

How often have you looked at a story a student has written with an eye for a good plot, vivid description, interesting characters and setting, or an expository essay about a curriculum topic and been totally discouraged because you couldn't read it? One sentence flows into the next with little in the way of punctuation and capitalization. There are issues with grammar, subject/verb agreement, and fluency. Forget about content - this student needs basic concepts and skills such as:

- Parts of speech
- What is a sentence?
- Identifying sentences, phrases, and fragments
- Basic sentence construction
- Capitalization and punctuation
- Subject/verb agreement
- Comparative/superlative language
- Special usage problems (a/an, they're/ their/ there, to/too/two)

Once these basic grammar/mechanics skills are learned, students can begin to approach more sophisticated skills such as:

- Identifying topic sentences, supporting details, extraneous material
- Chronological order
- Recognizing and revising on and on and run-on sentences
- Recognizing and revising awkward construction, sentence fragments
- Combining choppy or redundant sentences to build fluency
- Eliminating redundant word choice
- Using transition words
- Using specific versus general details

Some students seem to learn these skills naturally as the result of reading and communicating verbally with others. However, most children need specific instruction and practice opportunities in order to recognize, assimilate, internalize, and apply these skills effectively to their own writing. Students must understand the 'why' of grammar and mechanics. They need more than uninformed rote drill and will benefit from the deep understanding that comes from powerful direct instruction. Throughout this manual we provide the necessary background knowledge to enable teachers to successfully teach these skills through the use of the student activities. Essentially, this resource provides the specific background information, lesson plans and procedures, practice, and application opportunities for success. All of the fourth grade 21st Century Learning Standards for language, are addressed.

Introduction

The grammatical skills are divided into units. The units are provided so you can choose the unit of skills to teach that best fits your curriculum and student needs. The units start out teaching the basic skills and advance in difficulty throughout the book. You may start with Unit 1 and progress through the entire book, but you do not have to teach the units in sequence. For example, if your students are very weak in capitalization and punctuation skills, you can skip to Unit 7 and work through the unit along with another unit or in isolation. Some skills are so important with fourth graders, that they could be revisited throughout the year.

For each skill area you will find:

- **A Detailed Lesson Plan** with “Think and Discuss” pages for skills addressed in the student resource books. These lesson plans provide background information, teaching suggestions, and opportunities to expand on the basic activities found on the student resource pages, as well as student answer sheets. We have also included opportunities to apply these skills to authentic pieces of narrative, expository, and opinion writing. These lessons provide the “how and why” of grammar, mechanics, and punctuation that students need in order to use language effectively. The activities are multi-layered and robust, providing student understanding that typical “skill and drill” worksheets cannot deliver.

- **Assessment Opportunities:** An additional feature of this book is the inclusion of ongoing assessments throughout the year. All assessments are printable from the following link: _____ and may be reproduced for each student in your class. The assessments are designed to test understanding and be used as a tool to adjust instruction around review, reinforcement, and reteaching. Assessments are structured with direct questions to evaluate the knowledge of the skill taught and in paragraph form with each sentence numbered for student reference. Students revise by reading the paragraphs and responding in a multiple-choice format. These assessments not only demonstrate students’ understanding and growth, but also provide valuable test-taking practice and strategizing in preparation for many state testing requirements. The assessments start off simple and become more complex as the skills progress. Many units have several assessments that can be given all at once or spread over several days. This allows you to select the assessments that best address your students’ needs. Exposing students to many examples of multiple choice formats will help them become more comfortable with the test-taking strategies necessary for success. These assessments should be used after the instruction has taken place and students have had the opportunity to understand and practice the skills. The assessments can then be placed in the students’ writing portfolios as documentation of skills taught.

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- **Student Resource Books:** Each skill is broken down simply for students and many of the activity pages include an optional WRITING CONNECTION which encourages application of the skill within a writing experience or uses the skill or theme as a link to an authentic writing task. In this way, students see that these skills do not exist in isolation, but rather in every type of writing they encounter.

NOTE TO TEACHER: Many of the optional WRITING CONNECTION activities require prior knowledge of both the narrative and expository writing skills presented in Empowering Writers *Comprehensive Narrative Writing Guide* and the *Expository and Opinion Writing Guide for Grade 4*. Using the lessons from the *Editing, Revising, and More Teacher's Manual* at least three times a week in conjunction with the activities in the Comprehensive Guides provides a solid foundation and integration of skills, mechanics, craft and creativity in written communication. By studying the lesson plans in depth and consistently teaching writing, all students will improve. We feel that there is real value in empowering your students as editors. As their confidence grows, they develop a positive attitude toward revision. Applying the skills in authentic ways also encourages editing and revising to become a natural part of the writing process. We strongly recommend that you incorporate writing across the curriculum daily.

For information on Empowering Writers and their complete line of resources and professional development opportunities, please visit us at our website:

www.empoweringwriters.com

or you can contact us at:

**731 Main Street, Suite 117
Monroe, CT 06468
203-452-8301**

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Think & Discuss

Skill

The Two Parts of a Sentence: Complete Subject and Complete Predicate; Simple Subject and Simple Predicate

Student pages:

p. 2, “The Two Parts of a Sentence”

p. 3, “Be a Sentence Detective!”

Objective

Students will recognize the simple subject and predicate of a variety of sentences.

Necessary Background

Explain to the class that sentences are made up of a **subject** and a **predicate**. The **complete subject** of a sentence tells the reader who or what the sentence is about. The **complete predicate** tells something about the subject. In order to make sense, a sentence needs both a subject and a predicate. For teaching purposes we introduce **subject** and **predicate** to students as follows:

COMPLETE SUBJECT: the WHO/WHAT part of the sentence

COMPLETE PREDICATE: the DOING/DESCRIBING part of the sentence

Procedure for Whole Group Instruction

Analyze the two parts of a sentence.

1. Write these sentences on the board or project them and analyze with the class:

Libby/ sat on the swing.

She/ loved to go flying high.

The slide/ was curvy and twisted.

This playground equipment/ was her favorite.

Libby/ played on the jungle gym.

The other children in her class/ played tag with Libby.

2. Go through the sentences together, pointing out the WHO/WHAT and the DOING/ DESCRIBING part of each sentence. The subject and predicate are delineated by the use of a slash.

(continued)

Lesson Plan

3. Once you have demonstrated with these sentences how to distinguish between the complete subject and the complete predicate, explain the following:

SIMPLE SUBJECT is the noun or pronoun that is the most important part of the complete subject.

SIMPLE PREDICATE is the verb, the most important word in the complete predicate.

Now go back to the sentences above and ask, “What is the most important word in the complete subject?” Circle the word and say that this is the simple subject. Then ask, “What is the most important word in the complete predicate?” Underline the word and say that this is the simple predicate or the verb. Most often this simple predicate is just referred to as the verb.

Libby sat on the swing.

The slide was curvy and twisted.

Libby played on the jungle gym.

She loved to go flying high.

This playground equipment was her favorite

The other children in her class/ played tag with Libby.

Point out that if the complete subject or the complete predicate contains only one word, the simple subject or verb will be the same word. Show students in the examples that this varies depending on the sentence. Provide other example sentences for students to practice this skill as a group.

4. Proceed similarly through **Student pp. 2-3**, following the specific directions and modeling for students what they are to do on each activity page.
5. During guided practice, you will circulate and check for understanding as students work independently.

THE TWO PARTS OF A SENTENCE

REMEMBER: Sentences have two parts. Here's an easy way to think of the two parts of a sentence:

Part 1: Part 2:
WHO/WHAT + DOING/DESCRIBING

Together, the WHO/WHAT part and the DOING/DESCRIBING part make a sentence!

DIRECTIONS: Look at each sentence.

The *subject* (WHO or WHAT) of each sentence is underlined.

The *predicate* (DOING or DESCRIBING) is **boldfaced**.

1. Miss Edwards **walked into the school.**

WHO was this about? Miss Edwards

What did Miss Edwards DO? walked into the school

2. She **opened her classroom door.**

WHO was this about? She

What did she DO? opened her classroom door

3. The children **came inside.**

WHO was this about? the children

What did the children DO? came inside

4. Mia **put her backpack in the cubby.**

WHO was this about? Mia

What did Mia DO? put her backpack in the cubby

5. The backpack **was pink.**

WHAT was this about? The backpack

What was the backpack like? was pink

Refer to Student Page 2

BE A SENTENCE DETECTIVE!

DIRECTIONS: Each sentence is missing a **WHO** or **WHAT**. Think of a **WHO** or **WHAT** that will make sense and write it in the blank. (Don't forget to begin each sentence with a capital letter.) After adding a complete subject, go back and circle the simple subject.

1. The driver started the engine.
2. The race car roared to life.
3. Car and driver sped off onto the race track.

Now, fill in a missing **DOING** or **DESCRIBING** word or phrase! (Don't forget to end each sentence with a period.) After adding the complete predicate, go back and circle the simple predicate. (verb)

4. The race car driver rounded the turn.
5. The crowd cheered.
6. The pit crew worked fast.

WRITING CONNECTION: Read the sentences you wrote. What is the setting? Think of what else you might see or hear in this setting. Then, on the lines below, write 3 more complete sentences about this setting. In each sentence circle the **WHO/WHAT** part and underline the **DOING/DESCRIBING** part!

Race track setting (Teachers may need to
show students pictures of a race track.)

Assessment 1:

Skills

Recognizing the Two Parts of a Sentence, Revising Incomplete Sentences

1. Read the sentence and identify the words that make up the complete subject.

The Independence Day Parade was exciting.

- ☐ a.) exciting
- ☐ b.) parade
- ☒ c.) The Independence Day Parade
- ☐ d.) Was exciting

2. Read the sentence and identify the words that make up the complete predicate.

The fireworks burst high in the air.

- ☒ a.) burst high in the air
- ☐ b.) The fireworks
- ☐ c.) burst
- ☐ d.) in the air

3. Select the complete sentence.

- ☐ a.) The marching band.
- ☐ b.) Colorful floats and marching bands.
- ☐ c.) Down the street
- ☒ d.) Many colorful floats and marching bands went down the street.

4. Read the sentence. What is the sentence all about?

The Fourth of July celebrates the birthday of America.

- ☐ a.) birthday parties
- ☒ b.) The Fourth of July
- ☐ c.) America's flags
- ☐ d.) fireworks

5. Read the sentence and select the simple predicate (verb).

The excited crowds waved their flags.

- ☐ a.) excited crowds
- ☐ b.) crowds waved
- ☒ c.) waved
- ☐ d.) the excited crowds

6. Read the sentence and select the simple subject.

The bright red car followed behind the marching band.

- ☐ a.) red car followed
- ☐ b.) behind the marching band
- ☒ c.) car
- ☐ d.) car followed behind

(continued)

Read this:

Autumn bring us many seasonal changes. Leaves turn bright red, gold, and orange. Cooler temperature. Animals prepare for the cold winter ahead. The days become shorter. The smell of burning leaves fills the air. During the fall migrating birds.

What is this all about? Autumn

Now, read it one line at a time. Look for lines that are NOT complete sentences.

(1) Autumn brings us many seasonal changes. (2) Leaves turn bright red, gold, and orange. (3) Cooler temperature. (4) Animals prepare for the cold winter ahead. (5) The days become shorter. (6) The smell of burning leaves fills the air. (7) During the fall migrating birds.

Answer the questions below. Look back at each line to help answer the questions.

7. Sentence 3 is not a complete sentence. Which one of these is the correct way to write it?
- ☐ a.) Cooler temperature in autumn.
 - ☐ b.) I like cooler temperature.
 - ☒ c.) In autumn the temperature is cooler.
 - ☐ d.) Cooler temperature then.
8. Sentence 7 is not a complete sentence. Which one of these is the correct way to rewrite it?
- ☒ a.) During the fall, birds migrate south.
 - ☐ b.) During the fall, birds in the sky.
 - ☐ c.) During the fall, flying in the sky.
 - ☐ d.) I like to watch birds.

(continued)

Think & Discuss

Four Types of Sentences

Student pages:

p. 10, “Recognizing Four Types of Sentences”

Objective

Students will be able to differentiate among the four types of sentences. They will be able to write the four types of sentences and punctuate them correctly.

Procedure

1. Explain to students that there are several different purposes for writing sentences depending on whether you want to:

- Make a statement
- Ask a question
- Give a command
- Express a strong opinion

Chart these for students to see.

2. Write a simple declarative sentence on the board: ***Dogs make great pets.*** Change the punctuation to a question mark, and then an exclamation point to show how the meaning changes based on the purpose of the sentence.
3. Distribute copies of Student Reference Sheet, p. 28, **Types of Sentences**, in the Teacher’s Manual. Write the words ***declarative, interrogative, imperative and exclamatory*** on the board. Match these with the definitions you charted. Have students read the definitions from the **Student Reference Sheet**, as you write them on the board. Then write an example of each type, emphasizing the punctuation used in each case.
4. Put students in pairs. Have them write their own examples of each type of sentence using their reference sheet for assistance. Have volunteers write their examples on the board and then call on another student to label the sentence.
5. After these activities, students should be ready to complete **Student p. 10, Recognizing Four Types of Sentences**.

EXTENSION: Allow students to work in small groups or pairs to create a list of four questions they would like to ask the principal. Have them write what they can predict might be the answers to their questions. Encourage them to write answers that would be declarative, exclamatory, and imperative sentences.

TYPES OF SENTENCES

There are four different types of sentences, each with a different purpose.

1. **Declarative sentence** - a sentence that states a fact. They are simple statements that present a fact or declare something.

Example:

Craig is a good student. He likes to play soccer.

2. **Imperative sentence** - a sentence that gives a command, makes a request, or a wish.

Examples:

Pick up your book from the floor. (*a command*)

Please lend me your pencil. (*a request*)

Have a good time at the park. (*a wish*)

3. **Exclamatory sentence** - a sentence that expresses sudden and strong feelings, such as surprise, wonder, happiness, gratitude, or sympathy.

Examples:

I am so sorry!

Wow, what a great kick!

4. **Interrogative sentence** - a sentence that asks a question.

Examples:

Where are you going?

Where do you live?

RECOGNIZING FOUR TYPES OF SENTENCES

DIRECTIONS: What kind of sentences are these? Darken the circle of your choice.

1. Please take out the trash.

- ☐ a. Declarative
- ☒ b. Imperative
- ☐ c. Interrogative
- ☐ d. Exclamatory



6. Bad dog!

- ☐ a. Declarative
- ☐ b. Imperative
- ☒ c. Exclamatory
- ☐ d. Interrogative



2. Pete's the best soccer player.

- ☐ a. Imperative
- ☒ b. Declarative
- ☐ c. Interrogative
- ☐ d. Exclamatory



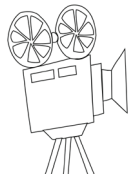
7. Get in the car.

- ☐ a. Declarative
- ☒ b. Imperative
- ☐ c. Exclamatory
- ☐ d. Interrogative



3. Are you going to the movie?

- ☐ a. Declarative
- ☒ b. Interrogative
- ☐ c. Exclamatory
- ☐ d. Imperative



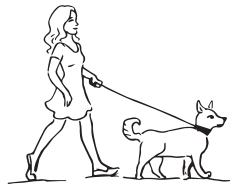
8. Bears are classified as caniforms.

- ☒ a. Declarative
- ☐ b. Imperative
- ☐ c. Exclamatory
- ☐ d. Interrogative



4. Boy, I bet you're tired after that long walk.

- ☐ a. Declarative
- ☒ b. Exclamatory
- ☐ c. Imperative
- ☐ d. Interrogative



9. Would you rather have a dog or a cat?

- ☐ a. Declarative
- ☐ b. Imperative
- ☐ c. Exclamatory
- ☒ d. Interrogative



5. Eliza is floating in a tube.

- ☐ a. Interrogative
- ☐ b. Exclamatory
- ☒ c. Declarative
- ☐ d. Imperative



10. Have a good time at the pool.

- ☐ a. Declarative
- ☒ b. Imperative
- ☐ c. Exclamatory
- ☐ d. Interrogative



Imagine your mother has asked you to clean your room. On a separate sheet of paper, write four sentences about this project. Make sure that one sentence is declarative (makes a statement), one is imperative (gives a command), one is exclamatory (expresses strong emotion) and one is interrogative (asks a question).

Refer to Student Page 10

Assessment 1A:

Skills

Other Kinds of Simple Sentences, Compound Sentences, and Four Types of Sentences

Write the complete subject from each sentence below on the line provided.

- | | |
|-----------------------------|--|
| <u>Sleeping late</u> | 1. Sleeping late makes me happy. |
| <u>Eating right</u> | 2. Eating right is important to good health. |
| <u>Changing a flat tire</u> | 3. Changing a flat tire is hard work. |
| <u>Happiness</u> | 4. Happiness comes from helping others. |

Answer the following questions:

- Which of the following is NOT one of the FANBOYS?
☐ a.) for
☒ b.) all
☐ c.) or
☐ d.) and
- What punctuation needs to be added to the following sentence?
The diner serves home cooked meals so it has become very popular.
☐ a.) A period after *cooked*
☐ b.) A comma after *serves*
☐ c.) A comma after *become*
☒ d.) A comma after *meals*
- Which of the following is a simple sentence?
☐ a.) I ate two helpings of potato chips, so I wasn't hungry for lunch.
☒ b.) Martha enjoys playing the flute in the band.
☐ c.) The porch swing swayed in the breeze, and the smell of rain floated in the spring air.
☐ d.) Our car wouldn't start, so we had to ride the bus.
- Choose the best way to combine these two simple sentences.
I was very nervous before the school play began. I was calm after I delivered my lines successfully.
☐ a.) , and
☒ b.) , but
☐ c.) , or
☐ d.) , for.

Use the choices below to label the following sentences.

a.) declarative b.) interrogative c.) imperative d.) exclamatory

- b 5. Do you have a new book bag?
a 6. Bananas and peaches make good smoothies.
d 7. Be careful on that slide!
c 8. Please close the door quietly.

Think & Discuss

Skill

Possessive Forms of Nouns (using apostrophe)

Student Pages:

- p. 23, “Using Apostrophe ‘s’ to Show Ownership”
- p. 24, “Plural or Possessive”

Objective

Students will recognize and correctly use apostrophes in the appropriate situations.

Necessary Background

Often students are confused as to when to use an apostrophe. They mistake plural and possessive. Tell the students that to indicate more than one, or a number of people, places, or things, they should use “s” alone. The apostrophe followed by the letter “s” is used to show ownership or possession.

Example: Mr. Murray’s car is in the auto shop.

Explain that Mr. Murray owns the car. Mr. Murray is followed by an apostrophe “s” to show possession. When explaining this to students, a rule of thumb is to ask this question, “What belongs to whom or what?” If you can answer that question, then you know you need an apostrophe.

Procedure

1. Write these sentences on the board.

The lobster bake that Janet held was canceled due to rain.

Mary planned a birthday party outdoors, and it was ruined by the rain.

The rainstorm made a flood for Nick in his basement.

2. Take the students through the following exercises. Direct them to change the sentences to show ownership, and write their responses on the board.

Janet’s lobster bake was canceled due to rain. Mary’s party was ruined because of the rain. Nick’s basement flooded in the rainstorm.

3. Point out how the “s” shows ownership. Show the students that this is different from a noun that is plural.

Example: Lobsters crawled in their tank. Rainstorms were responsible for ruining many parties this summer.

These examples show more than one but do not show ownership.

4. Direct students to **p. 23, Using Apostrophe ‘s’ to Show Ownership**. Model by completing one or two examples together as a class and then have students complete the rest independently. Circulate checking for understanding as they work. On another day, have students complete **p. 24, Plural or Possessive**.

IMPORTANT: When students get to the bonus on p. 24, call attention to the way in which the apostrophe is used when something belongs to more than one person.

Example: the (three) friends art project, would read, the friends’ art project.

USING APOSTROPHE “S” TO SHOW OWNERSHIP

The apostrophe followed by the letter “s” is used to show ownership or possession.

Instead of saying:

This jacket belongs to Cheryl.

Marc owns that red dirt bike.

That notebook belongs to Sean.

You could say:

This is Cheryl’s jacket.

That is Marc’s red dirt bike.

That is Sean’s notebook.

DIRECTIONS: Rewrite each sentence. Use ’s to show ownership.

1. The scarecrow towered above the **garden owned by the farmer**.

The scarecrow towered above the farmer’s garden.

2. **The wheelbarrow belonging to the farmer** leaned against the wire fence.

The farmer’s wheelbarrow leaned against the wire fence.

3. **The scarecrow had a shirt** that was tattered.

The scarecrow’s shirt was tattered.

4. **The produce the gardener raised** was superb.

The gardener’s produce was superb.

5. I stared at **the giant pumpkin of the farmer**.

I stared at the farmer’s giant pumpkin.

6. **The vines of the tomato plants** were covered in yellow blossoms.

The tomato plant’s vines were covered in yellow blossoms.

7. **The hay-stuffed dude had denim jeans** with holes in both legs.

The hay-stuffed dude’s denim jeans had holes in both legs.

8. An assortment of fruits and vegetables were sold at **the produce stand of the gardener**.

An assortment of fruits and vegetables were sold at the gardener’s produce stand.

Look at these two sentences:

Rows of okra plants were growing at the back of the garden next to the green beans.

The butterflies flitted between the plants for several hours.

THINK ABOUT IT: Why not use the apostrophe in the following words found in these sentences?

rows

plants

beans

butterflies

hours

Refer to Student Page 23

PIRATE SKIP'S PRONOUNS

DIRECTIONS: Pirate Skip hid a treasure on a deserted island. He wrote a note to his mother so that she could find the treasure. But she sent the note back to him. Here's what she said:

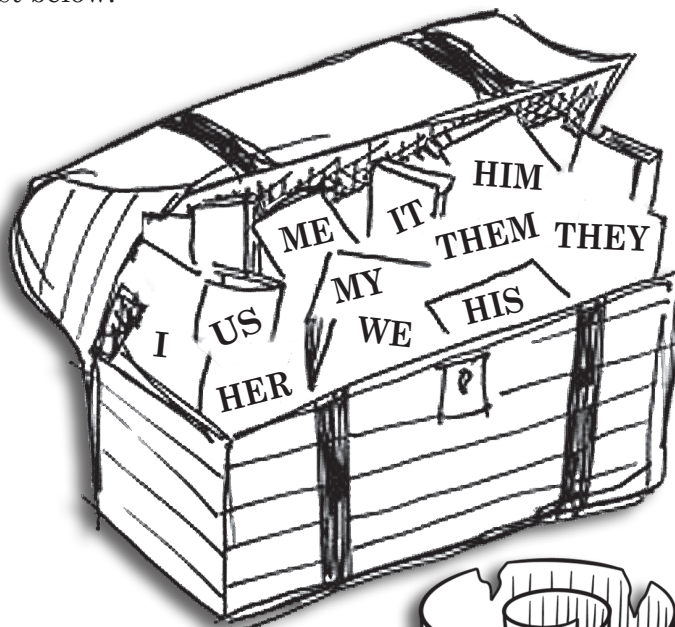
Skippy –

This note is poorly written – and boring! I've underlined all the repeated nouns – once you've replaced them with the correct pronouns, send it back to me. Then I'll think about recovering your treasure!

-- Ma

Help Pirate Skip

revise his note by writing the correct pronoun above each underlined noun(s). Choose from pronouns in the treasure chest below.



Pirate Skip hid a treasure on old Charles Island last winter. Hoping you can help Pirate Skip dig the treasure up. Pirate Skip am sailing the high seas, in the Caribbean at the moment. Pirate Skip is too far away for Pirate Skip to go back right now. My mates want to stay here and sunbathe, swim, and have Pirate Beach Parties. But, my mates and I still need to recover that treasure! Pirate Skip thought you and Aunt Gert could go dig the treasure up. You could pick Aunt Gert up in your cart and then call Cousin Joey and Uncle Stump. Aunt Gert, Cousin Joey and Uncle Stump are good workers and can dig like crazy! I've counted on Aunt Gert, Cousin Joey and Uncle Stump. Aunt Gert lot of confidence in Uncle Grump. If Uncle Grump can use Uncle Grump's giant shovel. I have a Pirate Skip will give you all a piece of gold or a fine jewel as payment! Pirate Skip Mom, Aunt Gert, Cousin Joey, and Uncle Stump will all be a little richer! Pirate Skip

Your Boy,
Skippy

Refer to Student Page 25

Think & Discuss

Skill

Recognizing Relative Pronouns

Student pages:

p. 28, “You be the Editor - Recognizing Relative Pronouns”

p. 29, “Practice with Relative Pronouns”

Objective

Students will recognize relative pronouns as introductory words for adjective clauses.

Necessary Background

Remind students that pronouns are used to replace nouns in sentences. Explain that relative pronouns help to **relate** or connect parts of a sentence. See boxed chart of **relative pronouns**:

<u>Relative Pronouns</u>		
WHO	WHOM	WHOSE
WHICH	THAT	

Students need to know that clauses are groups of words that have a subject and a verb and can either stand alone (making it an independent clause, which is also called a main clause or a complete sentence) or not. Those that cannot stand alone are called dependent clauses. Relative pronouns are used to introduce adjective clauses which are used to tell about a noun or pronoun in the main clause.

Example: Ms. Gander is the teacher who always wears a whistle. (Ms. Gander is the teacher. She always wears a whistle. The two ideas are combined with the **relative pronoun**: who.)

Ms. Gander is the teacher is the main clause. *Who always wears a whistle* is the adjective clause. It gives information about the noun *teacher*. The relative pronoun **who** replaces *she*.

Procedure

1. Write the word **relative** on the board. Ask students what this word means. They will know that a relative is someone who is a member of their family. Explain that relative pronouns are words that help show a connection among words in a sentence.
2. Write the relative pronouns on the board or make a classroom chart for display:

WHO, WHOM, WHOSE, WHICH, THAT

3. Then write several sentence pairs on the board:

Marcus is my friend. He likes baseball.

The doctor's office plays music. The music is soothing.

The curtains are in the living room. The curtains have a tear.

(continued)

RELATIVE PRONOUNS

WHO, WHOM, WHOSE, WHICH and THAT are relative pronouns. They are used to introduce adjective clauses. Adjective clauses are used to modify or describe a noun or pronoun directly in front of them. They also join two thoughts together. They are similar to conjunctions.

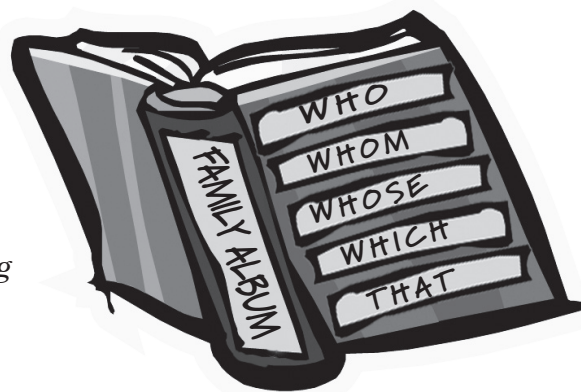
Examples:

WHO is used to tell about people. In the adjective clause it can be replaced by a subject pronoun (he, she, or they).

He is my friend *who found the dog.*

Who is the relative pronoun. *Who found the dog* is the adjective clause.

It tells about the noun: *friend*.



WHOM is used to tell about people. In the adjective clause it can be replaced by an object pronoun (him, her or them).

This is the lady *whom we asked about the dog.*

Whom is the relative pronoun. *Whom we asked about the dog* is the adjective clause. It tells about the noun: *lady*.

WHOSE is used to show ownership.

That is the man *whose dog ran away.*

Whose is the relative pronoun. *Whose dog ran away* is the adjective clause. It tells about the noun *man*.

WHICH is used to give extra information about an object. It is always set off with commas.

The bone, *which the dog was trying to find,* was in the lady's yard.

Which is the relative pronoun. *Which the dog was trying to find* is the adjective clause. It tells about the noun *bone*.

THAT is used to give information about an object that is necessary for understanding the sentence. It is not set off with commas.

The bone *that the dog lost* was its tastiest one.

That is the relative pronoun. *That the dog lost* is the adjective clause. It tells about the noun *bone*.

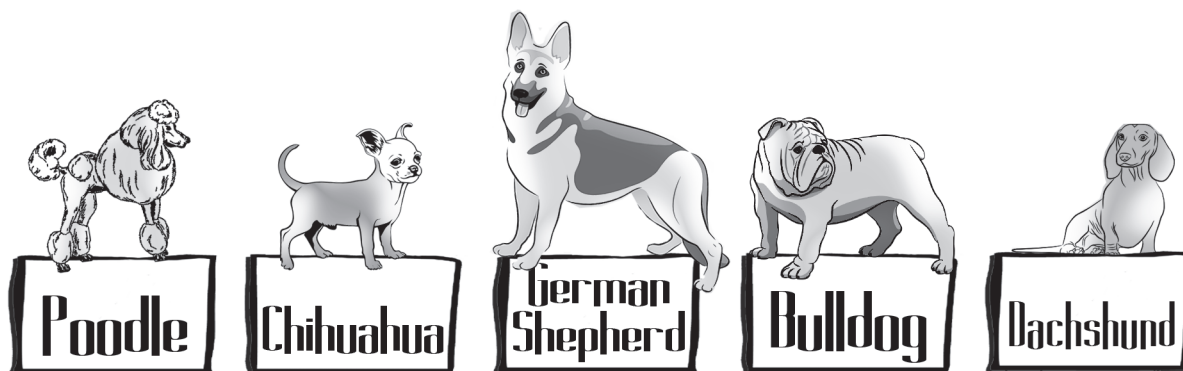
PRACTICE USING RELATIVE PRONOUNS

WHO WHOM WHOSE WHICH THAT

DIRECTIONS: Fill in the blank using a relative pronoun that best completes the sentence.

1. This is the puppy who bit my toe.
2. The trainers whose dogs compete in the show are entering the ring.
3. Meredith couldn't find the collar that she wanted her standard poodle to wear.
4. The obstacle course, which was very difficult, disqualified many dogs.
5. Two of the judges who watch the dogs and their trainers were from South Carolina.
6. The trophy that would be awarded to "Best in Show," was on display.
7. After the miniature dog competition, Liza, who had a Chihuahua, was all smiles.
8. Her dog Totsy, who performed well, seemed to think she would win.
9. Mr. Albert and Dr. Ellis, who Liza knew, stepped up to announce the winner.
10. The moment that everyone was waiting for finally arrived!

Below are the dogs competing in the dog show. Select the dog you think should win, and complete the sentence below the illustration that names the winner. Be sure to use a **relative pronoun**. Then, draw a big blue first place ribbon on your winning canine!



The dog _____ won first place in the show was the _____!

Refer to Student Page 29

PRESENT TENSE VERBS

Present tense verbs show action that is happening now or action that happens again and again.

We *enjoy* ice cream and cake for dessert.

My favorite dessert *contains* chocolate

It tells about facts that stay the same over time.

I *live* in Georgia, but my grandparents live in California.

I *like* popsicles on a hot summer day.

Present tense is also used when we want to tell about something that is always true.

Washington, D.C. *is* the capital of the United States.

Apples *grow* on trees.

Circle the present tense verbs in the sentences below.

1. We find beautiful seashells on the beach.
2. Seagulls fly overhead.
3. Some people collect stones or seaglass.
4. The ocean waves crash on the shore.
5. We splash in the surf at the beach.



Write some present tense sentences of your own. Tell about actions of the following people:

1. My friends _____.
2. My teacher _____.
3. My mother _____.
4. I _____.

Write present tense sentences about each of the topics below. One has been done for you.

1. Sharks: Sharks live in oceans all over the world.
2. Summer: _____
3. Mosquitos: _____
4. Computers: _____
5. Fourth graders: _____

Refer to Student Page 33

PAST TENSE VERBS

The past tense tells about an action that has happened at a time in the past - actions that are complete.

The past tense of most verbs is formed by adding “ed.”

Ex. call/called

If a verb ends with an “e”, add “d.”

Ex. invite/invited

If the verb ends with a consonant and “y,” change the “y” to “i” and add “ed.”

Ex. hurry/hurried

If the verb ends with a vowel and a consonant, double the consonant and add “ed.”

Ex. grab/grabbed

Using the rules above, write the past tense of each verb, below:

PRESENT - PAST

1. play played
2. snip snipped
3. dress dressed
4. cry cried
5. remember remembered
6. invent invented
7. peer peered
8. visit visited
9. believe believed
10. decide decided

PRESENT - PAST

11. hope hoped
12. study studied
13. show showed
14. open opened
15. carry carried
16. squirm squirmed
17. move moved
18. hop hopped
19. try tried
20. trip tripped

Circle all the past tense verbs you find in the paragraph, below.

As Ryan hopped down from the steps of the school bus, Ralph poked his nose out of his pocket and found himself in a crowd of children, all of them bundled up in hooded parkas or jackets of knit caps. Clouds of vapor came from their mouths as they shouted back and forth to one another. A tiny cloud formed in front of Ralph’s nose, too. *excerpt from Ralph S. Mouse by Beverly Cleary, HarperCollins Publishers, ISBN-10: 0380709570*

Refer to Student Page 34

FORMING IRREGULAR VERBS (3)

Regular Verbs add the suffix **-ed** to form the past tense. **Irregular verbs** don't. They are harder to remember!

Read this passage written in present tense. Underline each verb. (Hint – there are 19 in all!) If it's a regular verb write the letter "R" above it. If it's an irregular verb, write the letter "I" above it. (You'll need to try to put each verb into past tense to figure out if it's irregular!)

Mom ^Idrives Caroline to the grocery store. They ^Rlook up and down the aisles. Caroline ^Ifinds flour, sugar, butter, and chocolate chips in the baking section. Mom ^Ibuys all of the ingredients plus a gallon of milk. They ^Ipay for these purchases and ^Rhead for the car. They ^Itake everything home and Caroline ^Ibegins her batch of chocolate chip cookies. Caroline ^Radds walnuts and extra chocolate chips. She ^Ropens the oven door, ^Islides in the tray, and ^Isets the timer. Now Caroline ^Isits and ^Rwaits. When she ^Ihears the timer ding she ^Itakes the tray of cookies out. Caroline and mom ^Icatch a whiff of the cookies cooling. Hmmmm...they ^Rsmell good! This is why Caroline ^Rmakes chocolate chip cookies!

Write all of the irregular verbs in PAST TENSE on the lines. (Hint: there are 13!)

<u>drove</u>	<u>begin</u>	<u>took</u>
<u>found</u>	<u>slid</u>	<u>caught</u>
<u>bought</u>	<u>set</u>	<u>made</u>
<u>paid</u>	<u>sat</u>	
<u>took</u>	<u>heard</u>	

BONUS: Revise/rewrite this complete passage in past tense!

Refer to Student Page 41

Think & Discuss

Skill

Identifying Adverbs and Forms of Adverbs

Student Pages:

p. 51, “Adverbs”

p. 52 “Revise with Adverbs”

Objective

Students will recognize adverbs and use them appropriately when writing.

Necessary Background

Adverbs are words that modify or describe verbs, adjectives or other adverbs. Adverbs answer the questions how, when, where, how often and to what degree. Many adverbs that describe HOW end in the letters “ly”, but just ending in -ly doesn’t make a word an adverb. The words, “friendly,” “lonely” and “lively” are actually adjectives even though they end in -ly.

Adverbs that describe HOW - (tell how) carefully, cautiously, gently

Adverbs that describe WHERE - (tell where) downstairs, there, here

Adverbs that describe WHEN - (tell when) before, next, yesterday

Adverbs that describe HOW OFTEN - (tell how often) usually, sometimes, never

Adverbs that describe to WHAT EXTENT - (tell to what degree) almost, a lot, always

Procedure

1. Tell the students that adverbs are important because they provide details for the reader.
2. Write the following sentence on the board: *She/He _____ opened the box.*
Have the students imagine that they have been given a gift. Ask them to pantomime what it would look like to open the gift **eagerly**. Next, have them show you what it would look like if they opened the gift **cautiously**. Point out that both words end in the letters -ly and they both give information about how the gift was opened. Adverbs that answer the question “how” are called adverbs of manner and often end in -ly. Have the students suggest other words that end in -ly. Start a list as students make suggestions. (*slowly, calmly, happily*)

(continued)

REVISE WITH ADVERBS

REMEMBER: Adverbs are words that modify or describe verbs, adjectives, or other adverbs. They tell HOW, WHEN, WHERE, HOW OFTEN, and TO WHAT EXTENT.

DIRECTIONS: Read this draft of a story. The author has left out some **adverbs**. Revise by adding an adverb above each **caret** to add detail to the story. Select your adverbs from the box below.

Adverbs that describe HOW - carefully, gently, quietly, slowly

Adverbs that describe WHEN - once, lately, never, before, next, today, early

Adverbs that describe WHERE - down, there, here, up, above, away, inside

Adverbs that describe HOW OFTEN - usually, sometimes, never

Adverbs that describe to WHAT EXTENT - almost, really, totally, rather, very, always

Answers will vary.

Hanna looked at the old deserted house. ^ she tip-toed up the rickety steps. She glanced up and caught sight of a huge spider web hanging from the porch ceiling^. A shiver ran down her spine. Hanna had ^ taken a dare before. Heart thumping, she ^ turned knob and the creaky door^opened. Hanna slipped ^. It was ^dark. She peered into the gloom. ^ she was brave, but ^she was ^nervous. The old furniture was covered in sheets. Everything was ^dusty and covered in cobwebs. Suddenly there was a shuffling sound. Hanna took a step further ^. “Who’s there?” she whispered.

BONUS: Who or what did Hanna discover in the haunted house? Draw a picture, below.

(“Below” is an adverb that describes what?_____)



Refer to Student Page 52

UNIT 7 - MECHANICS

Think & Discuss

Skill

Capitalization and Punctuation - Vehicles for clear communication

Student pages:

pp. 64-66, “Capital Letters and Punctuation”

p. 67, “Capitalize! Punctuate!”

p. 68, “When to Capitalize”

p. 69, “Too Many Capital Letters”

p. 70, “Capitalize the Names of Places”

p. 71, “Don’t Forget to Capitalize”

p. 72, “Capitalization Counts”

Objective

Students will see the need for capitalization and punctuation.

Procedure

1. Look at **Student pp. 64-66, Capital Letters and Punctuation**.
Project the pages and focus students’ attention as you read through the material together.
2. Discuss the “un-punctuated” and “un-capitalized” sentences, as well as the two possible interpretations that follow.
3. Proceed through **Student pp. 67-72**, in similar fashion. Point out that a lack of punctuation and capitalization in a paragraph is even more confusing than in a single sentence.

Reproducible Student Reference Sheets included in the Teacher’s Manual:

p. 154, Rules of Punctuation at the End of Sentences

p. 155, Rules of Capitalization

Rules for Punctuation at the End of Sentences

1. A period is used at the end of a sentence that states a fact or gives a direction or command.

It was a bright and sunny day.

Go to the barn and milk the cow.

2. A question mark ends a sentence that asks a question.

What are we having for lunch?

Do you like visiting the zoo?

3. An exclamation point is used at the end of a sentence that expresses surprise, shock, or strong feeling.

Watch out for the car!

That dog is vicious!

I love you!

WHEN TO CAPITALIZE?

DIRECTIONS: Read the group of sentences below. Underline words that need to be capitalized and write in the capital letters. (The number at the end of each sentence tells you how many corrections you need to make!) Remember that the names of specific people, places, and things are capitalized. Also, capitalize the days of the week and months of the year. You be the editor!

1. The sun shone bright that June day. (2)
2. Mom, Dad, Amanda, and I went to Orchard Beach. (6)
3. Brightly colored umbrellas dotted the white sand as Amanda and I chose the perfect spot. (3)
4. It was the first day of summer, Wednesday, June 21st. (3)
5. My sister Amanda asked me, "Leah, how about making a sand castle?" (3)
6. I dug in with my new shovel, and some new friends, Jean and Joey, joined us. (3)
7. The sand began to mound higher than Mount Everest. (3)
8. I molded it with my hands and Amanda piled more on top. (2)
9. We worked hard that day on Orchard Beach! (3)
10. The finished castle was named Sea Dreams and it looked like a leaning tower. (3)
11. The Pacific Ocean soon came in and knocked our castle down. (3)
12. I guess Amanda and I will have to try again next Wednesday. (4)



WRITING CONNECTION: What are all of these sentences about?

These sentences are about a day at the beach building a castle.

If the author combined these sentences into a piece of writing, do you think it would be a character, problem, solution narrative or a personal experience narrative? Explain your answer.

I think this is a personal experience narrative because this is an event that could actually happen.

Assessment 7:

Skills

End Punctuation, Capitalization, Subject/Verb Agreement

Read this:

(1) On december 26, african american people begin celebrating a seven day festival known as kwanzaa. (2) Kwanzaa was created by African American leader maulana karenga in 1966 to teach all African Americans about their African history. (3) as part of the tradition, there is seven symbols for Kwanzaa. (4) Each symbol has a different Meaning. (5) On December 31, there is a special meal. (6) Families and friends bring food to share. (7) They celebrate with African music and dancing. (8) Children open gifts. (9) Everyone shouts “Harambee!” during the Kwanzaa celebration. (10) Harambee means “let’s all pull together.”

What is this piece all about? Kwanzaa

1. Sentence 1 should read:

- ☐ a.) On December 26, african american people begin celebrating a seven day festival known as kwanzaa.
- ☐ b.) On december 26, African American people begin celebrating a seven day festival known as Kwanzaa.
- ☒ c.) On December 26, African American people begin celebrating a seven day festival known as Kwanzaa.
- ☐ d.) No change needed.

2. Sentence 2 should read:

- ☐ a.) Kwanzaa was created by African American leader maulana karenga in 1966 to teach all African Americans about their african history.
- ☒ b.) Kwanzaa was created by African American leader Maulana Karenga in 1966 to teach all African Americans about their African history.
- ☐ c.) kwanzaa was created by African American leader Maulana Karenga in 1966 to teach all African Americans about their African history.
- ☐ d.) No change needed.

(continued)

THE FRIENDLY LETTER

Every now and then people have to write a friendly letter. It could be just a friendly hello, an invitation, or a thank you note. Let's analyze this friendly letter!

Dear Miss Muffet,

This is a GREETING. There is a COMMA after the GREETING.

This is
the body
of the
letter.
It is
indented
at the
beginning.

Hello there! How have you been? Have you had any more problems with spiders? I hope not. I would love to come by to visit someday soon. I can come by for an afternoon snack. Would you like me to bring the curds and whey? I will carry them in my basket. I can take a short-cut through the woods. Call me and let me know.

This is the CLOSING of the letter. There is a comma after the close.

Your friend,

Red Riding Hood

WRITING CONNECTION: On another paper, write a friendly response letter from Miss Muffet to Red Riding Hood. Be sure to use a COMMA after the greeting, INDENT the beginning of the BODY, and use a COMMA after the CLOSING. Also, be sure that the CLOSING is centered on your paper.

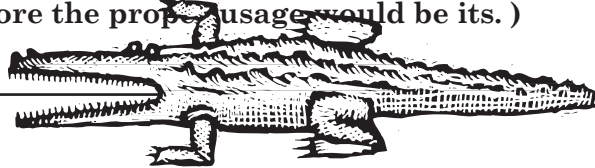
Example:

The alligator whacked **it's** huge tail on the ground.

The alligator whacked it is huge tail on the ground.

The alligator whacked it has huge tail on the ground.

(Does that make sense? No - therefore the proper usage would be its.)



We're you planning on going to the skate park?

We are you planning on going to the skate park?

(Does that make sense? No, so use were instead.)

You're plane is leaving in one hour.

You are plane is leaving in one hour.

(Does that make sense? No, so use your instead.)

They're coming over to my house for dinner tonight.

They are coming over to my house for dinner tonight.

(Does that make sense? Yes, so that is the correct word. Their would be incorrect.)

The notebooks left on the bus were **there's**.

The notebooks left on the bus were there is.

(Does that make sense? No, so use theirs instead.)

3. Have students work on the tricky contractions independently. On subsequent days have them complete **Student p. 83, More Tricky Contractions**.

4. Put the skills together on the following **Student p. 84, Use Pronouns and Contractions Correctly**.

CONTRACTIONS

DIRECTIONS: We can combine two small words together to make a new single word. We replace some of the letters with an apostrophe. Here's an example: do + not = don't. The apostrophe takes the place of the letter "o" in the word "not." When speaking casually, contractions are often used. Look at the list of individual words and the resulting contractions below. Cross out the letter(s) in the word that are replaced with an apostrophe.

Example: can + not = can't were + not = weren't was + not = wasn't

did + not = didn't	does + not = doesn't	could + not = couldn't
is + not = isn't	you + have = you've	they + have = they've
they + will = they'll	I + will = I'll	you + will = you'll
she + will = she'll	are + not = aren't	have + not = haven't
you + are = you're	we + are = we're	she + is = she's
he + is = he's	I + had = I'd	we + had = we'd

Now it's your turn. Form contractions out of the following words.

we + will = <u>we'll</u>	does + not = <u>doesn't</u>
who + is = <u>who's</u>	you + have = <u>you've</u>
was + not = <u>wasn't</u>	should + not = <u>shouldn't</u>
she + will = <u>she'll</u>	I + had = <u>I'd</u>
have + not = <u>haven't</u>	are + not = <u>aren't</u>
they + will = <u>they'll</u>	we + are = <u>we're</u>

WRITING CONNECTION: Read the following paragraph. Think about how contractions would lighten the tone. Cross out the more formal smaller words and replace them with contractions.

On Saturday ^{we'll} ~~we will~~ have a surprise party for April. ^{I'm} ~~I am~~ bringing a giant birthday cake, and Isabel ^{will} ~~will~~ bring a cooler filled with lemonade and iced tea. Adam is in charge of the piñata. ^{He'll} ~~He will~~ hang it from a tree in the backyard. April ^{will} ~~will~~ arrive at 3:00 pm so ^{we're} ~~we are~~ going to arrive by 2:45 pm. We ^{don't} ~~do not~~ want her to know that ^{we're} ~~we are~~ inside. The guests ^{can't} ~~can not~~ make noise or ^{she'll} ~~she will~~ hear them. ^{I'm} ~~I am~~ sure ^{she'll} ~~she will~~ be thrilled when she opens the door and we all shout, "SURPRISE!"

Refer to Student Page 81

USING HOMOPHONES CORRECTLY

DIRECTIONS: The following sentences contain many homophones. Choose the correct homophone from the homophone pairs and write it in the appropriate blanks.

1. We had a new student join our class last week.
(we/wee) (knew/new) (our/hour) (week, weak)
2. Did you see the plane that flew high overhead?
(see/sea) (plain/plane) (hi/high)
3. The principal rode his red motorcycle to school last week.
(principal/principle) (road/rode) (red/ read) (weak/week)
4. I need to find my ring that I lost in the flower bed.
(need/knead) (to/too/two) (wring/ring) (in/inn) (flower/flour)
5. My aunt allowed us to fly our kite when the wind blew last week.
(ant/aunt) (aloud/allowed) (our/hour) (blue/blew) (weak/week)
6. No one knows why there is a hole in the backyard.
(No/Know) (won/one) (knows/nose) (their/there/they're) (whole/hole)
7. The principal told us to write our names neatly.
(principle/principal) (to/too/two) (write/right) (hour/our)
8. I hope I can sell a lot at the garage sale when we have it.
(sale/sail)

WRITING CONNECTION: Each child should choose a homonym pair to illustrate. *Dear Deer* by Gene Barretta is a wonderful book about homonyms to share at this time. Create a sample illustration for your students before they illustrate. Compile the illustrations into a class book.

Refer to Student Page 88

Think & Discuss

Skill

Using Transitional Words and Phrases

Student Page:

p. 91, “Transitional Words and Phrases”

Necessary Background

Transitional words and phrases help authors move smoothly from one detail sentence to the next. These phrases can be used to link similar ideas, introduce an example, express alternate or contrasting views, and connect cause and effect situations. Transitional phrases also clarify the sequence of events and may indicate the conclusion of a piece of writing.

Objective

Students will recognize transitional phrases and identify the type of transitional phrases.

Procedure

1. On the board, list the following transitional phrases:

- *for example*
- *I remember the time that*
- *for instance*
- *an illustration of this is.*

Explain to the students that each of these phrases is used to **show an example**. Write the following sentences on the board:

- *I love to eat sweets! **I remember the time** I ate half of a chocolate pie.*
- *Anything that is sweet is what I like. **For example**, a Crispy Crème donut is the perfect snack for me.*

Have the students practice by writing several sentences that use one of the transitional phrases for showing examples. They don't have to use the idea of sweets. You could give them another example: *I am an animal lover. **I remember the time** I had three dogs, two cats, a gerbil, three fish and a pet chicken all living in my back yard.*

2. On another day, introduce the idea of transitional words that express **cause and effect**. List these words and phrases on the board:

- *consequently*
- *due to this*
- *therefore*
- *as a result*
- *so*
- *then*

- ***As a result** of the snowstorm, school will be called off today.*
- *It was very cold in the classroom, **so** we turned on the heater.*
- *My sister made a huge mess in her room; **therefore** she is grounded.*

(continued)

TRANSITIONAL WORDS AND PHRASES

DIRECTIONS: Read each sentence. Discuss each underlined transitional phrase. Use numbers to indicate which kind of transitional phrase it is.

Does it:

1. link similar ideas?
2. present an example?
3. express alternate/contrasting ideas?
4. illustrate cause and effect?

3 Despite this, bats find their way around in the dark quite easily.

4 On account of this, the river is now polluted.

2 For instance, you could bake a cake to show your appreciation.

1 Not only that, but German Shepherds are good watchdogs.

3 On the other hand, dogs can often be pesty.

4 Consequently, the carpet is worn thin.

2 For example, cats love to play with a big ball of yarn.

3 Regardless, people still come to the lake to swim.

1 Besides that, these creatures are an endangered species.

Notice that if you eliminate the transitional phrase from each sentence, the sentence still makes sense. The reason the author begins with the transitional phrase is to achieve sentence variety and to clue the reader by linking details in terms of their relationship to one another.

UNIT 10 – EXPANDING STUDENT VOCABULARY

Building Student Vocabulary - Showing or Telling

This unit is designed to introduce specific strategies for expanding students' vocabulary. You'll find general strategies for vocabulary building as well as a variety of lessons designed to expand vocabulary in specific ways.

Background Information

We all know how important building vocabulary is to reading comprehension. As students in 4th grade are now “reading to learn,” we have an opportunity to enrich their vocabulary through both reading and writing. A rich vocabulary is one of the key indicators of success in school and beyond.

Here are some practical ideas to use in the classroom to help students learn and retain knowledge of new words. These can be used with any new vocabulary.

1. **MODELING** or shared writing is an extremely powerful way to introduce and use rich language, always going beyond students' present level. Using the word in spoken language and in context is key. The new word must be assimilated into spoken language and used frequently – oral language always precedes written language.
2. Students can create a drawing illustrating some aspect of the word's meaning, and include a caption that makes its definition clear.
3. Have children think about a place or occasion where the word might be used.

Ex. Peering – peering through the window watching a butterfly or peering into a large can to see what is at the bottom.
4. Students can pantomime to show the meaning of some words. The thesaurus is a great tool for identifying words that may be used similarly **Ex.** grimaced: frowned, scowled, sneered, smirked
5. Look at the definition in an online dictionary. Discuss what they learned from that.
6. Play games using new vocabulary words.
7. Keep a Vocabulary Journal where students can write about the words, definitions, explanations, sentences, pictures, etc. Have them express their thoughts in their own words to show understanding. Writing will help students remember and comprehend.

GENERAL VS. SPECIFIC

Read each pair of descriptions below. Circle the example in each pair that uses effective **specific detail**, rather than overly **general detail**. Which description tells you more? Which is more entertaining?

1. The kitten was cute.

The fluffy gray kitten with green eyes had a small white spot on her chest and on her paws.

2. She wore a pair of denim overalls, embroidered with colorful flowers over a plain white t-shirt.

The girl wore casual work clothes.

3. It was a cool car.

The red sports car was a convertible and had shiny silver hubcaps.

4. We had pancakes.

The buckwheat pancakes were topped with strawberries, blueberries, and whipped cream.

5. She gasped when she saw the huge bouquet of bright red roses, purple violets, and white daisies.

She got a bouquet of flowers.

6. He got a new hoodie.

His new gray flannel hoodie with a silver zipper was cozy and warm.

7. Mom made spicy Mexican tortilla soup with tomatoes and chicken.

Mom made a pot of soup.

BONUS: Go back and read each GENERAL description. Underline the overly general adjective that the author used ineffectively.

Refer to Student Page 94

DESCRIBING FEELINGS

When writing, effective authors always use powerful language to “show” rather than “tell.” So, in narrative stories, instead of “telling” how a character feels, the author must “show” what those feelings look like. Just writing something like, “He felt angry,” isn’t enough. Below, you’ll find a list of feelings. You’ll also see a chart with language describing what feelings “look” like.

- **HAPPY** • **SAD** • **HOT** • **TIRED** • **ANGRY**
- **SHOCKED** • **COLD** • **SHY** • **FRIGHTENED**

Now, use a line to connect each feeling with what that feeling looks like:

Tired	• smile on face • heart leaps • jump up and down • hands clasped together • eyes open wide
Cold	• eyes well up • lips quiver • heart drops • wring hands
Hot	• brow furrowed • frown • fists clenched • heart pounds • stomp feet • teeth clenched
Angry	• mouth drops open • eyes open wide • heart pounds • cover mouth with your hand • jump back • gasp
Happy	• slump • yawn • eyes droop • legs feel heavy
Sad	• sweat beads on forehead • face gets red • wipe your brow • move slowly • fan yourself
Shocked	• shiver • teeth chatter • hug yourself • blow into your hands • rub hands together
Frightened	• heart pounds • eyes wide open • start to sweat • knees feel weak • butterflies in stomach • mouth drops open

Refer to Student Page 95

SHOWING OR TELLING

Read each story segment below. If the author SHOWS the character's feelings, write an "S" in the blank. If the author just TELLS the character's feelings, write a "T" in the blank.

1. T Emily was really annoyed.
2. S Diego felt a smile spread across his face. His heart seemed to leap in his chest and he clapped his hands together in delight.
3. S Chalice slammed her fist on the desk and stamped her foot. You could almost see steam coming out of her ears!
4. T Jaquan got mad at his cousin.
5. S Paulo dragged his backpack behind him. Sweat trickled down his back. Each step took a huge effort. He wiped his brow and thought about how nice an ice cold lemonade would taste.
6. S Eva's stomach seemed to churn. Her palms were sweaty and she stared at the clock. The time seemed to drag along. She thought again and again about the quiz. Eva gulped as the teacher handed out the paper.
7. T Jeff was excited about going to the show.
8. T Katie was furious!
9. S Helen shivered. She blew into her hands and hugged herself against the snow. Her teeth chattered.
10. S Elise felt a lump in her throat. Her lips began to quiver and her eyes welled with tears.

BONUS: Go back to each "S" example. Write the feeling after the sentence.

Refer to Student Page 96

Think & Discuss

Skill

Prefixes and Suffixes

Student Pages:

p. 97, “Prefixes”

p. 98, “Suffixes”

p. 99, “Sorting Words by Prefixes”

p. 100, “Adding Prefixes and Suffixes”

p. 101, “Sort the Words by Parts of Speech”

Objective

Students will recognize both prefixes and suffixes and understand how they affect the meaning of base or root words. They will spell words that have prefixes/suffixes correctly.

Necessary Background

Explain that affixes are groups of letters that when added to the beginning or end of base words change the meaning of the word. Prefixes are added to the beginning of a word, while suffixes are added to the end of words. There are hundreds of prefixes/suffixes in the English language; however, the most common prefixes are dis-, in-, re-, un-. These four prefixes account for over 95% of prefixed words. The most common suffixes are -ed, -ing, -ly, and -es. These account for 95% of the suffixed words.

Procedure

1. Project the chart of common prefixes and their meanings.

Prefix	Meaning	Example
bi	two	bicycle
un	not	unhappy, unfriendly
re	again	replay, redo
dis	not	dishonest, distrust
mis	wrong	mistreat, mistake
pre	before	preschool, preheat
under	below	underwater, underneath
tri	three	tripod, tricycle
non	not	nonfiction, nonstick
im ,in, ir, ill	not	impolite, illegal, indirect, irresponsible
de	opposite	deregulated

(continued)

SORTING WORDS BY PREFIXES

DIRECTIONS: Sort the words in the box according to the meaning of the prefix.

preschool	repair	outswim	incomplete
dishonest	mistake	reconsider	impolite
preheat	distrust	incorrect	redo
outdrive	replay	outrun	disapproval
mistreat	mistrust		

Prefix meaning “go beyond”

outswim outdrive outrun

Prefix meaning “not”

dishonest distrust incomplete
impolite incorrect disapproval

Prefix meaning “before”

preschool preheat

Prefix meaning “again”

replay reconsider redo
repair

Prefix meaning “wrong”

mistreat mistrust mistake

Refer to Student Page 99

Think & Discuss

Skill

Figurative Language

Student Pages:

pp. 102-103 “Similes (1), (2)”

p. 104, “Metaphors”

p. 105, “Personification”

p. 106, “Hyperbole”

p. 107, “Idioms”

p. 108, “Onomatopoeia”

Objective

Students will recognize similes, metaphors, hyperbole, personification, idioms, and onomatopoeia.

Necessary Background

Figurative language uses words to compare two things that are the same in one specific way in order to paint a more powerful picture than the word’s literal meaning. Figurative language helps the reader visualize or understand something in a new and novel way. Students who recognize and understand figurative language can better comprehend the texts they read and write more interesting descriptions. Understanding and using figurative language require students to be able to think in analogies, a high level critical thinking process.

Here are some common types of figurative language:

FIGURATIVE LANGUAGE

Simile – a figure of speech that compares two things, which are different in all ways but one. Similes use the word *as* or *like* to compare.

Ex. *Her expression was like an angry, scary mask.*

Metaphor – a figure of speech that compares two things, which are different in all ways but one. Unlike the simile, metaphors do not use the words *as* or *like*.

Ex. *Her expression was an angry, scary mask.*

Personification – when an animal or an object is given human characteristics – in other words, an animal or object is described as doing something that only a human can do.

Ex. *The wind caused the trees to bow and the flowers to curtsy.*

Hyperbole – a figure of speech in which the writer (or speaker) uses exaggeration to make a more dramatic point.

Ex. *He was so hungry he could eat a horse!*

Idioms – well-known phrases that mean something different from their literal definition.

Ex. *My friend Jack is a good egg.*

Onomatopoeia – words that, when pronounced, sound like whatever it is they describe.

Ex. *The cat meowed for its dinner. BOOM went the thunder.*

(continued)

SIMILES (1)

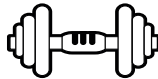
Simile - a figure of speech that compares two things, which are different in all ways but one. Similes use the word *as* or *like* to compare.

Ex. Her expression was like an angry, scary mask.

DIRECTIONS: Look at each pair of pictures. How are they alike in one way? Write the verb that best describes their similarity on the line to complete the simile.

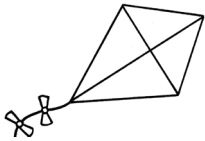


muscles



steel

His muscles were as strong as steel.



kite

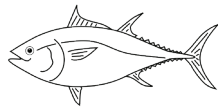


airplane

The kite soared like an airplane.



boy



fish

The boy swam like a fish.



girl



bird

That girl sang as sweetly as a bird.



tears



rain

Her tears fell like rain.



dancer



top

The dancer spun as fast as a top.

Refer to Student Page 102

METAPHORS

Metaphor - a figure of speech that compares two things which are different in all ways but one. Similes use the word *as* or *like* to compare.

Ex. *Her expression was an angry, scary mask.*

DIRECTIONS: Read each simile below. Rewrite each as a **metaphor**. You'll need to remove the words *as* or *like*.

Ex. The snow was like a white blanket on the ground. (*simile*)

The snow was a white blanket on the ground. (*metaphor*)

1. The field of flowers was like a colorful carpet. (*simile*)

The field of flowers was a colorful carpet. (*metaphor*)

2. My friend's anger was like a wall between us. (*simile*)

My friend's anger was a wall between us. (*metaphor*)

3. Her fingers and toes were cold as ice cubes. (*simile*)

Her fingers and toes were ice cubes. (*metaphor*)

4. That wrestler was as big as a bear. (*simile*)

That wrestler was a bear. (*metaphor*)

Simile or Metaphor? If it's a simile, write an "S" in the blank.

If it's a metaphor, write an "M" in the blank.

1. My sister's room was a pigpen! M

2. The kids charged through the arcade like a tornado. S

3. That man smoked his pipe like a chimney. S

4. Grandma's garden was a masterpiece. M

5. Her face lit up like a sunny day. S

IDIOMS

Idioms - well known phrases that mean something different from their literal definition.
Ex. My friend Jack is a good egg.

DIRECTIONS: Each idiom in the sentences below are underlined. On the lines below each idiom, write its meaning.

Ex. My friend Jack is a good egg.

Jack is a good sport.

1. Forgetting my homework got me in hot water.

in trouble

2. Will you plan your speech or will you play it by ear?

make it up as you go

3. My brother and I didn't see eye to eye.

agree

4. When you tell me your secret I'll be all ears!

listen

5. "I'm really tired. Let's call it a day!"

stop what we're doing

6. That spelling test will be a piece of cake!

easy

7. She was going to try out for the play but she got cold feet.

got nervous

8. If I get home late I'll be in hot water with mom.

in trouble

WRITING CONNECTION: Use any two of these idioms in sentences of your own.

Refer to Student Page 107

ONOMATOPOEIA

Onomatopoeia - words that, when pronounced, sound like whatever it is they describe.

Ex. The cat meowed for its dinner. Boom went the thunder.

DIRECTIONS: Underline the onomatopoeia in each sentence below.

Ex. Dad honked the horn and I ran to the car.

1. The snake hissed at the puppy.
2. The garden buzzed with bees.
3. The water trickled over the rocks.
4. When mom dropped an egg it went splat on the floor.
5. Her long skirt swished against her legs.
6. We could hear the birds cheep in the trees.
7. When they shot the cannon it boomed.
8. Sophie whined when she didn't get her way.
9. There was a knock at the door.
10. The fat troll grunted a response.

BONUS: Imagine you're in a barnyard. Write a sentence about the sound each animal makes. Be sure to include *onomatopoeia* in each sentence.

Refer to Student Page 108