

English and Language Arts

4th Grade / Week 6

Week 6 At A Glance		
Day 1	<input type="checkbox"/> Read for 20 minutes <input type="checkbox"/> Vocabulary Page 191 <input type="checkbox"/> Spelling: Variant Vowels Pages 117-118	LAFS.4.L.1.2 LAFS.4.L.3.4
Day 2	<input type="checkbox"/> Read for 20 minutes <input type="checkbox"/> Pronouns and Homophones Pages 96-97 <input type="checkbox"/> Contractions and Possessives Page 98	LAFS.4.L.1.1 LAFS.4.L.1.2
Day 3	<input type="checkbox"/> Read for 20 minutes <input type="checkbox"/> Comprehension "Spelling Bee" Pages 193-194	LAFS.4.RL.1.2 LAFS.4.RL.4.10
Day 4	<input type="checkbox"/> Read for 20 minutes <input type="checkbox"/> Genre/Literary Element Page 195 <input type="checkbox"/> Stanza and Repetition Page 196 <input type="checkbox"/> Connotation and Denotation Page 197	LAFS.4.RL.1.2 LAFS.4.RL.4.10 LAFS.4.L.3.4 LAFS.3.L.3.5
Day 5	<input type="checkbox"/> Read for 20 minutes <input type="checkbox"/> Read "Butter Churn" and answer questions	LAFS.4.RL.1.2 LAFS.4.RL.4.10 LAFS.4.L.3.4 LAFS.4.L.3.5

Name

Teacher

Dear Parent/Guardian,

During Week 6, your child will practice a variety of skills, including vocabulary, variant vowels, pronouns, homophones, contractions, possessives, theme, stanza, repetition, connotation, denotation, 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
attain	to achieve through work or effort
dangling	hanging loosely
hovering	staying in the air over one place
triumph	a great victory or success
connotation	an idea or feeling that words bring up
denotation	the primary reason of a word
repetition	words repeated in a poem
stanza	a group of lines forming the basic recurring metrical unit in a poem

Stanza

A stanza is two or more lines of poetry that together form a unit of the poem.

Stanzas can be the same length and have a rhyme scheme, or vary in length and not rhyme.

Connotation is a feeling or idea associated with the word.

Denotation is the dictionary's definition of a word.

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

Some pronouns are Homophones:

(words that sound alike but have different spellings and meanings)

there, their, they're
your, you're
its, it's

Narrative Poem

- Tells a story and has characters.
- Is about fictional or real events.
- May be written in stanzas.
 - Character- The narrator of the poem is the main character. We see the events from his point of view.

Repetition

- Repetition is the use of repeated words and phrases in a poem.
- Poets use repetition for rhythmic effect (to make a poem sound like a song) or emphasis (to stress the poem's meaning).

Theme

- The theme is the main message or lesson in a poem.
- Identifying key details in a poem can help you determine the theme.

Detail	I lose my grip on the slippery bark/and slither down the trunk. Again
Detail	The oak tree doesn't look/any smaller or bigger.
Detail	My hands find another and another.
Theme	Persistence leads to success

Using Apostrophes

Singular Possessives

the bee's hive
(the hive belongs to 1 bee)

the girl's gift

Plural Possessives



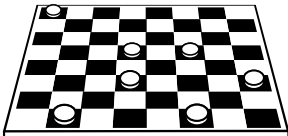
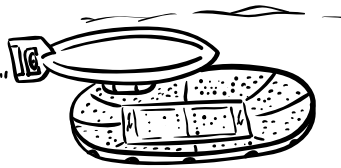
the bees' hive
(the hive belongs to more than 1 bee)

the girls' gifts

What if a singular noun already ends in 's'?
 If it's a **common noun**, add 's' → the walrus's tusk
 If it's a **proper noun**, add 'only' → Chris' tooth

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
<p>attain</p>	<p>After a lot of work, we were able to <u>attain</u> our first harvest.</p>	
<p>dangling</p>	<p>One last leaf was <u>dangling</u> from the tree.</p>	
<p>triumph</p>	<p>Winning the game of checkers was a <u>triumph</u>.</p>	
<p>hovering</p>	<p>During the game, the blimp was <u>hovering</u> over the field.</p>	

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Name _____

attain

dangling

hovering

triumph

Use the context clues in each sentence to help you decide which vocabulary word fits best in the blank.

When we left for our walk that morning, I never thought that I would be making history. I happened to grab my camera that was _____ off my doorknob by its strap before we left for the woods, and it was a lucky chance! About an hour into our walk, I spied a hummingbird _____ above a large bush with tiny yellow flowers. I took a picture, thinking it was a personal _____, since I usually forget to take my camera. I put my photo on a bird Web site, asking if anyone knew what kind it was. A couple of days later, I got an e-mail saying it was a rare Wolf-Neck Hummingbird and that no one had ever taken a photo of it before! I was able to _____ something no one else had. It just goes to show, it never hurts to be in the right place at the right time!

Name _____

caught	straw	halt	stalk	cough
laws	awe	talking	small	fought
drawn	shawl	walker	caller	thought
strawberry	alter	chalk	squall	false

A. Write the spelling words that contain each spelling pattern.the *aw* sound spelled *augh*

1. _____

the *aw* sound spelled *ough*

2. _____

3. _____

4. _____

the *aw* sound spelled *aw*

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

the *aw* sound spelled *a/*

11. _____

12. _____

13. _____

14. _____

15. _____

16. _____

17. _____

the *aw* sound spelled *all*

18. _____

19. _____

20. _____

B. Compare the words *caught* and *cough*. How are they alike? How are they different?

Name _____

caught	straw	halt	stalk	cough
laws	awe	talking	small	fought
drawn	shawl	walker	caller	thought
strawberry	alter	chalk	squall	false

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

1. large _____
2. listening _____
3. agreed _____
4. stillness _____
5. violations _____
6. disinterest _____
7. receiver _____
8. remain _____

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

9. The fishermen _____ a lot of fish today.
10. The teacher used _____ to write on the board.
11. I have a _____ even though my cold is gone.
12. The _____ does not use a car to get places.
13. I disagree with that _____ summary of what happened!
14. It is chilly outside, and I need a _____.
15. The old plant _____ was brown and dry.
16. A _____ tastes delicious with whipped cream.
17. The cars must _____ at red stoplights.
18. The picture of me was _____ to be funny-looking.
19. I _____ this book was very entertaining.
20. There was _____ on the floor in the barn.

Name _____

- **Homophones** are words that sound alike but have different spellings and meanings.
- Some pronouns are homophones.

Read each sentence. Circle the correct word in parentheses and write it on the line to complete the sentence.

1. **(their / there)** The boys put on _____ coats and ran outside.
2. **(your / you're)** Did you drop _____ letter in the mailbox?
3. **(its / it's)** Bring an umbrella if _____ raining.
4. **(there / they're)** Did you go _____ last Saturday?
5. **(your / you're)** _____ lucky to be in the school play.
6. **(their / they're)** I think _____ coming to my party.
7. **(its / it's)** The log is slippery because _____ wet.
8. **(your / you're)** Is that cute puppy _____ dog?
9. **(their / there)** I took _____ advice and did my homework early.
10. **(your / you're)** I think _____ the best friend in the world.

Name _____

- **Homophones** are words that sound alike but have different spellings and meanings. Some pronouns are also homophones.
- **Subject pronouns** are often used in conjunction with verbs to form contractions.
- **Contractions** and **possessive pronouns** can be homophones.

A. Read each sentence and circle the subject pronoun. On the line, write a contraction for the subject pronoun and verb.

1. They are about to get on the bus. _____
2. You are early for the movie. _____
3. It is in the box on the floor. _____

B. Underline the homophone that correctly completes each sentence.

4. Do you think (their / they're / there) at the park right now?
5. Is this (your / you're) backpack?
6. The cat licked (its / it's) paw over and over again.

Name _____

- An apostrophe is used in a contraction to take the place of the missing letter or letters.
- An apostrophe should not be used with a possessive pronoun.

Rewrite each sentence. Correct any incorrect contractions and possessive pronouns.

1. I put my bag here and my parents stored their's at their feet.

2. Youre going to love this new book that just came out.

3. Do you think theyre going to be late for the show?

4. I picked up the small suitcase by it's handle.

5. Is that you'r aunt sitting with your mother in the audience?

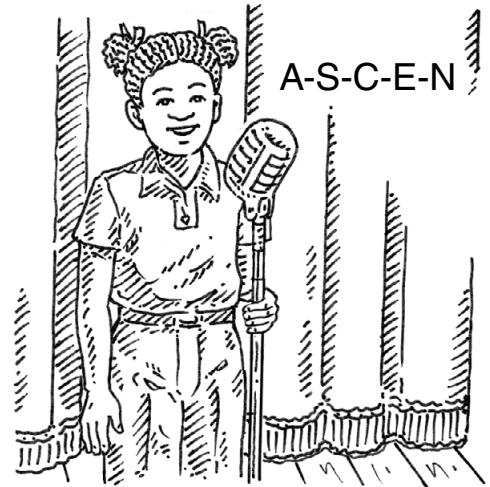
6. I think its funny that you and I have the same first name.

Name _____

As you read the poem, ask yourself what message the author wants you to understand.

Spelling Bee

5 Letters trip over each other
 as they race to leave my mouth.
 12 My tongue lines them up in order
 19 as they march to the microphone:
 25 A-S-
 26 I am almost alone on the stage.
 33 One last kid sags with his head
 40 in his hands. He is mouthing
 46 each letter as I say it:
 52 C-E-N-
 53 The hours I have spent on the floor
 61 of my room with books
 66 in my lap like wounded birds and cramping
 74 wrists now seem worth it:
 79 D-A-
 80 There are lists of words
 85 scribbled in my cursive and spelled
 91 out in my parents' print
 96 on top of dictionaries and thesauruses:
 102 N-C-Y
 103 There is applause and I smile.
 109 I shake the seventh-grade boy's hand
 115 and whisper, "I'll meet you back
 121 here next year for a rematch."
 127 A-S-C-E-N-D-A-N-C-Y



Name _____

A. Reread the passage and answer the questions.

1. What is this poem about?

2. What is the theme of this poem?

3. What in the poem lets you know what the theme is?

Name _____

The Principal’s Office

“Ms. Lee will see you now,” the assistant said.
 I swallowed hard and opened the door.
I’ve really done it, I thought.
 As I stepped in, Ms. Lee looked up
 And took an envelope from her desk.
 “Daniel Birnbaum,” she began.
 “I just think that you ought to know”
 —my heart was pounding in my chest—
 “How proud we all are of your work.”
 Surprised, I saw the envelope read,
 “District Youth Robotics Team.”
 “You made the district team!” she said.
I’ve really done it! I thought.

Answer the questions about the text.

1. What makes this text a narrative poem?

2. Briefly summarize the text’s events.

3. What words repeat in the text?

4. How does the repetition show that the narrator’s feelings have changed?

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Name _____

A **stanza** is two or more lines of poetry that together form a unit of the poem. Stanzas can be the same length and have a rhyme scheme, or vary in length and not rhyme.

Repetition is the use of repeated words and phrases in a poem. Poets use repetition for rhythmic effect and emphasis.

Read the lines of the narrative poem below. Then answer the questions.

*Letters trip over each other
as they race to leave my mouth.
My tongue lines them up in order
as they march to the microphone:*

A-S-

*I am almost alone on the stage.
One last kid sags with his head
in his hands. He is mouthing
each letter as I say it:*

C-E-N-

**1. Are there stanzas, or groups of lines, in this part of the poem?
If so, how many?**

2. What repetition, or repeating words or ideas, do you see in this poem?

3. How does the repetition affect the way you read the poem?

Name _____

Denotation is the dictionary's definition of a word. **Connotation** is the feeling or idea associated with a word. Look at the word *scribbled* in the lines below.

There are lists of words
scribbled in my cursive and spelled
 out in my parents' print.

A denotation of *scribbled* is "written," but the connotation is "written quickly or messily."

Read each passage. Circle the correct connotation of the word in bold from the poem.

1. Letters **trip** over each other as they race to leave my mouth.
 - a. compete to see who is fastest
 - b. jumble and mix together

2. One last kid **sags** with his head in his hands. He is mouthing each word as I say it:
 - a. looks sad and defeated
 - b. sinks because of weight

3. My tongue lines them up in order as they **march** to the microphone:
 - a. walk in a military style
 - b. spell with letters in the correct order

Name: _____

Butter Churn

by Liana Mahoney

I wish I had a butter churn,
Like those used long ago.
So in my kitchen I could have
A butter-making show!

I'd show my friends the magic trick
Of turning thick, rich cream
Into sweet butter for my bread -
A butter-lover's dream!

But when my arms began to ache,
I think I'd stop the show.
For making butter is hard work,
Since churning goes so slow.

I love sweet butter - yes, it's true!
But churning's such a chore.
Instead, I'll put it on my list
And buy some at the store!



Name: _____

Butter Churn

by Liana Mahoney



1. Why does the narrator of the poem want a butter churn?

2. According to the poem, what is the main ingredient in making butter?

3. Why does the narrator of the poem decide not to churn butter in the last two verses of the poem?

Challenge: Count the number of syllables in each line of the poem. Write the number of syllables at the end of each line.