

4th Grade Week 4

Dear Parent/Guardian,

During Week 4, your child will review a variety of skills, including genre, literary elements, closed syllable words, Latin and Greek prefixes, number prefixes, Latin suffixes, homophones, and read literary text highlighting historical fiction to practice reading comprehension.

We also suggest that students have an experience with reading each day. Reading at home will make a HUGE difference in your child's school success! Make reading part of your everyday routine. Choose books that match your child's interests. Reading for 20 minutes a day will continue to grow your young reader's vocabulary and comprehension.

Links for additional resources to support students at home are listed below for letters and numbers review, sight word practice, colors, shapes, and more:

<https://classroommagazines.scholastic.com/support/learnathome.html>

<https://www.education.com/>

<http://www.sheppardsoftware.com/>

<https://www.funbrain.com/>

Week 4 At A Glance	
Day 1	<input type="checkbox"/> Read for 20 minutes <input type="checkbox"/> Genre/Literary Element Page 266
Day 2	<input type="checkbox"/> Read for 20 minutes <input type="checkbox"/> Read "The Poetry Quilt" and answer questions
Day 3	<input type="checkbox"/> Read for 20 minutes <input type="checkbox"/> Closed Syllables/Latin Prefixes Page 208 <input type="checkbox"/> Words/Number Prefixes Page 258 <input type="checkbox"/> Latin/Greek Prefixes 277
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Name _____

August 23, 1886: Arrival in America

My brother Pavol woke me up this morning. He pushed me and whispered, “Aleksy! Wake up! We are almost there!” I was still sleepy. But I got out of bed and we walked up to the deck of the ship.

We pushed our way through the crowd and looked out over the harbor. I couldn’t believe what I saw! A giant, golden-colored statue stood in the water before the city. Workers crawled all over it like tiny ants.



Answer the questions about the text.

1. Historical fiction tells a made-up story that takes place during a real time and place. What is the setting of this story?

2. Who is telling the story?

3. Where is he writing his story down?

4. Do you think Aleksy is real or made up?

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Name: _____ Class: _____

The Poetry Quilt

By Deirdre Mundy
2014

Deirdre Mundy has written for Highlights. In this short story, a Puritan girl is discouraged from writing poetry by her sister. As you read, take notes on how Charity feels about poetry.

- [1] Charity stood by the house. Across the road, Andover's weathervane¹ spun in the wind.

Charity whispered, "The vane on the meeting house is turning to and fro. The first breeze of April whips across the melting snow."

That may be a fine addition to my poetry quilt, she thought. In fact, that poem will finish it. She repeated her rhyme aloud and smiled.

Her older sister, Prudence, overheard. "Charity, when are you going to grow up? Making rhymes is for babies. No one marries a girl for her poems. You should practice tending the house instead."

- [5] Charity's throat tightened. "I know, Prudence. I'll work harder."

Prudence smiled and handed her the broom. "You can start by sweeping the walk. I'm going inside to help Mother with the baking."



"I'm not a baby, and I write poems." by Craig Orback is used with permission.

Charity kept her head down as she swept. She tried to ignore the warm breeze. Prudence was right. Only babies made rhymes.

That evening, Charity embroidered² her last poem, the one about the weathervane. Then she finished the quilt and put it in her dowry³ chest. She was done with poems.

Weeks passed. Charity worked hard. She cooked and cleaned, and she didn't make any rhymes.

- [10] One night, she took out her poetry quilt and looked at it. She'd embroidered 35 poems. It had been a lot of work, but she'd loved it. She sighed. "Prudence is right. I need to grow up. Only babies make rhymes about everything they see."

1. a turning pointer to show the direction of the wind
 2. to decorate cloth by sewing on it with thread
 3. a box filled with blankets and other items that a wife brings to her husband when they marry

She was so tired that she didn't put the quilt back. Instead, she left it folded on her bed.

That night, Charity tossed and turned. When she woke up in the morning, the air was hazy.⁴

She glanced at the foot of her bed.

The poetry quilt was missing!

- [15] Charity dressed and hurried to the kitchen, where she found her father sitting at the table. Soot⁵ coated his face.

Charity gasped. "What happened? And where are Prudence and Mother?"

"The Bradstreets' house burned down last night," her father replied. "They lost everything. Prudence and your mother took them food and blankets."

"Blankets? Oh no!" Charity dashed⁶ out the door. The Bradstreets were among the most respected people in the colony.⁷ She couldn't let them see her poetry quilt. It was too embarrassing.

She met her mother and sister in the street. They'd already delivered the blankets.

- [20] "I have to get my quilt back," Charity cried.

"The Bradstreets have nothing left! You can't begrudge⁸ them a blanket," her mother scolded⁹ her.

"Yes, Mother," Charity said forlornly.¹⁰

Later that afternoon, Charity knelt in the garden to weed. She glanced up and saw Mistress Bradstreet talking to her mother. She was holding the poetry quilt.

Charity blushed. Mistress Bradstreet probably didn't like the quilt. Prudence was right. She shouldn't have made those rhymes.

- [25] Charity stood quickly when she noticed Mistress Bradstreet walking over to the garden. She brushed dirt from her apron. Her legs shook as she curtsied. "Good day, Mistress Bradstreet. I'm sorry for the fire at your house."

"I'm thankful no one was hurt," Mistress Bradstreet said softly. "But I fear that your mother may have accidentally given me this." She held out the quilt.

"It's all right," Charity replied. "It's just a silly old quilt. Some of my baby work. I'm sorry for the poems."

-
4. covered by fog or smoke
 5. a black powder that is created by burning something
 6. **Dash (verb):** to run somewhere quickly
 7. an early type of state in the United States
 8. to give unwillingly
 9. **Scold (verb):** to point out someone's fault or wrongdoing
 10. to do something in a sad manner

"Why are you sorry? I enjoyed the poems. Your work shows great promise."

"But Prudence says poems are for babies."

[30] Mistress Bradstreet smiled. "I'm not a baby, and I write poems. I've even published a book."

Charity's jaw dropped.

"In fact," the woman continued, "I make poems all the time. I'm working on one now about the fire. It's how I remind myself to be grateful for what I have. Otherwise I might waste my days bemoaning¹¹ what I've lost."

"I'm thankful for warm breezes in springtime," Charity said.

Mistress Bradstreet nodded.

[35] "I could tell from your poems."

Charity took a deep breath. "Mistress Bradstreet, may I show you more poems someday? And would you let me hear your poems?"

"I'd love that, Charity." Mistress Bradstreet handed her the quilt. "Your poems helped me smile after the fire. But you should keep this. It's a beautiful addition to your dowry chest."

"Thank you, Mistress Bradstreet!" Charity curtsied, then ran to put the quilt inside the house before returning to the garden. After all, she had an idea for a poem about radishes.

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11. to express sadness

Text-Dependent Questions

Directions: For the following questions, choose the best answer or respond in complete sentences.

1. PART A: Which sentence describes a theme of the short story?
 - A. Poetry is useful and important.
 - B. Poetry is easy to read and often considered to be for babies.
 - C. Not everyone can understand the beauty of poetry.
 - D. Writing poems is not as useful as other skills.

2. PART B: Which detail from the text best supports the answer to Part A?
 - A. "Making rhymes is for babies. No one marries a girl for her poems. You should practice tending the house instead." (Paragraph 4)
 - B. "The Bradstreets were among the most respected people in the colony. She couldn't let them see her poetry quilt. It was too embarrassing." (Paragraph 17)
 - C. "I make poems all the time. I'm working on one now about the fire. It's how I remind myself to be grateful for what I have." (Paragraph 31)
 - D. "Charity curtsied, then ran to put the quilt inside the house before returning to the garden. After all, she had an idea for a poem about radishes." (Paragraph 37)

3. What does the phrase 'Charity's jaw dropped' suggest about her at this moment in the story?
 - A. She is surprised by what Mistress Bradstreet tells her.
 - B. She is jealous that Mistress Bradstreet is a published poet.
 - C. She is embarrassed that Mistress Bradstreet read her poems.
 - D. She is excited to be talking to a fellow poet.

4. How is Charity affected when Mistress Bradstreet reveals that she also writes poetry?

Name _____

Every syllable in a word has one vowel sound. When a syllable ends in a consonant, it is called a closed syllable. Most closed syllables have a short vowel sound. Words with two closed syllables are usually divided between the two consonants.

plas / tic

hid / den

rub / ber

A. Read each word. Divide the word into syllables. Write the syllables on the lines. The first one has been done for you.

- | | | |
|-----------|--|--|
| 1. dinner | <u> </u> din <u> </u> | <u> </u> ner <u> </u> |
| 2. member | <u> </u> | <u> </u> |
| 3. finger | <u> </u> | <u> </u> |
| 4. pillow | <u> </u> | <u> </u> |

A prefix is a group of letters that appears at the beginning of a word. A prefix can give clues to a word's meaning. Many English words have Latin prefixes.

- The Latin prefix *extra-* means "outside" or "beyond."
- The Latin prefix *inter-* means "between."

B. Read each word. Underline the prefix and write it on the line. The first one has been done for you.

- | | |
|------------------------------------|---------------------------|
| 1. <u>inter</u> state <u>inter</u> | 4. intermediate _____ |
| 2. extraordinary _____ | 5. extraterrestrial _____ |
| 3. interact _____ | 6. international _____ |

Name _____

Some words end with a vowel + *n* and the final syllable is not accented. These word endings all sound like the letters *on* in *person*.

button

muffin

kitten

A. Read each sentence. Circle the word that ends with the same sound as *on* in *person*. The first one has been done for you.

1. What is your favorite season of the year?
2. Make sure that no one is behind the door when you open it.
3. I saw a single robin when I looked out my window.
4. You will not believe my reason for arriving so late!
5. The holiday concert begins at eleven, so we should hurry.
6. It is common to see bats in my neighborhood at night.

Number prefixes are added to base words to show number or amount.

uni-, *mono-* = one

tri- = three

cent- = hundred

bi- = two

deca- = ten

B. Circle the number prefix. Write the base word. The first is done for you.

1. decagram gram

2. centimeter _____

3. tricycle _____

4. monoplane _____

Name _____

A **prefix** is a word part that can be added to the beginning of a word to change its meaning. Many prefixes in English come from Latin and Greek. Knowing Latin and Greek prefixes can help you figure out the meanings of words.

- The prefix *dis-* means “not.”
- The prefix *pre-* means “before.”
- The prefix *hydro-* means “water.”
- The prefix *mega-* means “large.”

Choose the correct word from the box below to complete each sentence. Use the clues about prefixes above to help you.

megawatts

disbelief

preview

hydropower

1. Ancient Egyptians used the waterwheel to create _____.
2. One power plant can generate enough _____ to light plenty of homes.
3. Brazil and Iceland can give us a _____ of what it will be like to be a greener nation.
4. To the _____ of some people, a lot of our energy in the United States comes from fossil fuels and nuclear power.

Name: _____ Class: _____

The Sign

By Laura Wrang
2015

Laura Wrang has written for Highlights. In this short story, Jess and his mother help Orry, a boy escaping slavery. As you read, take notes on Jess and Orry's relationship.

- [1] Jess tried to steady his trembling¹ legs. It wasn't easy to do with the strangers in the house. They were searching every room and surrounding Ma, who stood there bravely.

"A slave?" she was saying. "We have no slaves on our farm."

"We're looking for a runaway named Orion," said a bearded man. "If you're hiding my slave..."

Jess didn't wait to hear more. Ma had helped many slaves on their way to freedom; she was an expert² at handling men like these. Jess slipped outdoors. In the distance, the river roared in the night. A light flickered on its bank. Jess ran toward it and gasped, "Orry, they're searching for you!"

- [5] In the glow of the fire, Jess saw Orry wince. Then, with his good arm, Orry grabbed a pail of water and put out the flames.

"Their search won't be easy."

"The men won't find you," Jess said firmly. "Ma told me what to do. I'll row you across the river. Then, you go to the farm Ma told you about. They'll help you from there."

Orry shook his head. "Taking the boat wouldn't be safe. The men will probably look here soon. They'd spot us in the water."

Orry crawled into the pit that he had dug, where he had slept the past few nights. He came out with a bundle and tied it to his belt with a bandanna. He stuck a hunting knife in his sheath,³ then took a step toward the river.

- [10] Jess went cold as he looked across the raging river's expanse.⁴ "Swimming's too dangerous."



"We're looking for a runaway" by Joel Snyder is used with permission.

1. **Tremble (verb):** to shake without control
2. **Expert (noun):** someone who had special skill or knowledge on a subject
3. a cover for a blade
4. an area of something

Orry chuckled softly. "I'm not afraid of the river. I'll be fine."

Jess gulped. How could Orry swim with a wounded arm? Six days ago, Orry had staggered into their yard, hurt from his journey. Ma had treated his arm, but it still hadn't healed completely.

"Even if you make it across, will you be able to find the farm in the dark?" asked Jess.

"Look at the sky," Orry said gently. "All the stars are out. I reckon they'll guide me safely."

- [15] Jess tilted his head to the stars he and Orry had loved studying during their brief friendship. Jess had told Orry their names and drawn the constellations⁵ for him. But it was Orry who had brought the stars to life. He had made up stories about the dancing Seven Sisters, the rumbling Big Bear, the laughing Little Bear...

"The stars will guide me," Orry repeated. "When I make it to the opposite bank, I'll leave a sign for you. Then you'll know I'm safe."

"What kind of sign?"

"Why, I'll — "

Orry stopped at the sound of a shout. "They're on their way," he whispered.

- [20] Jess felt a warm hand on his shoulder. Seconds later, Orry was gone. Orry had been his friend for six days of his life; he would miss him all the rest of it. "You've got to be safe, Orry," he thought. "If you can just swim the river, you can make it to the North,⁶ too."

The roaring river filled Jess's dreams that night. He slept fitfully.⁷ But in the morning, the river had quieted. Ma followed Jess to the boat. Together they rowed across the water.

"The men might come back," said Ma.

"It doesn't matter," said Jess. "Orry must be far away by now. When we see his sign on the bank, at least we'll know that he made it across the river."

But as they docked, Ma gasped. Tangled in some riverbank weeds was a bandanna.

- [25] Jess gritted⁸ his teeth. "Orry's all right. The sign has to be here."

Jess stumbled through the brush, searching everywhere. He paused at a tree to study some marks on its trunk. Had Orry made them with his knife?

But Ma shook her head. "It's just woodpeckers, Jess."

5. a group of stars that form a recognizable pattern

6. northern states in the United States that did not support slavery

7. **Fitful (adjective):** not regular or steady

8. to press your top and bottom teeth together tightly, usually when faced with something unpleasant

Ma was blinking back tears as they rowed home. Jess stared silently at the shoreline ahead. He tried not to look at the mighty river; he tried not to think of Orry lost in its depths. When they got to the farm, Jess went to work in the yard. He chopped wood until his hands were blistered and burning. Then he dropped to the ground for a rest.

The sky above Jess was blue. But in his mind, it was night again, with the stars shining. Orry's words came back: "The stars will guide me... I'll leave a sign..." A terrible sadness filled Jess. But as he stared upward, a pattern came to mind. Like pieces of a puzzle, the pattern clicked into place.

[30] "Ma!" shouted Jess. Trembling with joy, he jumped up and ran into the house.

"Orry's name, Ma. Remember what it's short for?"

Ma said softly, "Orion."

Jess grabbed his slate and drew a pattern on it. "Those marks on the tree weren't from woodpeckers. They're the shape of a constellation." Jess held out the slate. "The stars of Orion, Ma. Orry made them. He's safe!"

Ma gave a happy cry and hugged Jess. From the open door came the sound of the rushing river. To Jess, it sounded just like Orry's soft chuckle.

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Text-Dependent Questions

Directions: For the following questions, choose the best answer or respond in complete sentences.

1. PART A: Which sentence describes the theme of the short story?
 - A. Helping others in need is important, even if it's a risk to your own safety.
 - B. It's important to pay attention to signs from nature.
 - C. Good things happen to those who help others.
 - D. It's important to remain positive, even during difficult times.

2. PART B: Which detail from the text best supports the answer to Part A?
 - A. "Ma had helped many slaves on their way to freedom; she was an expert at handling men like these." (Paragraph 4)
 - B. "Jess tilted his head to the stars he and Orry had loved studying during their brief friendship. Jess had told Orry their names and drawn the constellations for him." (Paragraph 15)
 - C. "Jess stared silently at the shoreline ahead. He tried not to look at the mighty river; he tried not to think of Orry lost in its depths." (Paragraph 28)
 - D. "'Those marks on the tree weren't from woodpeckers. They're the shape of a constellation.' Jess held out the slate. 'The stars of Orion, Ma. Orry made them. He's safe!'" (Paragraph 33)

3. PART A: Which sentence describes Jess?
 - A. Jess is fearless and willing to do anything to help others.
 - B. Jess is a nervous kid, who always worries that the worst will happen.
 - C. Jess is a caring kid who values his family over everything else.
 - D. Jess is kind and cares about the well-being of his friend Orry.

4. PART B: Which quote from the text best supports the answer to Part A?
 - A. "Jess tried to steady his trembling legs. It wasn't easy to do with the strangers in the house." (Paragraph 1)
 - B. "A light flickered on its bank. Jess ran toward it and gasped, 'Orry, they're searching for you!'" (Paragraph 4)
 - C. "Orry had been his friend for six days of his life; he would miss him all the rest of it. 'You've got to be safe, Orry,' he thought." (Paragraph 20)
 - D. "'Ma!' shouted Jess. Trembling with joy, he jumped up and ran into the house." (Paragraph 30)

5. How is the conversation about constellations earlier in the story important to its conclusion?

Name _____

Every syllable in a word has a vowel sound. When a word ends in a consonant followed by the letters *-le*, the three letters are called a consonant + *le* syllable.

ble as in *able*

tle as in *bottle*

ple as in *maple*

A. Divide each word into syllables. Write the syllables on the lines and circle the consonant + *le* syllable. The first one has been done for you.

- | | | |
|-----------|------------------------|------------------------|
| 1. cuddle | _____ cud _____ | _____ dle _____ |
| 2. turtle | _____ | _____ |
| 3. ankle | _____ | _____ |
| 4. pebble | _____ | _____ |
| 5. couple | _____ | _____ |

A suffix is a group of letters added to the end of a word that changes the word's meaning. Latin suffixes can give clues to a word's meaning. The Latin suffixes **-ible** and **-able** mean "can be done" or "the quality or state of." The Latin suffix **-ment** means "the state, action, or result of."

B. Read each word. Circle the suffix and write the base word on the line. The first one has been done for you.

- | | | | |
|-------------|--------------------------|----------------|-------|
| 1. sensible | _____ sense _____ | 4. flexible | _____ |
| 2. movement | _____ | 5. comfortable | _____ |
| 3. suitable | _____ | 6. agreement | _____ |

Name _____

Homophones are words that sound the same, but have different spellings and meanings.

tail – an animal body part

peak – the top of something

tale – a story

peek – to look secretly

A. Cross out the word in each row that is NOT a homophone. The first is done.

1. ~~down~~ dough doe

2. need knead knit

3. heard hunt herd

Modern English words often have Latin suffixes. These suffixes provide clues to a word's meaning.

-ion, -tion, -ation = the act, result, or state of

-ty, -ity = the state of

-fy, -ify = to make

B. Draw a line from each word to its suffix. The first one has been done.

- | | |
|----------------|-------|
| 1. creation | ty |
| 2. purify | fy |
| 3. electricity | ation |
| 4. cruelty | ity |
| 5. motion | tion |
| 6. goofy | ify |