, outside, here, upstairs, downstairs |
| describe why | since, accidentally, because, so that |
| describe how often | always, never, often, sometimes, seldom |

### Directions:

1. Choose and neatly color one of the characters on the next two pages, or draw and color your own character in the blank space provided.
2. Cut out the character and glue it into the center circle of the Adverb Chart.
3. In the circle labeled Adverbs, write at least 15 adverbs to describe actions that your character might make:
   - how might your character feel, move, act, or speak?
   - when did your character feel, move, act, or speak this way?
   - how often might your character feel, move, act, or speak this way?
4. In the outside square labeled Comparative Adverbs, form at least 5 comparative adverbs out of the adverbs that you listed. Remember, some adverbs can become comparative adverbs by simply addinger. Others may need the words more or less in front of them to become comparative adverbs. Go back to the lesson if you need help.
5. In the outside square labeled Superlative Adverbs, form at least 5 superlative adverbs out of the adverbs that you listed. Remember, some adverbs can become superlative adverbs by simply addingest. Others may need the words most or least in front of them to become superlative adverbs. Go back to the lesson if you need help.

### Adverb Chart Story

In this activity, you will use the words from your Adverb Chart to organize and write a story.

**Setting**

A good story begins with a setting. The setting describes where and when your story takes place.

The setting is the perfect place to use words from your Adverb Chart that describe where and when.

**Example:** Last night, I heard a strange pounding noise coming from the floor boards under my bed...

Use the space below and the back of this paper to write about your story’s setting. Circle all of the adverbs.

_____________________________

_____________________________

_____________________________

Go back to your Adverb Chart. If you haven’t used at least one word from your Adverb Chart, go back to your setting description and find a place to add at least one.
HOMONYMS

Homonyms are words that sound alike or almost alike. They are spelled differently and have different meanings. There are hundreds of homonyms. Many of them are easily confused. Learning to use a few of the most popular homonyms correctly will help make you a better speller and writer.

Its and It’s

Its is a possessive pronoun. Remember, possessive pronouns show ownership. The cat licked its whiskers. In this sentence, its is a possessive pronoun used to show that the cat owns its whiskers.

It’s is a contraction. A contraction is two words put together to form one shorter word. An apostrophe takes the place of the missing letters. The two words used to form the contraction it’s are it and is.

If it’s going to rain, I need to carry an umbrella. In this sentence, you could replace the contraction it’s with the words it and is. This little trick will help you decide between using its and it’s.

Your and You’re

Your and you’re are also examples of a possessive pronoun and a contraction. Your and you’re are homonyms because they sound alike, but they are spelled differently and have different meanings.

Your is a possessive pronoun used to show ownership. Your homework is due. In this sentence, your is a possessive pronoun used to show that you own your homework.

You’re is a contraction. The two words used to form the contraction you’re are you and are. Do you know if you’re coming to my house after school? You can tell that you’re is the correct word for this sentence because you could replace the contraction you’re with the words you and are. Again, use this trick to help decide between using your and you’re.

Hear and Here

The homonyms hear and here are frequently confused. Hear means to listen. I could hear the phone ringing in the kitchen. The word hear is the correct word for this sentence because it involves listening to the phone ringing.

Here is a place. Please bring the hippopotamus over here. In this sentence, here is a place that someone is being asked to bring a hippopotamus. The word here is used.

Write and Right

The word write means to form words with a paper and a pencil. For homework tonight, I need to research and write a report about caterpillars. Writing a report requires paper and a pencil. The correct word for this sentence is write.

Right means proper or correct. I had all of the right answers on the test. In this sentence, the word right is used because all of the answers were correct.

Right can also mean the opposite of left. When we got to the fork in the road, we had to decide whether to go left or right. In this sentence, a decision is being made between the directions left or right. The correct word choice for this sentence would be the direction right.

Homonym Riddles

In this activity, you will practice what you have learned about homonyms to solve riddles.

Directions: Read each sentence and circle the correct homonym. Write the letter for each correct answer in its proper place in the riddle.

Example:

1. Did you hear or here the mouse chatting with the lion?
   hear: (U)
   here: (L)
   The correct answer is hear. Circle the word hear and put the letter U on the line over the 1 in the riddle.

What goes up and down the stairs without moving?
Prepositional Phrases

A prepositional phrase is a group of words that begins with a preposition and ends with an object. The object of a prepositional phrase is usually a noun or a pronoun. The purpose of a prepositional phrase is to give more information about which one, how, when, why, where, or where. The map from the miner told us where to find the gold. The miner is the object of the prepositional phrase. This prepositional phrase describes which map we should use to find the gold. Freddy was sore during yesterday's football practice. When was Freddy sore? He was sore during yesterday's football practice. In this sentence, during is the preposition. Can you find the object of the prepositional phrase? Remember, you are looking for a noun or a pronoun. If you said practice, you would be correct. The words yesterday's and football are adjectives describing the practice. The sun is rising above those tall mountains. The sun is  rising above those tall mountains. The preposition in this sentence is above. It describes where the sun is rising. The object of the prepositional phrase is mountains. The words those and tall are adjectives describing the mountains.

Name ___________________________

Prepositional Phrases

In the first part of this activity, you will write prepositional phrases for some of the most common fourth grade prepositions.

Part I Directions: Use each preposition below and on the next page to write a prepositional phrase. Remember, a prepositional phrase begins with a preposition and ends with an object that is usually a noun or a pronoun. Include the adjective or adjectives in parentheses to help describe the object of your prepositional phrase.

1. about (skinny) ______________________________________________________
2. above (hot) ________________________________________________________
3. across (gigantic) ____________________________________________________
4. after (loud) _________________________________________________________
5. against (orange, red) ________________________________________________
6. along (winding) ____________________________________________________
7. around (creepy) ____________________________________________________
8. at (tall, oval) _____________________________________________________
9. before (many) ______________________________________________________
10. behind (smooth) ____________________________________________________
11. below (bumpy) ______________________________________________________
12. beneath (quiet, sunny) ______________________________________________
13. beside (steep) ______________________________________________________
14. between (furry) ____________________________________________________
15. by (sweet) _________________________________________________________
16. down (dark) _________________________________________________________

Prepositions are connecting words. Prepositions connect nouns or pronouns to the rest of the sentence.

Prepositional Phrases

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**Relative Pronouns**

In an earlier lesson, you learned about pronouns. Pronouns are words that take the place of nouns. You learned about personal pronouns, possessive pronouns, and indefinite pronouns.

Personal pronouns include I, me, you, us, we, them, he, him, her, she, it, and they. Possessive pronouns include mine, my, our, ours, your, yours, her, hers, his, its, and their. Indefinite pronouns include somebody, everybody, anyone, someone, everything, everyone, and nobody.

Relative Pronouns

Relative pronouns are other types of special pronouns. Instead of simply taking the place of a noun, relative pronouns relate or refer back to a noun. Think of relative pronouns as relatives. You have relatives. Your parents, brothers, sisters, grandparents, aunts, uncles, and cousins are all your relatives. When people see you with your relatives, they probably tell you that you look like them. Relative pronouns act the same way. They look like the nouns that they are related to.

Who, whom, whose, which, and that are examples of relative pronouns. Just like your relatives are connected to you, relative pronouns are connected to the nouns they are related to. Learning to use relative pronouns properly will help you to become a better speaker and writer.

**The Relative Pronoun Who**

The relative pronoun who relates back to a person or people. Who always refers back to the subject of the sentence. Remember, the subject is the part of the sentence that tells who or what did something in the sentence.

Meg is a child. Meg is sick. These are two sentences about a child named Meg. They can become one sentence by using the relative pronoun who. Meg is a child who is sick. The relative pronoun who refers back to Meg. Meg is the subject of the sentence.

---

**Pronoun Graph**

In this activity, you will practice what you have learned about relative pronouns and then use the information to make a bar graph.

**Part I Directions:** Read each sentence and write the correct relative pronoun on the line provided.

1. I need to know (who, whom) is coming to your pajama party.
2. My friend Jeremy is the boy (who, that) is playing basketball.
3. Chocolate, (which, that) is my favorite candy, was served for lunch today!
4. With (who, whom) will we be going to the Grand Canyon?
5. I want to buy the paper (which, that) is on sale today.
6. Where is the girl (whose, who) fell off her bike?
7. The flowers (which, that) are growing by the pool are pretty.
8. The child to (who, whom) you have spoken is my sister.
9. The man (whose, whom) restaurant burned down is very sad.
10. Spiders, (which, that) build beautiful webs, eat pesky flies.

**Circle the correct relative pronoun for each sentence.**

1. (Who, Whom) is that little boy standing in the corner?
2. Puppies, (that, which) are cute and cuddly, can be difficult to potty train.
3. You must tell me with (who, whom) you are going to the movies.
4. Before we leave the zoo, I want to see the giraffe (who, that) was just born.
5. I don't know (whom, whose) backpack is ready for school.
6. Ice cream (that, which) melts all over the floor makes a huge mess!
7. For (who, whom) are we buying this birthday present?
8. The woman (who, that) is sitting in the blue chair has your ticket.
9. I like to eat candy (that, which) melts in your mouth.

**Write a sentence correctly using the relative pronoun whom.** Use proper capitalization, spelling, and punctuation.

**Write a sentence correctly using the relative pronoun which.** Use proper capitalization, spelling, and punctuation.

---

**Number of Relative Pronouns**

<table>
<thead>
<tr>
<th>Sentence</th>
<th>Number of Relative Pronouns</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
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<tr>
<td>4.</td>
<td></td>
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<td>5.</td>
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<td>6.</td>
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<td>7.</td>
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<td>8.</td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td></td>
</tr>
</tbody>
</table>

**What will your Bar Graph show?**
Commas are punctuation marks that separate numbers and words. Commas keep numbers and words from getting mixed up with each other.

Commas also signal a pause in a sentence. When reading aloud, a comma tells you to pause briefly. It’s important to learn a few rules so that you can properly use commas in writing and speaking.

Commas in Dates
Commas are used in dates to separate the day of the month from the year: February 14th is a date. You probably know this popular date as Valentine’s Day. My great grandma and great grandpa celebrated their first Valentine’s Day together on February 14, 1898.

Notice the comma between the day and the year. The comma keeps the numbers from getting mixed up with each other. Without the comma, this important date would become February 141898! On February 14, 2002, my little sister was born. This date needs two commas. One comma needs to be placed between the day and the year. The second comma keeps the next words in the sentence from getting mixed up with the date.

Commas between Words
Commas are used to separate a list of words with three or more items. Martin bought pants, shirts, and shoes for the beginning of the new school year.

Every word in the list has a comma after it. The friendly little newt had big eyes, pointy toes, spots on his back, and a curly tail. This list describes four things about a newt. There are commas after every description in the list. Commas keep the words in the list from getting mixed up with each other.

Rules, Rules, Rules
Have you ever noticed that there are rules for almost everything in your life? In the classroom, there is probably a chart hanging on the wall that outlines the classroom rules. There are rules for behavior, handing in work, and when it’s appropriate to speak or be quiet.

At home, there are rules for doing chores and getting along with other family members. You probably have established times for watching television, playing games, and going to bed.

There are also rules outside of your classroom and home. There are rules about crossing the street, keeping a leash on your dog, and things that you must pay for when you’re in a store. When you’re old enough to drive, there will be rules that you must follow when approaching a red light or a stop sign.

In this activity, you will write a persuasive letter to your teacher, your parents, or the mayor of your city or town. A letter includes a heading, a greeting, a body, a closing, and a signature.

Create a heading for your persuasive letter. The heading lets the person you’re writing to know where and when the letter was written.

You will need to know your school’s street address, city, state, zip code, and today’s date to create your three line heading.

In the example below, notice the commas between the city and state and the day and year.

Example: 18907 E. First Street Spokane, Washington 99201 September 10, 2013

Heading

Before writing your letter, organize your thoughts by answering the five prewriting questions below and on the next page.

1. Describe yourself to the person you are writing to.

2. Explain the rule that you would like to see changed or added.

3. Give your reasons for changing the rule. Be sure to mention the consequences of the current rule.

4. What is the solution you are suggesting for the rule? Be sure to include details and say why the new rule would work better.

5. Tell the person you are writing to what action you would like him or her to take.

Rewrite these sentences, using correct capitalization, punctuation, and quotation marks where necessary.

1. when can robby come over to swim asked riley

2. rileys mother replied robby may come over on Thursday afternoon

3. rileys sister asked can i have a friend over for swimming on Friday afternoon

4. thanks mom said riley i'm going to call robby right now and tell him
A sentence is a group of words with a subject and a predicate that expresses a complete thought. A clause, on the other hand, is a group of words with a subject and a predicate that may or may not form a complete thought. Two types of clauses are independent clauses and dependent clauses.

**Independent Clauses**

Look at the word independent. If you are independent, you are strong and able to stand on your own. An independent clause is strong and able to stand on its own. An independent clause has a subject, a predicate, and expresses a complete thought. An independent clause is a sentence all by itself.

The Golden Gate Bridge connects the San Francisco Bay to the Pacific Ocean. This is an example of an independent clause.

The subject is The Golden Gate Bridge and the predicate is connects the San Francisco Bay to the Pacific Ocean. This independent clause also expresses a complete thought.

**Complex Sentences**

Dependent and relative clauses need independent clauses to help them become complete sentences. Connecting an independent clause with one or more dependent or relative clauses creates a complex sentence.

Before I went to bed last night is a dependent clause. Before is the subordinating conjunction that tells you a dependent clause is on its way. The subject is I, and the verb is went. The thought is incomplete. Before I went to bed last night, I brushed my teeth and washed my face.

Since the dependent clause comes first in the sentence, the comma helps glue the dependent clause to the independent clause.

When I finish my chores this morning is an example of a relative clause.

When is the relative adverb. The subject is I, the verb is finish, but the thought is incomplete.

My mom will take me to see the zebra when I finish my chores this morning. There is no comma connecting the independent clause my mom will take me to see the zebra to the relative clause. This is because the independent clause comes first in the sentence. Remember, the independent clause doesn’t need the relative clause to be a complete sentence. No comma is needed.

**Relative Adverb**

Relative adverbs are words that tell you where a thing is, when an action happens, or why something is done. Relative adverbs begin with the words where, when, or why.

**Relative Adverb**

Relative adverbs can be used to connect words, phrases, clauses, and sentences together. Relative adverbs come at the beginning of a dependent clause. They begin with where, when, or why.

**Relative Pronouns**

Relative pronouns are used to introduce a relative clause. Relative pronouns come at the beginning of a dependent clause. They begin with who, whose, whom, which, and that.

**Relative Conjunctions**

Relative conjunctions are used to connect independent and dependent clauses. They begin with as, as if, since, though, and even though.

**Relative Adverbs**

Relative adverbs are used to connect independent and dependent clauses. They begin with where, when, or why.

**Complex Sentences**

Complex sentences are sentences that have two independent clauses. The second independent clause is connected to the first independent clause with a relative clause or a subordinating conjunction.

**Conventions of Standard English**

Conventions of Standard English include capitalization, punctuation, spelling, and usage.

**Core Practice**

Circle the relative adverb in each sentence below. Underline the relative clause.

1. I saw the spot where my brother buried his secret treasure.
2. When the phone rings, please answer and speak politely.
3. We are going to the movies when Christmas break begins.
4. Where the concrete ends, it’s the best place to ride your dirt bike.
5. I can’t think of a good reason why I shouldn’t do my chores on Saturday.
6. When I was little, my dad used to pick me up and put me on his shoulders.
7. This is the store where my mom bought that juicy watermelon.

Write your own sentence using the relative adverb where to introduce a relative clause. Use proper capitalization, spelling, and punctuation.

Write your own sentence using the relative adverb when to introduce a relative clause. Use proper capitalization, spelling, and punctuation.
When you compare two or more things, you list the things that are the same about them. When you contrast two or more things, you make a list of their differences.

In this activity, you will read about famous black Americans Sojourner Truth and Harriet Tubman and make a Compare/Contrast Chart to list things that are the same and different about each woman.

Directions:
1. Read about Sojourner Truth and Harriet Tubman.
2. Use the Compare/Contrast Chart on the next page to list details about each woman. In the circles around Sojourner Truth, list facts that you have learned about her. Do the same in the circles around Harriet Tubman.
3. In the circles between Sojourner and Harriet, use what you have read to list details and facts that the two women have in common.

---

Sojourner Truth

In 1797, a baby girl was born to slave parents in New York. They named her Isabella. Since Isabella’s parents were slaves, she was also a slave. Life was hard. Isabella slept on the wet, muddy floor of her white master's basement for the first few years of her life.

Slaves could be sold to other white owners at any time and for any reason. Isabella watched helplessly as her 12 brothers and sisters were sold one by one to other slave owners.

By the time she was 13, Isabella had been sold three times. One of her masters tied her hands in front of her and beat her bare back with hot iron rods.

In 1817, Isabella married an older slave named Thomas. They had four children. Isabella finally had a husband and a family of her own. Now she wanted freedom.

---

Essay

Use your Compare/Contrast Chart and the outline on the next several pages to write an essay about Sojourner Truth and Harriet Tubman. Your essay will include four paragraphs. Each paragraph of your essay will include a topic sentence, three supporting sentences, and a closing sentence.

Your first paragraph will be a Topic paragraph. A Topic paragraph introduces the essay. You won’t need your Compare/Contrast Chart for your Topic paragraph because you are simply introducing your essay. You will give details from your chart later.

Start your Topic paragraph with a topic sentence clearly stating that your essay will be about Sojourner Truth and Harriet Tubman. A topic sentence starts a paragraph. Your topic sentence needs to be a compound sentence. Remember, a compound sentence is two independent clauses joined by a conjunction and a comma.

Below is an example of a compound topic sentence for a Topic paragraph about famous Civil War leaders Ulysses S. Grant and Robert E. Lee.

Example: Ulysses S. Grant and Robert E. Lee were very different men, but their Civil War successes and failures helped them become two of America’s most famous leaders.

---

Essay Checklist

- Is your Compare/Contrast Chart completely finished?
- Did you write a rough draft essay?
- Did you indent the first line of each of your 4 paragraphs?
- Do each of your 4 paragraphs include a compound topic sentence?
- Do each of your 4 paragraphs include 3 supporting sentences?
- Do each of your 4 paragraphs include a compound or complex closing sentence?
- Do all of the sentences in your essay start with a capital letter and end with correct punctuation?
- Did you check your essay for incomplete and run-on sentences?
- Did you check your essay for spelling and grammar mistakes?
- Did you neatly write or type your final draft?
Standard English is the collection of spelling, grammar, punctuation, and vocabulary rules that are most widely accepted and easily understood.

The two types of standard English are formal standard English and informal standard English. Both types require you to use correct grammar, choose words that most people understand, and fit your words to the situation.

** Formal Standard English**

Some situations require the use of formal standard English. Making an announcement to a group of adults, giving an oral book report presentation in front of your class, applying for a job, and writing a report for a grade are examples of situations that require formal standard English.

In each of these situations, you should use correct grammar, choose words that most people understand, and choose words that fit the formal situation.

In formal standard English, an announcement to a group of adults and the report in front of your class should be rehearsed before making the presentation. A job application and a written report must be carefully reviewed for errors before handing them in.

Below is an example of a formal announcement given to a group of adults at a weekly school meeting.

Good evening everyone. On Thursday, December 18, the Copperwood Elementary boys and girls choir will present its annual Christmas concert. Please join us at 7:30 P.M. in the school auditorium for an evening of beautiful Christmas music. Refreshments will be served in the school cafeteria directly following the performance. All parents, relatives, and friends are cordially invited to attend. We hope to see you on Thursday.

---

**Informal Standard English**

Informal standard English is more relaxed than formal standard English. We usually choose informal standard English when we write or speak to our family, friends, and classmates.

When using informal standard English, it's still important to use correct grammar, choose words that the people you are speaking with or writing to will understand, and fit the words to the situation.

Hey! Our choir is giving a Christmas concert on Thursday night. I think it would be a blast if you would come watch us sing. It's at 7:30 in the auditorium and they'll have food and drinks in the cafeteria afterwards. Let me know if you want to come!

**Formal vs. Informal**

Notice that in each example, correct grammar is used. In the formal standard English example, words were chosen to appeal to adults. In the informal standard English example, the message was the same, but the words chosen were for your best friend, not adults.

The formal announcement would need to be practiced, while the informal conversation with your best friend could be said over the phone or in the hallway between classes. Finally, notice that the words in each example fit the situation.

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**Core Practice**

**Knowledge of Language**

4. L.3b I can choose punctuation for effect.

Write these times of day using numbers and colons.

1. seventy thirty in the morning
2. six fifteen in the evening
3. twenty minutes after nine in the morning
4. twelve o'clock noon
5. midnight
6. forty five minutes after two in the middle of the night
7. five minutes before three in the afternoon

Rewrite these sentences using colons and commas where necessary.

8. You may order these items for lunch: pizza carrots applesauce and milk.
9. Please get these things from the store: milk bread apples and ice cream.

Use a semicolon to combine and rewrite these independent clauses as one compound sentence.

10. I have three quarters and a dime. Jessie has two nickels and three dimes.
In this activity, you will practice writing a formal business letter. Your teacher will give you three situations to choose from. Cut out the situation you have chosen and paste it in the blank square below.

Before writing your formal business letter, organize your thoughts by answering the five prewriting questions below and on the next page.

1. Describe who you are writing to. ______________________________________________________________
   ______________________________________________________________
   ______________________________________________________________

2. Explain why you are writing this letter. ______________________________________________________________
   ______________________________________________________________
   ______________________________________________________________

Business Letter

Use the answers to your questions to write a formal business letter. A formal business letter includes a heading, an inside address, a salutation, a body, a closing, and a signature.

Create a heading for your formal business letter. The heading lets the person or company you're writing to know where and when the letter was written. The heading of a business letter should line up on the left side of the page.

You will need to know your school's street address, city, state, zip code, and today's date to create your three line heading.

In the example below, notice the commas between the city and state and the day and year.

Example: 1205 Brunswick St.
Baltimore, Maryland 21233
August 17, 2013

Situation Cards

Apology Letter
You own a business that makes and sells cupcakes online. A customer ordered six of your cupcakes for a special party, and when they arrived, they were the wrong flavor and the icing was the wrong color. The customer sent you an e-mail complaining about the cupcakes. Write a formal letter back to the customer explaining how your company plans to fix the situation.

Information Request
You are writing a state report and you need information about the state. Write a formal letter to the state's tourism office to request materials that will help you write your state report.

Letter of Praise
You just purchased your favorite toy from a company. The toy is everything you thought it would be and more! Write a formal letter to the customer service department of the toy company telling them how much you like the toy.

Directions:
• Use your scissors to cut out the envelope along the bold black lines.
• Fold the envelope along the dotted black lines.
• Slip your letter inside the envelope and seal the back of it with a single piece of tape or a sticker.
• Turn the envelope so the stamp is in the upper right-hand corner. Write the address of the person or company the letter is going to in the center of the envelope. Decorate the stamp.
• Put your school's address in the upper left-hand corner of the envelope.
**Context Clues**

Context clues are hints that give us clues to the meanings of new words. The hints are hidden in the sentence. If you can find the hints and learn to use context clues, you can learn the meanings of many new words.

**Synonym Clues**

Sometimes you can find clues about an unknown word by looking at the words around it. A synonym is a word that means almost the same as the unknown word. If you know the meaning of the synonym, you can easily figure out the meaning of the unknown word. Mia thought her answer to the math problem was correct, but she wanted to check it again to make sure it was correct.

The new word in this sentence is accurate. The synonym for accurate is correct. By using the synonym, you now know that accurate means correct.

**Antonym Clues**

An antonym is a word that means the opposite of an unknown word. Antonyms can also help you determine the meaning of the unknown word. I thought this year's fireworks show was extraordinary, but my older brother thought it was pretty ordinary.

The new word in this sentence is ordinary. The antonym for extraordinary is ordinary. By using the antonym, it's easy to figure out that extraordinary means special or out of the ordinary.

Write the definition for the new word in each sentence by using the synonym clues.

1. Patsy had accumulated so many pairs of shoes that she couldn't fit the collection into her closet.
   accumulated means ___________________________

2. After falling off the swing, Max was in such anguish that he couldn't even speak to the nurse about his extreme pain.
   anguish means ___________________________

3. hard ___________________________

4. happy ___________________________

5. small ___________________________

Write an exclamatory sentence using a synonym for bright. Use proper capitalization, spelling, and punctuation.

__________________________
Prefixes are letters added to the beginning of a word. Adding a prefix completely changes the meaning of the word. You can learn a lot of new words by adding prefixes to base words that you already know.

Prefixes

Examples of prefixes are auto, photo, tele, mis, and non. Adding these prefixes to base words you already know will help you learn many new words. You might be surprised to learn that many of the prefixes and base words in our English language were borrowed from other languages. The prefixes auto, photo, and tele are just a few of the many prefixes that can be traced back to Greek words.

The Prefix Auto

The prefix auto comes from a Greek word that means self. A biography is a story written about someone’s life. When you add the prefix auto to biography, it becomes an autobiography. An autobiography is a story that you have written about yourself. Ulysses S. Grant was the first president to write his life story, but President Theodore Roosevelt was the first president to have his autobiography published.

Automobile, autograph, and automotive are other words formed by adding the prefix auto to familiar base words.

The Prefix Photo

The prefix photo comes from a Greek word that means light. The English word graph comes from the Greek word skopos, which means to draw or write. Adding photo to the base word graph results in photograph. A photograph is a picture created with light. The photograph of my family was taken last Christmas.

The prefix photo can be added to other base words. Add photo to copy, scope, and shoot to form the new words photocopy, photoscope, and photoshoot.

Form two new words using the prefix photo.

1. ___________________________   _____________________________.

2. ___________________________   _____________________________.

Adding a prefix to the beginning of a word completely changes the meaning of the word. You might be surprised to learn that many of the prefixes and base words in our English language were borrowed from other languages. The prefixes auto, photo, and tele are a few of the prefixes that can be traced back to Greek words.

The Prefix Tele

The prefix tele comes from a Greek word that means far off or distant. Scope comes from the Greek word skopos, which means to aim or look at. When you add tele to the base word scope, you form the new word telescope.

Famous explorer Christopher Columbus used his telescope to search across the huge ocean for the New World.

Add the prefix tele to phone, conference, and photo to make the new words telephoto, teleconference, and telephoto.

The Prefix Mis

The prefix mis means bad or wrong. A child who behaves is a child who acts properly or correctly. As soon as mis is added to the base word behave, it forms misbehave. A child who misbehaves is a child who acts or behaves badly.

Misspell is formed by adding the prefix mis to the base word spell. Misspell means to spell incorrectly.

Maureen studies her spelling words every night so that she won’t misspell them on Friday’s test. The prefix mis can be added to other base words to form new words. Add mis to lead, place, and treat to form the new words mislead, misplace, and mistreat.

The Prefix Non

The prefix non means not. Something that is living is alive and breathing right now. Add non to the base word living to form the new word nonliving, which means something that is not alive.

Last week, we studied dinosaurs in Science class and learned a lot of interesting facts about these fascinating nonliving creatures.

The prefix non can be added to hundreds of base words. Add non to fat, fiction, and stop to form the new words nonfat, nonfiction, and nonsmoker.

The prefix non means not.

<table>
<thead>
<tr>
<th>Name</th>
<th>Core Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.1b</td>
<td>I can use Latin, Greek, and other common prefixes and base words to figure out the meanings of new words.</td>
</tr>
</tbody>
</table>

Write the definition for the new word in each sentence by using what you know about its prefix and base word.

1. We printed two copies of the photograph, so I sent one to my grandma.

   photo means __________________________ 

   graph means __________________________ 

   photograph means __________________________ 

   Form two new words using the prefix photo.

2. I plan to use my new telescope to look at the moon and the stars tonight.

   tele means __________________________ 

   scope means __________________________ 

   telescope means __________________________ 

   Form two new words using the prefix tele.

Write an imperative sentence correctly using mis + place. Use proper capitalization, spelling, and punctuation.

_________________________ 

_________________________ 

_________________________ 

Form two new words using the prefix mis.
Suffixes are letters added to the end of a word. Just like prefixes, adding a suffix completely changes the meaning of the word. You can learn a lot of new words by adding suffixes to base words that you already know.

**Suffixes**

Examples of some common suffixes are able, ible, ion, and ness. Adding these suffixes to base words you already know will help you learn many new words.

Like the prefixes you just learned about, many of the suffixes and base words in our English language can be traced back to other languages, especially Greek and Latin.

**The Suffixes Able and ible**

Able and ible are suffixes that mean able to be or able to do something. Both of these suffixes can be found in English words that we borrowed from the Latin language. Have you ever used the words dependable or horrible? Both of these words originated, or came from, the Latin language. Depend comes from the Latin word dependere, which means to hang from. Adding the suffix able to depend creates the new word dependable. I knew that Julio was dependable because I could always count on him to show up at the right time.

The word horrible is formed by adding the suffix ible to the Latin base word horridus, which means prickly and rough. The baby yak made a horrible grunting sound as he tried to walk for the very first time. Allowable, chewable, flexible, and sensible are other words that can be formed by adding the suffixes able and ible.

**Prefix/Suffix Quiz**

**Directions:** Use what you have learned about prefixes and suffixes to match the prefix, suffix, or word on the left with its definition on the right. Put the letter and number for each definition in the blank next to the word it matches. Use each prefix, suffix, or word and definition only once.

| 1. autobiography | A1. able to be chewed |
| 2. telescope | B1. bad or wrong |
| 3. non | C1. self |
| 4. able/ible | D1. the action of adding |
| 5. nonliving | E1. the quality of being good |
| 6. E1. goodness | A2. using light to make a copy |
| 7. auto | B2. to lead in the wrong direction |
| 8. misspell | C2. a story about yourself |
| 9. photo | D2. action or condition |
| 10. ion | E2. the quality of being fair |
| 11. addition | A3. without fat |
| 12. nonstop | B3. the action of solving something |
| 13. chewable | C3. an instrument for seeing objects that are far away |
| 14. | D3. the quality of |

**Prefix/Suffix Puzzle**

**Directions:** Use the answers from your Prefix/Suffix Quiz to solve the Prefix/Suffix Puzzle. Cut out the puzzle pieces on the next page to solve the puzzle. It is important that you do not turn the puzzle piece upside down.

Use the letter and number under each puzzle piece and your Prefix/Suffix Quiz to find the puzzle piece's place on the blank puzzle. Glue the puzzle piece right over the number. The example below shows puzzle piece E1. Since the answer to number 6 on the Prefix/Suffix Quiz is E1, this puzzle piece would be glued in the square with the number 6 in it.

When you are finished gluing all of the puzzle pieces, neatly color the puzzle.
A dictionary helps us learn new words and find out more about the words we already know. It doesn’t matter whether you use a traditional dictionary, like the one on the shelf in your classroom, or an online dictionary in your computer. Learning to use a dictionary will help you pronounce and find the meanings of new words. A dictionary will also help you choose the best definition to fit the context, or meaning, for the sentence you are reading or writing.

There is a lot of information in a dictionary! This lesson will focus on entry words, guide words, pronunciation, pronunciation keys, parts of speech, and definitions.

**Entry Words**

A dictionary is a very long list of almost every word in the English language. Each word in the dictionary is called an entry word. Entry words are printed in bold black letters. The purpose of the dictionary is to give the meaning of and explain how to pronounce each entry word.

The entry words in the dictionary are in alphabetical order. This makes it easier to find the word that you want.

Entry words that start with the letter A are in the first part of the dictionary. The words that start with B come next, followed by C, all the way to the letter Z. All entry words that start with the same letter are grouped together in alphabetical order.

Of course, if you are using an online dictionary, simply type in the word you want and the computer will find the entry word for you. The computer does some, but not all of the work for you. You still need to know what to do with the entry word once you find it.

**Core Practice**

**Vocabulary Acquisition and Use**

4.L.4c I can use a dictionary to find the pronunciation and definition of a new word.

Use an online or traditional dictionary to find and answer questions about each new word below:

1. Look up the word reliable.
   - **What is the respelling for reliable?**
   - **How many syllables are in the word reliable?**
   - **What is the first adjective definition for the word reliable?**

2. Look up the word solitary.
   - **What is the respelling for solitary?**
   - **How many syllables are in the word solitary?**
   - **What is the first noun definition for the word solitary?**

**Dictionary Riddler**

In this activity, you will use what you have learned about Dictionary Skills to solve riddles.

**Directions:**

Solve the riddles below and on the next two pages by using the clues and a traditional dictionary.

1. My first letter is a and my last letter is n. I have two syllables. I come after the entry word evaporate and before the entry word event. I can be many different parts of speech, but as an adjective, I mean flat, level, and smooth.
   - **Who am I?**
   - **What page am I on?**
   - **What is the second guide word on my page?**

2. I am a glass or metal bottle for serving drinks like water and coffee. My first letter is c. I am a noun with two syllables. I come before the entry word caramel and after the entry word car.
   - **Who am I?**
   - **What is the first guide word on my page?**
   - **What is my respelling?**
Figurative language is a big word that means flowery or ornamental. Using figurative language when you write makes your words come alive and sound so exciting that they "jump off the page." Similes, metaphors, idioms, adages, and proverbs are just a few examples of figurative language that can help make you a better writer.

Similes
Similes help writers compare two things by using the words like or as to show how they are similar, or alike. Instead of just saying the little boy was brave, a simile makes a comparison that sounds more exciting.

The boy was as brave as a lion.
Now you get a true picture of how brave that little boy actually was!

Anna runs very fast. This is an example of a complete sentence, but it doesn't give a very clear picture of how fast Anna actually runs. Anna runs like the wind uses the word like to compare Anna to the wind, something that you know is very fast.

Examples of other similes that use like and as to compare two things include sleep like a baby, sing like a bird, as busy as a bee, as clean as a whistle, and as quiet as a mouse.

Make the Game:
Cut out the 60 pink and yellow cards. (Cut on the solid black lines).
Fold each card along the dotted line so the pictures of the aliens are on one side and the spaceships are on the other side. Glue the blank sides together.
Each player chooses and cuts out one Alien playing piece.

Go Figure!
Each player needs his or her own Alien Game Board.
Together, the players need one die.

Start!
Spaceship stalled! Go back 2 spaces.
Broken windshield! Go back 1 space.
Good flying! Roll again.
Meteor shower! Skip a turn.
Hit an asteroid! Go back 1 space.
Power failure! Go back 3 spaces.
Lost in space! Go back 2 spaces.
Almost there! Move ahead 2 spaces.
Star gazing! Skip a turn.
Wrong way! Go back 2 spaces.

Finish!
as wise as an owl
as cold as ice
as blind as a bat
as brave as a lion
as busy as a bee
as clear as a bell
Noun Practice Card

4.L.2d I can spell grade appropriate words correctly, using a dictionary if needed.

1. There are six bunnies eating leaves right out of the boxes!
2. The mice made the children run for their lives.
3. The men and women in our families are all over six feet tall.

See Rubric below for grading sentence.