English and Language Arts

4th Grade / Week 5

Week 5 At A Glance		
Day 1	☐ Read for 20 minutes ☐ Vocabulary Page 181 ☐ Spelling: Diphthongs Pages 111 and 188	LAFS.4.W.4.10 LAFS.4.L.1.2 LAFS.4.L.3.4
Day 2	☐ Read for 20 minutes ☐ Pronouns ☐ Possessive Nouns/Pronouns Pages 95 and 93	LAFS.4.L.1.1
Day 3	☐ Read for 20 minutes ☐ Cause and Effect Match ☐ Comprehension "Stars: Lights in the Night Sky" Pages 183-185	LAFS.4.RI.2.5 LAFS.4.RI.3.7 LAFS.4.RI.4.10
Day 4	☐ Read for 20 minutes ☐ Genre/Text Feature Page 186 ☐ Context Clues Page 187	LAFS.4.RI.2.5 LAFS.4.RI.3.7 LAFS.4.RI.4.10 LAFS.4.L.3.4
Day 5	☐ Read for 20 minutes ☐ Read "Remote-Control Classroom" and answer questions	LAFS.4.RI.4.10 LAFS.4.RI.3.8

Name _____

Teacher _____

Dear Parent/Guardian,

During Week 5, your child will practice a variety of skills, including vocabulary, diphthongs, Greek and Latin roots, possessive nouns and pronouns, cause and effect, text features, context clues, and demonstrate comprehension through multiple readings.

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:

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

https://www.education.com/

http://www.sheppardsoftware.com/

https://www.funbrain.com/

https://www.starfall.com/h/

https://www.abcya.com/

Reference Page

Vocabulary	Definition
astronomer	an expert who studies the sun, moon, stars, and planets
crescent	the shape of the Moon when you can only see the thin, curved part
phases	stages of growth; shapes of the moon at a particular time
rotates	turns around
series	a number of related things coming one after another
silver	a slender, thin piece
specific	exact; precise
telescope	a tool that makes distant objects seem closer

Cause and Effect

Text structure is the way that authors organize information in a selection.

Cause and effect are one kind of text structure.

- **Cause – is why something happens**
- **Effect – what happens**

Examples:

Cause	→	Effect
Sun gives off electronically charged particles.	→	Particles join into a solar wind.
Solar winds reach Earth's magnetic field.	→	As a result, electric charges are seen from Earth.

Expository Text

- Explains facts and information about a topic.
- Includes text features.
  - Diagrams – show the parts of something
  - Boldface Words – show key words in a text
  - Pronunciations – show how to sound out unfamiliar words

Context Clues

To figure out the meaning of an unfamiliar word, check the words or phrases near it carefully for clues.

Examples:

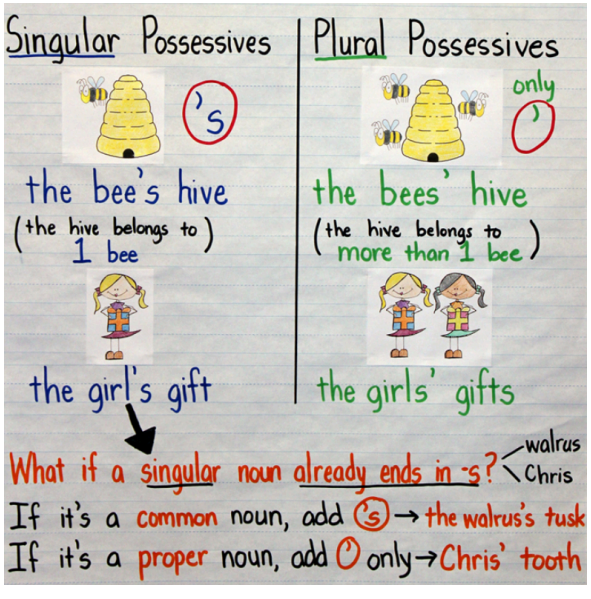
People used to believe the lights were caused by sunlight **reflecting** off polar ice caps. The theory was that when the **light bounced back** from the caps it created patterns in the sky.

The phrase **light bounced back** helps me figure out what **reflecting** means.

Pronouns Chart

Personal Pronouns	Possessive Pronouns
I	my, mine
you	your, yours
he	his
she	her, hers
it	its
we	our, ours
they	their, theirs

Using Apostrophes



Name _____

Use the word chart to study this week's vocabulary words. The illustrations are there to gain understanding of the words.

Word	Context Sentence	Illustration
sliver	I took a small sliver of cake.	
phases	The planning for our holiday party will take place in two phases.	
rotates	The planet rotates on its axis.	
specific	She wears specific shoes for running.	
crescent	That banana is shaped like a crescent.	
series	I am reading the last book of the series.	

Beginning/Intermediate Review vocabulary and identify cognates. Use gestures to demonstrate meaning. Pair students to write one or two sentences, or draw pictures, to illustrate the meaning.

Name _____

rotates	crescent	sliver	astronomer
telescope	series	phases	specific

Finish each sentence using the vocabulary word provided.

1. **(phases)** The large apartment building next door to us _____

_____ .

2. **(astronomer)** Since she likes studying the planets and stars, _____

_____ .

3. **(series)** There was a _____

_____ .

4. **(rotates)** I like when the basketball player _____

_____ .

5. **(specific)** We arrived at his house _____

_____ .

6. **(telescope)** I discovered a new star _____

_____ .

7. **(sliver)** We avoided stepping on glass at the beach _____

_____ .

8. **(crescent)** We looked up at the night sky _____

_____ .

Name _____

pound	cowboy	noises	wound	rejoice
grouch	voyage	hound	voices	tower
frown	annoy	howling	thousand	flower
mound	south	destroy	gown	pouch

A. Write the spelling words with the matching spelling patterns.

ou

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

oy

9. _____
10. _____
11. _____

ow

12. _____
13. _____
14. _____
15. _____
16. _____

oi

17. _____
18. _____
19. _____

ow* and *oy

20. _____

B. Compare the words *noises* and *voices*. How are they alike? How are they different?

_____

_____

Name _____

The /oi/ sound can be spelled with *oi* as in *coin* or with *oy* as in *toy*.
The /ow/ sound can be spelled with *ow* as in *cow* or with *ou* as in *house*.

A. Read the words in each row. Circle the word with the /oi/ sound found in *toy* or the /ow/ sound found in *cow*. Write the word on the line. The first one has been done for you.

1. spoon	(south)	row	**south**
2. gown	could	told	_____
3. join	story	crow	_____
4. locked	stove	voices	_____
5. pour	grow	pouch	_____

Many English words have Greek and Latin roots. These roots give clues to the word's meaning.

The Greek root *graph* means "write." The Greek root *phon* means "sound." The Latin root *spec* means "look." The Latin root *aqua* means "water."

B. Read each word. Circle the Greek or Latin root in the word. The first one has been done for you.

1. tele(graph)

2. aquarium

3. photograph

4. inspector

5. earphone

Beginning/Intermediate Point out your mouth position as you pronounce the words that contain the diphthongs /oi/ and /ou/. Have students repeat. Review Greek and Latin roots. Pair students to identify the roots.

Name: _____

Pronouns

Possessive pronouns are used to show that something or someone belongs to someone else.

example: Tim bought a new laptop computer.

The computer is his.

The possessive pronoun *his* is referring to a laptop computer that belongs to Tim.

Use a possessive pronoun from the box below to complete each sentence.

Possessive pronouns include:
mine yours his hers its ours theirs

1. I bought a new video game. It is _____.

2. The jacket belongs to David. The jacket is _____ .

3. The cats belong to Lisa and Sheila. The cats were _____ .

4. This telephone number belongs to Betsy. It is _____.

5. You and I live in this house. The house is _____.

6. My dog is bigger than your dog. The larger dog is _____.

7. You go to Maple School. The school is _____ .

8. Ted's baseball is over here. The baseball is _____.

9. That skateboard belongs to Jan. The skateboard is _____.

10. You want the last slice of pizza. The last slice is _____.

11. Mom and dad's car is in the driveway. The car in the driveway is _____.

12. My brother and I bought tickets. The tickets are _____.

Name _____

A. Circle the correct possessive pronoun in parentheses to complete the sentence.

1. I believe this wallet is (your / yours).

2. Have you seen (her / hers) backpack anywhere?

3. I think (our / ours) turn is coming up.

4. That orange was (my / mine).

5. I wish I had (their / theirs) luck!

B. Circle the letter of the possessive pronoun that correctly completes the sentence.

6. I like this town because _____ family has lived here for years.

a. hers

b. theirs

c. my

7. Isn't this report card _____?

a. its

b. our

c. yours

8. People walked to the diner to have _____ breakfast and chat.

a. their

b. your

c. mine

Name _____

- Add an apostrophe and *-s* to a singular noun to make it possessive.
- Add an apostrophe to make most plural nouns possessive.
- Add an apostrophe and *-s* to form the possessive of plural nouns that do not end in *-s*.
- Possessive pronouns do not have apostrophes. They should agree in number and gender with the possessive nouns they replace.

Rewrite each sentence. Correct the punctuation of possessive nouns and pronouns.

1. My little sisters favorite game is hide-and-seek.

_____

2. The childrens dog ate it's food too quickly.

_____

3. Five truck's horns made an overpowering noise.

_____

4. Sometimes the ocean waves power can destroy the surf.

_____

5. The subject of the report was our's to choose.

_____

6. The cowboys horse was tired, so the man dismounted his steed.

_____

Name: _____

Cause and Effect Match

Match each cause on the left with an effect on the right.

	Cause		Effect
1.	_____ Baby Lisa began to cry.	**a.**	She played in the sand.
2.	_____ It was raining outside.	**b.**	He got a belly ache.
3.	_____ The phone rang.	**c.**	Lance flew his kite.
4.	_____ Nana plants seeds in the garden.	**d.**	He fell and scraped his knee.
5.	_____ My lawn mower was out of gas.	**e.**	He ate dinner.
6.	_____ Someone came to the door.	**f.**	The dog began to bark.
7.	_____ It is a windy day.	**g.**	He had nothing to wear.
8.	_____ The boy tripped on a rock.	**h.**	Mom gave her a bottle.
9.	_____ Robert ate too many jellybeans.	**i.**	She answered it.
10.	_____ Caren practiced kicking the ball.	**j.**	I couldn't cut the grass.
11.	_____ All the clothes were dirty.	**k.**	She won her soccer game.
12.	_____ Lee's mom took her to the beach.	**l.**	I shoveled the driveway.
13.	_____ Tyler was hungry.	**m.**	Flowers began to grow.
14.	_____ It snowed outside.	**n.**	We couldn't get in the car.
15.	_____ Mom locked the car door.	**o.**	We pulled out an umbrella.

Name _____

Read the passage. Use the ask and answer questions strategy to understand new information in the text.

Stars: Lights in the Night Sky

Long ago, people thought the stars were lights attached to a big dome over Earth. The stars moved across the sky each night. As a result, it looked as if the dome were rotating around Earth. But now we know that this isn't true. Stars are actually huge, glowing balls of plasma, or ionized atoms. Some stars look like little pinpricks. Most are so far away that they can't be seen with the naked eye.

What's a Star?

Stars are made of a mixture of plasmas like hydrogen. As you can imagine, a star's core is extremely hot. When lots of pressure squeezes the star's hot center, the hydrogen changes into helium. This process produces lots of energy. As a result, the star shines a bright light through space.

When you look up at the stars, you may think that most of them produce a white light. Take another look. Stars generally lie on a color spectrum. This range of colors goes from red to yellow to blue. But what do the colors mean? Well, blue stars are much hotter. If you compare the two stars Betelgeuse (BEE-tehl-jooz) and Rigel (RIGH-jehl), you will see that Betelgeuse is reddish and Rigel is bluish. Rigel has the higher core temperature.

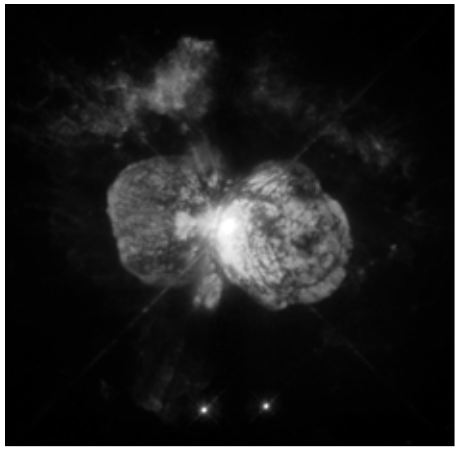
Name _____

The Sun

The sun is the star at the center of our solar system. It looks bigger than other stars. That's because it's closer to Earth. The sun is actually an ordinary, middle-aged star. If you compare the actual size of the sun to the sizes of other stars, you'll realize that the sun is quite average. But the sun does a huge job for a star its size. It provides Earth with most of the energy it needs to support life. Without the sun, Earth would be just a barren rock floating in space! None of the life now on Earth's surface could exist.

Turning Out the Lights

Stars don't last forever. After billions of years, a star will use up all its hydrogen. A small star simply stops shining. This will happen to the sun one day. Of course, this won't happen for billions of years.



NASA, ESA, and the Hubble SM4 ERO Team

After a large star goes supernova, it may become a black hole.

A large star, however, ends in a big explosion. When a star does this, it is called a supernova (soo-per-NO-va). After the explosion, all of the star's material gets crushed and stops shining. Especially large stars will then become large objects called black holes. In a black hole, the crushed material becomes so dense that it develops a gravitational (grav-i-TAY-shun-al) pull strong enough to keep even light from escaping. To this day, we still don't know what happens in a black hole.

The sun and other stars have fascinated astronomers for centuries. Stars light up the sky at night, and they make life on Earth possible. But they have a life of their own. Next time you're out on a clear night, look up at the stars. Which one do you think might be the next supernova?

Name _____

A. Reread the passage and answer the questions.

1. Reread paragraph 2. What causes a lot of energy to be produced in a star's core?

_____

_____

2. What effect does this cause have on a star?

_____

_____

3. Under the heading "Turning Out the Lights," what is one example of a cause and an effect? Use text evidence to support your answer.

_____

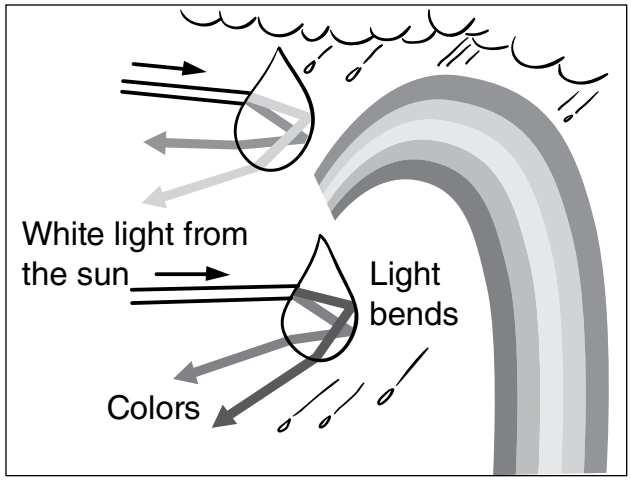
_____

_____

Name _____

How Rainbows Work

Have you ever used a prism? Drops of water in the air can act like prisms. Light passes into a raindrop. Then all the colors that make up white light separate. Some of the colors are **reflected** (ree•FLEC•ted), or bounced back, by the other side of the raindrop. The colors spread out at different angles, so only one color from each raindrop reaches your eye. Light passes into many raindrops at the same time. This lets you see all of the colors of the rainbow.



Answer the questions about the text.

1. **How do you know this text is expository text?**

_____

2. **What text features are included in this piece of expository text?**

_____

3. **How does the diagram help you understand the text?**

_____

_____

4. **Which text feature helps you understand the text the most?**

_____

_____

Name _____

Read each passage below. Underline the context clues that help you understand the meaning of each word in bold. Then write the definition for each word on the line.

1. Stars are made of a mixture of plasmas like hydrogen. As you can imagine, a star's **core** is extremely hot. When lots of pressure squeezes the star's hot center, the hydrogen changes into helium.

_____

2. When you look up at the stars, you may think that most of them produce a white light. Take another look. Stars generally lie on a color **spectrum**. This range of colors goes from red to yellow to blue.

_____

3. The sun does a huge job for a star its size. It provides Earth with most of the energy it needs to support life. Without the sun, Earth would be just a **barren** rock floating in space! None of the life now on Earth's surface could exist.

_____

4. A large star ends in a big explosion. When a star does this, it is called a **supernova**. After the explosion, all of the star's material gets crushed and stops shining.

_____

5. In a black hole, the crushed material becomes so dense that it develops a **gravitational** pull strong enough to keep even light from escaping.

_____

Remote-Control Classroom

An Iowa class heads into high-tech tests.

Every student in class has a remote control, and the kids are clicking away at the screen. But they aren't changing channels. They're taking a test! Terry Rex's fourth graders at Wings Park Elementary School in Oelwein, Iowa, are using a new kind of classroom technology. Instead of writing with pencils on exam papers, the students use remote controls to take tests.

"It's more fun," Courtney Ricchio, 9, told *WR News.* "I don't have to write, and my hand doesn't get tired." The remote controls are part of the Classroom Performance System (CPS). When students use CPS to take a test, the questions appear on an electronic screen. Students key in their answers on the remote-control response pad.

Rex is one of the first teachers in Iowa to use CPS. His students use the technology for more than taking tests. They also play learning games with the system. Sam Myott, 9, says his favorite CPS activity is a football game. "It's a math game with multiplication and subtraction," he told *WR News.* "Since it's on the computer, it's more fun than a worksheet on your desk."

Making the Grade

Some teachers think using CPS to grade a test is more efficient, or a better use of time, than grading a written test. The computer keeps track of the students' answers and prints out their grades at the end of the day. The computer also reports which questions the class found most difficult to answer, so Rex can review them with the group.

Tech Trends

Classrooms across the country are trying out new teaching gadgets.

The Right Touch

Sixth Graders Marina Gagliano (Front) and Kerry O'Conner of Wellwood Middle School in Fayetteville, New York, label parts of a microscope on an interactive whiteboard. The

whiteboard allows students to use their fingers to click and tap answers on the projected image.

Get Up And Go

Fourth and fifth graders at Elton Hills Elementary School in Rochester, Minnesota, are on the move. Their classrooms have no chairs! Tiny desks hold high-tech gadgets, such as laptops and iPods, with different lessons. Researchers say this setup may be healthier for students than sitting at desks all day.

Name: _____ **Date:** _____

1. One reason students might enjoy using the CPS is that they

A. have more time for recess.

B. can use it to play a math learning game.

C. don't have to study for their tests.

D. don't have any pencils.

2. The teachers like the CPS because

A. the teacher does not have to teach the students.

B. their students don't have to study for the tests.

C. the students use remote controls to answer questions.

D. it tells them what the class needs to study more.

3. The high tech classrooms described in this passage include

A. sixth grade only.

B. fourth, fifth, and sixth grades.

C. fourth and fifth grades.

D. fourth grade only.

4. Which is a positive effect of using gadgets in the classroom?

A. Students will spend more time alone and less time in groups.

B. Students have eye problems caused by looking at a computer screen all day.

C. Students' hands hurt from using the remote controls all day.

D. Students can move around the classroom.