

4th Grade ELA
Quarter 1
Remote Learning
Practice and Enrichment Packet



Hello, SCS Family.

This resource packet was designed to provide students with activities, which can be completed at home independently, or with the guidance and supervision of family members or other adults. The activities are aligned to the TN Academic Standards for ELA and will provide additional practice opportunities for students to develop and demonstrate their knowledge and understanding.

A suggested pacing guide is included; however, students can complete the activities in any order over the course of several days. Below is a table of contents, which lists each activity.

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Unit 1: Week 1

Practice Pages

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This Week 1 section includes pages 1, 2, 7, 8, 10, and 12 ONLY.

Name _____

- A **sentence** is a group of words that shows a complete thought.
The cat played with string.
- A **sentence fragment** is a group of words that does not show a complete thought: *Drove the car.*
- Every sentence begins with a **capital letter** and ends with a **punctuation mark**. *The pencils are sharpened.*

Read each group of words. On the lines provided, write *sentence* if the group of words forms a sentence. Write *fragment* if it does not form a sentence.

1. There are many stars in the sky. _____
2. Brought it into the kitchen. _____
3. My classroom at school. _____
4. Did you see the rabbit? _____
5. I can jump very high. _____
6. Great day! _____
7. The student was late. _____
8. Laughing loudly at the joke. _____
9. Do you want to play a game? _____
10. I think we won! _____



In your writer's notebook, write about the last time you won a game or a prize. Make sure each sentence expresses a complete thought and ends with a punctuation mark.

Name _____

- A **sentence** shows a complete thought. A **sentence fragment** does not.
- A **statement** is a sentence that tells something. *We went to the store.*
- A **question** is a sentence that asks something. *Are we there yet?*
- A **command** is a sentence that tells someone to do something. *Wash your hands.*
- An **exclamation** is a sentence that expresses surprise, excitement, or a strong feeling. *I can't believe you're here!*

Read each group of words. Underline the group of words that is a sentence. Then write *statement, question, command, or exclamation* to name the type of sentence it is.

1. Live far away from me. / You live far away. _____
2. Is it in here? / The book in here? _____
3. This is the best gift ever! / Best gift I ever got! _____
4. The button when the light comes on. / Push the button quickly. _____
5. How old is your cousin? / Your cousin's age? _____
6. The tallest building in the world! / That is the tallest building! _____
7. Red backpack today. / My backpack ripped. _____
8. The name of your teacher? / Who is your teacher? _____



Read this paragraph from "A World of Change." Underline the exclamation. In your writer's notebook, explain why you think the author used an exclamation in the paragraph.

The surface of Earth constantly changes through natural processes. These processes can be gradual or swift. They help to make Earth the amazing planet that it is!

Name _____

Words with the same short vowel sound can be spelled in different ways.

- The words *ink*, *build*, and *gym* each have a short *i* sound.
- The words *egg* and *head* each have a short *e* sound.

SPELLING TIP

Short *a* words are usually spelled using the vowel *a* (*flap*, *tap*, *clap*). Short *o* words are usually spelled using the vowel *o* (*lot*, *stop*, *plod*).

Write the spelling words that contain each short vowel sound.

flat	left	mill	blot	bluff
grim	shelf	gym	wealth	band
plot	plum	crunch	bell	build
sum	cash	dock	odd	hint

short *a* as in *splat*

- _____
- _____
- _____

short *e* spelled *e* as in *tell*

- _____
- _____
- _____

short *e* spelled *ea* as in *health*

- _____

short *i* spelled *i* as in *flick*

- _____
- _____
- _____

short *i* spelled *ui* as in *guilt*

- _____

short *i* spelled *y* as in *myth*

- _____

short *o* as in *stock*

- _____
- _____
- _____

- _____

short *u* as in *nuts*

- _____
- _____
- _____
- _____



Look through this week's selection for more words to sort. Read the words aloud and create a word sort for a partner in your writer's notebook.

Name _____

Words with the same short vowel sound can be spelled in different ways.

- The words *ink*, *build*, and *gym* each have a short *i* sound.
- The words *egg* and *head* each have a short *e* sound.

SPELLING TIP

Short *a* words are usually spelled using the vowel *a* (*flap*, *tap*, *clap*). Short *o* words are usually spelled using the vowel *o* (*lot*, *stop*, *plod*).

Write the spelling words that contain each short vowel sound.

flat	left	mill	blot	past
list	smell	gym	tax	band
plot	plum	lunch	bell	when
mud	cash	rot	odd	hint

short *a* as in *splat*

- _____
- _____
- _____
- _____
- _____

short *i* spelled *y* as in *myth*

- _____

short *e* spelled *e* as in *tell*

- _____
- _____
- _____
- _____
- _____

short *i* spelled *i* as in *flick*

- _____
- _____
- _____

short *o* as in *stock*

- _____
- _____
- _____
- _____

short *u* as in *nuts*

- _____
- _____
- _____



Look through this week's selection for more words to sort. Read the words aloud and create a word sort for a partner in your writer's notebook.

Name _____

Remember

Words with the same short vowel sound are not always spelled the same way. The short vowel sound *i* can be spelled with *i*, *ui*, or *y*. The short *e* sound can be spelled with *e* or *ea*.

A. Circle the word that rhymes with the word in bold. Read the correct word aloud and write it on the line provided.

- | | | | | |
|-------------------|--------|--------|---------|-------|
| 1. clock | deck | dock | poke | _____ |
| 2. dash | cash | floss | cost | _____ |
| 3. rod | add | odd | told | _____ |
| 4. stuff | stung | stiff | bluff | _____ |
| 5. bat | flat | plot | float | _____ |
| 6. pill | mile | mill | mall | _____ |
| 7. stand | bond | ban | band | _____ |
| 8. shot | shout | plot | plate | _____ |
| 9. trim | gym | groom | time | _____ |
| 10. health | wheat | wealth | weather | _____ |
| 11. tell | toll | stall | bell | _____ |
| 12. drum | elm | plum | room | _____ |
| 13. glint | hint | gate | light | _____ |
| 14. theft | left | last | foot | _____ |
| 15. bunch | clinch | crank | crunch | _____ |

B. Write these words in alphabetical order. Alphabetize them to the second letter. *grim, blot, sum, build, shelf*

16. _____ 18. _____ 20. _____

17. _____ 19. _____

Name _____

High-frequency words are the most common words in the English language. They do not follow regular sound or spelling patterns. The more you read and write them, the easier they are to remember. Read these high-frequency words out loud. Then complete the sentences using the words from the box.

because	carry	very	her
every	laugh	like	first
pretty	funny	walk	could
don't	today	always	green

- I will _____ to the store _____ it is nearby.
- At the store, I will buy _____ apples since I _____ like red ones.
- _____, I need to find a bag to _____ the apples.
- _____ time I go to the store, I _____ see the same cat.
- The cat has _____ eyes that are _____ blue.
- She has a _____ meow that sounds _____ birds chirping.
- I always start to _____ when I hear _____ meow.
- Maybe _____ I will ask my mother if we _____ get a cat.

With a partner, divide up the High-Frequency Word Cards. Take turns showing a card to your partner and reading it aloud. Then take turns using each word in a sentence.

Unit 1: Week 2

Practice Pages

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This Week 2 section includes pages 13, 14, 19, 20, 23, and 24 ONLY.

Name _____

- The **subject** names the person or thing the sentence is about. The **simple subject** is the main noun or pronoun in the **complete subject**.

The blue bird flew out of the nest.

- The **predicate** tells what the subject is or does. The **simple predicate** is the main verb or verb phrase in the **complete predicate**.

The man swam to the side of the pool.

A. Read each sentence and circle the complete subject. Then write the simple subject on the line provided.

1. The young boy rode the bus to school. _____
2. Curious Mrs. Hill likes museums. _____
3. The two playful children made up a new game. _____
4. Sports-loving Ana plays soccer. _____
5. Jan's friendly dog ran very fast. _____

B. Read each sentence and circle the complete predicate. Then write the simple predicate on the line provided.

6. We walked to the park. _____
7. My brother Ken collects old stamps. _____
8. I cooked a delicious dinner. _____
9. Mom works hard all day. _____
10. The shy rabbit hopped away quickly. _____



In your writer's notebook, write about your favorite holiday. Underline two simple subjects and circle two complete predicates.

Name _____

- The **subject** names the person or thing the sentence is about. The **predicate** tells what the subject is or does.
- A **compound subject** is two or more subjects with the same predicate. The subjects are usually joined by **and** or **or**. Jamie and Andrea run.
- A **compound predicate** is two or more predicates with the same subject. The simple predicates in a compound predicate are usually joined by **and**, **but**, or **or**. Mom and Dad wash and dry the car.

Read each sentence. Underline the compound subject or compound predicate. Then write *compound subject* or *compound predicate* on the line provided.

1. The cat and dog get along very well. _____
2. Mom and Dad rented a car for the vacation. _____
3. We could drive or walk to school. _____
4. My little sisters whine, fuss, and cry at bedtime. _____
5. Aunt Eileen and Uncle Will live down the block. _____

Connect to Community

Talk to a parent or trusted adult about a food from a different culture you would like to try. Then write a paragraph about the food and why you want to try it. Use compound subjects and compound predicates in your writing. Underline the compound subjects and predicates.

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Name _____

Words with the /ā/ sound can be spelled in different ways.

- *a* as in apron
- *ea* as in great
- *ay* as in stay
- *ei* as in reins
- *ai* as in train
- *eigh* as in sleigh
- *a_e* as in cake
- *ey* as in they

SPELLING TIP

Some sounds have several different spelling patterns. See the box to the left for the different ways to spell the long *a* vowel.

Write the spelling words that contain the matching spelling of the long *a* sound.

eight	claim	bail	cane	stray
pale	graze	clay	slate	obey
face	ache	steak	drain	major
today	faint	rail	they	break

long *a* spelled *a* as in *table*

1. _____

long *a* spelled *ay* as in *gray*

2. _____

3. _____

4. _____

long *a* spelled *ei* as in *weigh*

5. _____

long *a* spelled *ai* as in *aid*

6. _____

7. _____

8. _____

9. _____

10. _____

long *a* spelled *ea* as in *great*

11. _____

12. _____

long *a* spelled *ey* as in *prey*

13. _____

14. _____

long *a* spelled *a_e* as in *bake*

15. _____

16. _____

17. _____

18. _____

19. _____

20. _____



Use the spelling rules above to write a short rhyming poem. Include four words from the spelling list. Read the words aloud and check your work for errors.

Name _____

major	bail	claim	cane	break
clay	rail	pale	slate	eight
stray	drain	face	ache	they
today	faint	graze	steak	obey

A. Write the spelling word that best completes each sentence.

- Horses will _____ on this green grass all day if you let them.
- The girls were best friends, and _____ went everywhere together.
- The _____ ordered the troops to attack at sunrise.
- He stood on the _____ of the fence to see better.
- The lost hiker smiled when he saw the _____ glow of a house light.
- The _____ in my back was getting worse, so I went to a doctor.
- My grandfather uses a _____ to help him walk.
- Did you see the smile on that girl's _____?
- I added a chair so that there were _____ in all, not seven.

B. Write the spelling word that matches each definition below.

- | | |
|-----------------------------------|-------------------------------|
| 10. what pottery is made of _____ | 17. a flat, black stone _____ |
| 11. part of a fence _____ | 18. scoop out _____ |
| 12. a type of meat _____ | 19. to state _____ |
| 13. what water goes down _____ | 20. to eat grass _____ |
| 14. light or white _____ | 21. soft or slight _____ |
| 15. without a home _____ | 22. follow or listen to _____ |
| 16. destroy _____ | 23. day before tomorrow _____ |

Name _____

Read each passage from "Rising Waters." Underline the context clues that help you figure out the meaning of each multiple-meaning word in bold. Then write the word's meaning on the line.

1. Have you ever been in an earthquake or a tornado? These terrible events may never happen where you live. But flooding is something that can happen in almost every **part** of the United States.

2. Not all floods are alike. Some floods happen over many days. A **flash** flood can happen in minutes. Learning about floods can help you stay safe.

3. The water in a river rises over the river's **banks**. This might happen because storms have caused too much rain to fall.

4. Floods also cause damage to buildings and bridges. They can even **wash** away entire roads! This can make it hard for rescue workers to help people who are trapped by the water.

Name _____

Homographs are words that are spelled the same but have different meanings and origins. Homographs sometimes have different pronunciations as well. When you see a homograph in a text, use context clues to figure out the meaning. Here are some examples:

bow compact console entrance fair object present pupil

Complete each sentence with a homograph from the box. You will use each word twice. Then write the letters from the boxes to solve the riddle at the bottom of the page.

record	well	content	hamper	desert
--------	------	---------	--------	--------

1. Alyssa is _____ to sit and read a book.
2. We packed a _____ full of food for the picnic.
3. Theo was afraid we would _____ him at the amusement park.
4. When the _____ dried up, the family had no more water.
5. Hassan will _____ his favorite show and watch it later.
6. The _____ receives only one inch of rain a year.
7. Beans and whole grains are known for their high fiber _____ .
8. Will bad weather _____ work on the house?
9. You just broke the world _____ for the 100-meter dash!
10. Mara has a sore throat and is not feeling _____.

What do you find at the end of a rainbow?

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Unit 1: Week 3

Practice Pages

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This Week 3 section includes pages 25, 26, 31, 32, 35, and 36 ONLY.

Name _____

- A **clause** is a group of words that has a subject and a verb.
- An **independent clause** can stand alone as a sentence. *I love playing video games.*
- A **simple sentence** has one independent clause. *Devon played with the puppy.*
- A **compound sentence** has two or more independent clauses. *I wanted to go to the mall, but I had to finish my chores.*

Read each sentence. On the lines provided, write *simple* if it has one independent clause. Write *compound* if it has two or more independent clauses.

1. I wanted to go to the concert, but my parents wouldn't let me. _____
2. Mrs. Gupta lives on a very busy road in the middle of the city. _____
3. He got a hot dog, she got a hamburger, and you got a salad. _____
4. Can we go to the movies later this evening? _____
5. There are too many stars in the sky to count all of them. _____
6. The little puppy was adopted quickly, for it was very sweet. _____
7. The balloon drifted up into the fluffy clouds above. _____
8. We left early, yet the traffic on the highway still made us late. _____
9. Do you want to read a book, or would you like to take a walk? _____
10. My cousin thinks he was lucky to get into his favorite college. _____



Use the sentences as a model. In your writer's notebook, write a short passage about a great dream you have had. Make sure to include simple and compound sentences. Then edit your work.

Name _____

- A **clause** has a subject and a verb. An **independent clause** can stand alone as a sentence.
- A **simple sentence** has one independent clause. A **compound sentence** has two or more independent clauses.
- Independent clauses in a compound sentence are usually joined by a **coordinating conjunction**, such as *and*, *but*, *or*, *for*, *nor*, or *yet*.

Alex had to wash the dog, but there was no more soap.

Read each sentence. Circle the coordinating conjunction that best completes the sentence and write it on the line provided.

1. We can go to Florida for vacation, (or / nor) we can visit California. _____
2. My sister asked me to go with her, (for / but) I did not want to. _____
3. I brought a stool into the kitchen, (or / for) I could not reach the cabinet. _____
4. The ostrich has feathers and wings, (yet / nor) this bird cannot fly. _____
5. Haley is good at math, (but / for) Raul is better at science. _____

Writing Connection

Think about your favorite season. Write two compound sentences and two simple sentences about why that time of year is your favorite. Then check that the subject-verb agreement is correct in each sentence.

Name _____

Words with the /ē/ sound can be spelled in different ways.

- e as in we
- ie as in grief
- ea as in seat
- ei as in receive
- ee as in teeth
- ey as in key
- e_e as in these
- y as in scary

SPELLING TIP

Some sounds have several different spelling patterns. See the box to the left for the different ways to spell the long e vowel.

Write the spelling words that contain the matching long e spelling.

evening	indeed	honey	breathe	reef
deed	family	zebra	scheme	donkey
concrete	belief	speech	sleek	healer
league	squeaky	wheeze	chief	weary

long e spelled ee

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

long e spelled e_e

7. _____
8. _____
9. _____

long e spelled y

10. _____
11. _____

long e spelled ea and y

12. _____

long e spelled ie

13. _____
14. _____

long e spelled ea

15. _____
16. _____
17. _____

long e spelled ey

18. _____
19. _____

long e spelled e

20. _____



Look through this week's selection and pick out all the words that have a long e vowel. Read the words aloud, write them in a list, and sort them by their spelling patterns.

Name _____

evening	squeaky	reef	concrete	honey
zebra	healer	deed	scheme	donkey
breathe	sleek	speech	belief	family
league	indeed	wheeze	chief	weary

A. An analogy is a statement that compares sets of words. Write the spelling word that best completes each analogy below.

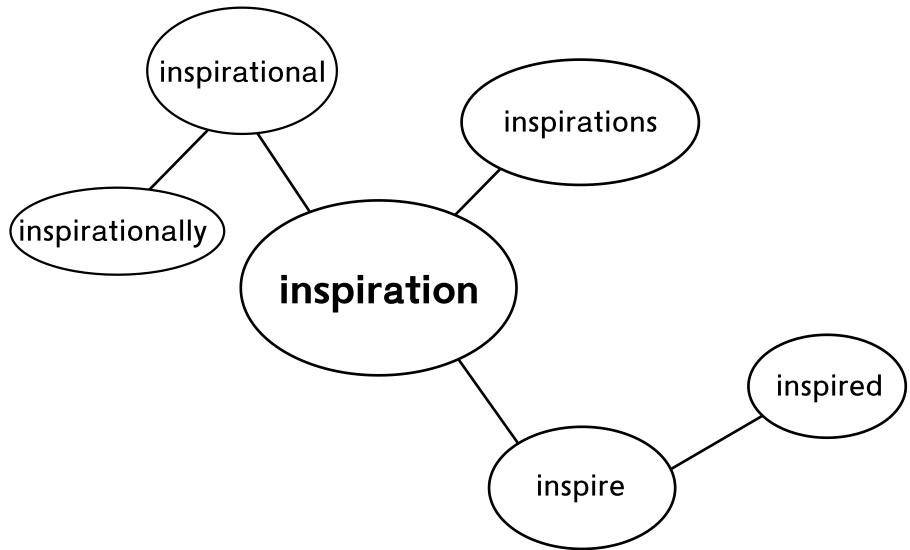
1. *Happy* is to *glad* as *tired* is to _____.
2. *Colors* is to *rainbow* as *teams* is to _____.
3. *Song* is to *tune* as *plan* is to _____.
4. *Sun* is to *moon* as *morning* is to _____.
5. *Teacher* is to *instructor* as *leader* is to _____.
6. *Early* is to *late* as *low-pitched* is to _____.
7. *Promise* is to *vow* as *act* is to _____.
8. *Carpenter* is to *builder* as *doctor* is to _____.
9. *Dog* is to *wolf* as *horse* is to _____.
10. *Warm* is to *cool* as *dull* is to _____.

B. Write the spelling word that matches each definition below.

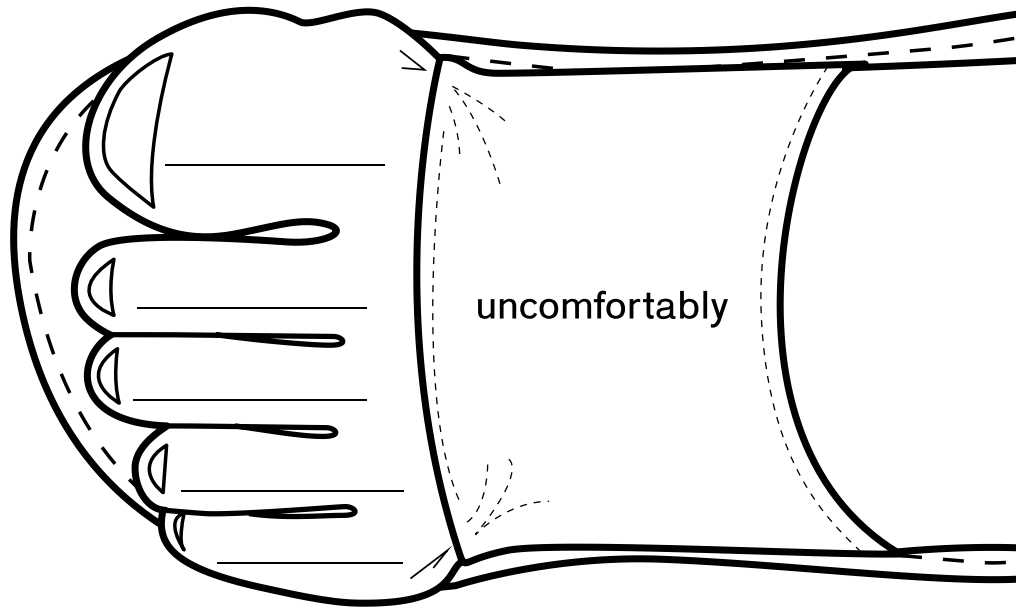
- | | |
|-----------------------------------|--|
| 11. breathe roughly _____ | 16. actually _____ |
| 12. way of thinking _____ | 17. take air into lungs
_____ |
| 13. something spoken
_____ | 18. cement mixture
_____ |
| 14. brothers and sisters
_____ | 19. what bees make
_____ |
| 15. underwater ridge
_____ | 20. striped horse-like animal
_____ |

Name _____

Expand your vocabulary by adding or removing inflectional endings, prefixes, or suffixes to a base word to create different forms of a word.



Write as many words related to *uncomfortably* as you can think of. Write them in the toes. Use a dictionary to help you.



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Name _____

High-frequency words are the most common words in the English language. Many of them cannot be sounded out. They do not follow regular sound or spelling patterns. Most cannot be illustrated. The more you read and write them, the easier they are to remember. Read these high-frequency words out loud.

we	how	best	always	with
all	that	don't	then	could
but	my	see	together	was
think	own	about	yellow	up
would	after	this	more	myself

Reread this excerpt from "The Talent Show." Underline any high-frequency words listed in the box. Underline each word only once.

During math, I tried to think of how I would tell Tina that I wanted to do my own act. After all, we are best friends; we should be able to see eye to eye about this. The problem is Tina always takes charge, I don't speak up, and then I would end up feeling resentful about the whole situation.

I desperately wanted to win, but it was more than that. I wanted to win on my own—with an act that I did myself.

Reading/Writing Connection

Think of a time you did something fun with a friend. Write four sentences about this experience. Underline all the high-frequency words from the box that appear in your writing.

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Unit 1: Week 4

Practice Pages

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This Week 4 section includes pages 37, 38, 43, 44, 47, and 48 ONLY.

Name _____

- A **clause** is a group of words that has a subject and a verb. An **independent clause** can stand alone as a sentence. *My dad flew on a plane to Texas.*
- A **dependent clause** usually begins with a **subordinating conjunction**, such as *before, when, or because*. A dependent clause cannot stand alone: *before the sun rose.*

Read each clause. On the lines provided, write *I* if the clause is independent and can stand alone as a sentence. Write *D* if it is dependent and cannot. Underline the subordinating conjunction if it is a dependent clause.

1. She got a perfect score. _____
2. Because she was so smart. _____
3. When it was time to go. _____
4. The school bell rang. _____
5. Because of the heat outside. _____
6. I felt very sleepy. _____
7. The doctor helped. _____
8. Before I could ask. _____
9. When people drive fast. _____
10. It can be dangerous. _____



In your writer's notebook, write about a great adventure that you had. Include at least two sentences with dependent clauses. Circle the subordinating conjunctions.

Name _____

- An **independent clause** can stand alone as a sentence, but a **dependent clause** cannot. A dependent clause usually begins with a **subordinating conjunction**.
- A **complex sentence** includes an independent clause and one or more dependent clauses. *I like to hang out with Sarah, who is my best friend.*
- The subordinating conjunctions *who, whose, whom, which, and that* are called **relative pronouns**.
- The subordinating conjunctions *where, when, and why* are called **relative adverbs**.

Read each sentence and circle the subordinating conjunction. Based on the conjunction, write *relative pronoun* or *relative adverb* on the line provided.

1. Call me when you arrive. _____
2. This is Harry, whom I met yesterday. _____
3. I fixed the lock, which wasn't easy! _____
4. This was the place where we had lunch. _____
5. I know the reason why we can't go. _____

Reading/Writing
Connection

Read this sentence from "Speaking Out to Stop Bullying." Circle the subordinating conjunction and identify it as a relative pronoun or a relative adverb. Then rewrite the sentence so that the subordinating conjunction appears earlier in the sentence.

Bullying occurs when a person uses aggressive behavior to hurt others on purpose.

Name _____

Words with the / ī / sound can be spelled in different ways.

- *i* as in *mind*
- *ie* as in *pie*
- *igh* as in *night*
- *i_e* as in *pride*
- *y* as in *fly*

SPELLING TIP

Some sounds have several different spelling patterns. See the box to the left for the different ways to spell the long *i* vowel.

Write the spelling words that contain the matching spelling of the long *i* sound. Then read the words aloud.

climb	sly	drive	mind	pry
pride	kite	pies	slice	die
shy	twice	sigh	fright	file
height	slight	prime	wipe	spy

long *i* spelled *i_e*

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

long *i* spelled *igh*

9. _____
10. _____
11. _____
12. _____

long *i* spelled *y*

15. _____
16. _____
17. _____
18. _____

long *i* spelled *ie*

13. _____
14. _____

long *i* spelled *i*

19. _____
20. _____



Use the spelling rules above to write a short rhyming poem. Include four words from the spelling list. Check your work for errors.

Name _____

climb	height	drive	pride	pry
minding	sigh	file	slice	sly
pies	fright	kite	twice	shy
die	slight	prime	wipe	spy

A. Write the spelling word that is the antonym, or opposite, of each word below.

1. fearlessness _____
2. significant _____
3. secondary _____
4. live _____
5. bold _____

B. Write the spelling word that matches each definition below.

- | | |
|----------------------------------|--|
| 6. toy that flies _____ | 14. attending to _____ |
| 7. to force open _____ | 15. fruit and pastry desserts
_____ |
| 8. to go upward _____ | 16. how tall something is
_____ |
| 9. two times _____ | 17. clever or cunning
_____ |
| 10. to watch secretly
_____ | 18. a piece that is cut
_____ |
| 11. self-respect _____ | 19. to dry or clean _____ |
| 12. a release of breath
_____ | 20. to control a car
_____ |
| 13. a folder of records
_____ | |

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Name _____

A. Idioms are phrases that have a meaning different from the meaning of each word in the phrase. Read the idioms in the box. Find and underline an idiom in each sentence below. Then circle the context clues that help you understand the idiom.

butterflies in my stomach	between a rock and a hard place
right off the bat	get off on the wrong foot

1. Every time I got on the school bus, I felt sick, and got butterflies in my stomach. I had recently moved to a new school, and no one on the bus talked to me. I was certain I would never make any new friends.
2. Right off the bat, the very first week of school, I was in deep trouble.
3. I felt like I was stuck between a rock and a hard place. I wanted desperately to tell the truth, but that would mean getting Corey into trouble.
4. I didn't want to get off on the wrong foot or make a bad impression.

B. Read the sentences below. Underline each idiom. For each idiom, write a definition in your own words.

1. The test was a piece of cake because the questions were so easy.

2. He kept bothering me until I told him to cut it out.

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Name _____

Homophones are words that sound the same but have different spellings and meanings. They are often commonly used words. Look at the examples below.

break/brake cent/scent flour/flower weather/whether

When you write, make sure you use the correct spellings for any homophones.

These newspaper headlines need help! The reporters used the wrong homophones. Rewrite each headline so that it has all the correct words. Use a dictionary to check your work.

1. Meteorologists Calling for Reign across the Dessert Southwest

2. Local Teenager Already Board with Dad's Tail of Childhood

3. Prior to Budget Cuts, Lawn of State Capital Building Was Moan Weakly

4. Firefighters Lose There Hoses in Bazaar Feet of Forgetfulness

5. Cowboy Goes Horse While Yelling to His Heard

Unit 1: Week 5

Practice Pages

Week 5	
Grammar Simple Sentences	49
Grammar Compound Sentences	50
Grammar Mechanics	51
Grammar Proofreading	52
Grammar Test: Simple and Compound Sentences	53
Spelling Pretest/Posttest: Long o	54
Phonics/Spelling Word Sort	55
Spelling Word Meaning	56
Spelling Proofreading	57
Phonics/Spelling Review	58
Vocabulary Content Words	59
Vocabulary Multiple-Meaning Words	60

This Week 5 section includes pages 49, 50, 55, 56, 59, and 60 ONLY.

Name _____

- A **run-on sentence** combines two or more independent clauses incorrectly. *I walked in the snow it was cold.*
- A **comma splice** happens when two independent clauses are joined with a comma. *He ran in the street, the car stopped.*
- Fix a **run-on sentence** by writing separate sentences or combining the sentences correctly. *I walked in the snow. It was cold. I walked in the snow; it was cold. I walked in the snow, and it was cold.*

Correct each run-on sentence and comma splice by separating it into two sentences or combining the clauses correctly.

1. We have a new car it is bright red.

2. I must hurry up, the store will close shortly.

3. The dog ran to meet its owner it was happy to see him.

4. The baby looked up the sun was shining but clouds were rolling in.

5. Snowflakes come in different sizes but I like big snowflakes best.

6. She was nervous when she got on stage there were so many people!



In your writer's notebook, write about a day when things did not go your way. Include simple and compound sentences in your work. Check your work to make sure you avoided run-on sentences.

Name _____

A **run-on sentence** combines two or more independent clauses incorrectly.

1. It may be missing a coordinating conjunction and comma.

Summer is coming I can't wait for summer break.

2. It may include a comma splice, but it does not include a coordinating conjunction or connecting word.

Summer is coming, I can't wait for summer break.

3. It may include a comma and coordinating conjunction, but it has too many independent clauses.

Summer is coming, and I can't wait for summer break, and I am excited to go swimming.

Read each sentence. Write C if the sentence is written correctly. If it is a run-on sentence, write the number from above that correctly describes the sentence.

1. We tried to catch the mouse, it got away. _____
2. The student was shy and did not make friends quickly. _____
3. The joke was funny everyone laughed at it. _____
4. You should bring an umbrella because it is raining outside. _____
5. I have a game, and my family plays it with me, and it is fun. _____



Read these sentences from “Kids in Business.” In your writer’s notebook, combine these two sentences. Then check your work to make sure you did not make a run-on sentence or create a comma splice.

The compassionate group gathers and distributes food to people in need. Local businesses pitch in by providing food and helping hands.

Name _____

Words with the /ō/ sound can be spelled in different ways.

- *o* as in cold
- *oa* as in boat
- *ow* as in low
- *oe* as in toe
- *o_e* as in note

SPELLING TIP

Some sounds have several different spelling patterns. See the box to the left for the different ways to spell the long *o* vowel.

Write the spelling words that contain the matching spelling of the long *o* sound. Then read the words aloud.

stone	woe	blown	stove	stole
quote	roasting	mold	sole	shadow
goal	flow	load	lower	toll
bolt	chose	groan	mows	mole

long *o* spelled *o_e*

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

long *o* spelled *oe*

8. _____

long *o* spelled *ow*

9. _____

10. _____

11. _____

12. _____

13. _____

long *o* spelled *o*

14. _____

15. _____

16. _____

long *o* spelled *oa*

17. _____

18. _____

19. _____

20. _____



Look through this week's selection and pick out all the words that have a long *o* vowel. Write them in a list and sort them by their spelling patterns.

Name _____

bolt	flow	quote	chose	groan
mold	mows	mole	sole	load
toll	lower	stone	stole	roasting
shadow	blown	stove	goal	woe

A. Write the spelling word that best completes each sentence.

1. Be careful in the kitchen because the _____ is hot.
2. The windy storm has _____ away my umbrella!
3. I had a _____ of energy and cleaned my room.
4. Did the system restart and _____ up yet?
5. My _____ follows me when the sun is out.
6. I will be filled with _____ when summer is over.
7. The small boy could reach that shelf because it was _____.
8. The soccer player made a _____ right before the buzzer.
9. The rubber _____ of my sneaker keeps me from slipping.
10. There was _____ on the bathroom ceiling from all the humid air.

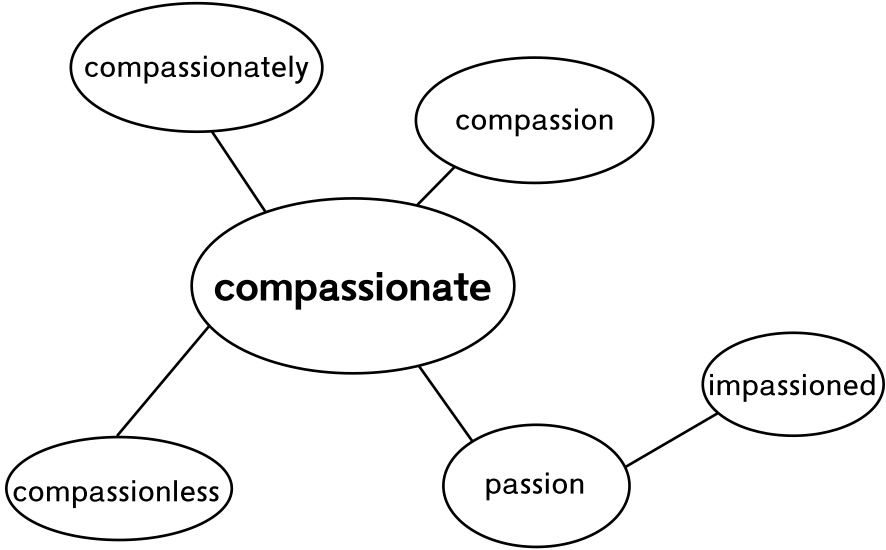
B. Write the spelling word that matches each definition below.

- | | |
|--------------------------------------|---|
| 11. cuts down _____ | 16. a payment or fee _____ |
| 12. cooking in an oven
_____ | 17. move along _____ |
| 13. a rock _____ | 18. picked or selected
_____ |
| 14. took without permission
_____ | 19. something that was said
_____ |
| 15. a low sound of pain
_____ | 20. a small underground animal
_____ |

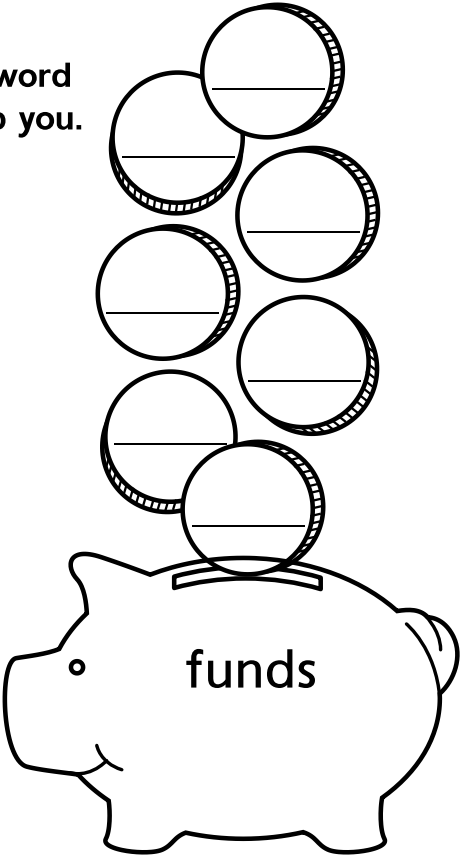
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Name _____

Expand your vocabulary by adding or removing inflectional endings, prefixes, or suffixes to a base word to create different forms of a word.



Write as many related words as you can to the word *funds* in the piggy bank. Use a dictionary to help you.



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Name _____

Read each sentence from “A Helping Hand” below. Underline the suffix of the word in bold and write the word’s definition on the line. Then write your own sentence using the word in bold.

- 1. Helping can **truly** make a difference, and it’s something you’re able to do every day.

- 2. We should all be **active** in promoting changes to better our community.

- 3. You can **easily** learn about other people who live near you and make a difference just by talking to them.

- 4. It is everyone’s **responsibility** to help people who are in need.

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Unit 1: Week 6

Literacy Project



This Week 6 section is focused on extending student learning. During Week 6 students will extend their learning by completing a literacy project.

Estimated Time	Total Time 70-80 minutes
Grade Level Standard(s)	<p>4.RL.KID.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>4.RL.KID.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.</p> <p>4.W.PDW.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p>
Caregiver Support Option	Read the poems with students. Discuss the meaning of the poem and any lines that seem important.
Materials Needed	Lined Paper Pen/Pencil
Question to Explore	How can we use poetry to describe everyday experiences or objects?
Student Directions	<p>Poetry is a genre of writing that typically uses vivid description and rhythm to describe an author's feelings or thoughts about a topic.</p> <p>In this project, you will:</p> <ul style="list-style-type: none"> ● Read a variety of poems. ● Learn how authors use description in poetry. ● Write poems to describe topics that are important to you

Activity 1: Reading Poetry

Directions: In a poem, the speaker is the one who is narrating the poem. As you read each of these poems, annotate lines where the speaker shows you how they feel about the topic. Also find details that help the reader imagine what the topic looks like, sounds like, feels like, and/or smells like. The first example has been done for you.

A. My Example:

Poem

Ode to My Shoes — Topic — Shoes
BY FRANCISCO X. ALARCÓN

my shoes
rest
all night
under my bed] Shows what the shoes do
where they are

tired
they stretch
and loosen
their laces] Shows what the shoes do
and how they look

wide open Shows how they look
they fall asleep
and dream
of walking] What?! Shoes dream? and sleep?

they revisit
the places
they went to
during the day

and wake up
cheerful
relaxed
so soft] Shows how they
feel

* The speaker of this poem must really like their shoes!

Source: [Poetry Foundation](#)

B. **Your turn!** As you read each of these poems, annotate lines where the speaker shows you how

they feel about the topic. Also find details that help the reader imagine what the topic looks like, sounds like, feels like, and/or smells like.

Poem

April Is a Dog's Dream BY MARILYN SINGER

april is a dog's dream
the soft grass is growing
the sweet breeze is blowing
the air all full of singing feels just right
so no excuses now
we're going to the park
to chase and charge and chew
and I will make you see
what spring is all about

Source: [Poetry Foundation](#)

Recess! Oh, Recess! BY DARREN SARDELLI

*Recess! Oh, Recess!
We love you! You rule!
You keep us away
from the teachers in school.
Your swings are refreshing.
Your slides are the best.
You give us a break
from a really hard test.*

*Recess! Oh, Recess!
We want you to know,
you're sweeter than syrup,
you're special like snow.
You don't assign homework.
You make the day fun.
You let us play kickball
and run in the sun.*

*Recess! Oh, Recess!
You're first on our list.
We'd be in despair
if you didn't exist.
We're happy we have you.
You're awesome and cool.
Recess! Oh, Recess!
We love you! You rule!*

Source: [Poetry Foundation](#)

Which poem was your favorite? _____

C. Answer one of the following questions about your favorite poem. Write your response on a separate piece of paper.

Option 1	Option 2
<p>Write a paragraph:</p> <ol style="list-style-type: none"> 1. What is the topic of this poem? 2. How does the speaker of the poem feel about the topic? 3. Use evidence from the text to support your answer. 	<p>Draw:</p> <p>Create a drawing that illustrates the poem. In your drawing:</p> <ol style="list-style-type: none"> 1. Show what the topic of the poem is 2. What pictures come to mind when you read this poem? 3. Draw what you are imagining. In your image, include at least 3 details from the text.

Activity 2: Observe Your World

Directions: Poets use powerful language to describe the things they see, feel, or experience in their daily lives. Today, you will begin planning for a poem you will write.

- On a separate piece of paper, brainstorm a list of objects, events, or topics that are really important in your life.
- Select the two most interesting objects and write them in the graphic organizer on the next page.
- Use the graphic organizer on the next page to describe the two objects, topics, or events you chose. When you are completing the graphic organizer, it will be helpful to look at the object you chose, or to imagine the event in your mind. NOTE: You might not be able to complete all rows. Try to complete at least two!

	<p>Topic 1: _____</p> <p>How do you feel about this topic?</p>	<p>Topic 2: _____</p> <p>How do you feel about this topic?</p>
<p>Describe what it looks like</p>		
<p>Describe what it</p>		

sounds like		
Describe what it feels like		
Describe what it smells like		

Activity 3: Write Your Own Poem!

Directions:

- A. Select one of the poem topics you described using the graphic organizer.
- B. On a separate piece of paper, write a poem about that object/topic/event.
 - a. Use descriptive words and phrases to show the reader your thoughts and feelings about that object/topic/event.
 - b. Refer to the poems in activity 1 to get ideas for how to write your own!
 - c. Create a title
- C. Repeat steps one and two with the second topic from your graphic organizer.
- D. OPTIONAL: Use the internet to research types of figurative language. Try to incorporate metaphor, simile, and personification into your poem as a way to describe your topic.

Activity 4: Reflection

Directions: Use a separate piece of paper to respond to the following questions.

- A. How is poetry similar to other types of texts that you have read? How is it different?
- B. Of the poems you wrote, which one do you like best? Why?

Unit 2: Week 1

Practice Pages

Week 1	
Grammar Nouns	61
Grammar Concrete and Abstract Nouns	62
Grammar Mechanics	63
Grammar Proofreading	64
Grammar Test: Kinds of Nouns	65
Spelling Pretest/Posttest: Long <i>i, u</i>	66
Phonics/Spelling Word Sort	67
Spelling Word Meaning	68
Spelling Proofreading	69
Phonics/Spelling Review	70
Vocabulary Content Words	71
Vocabulary Spiral Review	72

This Week 1 section includes pages 61, 62, 63, 67, 69, and 71 ONLY.

Name _____

- A **noun** is a word that names a person, a place, or a thing.
- A **common noun** names any person, place, or thing: *teacher, market, kitten.*
- A **proper noun** is the name or title of a specific person, place, or organization: *Jack, Murray Middle School, Department of Education.*
- Proper nouns begin with capital letters. If a proper noun has more than one word, each important word begins with a capital letter.

Read each sentence and circle the nouns. Write *C* over each noun that is a *common noun*. Write *P* over each noun that is a *proper noun*.

1. The house is brown and white.
2. Mrs. LaRusso is my teacher.
3. My cousin is moving to New York City.
4. Does Ellie want to go to the carnival?
5. Uncle Pete is volunteering for the Peace Corps.
6. Dr. Grady was kind and helpful.



Read this paragraph from “Animal Adaptations.” Underline the nouns. In your writer’s notebook, identify each noun as common or proper.

In Florida’s vast Everglades ecosystem, the dry season is brutal for many plants and animals. Alligators have found a way to survive these dry conditions in the freshwater marshes. They use their feet and snouts to clear dirt from the holes in the limestone bedrock. When the ground dries up, the alligators can drink from their water holes.

Name _____

- A **noun** is a word that names a person, a place, or a thing.
- A **common noun** names any person, place, or thing. A **proper noun** is the name or title of a specific person, place, or organization.
- A **concrete noun** names a person, place, or thing that can be identified with any of the five senses: sight, hearing, touch, smell, or taste: *house, laugh, gerbil, book, apple*.
- An **abstract noun** names a person, place, or thing that cannot be identified with any of the five senses. Abstract nouns usually name ideas: *justice, happiness, lie, cowardice*.

Read the list of nouns below. Decide whether each word is a concrete noun or an abstract noun. Sort the words in the correct columns.

paper	love	honesty	pride
trust	loyalty	animal	music
student	baseball	pain	perfume

CONCRETE

- _____
- _____
- _____
- _____
- _____
- _____

ABSTRACT

- _____
- _____
- _____
- _____
- _____
- _____



In your writer's notebook, write about a time you went somewhere with a friend or family member. Underline and label at least five common nouns and three proper nouns in your work. Then edit your work to make sure the correct nouns are capitalized.

Name _____

- Capitalize each important word in a proper noun.
- Capitalize names of days of the week, months, and holidays; important words in titles of books, stories, and essays; historical periods and documents; names of languages, races, nationalities, and historical events; and product and geographical names.

Write each sentence correctly using capital letters for proper nouns.

1. I will speak with mr. perry friday about spanish class.

2. I read an essay called "the kindness of a stranger."

3. We will visit the grand canyon right after memorial day!

4. I saw a painting of the signing of the declaration of independence.

Writing Connection

Write a paragraph about where you would like to go on your dream vacation. Underline at least three proper nouns in your paragraph. Then edit your work.

Name _____

Prefixes are added to the beginnings of words to change a word's meaning. Each prefix has its own meaning.

- *over-* means "too much"
- *re-* means "again"
- *in-* means "not"
- *pre-* means "before"
- *un-* means "not"
- *super-* means "over"
- *im-* means "not"
- *sub-* means "under"
- *il-* means "not"

DECODING WORDS

Use your knowledge of prefixes to figure out the meaning of *premade*. The first syllable contains the open syllable /prē/. Blend the sounds and read the word aloud: /prē/ /mād/.

Write the spelling words that contain each prefix. Read each word aloud.

overact	premix	rewash	resell	relearn
unlock	unchain	rewind	illegal	unborn
incorrect	subway	supersize	unblock	preplan
recall	unload	indirect	overheat	imperfect

over-

1. _____

2. _____

re-

3. _____

4. _____

5. _____

6. _____

7. _____

in-

8. _____

9. _____

pre-

10. _____

11. _____

sub-

12. _____

il-

13. _____

un-

14. _____

15. _____

16. _____

17. _____

18. _____

super-

19. _____

im-

20. _____



Look through this week's selection for more words to sort and read the words aloud. Create a word sort for a partner in your writer's notebook.

Name _____

Remember

A prefix is added to the beginning of a word to change the word's meaning. The prefixes *in-*, *un-*, *im-*, and *il-* mean "not." The prefix *super-* means "over," and *sub-* means "under." The prefix *re-* means "again," *pre-* means "before," and *over-* means "too much."

Prefixes usually form their own syllables. For example, the prefix *sub-* forms the first syllable in *submarine*. To read a word with a prefix, first sound out the prefix, then sound out the rest of the word: *sub/ma/rine*.

Write a prefix to make a spelling word. Then write the spelling word on the line and read the word aloud. Choose from the prefixes above.

1. _____ size _____
2. _____ block _____
3. _____ learn _____
4. _____ heat _____
5. _____ correct _____
6. _____ perfect _____
7. _____ way _____
8. _____ legal _____
9. _____ mix _____
10. _____ chain _____
11. _____ wind _____
12. _____ act _____
13. _____ lock _____
14. _____ sell _____
15. _____ plan _____
16. _____ load _____
17. _____ direct _____
18. _____ wash _____
19. _____ born _____
20. _____ call _____

Unit 2: Week 2

Practice Pages

Week 2

Grammar Singular and Plural Nouns	73
Grammar Nouns with y to -ies Endings	74
Grammar Mechanics	75
Grammar Proofreading	76
Grammar Test: Singular and Plural Nouns	77
Spelling Pretest/Posttest: Long e	78
Phonics/Spelling Word Sort	79
Spelling Word Meaning	80
Spelling Proofreading	81
Phonics/Spelling Review	82
Vocabulary Strategy Using a Dictionary.....	83
Vocabulary Strategy Prefixes	84

This Week 2 section includes pages 73, 74, 79, 80, 83, and 84 ONLY.

Name _____

- A **singular noun** names one person, place, or thing. A **plural noun** names more than one person, place, or thing.
- Add **-s** to form the plural of most singular nouns: *phones, desks, pencils*.
- Add **-es** to form the plural of singular nouns that end in **s, sh, ch, x,** or **z**: *buses, bushes, screeches, axes, buzzes*.
- To form the plural of nouns ending in a consonant followed by the letter **y**, change **y** to **i** and add **-es**: *grizzly* becomes *grizzlies*.

On the line provided, write the correct plural form of each noun in parentheses.

1. We saw baby (bear) _____ coming out of the den.
2. The (bush) _____ needed to be trimmed.
3. After the rain, the (match) _____ were useless.
4. How many (phone) _____ are in the house?
5. Name two (country) _____ that border the United States.
6. (Airplane) _____ make travel a lot easier.



Read this excerpt from “Anansi and the Birds.” Circle the singular nouns and underline the plural nouns. In your writer’s notebook, write about an event. Use three single nouns and three plural nouns in your writing. Check that you have used the nouns correctly.

Anansi always welcomed a challenge. His attempts to fool merchants out of their riches and lions from their jungle thrones made for exciting adventures. Today he would show those haughty birds that he could fly with the best of them.

He begged a feather from every bird he could find to create his own pair of wings, and then he began to practice flying. Anansi’s wings camouflaged him well, and he looked just like a bird.

Name _____

Sometimes single sounds are represented by certain letter combinations, called **digraphs**.

- /th/ can be spelled *th* • /f/ can be spelled *ph*
- /ch/ can be spelled *ch* • /ng/ can be spelled *ng* or *tch*
- /hw/ can be spelled *wh*
- /sh/ can be spelled *sh*, *ch*, *s*, *ss*, or *sc*

DECODING WORDS

The first syllable of *charting* contains the digraph *ch* and the *r*-controlled vowel sound /är/. The second syllable contains the ending *-ing*. Blend the sounds and read the word aloud.

Read aloud and write the spelling words that contain each digraph.

whine	photo	bring	width	whirl
fifth	rush	kitchen	stretching	pitcher
northern	chef	chance	touch	graph
snatch	sketched	ketchup	thirty	choose

ch

1. _____

2. _____

3. _____

4. _____

ng

5. _____

tch

6. _____

7. _____

8. _____

9. _____

10. _____

11. _____

ph

12. _____

13. _____

th

14. _____

15. _____

16. _____

17. _____

wh

18. _____

19. _____

sh

20. _____



Use the spelling patterns above to write a short fable. Include four words from the spelling list. Check your work for errors.

Name _____

thirty	choose	pitcher	snatch	whirl
width	touch	kitchen	stretching	bring
northern	chef	sketched	rush	graph
fifth	chance	ketchup	whine	photo

A. Write the spelling word that means the same as the word below.

1. carry _____
2. drew _____
3. complain _____
4. pick _____
5. cook _____

B. Write the spelling word that best completes each sentence.

6. I took a _____ and raised my hand to answer the question.
7. The runner is _____ her leg muscles before the race.
8. He can bend and _____ his toes without a problem.
9. There is a lot of ice in the _____ parts of the planet.
10. The wind sent the dry leaves into a _____ in the yard.
11. The softball _____ threw a lot of strikes in yesterday's game.
12. My mother is always cooking something new in the _____.
13. You are the _____ person in line, not the fourth.
14. Do you like to put _____ on your hot dog?
15. The teacher helped me draw the _____ in math class.
16. I watch the gull _____ the bread away from the duck.
17. My aunt will be _____ years old next week.
18. Take your time and do not _____ through the test.
19. This is my favorite _____ of our family.
20. The _____ of the room is shorter than its length.

Name _____

Read each sentence below. Then answer each question about the word in bold.

1. The prefix *un-* means “not.” What does **uncommon** mean in the following sentence? “It is not **uncommon** to see birds with pretty feathers.”

2. The prefix *mis-* means “wrong.” What does **misprint** mean in the following sentence? “The incorrect spelling of his name in the paper was a **misprint**.”

3. The prefix *sub-* means “below.” What does **submarine** mean in the following sentence? “The **submarine** dove below the water.”

4. The prefix *dis-* means “opposite” or “lack of.” What does **disadvantage** mean in the following sentence? “Without waterproof feathers, they would be at a **disadvantage**.”

5. The prefix *re-* means “again.” What does **reproduce** mean in the following sentence? “The artist will **reproduce** the sculpture in clay.”

Name _____

Remember that a **suffix** is a part added to the end of a base word that changes its meaning, and often its part of speech. Knowing the meanings of common suffixes can help you define unfamiliar words.

Take a look at these four suffixes. They all mean “state or quality of” and change root words to nouns.

-ance**-ity/-ty****-ment****-ship**

Add the correct suffix from the box above to make each word defined below. Check your answers in a print or digital dictionary. Then use your responses to answer the animal trivia questions.

1. the state of being in awe: amaze _____
2. the quality of being especially mean: cruel _____
3. the state of being good acquaintances: friend _____
4. the state of being irritated: annoy _____
5. the state of being even: equal _____
6. the quality of being satisfied: content _____
7. the state of being an official resident of a country: citizen _____
8. the quality of being firm: solid _____
9. the state of being entertained: amuse _____
10. the quality of being devoted to someone: loyal _____

How many pairs of wings does a bee have? The answer is the number of times you wrote *-ship* above. _____

How many stomachs does a cow have? The answer is the number of times you wrote *-ity* and *-ty* above. _____

How many inches long is a newborn kangaroo? The answer is the number of times you wrote *-ance* above. _____

How many eyelids does a camel have? The answer is the number of times you wrote *-ment* above. _____

Name _____

- **Irregular plurals** do not follow regular plural rules.
- Many nouns that end in **-f** or **-fe** are made plural by changing the **f** to a **v** and adding **-es**, such as **life/lives**, **loaf/loaves**, **calf/calves**.
- Some nouns are made plural by changing their vowel sound and spelling, such as **foot/feet**, **mouse/mice**, **goose/geese**.
- Some plurals are formed by adding a unique ending to a word that can change the word's pronunciation and number of syllables. For example, **children** has a different vowel sound than **child**. **Ox** has one syllable, but the plural form has two: **ox/en**.
- Sound out irregular plurals just as you would other words.

Read each sentence aloud. Circle the irregular plural and write it on the line provided.

1. We watched the geese fly into the clouds. _____
2. The men picked up their suitcases and boarded the plane. _____
3. Two halves of the pie equal one whole. _____
4. The patients waited for the dentist to look at their teeth. _____
5. They asked their wives to join them on stage. _____
6. The teams of oxen pulled the plows across the field. _____
7. Are there enough knives for all of the dishes on the table? _____
8. All the women were asked to come onto the dance floor. _____



In your writer's notebook, write a short passage about a make-believe animal. Where does it live? What does it look like? Include at least three irregular plurals in your writing. Edit your work for correct spelling of irregular plurals.

Unit 2: Week 3

Practice Pages

Week 3

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This Week 3 section includes pages 85, 86, 91, 92, 94, and 96 ONLY.

Name _____

- Many **irregular plurals** follow their own spelling rules and patterns.
- Plural forms of nouns that end in *-man* are usually spelled *-men*: **woman/women, snowman/snowmen.**
- Plural forms of words that end in *f* or *fe* usually change the *f* to a *v* and add *-es*: **wolf/wolves, leaf/leaves.** Note that the vowel sound stays the same. Read the following example out loud: **book/shelf, book/shelves.**
- In addition, irregular plurals may involve making no change to a word (such as **deer/deer**) or using a new word (**person/people**).
- **Collective nouns** are words that name groups of people, places, or things, such as **class** or **army**.

Read each sentence aloud. Decide whether the underlined noun is *singular* or *plural*. Write your answer on the line.

1. Moose are beautiful but shy creatures. _____
2. How many shrimp come in one bag? _____
3. I watched the sheep shake its head back and forth. _____
4. The mice ran quickly into the hole in the wall. _____
5. Slowly, the lonely buffalo moved across the grassy plains. _____



Think about the groups of animals you see at the zoo or on television. What do you think they like to do in their habitats? Write at least three sentences with irregular plural nouns. Then check your work for correct spelling.

Name _____

A **three-letter blend** is a combination of three consonants found at the beginning of a word. These blends include:

- *scr* as in *scribe*
- *spl* as in *splash*
- *str* as in *strangle*
- *thr* as in *throw*
- *spr* as in *spritely*

DECODING WORDS

The first syllable of *threading* contains the three-letter blend *thr* and the vowel team *ea*. The second syllable contains the ending *-ing*. Blend the sounds and read the word aloud.

Write the spelling words that contain each three-letter blend. Then read the words aloud.

thrill	script	straps	sprang	sprout
sprawl	thrift	shrink	screech	throat
shred	splashing	throb	splotch	screw
strand	shrimp	shriek	straighten	through

thr

1. _____

2. _____

3. _____

4. _____

5. _____

scr

6. _____

7. _____

8. _____

spl

9. _____

10. _____

shr

11. _____

12. _____

13. _____

14. _____

str

15. _____

16. _____

17. _____

spr

18. _____

19. _____

20. _____



Look through this week's selection for more words to sort.
Create a word sort for a partner in your writer's notebook.

Name _____

shred	script	straps	sprang	throb
shriek	screw	strand	splashing	throat
shrimp	screech	sprout	splotch	thrift
shrink	straighten	sprawl	thrill	through

A. Write the spelling word that best completes each sentence.

1. A _____ of the old rope fell on the floor.
2. Shopping for sales is a sure sign of _____.
3. Please _____ your room before your friend arrives.
4. She will _____ with laughter at that funny joke.
5. We must go _____ the tunnel to get into the city.
6. Is that a messy _____ on your white sweater?
7. I do not want my favorite jeans to _____ in the wash.
8. The kids are _____ happily in the little tub.
9. We watched the cat _____ lazily in the sun.
10. If you hit the brakes too hard, the tires will _____.
11. My _____ was scratchy after singing at the concert.
12. The play was a big hit because the _____ was so funny.
13. The leather _____ hung down from the saddle.

B. Write the spelling word that belongs with the other words in the group.

14. jumped, leaped, _____
15. clam, lobster, _____
16. pleasure, excitement, _____
17. tear, rip, _____
18. push, grow, _____
19. pulse, beat, _____
20. nail, bolt, _____

Name _____

Remember

A **three-letter blend** is a combination of three consonants found at the beginning of a word. These blends include:

- *scr* as in *scribble*
- *str* as in *strangely*
- *spr* as in *springy*
- *spl* as in *splat*
- *thr* as in *threaten*

shred	script	straps	sprang	throb
shriek	screw	strand	splashing	throat
shrimp	screech	sprout	splotch	thrift
shrink	straighten	sprawl	thrill	through

A. Fill in the missing letters of each word to form a spelling word. Then read the word aloud.

- | | |
|-----------------|-------------------|
| 1. _____ out | 11. _____ oat |
| 2. _____ ob | 12. _____ ew |
| 3. _____ iek | 13. _____ ang |
| 4. _____ eech | 14. _____ aighten |
| 5. _____ ill | 15. _____ imp |
| 6. _____ aps | 16. _____ otch |
| 7. _____ ink | 17. _____ ift |
| 8. _____ ashing | 18. _____ and |
| 9. _____ ough | 19. _____ ed |
| 10. _____ ipt | 20. _____ awl |

B. Write these spelling words in alphabetical order. Alphabetize them to the fourth letter. *shrimp, throb, straighten, shred, thrift*

- | | |
|-----------|-----------|
| 21. _____ | 24. _____ |
| 22. _____ | 25. _____ |
| 23. _____ | |

Name _____

Write each vocabulary word from the box next to its meaning. Then write the letters from the boxes to answer the trivia question at the bottom of the page.

fabric	cranky	annoyed	familiar
selfish	trudged	attitude	inquiry
specialty	identity	commotion	frustrated

1. walked slowly and steadily _____
2. often seen or heard _____
3. caring only about oneself _____
4. way of thinking or feeling _____
5. a noisy disturbance _____
6. woven or knitted material _____
7. bothered or irritated _____
8. in a bad mood or grouchy _____
9. a search for information _____
10. something you do well _____
11. who a person is _____
12. feeling discouraged _____

What is the largest coral reef in the world?

The _____ Reef.

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Name _____

- A **singular noun** names one person, place, or thing: *cow, house, toy*.
- A **plural noun** names more than one person, place, or thing: *zebras, drinks, cars*.
- Add **-s** to form the plural of most singular nouns.

Circle the nouns in each sentence. Write the plural noun on the line provided.

1. The boy has two pencils in his backpack. _____
2. Which trains have already arrived at the station? _____
3. Kelsey plays fun games at recess. _____
4. There were computers at every desk in the room. _____
5. The tree dropped a few nuts from its branch. _____

Connect to
Community

Talk to a trusted adult about somewhere you want to visit. Then write a paragraph about why you want to visit there. After you finish, review your work and check that you have used singular and plural nouns correctly.
