On behalf of Splash! Publications, we would like to welcome you to our Fourth Grade Language Unit, a 17-lesson unit designed by teachers with you and your students in mind. Our goal is a unit that you can use immediately.

The CD
Inside this book, you will find black line masters of the lessons, activities, Content Posters, and games for each of the 17 Language lessons. In addition, we’ve included a CD in the back of the book with color versions of the four Language games and color Content Posters ready for you to print, laminate, and use in your classroom.

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

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

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

The Standards
Standards help teachers prioritize instruction and connect the “big ideas” students need to know in order to advance. Our Fourth Grade Language Unit was created in alignment with the Fourth Grade Reading, Writing, and Language Standards. You will find the Standard alignment (abbreviated CC) for each lesson in the Lesson Plans.
The Language Games

There are four full color games included in our *Fourth Grade Language Unit*. The black and white versions can be found inside of the book, while the color versions of each game are included on the CD in the back of the book. The games are designed to be used with students of all levels. If you have parent helpers in your classroom, we suggest having them make and laminate two or three sets of each game ahead of time so you will have multiple sets to use as a Whole Group activity or in your Language Center. In addition, you could send students home with a copy of each game to make and play at home.

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

The Content Posters

We have included 17 Content Posters in our *Fourth Grade Language Unit*, one for each concept taught. The black and white versions can be found at the beginning of each lesson, while the color versions of the Content Posters are included on the CD in the back of the book. Simply print, laminate, and hang each color Content Poster in your classroom before the lesson so students will have a quick reference to the Language concept being taught.

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Illustrations and cover design by Victoria J. Smith

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1. After reading about Nouns (pps. 2-5), students will:

- use the lesson to complete the Nouns Journal Card, color the picture on the card, and glue the Nouns Journal Card into their Language Notebooks. (pg. 6)
- complete the Core Practice to practice spelling grade appropriate words. (pg. 7)
- complete the Core Practice to practice forming possessives. (pg. 8)


2. After reading about Pronouns (pps. 10-11), students will:

- use the lesson to complete the Pronouns Journal Card, color the picture on the card, and glue the Pronouns Journal Card into their Language Notebooks. (pg. 12)
- complete the Core Practice to practice identifying and using pronouns correctly. (pg. 13)
- identify common nouns, proper nouns, personal pronouns, possessive pronouns, and indefinite pronouns to solve a mystery puzzle. (pps. 14-19)

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

3. After reading about Verbs (pps. 21-23), students will:

- use the lesson to complete the Verbs Journal Card, color the picture on the card, and glue the Verbs Journal Card into their Language Notebooks. (pg. 24)
- complete the Core Practice to practice identifying and using proper verb tenses. (pg. 25)
- make and play the game Verb Bingo. *(color version on CD)* (pps. 26-39)

LESSON PLANS

4. After reading about Adjectives (pps. 41-45), students will:

• use the lesson to complete the Adjectives Journal Card, color the picture on the card, and glue the Adjectives Journal Card into their Language Notebooks. (pg. 46)
• use the Core Practice to practice identifying adjectives. (pg. 47)
• use the Core Practice to practice identifying and forming comparative and superlative adjectives. (pg. 48)
• use the Core Practice to practice properly ordering adjectives within sentences. (pg. 49)
• create an Adjective Chart with adjectives that describe how many or which one, type or size, and shape or color. (pg. 50)
• use the completed Adjective Chart to create an Adjective Wheel. (pps. 51-54)
• use the Adjective Wheel to write sentences that use adjectives in their proper order. (pg. 55)

Standard Alignment:   CC.4.RI.1, CC.4.RI.4, CC.4.RI.5, CC.4.L.1,

5. After reading about Adverbs (pps. 57-60), students will:

• use the lesson to complete the Adverbs Journal Card, color the picture on the card, and glue the Adverbs Journal Card into their Language Notebooks. (pg. 61)
• use the Core Practice to practice identifying relative adverbs and forming comparative and superlative adverbs. (pg. 62)
• use the Core Practice to practice identifying and forming comparative and superlative adverbs. (pg. 63)
• choose or create a character and complete an Adverb Chart that lists comparative and superlative adverbs describing actions the character might make. (pps. 64-67)
• use the finished Adverb Chart and the graphic organizer to write a story complete with setting, conflict, sequence of events, and a resolution. (pps. 68-75)

Standard Alignment:   CC.4.RI.1, CC.4.RI.4, CC.4.RI.5,
                 CC.4.W.3a, CC.4.W.3b, CC.4.W.3c,
                 CC.4.W.5, CC.4.W.6, CC.4.W.9a,
                 CC.4.W.10, CC.4.L.1, CC.4.L.1a, CC.4.L.1f,
                 CC.4.L.2a, CC.4.L.2d
6. After reading about Homonyms (pps. 77-79), students will:

- use the lesson to complete the *Homonyms Journal Card*, color the picture on the card, and glue the *Homonyms Journal Card* into their Language Notebooks. (pg. 80)
- use the Core Practice to practice using frequently confused homonyms. (pg. 81)
- choose frequently confused homonyms to solve *Homonym Riddles*. (pps. 82-86)

**Standard Alignment:**  
CC.4.RI.1, CC.4.RI.4, CC.4.RI.5, CC.4.L.1f, CC.4.L.1g, CC.L.2a, CC.L.2d

7. After reading about Prepositional Phrases (pps. 88-89), students will:

- use the lesson to complete the *Prepositional Phrases Journal Card*, color the picture on the card, and glue the *Prepositional Phrases Journal Card* into their Language Notebooks. (pg. 90)
- use the Core Practice to practice forming and using prepositional phrases. (pg. 91)
- create prepositional phrases using a preposition, an adjective, and an object. (pps. 92-93)
- write sentences using the newly created prepositional phrases. (pg. 94)

**Standard Alignment:**  
CC.4.RI.1, CC.4.RI.4, CC.4.RI.5, CC.4.L.1e, CC.4.L.1f, CC.L.2a, CC.L.2d
LESSON PLANS

8. After reading about Relative Pronouns (pps. 96-99), students will:

• use the lesson to complete the Relative Pronouns Journal Card, color the picture on the card, and glue the Pronouns Journal Card into their Language Notebooks. (pg. 100)
• complete the Core Practice to practice identifying and using relative pronouns correctly. (pg. 101)
• choose the correct relative pronouns to complete sentences and use the information to create a data chart and a bar graph. (pps. 102-106)


9. After reading about Commas (pps. 108-110), students will:

• use the lesson to complete the Commas Journal Card, color the picture on the card, and glue the Commas Journal Card into their Language Notebooks. (pg. 111)
• complete the Core Practice to practice capitalizing, using end punctuation, and using commas between words, in dates, and in addresses. (pg. 112)
• complete the Core Practice to practice capitalizing, using end punctuation, and using commas after greetings, closings, and interjections. (pg. 113)
• complete the Core Practice to practice using commas and quotation marks to show when someone is speaking. (pg. 114)
• use a graphic organizer to write a persuasive letter to a teacher, parent, or government official about adding or changing a rule. (pps. 115-124)

10. After reading about *Sentences and Fragments* (pps. 126-127), students will:

- use the lesson to complete the *Sentences and Fragments Journal Card*, color the picture on the card, and glue the *Sentences Journal Card* into their Language Notebooks. *(pg. 128)*
- use the Core Practice to practice recognizing sentences and fragments. *(pg. 129)*

**Standard Alignment:**  

11. After reading about *Clauses and Conjunctions* (pps. 131-136), students will:

- use the lesson to complete the *Clauses and Conjunctions Journal Card*, color the picture on the card, and glue the *Clauses and Conjunctions Journal Card* into their Language Notebooks. *(pg. 137)*
- use the Core Practice to practice using the relative adverbs where, when, and why. *(pg. 138)*
- use the Core Practice to practice identifying coordinating and subordinating conjunctions. *(pg. 139)*
- use the Core Practice to practice recognizing run-on sentences and using commas correctly in compound sentences. *(pg. 140)*
- read about Sojourner Truth and Harriet Tubman and create a Compare and Contrast Chart listing similarities and differences between the two women. *(pps. 141-146)*
- use the Compare and Contrast Chart to write a four paragraph essay about Sojourner Truth and Harriet Tubman. *(pps. 147-163)*
- make and play the game *On A Mission!* *(color version on CD)* *(pps. 164-184)*

**Standard Alignment:**  
LESSON PLANS

12. After reading about Standard English (pps. 186-190), students will:

• use the lesson to complete the Standard English Journal Card, color the picture on the card, and glue the Standard English Journal Card into their Language Notebooks. (pg. 191)
• use the Core Practice to practice using formal and informal standard English, choosing words to fit each situation. (pg. 192)
• use the Core Practice to practice choosing punctuation for effect. (pg. 193)
• use the Core Practice to practice choosing words and phrases to fit the topic. (pg. 194)
• choose from a list of scenarios to complete a graphic organizer and write a formal business letter, complete with addressed envelope. (pps. 195-206)


13. After reading about Context Clues (pps. 208-210), students will:

• use the lesson to complete the Context Clues Journal Card, color the picture on the card, and glue the Context Clues Journal Card into their Language Notebooks. (pg. 211)
• complete the Core Practice to determine the meanings of new words by using definitions, examples, or restatements in sentences. (pg. 212)
• complete the Core Practice to determine the meanings of new words by using synonym clues. (pg. 213)
• complete the Core Practice to determine the meanings of new words by using antonym clues. (pg. 214)
• make and play the game I Have, Who Has? (color version on CD) (pps. 215-226)

14. After reading about *Prefixes* (pps. 228-229), students will:

- use the lesson to complete the *Prefixes Journal Card*, color the picture on the card, and glue the *Prefixes Journal Card* into their Language Notebooks. *(pg. 230)*
- use the Core Practice to practice using Latin, Greek, and other common prefixes and base words to figure out the meanings of new words. *(pg. 231)*

*Standard Alignment:*  

15. After reading about *Suffixes* (pps. 233-234), students will:

- use the lesson to complete the *Suffixes Journal Card*, color the picture on the card, and glue the *Suffixes Journal Card* into their Language Notebooks. *(pg. 235)*
- use the Core Practice to practice using Latin, Greek, and other common suffixes and base words to figure out the meanings of new words. *(pg. 236)*
- take *Prefixes* and *Suffixes* Quiz. *(pps. 237-238)*
- use the answers from the *Prefixes* and *Suffixes* Quiz to solve a *Prefixes* and *Suffixes* Grid Puzzle. *(pps. 239-241)*

*Standard Alignment:*  
16. After reading about Dictionary Skills (pps. 243-246), students will:

- use the lesson to complete the Dictionary Skills Journal Card, color the picture on the card, and glue the Dictionary Skills Journal Card into their Language Notebooks. (pg. 247)
- use the Core Practice to practice using a dictionary to find the pronunciation and definition of a new word. (pg. 248)
- use a traditional dictionary and clues to find guide words, parts of speech, syllabication, respellings, and accent marks of selected entry words. (pps. 249-251)


17. After reading about Figurative Language (pps. 253-255), students will:

- use the lesson to complete the Figurative Language Journal Card, color the picture on the card, and glue the Figurative Language Card into their Language Notebooks. (pg. 256)
- use the Core Practice to practice explaining the meanings of simple similes and metaphors in context. (pg. 257)
- use the Core Practice to practice recognizing and explaining the meanings of common idioms, adages, and proverbs. (pg. 258)
- make and play the game Go Figure! (color version on CD) (pps. 259-273)

**VERBS**

Verbs describe what nouns and pronouns are doing in the present, past, or future.

**RELATIVE PRONOUNS**

Relative Pronouns refer back to a noun. Who, whose, whom, which, and that are relative pronouns.

**STANDARD ENGLISH**

Standard English is the collection of spelling, grammar, punctuation, and vocabulary rules most widely accepted and easily understood.

**FIGURATIVE LANGUAGE**

Figurative language includes similes, metaphors, idioms, adages, and proverbs that make writing “jump off the page.”
**Pronouns**

Pronouns are words that take the place of nouns. Remember, nouns are naming words used to name people, places, things, and ideas.

**Personal Pronouns**

Personal pronouns take the place of people and things. Examples of personal pronouns are I, me, you, us, we, them, he, him, her, she, it, and they. Mary likes the cake. This sentence can be rewritten using personal pronouns. She likes it.

**Possessive Pronouns**

Possessive pronouns show ownership. Nouns show ownership by using an apostrophe and an 's. Pronouns show ownership by using words like mine, ours, yours, hers, his, its, and theirs. The award winning cow at the fair belongs to Jonathan. You can use a possessive pronoun to show that Jonathan owns the cow.

The pronouns my, your, his, her, its, our, and their are also possessive pronouns when they show ownership. That is my dog. Whose dog is it? It is my dog. Her mom is calling us for dinner. Whose mom is calling us for dinner? Her mom is calling us for dinner.

**Indefinite Pronouns**

Indefinite is a word that means unknown. Indefinite pronouns can be used when you're not sure of the noun you want to replace. Somebody, everybody, anyone, someone, everything, everyone, and nobody are examples of indefinite pronouns. Somebody brought an armadillo to the party. We know there is an armadillo at the party, but we don't know who brought it.

**MYSTERY PUZZLE**

In this activity, you will practice what you have learned about nouns and pronouns to solve a mystery.

**Directions:**

1. Read each sentence about Jill's adventures on her first day at her new school. (Notice that every word in each sentence has a letter under it.)

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

   - XB AHUFESLD

2. Circle the common nouns in each sentence with a blue coloring pencil. See the letters under the common nouns! Find those letters on the puzzle.

   - F, D

   The numbers next to the letters in the puzzle tell you which sentence the letters come from. Since this is sentence one, look for the letters F and D in the puzzle with the number 1 next to them. Color in the boxes for each of those letters in the puzzle blue.

3. Circle the proper nouns in each sentence with a green coloring pencil. See the letters under the proper nouns! Find those letters on the puzzle.

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

   - XB AHUFESLD

   Again, since this is sentence one, look for the letters B and A in the puzzle with the number 1 next to them. Color in the boxes for each of those letters in the puzzle green.

Name ____________________________

As Jill anxiously stepped toward Parkwood Elementary School...
Verbs are words that describe what the noun or pronoun in the sentence is doing. Many verbs are action words that can be seen. You can see someone throwing, running, and playing. Other verbs describe action that can't be seen. You can't see someone thinking, liking, or knowing.

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

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

**Present Tense Verbs**

Present tense verbs tell what the noun or pronoun is doing right now. Fred plays in the band. The dog is hungry. She thinks about lunch all day.

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

The bunny is sitting. I am running. Sheila can come to the movies. The boys are practicing karate today.

**Past Tense Verbs**

Past tense verbs describe what happened in the past. The past can be ten minutes ago, yesterday, last week, or even last year. Fred played in a band. The dog was hungry. She thought about lunch all day.

Sometimes past tense verbs need help showing action that happened in the past. Have, has, had, was, and were are modal or helping verbs that can assist past tense verbs. Americans have voted. She has written her paragraph. They had gone to the store. The bunny was sitting last night. I was running yesterday. The boys were practicing karate last summer.

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**Verb Bingo**

**Make the Game:**

Cut out the 48 cards with the verb on one side and the pencil on the other side. (Cut on the solid black lines.)

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

Glue the blank sides together.

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

**Play the Game:**

This game is for 2-4 players.

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

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

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

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

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

Mix up the cards and play again.
Adjectives are words that describe nouns and pronouns. Adjectives give more details about people, places, things, and ideas. Most adjectives can be placed in one of three groups. Some adjectives describe what kind. Other adjectives tell how many. Another group of adjectives describes which ones.

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

The red, white, and blue flag was blowing in the wind. The creepy spider was hanging from its web. The loud noise made us jump! I ate a bitter lemon that made my lips pucker.

Adjectives that Tell How Many
Any time that you are talking or writing about how many, you are using adjectives. There were ten people at the party. Seventeen students were on the playground.

Words like few, many, several, and some are other examples of adjectives that describe how many. I’ll have a few crackers. Many people like popcorn. After several attempts, I decided not to try another cartwheel. There are some vegetables that I don’t like.

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

Superlative Adjectives
Do you see the word super in superlative? Superlative adjectives compare three or more nouns or pronouns. Most adjectives with one syllable can become superlative adjectives by simply adding the letters est to the adjective.

Joanie is the shortest girl in the class. That is the hardest test I’ve ever taken! My dog was the loudest dog at the park. We were the latest group to the party.

More than one Syllable
Remember the adjectives interesting, beautiful, expensive, careful, and comfortable? These are examples of adjectives with more than one syllable.

To compare three or more nouns or pronouns with adjectives that have more than one syllable, use the words most and least to help you.

Janie, Thomas, and Antoine are all good drivers, but Antoine is the most careful driver. This will be the most beautiful bouquet of flowers I’ve ever picked. Of the three pairs of jeans, this pair of jeans is the least expensive.

**Superlative Adjectives**

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<tr>
<th>rough</th>
<th>roughest</th>
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<td>kind</td>
<td>kindest</td>
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<td>wet</td>
<td>wettest</td>
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<td>sick</td>
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<tr>
<td>bitter</td>
<td>most bitter</td>
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<tr>
<td>least</td>
<td>most</td>
</tr>
<tr>
<td>fascinating</td>
<td>most fascinating</td>
</tr>
<tr>
<td>competitive</td>
<td>most competitive</td>
</tr>
<tr>
<td>horrible</td>
<td>most horrible</td>
</tr>
<tr>
<td>slender</td>
<td>most slender</td>
</tr>
</tbody>
</table>

**ADJECTIVE CHART**

In this activity, you will use your imagination to list adjectives that describe how many or which one, type or size, and shape or color. Be creative!

**Directions:** Fill in the Adjective Chart with adjectives that describe how many or which one, type or size, and shape or color. Be creative!

**Adjective Chart**

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

**ADJECTIVE WHEEL**

In this activity, you will use the adjectives from your Adjective Chart to make an Adjective Wheel and then use the Wheel to write sentences.

**Part I:** Using the Adjective Wheel Pattern and the small, medium, and large circles, follow the directions below and on the next page to turn your Adjective Chart into an Adjective Wheel.

1. Cut out the Adjective Wheel Pattern on the next page by cutting around the outer solid black line. Cut around the dotted lines to make windows.
2. Neatly color the front of your Adjective Wheel Pattern.
3. Cut out each of the small, medium, and large Adjective Wheel circles by cutting around the outer solid black lines.
4. In the spaces of the largest circle, neatly write the adjectives from your Adjective Chart that describe how many or which one. Write one adjective in each space.
5. In the spaces of the medium circle, neatly write the adjectives from your Adjective Chart that describe type or size.
6. In the spaces of the small circle, neatly write the adjectives from your Adjective Chart the describe shape or color.
Adverbs give more information about verbs. Adverbs describe how, when, where, why, and how often the action in a sentence is taking place.

**Adverbs**

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

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

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

I purposely scared the chameleon so that he would leave the house. The adverb purposely describes why I scared the chameleon.

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

**ADVERB CHART**

**Directions:**

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

**ADVERB STORY**

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

**Setting**

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

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

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

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

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

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

**Its and It’s**

The words its and it’s are homonyms because they sound alike, but they are spelled differently and have different meanings.

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

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

If it’s going to rain, the cat needs to carry its umbrella. In this sentence, you could replace the contraction it’s with the words it and s. This little trick will help you decide between using its and it’s. The possessive pronoun its is used to show that the cat owns its umbrella.

### Prepositional Phrases

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

**Prepositional Phrases**

A prepositional phrase is a group of words that begins with a preposition and ends with an object. The object of a prepositional phrase is usually a noun or pronoun. The purpose of a prepositional phrase is to give more information about which one, how, when, why, who, or where.

The map from the miner tells us where to find the gold. The preposition in this sentence is from. The object of the prepositional phrase is the noun miner.

The prepositional phrase from the miner describes which map we should use to find the gold.

Freddy was sore during yesterday’s football practice. When was Freddy sore? He was sore during yesterday’s football practice.

In this sentence, during is the preposition. Can you find the object of the prepositional phrase? Remember, you are looking for a noun or pronoun. If you said practice, you would be correct. The words yesterday’s and football are adjectives describing the practice.

The sun is rising above those tall mountains. The preposition in this sentence is above. It describes where the sun is rising. The object of the prepositional phrase is mountains. The words those and tall are adjectives describing the mountains.

### Homonym Riddles

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

**Directions:**

Read each sentence and circle the correct homonym.

**Example:**

1. Did you hear the mouse chatting with the lion?
   - hear: (U)

   The correct answer is hear. Circle the word hear and put the letter U on the line over the 1 in the riddle.

2. What goes up and down the stairs without moving?

   (I)

   (O)

   (E)

   (N)

   (S)

   (U)

   (P)

   (H)

   (R)

   (M)

   (L)

   (A)

   (R)

   (E)

   (M)

   (Y)

   (S)

   (T)

   (H)

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Relative Pronouns

Personal pronouns refer back to a person or people. Relative pronouns relate back to a noun or a pronoun. Relative pronouns always begin in a noun or a pronoun. The relative pronoun is then used to refer back to a noun or a pronoun. Relative pronouns are connected to the noun or pronoun they are related back to.

Relative Pronouns are special types of pronouns. They

Relative pronouns are used if the meaning of the sentence would change without them. For example, "Who is your best friend?" and "Whose dog is that?" are relative pronoun examples. Relative pronouns are connected to the noun or pronoun they are related back to.

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

Part 1 Directions: Read each sentence and write the correct relative pronoun on the line provided.

1. I need to know (who, whom) is coming to your pajama party.
   *who*

2. My friend Jeremy is the boy (that, who) is playing basketball.
   *who*

3. "Chocolate, (which, that) is my favorite candy, was served for lunch today!" exclaimed Noah.
   *(which)*

4. With (who, whom) will we be going to the Grand Canyon?
   *who*

5. I want to buy the paper (which, that) is on sale today.
   *(that)*

6. "Where is the girl (whose, whom) fell off her bike?" asked Mara.
   *(whose)*

7. The flowers (which, that) are growing by the pool are pretty.
   *(which)*

8. The child to (who, whom) you have spoken is my sister.
   *(who)*

9. The man (whose, whom) restaurant burned down is very sad.
   *(whose)*

10. Spiders, (which, that) build beautiful webs, eat pesky flies.
    *(which)*

Name ________________________________

Pronoun Graph

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

Part 1 Directions: Read each sentence and write the correct relative pronoun on the line provided.

1. I need to know (who, whom) is coming to your pajama party.
   * who*

2. My friend Jeremy is the boy (that, who) is playing basketball.
   * who*

3. "Chocolate, (which, that) is my favorite candy, was served for lunch today!" exclaimed Noah.
   *(which)*

4. With (who, whom) will we be going to the Grand Canyon?
   * who*

5. I want to buy the paper (which, that) is on sale today.
   *(that)*

6. "Where is the girl (whose, whom) fell off her bike?" asked Mara.
   *(whose)*

7. The flowers (which, that) are growing by the pool are pretty.
   *(which)*

8. The child to (who, whom) you have spoken is my sister.
   *(who)*

9. The man (whose, whom) restaurant burned down is very sad.
   *(whose)*

10. Spiders, (which, that) build beautiful webs, eat pesky flies.
    *(which)*
**Commas**

Commas are punctuation marks that separate numbers and words. Commas keep numbers and words from getting mixed up with each other.

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

**Commas in Dates**

Commas are used in dates to separate the day of the month from the year. February 14th is a date. You probably know this popular date as Valentine's Day. My great grandma and great grandpa celebrated their first Valentine’s Day together on February 14, 1896.

Notice the comma between the day and the year. The comma keeps the numbers from getting mixed up with each other. Without the comma, this important date would become February 141896!

On February 14, 2002, my little sister was born. This date needs two commas. One comma needs to be placed between the day and the year. The second comma keeps the next words in the sentence from getting mixed up with the date.

**Commas between Words**

Commas are used to separate a list of words with three or more items. Martin bought pants, shirts, and shoes for the beginning of the new school year. Every word in the list has a comma after it.

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

---

**RULES, RULES, RULES**

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

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

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

**In this activity, you will write a persuasive letter to your teacher, your parents, or the mayor of your city or town. In a persuasive letter, the writer tries to convince another person to do something his or her way. In your persuasive letter, you will try to convince your teacher, your parents, or the mayor to add a new rule or change a rule that is already in place.**

Before writing your letter, answer the five pre-writing questions below and on the next page.

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

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

---

**PERSUASIVE LETTER**

Use the answers to your questions to write a persuasive letter to your teacher, your parents, or the mayor of your city or town. A letter includes a heading, greeting, body, closing, and signature.

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

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

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

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

---

Heading

__________________________________________________________

__________________________________________________________

__________________________________________________________

---
A sentence is a group of words with a subject and predicate that expresses a complete thought. A clause, on the other hand, is a group of words with a subject and a predicate that may or may not form a complete thought. Three types of clauses are independent clauses, dependent clauses, and relative clauses.

**Independent Clauses**

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

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

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

*CLS 18A.6.1 CLS 18A.6.4 CLS 18A.6.5 CLS 18A.6.7 CLS 18A.6.8 CLS 18A.6.9*

**Complete Sentences**

A complete sentence has a subject, a predicate, and expresses a complete thought.

Example: Isabella went to New York City. Isabella promised to come back to help her own. Now she wanted freedom.

*CLS 18A.6.1 CLS 18A.6.4 CLS 18A.6.5 CLS 18A.6.7 CLS 18A.6.8 CLS 18A.6.9*

**Compound Sentences**

A compound sentence is two independent clauses joined by a conjunction and a comma.

Example: By the time she was 13, Isabella had been sold three times. One of her masters tied her hands in front of her and beat her bare back with hot iron rods. In 1817, Isabella married an older slave named Thomas. They had four children.

*CLS 18A.6.2 CLS 18A.6.4 CLS 18A.6.5 CLS 18A.6.7 CLS 18A.6.8 CLS 18A.6.9*

**Compound-Complex Sentences**

A compound-complex sentence is two or more independent clauses joined by a conjunction and a comma.

Example: In 1826, at the age of 29, Isabella ran away from her life of slavery. She took her baby daughter Sophia, and found a job as a maid in New York City. Isabella promised to come back for her husband and three older children.

*CLS 18A.6.2 CLS 18A.6.4 CLS 18A.6.5 CLS 18A.6.7 CLS 18A.6.8 CLS 18A.6.9*

**Semicolons**

A semicolon is used to separate two independent clauses.

Example: In 1827, slavery in New York was ended, and all slaves in New York were set free. Isabella went to find her family. She learned that her five year old son Peter had been sold to a slave owner in Alabama. Isabella knew that it was against the law to sell slaves outside of the state of New York. Unfortunately, she was black. Black people did not challenge the decisions of white people in the 1800s.

*CLS 18A.6.2 CLS 18A.6.4 CLS 18A.6.5 CLS 18A.6.7 CLS 18A.6.8 CLS 18A.6.9*

**Commas**

A comma is used to separate independent clauses.

Example: A group of kind people in New York helped Isabella. They encouraged her to file a legal complaint against the man who sold her son. They helped her raise money so she could hire a lawyer and defend her rights. The lawyer went to court and asked the judge to return Isabella’s son. It worked! Isabella got her son back. She became the first black woman in the United States to win a court case.

*CLS 18A.6.2 CLS 18A.6.4 CLS 18A.6.5 CLS 18A.6.7 CLS 18A.6.8 CLS 18A.6.9*

**Clauses and Conjunctions**

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

Slaves could be sold to other white owners at any time and for any reason. Isabella watched helplessly as one by one, her 12 brothers and sisters were sold to other slave owners. By the time she was 13, Isabella had been sold three times. One of her masters tied her hands in front of her and beat her bare back with hot iron rods.

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

**Escape to Freedom**

In 1826, at the age of 29, Isabella ran away from her life of slavery. She took her baby daughter Sophia, and found a job as a maid in New York City. Isabella promised to come back for her husband and three older children.

**Fighting Back**

In 1827, slavery in New York was ended, and all slaves in New York were set free. Isabella went to find her family. She learned that her five year old son Peter had been sold to a slave owner in Alabama. Isabella knew that it was against the law to sell slaves outside of the state of New York. Unfortunately, she was black. Black people did not challenge the decisions of white people in the 1800s.

A group of kind people in New York helped Isabella. They encouraged her to file a legal complaint against the man who sold her son. They helped her raise money so she could hire a lawyer and defend her rights. The lawyer went to court and asked the judge to return Isabella’s son. It worked! Isabella got her son back. She became the first black woman in the United States to win a court case.

**Compare and Contrast**

When you compare two or more things, you list the things that are the same about them. When you contrast two or more things, you make a list of their differences.

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

**Directions:**

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

**Essay**

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

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

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

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

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

**Topic Sentence**

__________________________

__________________________

__________________________

__________________________
ON A MISSION

Make the Game: Cut out the 8 On A Mission! mission cards and the 60 On A Mission! cards. (Cut on the solid black lines).

Fold each card along the dotted line so the pictures or words are on one side and the words On A Mission! are on the other side.

Glue the blank sides together.

---

ON A MISSION

1 declarative sentence
1 exclamatory sentence
1 interrogative sentence
2 dependent clauses
1 coordinating conjunction

Your Mission:

---

ON A MISSION

1 declarative sentence
1 exclamatory sentence
1 interrogative sentence
2 dependent clauses
1 coordinating conjunction

Mission Card

---

ON A MISSION

1 declarative sentence
1 exclamatory sentence
1 imperative sentence
1 dependent clause
1 subordinating conjunction
1 relative pronoun

Your Mission:

---

ON A MISSION

1 declarative sentence
1 exclamatory sentence
1 imperative sentence
1 dependent clause
1 phrase or fragment
1 relative clause
1 relative pronoun

Your Mission:

---

ON A MISSION

The beautiful butterfly floated gently toward the flower.

That spaceship is getting closer every minute!

Take off your baseball cap when you're in the building.

"Where did that frightened little newt go?" asked Sara.

---

ON A MISSION

whose

whom

On A Mission!

On A Mission!

On A Mission!

---

On A Mission!

On A Mission!

On A Mission!

On A Mission!

that

which
Standard English is the collection of spelling, grammar, punctuation, and vocabulary rules most widely accepted and easily understood. The two types of standard English are formal standard English and informal standard English. Both types require the use of correct grammar, words that most people understand, and vocabulary that fits the situation.

**Formal Standard English**

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

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

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

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

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

---

**BUSINESS LETTER**

In this activity, you will practice writing a formal business letter. Your teacher will give you three situations to choose from. Cut out the situation you have chosen and paste it in the blank square below.

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

1. Describe who you are writing to. ____________________________
2. Explain why you are writing this letter. ____________________________
3. Explain who you are writing to. ____________________________
4. What is the purpose of your letter? ____________________________
5. What will you be writing about? ____________________________

---

**SITUATION CARDS**

**Apology Letter**

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

**Information Request**

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

**Letter of Praise**

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

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

Synonym Clues

Sometimes you can find clues about an unknown word by looking at the words around it. A synonym is a word that means almost the same as the unknown word. If you know the meaning of the synonym, you can easily figure out the meaning of the unknown word.

Mia thought her answer to the math problem was accurate, but she wanted to check it again to make sure it was correct.

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

Antonym Clues

An antonym is a word that means the opposite of an unknown word. Antonyms can also help you determine the meaning of the unknown word.

I thought this year’s fireworks show was extraordinary, but my older brother thought it was pretty ordinary.

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

Directions:

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

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

Vocabulary Acquisition and Use

4.8.3c I can figure out the meanings of new words by using antonym clues.

Write the definition for the new word in each sentence by using the antonym clue.

1. Unlike last year when he gave up hope, Lou was optimistic about his chances of winning the kite design contest.

optimistic means

2. There were no showers, bathrooms, or tents at our campsite, and I wasn’t sure if I would be able to stay in such a primitive place for three days.

primitive means

List two antonyms for each of the words below –

3. clean
4. sit
5. opened

Write a sentence showing someone speaking using the word fragile with an antonym clue that gives a clear definition. Use proper capitalization, spelling, punctuation, and grammar.

___________________________

___________________________

___________________________

GRID PUZZLE

Directions:

Use the answers from your Quiz to solve the Grid Puzzle.

Cut out the puzzle pieces on the next page one at a time.

It is important that you do not turn the puzzle piece upside down.

Use the letter and number under each puzzle piece and your Quiz to find the puzzle piece’s place on the blank puzzle. Glue the puzzle piece right over the number.

The example below shows puzzle piece E1. Since the answer to number 6 on the Quiz is E1, this puzzle piece would be glued in the square with the number 6 in it.

When you are finished gluing all of the puzzle pieces, neatly color the puzzle.

Name __________________________

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Figurative Language

Figurative is a big word that means flowery or ornamental. Using figurative language when you write makes your words come alive and sound so exciting that they “jump off the page.” Similes, metaphors, idioms, adages, and proverbs are just a few examples of figurative language that can help make you a better writer.

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

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

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

Go Figure
Make the Game: Cut out the 60 pink and yellow cards. (Cut on the solid black lines).

Fold each card along the dotted line so the pictures of the aliens are on one side and the spaceships are on the other side. Glue the blank sides together.

Each player chooses and cuts out one Alien playing piece.

Each player needs his or her own Alien Game Board.

Together, the players need one die.

Start!

Spaceship stalled! Go back 1 space.

Broken windshield! Go back 1 space.

Good flying! Roll again.

Meteor shower! Skip a turn.

Enemy aliens! Go back 1 space.

Star gazing! Skip a turn.

Nice spaceship! Move ahead 2 spaces.

Hit an asteroid! Go back 2 spaces.

Wrong way! Go back 2 spaces.

Almost there! Move ahead 2 spaces.

Lost in space! Go back 2 spaces.

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

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

**Entry Words**

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

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

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

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

---

**DICTIONARY RIDDLER**

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

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

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

2. I am a glass or metal bottle for serving drinks like water and coffee. My first letter is c. I am a noun with two syllables. I come before the entry word caramel and after the entry word car.  
   **Who am I?**
   **What is the first guide word on my page?**
   **What is my respelling?**

---

**ANSWERS**

**Noun Practice Card**

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

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

See Rubric below for grading sentence.

**Rubric**

<table>
<thead>
<tr>
<th>Criteria</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>0</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sentence</td>
<td>Included and correctly spelled one correct word in the sentence.</td>
<td>Included and correctly spelled one correct word in the sentence.</td>
<td>Included and correctly spelled one correct word in the sentence.</td>
<td>Didn’t attempt to spell.</td>
<td></td>
</tr>
<tr>
<td>Spelling</td>
<td>Had no spelling mistakes in the sentence.</td>
<td>Had 1-2 spelling mistakes in the sentence.</td>
<td>Had 3-4 spelling mistakes in the sentence.</td>
<td>Had more than 4 spelling mistakes in the sentence.</td>
<td></td>
</tr>
<tr>
<td>Capitalization</td>
<td>Had no capitalization, punctuation, or capitalization mistakes in the sentence.</td>
<td>Had 1-2 capitalization, punctuation, or capitalization mistakes in the sentence.</td>
<td>Had 3-4 capitalization, punctuation, or capitalization mistakes in the sentence.</td>
<td>Had 5 or more capitalization, punctuation, or capitalization mistakes in the sentence.</td>
<td></td>
</tr>
<tr>
<td>Grammar</td>
<td>Had no capitalization, punctuation, or capitalization mistakes in the sentence.</td>
<td>Had 1-2 capitalization, punctuation, or capitalization mistakes in the sentence.</td>
<td>Had 3-4 capitalization, punctuation, or capitalization mistakes in the sentence.</td>
<td>Had 5 or more capitalization, punctuation, or capitalization mistakes in the sentence.</td>
<td></td>
</tr>
</tbody>
</table>

**Total**