Base Words and Endings -er and -est

Write a sentence using each of the numbered words.

1. loud
2. louder
3. loudest

1. strong
2. stronger
3. strongest

1. silly
2. sillier
3. silliest
Kim lives in New York City with her dog, Herb. One day, she was bouncing a ball when suddenly it disappeared. She looked everywhere for it. All of a sudden, Herb appeared with the ball in his mouth, wagging his tail. “I guess you want to play,” said Kim. Herb barked. So Kim and Herb had a game of fetch until they both got too tired to play anymore.

Characters: _____________  Setting: _____________
Suffixes -ly and -y

Read the base words in the box. For each of the sentences shown, choose a base word and -ly or -y to form a word that best fits in the blank space.

<table>
<thead>
<tr>
<th>itch</th>
<th>happy</th>
<th>slow</th>
<th>nervous</th>
<th>rain</th>
</tr>
</thead>
<tbody>
<tr>
<td>sleep</td>
<td>friend</td>
<td>loud</td>
<td>bright</td>
<td></td>
</tr>
</tbody>
</table>

1. When my Uncle Lenny asked me if I wanted to go camping, I __________________ said yes.

2. The ride went so ________________ that I got bored.

3. Soon I was so ________________ that I fell asleep and had a dream.

4. In my dream, Uncle Lenny and I went on a hike, but had to turn back because it was so ________________.

5. I brushed against some poison ivy and got all ________________ around my ankles.

6. Still dreaming, I heard a cranky bear roar ________________.

7. When I woke up the sun was shining ________________.

8. My uncle looked at me and said in a ________________ way, “Are you ready to put up the tent?”

9. “Uncle Lenny,” I said ________________. “Tell me something. There aren’t any bears around here, are there?”
The Visit, Part 2

Read the story and complete the web with details that support the author’s viewpoint.

It’s Heidi’s first night here, and she’s sad. “I miss my friends and my cat,” she said. I didn’t know what to say. I began to feel sorry for her. Suddenly, I got an idea. I left and returned with Zoe, my cat. I held some string and Zoe jumped up to grab it. Heidi giggled. She said we should teach Zoe to fetch like her cat back home. Soon, Zoe was learning a new trick! Maybe Heidi’s visit wouldn’t be so bad after all. I guess people can change.
Syllabication

Divide the words below into syllables, and write them on the lines.

Example: boating = _______boat / ing________

1. wreckage = ____________
2. passage = ____________
3. passenger = ____________
4. floated = ____________
5. steering = ____________
6. sinkable = ____________
7. unsinkable = ____________
8. iceberg = ____________

For each word below, write the number of vowel sounds in the word, then write the number of syllables.

Example: thunder: vowel sounds __2_ / syllables __2_

1. swimming: vowel sounds _____ / syllables _____
2. diving: vowel sounds _____ / syllables _____
3. beneath: vowel sounds _____ / syllables _____
4. seashore: vowel sounds _____ / syllables _____
5. disaster: vowel sounds _____ / syllables _____
6. overboard: vowel sounds _____ / syllables _____
7. voyager: vowel sounds _____ / syllables _____
8. depart: vowel sounds _____ / syllables _____
Practice Master ES 1–6

Finding the Titanic

Text Organization

Read the text below and then write a short journal entry for the next day of the boat trip. Use a heading, text, an illustration, and a caption.

My Sailing Journal

the steering wheel

the anchor

Friday: And we’re off!

My friend Sasha’s dad has his own sailboat. Today we’re all leaving for a three-day sailing trip. I’ve never slept on a boat before. There’s not much room but it’s cozy on the boat. The radio says that we can expect great weather. I can’t wait to do some star-gazing later tonight.

Saturday: Rough seas!

The weather report was wrong! Today we sailed through a scary storm. Sasha’s dad told us to put our life jackets on and stay in the cabin. I was worried that I’d get sick! Luckily, the storm passed quickly. By the time we returned upstairs, the sun was out and there was a big rainbow.

Grade 4 Theme 1: Journeys
Word Roots *tele* and *rupt*

Below is a list of *tele* and *rupt* words. Choose the word which makes the most sense and write it in the blank spaces provided.

<table>
<thead>
<tr>
<th>television</th>
<th>telephone</th>
<th>interrupt</th>
</tr>
</thead>
<tbody>
<tr>
<td>telescope</td>
<td>disrupt</td>
<td>erupt</td>
</tr>
</tbody>
</table>

1. Even though my friend Alex moved far away, we still talk on the _________________.

2. An astronomer uses a ________________ to view stars that are millions of miles away.

3. Watching the volcano ________________ was like seeing its top explode.

4. My sister complains that I always ________________ her when she speaks.

5. I won’t throw the paper airplane because it will ________________ the class.

6. The thing I like best about watching the news on ________________ is that I can see what is happening in far away places.

Grade 4  Theme 1: Journeys
Later that day, when Mrs. Keating called on me, I was so tired from not sleeping last night that I didn’t even answer! At recess, the kids played kickball. I sat down to rest with my friend Mark under the big oak tree. It was a cool, sunny day. The leaves were turning orange. Mark told me the story of a movie he saw but I fell asleep. “Sara!” shouted Mark. “Wake up! You slept through the best part of the story!” I said I was sorry. Then we all went inside.

<table>
<thead>
<tr>
<th>Important Detail # 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Important Detail # 2</td>
</tr>
<tr>
<td>Important Detail # 3</td>
</tr>
<tr>
<td>Background Detail # 1</td>
</tr>
<tr>
<td>Background Detail # 2</td>
</tr>
<tr>
<td>Background Detail # 3</td>
</tr>
</tbody>
</table>
Contractions

Read the sentences below. Write the contraction form of the underlined words.

Example: We were not in a hurry. weren’t

1. We would not make it in time. _______________________
2. It is too cold to go swimming. _______________________
3. We are going to the mall. _______________________
4. That is not the correct answer. _______________________
5. He will be five minutes late. _______________________
6. Please do not do that. _______________________

Read the sentences below. Each contraction is underlined. Write out the full words for each contraction.

Example: It’s no problem. It is

7. He’s my best friend. _______________________
8. She doesn’t know the way. _______________________
9. Bonnie couldn’t find her keys. _______________________
10. I’m so hungry! _______________________
11. We aren’t interested. _______________________
12. I’ve got five dollars. _______________________
Sequence of Events

Below are a group of signal words. Insert the correct ones in the sentences below.

<table>
<thead>
<tr>
<th>later</th>
<th>before</th>
<th>during</th>
<th>next</th>
<th>as</th>
</tr>
</thead>
<tbody>
<tr>
<td>afterwards</td>
<td>after</td>
<td>first</td>
<td>finally</td>
<td>earlier</td>
</tr>
</tbody>
</table>

1. ___________ in the summer, Carlos and his best friend Brian had decided to start a club.
2. ___________ they could start the club, they had to do some planning.
3. “___________, we need to decide what our club will be about,” said Carlos.
4. “___________ we’ll need to choose a place to meet,” said Brian.
5. “And ___________ that, we’ll need to think of a cool name for our club,” replied Carlos.
6. _______ the boys began to work, word about the club spread around the neighborhood.
7. ___________ their time planning and building the club, the boys had fun.
8. ___________ that month, Carlos and Brian held their first meeting.
9. ___________ the two boys said they couldn’t believe how many people came to join.
10. “Now we’re ___________ a real club!” said Brian.
Word Roots

**sign and spect**

Choose the correct words from the box below and fill in the blanks for each picture and definition.

<table>
<thead>
<tr>
<th>spectrum</th>
<th>inspect</th>
<th>design</th>
<th>spectator</th>
</tr>
</thead>
<tbody>
<tr>
<td>spectacle</td>
<td>resign</td>
<td>signal</td>
<td>signature</td>
</tr>
</tbody>
</table>

1. __________________ = [picture] = a drawing or pattern
2. __________________ = [picture] = an amazing show
3. __________________ = [picture] = to give up or quit a job
4. __________________ = [picture] = a person’s handwritten name
5. __________________ = [picture] = to examine closely
6. __________________ = [picture] = something that gives information such as a command or warning
7. __________________ = [picture] = to watch something
8. __________________ = [picture] = the full range of colors
### Making Inferences

Read the passage in the first column, and fill out the second and third columns. Give reasons for your answers.

<table>
<thead>
<tr>
<th>Story Detail:</th>
<th>I would feel:</th>
<th>Reason:</th>
<th>Sean feels:</th>
<th>Reason:</th>
</tr>
</thead>
<tbody>
<tr>
<td>On his first day at camp, Sean didn’t know anyone. He had no one to talk to or sit with at lunch.</td>
<td></td>
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<tr>
<td>After lunch the children went for a hike. Sean’s hiking partner was Anthony. He was friendly. They were in the same cabin, too.</td>
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<tr>
<td>The boys heard a sound and froze. A moose stepped in front of them. Sean stared and said, “Wow.”</td>
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</tbody>
</table>
## Suffixes -er, -or, and -ist

Complete the chart below using the -er, -or, and -ist endings.

<table>
<thead>
<tr>
<th>Someone who...</th>
<th>...is called a(n)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. runs</td>
<td></td>
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<tr>
<td>2. teaches</td>
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<tr>
<td>3. makes art</td>
<td></td>
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<tr>
<td>4. sails</td>
<td></td>
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<tr>
<td>5. drives</td>
<td></td>
</tr>
<tr>
<td>6. plays piano</td>
<td></td>
</tr>
<tr>
<td>7. swims</td>
<td></td>
</tr>
<tr>
<td>8. directs a movie</td>
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</tbody>
</table>
Making Generalizations

Read the paragraph and fill out the generalization chart below.

Many tropical rain forests are in danger. They may be cut down by people who want to use the land for farming, mining, or building. In some countries, there are now so many people, that they need more land for cities. In other places, people cut down the forests for the wood from the trees.

Question: Why are rain forests in danger?

<table>
<thead>
<tr>
<th>Details</th>
<th>Generalization</th>
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<tbody>
<tr>
<td></td>
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</tbody>
</table>
Possessives

Rewrite each of the following sentences using a possessive.

1. That scooter belongs to John.

2. Hey, there goes the dog that belongs to Terry.

3. That store is owned by the Goldmans.

4. The food that Mae-lin cooks is the best.

Rewrite these sentences without using a possessive.

5. The dog’s collar is too tight.

6. Have you seen Melody’s pictures?

7. Martha’s horse is beautiful.

8. My family’s home has many plants.
Categorize and Classify

Read about Cheryl’s activities. Answer the questions below.

Monday: school drama club, do homework, family dinner
Tuesday: school soccer practice, family dinner
Wednesday: homework, family dinner, play on computer
Thursday: school soccer practice, homework, family dinner
Friday: homework, family dinner
Saturday: see movie with friends, family dinner, do some drawings, watch TV with sister
Sunday: visit grandmother with family, roller-skate in park with friends, family dinner

1. What are things Cheryl does for school?

________________________________________________________________________

2. What are things Cheryl does for fun during her free time?

________________________________________________________________________

3. What are things Cheryl does with her family?

________________________________________________________________________
Compound Words

Pick a word from the box and write it on the line to complete the compound words in the sentences.

<table>
<thead>
<tr>
<th>down</th>
<th>step</th>
<th>yard</th>
<th>pack</th>
<th>drive</th>
</tr>
</thead>
<tbody>
<tr>
<td>thing</td>
<td>side</td>
<td>shoe</td>
<td>way</td>
<td>good</td>
</tr>
</tbody>
</table>

1. Simon walked down the hall__________.
2. He paused by the window to tie his __________lace.
3. He could hear his father singing out __________.
4. His father was busy doing some __________work.
5. He made a funny face at Simon from the __________way.
6. Simon laughed and went __________stairs.
7. Simon smiled and greeted his __________mother.
8. Simon ate his cereal and kissed her __________-bye.
9. Just as he shut the door, he felt like he had forgotten some___________.
10. “My back__________!” he remembered and raced back to his room.
Noting Details

Read the story below and fill in the web with the most important details about the story setting.

Soon Jean caught up to the little dog in front of a big white house. Behind the house was a leafy yard blooming with bright, colorful flowers. “Follow me,” said the dog. He led Jean into what looked like a tiny doghouse.

She couldn’t believe her eyes. The doghouse was as big as a palace inside! A small train rolled by on some tracks. The dog climbed onto the train and said, “Hop in! So, do you like the place?”
Words with the Suffix -able

Fill in each blank with the word that completes the definition for the bolded word above it.

1. The fireworks were viewable from our front porch.
   The fireworks were able to be ________________ from the porch.

2. The animal doctor said that my cat Nico is curable.
   Nico is able to be ________________.

3. Sonia is reachable by email.
   Sonia is able to be ________________.

4. Maura’s home-cooked meal was very enjoyable.
   Maura’s meal was able to be ________________.

5. At first mom didn’t think my story was believable.
   Mom didn’t think the story was able to be ________________.

6. Mia’s handwriting is hardly readable.
   Mia’s handwriting is not able to be ________________.

7. The CD had so many scratches that it was not playable.
   The CD was not able to be ________________.

8. Judy talked so quietly during her speech that it was not understandable.
   Judy’s speech was not able to be ________________.
Compare and Contrast

The story below compares and contrasts two students. Complete the diagram so that it tells how the two children are alike and how they are different.

Derek and Erin both like sports, but Derek likes soccer and Erin likes basketball. They go to the same school, but Erin is in Ms. Talbot’s class, and Derek is in Mr. Alvarez’s class. They both like school, but Erin enjoys reading the most and Derek likes math the most.

Erin  Both  Derek

___________________
___________________
___________________
___________________
___________________
___________________

___________________
___________________
___________________
___________________
___________________
___________________
Words with -ed or -ing

Write the base word for each of the following words. Then use the word with -ed or -ing in a short sentence.

1. hopped
   Base word: __________

2. racing
   Base word: __________

3. laughing
   Base word: __________

4. pulled
   Base word: __________

5. saving
   Base word: __________

6. dragging
   Base word: __________

7. scored
   Base word: __________

8. mixed
   Base word: __________
Fantasy and Realism

Tell whether each of the short passages below uses fantasy or realism. Give a reason for your answer.

1. When I got up this morning, I went into the bathroom. I looked into the mirror and said, “Boy, am I tired!”
   “Better wake up!” my reflection replied. “You’ve got a long day ahead.”
   Fantasy or realism? ________________
   Why? ___________________________________________

2. I was trying to watch a video, but my brother wouldn’t stop talking. So I pointed the remote control at him and pressed “pause.” He froze. Finally, I watched the movie in peace.
   Fantasy or realism? ________________
   Why? ___________________________________________
suffix -ible

Write the meaning of each bolded word in the blank.

Example:
What are the permissible moves in this game? able to be done

1. That old banana is not edible. unable to be done

2. The plan seems possible. able to be done

3. If it wasn’t so cloudy, the stars would be visible.

4. Her story was too odd to be credible. unable to be done

Add -ible to the base word in bold. Write the new word on the line.

Example:
Most umbrellas are collapsible. collapse

1. That movie was really terror

2. The sports car has a convertible roof. convert

3. A reversable jacket can be worn inside out. reverse

4. We chose a useful and sensible gift. sense
Predicting Outcomes

Read the story about the two brothers. Then answer the questions below.

Brian and his younger brother Roy were playing outside. “Look out!” Brian shouted suddenly. “There’s a spider on your shoulder!”


Brian began laughing. “Just kidding,” he said.

Then Brian shouted again. “Look out! A spider is on your leg!”

Roy cried, “Where is it?”

Brian laughed. “Just kidding,” he said.

Later, the boys were going inside. “Look out!” Brian shouted. “A spider is hanging in the doorway!”

1. What do you think will happen next? Write what Roy will say and do.

2. What helped you make that prediction?
Prefixes *re-, mis-, ex-*

Read each sentence. Find the word in the box that has the same meaning as the **bolded** word or words. Write the word on the line.

<table>
<thead>
<tr>
<th>review</th>
<th>misprint</th>
<th>extreme</th>
</tr>
</thead>
<tbody>
<tr>
<td>retold</td>
<td>except</td>
<td>misbehave</td>
</tr>
</tbody>
</table>

Let me **explain** my **mistake**, and **redo** the job.

1. The book has a **printing mistake** on page 2. _____________
2. Everyone is here **but** Kerry. _________________________
3. Please **look again** at your notes. _______________________
4. Even a trained dog may **behave badly**. ________________
5. The tale was **told again** by a new storyteller. ___________
6. Polar bears stay warm in the **very great** cold. ___________

**Underline the word that fits in the sentence. Write it on the line.**

1. What is the _____________ amount? (exact, react)
2. Mom _________________ her glasses and can’t find them. (misplaced, replaced)
3. Think back to ___________ the events. (miscall, recall)
4. Try not to _______________ the radio. (excuse, misuse)
Problem Solving

Read the story. Then complete the chart.

“Don’t bounce that ball in the house!” said Chris’s mother. “Our downstairs neighbors will get headaches!”

Chris put down the ball. A snowstorm had kept her inside since Friday. Now it was Sunday, and the snow was still falling. Chris wanted to do something active.

Then Chris got an idea. She stuffed three pairs of socks into one sock. She measured her room. Every three feet, she put a line of tape on the floor. Then she cut off the top of an empty plastic milk jug. She hung the jug from the closet door.

“Now I can practice shooting baskets,” Chris said.

<table>
<thead>
<tr>
<th>Problem:</th>
<th></th>
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<tbody>
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<td></td>
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</table>

<table>
<thead>
<tr>
<th>Solution:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Step 1:</td>
</tr>
<tr>
<td>Step 2:</td>
</tr>
<tr>
<td>Step 3:</td>
</tr>
</tbody>
</table>
Prefixes *pre-*-, *con-*-, *com-*

Complete each sentence with a word from the box.

Prefix preschool prejudge
predict preview

1. I know what the movie will be about because I saw the ____________.

2. It is not fair to ____________ someone before you know the facts.

3. When you place a ____________ before a base word, it changes the meaning.

4. Children may attend ____________ before they enter elementary school.

5. I could ____________ the ending before it happened because I learned how to do that in school last week.

Complete each sentence with a word from the box.

Compete concert contain complain

1. Those jars ____________ jam.

2. Who will ____________ in the bike race?

3. Mr. Perez enjoyed the band’s ____________

4. The neighbors may ____________ about the noise.
Drawing Conclusions

Read the story, then fill out the graphic organizer below. What is Simon’s favorite food? Write your conclusion in the bottom box. Write the details that added up to that conclusion.

Simon entered the kitchen. He sniffed the air. "Mmmmm," he said. He peeked into the oven. He saw red sauce gleaming on top of flat dough. He saw yellow cheese sizzling.

“Are there onions and green peppers on it?” Simon asked.

“Yes. And pepperoni, too,” answered Simon’s grandmother.

Simon smacked his lips. “I can’t wait to crunch that crust!” he said.

Detail: ____________________________

+ Detail: __________________________

+ Detail: __________________________

+ Detail: __________________________

= Detail: __________________________

Conclusion: ________________________
VCCV Pattern

Read each sentence. Find the word with two syllables. Write the syllables with a slash dividing them.

Example:
Do you like to combine ham and eggs? _____com/bine_____

1. Leaves scatter in the wind. ____________________________
2. It’s a perfect day for a jog. ____________________________
3. I heard a sudden noise. ____________________________
4. Please practice the song. ____________________________
5. The friends collect coins. ____________________________
6. My sister sings well. ____________________________

Say each syllable. Combine them to make two 2-syllable words.

Example:
pose com pur  compose purpose

1. con tain nect  ________ ________
2. der lad won  ________ ________
3. son les per  ________ ________
4. rect cor ner  ________ ________
5. net mag bon  ________ ________
6. pet trum car  ________ ________
Read the story and fill out the chart below.

Long ago, a cruel general was about to attack a small village by the sea. “Only your cleverness can save you,” he told the villagers. “Make a drum that can beat without being hit with a stick or a hand. If you can do that, my army will leave you in peace.”

“The general knows we can’t make it,” cried the villagers. “It’s just an excuse to attack us!”

Then the oldest woman of the village stepped forward. “I can solve the riddle,” she said. “Make the drum with two sides of paper. Before fixing the sides in place, put a bee inside the drum. The bee will beat its wings against the sides.”

The drum was made and the village was left in peace.

<table>
<thead>
<tr>
<th>Characters:</th>
<th>Setting:</th>
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<tr>
<th>Plot</th>
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<tr>
<td>Problem:</td>
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<tr>
<td>Events:</td>
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<tr>
<td>Solution:</td>
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</table>

Grade 4  Theme 4: Problem Solvers
Prefixes and Suffixes

Underline the word that fits in the sentence. Write it on the line.

Example:
Did you see the replay of the home run?
(replay, playful)

1. Ed was sorry he had been ________________.
   (thoughtful, thoughtless)

2. People may frown when they are ________________.
   (happiness, unhappy)

3. Gentle rocking can feel ________________.
   (restful, unrest)

4. The coach treated everyone with ________________.
   (fairness, unfair)

5. We hope for peace and ________________.
   (discontent, contentment)

6. A broken hammer is ________________.
   (useless, useful)

7. The cat pounced with a sudden ________________.
   (remove, movement)

8. Jana ________________ the story three times.
   (retold, untold)
Cause and Effect

Read Ruben's journal entry and write the missing cause or effect.

Saturday, July 14  ✔ Bad day  □ Good day

Today I was licking a lollipop when my brother called on the phone. Because I still had the lollipop in my mouth, Ben said he couldn’t understand me. I put the lollipop in my T-shirt pocket. Ben asked me to go swimming with him. I pulled off my T-shirt and the lollipop fell out. It landed on my head and stuck to my hair! I tugged at the lollipop, but that only made more hair get stuck so Mom had to cut away the lollipop with scissors. Now I have the world’s worst haircut!

CAUSE

Ben couldn’t understand what Ruben was saying.

CAUSE

The lollipop landed on Ruben’s head.

CAUSE

Ruben’s hair stuck to the lollipop.
Changing Final \textit{y} to \textit{i}

Read each sentence. Find the word in which a \textit{y} was changed to \textit{i}. Write the base word and ending used to form that word. Then write the complete word on the last line.

Example:
Which of these pictures is prettiest? \textit{pretty} + \textit{est} = \textit{prettiest}

1. Leon yawned lazily. \quad \underline{\textit{pretty}} + \underline{\textit{yawed}} = \underline{\textit{lazily}}
2. Cat babies are called kittens. \quad \underline{\textit{cat}} + \underline{\textit{kittens}} = \underline{\textit{kittens}}
3. We hurried to get here in time. \quad \underline{\textit{hurried}} + \underline{\textit{to get here in time}} = \underline{\textit{hurried}}
4. Emma is busier than ever. \quad \underline{\textit{busier}} + \underline{\textit{than}} = \underline{\textit{busier}}
5. Hank dried the dishes. \quad \underline{\textit{dried}} + \underline{\textit{the dishes}} = \underline{\textit{dried}}
6. “Thanks,” I replied. \quad \underline{\textit{thanks}} + \underline{\textit{I replied}} = \underline{\textit{thanks}}
7. Roses are lovelier than tulips. \quad \underline{\textit{lovelier}} + \underline{\textit{than}} = \underline{\textit{lovelier}}
8. Which movie was funnier? \quad \underline{\textit{funnier}} + \underline{\textit{which movie was}} = \underline{\textit{funnier}}
9. Hank stared gloomily. \quad \underline{\textit{gloomily}} + \underline{\textit{Hank stared}} = \underline{\textit{gloomily}}
10. This is the foggiest weather. \quad \underline{\textit{foggiest}} + \underline{\textit{this is the weather}} = \underline{\textit{foggiest}}
Making Judgments

Read the story. Then write a letter to Nelson to tell him what you think of his behavior. Give reasons for your opinion.

On his way to school, Dave saw a toy drum lying in the grass. He picked it up and beat it a few times. All of a sudden, a hand grabbed the drum. It was Nelson. He was always taking things away from people. “Give that back! I found it!” Dave yelled.

Nelson beat the drum. “Try and get it!” he called with a laugh as he ran away. Suddenly he tripped and fell on top of the drum. It broke. “OK, you can have it back,” Nelson called.

Dave picked up the broken drum and tossed it into the trash.

Dear Nelson,
Name__________________________________________________________

VCV Pattern

Read each sentence. Find the word with two syllables. Write the word on the line and divide it into syllables.

Example: Three minus one leaves two. ______mi/nus__________

1. A pilot flies a plane. ________________________
2. The can is made of metal. ________________________
3. Park the car by the meter. ________________________
4. We stayed in a motel on our trip. ________________________
5. There was no noise, just silence. ________________________
6. Can you do me a favor? ________________________
7. The robin pulled up a worm. ________________________
8. A robot can do hard work. ________________________

Put the syllables together to form a two-syllable word.

Example: vor fla flavor____________________

1. ond sec ________________________
2. shad ow ________________________
3. ish pun ________________________
4. pu pil ________________________
Fact and Opinion

Read the passage. As you read, think about whether each numbered sentence states a fact or an opinion. Then fill in the number of each sentence in the correct column at the bottom.

(1) Wilma Rudolph was the first American woman to win three gold medals at one Olympics. (2) She won her medals in 1960 at the games in Rome, Italy. (3) Everyone in the crowd loved watching Wilma Rudolph. (4) She looked so graceful and powerful when she ran!

(5) Wilma Rudolph's story captured people's hearts. (6) As a girl, Wilma had polio, which weakened the muscles in her leg. (7) For years, she wore a leg brace and a special shoe. (8) By the time Wilma was twelve, her leg had healed. (9) Soon she joined the women's track team, the Tennessee State Tigerbelles.

(10) Off the field, Wilma was very generous. (11) She became a teacher. (12) She created the Wilma Rudolph Foundation to help children. (13) Wilma Rudolph is an inspiring role model.

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<tr>
<th>FACTS</th>
<th>OPINIONS</th>
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Three-Syllable Words

Read each sentence. Underline the answer that shows the bolded word correctly broken into three syllables.

Example:
I am connecting the pieces. conne/ct/ing con/nect/ing

1. The visitor left. vis/i/tor vi/si/tor
2. The boy spoke politely. po/lite/ly poli/tel/y
3. Clouds reappeared. reap/pear/ed re/ap/peared
4. Please walk carefully. car/efu/ly care/ful/ly
5. Who discovered the clue? dis/cov/ered dis/cove/red
6. What excitement we felt! exc/ite/men t ex/cite/ment
7. Do not interrupt the speech. inte/rr/upt in/ter/rupt
8. Why are you whispering? whis/per/ing whi/spe/ring

Put the syllables in the correct order to make a three-syllable word.

Example:

\[
\begin{array}{c|c|c|c}
\text{den} & \text{ly} & \text{sud} \\
\text{vent} & \text{pre} & \text{ing} \\
\text{ket} & \text{ball} & \text{bas} \\
\text{port} & \text{re} & \text{er} \\
\text{mis} & \text{ed} & \text{treat} \\
\end{array}
\]

\[
\begin{array}{c}
\text{suddenly} \\
\text{(vent} \text{pre} \text{ing}) \\
\text{(ket} \text{ball} \text{bas}) \\
\text{(port} \text{re} \text{er}) \\
\text{(mis} \text{ed} \text{treat}) \\
\end{array}
\]
Following Directions

Read the instructions to decode this secret message.

Secret Message:

25-15-21 1-18-5 17-21-9-20-5 3-12-5-22-5-18!

DECODING INSTRUCTIONS:

To decode the secret message, follow these steps:
1. First, list the letters of the alphabet A to Z.
2. Number each letter in order, 1 to 26.
3. Match each number in the message to the letter in your list and write the letter.
4. Finally, write the decoded message on this line.

_____________________________________________
Suffixes
-less, -ness, -ion

Read each sentence. Find the word that has a -less, -ness, or -ion suffix. Write a word equation using its base word and suffix.

Example:
That movie sure had a lot of action. _______ act + ion = action

1. This math test is about subtraction. ______________________
2. How can I thank you for your kindness? ____________________
3. The last instruction is hard to follow. _______________________
4. Deer depend on their swiftness to be safe. _________________
5. You may be tired after a restless night. ____________________
6. A ride on a roller coaster may lead to dizziness. ____________
7. A thoughtless person left the milk out to spoil. ______________
8. Joe’s bike is useless without a seat. _______________________
9. What a clever invention! _________________________________
10. My teacher says that neatness counts. ____________________
Read this paragraph and complete the chart with information from it.

**The Biggest Earthquake**

The biggest earthquake in recorded history happened in New Madrid, Missouri. Actually, it was a series of earthquakes. The first was on December 16, 1811. The second occurred in January, 1812. The strongest quake of all happened in February, 1812. The earth also shook between these earthquakes — and afterwards. The earthquake was so big, that even people in faraway cities felt the shaking.

**Topic:**

_________________________

**Main Idea:**

_________________________

_________________________

**Supporting Details:**

_________________________

_________________________

_________________________

_________________________

_________________________
Word Roots graph, tract

Complete the word in each sentence by writing the root graph or tract. Then write the whole word on the next line.

1. Matt likes to read bio__________ ies of sports heroes. ______________

2. A magnet will at ________ paper clips. ______________

3. Car tires need ________ ion to stay on the road. ______________

4. When do children learn addition and sub ________ ion facts? ______________

5. Please sign my auto__________ book. ______________

6. The farmer rode on a large ________ or. ______________

7. Sometimes, dentists perform tooth ex ________ ions. ______________

8. We studied a map of the world in our geo ________ y class. ______________

9. The word doesn’t is an example of a con ________ ion. ______________

10. Cats have re ________ able claws. ______________
Making Inferences

Read the story and fill out the chart

“We’re lost! We’ll never get back to camp!” yelled Garth.

“Try to stay calm,” said Andy quietly. “We have to cross this river. I know that camp is on the other side.”

“I want to give up!” complained Garth. “I can’t take another step!”

“We crossed this river before,” Andy said. “There was a bridge at a narrow spot. We just have to follow the river until we find it. We’ll be fine.”

<table>
<thead>
<tr>
<th>Words to describe Garth:</th>
<th>Why I think that:</th>
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<tr>
<th>Words to describe Andy:</th>
<th>Why I think that:</th>
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Name
Base Words and Endings
-er and -est

The Greatest Dog in Town

Our dog Rex is the greatest dog in town. He’s braver than any other dog. He’s also noisier than any dog! He gets hungrier and thirstier than any of our friends’ dogs. He’s got the wettest nose and the sharpest ears in the neighborhood. High fives for Rex! No, wait a minute — highest fives for Rex!
Harry lived in Florida. One hot day, an old dog with a limp showed up in his yard. The dog panted and whined. It fell over onto the grass.

“I can’t take you home or to a vet,” said Harry, “but I can give you a bowl of water.”

That was all the dog needed. When it finished drinking, it got up and walked away.
Suffixes -ly and -y

My First Airplane Ride

Last week I had my first airplane ride. As my sister and I waited to take off, my heart beat nervous. The plane raced down the runway. I held on tight to my sister. I couldn’t believe how quick we were moving!

After take off, I real was glad that it wasn’t too cloud to see the tiny cars below. By the time lunch was served, I was bare nervous anymore. I stared out the window so eager that I hard ate. Just when I thought I beat my fear of flying, the ride got awful bump. The pilot said cheerful that it was nothing to worry about. I’m certain glad that it was a smooth landing!
Author’s Viewpoint

The Visit, Part 1

Yuck! My cousin Heidi is spending the whole month with us. I just know Mom will make me take her everywhere. She’ll embarrass me in front of my friends. Last year when she visited she touched all my stuff and lost one of my CDs. And all those dumb questions she asked! She’s only two years younger than I am — but two years make a big difference! To make matters worse, last night Mom asked me if I’d share my room with Heidi. What could I say? Of course I had to say yes.

Word Choices:

__
__
__

Author’s Viewpoint:

__
__
__

Author Focus:

__
__
__

Author Opinions:

__
__
__
# Syllabication

<table>
<thead>
<tr>
<th>Word</th>
<th>Syllables</th>
<th>Number of Syllables</th>
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<tbody>
<tr>
<td>sail</td>
<td>sail</td>
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<td>sailing</td>
<td>sail/ing</td>
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<td>ocean</td>
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Grade 4  Theme 1: Journeys
## Text Organization

<table>
<thead>
<tr>
<th>Special Features</th>
<th>Description</th>
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<tbody>
<tr>
<td>Tell what the text is about</td>
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<tr>
<td>A set of main ideas and supporting details</td>
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<tr>
<td>Tell you what each section is about by breaking the text up into smaller parts</td>
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<tr>
<td>Present information from the text in a visual way</td>
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<tr>
<td>Describe an illustration with one or two words</td>
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<tr>
<td>A longer description of a photo or illustration; may be one or more sentences</td>
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<tr>
<td>Present extra, interesting information about the text; are often on the side of the main text</td>
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</tbody>
</table>
Word Roots *tele* and *rupt*

*tele* = “over a distance”  *rupt* = “break”

1. telephone = a machine that carries sound from far away

2. television = ____________________________

3. telescope = ____________________________

4. interrupt = ____________________________

5. erupt = ____________________________
Noting Details

- A detail can give important information which explains an idea, or tells about a character’s feelings.
- A detail can give less important information for background or just to set the scene.

Detail 1: I am so upset with my sister Rosa today!
Detail 2: Her snoring kept me awake last night, and today I am tired.
Detail 3: I overslept and will be late for school!
Detail 4: We are having cereal and juice for breakfast.
Detail 5: I am not speaking to Rosa this morning.
Detail 6: I am wearing a blue sweater today.

<table>
<thead>
<tr>
<th>Detail</th>
<th>Is the detail important?</th>
<th>Why or why not?</th>
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<tbody>
<tr>
<td>1</td>
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</table>
Contractions

In a contraction, the apostrophe is a mark that stands for a missing letter or letters.

1. I could not believe it!
2. It is fun to learn the piano.
3. I did not understand.
4. That is so cool!
5. What is wrong?
6. We should not do that.
7. I was not talking.
8. I have not asked.
9. I am almost ready
10. We are going to school

I couldn’t believe it!
It’s fun to learn the piano.
I didn’t understand.
That’s so cool!
What’s wrong?

We shouldn’t do that.
I wasn’t talking.
I haven’t asked.
I am almost ready.
We are going to school.
# Sequence of Events

Signal words are clues that can tell you when events occur in the story.

<table>
<thead>
<tr>
<th>finally</th>
<th>while</th>
<th>first</th>
<th>once</th>
<th>meanwhile</th>
<th>later</th>
<th>next</th>
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</thead>
<tbody>
<tr>
<td>when</td>
<td>after</td>
<td>earlier</td>
<td>as</td>
<td>afterward</td>
<td>during</td>
<td>before</td>
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<table>
<thead>
<tr>
<th>“Before” words</th>
<th>“During” words</th>
<th>“After” words</th>
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Word Roots

**sign** and **spect**

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<th><strong>Spect</strong></th>
<th><strong>Sign</strong></th>
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On our way to Aunt Beatrice’s house for a visit, I saw a big sign for a circus.

“Can we please stop, Dad?” I asked, respectfully.

“Sure,” answered Dad. We entered a big tent. There were big, bright designs on the sides of the tent. The seats were full of spectators. Mom put on her spectacles to get a better look. My sister said she suspected the show would have acrobats. “Why do you think so?” I asked her. “Because I inspected the sign very carefully,” she said. Just then the lights began to blink on and off, signaling that the show was about to begin. I knew it would be spectacular.
# Making Inferences

<table>
<thead>
<tr>
<th>Story Detail: Before leaving for camp, Sean gave his dog Boomer a hug. “Make sure when you walk him, you hold on to the leash tightly,” Sean told his mom.</th>
<th>Own Experience:</th>
<th>I Can Infer That:</th>
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<tr>
<th>Story Detail: Later, Sean got a letter from home. “Boomer is doing well, but he misses you. I hold on tightly when I walk him, just like you said.”</th>
<th>Own Experience:</th>
<th>I Can Infer That:</th>
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Suffixes -er, -or, and -ist

-er } someone who

-or

-ist

1. Anya survived the shipwreck. Anya is a survivor.
2. Zack plays the guitar. Zack is a guitarist.
3. Eric acts in plays. Eric is an actor.
4. Dennis writes the plays. Dennis is a writer.
5. Marika inspects buildings. Marika is a building inspector.

6. Mohammed is someone who practices science. Mohammed is a ____________________.
7. James is someone who designs magazines. James is a magazine ____________________.
8. Anne is someone who reports for a newspaper. Anne is a newspaper ____________________.
9. Trisha is someone who operates a telephone. Trisha is a telephone ____________________.
Making Generalizations

A generalization is a statement that is true most of the time. It often uses words such as all, few, often, some, rarely, never, always, many, or most.

A tropical rain forest is a forest of tall trees that gets a lot of rain. Some rain forests get over 250 inches of rain in one year! Rain forests are always warm. The temperature rarely goes over 93 degrees or drops below 68 degrees. Rain forests remain green all year long. The tallest trees block out much of the light below. Most rain forests are near the equator. Tropical rain forests have more species, or types, of plants and animals in them than any other places in the world.

Question: What are most rain forests like?

<table>
<thead>
<tr>
<th>Details</th>
<th>Generalization</th>
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 Possessives

Have you seen a blue hat? It’s my sister’s hat. Its brim is very wide. She needs it back because she’s going to Norway next week and Norway’s weather is very cold.

Do you have my son’s glasses? I think he left them here last week. Or was it at the doctor’s office? Oh, dear. Now I can’t remember. He might have left them in his father’s car, too.

Where is my hamster, Denny? He used to be my friend Marc’s but he gave Denny to Lisa. Lisa’s cat almost ate him, so her Dad said to give Denny to her cousins. Denny had a rough time at the cousins’ house. They fought over him, so they gave him to me.
Categorize and Classify

My name is Elaine. I have so many cousins! Will you help me keep track of them? My cousins Robbie and Ricky live in Florida. My cousins Katie, Richard, and Joshua live in California. My cousin Beth lives in Canada. My cousins Leo, Hannah, and Dan live in Vermont. Finally, my cousins Connie and Rona live in New York.

Who Lives Where?

Florida Cousins
- Robbie
- Ricky

Canada Cousin
- Beth

California Cousins
- Katie
- Richard
- Joshua

Elaine

Vermont Cousins
- Connie
- Rona

---

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Compound Words

Last Saturday was my birthday! My family took me to a cool restaurant downtown. After the meal, my dad whispered something in the waiter’s ear. Soon, a giant cake was wheeled out from the kitchen doorway. Everyone started to sing “Happy Birthday.” Even the strangers sitting nearby began to join in. The best present I got was the baseball glove I’d been wanting. Dad said we could try it out in the backyard later on — after I did my homework. That glove came in handy for the double-header my team played against the Ravens later that week!

1. ____________________  6. ____________________
2. ____________________  7. ____________________
3. ____________________  8. ____________________
4. ____________________  9. ____________________
5. ____________________ 10. ____________________
Noting Details

Yesterday Jean was walking home from school, humming quietly. It was a bright, chilly day. Suddenly, a little dog came up to her. “Follow me,” he said, in a strange, low voice. Jean couldn’t believe it! Was this dog really talking to her? Just then a cloud passed by the sun, making it colder and darker. Jean didn’t know what to do.

“Well, what are you waiting for?” said the dog. “We’ve got things to see!”

The dog started walking away. “Am I going to let a little dog boss me around?” Jean asked herself. But, before she knew it, she was racing to catch up to him!

<table>
<thead>
<tr>
<th>Most Important Details</th>
<th>Why Important?</th>
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Words with the Suffix -able

1. Glass vases are breakable.
2. Kay’s dress is washable.
3. My father gave me some valuable baseball cards.
4. Juan’s birthday party was enjoyable.
5. Leslie’s new puppy is lovable.
6. Dominick tried to get comfortable.
7. Tyrone’s riddle is not solvable.
8. Is that old CD playable?
Compare and Contrast

1. Both Tyler and Jess have pets, but Tyler has a cat and Jess has a dog.

- has a cat
- have pets
- has a dog

2. Birds and squirrels both live in trees, but birds can fly and squirrels can’t.

- birds
- and squirrels
-
Words with *-ed* and *-ing*

1. My mom and dad are grocery (shopped, shopping) right now.
   My mom and dad (shopped, shopping) for a new radio last weekend.
2. Last Thanksgiving, my grandmother (baked, baking) bread.
   My grandmother is (baked, baking) a cake for my sister’s birthday.
3. Are you (wrapped, wrapping) the gifts?
   Who (wrapped, wrapping) the gifts?
4. Sophie (cleaned, cleaning) her room earlier.
   Sophie is (clean, cleaning) her room now.
5. I (danced, dancing) with Bianca at the party.
   I am (danced, dancing) with Bianca.
6. This winter, we are (vacationed, vacationing) in Bermuda.
   Last summer, we (vacationed, vacationing) in Paris.
Fantasy and Realism

1. The corn grew until it was taller than I was. **Realism**
   The corn grew taller than a skyscraper. **Fantasy**

2. It was so cold that the cows were giving ice cream instead of milk. __________
   It was cold, but we went to the barn and milked the cows anyway. __________

3. The farmer down the road wasn’t very friendly.
   __________
   The farmer down the road was so mean, he once stopped a tornado just by yelling at it. __________

4. The tomatoes we put on our sandwiches were so juicy that they made the bread soggy. __________
   We had to wear raincoats to eat our tomatoes because they squirted so much juice. __________

5. The dog growled and said, “Don’t even think about petting me right now!” __________
   The look on the dog’s face told me not to pet her. __________
Suffix -ible

**Question:** Are you able to make sense of the plan?
**Answer:** Yes, the plan seems sensible.

Q: Are you able to bend this wire?
A: Yes, the wire is flexible.

Q: Are we permitted to whisper?
A: Yes, whispering is permissible.

Q: Can we divide this number by two?
A: Yes, it is divisible by two.

Q: Are you able to see to the bottom?
A: Yes, the bottom is visible.

Q: Can you believe what you are hearing?
A: No, it’s too incredible!
Predicting Outcomes

Tonya’s Clumsy Day

Tonya was telling Grandma about all the things that had gone wrong that day.

Tonya said, “I was talking to my friends and I didn’t see the big mud puddle. I slipped and fell right into it. At lunch, I didn’t realize that my usual table had been moved. I placed my lunch where the table should have been and it dropped on the floor.”

“You just need to be more careful and pay attention,” suggested Grandma.

“I guess so!” said Tonya. She bent down to pull out a carton of juice from the refrigerator. With her other hand, she felt around the countertop for a glass.

Prediction:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

TMES 4–2 Grade 4 Theme 4: Problem Solvers
Prefixes *re-*, *mis-*, *ex-*

**Bess:** Your story was exciting! I liked the part where the robot made the ship explode. I didn’t expect that to happen.

**Phil:** Are there any parts I should rewrite?

**Bess:** You repeated the word *very* in these sentences. Maybe you should replace one or two.

**Phil:** OK. I’ll revise this part. Did you misunderstand any parts? Are there any misspelled words?

**Bess:** I didn’t see any other mistakes. It’s a great story. I’d like to reread it.
Problem Solving

Lee looked out the window at the snowy landscape. He saw Jim and Kara pulling their sleds.

“I wish I had a sled,” said Lee.

“Your friends said they would let you take a turn on their sleds, didn’t they?” asked Lee’s father.

“Yes,” said Lee. “I’ll catch up with them.” Lee opened the closet to find his jacket. He saw a big cardboard box and got an idea. Lee pulled out the sides of the box and made a flat shape. He asked his father for two plastic trash bags and some packing tape.

Lee covered the flat cardboard with the trash bags. He smoothed out the bags and used the tape to hold them in place. The sled was finished!

Lee’s sled was so fast and so smooth that Jim and Kara asked to ride on it over and over again.

<table>
<thead>
<tr>
<th>Problem:</th>
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<tr>
<td>Solution:</td>
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<td>Step 1:</td>
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<td>Step 2:</td>
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<td>Step 3:</td>
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<td>Step 4:</td>
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</tbody>
</table>
Prefixes *pre-*, *con-*, *com-*

- **Rice**: It’s so easy to prepare this precooked rice.
- **Cereal**: A complete breakfast in one box.
- **Muffin Mix**: Just combine the mix, eggs, and milk.
- **Cotton**: 100% preshrunk cotton
- **Computer**: End computer confusion! Connect and communicate with just one click.
- **Car Lot**: These pre-owned cars are beyond compare!

---

**TMES 4–5**

Grade 4  Theme 4: Problem Solvers
Drawing Conclusions

Who is Oro?

Something awakened Manny. He sat up in bed suddenly, and his eyes flew open. Then he heard the gentle groan of floorboards—*creak, creak, creak*. Manny opened his eyes wider. The room was completely dark. For just a moment, Manny saw two yellow circles glowing near the floor. Then he saw a leaping shadow. He felt something flop at the foot of the bed. Soon he heard a soft, purring sound. He sighed, "Oh, it’s just Oro." Manny went back to sleep.

Detail: __________________________

+ Detail: __________________________

+ Detail: __________________________

+ Detail: __________________________

= Conclusion: __________________________
VCCV Pattern

Birds welcome the day.
Twitter, chatter, chirp, and squawk.
Come to the concert!

A faint drum patters.
A horn murmurs, flutes whisper.
Then the cymbals crash!

When the jazz trumpet
sings—picture silver glitter.
See bright notes shimmer.
Story Structure

The Farmer's Lesson

Long ago, in a land far away, a farmer worried that his five sons argued too much. One day, the farmer showed his sons a thick bundle of sticks. He told each son to try to break the sticks in half. Each failed. Then the farmer untied the bundle and gave one stick at a time to his sons. Each stick was easily broken.

"My sons," said the farmer, "you are like these sticks. Together, you are strong. Apart, you are weak."

The sons learned the lesson and never fought again.

<table>
<thead>
<tr>
<th>Characters:</th>
<th>Setting:</th>
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<tr>
<th>Plot</th>
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<tbody>
<tr>
<td>Problem: ____________________________________</td>
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<td>Events:</td>
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<tr>
<td>Solution or Ending: __________________________</td>
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Grade 4  Theme 4: Problem Solvers
Prefixes and Suffixes

Please be careful.

Uh, oh. I was careless.

I disagree with your idea.

Let’s try to come to an agreement.

I have three unread books.

I have three books to reread.

Thank you for your kindness.

I will never be unkind to you.

Can you make the rabbit disappear?

Yes. And I can make it reappear!
Cause and Effect

Plants that grow in dry desert lands need water, so they have special tricks for drinking up the rain. The roots of a cactus spread out very far. These wide roots are best because they can soak up lots of rain very fast. The stems of some cacti have folds, or ribs, and act like a storage tank. The cactus can hold onto water because the ribs stretch out. Cacti have sharp spines for protection, since thirsty desert animals might try to drink a cactus’ water.

Example:
Deserts are dry lands. (cause) ➤ Desert plants have tricks for soaking up water. (effect)

<table>
<thead>
<tr>
<th>CAUSE</th>
<th>EFFECT</th>
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<tbody>
<tr>
<td>Plants have special tricks for drinking up the rain.</td>
<td>The roots of a cactus spread out very far.</td>
</tr>
<tr>
<td>The ribs of the cactus stem can stretch.</td>
<td>The cactus can hold onto water because the ribs stretch out.</td>
</tr>
<tr>
<td>Animals cannot take water from the cactus.</td>
<td>Cacti have sharp spines for protection.</td>
</tr>
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</table>
Changing Final y to i

Band Plans Tour of Ten Cities
1. ________________

“I’m Happiest Onstage,” Says Singer
2. ________________

Band’s Earlier CDs Sold Millions
3. ________________

“More, More, More!” Cried Fans
4. ________________

Songwriter Busier Than Ever
5. ________________

Concert Ticket Sales Rise Steadily
6. ________________
Making Judgments

At nine years old, Trisha knew that she wanted to be an Olympic figure skater. She had already won many impressive skating awards. She practiced at the rink four afternoons each week. Trisha loved to skate.

One day, Trisha was having a terrible practice. She couldn’t get the hardest move of her new routine right. She fell a few times. Her coach told her to be patient and that she had time to get it right before her next competition. After she fell for the fifth time, Trisha yelled “I quit! I don’t want to skate anymore!”

<table>
<thead>
<tr>
<th>Question</th>
<th>Story Details</th>
<th>Own Opinions and Experiences</th>
<th>Judgment</th>
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<tr>
<td>Should Trisha quit skating because she fell a few times?</td>
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VCV Pattern

Shopping List

1. frozen fish
2. canned soda
3. salad mix
4. fresh spinach
5. large melon
6. three cans of tuna
7. plain yogurt
8. dozen eggs
9. sweet relish
10. bacon strips
11. waxed paper
12. dish soap: super size
Fact and Opinion

A Baseball Superstar

Willie Mays was the greatest center fielder in baseball history. He was named Rookie of the Year in 1951, when he began his career with the New York Giants. He was the National League’s Most Valuable Player in 1954. He was elected to the Baseball Hall of Fame in 1979.

The most famous catch in baseball history was made by Mays. It was in the first game of the 1954 World Series. The Cleveland Indians and the Giants were tied. Vic Wertz, an Indians batter, hit the ball deep into center field and Mays caught the ball! The Giants went on to win the game—and the World Series.

FACTS

1. Willie Mays was named Rookie of the Year in 1951.
2. He was the National League’s Most Valuable Player in 1954.
3. He was elected to the Baseball Hall of Fame in 1979.
4. The most famous catch in baseball history was made by Mays.
5. It was in the first game of the 1954 World Series.

OPINIONS

1. Willie Mays was the greatest center fielder in baseball history.
2. He was the greatest baseball player of all time.
3. The catch by Mays was the most famous catch in baseball history.
4. The Giants winning the World Series that year was a huge accomplishment.

TMES 5–6
Three-Syllable Words

1. *Adventure on the Mountaintop* by I.C. Farr

2. *Evergreens* by Woody Green

3. *Exercise Without Injury* by Les B. Safer

4. *Conserving Energy* by Rhea Sykel

5. *Basketball for Enjoyment* by May D. Schott

6. *Retraining Dogs That Misbehave* by Willy O. Baye

7. *Grandparents Are Wonderful!* by Manny Huggs

8. *Plants for Beginning Gardeners* by Rhoda Dendron
Following Directions

Materials: a pencil, markers or crayons, paper.

1. First, draw an oval in the center of your paper. The narrow ends should be at the top and bottom.
2. Then draw a triangle above the oval. The bottom of the triangle should balance on the top end of the oval.
3. Next, draw a horizontal (side-to-side) zigzag line inside the triangle, just above the bottom. In the center of the triangle, draw two dots, one beside the other with a little bit of room in between.
4. Now draw a curly line that sticks out from the left side of the triangle. Repeat this step from the right side of the triangle.
5. Draw a shape looking like a three-pointed fork from the left and then from the right side of the oval.
6. Find the bottom of the oval and draw two lines coming out of the bottom curve. At the bottom of each line, draw a three-toed bird’s foot.
7. Finally, add color to your creature using markers or crayons. Name your creature and write three sentences telling about it.
Suffixes
-less, -ness, -ion

Today I’m going to show you how to make a tasty creation that will bring happiness to your next dinner party.

I have poured seedless grapes into this bowl. These bananas are at just the right stage of ripeness.

Next I’ll just chop up this watermelon. Oops, I dropped some on the floor! How careless of me! I’m glad that neatness doesn’t count on this show.

Now I’ll pour this yogurt over the whole combination. Finally, I’ll mix in a tiny bit of honey for sweetness.

I’ll take a taste. Mmmm, perfection!

I hope you viewers will take my suggestion and tune in tomorrow. I’ll be making meatless chili.
Topic, Main Idea, Supporting Details

Fire Safety at Home

Always stay safe while using portable heaters. Place heaters more than three feet away from people, pets, and furniture. Check the wire on your heater to make sure it is not torn.

Watch out for other fire hazards. Never run an extension cord under a rug or behind curtains. Keep trash in covered bins. Store flammable items like paint thinner far from any heating sources.
Word Roots graph, tract

For his school project, Paul read a biography of Abraham Lincoln. He was attracted to the book because it was thin and had lots of pictures. But once Paul began to read it, nothing could distract him.

Then Paul made a poster to show what he had learned. He wrote several information-filled paragraphs. He extracted parts of Lincoln’s speeches and letters. He traced Lincoln’s autograph and made copies of photographs. Paul used computer graphics for the title and headings. It was the best project Paul had ever done.

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# Making Inferences

Lauren and Rose were picnicking in a field, but soon a thunderstorm made them run for shelter. Rose suggested the girls stand under a nearby tree.

“No, no!” said Lauren. “Never get under a tree during a thunderstorm! Let’s run for the car.”

Suddenly, lightning flashed and a great BOOM shook them. Lauren pointed to the tree. Flames were shooting out of the branches. Rose’s eyes opened wide. “You saved my life!” said Rose.

<table>
<thead>
<tr>
<th>What can I infer?</th>
<th>How can I tell that?</th>
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