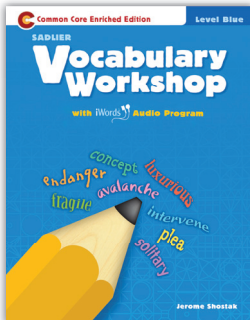
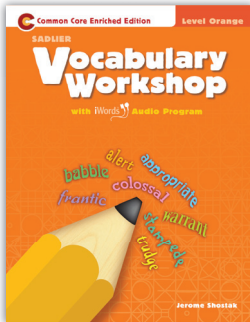
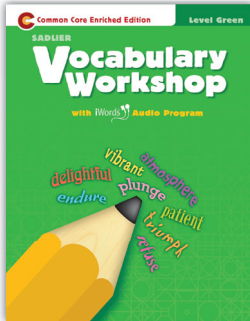
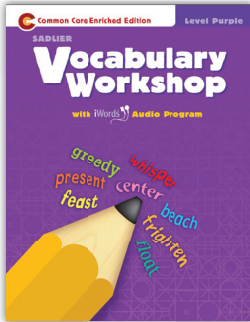
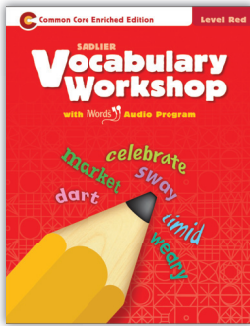


Level Orange

# Vocabulary Workshop

Common Core Enriched Edition



Aligned to the

## Common Core State Standards

for English Language Arts

## Grade 4

### Contents

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**KEY ALIGNED CONTENT**

**READING: LITERATURE: Key Ideas and Details**

**CCSS.ELA-Literacy.RL.4.1** Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

**CCSS.ELA-Literacy.RL.4.2** Determine a theme of a story, drama, or poem from details in the text; summarize the text.

**READING: LITERATURE: Craft and Structure**

**CCSS.ELA-Literacy.RL.4.4** Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).

**READING: LITERATURE: Integration of Knowledge and Ideas**

**CCSS.ELA-Literacy.RL.4.7** Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).

**SADLIER VOCABULARY WORKSHOP LEVEL ORANGE FEATURE & LOCATION**

**DESCRIPTION**

**Introducing the Words** (Unit Passages): Unit 1 "Diary of a Rising Star" (Imaginary Diary Entries), pp. 6–7; Unit 3 "The Goat Herder and the Wild Goats" (an Aesop Fable), pp. 26–27; Unit 6 "Persephone, Goddess of Springtime" (Greek Myth), pp. 56–57; Unit 9 "The King Who Hated Cheese" (Fairy Tale), pp. 88–89; Unit 15 "The New Puppy" (Realistic Fiction), pp. 150–151; Unit 17 "Odysseus and the Trojan Horse" (Greek Myth), pp. 170–171

*Example [Level Orange, p. 170]*

**Odysseus and the Trojan Horse**

It was Odysseus who at last came up with a plan to win the war. He submitted his scheme to Menelaus, who immediately approved it. In the next few months, the Greeks built a giant hollow wooden horse. The structure was not a crude representation. Instead, it approximated the shape of a real horse and was a stunning work of art.

**Introducing the Words Lesson Plan:** TE p. T22

*Example [Level Orange, TE p. T22]*

**DURING READING**

- With students, read the brief introduction. Discuss the genre of the passage, and encourage students to name other stories and books they have read in the genre. Discuss any photographs or illustrations, pointing out how students can use the information in these visuals to help them better appreciate the passage.
- Guide students' focus and comprehension by having them answer key questions about the story.
- Remind students to pay attention to context clues that can help them figure out the meanings of the words and develop a

In **Introducing the Words**, students read a passage that presents all 12 Unit words in context. A different genre and theme are presented in each passage.

When reading a passage, students are directed to pay close attention to the context of the highlighted Unit words. Photographs and illustrations provide additional clues. This will both improve their comprehension of the passage and help them to begin to figure out the word meanings.

Located in the Teacher's Edition, the **Introducing the Words** lesson plan organizes instructional strategies into three parts: PREPARING TO READ, DURING READING, and AFTER READING.

**READING: LITERATURE: Key Ideas and Details**

**CCSS.ELA-Literacy.RL.4.1** Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

**CCSS.ELA-Literacy.RL.4.2** Determine a theme of a story, drama, or poem from details in the text; summarize the text.

**READING: LITERATURE: Craft and Structure**

**CCSS.ELA-Literacy.RL.4.4** Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Hercules).

**READING: LITERATURE: Integration of Knowledge and Ideas**

**CCSS.ELA-Literacy.RL.4.7** Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).

**SADLIER VOCABULARY WORKSHOP LEVEL ORANGE FEATURE & LOCATION**

better understanding of the passage.

**AFTER READING**

Invite students to summarize the story. Then review the answers to the questions that were asked while they were reading. Encourage students to ask any questions they may have about the story or the meanings of the words.

**DESCRIPTION**

**Vocabulary for Comprehension:** "Why Coyote's Tail Has a White Tip" (Native American myth), pp. 96–97; "The Catnapper Mystery" (fiction), pp. 158–159

*Examples [Level Orange, p.97]*

1. Which of the following best describes Coyote?

- a selfish
- b hurtful
- c helpful
- d lazy

4. It was difficult to endure the winter because

- a it was so windy.
- b sly Coyote was always nearby.
- c the fires were too hot.
- d it was so cold.

*Example [Level Orange, p.159]*

5. **Noticeable** means

- a visible.
- b attentive.
- c unclear.
- d carefree.

In **Vocabulary for Comprehension**, students read a passage that incorporates six of the words taught in the prior three Units. After reading, students answer vocabulary-in-context and comprehension questions based on the passage.

The Teacher's Edition includes a lesson plan with learning activities for three stages of instruction: TEACH, PRACTICE/APPLY, and FOLLOW-UP.

**READING: LITERATURE: Key Ideas and Details**

**CCSS.ELA-Literacy.RL.4.1** Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

**CCSS.ELA-Literacy.RL.4.2** Determine a theme of a story, drama, or poem from details in the text; summarize the text.

**READING: LITERATURE: Craft and Structure**

**CCSS.ELA-Literacy.RL.4.4** Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Hercules).

**READING: LITERATURE: Integration of Knowledge and Ideas**

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SADLIER VOCABULARY WORKSHOP LEVEL ORANGE FEATURE & LOCATION	DESCRIPTION
<p><b>Vocabulary for Comprehension Lesson Plan:</b> TE pp. T40–T41</p> <p><i>Example [Level Orange, TE p.T40]</i></p> <p>TEACH</p> <ul style="list-style-type: none"><li>▪ <b>Identify Main Idea/Details</b> The main idea of a passage is what the passage is about. It is the most important point that the author makes about a topic or subject. The main idea is often stated at the beginning of the passage. The rest of the passage usually gives details that help explain or support the main idea.</li><li>▪ <b>Vocabulary in Context</b> Sometimes using context clues can help a reader figure out the meaning of a word. The clues can be in the surrounding sentences, or they can be other words in the sentence.</li><li>▪ <b>Make Inferences</b> Authors do not always state directly everything that happens. Instead, they provide details that allow readers to figure out things for themselves. Making inferences is using clues or details in the passage and the readers' prior knowledge to make logical decisions about events and actions that are not stated.</li></ul>	
<p><b>Developing Vocabulary Through Literature: Literature to Use with Vocabulary Workshop,</b> TE p. T20</p>	<p>Located in the Teacher's Edition, <b>Developing Vocabulary Through Literature</b> lists grade-level appropriate titles that can be used to support a literature-based approach to vocabulary study.</p> <p>Seeing the words encountered in such classic and contemporary literature can reinforce students' appreciation of the value of possessing a strong vocabulary.</p>

**READING: INFORMATIONAL TEXT: Key Ideas and Details**

**CCSS.ELA-Literacy.RI.4.1** Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

**CCSS.ELA-Literacy.RI.4.2** Determine the main idea of a text and explain how it is supported by key details; summarize the text.

**READING: INFORMATIONAL TEXT: Craft and Structure**

**CCSS.ELA-Literacy.RI.4.4** Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a *grade 4 topic or subject area*.

**READING: INFORMATIONAL TEXT: Integration of Knowledge and Ideas**

**CCSS.ELA-Literacy.RI.4.7** Explain how an author uses reasons and evidence to support particular points in a text.

**SADLIER VOCABULARY WORKSHOP LEVEL ORANGE FEATURE & LOCATION**

**DESCRIPTION**

**Introducing the Words** (Unit Passages): Unit 1 "Diary of a Rising Star" (Diary Entries), pp. 6–7; Unit 2 "Spring Training: A New Beginning" (Informational Article), pp. 16–17; Unit 4 "The FBI" (Magazine Article), pp. 36–37; Unit 5 "Chemistry in Action" (Magazine Article), pp. 46–47; Unit 7 "Let's Be Healthy!" (Magazine Article), pp. 68–69; Unit 8 "Hiking the Appalachian Trail" (Journal Article), pp. 78–79; Unit 10 "Return of the Wolves" (Magazine Article), pp. 98–99; Unit 11 "Blockades Through the Centuries" (Report), pp. 108–109; Unit 12 "Extreme Forces of Nature" (Journal Article), pp. 118–119; Unit 13 "The United Nations" (Textbook Entry), pp. 130–131; Unit 14 "Love Those Bugs!" (Magazine Article), pp. 140–141; Unit 16 "The Last Day of Pompeii" (Historical Nonfiction), pp. 160–161; pp. 170–171; Unit 18 "Eleanor Roosevelt (1884–1962)" (Biography), pp. 180–181

In **Introducing the Words**, students read a passage that presents all 12 Unit words in context. A different genre and theme are presented in each passage.

When reading a passage, students are directed to pay close attention to the context of the highlighted Unit words. Photographs and illustrations provide additional clues. This will both improve their comprehension of the passage and help them to begin to figure out the word meanings.

Located in the Teacher's Edition, the **Introducing the Words** lesson plan organizes instructional strategies into three parts: PREPARING TO READ, DURING READING, and AFTER READING.

*Example [Level Orange, p. 79]*

**Hiking the Appalachian Trail**

In late afternoon, stoves are lit. The clatter of lightweight pans blends with the forest sounds of bird songs. Strangers meet and discuss experiences. The more gallant hikers might share cereal bars or other treats with hikers whose rations are running low. At night, travelers take stock of the food they have in reserve. Supplies are available in the next town. The town, though, might be four or five days away.

**Introducing the Words Lesson Plan: TE p. T22**

*Example [Level Orange, TE p.T22]*

**DURING READING**

- With students, read the brief introduction. Discuss the genre of the passage, and encourage students to name other stories and books they have read in the genre. Discuss any photographs or illustrations, pointing out how students can use the information in these visuals to help them better appreciate the passage.

**READING: INFORMATIONAL TEXT: Key Ideas and Details**

**CCSS.ELA-Literacy.RI.4.1** Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

**CCSS.ELA-Literacy.RI.4.2** Determine the main idea of a text and explain how it is supported by key details; summarize the text.

**READING: INFORMATIONAL TEXT: Craft and Structure**

**CCSS.ELA-Literacy.RI.4.4** Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a *grade 4 topic or subject area*.

**READING: INFORMATIONAL TEXT: Integration of Knowledge and Ideas**

**CCSS.ELA-Literacy.RI.4.7** Explain how an author uses reasons and evidence to support particular points in a text.

**SADLIER VOCABULARY WORKSHOP LEVEL ORANGE FEATURE & LOCATION**

- Guide students' focus and comprehension by having them answer key questions about the story.
- Remind students to pay attention to context clues that can help them figure out the meanings of the words and develop a better understanding of the passage.

**Vocabulary for Comprehension:** "School Without Books, Just Snow" (building an igloo), pp. 34–35; "The World's Largest Flower" (rafflesia), pp. 64–65; "Artist: Faith Ringgold" (African-American fashion designer), pp. 126–127; "Bower Builders" (bowerbird mating rituals), pp. 188–189

*Example [Level Orange, p.35]*

1. The passage is mostly about
- a) a class about cold weather.
  - b) a class on building igloos.
  - c) living in igloos.
  - d) the culture of the Inuit people.

*Example [Level Orange, p.127]*

4. Another word for **extraordinary** is
- a) colorful.
  - b) common.
  - c) dull.
  - d) exceptional.

**Vocabulary for Comprehension Lesson Plan:** TE pp. T40–T41

*Example [Level Orange, TE p.T40]*

TEACH

- **Identify Main Idea/Details** The main idea of a passage is what the passage is about. It is the most important point that the author makes about a topic or subject. The main idea is

**DESCRIPTION**

In **Vocabulary for Comprehension**, students read a passage that incorporates six of the words taught in the prior three Units. After reading, students answer vocabulary-in-context and comprehension questions based on the passage.

The Teacher's Edition includes a lesson plan with learning activities for three stages of instruction: TEACH, PRACTICE/APPLY, and FOLLOW-UP.

**READING: INFORMATIONAL TEXT: Key Ideas and Details**

**CCSS.ELA-Literacy.RI.4.1** Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

**CCSS.ELA-Literacy.RI.4.2** Determine the main idea of a text and explain how it is supported by key details; summarize the text.

**READING: INFORMATIONAL TEXT: Craft and Structure**

**CCSS.ELA-Literacy.RI.4.4** Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a *grade 4 topic or subject area*.

**READING: INFORMATIONAL TEXT: Integration of Knowledge and Ideas**

**CCSS.ELA-Literacy.RI.4.7** Explain how an author uses reasons and evidence to support particular points in a text.

**SADLIER VOCABULARY WORKSHOP LEVEL ORANGE FEATURE & LOCATION**

often stated at the beginning of the passage. The rest of the passage usually gives details that help explain or support the main idea.

▪ **Vocabulary in Context** Sometimes using context clues can help a reader figure out the meaning of a word. The clues can be in the surrounding sentences, or they can be other words in the sentence.

**DESCRIPTION**

**READING: FOUNDATIONAL SKILLS: Phonics and Word Recognition**

**CCSS.ELA-Literacy.RF.4.3** Know and apply grade-level phonics and word analysis skills in decoding words.

- **CCSS.ELA-Literacy.RF.4.3a** Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context

**SADLIER VOCABULARY WORKSHOP LEVEL ORANGE FEATURE & LOCATION**

**Word Study: Word Families** (*contribute, contribution, contributor*), p. 44; **Suffixes** (*-ment, -ive, -like*), p. 63; **Prefixes** (*un-, im-, non-*), p. 76; **Suffixes** (*-ion, -tion, -sion, -y, -en*), p. 95; **Prefixes** (*pre-, de-, il-, ir-*), p. 106; **Roots** (*flec, pel, ject*), p. 116; **Suffixes** (*-ance, -ness, -able, -ible*), p. 157; **Prefixes** (*dis-, re-, en-, em-*), p. 168; **Roots** (*struct, spect, scrib/script*), p. 178; **Roots** (*pos, duc/duct, graph*), p. 187

*Example [Level Orange, p. 76]*

5. The odor coming from the garage was unpleasant.

**Word Study Lesson Plans: Suffixes** (*-ment, -ive, -like*), TE p. T30; **Prefixes** (*un-, in-, im-, non-*), **Suffixes** (*-ion, -tion, -sion, -y, -en*), p. 95; TE p. T31; **Prefixes** (*pre-, de-, il-, ir-*), **Roots** (*flec, pel, ject*), TE p. T32; **Suffixes** (*-ance, -ness, -able, -ible*), TE p. T33; **Prefixes** (*dis-, re-, en-, em-*), **Roots** (*struct, spect, scrib/script*), **Roots** (*pos, duc/duct, graph*), TE p. T34

*Example [Level Orange, TE p. T33]*

**TEACH**

Explain to students that knowing the meanings of common prefixes can help them figure out the meanings of many words. Model how knowing the meaning of *in-* can help you figure out the meaning of *incomplete* in this sentence: *My teacher took points off my homework because it was incomplete.*

**DESCRIPTION**

Several **Word Study** lessons develop word-building skills. They include study of roots, prefixes, and suffixes.

The Teacher's Edition includes a lesson plan with learning activities for three stages of instruction: TEACH, PRACTICE/APPLY, and FOLLOW-UP.

**READING: FOUNDATIONAL SKILLS: Fluency**

**CCSS.ELA-Literacy.RF.4.4** Read with sufficient accuracy and fluency to support comprehension.

- **CCSS.ELA-Literacy.RF.4.4c** Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

**SADLIER VOCABULARY WORKSHOP LEVEL ORANGE FEATURE & LOCATION**

**Introducing the Words** (Unit Passages): Unit 1 "Diary of a Rising Star" (Diary Entries), pp. 6–7; Unit 2 "Spring Training: A New Beginning" (Informational Article), pp. 16–17; Unit 3 "The Goat Herder and the Wild Goats" (an Aesop Fable), pp. 26–27; Unit 4 "The FBI" (Magazine Article), pp. 36–37; Unit 5 "Chemistry in Action" (Magazine Article), pp. 46–47; Unit 6 "Persephone, Goddess of Springtime" (Greek Myth), pp. 56–57; Unit 7 "Let's Be Healthy!" (Magazine Article), pp. 68–69; Unit 8 "Hiking the Appalachian Trail" (Journal Article), pp. 78–79; Unit 9 "The King Who Hated Cheese"

**DESCRIPTION**

In **Introducing the Words**, students read a passage that presents all 12 Unit words in context. A different genre and theme are presented in each passage.

When reading a passage, students are directed to pay close attention to the context of the highlighted Unit words. Photographs and illustrations provide additional clues. This will both improve their comprehension of the passage and help them to begin to figure out the word meanings.



**READING: FOUNDATIONAL SKILLS: Fluency**

**CCSS.ELA-Literacy.RF.4.4** Read with sufficient accuracy and fluency to support comprehension.

- **CCSS.ELA-Literacy.RF.4.4c** Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

**SADLIER VOCABULARY WORKSHOP LEVEL ORANGE FEATURE & LOCATION**

**DESCRIPTION**

(Fairy Tale), pp. 88–89; Unit 10 "Return of the Wolves" (Magazine Article), pp. 98–99; Unit 11 "Blockades Through the Centuries" (Report), pp. 108–109; Unit 12 "Extreme Forces of Nature" (Journal Article), pp. 118–119; Unit 13 "The United Nations" (Textbook Entry), pp. 130–131; Unit 14 "Love Those Bugs!" (Magazine Article), pp. 140–141; Unit 15 "The New Puppy" (Realistic Fiction), pp. 150–151; Unit 16 "The Last Day of Pompeii" (Historical Nonfiction), pp. 160–161; Unit 17 "Odysseus and the Trojan Horse" (Greek Myth), pp. 170–171; Unit 18 "Eleanor Roosevelt (1884–1962)" (Biography), pp. 180–181

Located in the Teacher's Edition, the **Introducing the Words** lesson plan organizes instructional strategies into three parts: PREPARING TO READ, DURING READING, and AFTER READING.

*Example [Level Orange, p. 88]*

**The King Who Hated Cheese**

Once upon a time, there was a king named Jack who hated smelly cheese. The smell made the king feel uneasy. King Jack declared it a crime to make or eat cheese in his kingdom. Anyone breaking the law would be convicted of a crime.

**Introducing the Words Lesson Plan:** TE p. T22

*Example [Level Orange, TE p.T22]*

**DURING READING**

Remind students to pay attention to context clues that can help them figure out the meanings of the words and develop a better understanding of the passage.

**Definitions:** Unit 1, pp. 8–9; Unit 2, pp. 18–19; Unit 3, pp. 28–29; Unit 4, pp. 38–39; Unit 5, pp. 48–49; Unit 6, pp. 58–59; Unit 7, pp. 70–71; Unit 8, pp. 80–81; Unit 9, pp. 90–91; Unit 10, pp. 100–101; Unit 11, pp. 110–111; Unit 12, pp. 120–121; Unit 13, pp. 132–133; Unit 14, pp. 142–143; Unit 15, pp. 152–153; Unit 16, pp. 162–163; Unit 17, pp. 172–173; Unit 18, pp. 182–183

Located immediately after the Unit passage is **Definitions**, a two-page alphabetical listing of each of the 12 Unit words. The dictionary-style entry for each word includes its spelling, pronunciation, part (or parts) of speech, an illustrating picture (if applicable), and a short definition.

To reinforce the understanding and use of the word in context, students write the word on the line of the sample sentence.

*Example [Level Orange, p. 71]*

**12. survive** (v.) to stay alive or continue to exist; to keep on going; to live longer than  
(sər vīv')

The Teacher's Edition includes a **Definitions** lesson plan with learning activities for three stages of instruction: TEACH, PRACTICE/APPLY, and FOLLOW-UP. There is also a reference to online resources located at [vocabularyworkshop.com](http://vocabularyworkshop.com): **iWords Audio Program** and **Audio Glossary**.

*We need food and shelter in order to survive.*

SYNONYMS: to live; to endure, last; to outlive

ANTONYMS: to die

**READING: FOUNDATIONAL SKILLS: Fluency**

**CCSS.ELA-Literacy.RF.4.4** Read with sufficient accuracy and fluency to support comprehension.

- **CCSS.ELA-Literacy.RF.4.4c** Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

**SADLIER VOCABULARY WORKSHOP LEVEL ORANGE FEATURE & LOCATION**

**Definitions Lesson Plan:** TE p. T24

**Match the Meaning:** Unit 1, p. 10; Unit 2, p. 20; Unit 3, p. 30; Unit 4, p. 40; Unit 5, p. 50; Unit 6, p. 60; Unit 7, p. 72; Unit 8, p. 82; Unit 9, p. 92; Unit 10, p. 102; Unit 11, p. 112; Unit 12, p. 122; Unit 13, p. 134; Unit 14, p. 144; Unit 15, p. 154; Unit 16, p. 164; Unit 17, p. 174; Unit 18, p. 184

*Example [Level Orange, p. 92]*

For each item below, choose the word whose meaning is suggested by the clue given. Then write the word in the space provided.

5. People who feel awkward or nervous may say they are uneasy.

- a. uneasy      b. gradual      c. earnest      d. jagged

**Match the Meaning Lesson Plan:** TE p. T25

**Synonyms and Antonyms:** Unit 1, p. 11; Unit 2, p. 21; Unit 3, p. 31; Unit 4, p. 41; Unit 5, p. 51; Unit 6, p. 61; Unit 7, p. 73; Unit 8, p. 83; Unit 9, p. 93; Unit 10, p. 103; Unit 11, p. 113; Unit 12, p. 123; Unit 13, p. 135; Unit 14, p. 145; Unit 15, p. 155; Unit 16, p. 165; Unit 17, p. 175; Unit 18, p. 185

*Example [Level Orange p.41]*

For each item below, choose the word that is most nearly opposite in meaning to the word or phrase in **boldface**. Then write your choice on the line provided.

3. lured into a **trap**

- a. dread      b. initial      c. ambush      d. routine

**Synonyms and Antonyms Lesson Plan:** TE p. T26

**Completing the Sentence:** Unit 1, p. 12; Unit 2, p. 22; Unit 3, p. 32; Unit 4, p. 42; Unit 5, p. 52; Unit 6, p. 62; Unit 7, p. 74; Unit 8, p. 84; Unit 9, p. 94; Unit 10, p. 104; Unit 11, p. 114; Unit 12, p. 124; Unit 13, p. 136; Unit 14, p. 146; Unit 15, p. 156; Unit 16, p. 166; Unit 17, p. 176; Unit 18, p. 186

*Example [Level Orange, p. 104]*

- We planned to enter the juvenile division, which was

**DESCRIPTION**

For **Match the Meaning**, students choose the word whose meaning is suggested by the context clues given.

The Teacher's Edition includes a lesson plan with learning activities for three stages of instruction: TEACH, PRACTICE/APPLY, and FOLLOW-UP.

The **Synonyms and Antonyms** exercises require students to write the word that has the same or opposite meaning as the boldface word in the given sentence. To complete the exercises, students rely on context clues to find the right synonym or antonym.

The Teacher's Edition includes a lesson plan with learning activities for three stages of instruction: TEACH, PRACTICE/APPLY, and FOLLOW-UP.

For each the **Completing the Sentence** exercise, students rely on context clues in order to identify and write the word from the box that best completes the sentence.

The Teacher's Edition includes a lesson plan with learning activities for three stages of instruction: TEACH, PRACTICE/APPLY, and FOLLOW-UP.

**READING: FOUNDATIONAL SKILLS: Fluency**

**CCSS.ELA-Literacy.RF.4.4** Read with sufficient accuracy and fluency to support comprehension.

- **CCSS.ELA-Literacy.RF.4.4c** Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

**SADLIER VOCABULARY WORKSHOP LEVEL ORANGE FEATURE & LOCATION**

**DESCRIPTION**

for kids under thirteen.

**Completing the Sentence Lesson Plan:** TE p. T27

*Example [Level Orange, TE p.T27]*

**TEACH**

Explain that context clues in sentences can be before or after the unfamiliar word. The context clue is sometimes a single word located within the same sentence.

**Word Associations:** Unit 1, p. 13; Unit 2, p. 23; Unit 4, p. 43; Unit 5, p. 53; Unit 7, p. 75; Unit 8, p. 85; Unit 10, p. 105; Unit 11, p. 115; Unit 13, p. 137; Unit 14, p. 147; Unit 16, p. 167; Unit 17, p. 177

*Example [Level Orange, p. 43]*

5. Which might **stun** you?

- a. a lullaby
- b. a blow to the head
- c. a funny cartoon
- d. a sneeze

**Word Associations Lesson Plan:** TE p. T28

**Word Study: Context Clues 1** (Definition, Example), p. 24; **Context Clues 2** (Definition, Example, Restatement, Contrast), p. 86

*Example [Level Orange, p. 86]*

1. To make bread dough, **combine**, or mix, flour, yeast, and water.      **put together**     

**Word Study Lesson Plans: Context Clues 1**, TE p. T29; **Context Clues 2**, T31

*Example [Level Orange, TE p.T29]*

**PRACTICE/APPLY**

In Practice, have students tell which context clue(s) helped them figure out the meanings of the words in dark print. Have them also tell which type of context clue is used in each sentence. In Apply, have students the context clue(s) they added.

**Vocabulary for Comprehension:** "School Without Books, Just Snow" (building an igloo), pp. 34–35; "The World's Largest Flower" (rafflesia), pp. 64–65; "Why Coyote's Tail Has a

In each **Word Associations** exercise, students see a Unit word in an abbreviated context then choose which of four options best completes the sentence or answers the question.

The Teacher's Edition includes a lesson plan with learning activities for three stages of instruction: TEACH, PRACTICE/APPLY, and FOLLOW-UP.

In **Word Study: Context Clues**, students receive direct instruction on recognizing and using three types of context clues: Definition, Example, and Restatement.

The Teacher's Edition includes a lesson plan with learning activities for three stages of instruction: TEACH, PRACTICE/APPLY, and FOLLOW-UP.

In **Vocabulary for Comprehension**, students read a passage that incorporates six of the words taught in the prior three Units. After reading, students answer vocabulary-in-context

**READING: FOUNDATIONAL SKILLS: Fluency**

**CCSS.ELA-Literacy.RF.4.4** Read with sufficient accuracy and fluency to support comprehension.

- **CCSS.ELA-Literacy.RF.4.4c** Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

**SADLIER VOCABULARY WORKSHOP LEVEL ORANGE FEATURE & LOCATION**

White Tip" (Native American myth), pp. 96–97; "Artist: Faith Ringgold" (African-American fashion designer), pp. 126–127; "The Catnapper Mystery" (fiction), pp. 158–159; "Bower Builders" (bowerbird mating rituals), pp. 188–189

*Example [Level Orange, p.127]*

4. Another word for **extraordinary** is

- a) colorful.
- b) common.
- c) dull.
- d) exceptional

**Vocabulary for Comprehension Lesson Plan:** TE pp. T40–T41

*Example [Level Orange, TE p.T40]*

TEACH

- **Vocabulary in Context** Sometimes using context clues can help a reader figure out the meaning of a word. The clues can be in the surrounding sentences, or they can be other words in the sentence.

**Completing the Idea:** Review Units 1–6, p. 67; Review Units 7–12, p. 129; Review Units 13–18, p. 191

*Example [Level Orange, p. 129]*

6. Something I will never **discard** is \_\_\_\_\_.

**Completing the Idea Lesson Plan:** TE p. T43

*Example [Level Orange, TE p.T43]*

TEACH

Remind students that some words have more than one meaning. Explain that when a multiple-meaning word is used in a sentence, they can figure out the intended meaning by using the context clues. Point out, however, that first they need to be familiar with the various meanings.

**DESCRIPTION**

and comprehension questions based on the passage.

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In **Completing the Idea**, students apply their knowledge of word meanings by completing a writing activity. Within the context of a sentence starter that contains a taught word, they draw on personal experience or prior knowledge in order to complete the sentence.

Each **Completing the Idea** concludes with a **Writing Challenge**. Students write sentences that provide context clues for different meanings and parts of speech of a given taught word.

The Teacher's Edition includes a lesson plan with learning activities for three stages of instruction: TEACH, PRACTICE/APPLY, and FOLLOW-UP.

**LANGUAGE: Knowledge of Language**

**CCSS.ELA-Literacy.L.4.3** Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- **CCSS.ELA-Literacy.L.4.3a** Choose words and phrases to convey ideas precisely.

**SADLIER VOCABULARY WORKSHOP LEVEL ORANGE FEATURE & LOCATION**

**Match the Meaning:** Unit 1, p. 10; Unit 2, p. 20; Unit 3, p. 30; Unit 4, p. 40; Unit 5, p. 50; Unit 6, p. 60; Unit 7, p. 72; Unit 8, p. 82; Unit 9, p. 92; Unit 10, p. 102; Unit 11, p. 112; Unit 12, p. 122; Unit 13, p. 134; Unit 14, p. 144; Unit 15, p. 154; Unit 16, p. 164; Unit 17, p. 174; Unit 18, p. 184

*Example [Level Orange, p. 92]*

For each item below, choose the word whose meaning is suggested by the clue given. Then write the word in the space provided.

5. People who feel awkward or nervous may say they are

uneasy.

- a. uneasy      b. gradual      c. earnest      d. jagged

**Match the Meaning Lesson Plan:** TE p. T25

**Synonyms and Antonyms:** Unit 1, p. 11; Unit 2, p. 21; Unit 3, p. 31; Unit 4, p. 41; Unit 5, p. 51; Unit 6, p. 61; Unit 7, p. 73; Unit 8, p. 83; Unit 9, p. 93; Unit 10, p. 103; Unit 11, p. 113; Unit 12, p. 123; Unit 13, p. 135; Unit 14, p. 145; Unit 15, p. 155; Unit 16, p. 165; Unit 17, p. 175; Unit 18, p. 185

*Example [Level Orange p.41]*

For each item below, choose the word that is most nearly opposite in meaning to the word or phrase in **boldface**. Then write your choice on the line provided.

3. lured into a **trap**

- a. dread      b. initial      c. ambush      d. routine

**Synonyms and Antonyms Lesson Plan:** TE p. T26

**Completing the Sentence:** Unit 1, p. 12; Unit 2, p. 22; Unit 3, p. 32; Unit 4, p. 42; Unit 5, p. 52; Unit 6, p. 62; Unit 7, p. 74; Unit 8, p. 84; Unit 9, p. 94; Unit 10, p. 104; Unit 11, p. 114; Unit 12, p. 124; Unit 13, p. 136; Unit 14, p. 146; Unit 15, p. 156; Unit 16, p. 166; Unit 17, p. 176; Unit 18, p. 186

*Example [Level Orange, p. 104]*

- We planned to enter the juvenile division, which was for kids under thirteen.

**Completing the Sentence Lesson Plan:** TE p. T27

*Example [Level Orange, TE p.T27]*

**DESCRIPTION**

For **Match the Meaning**, students draw on what they have learned earlier in the Unit to choose the word whose meaning is suggested by the context clues given.

The Teacher's Edition includes a lesson plan with learning activities for three stages of instruction: TEACH, PRACTICE/APPLY, and FOLLOW-UP.

The **Synonyms and Antonyms** exercises require students to choose the word that has the same or opposite meaning as the boldface word in the given sentence.

The Teacher's Edition includes a lesson plan with learning activities for three stages of instruction: TEACH, PRACTICE/APPLY, and FOLLOW-UP.

For each the **Completing the Sentence** exercise, students choose the word from the box that best completes the sentence.

The Teacher's Edition includes a lesson plan with learning activities for three stages of instruction: TEACH, PRACTICE/APPLY, and FOLLOW-UP.

**LANGUAGE:** Knowledge of Language

**CCSS.ELA-Literacy.L.4.3** Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- **CCSS.ELA-Literacy.L.4.3a** Choose words and phrases to convey ideas precisely.

**SADLIER VOCABULARY WORKSHOP LEVEL ORANGE FEATURE & LOCATION**

**DESCRIPTION**

**TEACH**

Explain that context clues in sentences can be before or after the unfamiliar word. The context clue is sometimes a single word located within the same sentence.

**Word Associations:** Unit 1, p. 13; Unit 2, p. 23; Unit 4, p. 43; Unit 5, p. 53; Unit 7, p. 75; Unit 8, p. 85; Unit 10, p. 105; Unit 11, p. 115; Unit 13, p. 137; Unit 14, p. 147; Unit 16, p. 167; Unit 17, p. 177

Example [Level Orange, p. 43]

5. Which might **stun** you?
- a. a lullaby
  - b. a blow to the head
  - c. a funny cartoon
  - d. a sneeze

**Word Associations Lesson Plan:** TE p. T28

In each **Word Associations** exercise, students see a Unit word in an abbreviated context then choose the phrase that best completes the sentence or answers the question.

The Teacher's Edition includes a lesson plan with learning activities for three stages of instruction: TEACH, PRACTICE/APPLY, and FOLLOW-UP.

**Shades of Meaning: Idioms 1**, p. 15; **Words That Describe People** (*stern, generous, gracious, sympathetic*), p. 25; **Words That Express Your Feelings**, p. 77; **Words That Describe Sounds** (*clatter, creak, gurgle, rustle*), p. 87; **Words That Name Emotions** (*despair, horror, jubilation, contentment*), p. 117; **Word Choice** (*ally, companion, acquaintance, peer*), p. 139; **Word Choice** (*scamper, bolt, stroll, jog*), p. 169

Example [Level Orange, p. 25]

**PRACTICE**

Write the word from the chart that best describes the person speaking.

1. I'm sorry to hear that you are sick. sympathetic

**Shades of Meaning Lesson Plans: Idioms 1, Words That Describe People** (*stern, generous, gracious, sympathetic*), TE p. T35; **Words That Express Your Feelings, Words That Describe Sounds** (*clatter, creak, gurgle, rustle*), TE p. T36; **Words That Name Emotions, Word Choice** (*ally, companion, acquaintance, peer*), TE p. T37; **Word Choice** (*scamper, bolt, stroll, jog*), TE p. T38

Example [Level Orange, TE p. T37]

**PRACTICE/APPLY**

Many **Shades of Meaning** lessons teach students about the nuances in language that help them when choosing the most appropriate descriptive words and phrases in conversation and writing.

**LANGUAGE: Knowledge of Language**

**CCSS.ELA-Literacy.L.4.3** Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- **CCSS.ELA-Literacy. L.4.3a** Choose words and phrases to convey ideas precisely.

**SADLIER VOCABULARY WORKSHOP LEVEL ORANGE FEATURE & LOCATION**

**DESCRIPTION**

Ask students to explain how each emotion fits the situation in the Practice sentences. After students complete Apply, ask how someone might show each emotion.

**Vocabulary for Comprehension: Write Your Own:** "School Without Books, Just Snow" (write a how-to), p. 35; "The World's Largest Flower" (write a descriptive journal entry), p. 65; "Why Coyote's Tail Has a White Tip" (write a story explaining event in nature), p. 97; Artist: Faith Ringgold" (describe a story quilt), p. 127; "The Catnapper Mystery" (write a mystery story), p. 159; "Bower Builders" (describe materials for a bower), p. 189

For the **Write Your Own** activity at the end of each **Vocabulary for Comprehension** lesson, students include at least three words from the previous three units to help express their ideas or feelings about the passage.

*Example [Level Orange, p. 189]*

**Write Your Own**

You read how the male bowerbirds of Australia and New Guinea use items they find in their environment to build bowers to attract a mate. Imagine that bowerbirds lived in our area. What might they use to build their bowers? How might they decorate them? Write your description on a separate sheet of paper. Use at least three words from Units 16–18.

**LANGUAGE: Vocabulary Acquisition and Use**

**CCSS.ELA-Literacy.L.4.4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

- **CCSS.ELA-Literacy. L.4.4a** Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.

**SADLIER VOCABULARY WORKSHOP LEVEL ORANGE FEATURE & LOCATION**

**DESCRIPTION**

**Introducing the Words** (Unit Passages): Unit 1 "Diary of a Rising Star" (Diary Entries), pp. 6–7; Unit 2 "Spring Training: A New Beginning" (Informational Article), pp. 16–17; Unit 3 "The Goat Herder and the Wild Goats" (an Aesop Fable), pp. 26–27; Unit 4 "The FBI" (Magazine Article), pp. 36–37; Unit 5 "Chemistry in Action" (Magazine Article), pp. 46–47; Unit 6 "Persephone, Goddess of Springtime" (Greek Myth), pp. 56–57; Unit 7 "Let's Be Healthy!" (Magazine Article), pp. 68–69; Unit 8 "Hiking the Appalachian Trail" (Journal Article), pp. 78–79; Unit 9 "The King Who Hated Cheese" (Fairy Tale), pp. 88–89; Unit 10 "Return of the Wolves" (Magazine Article), pp. 98–99; Unit 11 "Blockades Through the Centuries" (Report), pp. 108–109; Unit 12 "Extreme

In **Introducing the Words**, students read a passage that presents all 12 Unit words in context. A different genre and theme are presented in each passage.

When reading a passage, students are directed to pay close attention to the context of the highlighted Unit words. Photographs and illustrations provide additional clues. This will both improve their comprehension of the passage and help them to begin to figure out the word meanings.

Located in the Teacher's Edition, the **Introducing the Words** lesson plan organizes instructional strategies into three parts: PREPARING TO READ, DURING READING, and AFTER READING.

**LANGUAGE: Vocabulary Acquisition and Use**

**CCSS.ELA-Literacy.L.4.4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

- **CCSS.ELA-Literacy.L.4.4a** Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.

**SADLIER VOCABULARY WORKSHOP LEVEL ORANGE FEATURE & LOCATION**

**DESCRIPTION**

Forces of Nature" (Journal Article), pp. 118–119; Unit 13 "The United Nations" (Textbook Entry), pp. 130–131; Unit 14 "Love Those Bugs!" (Magazine Article), pp. 140–141; Unit 15 "The New Puppy" (Realistic Fiction), pp. 150–151; Unit 16 "The Last Day of Pompeii" (Historical Nonfiction), pp. 160–161; Unit 17 "Odysseus and the Trojan Horse" (Greek Myth), pp. 170–171; Unit 18 "Eleanor Roosevelt (1884–1962)" (Biography), pp. 180–181

*Example [Level Orange, p. 88]*

**The King Who Hated Cheese**

Once upon a time, there was a king named Jack who hated smelly cheese. The smell made the king feel uneasy. King Jack declared it a crime to make or eat cheese in his kingdom. Anyone breaking the law would be convicted of a crime.

**Introducing the Words Lesson Plan:** TE p. T22

*Example [Level Orange, TE p.T22]*

**DURING READING**

Remind students to pay attention to context clues that can help them figure out the meanings of the words and develop a better understanding of the passage.

**Definitions:** Unit 1, pp. 8–9; Unit 2, pp. 18–19; Unit 3, pp. 28–29; Unit 4, pp. 38–39; Unit 5, pp. 48–49; Unit 6, pp. 58–59; Unit 7, pp. 70–71; Unit 8, pp. 80–81; Unit 9, pp. 90–91; Unit 10, pp. 100–101; Unit 11, pp. 110–111; Unit 12, pp. 120–121; Unit 13, pp. 132–133; Unit 14, pp. 142–143; Unit 15, pp. 152–153; Unit 16, pp. 162–163; Unit 17, pp. 172–173; Unit 18, pp. 182–183

*Example [Level Orange, p. 71]*

**12. survive** (v.) to stay alive or continue to exist; to keep on going; to live longer than (sər vīv')

*We need food and shelter in order to survive.*

SYNONYMS: to live; to endure, last; to outlive

ANTONYMS: to die

**Definitions Lesson Plan:** TE p. T24

Located immediately after the Unit passage is **Definitions**, a two-page alphabetical listing of each of the 12 Unit words. The dictionary-style entry for each word includes its spelling, pronunciation, part (or parts) of speech, an illustrating picture (if applicable), and a short definition.

To reinforce the understanding and use of the word in context, students write the word on the line of the sample sentence.

The Teacher's Edition includes a **Definitions** lesson plan with learning activities for three stages of instruction: TEACH, PRACTICE/APPLY, and FOLLOW-UP. There is also a reference to online resources located at [vocabularyworkshop.com](http://vocabularyworkshop.com): **iWords Audio Program** and **Audio Glossary**.



**LANGUAGE:** Vocabulary Acquisition and Use

**CCSS.ELA-Literacy.L.4.4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

- **CCSS.ELA-Literacy.L.4.4a** Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.

**SADLIER VOCABULARY WORKSHOP LEVEL ORANGE FEATURE & LOCATION**

**Match the Meaning:** Unit 1, p. 10; Unit 2, p. 20; Unit 3, p. 30; Unit 4, p. 40; Unit 5, p. 50; Unit 6, p. 60; Unit 7, p. 72; Unit 8, p. 82; Unit 9, p. 92; Unit 10, p. 102; Unit 11, p. 112; Unit 12, p. 122; Unit 13, p. 134; Unit 14, p. 144; Unit 15, p. 154; Unit 16, p. 164; Unit 17, p. 174; Unit 18, p. 184

*Example [Level Orange, p. 92]*

For each item below, choose the word whose meaning is suggested by the clue given. Then write the word in the space provided.

5. People who feel awkward or nervous may say they are uneasy.

- a. uneasy      b. gradual      c. earnest      d. jagged

**Match the Meaning Lesson Plan:** TE p. T25

**Synonyms and Antonyms:** Unit 1, p. 11; Unit 2, p. 21; Unit 3, p. 31; Unit 4, p. 41; Unit 5, p. 51; Unit 6, p. 61; Unit 7, p. 73; Unit 8, p. 83; Unit 9, p. 93; Unit 10, p. 103; Unit 11, p. 113; Unit 12, p. 123; Unit 13, p. 135; Unit 14, p. 145; Unit 15, p. 155; Unit 16, p. 165; Unit 17, p. 175; Unit 18, p. 185

*Example [Level Orange p.41]*

For each item below, choose the word that is most nearly the **same** in meaning as the word or phrase in **boldface**. Then write your choice on the line provided.

3. lured into a **trap**

- a. dread      b. initial      c. ambush      d. routine

**Synonyms and Antonyms Lesson Plan:** TE p. T26

**Completing the Sentence:** Unit 1, p. 12; Unit 2, p. 22; Unit 3, p. 32; Unit 4, p. 42; Unit 5, p. 52; Unit 6, p. 62; Unit 7, p. 74; Unit 8, p. 84; Unit 9, p. 94; Unit 10, p. 104; Unit 11, p. 114; Unit 12, p. 124; Unit 13, p. 136; Unit 14, p. 146; Unit 15, p. 156; Unit 16, p. 166; Unit 17, p. 176; Unit 18, p. 186

*Example [Level Orange, p. 104]*

- We planned to enter the juvenile division, which was for kids under thirteen.

**DESCRIPTION**

For **Match the Meaning**, students choose the word whose meaning is suggested by the context clues given.

The Teacher's Edition includes a lesson plan with learning activities for three stages of instruction: TEACH, PRACTICE/APPLY, and FOLLOW-UP.

The **Synonyms and Antonyms** exercises require students to write the word that has the same or opposite meaning as the boldface word in the given sentence. To complete the exercises, students rely on context clues to find the right synonym or antonym.

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For each the **Completing the Sentence** exercise, students rely on context clues in order to identify and write the word from the box that best completes the sentence.

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**LANGUAGE: Vocabulary Acquisition and Use**

**CCSS.ELA-Literacy.L.4.4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

- **CCSS.ELA-Literacy.L.4.4a** Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.

SADLIER **VOCABULARY WORKSHOP LEVEL ORANGE** FEATURE & LOCATION

**Completing the Sentence Lesson Plan:** TE p. T27

*Example [Level Orange, TE p.T27]*

**TEACH**

Explain that context clues in sentences can be before or after the unfamiliar word. The context clue is sometimes a single word located within the same sentence.

**Word Associations:** Unit 1, p. 13; Unit 2, p. 23; Unit 4, p. 43; Unit 5, p. 53; Unit 7, p. 75; Unit 8, p. 85; Unit 10, p. 105; Unit 11, p. 115; Unit 13, p. 137; Unit 14, p. 147; Unit 16, p. 167; Unit 17, p. 177

*Example [Level Orange, p. 43]*

5. Which might **stun** you?

- a. a lullaby
- b. a blow to the head
- c. a funny cartoon
- d. a sneeze

**Word Associations Lesson Plan:** TE p. T28

**Word Study: Context Clues 1** (Definition, Example), p. 24; **Context Clues 2** (Definition, Example, Restatement, Contrast), p. 86

*Example [Level Orange, p. 86]*

1. To make bread dough, **combine**, or mix, flour, yeast, and water.      put together     

**Word Study Lesson Plans: Context Clues 1**, TE p. T29; **Context Clues 2**, T31

*Example [Level Orange, TE p.T29]*

**PRACTICE/APPLY**

In Practice, have students tell which context clue(s) helped them figure out the meanings of the words in dark print. Have them also tell which type of context clue is used in each sentence. In Apply, have students the context clue(s) they added.

**Vocabulary for Comprehension:** "School Without Books, Just Snow" (building an igloo), pp. 34–35; "The World's Largest Flower" (rafflesia), pp. 64–65; "Why Coyote's Tail Has a

DESCRIPTION

In each **Word Associations** exercise, students see a Unit word in an abbreviated context then choose which of four options best completes the sentence or answers the question.

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In **Vocabulary for Comprehension**, students read a passage that incorporates six of the words taught in the prior three Units. After reading, students answer vocabulary-in-context

**LANGUAGE: Vocabulary Acquisition and Use**

**CCSS.ELA-Literacy.L.4.4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

- **CCSS.ELA-Literacy.L.4.4a** Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.

**SADLIER VOCABULARY WORKSHOP LEVEL ORANGE FEATURE & LOCATION**

"White Tip" (Native American myth), pp. 96–97; "Artist: Faith Ringgold" (African-American fashion designer), pp. 126–127; "The Catnapper Mystery" (fiction), pp. 158–159; "Bower Builders" (bowerbird mating rituals), pp. 188–189

*Example [Level Orange, p.127]*

4. Another word for **extraordinary** is

- a) colorful.
- b) common.
- c) dull.
- d) exceptional

**Vocabulary for Comprehension Lesson Plan:** TE pp. T40–T41

*Example [Level Orange, TE p.T40]*

TEACH

▪ **Vocabulary in Context** Sometimes using context clues can help a reader figure out the meaning of a word. The clues can be in the surrounding sentences, or they can be other words in the sentence.

**Completing the Idea:** Review Units 1–6, p. 67; Review Units 7–12, p. 129; Review Units 13–18, p. 191

*Example [Level Orange, p. 129]*

6. Something I will never **discard** is \_\_\_\_\_.

**Completing the Idea Lesson Plan:** TE p. T43

*Example [Level Orange, TE p.T43]*

TEACH

Remind students that some words have more than one meaning. Explain that when a multiple-meaning word is used in a sentence, they can figure out the intended meaning by using the context clues. Point out, however, that first they need to be familiar with the various meanings.

**DESCRIPTION**

and comprehension questions based on the passage.

The Teacher's Edition includes a lesson plan with learning activities for three stages of instruction: TEACH, PRACTICE/APPLY, and FOLLOW-UP.

In **Completing the Idea**, students apply their knowledge of word meanings by completing a writing activity. Within the context of a sentence starter that contains a taught word, they draw on personal experience or prior knowledge in order to complete the sentence.

Each **Completing the Idea** concludes with a **Writing Challenge**. Students write sentences that provide context clues for different meanings and parts of speech of a given taught word.

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**LANGUAGE: Vocabulary Acquisition and Use**

**CCSS.ELA-Literacy.L.4.4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

- **CCSS.ELA-Literacy.L.4.4b** Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *telegraph*, *photograph*, *autograph*).

**SADLIER VOCABULARY WORKSHOP LEVEL ORANGE FEATURE & LOCATION**

**Word Study: Suffixes** (-ment, -ive, -like), p. 63; **Prefixes** (un-, im-, non-), p. 76; **Suffixes** (-ion, -tion, -sion, -y, -en), p. 95; **Prefixes** (pre-, de-, il-, ir-), p. 106; **Roots** (flec, pel, ject), p. 116; **Suffixes** (-ance, -ness, -able, -ible), p. 157; **Prefixes** (dis-, re-, en-, em-), p. 168; **Roots** (struct, spect, scrib/script), p. 178; **Roots** (pos, duc/duct, graph), p. 187

Example [Level Orange, p. 76]

5. The odor coming from the garage was unpleasant.

**Word Study Lesson Plans: Suffixes** (-ment, -ive, -like), TE p. T30; **Prefixes** (un-, in-, im-, non-), **Suffixes** (-ion, -tion, -sion, -y, -en), p. 95; TE p. T31; **Prefixes** (pre-, de-, il-, ir-), **Roots** (flec, pel, ject), TE p. T32; **Suffixes** (-ance, -ness, -able, -ible), TE p. T33; **Prefixes** (dis-, re-, en-, em-), **Roots** (struct, spect, scrib/script), **Roots** (pos, duc/duct, graph), TE p. T34

Example [Level Orange, TE p.T33]

**TEACH**

Explain to students that knowing the meanings of common prefixes can help them figure out the meanings of many words. Model how knowing the meaning of *in-* can help you figure out the meaning of *incomplete* in this sentence: *My teacher took points off my homework because it was incomplete.*

**DESCRIPTION**

Several **Word Study** lessons develop word-building skills. They include study of roots, prefixes, and suffixes.

The Teacher's Edition includes a lesson plan with learning activities for three stages of instruction: TEACH, PRACTICE/APPLY, and FOLLOW-UP.

**LANGUAGE: Vocabulary Acquisition and Use**

**CCSS.ELA-Literacy.L.4.4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

- **CCSS.ELA-Literacy.L.4.4d** Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

**SADLIER VOCABULARY WORKSHOP LEVEL ORANGE FEATURE & LOCATION**

**Definitions:** Unit 1, pp. 8–9; Unit 2, pp. 18–19; Unit 3, pp. 28–29; Unit 4, pp. 38–39; Unit 5, pp. 48–49; Unit 6, pp. 58–59; Unit 7, pp. 70–71; Unit 8, pp. 80–81; Unit 9, pp. 90–91; Unit 10, pp. 100–101; Unit 11, pp. 110–111; Unit 12, pp. 120–121; Unit 13, pp. 132–133; Unit 14, pp. 142–143; Unit 15, pp. 152–153; Unit 16, pp. 162–163; Unit 17, pp. 172–173; Unit 18, pp. 182–183

Example [Level Orange, p. 71]

**DESCRIPTION**

Located immediately after the Unit passage is **Definitions**, a two-page alphabetical listing of each of the 12 Unit words. The dictionary-style entry for each word includes its spelling, pronunciation, part (or parts) of speech, an illustrating picture (if applicable), and a short definition.

The Teacher's Edition includes a **Definitions** lesson plan with learning activities for three stages of instruction: TEACH, PRACTICE/APPLY, and FOLLOW-UP.

**LANGUAGE: Vocabulary Acquisition and Use**

**CCSS.ELA-Literacy.L.4.4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

- **CCSS.ELA-Literacy.L.4.4d** Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

**SADLIER VOCABULARY WORKSHOP LEVEL ORANGE FEATURE & LOCATION**

**12. survive** (sər vɪv') (v.) to stay alive or continue to exist; to keep on going; to live longer than

*We need food and shelter in order to survive.*

SYNONYMS: to live; to endure, last; to outlive

ANTONYMS: to die

**Definitions Lesson Plan:** TE p. T24

**Word Study: Dictionary: Homophones 1** (*council/counsel, bail/bale, earn/urn, pedal/peddle*), p. 14; **Dictionary: Multiple-Meaning Words** (*blast, waste, tone*), p. 33; **Homographs** (*present, lead, minute*), p. 54; **Homophones 2** (*grate/great, loan/lone, peace/piece*), p. 125; **Words Often Confused** (*addition/edition, lose/loose, wary/weary*), p. 148

**Word Study Lesson Plan: Dictionary: Homophones 1** (*council/counsel, bail/bale, earn/urn, pedal/peddle*), **Dictionary: Multiple-Meaning Words** (*blast, waste, tone*), TE p. T29; **Homographs** (*present, lead, minute*), TE p. T30; **Homophones 2** (*grate/great, loan/lone, peace/piece*), TE p. T32; **Words Often Confused** (*addition/edition, lose/loose, wary/weary*), TE p. T33

Example [Level Orange, TE p. T29]

**TEACH**

Explain that when students look up a word in the dictionary, they will often find more than one meaning for the same word. Model using the sample sentence on the page for *vanity* to demonstrate the use of context clues to determine meaning.

**Word Study: Suffixes** (*-ment, -ive, -like*), p. 63; **Suffixes** (*-ion, -tion, -sion, -y, -en*), p. 95; **Prefixes** (*pre-, de-, il-, ir-*), p. 106; **Roots** (*flec, pel, ject*), p. 116; **Suffixes** (*-ance, -ness, -able, -ible*), p. 157; **Prefixes** (*dis-, re-, en-, em-*), p. 168; **Roots** (*struct, spect, scrib/script*), p. 178; **Roots** (*pos, duc/duct, graph*), p. 187

Example [Level Orange, p. 187]

**Write**

Work with a partner to list other words that contain the roots

**DESCRIPTION**

There is also a reference to online resources located at [vocabularyworkshop.com](http://vocabularyworkshop.com): **iWords Audio Program** and **Audio Glossary**.

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Several **Word Study** lessons use dictionary entries to help students understand multiple-meaning words.

The Teacher's Edition includes a lesson plan with learning activities for three stages of instruction: TEACH, PRACTICE/APPLY, and FOLLOW-UP.

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Several **Word Study** lessons use reference materials to help build vocabulary. Often, students are directed to consult a dictionary to make sure they have used words correctly.

The Teacher's Edition includes a **Word Study** lesson plan with learning activities for three stages of instruction: TEACH, PRACTICE/APPLY, and FOLLOW-UP.

**LANGUAGE: Vocabulary Acquisition and Use**

**CCSS.ELA-Literacy.L.4.4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

- **CCSS.ELA-Literacy.L.4.4d** Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

**SADLIER VOCABULARY WORKSHOP LEVEL ORANGE FEATURE & LOCATION**

*pos, duc/duct, and graph.* Write definitions for the words. Consult a dictionary, either in a book or online, to check the meanings.

**Word Study Lesson Plans: Context Clues 1** (definition), **Word Families**, TE p. T29; **Prefixes** (*re-, pre-, in-*), TE p. T30; **Prefixes** (*un-, de-, over-*), TE p. T32; **Roots**, TE p. T34

**Suffixes** (*-ment, -ive, -like*), **Suffixes** (*-ion, -tion, -sion, -y, -en*), TE p. T31; **Prefixes** (*pre-, de-, il-, ir-*), **Roots** (*flec, pel, ject*), TE p. T32; **Suffixes** (*-ance, -ness, -able, -ible*), TE p. T33; **Prefixes** (*dis-, re-, en-, em-*), **Roots** (*struct, spect, scrib/script*), **Roots** (*pos, duc/duct, graph*), TE p. T34

Example [Level Orange, TE p.T30]

PRACTICE/APPLY

In Practice, encourage students to use a dictionary, print or digital, to check their answers.

**DESCRIPTION**

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The online **iWords Audio Program** provides a recording of each vocabulary word as a model for correct pronunciation. It also includes a definition or definitions and illustrative sentence or sentences for every vocabulary word taught at this level. The iWords oral models and practice are especially helpful to ELL children.

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The online **Audio Glossary** can be accessed by alphabetical order of words or by Unit. It models pronunciation and provides example sentences to clarify usage and meaning of each Unit word.

**Online Components: iWords Audio Program:**  
vocabularyworkshop.com

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**Online Components: Audio Glossary:**  
vocabularyworkshop.com

**LANGUAGE: Vocabulary Acquisition and Use**

**CCSS.ELA-Literacy.L.4.5** Demonstrate understanding of figurative language, word relationships and nuances in word meanings.

- **CCSS.ELA-Literacy.L.4.5a** Explain the meaning of simple similes and metaphors (e.g., *as pretty as a picture*) in context.

**SADLIER VOCABULARY WORKSHOP LEVEL ORANGE FEATURE & LOCATION**

**Shades of Meaning: Similes**, p. 45; **Metaphors**, p. 179

Example [Level Orange, p. 179]

**DESCRIPTION**

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In **Shades of Meaning: Similes**, students learn that a simile is a type of figurative language that involves a comparison of two

**LANGUAGE:** Vocabulary Acquisition and Use

**CCSS.ELA-Literacy.L.4.5** Demonstrate understanding of figurative language, word relationships and nuances in word meanings.

- **CCSS.ELA-Literacy.L.4.5a** Explain the meaning of simple similes and metaphors (e.g., *as pretty as a picture*) in context.

**SADLIER VOCABULARY WORKSHOP LEVEL ORANGE FEATURE & LOCATION**

APPLY

Figure out the meaning of each metaphor. Write the meaning on the line provided.

5. With no air conditioning, the room was **hot as an oven**.  
     very hot

**Shades of Meaning Lesson Plan: Similes**, TE p. T35;  
**Metaphors**, TE p. T38

Example [Level Orange, TE p.T35]

TEACH

Write the sentence; "My playhouse is as sturdy as an oak tree."  
 Ask: "What is being compared?" As students respond, underline the words *playhouse* and *oak tree*. Discuss similes.  
 Model how to figure out the meaning: "I know that an oak tree is very sturdy, so that must mean that the playhouse is also very sturdy."

**DESCRIPTION**

unlike things using the words *like* or *as*.

In **Shades of Meaning: Metaphors**, students learn that a metaphor is a comparison of two unlike things that does not use the words *like* or *as*. They use context clues to help them figure out the meaning of metaphors used in the exercises.

The Teacher's Edition includes a lesson plan with learning activities for three stages of instruction: TEACH, PRACTICE/APPLY, and FOLLOW-UP.

**LANGUAGE:** Vocabulary Acquisition and Use

**CCSS.ELA-Literacy.L.4.5** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- **CCSS.ELA-Literacy.L.4.5b** Recognize and explain the meaning of common idioms, adages, and proverbs.

**SADLIER VOCABULARY WORKSHOP LEVEL ORANGE FEATURE & LOCATION**

**Shades of Meaning: Idioms 1**, p. 15; **Adages and Proverbs 1**, p. 55; **Adages and Proverbs 2**, p. 107; **Idioms 2**, p. 149

Example [Level Orange, p.15]

APPLY

Read each sentence. Figure out the meaning of each idiom in **boldface**. Write the meaning on the line provided.

5. We didn't laugh at the child's silly behavior because we didn't want to **egg him on**.  
     cause someone to continue

**Shades of Meaning Lesson Plans: Idioms 1**, TE p. T35; **Adages and Proverbs 1**, TE p. T36; **Adages and Proverbs 2**, TE p. T37; **Idioms 2**, TE p. T38

Example [Level Orange, TE p.T38]

**DESCRIPTION**

**Shades of Meaning** lessons help students deepen their understanding of word meanings by examining relationships between related words and by analyzing nuances of meaning. Five lessons focus on recognizing and using common idioms, adages, and proverbs.

The Teacher's Edition includes a lesson plan with learning activities for three stages of instruction: TEACH, PRACTICE/APPLY, and FOLLOW-UP.

**LANGUAGE:** Vocabulary Acquisition and Use

**CCSS.ELA-Literacy.L.4.5** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- **CCSS.ELA-Literacy.L.4.5b** Recognize and explain the meaning of common idioms, adages, and proverbs.

SADLIER VOCABULARY WORKSHOP LEVEL ORANGE FEATURE & LOCATION

DESCRIPTION

TEACH

Explain that even though the meaning of an idiom is different from the actual meaning of the words in the expression, the meanings of the words can sometimes help you figure out the meaning of the idiom. For example, a "back-handed compliment" is a compliment that has a back-handed, or insulting, edge to it. A common example is when someone says: "You're looking good, for a change." It's a compliment to say you're looking good, but it also insults you by suggesting that you normally don't.

**LANGUAGE:** Vocabulary Acquisition and Use

**CCSS.ELA-Literacy.L.4.5** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- **CCSS.ELA-Literacy.L.4.5c** Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).

SADLIER VOCABULARY WORKSHOP LEVEL ORANGE FEATURE & LOCATION

DESCRIPTION

**Definitions:** Unit 1, pp. 8–9; Unit 2, pp. 18–19; Unit 3, pp. 28–29; Unit 4, pp. 38–39; Unit 5, pp. 48–49; Unit 6, pp. 58–59; Unit 7, pp. 70–71; Unit 8, pp. 80–81; Unit 9, pp. 90–91; Unit 10, pp. 100–101; Unit 11, pp. 110–111; Unit 12, pp. 120–121; Unit 13, pp. 132–133; Unit 14, pp. 142–143; Unit 15, pp. 152–153; Unit 16, pp. 162–163; Unit 17, pp. 172–173; Unit 18, pp. 182–183

Located immediately after the Unit passage is **Definitions**, a two-page alphabetical listing of each of the 12 Unit words. The dictionary-style entry for each word includes its spelling, pronunciation, part (or parts) of speech, an illustrating picture (if applicable), a short definition, and an illustrative sentence. Also included are synonyms and antonyms (if applicable).

*Example [Level Orange, p. 71]*

The Teacher's Edition includes a **Definitions** lesson plan with learning activities for three stages of instruction: TEACH, PRACTICE/APPLY, and FOLLOW-UP.

**12. survive** (v.) to stay alive or continue to exist; to keep on going; to live longer than  
(sər viv')

*We need food and shelter in order to survive.*

SYNONYMS: to live; to endure, last; to outlive

ANTONYMS: to die

**Definitions Lesson Plan:** TE p. T24



**LANGUAGE:** Vocabulary Acquisition and Use

**CCSS.ELA-Literacy.L.4.5** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- **CCSS.ELA-Literacy.L.4.5c** Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).

SADLIER VOCABULARY WORKSHOP LEVEL ORANGE FEATURE & LOCATION

**Synonyms and Antonyms:** pp. 11, 21, 31, 41, 51, 61, 73, 83, 93, 103, 113, 123, 135, 145, 155, 165, 175, 185

*Example [Level Orange p.41]*

For each item below, choose the word that is most nearly the **same** in meaning as the word or phrase in **boldface**. Then write your choice on the line provided.

3. lured into a **trap**

- a. dread      b. initial      c. ambush      d. routine

**Synonyms and Antonyms Lesson Plan:** TE p. T26

DESCRIPTION

The **Synonyms** and **Antonyms** exercises require students to write the word that has the same or opposite meaning as the boldface word in the given sentence. To complete the exercises, students rely on context clues to find the right synonym or antonym. For more help, they can refer back to the listing of synonyms and antonyms in the **Definitions** section of the Unit.

The Teacher's Edition includes a lesson plan with learning activities for three stages of instruction: TEACH, PRACTICE/APPLY, and FOLLOW-UP.

**LANGUAGE:** Vocabulary Acquisition and Use

**CCSS.ELA-Literacy.L.4.6** Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., *quizzed*, *whined*, *stammered*) and that are basic to a particular topic (e.g., *wildlife*, *conservation*, and *endangered* when discussing animal preservation).

SADLIER VOCABULARY WORKSHOP LEVEL ORANGE FEATURE & LOCATION

**Throughout the program**

DESCRIPTION

**Throughout the program** students build and use vocabulary knowledge through a variety of increasingly sophisticated language arts activities. These activities include gleaning extended and short reading selections for context clues that unlock the meaning of unfamiliar words and phrases, as well as improve comprehension. Students practice regularly selecting and using the right words in their speaking and writing. Word-relationship and word-building lessons covering synonyms, antonyms, roots, and shades of meaning likewise help equip students for independent development of academic and domain-specific words and phrases.

ADDITIONAL ALIGNED CONTENT

**WRITING:** Text Types and Purposes

**CCSS.ELA-Literacy.W.4.2** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

SADLIER VOCABULARY WORKSHOP LEVEL ORANGE FEATURE & LOCATION

**Vocabulary for Comprehension: Write Your Own:** "School Without Books, Just Snow" (write a how-to), p. 35; "The World's Largest Flower" (write a descriptive journal entry), p. 65; Artist: Faith Ringgold" (describe a story quilt), p. 127; "Bower Builders" (describe materials for a bower), p. 189

*Example [Level Orange, p. 189]*

**Write Your Own**

You read how the male bowerbirds of Australia and New Guinea use items they find in their environment to build bowers to attract a mate. Imagine that bowerbirds lived in our area. What might they use to build their bowers? How might they decorate them? Write your description on a separate sheet of paper. Use at least three words from Units 16–18.

DESCRIPTION

The **Write Your Own** activity at the end of each **Vocabulary for Comprehension** lesson is an opportunity for students to write on a topic related to the passage. The prompt may ask students to interact with their reading and vocabulary in a variety of ways, including expanding on the theme of the passage, expressing feelings about the subject, and relating the passage to personal experience. Students are directed to use at least words from the previous three units.

**WRITING:** Text Types and Purposes

**CCSS.ELA-Literacy.W.4.3** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

SADLIER VOCABULARY WORKSHOP LEVEL ORANGE FEATURE & LOCATION

**Vocabulary for Comprehension: Write Your Own:** "Why Coyote's Tail Has a White Tip" (write a story explaining an event in nature), p. 97; "The Catnapper Mystery" (write a mystery story), p. 159

*Example [Level Orange, p. 127]*

**Write Your Own**

On page 158, you read how Detective Denny solved a catnapping mystery by putting together different clues. Imagine that Detective Denny has solved other mysteries and that he has asked you to write about one of them. Write a new mystery on a separate sheet of paper. Use at least three words from Units 13–15.

DESCRIPTION

The **Write Your Own** activity at the end of each **Vocabulary for Comprehension** lesson is an opportunity for students to write on a topic related to the passage. The prompt may ask students to interact with their reading and vocabulary in a variety of ways, including expanding on the theme of the passage, expressing feelings about the subject, and relating the passage to personal experience. Students are directed to use at least words from the previous three units.

## SPEAKING & LISTENING: Comprehension and Collaboration

**CCSS.ELA-Literacy.SL.4.1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 4 topics and texts*, building on others' ideas and expressing their own clearly.

### SADLIER VOCABULARY WORKSHOP LEVEL ORANGE FEATURE & LOCATION

**Lesson Plans: The Unit**, TE pp. T22–T38; **The Review**, TE pp. T40–T43

*Example [Level Orange, TE p.T24]*

#### Definitions

##### FOLLOW-UP

■ **Oral Language** To encourage daily use of the Unit words, list them on a Word Wall. Encourage students to use the words in their speaking and writing. When they read, tell them to be alert to the words they have learned and to notice how the words are used.

*Example [Level Orange, TE p.T30]*

#### Suffixes (page 63)

##### FOLLOW-UP

■ **Oral Language** Create and display a list of words that contain the suffixes they have learned. Have students practice using the words in small group conversations.

*Example [Level Orange, TE p.T41]*

#### Vocabulary for Comprehension

##### FOLLOW-UP

■ **Oral Language** Create a Word Wall of interesting words. Have students contribute new words encountered in their daily experiences. Before you add a word, encourage students to tell where they found it and describe the situation in which it was used.

*Example [Level Orange, TE p.T43]*

#### Completing the Idea

##### FOLLOW-UP

■ **ELL** Dictate sentences that include the taught words so students can hear them in context. Ask students to touch each word in the sentence with their pencils as you repeat it. You might also tell students how many words are in the sentence and allow them time to count. Provide at least three opportunities for students to hear a sentence before moving on to the next one.

**Word Study: Speak: Context Clues 1** (Definition, Example), p. 24; **Dictionary: Multiple-Meaning Words** (*blast, waste, tone*), p. 33; **Prefixes** (*un-, in-, im-, non-*), p. 76; **Context Clues 2** (Definition, Example, Restatement, Contrast), p. 86; **Homophones 2**, p. 125; **Analogies**, p. 138; **Words Often Confused**, p. 148; **Suffixes** (*-ance, -ness, -able, -ible*), p. 157;

### DESCRIPTION

The *Vocabulary Workshop Lesson Plans* offer a variety of listening and speaking activities designed to increase students' reading, speaking, and writing vocabularies. The suggested instructional strategies include a variety of teacher-led class discussions that help students make connections to the new words presented in each lesson.

Several **Word Study** lessons conclude with **Speak**, a collaborative speaking and listening activity for two students that applies and extends skills presented in the lesson.

**SPEAKING & LISTENING:** Comprehension and Collaboration

**CCSS.ELA-Literacy.SL.4.1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 4 topics and texts*, building on others' ideas and expressing their own clearly.

SADLIER VOCABULARY WORKSHOP LEVEL ORANGE FEATURE & LOCATION	DESCRIPTION
<p>Prefixes (<i>dis-</i>, <i>re-</i>, <i>en-</i>, <i>em-</i>), p. 168</p> <p><u>Example [Level Orange, p. 24]</u></p> <p><b>SPEAK</b></p> <p>Make up a sentence using a unit word. The sentence should provide good context clues. Ask a partner to name the word and the clue to its meaning.</p> <p><u>Example [Level Orange, p. 168]</u></p> <p><b>SPEAK</b></p> <p>Work with a partner to list words with the prefixes <i>dis-</i>, <i>re-</i>, <i>en-</i> and <i>em-</i>. Take turns asking and answering questions that include those words. Example: What might a magician make disappear during a magic show? (a rabbit)</p>	

**LANGUAGE:** Conventions of Standard English

**CCSS.ELA-Literacy.L.4.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- **CCSS.ELA-Literacy.L.4.2d** Spell grade-appropriate words correctly, consulting references as needed.

SADLIER **VOCABULARY WORKSHOP LEVEL ORANGE** FEATURE & LOCATION

**Definitions:** Unit 1, pp. 8–9; Unit 2, pp. 18–19; Unit 3, pp. 28–29; Unit 4, pp. 38–39; Unit 5, pp. 48–49; Unit 6, pp. 58–59; Unit 7, pp. 70–71; Unit 8, pp. 80–81; Unit 9, pp. 90–91; Unit 10, pp. 100–101; Unit 11, pp. 110–111; Unit 12, pp. 120–121; Unit 13, pp. 132–133; Unit 14, pp. 142–143; Unit 15, pp. 152–153; Unit 16, pp. 162–163; Unit 17, pp. 172–173; Unit 18, pp. 182–183

*Example [Level Orange, p. 49]*

**11. sensible** (adj.) showing or having good judgment or reason; aware of  
(sen' sə bəl)

*It's only **sensible** to wear a warm coat on a cold day.*

SYNONYMS: reasonable, wise, prudent; informed, conscious, observant

ANTONYMS: foolish, unwise, unreasonable; unaware

**Match the Meaning:** Unit 1, p. 10; Unit 2, p. 20; Unit 3, p. 30; Unit 4, p. 40; Unit 5, p. 50; Unit 6, p. 60; Unit 7, p. 72; Unit 8, p. 82; Unit 9, p. 92; Unit 10, p. 102; Unit 11, p. 112; Unit 12, p. 122; Unit 13, p. 134; Unit 14, p. 144; Unit 15, p. 154; Unit 16, p. 164; Unit 17, p. 174; Unit 18, p. 184

*Example [Level Orange, p. 72]*

7. A(n) **accurate** watch shows the exact time.

- a. accurate    b. elementary    c. alert    d. feeble

**Synonyms and Antonyms:** Unit 1, p. 11; Unit 2, p. 21; Unit 3, p. 31; Unit 4, p. 41; Unit 5, p. 51; Unit 6, p. 61; Unit 7, p. 73; Unit 8, p. 83; Unit 9, p. 93; Unit 10, p. 103; Unit 11, p. 113; Unit 12, p. 123; Unit 13, p. 135; Unit 14, p. 145; Unit 15, p. 155; Unit 16, p. 165; Unit 17, p. 175; Unit 18, p. 185

*Example [Level Orange, p. 93]*

For each item below, choose the word that is most nearly **opposite** in meaning to the word or phrase in **boldface**. Then write your choice on the line provided.

1. the **even** peaks of the mountain range

DESCRIPTION

The two-page **Definitions** lesson for each Unit provides a dictionary-style entry for each word. To reinforce the understanding and use of the word in context, students are directed to write the word on the blank line of the sample sentence. As they write, they are able to check and correct their spelling of that word.

For the **Match the Meaning** activity, students write the word that matches the meaning in the clue. Correct spelling is modeled by words given for each exercise.

The **Synonyms and Antonyms** exercises require students to write the word that has the same or opposite meaning as the boldface word in the given sentence. Correct spelling is modeled by words given for each exercise.

**LANGUAGE:** Conventions of Standard English

**CCSS.ELA-Literacy.L.4.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- **CCSS.ELA-Literacy.L.4.2d** Spell grade-appropriate words correctly, consulting references as needed.

SADLIER VOCABULARY WORKSHOP LEVEL ORANGE FEATURE & LOCATION

DESCRIPTION

a. gradual   b. jagged   c. uneasy   d. earnest   jagged

**Completing the Sentence:** Unit 1, p. 12; Unit 2, p. 22; Unit 3, p. 32; Unit 4, p. 42; Unit 5, p. 52; Unit 6, p. 62; Unit 7, p. 74; Unit 8, p. 84; Unit 9, p. 94; Unit 10, p. 104; Unit 11, p. 114; Unit 12, p. 124; Unit 13, p. 136; Unit 14, p. 146; Unit 15, p. 156; Unit 16, p. 166; Unit 17, p. 176; Unit 18, p. 186

As students write the word that best completes each sentence on the **Completing the Sentence** page, they check and correct spelling against the Unit words in the box on the page.

*Example [Level Orange, p. 94]*

- Don't bother trying to put the jagged edges of the bill back together.

**Word Study Lessons: Dictionary: Homophones 1** (*council/counsel, bail/bale, earn/urn, pedal/peddle*), p. 14; **Dictionary: Multiple-Meaning Words** (*blast, waste, tone*), p. 33; **Word Families** (*contribute, contribution, contributor*), p. 44; **Homographs** (*present, lead, minute*), p. 54; **Suffixes** (*-ment, -ive, -like*), p. 63; **Prefixes** (*un-, in-, im-, non-*), p. 76; **Suffixes** (*-ion, -tion, -sion, -y, -en*), p. 95; **Prefixes** (*pre-, de-, il-, ir-*), p. 106; **Roots** (*flec, pel, ject*), p. 116; **Homophones 2**, p. 125; **Analogies**, p. 138; **Words Often Confused**, p. 148; **Suffixes** (*-ance, -ness, -able, -ible*), p. 157; **Prefixes** (*dis-, re-, en-, em-*), p. 168; **Roots** (*struct, spect, scrib/script*), p. 178; **Roots** (*pos, duc/duct, graph*), p. 187

For many **Word Study** lessons, students write Unit words as directed in the exercises. They check and correct spelling against the Unit words in the box on the page.

In addition, **Word Study** lessons on compound words, word families, base words, roots, prefixes, and suffixes provide structural analysis insight that improves spelling proficiency.

*Example [Level Orange, p. 44]*

4. The movie was dull (**stunningly/initially**) but got exciting later. initially.

**Shades of Meaning Lessons:** pp. 25, 77, 87, 117, 139, 169

For many **Shades of Meaning** lessons, students write Unit words as directed in the exercises. They check and correct spelling against the Unit words in the box on the page.

**Words That Describe People** (*stern, generous, gracious, sympathetic*), p. 25; **Words That Express Your Feelings**, p. 77; **Words That Describe Sounds** (*clatter, creak, gurgle, rustle*), p. 87; **Words That Name Emotions** (*despair, horror, jubilation, contentment*), p. 117; **Word Choice** (*ally, companion, acquaintance, peer*), p. 139; **Word Choice** (*scamper, bolt, stroll, jog*), p. 169

*Example [Level Orange, p.87]*

4. a door opening slowly creak

**Classifying:** Review Units 1–6, p. 66; Review Units 7–12, p. 128; Review Units 13–18, p. 190

For the **Classifying** activity, students write the word that goes best with each group of words, checking their spelling against the Unit words in the box on the page.

*Example [Level Orange, p.66]*

**LANGUAGE:** Conventions of Standard English

**CCSS.ELA-Literacy.L.4.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- **CCSS.ELA-Literacy.L.4.2d** Spell grade-appropriate words correctly, consulting references as needed.

SADLIER VOCABULARY WORKSHOP LEVEL ORANGE FEATURE & LOCATION	DESCRIPTION
4. <u>haul</u> , lug, carry	