

English and Language Arts

4th Grade / Week 8

Week 8 At A Glance			
Day 1	<input type="checkbox"/> Read for 20 minutes <input type="checkbox"/> Vocabulary Page 211 <input type="checkbox"/> Spelling: Open Syllables Pages 129-130	LAFS.4.L.1.2 LAFS.4.W.2.4	LAFS.4.L.3.4 LAFS.4.RF.3.3
Day 2	<input type="checkbox"/> Read for 20 minutes <input type="checkbox"/> Use of Articles (a, an, the) Page 106 <input type="checkbox"/> Articles a and an <input type="checkbox"/> (This, that, these, those) Page 107	LAFS.4.L.1.1 LAFS.4.RF.3.3	
Day 3	<input type="checkbox"/> Read for 20 minutes <input type="checkbox"/> Comp. "Working on the Weather" Pages 203-205 <input type="checkbox"/> Hyperbole	LAFS.4.RL.1.1 LAFS.4.RL.1.3 LAFS.4.RL.4.10	
Day 4	<input type="checkbox"/> Read for 20 minutes <input type="checkbox"/> Genre/Literary Element Page 216 <input type="checkbox"/> Homographs <input type="checkbox"/> Homographs Page 217	LAFS.4.RL.1.1 LAFS.4.RL.4.10 LAFS.4.L.3.5	LAFS.4.RL.1.3 LAFS.4.L.3.4
Day 5	<input type="checkbox"/> Read for 20 minutes <input type="checkbox"/> Open Syllables / Irregular Plurals Page 218 <input type="checkbox"/> Read "The Sparrow's Quest" and answer questions	LAFS.4.RL.1.1 LAFS.4.RL.1.3 LAFS.4.RL.4.10	LAFS.4.RL.1.2 LAFS.4.RL.2.4 LAFS.4.L3.4

Name

Teacher

Dear Parent/Guardian,

During Week 8, your child will practice a variety of skills, including vocabulary, open syllables, articles, demonstrative adjectives, cause and effect, hyperbole, homographs, irregular plurals, 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
plunging	diving or falling suddenly in a downward direction
prospector	an individual who explores for gold and other minerals
scoffed	made fun of; mocked; teased
settlement	a colony or new region where people start living
shrivel	to wrinkle and shrink
territories	large areas or regions of land
topple	to fall or make fall forward
withered	shriveled or dried up

Irregular Plurals

- Have different rules
- Changes in spelling
- Sometimes NO spelling changes

Examples

Singular (One)	Plural (More than one)	Singular (One)	Plural (More than one)
man	men	moose	moose
woman	women	sheep	sheep
child	children	deer	deer
ox	oxen	goose	geese
foot	feet	wolf	wolves
tooth	teeth	half	halves
mouse	mice	die	dice
person	people	cactus	cacti

Tall Tale: Stories that feature a Larger-Than-Life character who solves problems in a fantastical way.

- Superhuman characters
- Characters that use everyday language
- Problems that are often solved in humorous ways
- Exaggerated details (hyperbole)
- Takes place during a real time in history
- FICTION

Homophones

Words that sound the same, but look and mean something different.

Examples:

addition for math
edition of a book

capitol building
state **capital**

I want **to** go

I like it **too**

One plus one is **two**

pick a **flower**

bake with **flour**

Cause and Effect

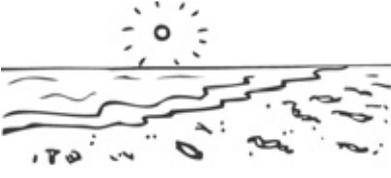
- Cause – an event or action that makes something happen
- Effect – what happens because of the event or action

Examples:

Cause	→	Effect
Johnny is extremely tall.	→	The Kaws decide to move west, for more room.
Johnny thinks the oxen are moving too slowly.	→	Johnny pulls the wagon himself.

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
scoffed	The student <u>scoffed</u> at her friends who thought the quiz was difficult.	
prospector	A famous <u>prospector</u> found copper in these hills long ago.	
withered	The leaves <u>withered</u> because the plant did not get enough water.	
topple	The pitcher began to <u>topple</u> when I bumped into the table.	
shrivel	The seaweed on the beach began to dry out and <u>shrivel</u> in the sun.	
plunging	The birds are <u>plunging</u> into the ocean to catch fish.	

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Name _____

territories

withered

plunging

settlement

scoffed

prospector

topple

shrivel

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

At school Belinda learned about Nellie Cashman, a famous _____ who explored Alaska for gold. Belinda was inspired. Nellie had left her home to explore _____ like Alaska and other large regions to look for gold.

“I’m going to be like Nellie Cashman,” she told her sister, Jane.

Jane just _____, mocking her sister. “Sure, like you’re actually going to find something! You’ll get lost out in the sun and _____ up like a raisin!”

“I’ll find something. Just you wait and see,” said Belinda. She knew she could find minerals just like Nellie. It might not be gold she’d find, but she didn’t plan on becoming dried up and _____ in the sun like Jane thought she would.

Belinda and her family lived in an area that had woods, rivers, and streams. She felt that the _____ where Nellie lived must have been almost the same. *Where would Nellie have looked?* Belinda asked herself. There was a small stream behind the house. Belinda remembered that people in Alaska found gold in streams and rivers. “I’ll look there first!”

Belinda walked along the bank of the stream. Suddenly something in the shallow water caught her eye. She had to get down there and grab it. “Maybe it’s gold!” Since the bank was steep, she walked carefully so she wouldn’t _____ over. The last thing she wanted was to go _____ or diving into the cold stream.

Belinda made it to the stream and saw what was shining in the water. It was three shiny quarters sitting on the rocks and sand. Belinda swiped them up and put them in her pocket. “Well,” she said as she climbed the bank, “it’s not gold. But it’s a good start!”

Name _____

clover	cider	tulip	vacancy	secret
radar	stolen	prevent	diver	spoken
bison	defend	famous	beside	beyond
demand	delay	veto	silence	razor

Write the spelling words that contain the matching sounds in the first syllable.

long e sound

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

long a sound

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

long o sound

13. _____
14. _____
15. _____

long i sound

16. _____
17. _____
18. _____
19. _____

long u sound

20. _____

Name _____

famous	beside	demand	bison	clover
radar	beyond	prevent	diver	spoken
razor	defend	secret	cider	stolen
vacancy	delay	veto	silence	tulip

A. Write the spelling word that has the same meaning as each word or phrase below.

1. next to _____
2. juice _____
3. refuse _____
4. opening _____
5. to stop _____
6. unknown _____
7. to pause _____
8. outside the limits _____
9. to request firmly _____
10. a lack of noise _____

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

11. The detectives searched for the diamond that was _____.
12. Be careful that you do not cut yourself with that sharp _____.
13. We watched the _____ swim under the surface of the water.
14. The _____ is a sign of spring in many parts of the world.
15. The police officer used _____ to find out who was speeding.
16. Huge herds of _____ used to fill the plains of the Old West.
17. Those were the greatest words ever _____!
18. The guard dog's purpose was to _____ the property.
19. A four-leaf _____ is a sign of good luck.
20. The _____ singer wore a floppy hat as a disguise.

Name _____

- An **article** is a type of adjective. It comes before the noun it describes.
- The article *the* identifies a particular person, place, or thing. It refers to both singular and plural nouns.
- The articles *a* and *an* refer to a general person, place, or thing. They refer to singular nouns only.

Read each sentence and circle the article. On the line, write *S* if the related noun is singular. Write *P* if the noun is plural.

1. We saw a film in science class today. _____
2. These are the people I was telling you about. _____
3. Did you go to see the movie that I suggested? _____
4. I ate an omelet this morning. _____
5. My sisters are the captains of their cheerleading squad. _____
6. They are the biggest fans of that music group. _____
7. Give his horse a carrot. _____
8. We saw an eagle soaring high above. _____
9. I must study for the test tonight. _____
10. Have a great day! _____

Name: _____

Articles *a* and *an*

Use the word **a** before nouns or adjectives that begin with a consonant sound.

I ate **a** pancake for breakfast.

Use the word **an** before nouns or adjectives that begin with a vowel sound.

I ate **an** egg for breakfast.

Write the word **a** or **an** on each line to complete each sentence.

1. We rode _____ elephant at the zoo.
2. William bought _____ new cell phone.
3. Trisha baked _____ apple pie.
4. Christian is playing _____ video game.
5. Liz chose _____ blue crayon from the box.
6. Mr. Nagy flew to California in _____ airplane.



7. Have you ever been for a ride in _____ submarine?
8. Kathy sent _____ e-mail to her friend.
9. Thomas toasted _____ English muffin.
10. In 1912, the *Titanic* hit _____ iceberg and sank.
11. There's _____ unusual animal lurking in the garden.
12. My father downloaded _____ new app for his iPad.
13. May I borrow _____ sheet of paper?
14. It is bad luck to open _____ umbrella indoors.



Name _____

- The words *a*, *an*, and *the* are special adjectives called **articles**. They identify people, places, or things.
- *This*, *that*, *these*, and *those* are **demonstrative adjectives**. They show whether the related noun is singular or plural. They also show if an object is close to or far from the speaker or writer.
- *This* and *that* refer to singular nouns. *These* and *those* refer to plural nouns.

Circle the correct demonstrative adjective in parentheses to complete each sentence. On the line, write *S* if the related noun is singular. Write *P* if the noun is plural.

1. I took (this / these) napkin for myself. _____
2. Are (that / those) earrings your mother's? _____
3. Put this crate over here and put (that / those) crate over there.

4. I love (this / those) colors that you chose! _____
5. Have you seen (that / those) new dresses in the store window?

6. Hannah does not understand (this / these) math problem.

7. Get me placemats that look like (that / these) two. _____
8. What type of material is (that / those) scarf made from? _____
9. I knew (this / those) party would be fun! _____
10. She got (that / those) shoes yesterday. _____

Name _____

Read the passage. Use the visualize strategy to make sure you understand what you read.

Working on the Weather

12 Now, back in the days of wagon trains and gold rushes, many
24 people were leaving the Midwest to live in California. They had heard
37 the weather was beautiful the whole year. The soil never got too dry.
49 They thought they could plant crops and never worry they would die
from the heat.

52 The summer of 1849 was so hot that even now in the Midwest,
65 150 years later, it is called the Great Heat. To add to the troubles, at the
81 beginning of September, it began to rain. It rained for the next month
94 straight! The problem was that when the rain got close to the ground,
107 the heat turned it to steam.

113 The steam did cool enough to turn into fog, though. The country
125 was covered in fog. The fog was so thick that ranchers could not see
139 to give their animals water. It didn't matter, though. The animals just
151 drank the fog right out of the air! Farmers weren't so happy, however.
164 The sun couldn't get through. The seeds didn't know which way was
176 up. They grew down into the ground!

183 Febold Feboldson decided to fix things when it came to the
194 weather. He ordered some fog scissors from London. They know their
205 fog. Unfortunately, the English sent them on a slow boat. Febold didn't
217 get the scissors until Thanksgiving.

Name _____

Febold finally got to work. He cut the fog out of the air in strips. He laid them down along the roads. That way they wouldn't drown the fields. After a while, the dust covered the roads. You couldn't even tell where Febold buried the fog. Everyone was excited at the time. However, many mail carriers in the middle of the country have whispered Febold's name in anger ever since. Every spring, even today, when it rains or thaws, the fog comes leaking out of the ground. It turns country roads into rivers of mud!



There's also another problem here in the Midwest. Sometimes there is just not enough rain. The next year, in 1850, there was a terrible drought. The sun shone for weeks. There were no clouds to cover the people in Nebraska.

Febold was annoyed, because he loved fishing. It was too sunny and hot to sit and wait for the fish to bite. So he decided to make some rain fall.

He collected all the wood and dry grass he could find. Then he went from lake to lake. He was building the biggest bonfires you've ever seen. He thought if he could get the fires really hot, they'd make the water in the lakes evaporate and form clouds. Soon there were many clouds in the sky from all the water rising out of the lakes. They bumped into each other and the rain began to fall!

Once Febold started the rain, it rained regularly again. The only problem was that the people on the plains had nowhere to swim, since there was no water in the lakes!

Name _____

A. Reread the passage and answer the questions.

1. What happened when the rain got close to the ground during the Great Heat?

2. Why did the seeds grow down into the ground?

3. According to the third paragraph on the second page of the passage, what caused Febold to try to make some rain fall?

4. What was one effect of Febold making rain?

Name: _____

Hyperbole

A hyperbole is an exaggerated statement that is not meant to be taken literally.

example: **Keith has a ton of homework tonight.**

Of course, if Keith put his homework on a scale and weighed it, it wouldn't really weigh a ton (2,000 pounds). This sentence is an exaggeration that shows he has lots of homework.



Tell whether each sentence uses hyperbole.
Write hyperbole or not hyperbole on each line.

1. _____ I have a million things to do today.
2. _____ Harold ate a large sandwich for lunch.
3. _____ Mary will be back in just a second.
4. _____ Ken will be back in about an hour.
5. _____ When Jamie told us the joke, we nearly died laughing.
6. _____ My grandmother will turn 67 years old tomorrow.
7. _____ My mother is always working.
8. _____ Notre Dame has a terrific football team this year.

Rewrite each sentence. Add hyperbole to your new sentence.

9. Uncle Larry is very smart.

10. My friend is a fast runner.

Name _____

The Mighty John Henry

When Americans started moving west, the country needed a railroad for faster travel. John Henry worked to help build that railroad. He was the strongest man to ever live.

The railroad needed to pass through Big Bend Mountain, and the boss wanted to use a powered drill to get through the rock. But that drill would put John Henry out of work! So John Henry challenged the mechanical drill to a digging competition. With two twenty-pound hammers in each hand, John Henry dug 15 feet in 35 minutes. He beat the machine and saved the day!

Answer the questions about the text.

1. How can you tell this is a tall tale?

2. What is one example of hyperbole in the text?

3. In what way is John Henry a larger-than-life hero?

4. Why does the author include details about how far John Henry and the machine dug?

Name: _____

Homographs

Homographs are pairs of words that have the same spelling, but have different meanings.

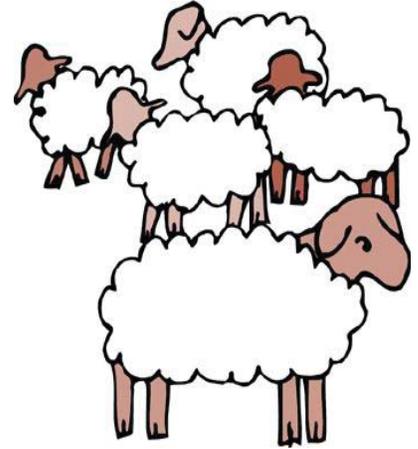
The farmer made a pen for his sheep.

I write the note with this pen.

Sometimes homographs are pronounced differently.

Do you live in that house?

He has a live snake as a pet.



Choose the correct definition for each underlined word. Write the letter on the line.

1. ____ Miguel likes to watch television in the morning. **a.** shut
2. ____ My father loves to wear his gold watch. **b.** to give at a ceremony
3. ____ Please close the door behind you. **c.** look at
4. ____ You're standing too close to the fire. **d.** fee charged when a law is broken
5. ____ There is a fine for littering in the park. **e.** thin; narrow
6. ____ I draw the picture with a fine point marker. **f.** small clock worn on the wrist
7. ____ The principal will present the award tomorrow. **g.** a gift
8. ____ This is Destiny's birthday present. **h.** near; short distance from

Name _____

Read each sentence below. Underline the context clues that help you understand the meaning of each homograph in bold. Then write the correct definition of the homograph on the line.

1. Now, back in the days of wagon trains and gold rushes, many people were leaving the Midwest to **live** in California.

2. To add to the troubles, at the beginning of **fall**, it began to rain.

3. The problem was that when the rain got **close** to the ground, the heat turned it to steam.

4. They grew down into the **ground**!

5. He was **building** the biggest bonfires you've ever seen.

Name _____

A. Read the words below. Use a slanted line (/) to divide each word into its syllables. On the line, write whether the first syllable is “open” or “closed.”

1. prevent _____

2. famous _____

3. ribbon _____

4. bookend _____

5. cider _____

6. vacancy _____

B. Draw a line to match each singular noun with its correct plural rule. Then write the plural form of the noun on the line.

1. hoof change middle vowels _____

2. woman change middle vowels
and consonant _____

3. tooth make no change _____

4. mouse change ending to *-ves* _____

5. deer change ending to *-en* _____

Name: _____ Class: _____

The Sparrow's Quest

By Elizabeth Laird
2009

"The Sparrow's Quest" comes from a collection of Iranian short stories, retold by Elizabeth Laird. Laird is a British writer known for her children's fiction and her collections of folktales from other countries. As you read, take notes on what the sparrow learns from each thing it encounters.

- [1] A hungry sparrow, one cold winter's day, fluttered about hunting for something to eat. At last she saw a movement on an icy pond.

Aha! she thought. A grub!¹ and down she swooped, hoping for a meal.

But there was no grub, only a twig blowing in the breeze.

The ice was so cold that the sparrow's feet began to sting.



"Untitled" by Pro Image Photography is licensed under CC0

- [5] "Oh, cruel ice!" she exclaimed. "Nothing has ever hurt me as much as this. There's no one else like you, who can give a poor little bird such pain. How does it feel to be the greatest power there is?"

The ice creaked and cracked as a laugh shivered along his bright surface.

"Powerful? Me?" he growled. "How wrong you are. The sun is much stronger than I am. When the spring comes, he'll shine his hot rays down on me and I'll splinter and melt away. You must ask the sun how it feels to be powerful, little bird."

The sparrow, glad to lift her feet from the ice's freezing surface, flew up and up into the sky, as close to the sun as she dared.

"Tell me, great sun," she chirped, shielding her face with a wing from the sun's blinding rays, "are you the greatest power there is? I thought it was the ice, but he tells me you'll melt him away when the spring comes."

- [10] Flames shot out from the sun's fiery heart, threatening to singe² the sparrow's feathers.

"The greatest power on earth?" he roared. "It's not me, no no, not me. How could it be, since the clouds can cover me and hide me from below? Ask the clouds, sparrow. Ask the clouds."

1. a growing insect that is often food for birds
2. to burn slightly or to burn the ends of

The sparrow flew on, seeking refuge³ from the sun's tremendous⁴ heat in the wet mistiness of the clouds.

"Cool wet clouds, mighty storm clouds, are you greater than the sun?" she asked. "For that's what he tells me."

Lightning flickered and thunder groaned all around, making the sparrow's feathers shiver.

[15] "Powerful? Not us," rumbled the clouds. "The wind can blow us anywhere it chooses. Go and ask the wind."

The wind picked up the sparrow and tumbled her about in its gusts and eddies⁵ until she hardly knew where she was.

"Stop, wind! Is it true what the clouds have told me, that you are the greatest power there is?" shouted the sparrow.

The wind snatched up flurries of leaves from the ground below and played with them as it answered, "Little sparrow, how can that be? There is something I can never move, however hard I blow. The mountain is more powerful than me. Go to the mountain and ask him."

The sparrow flew to the mountain, and perched on the very top.

[20] "Mountain, can you hear me?" she sang out. "The wind tells me that you are more powerful even than him. Are you the greatest thing on earth?"

Deep inside the mountain, rocks clashed and ground together, before at last the mountain spoke.

"Look around you, little bird. Grass covers me from my feet to the crown of my head, and there's nothing I can do to shake it off. Ask the grass who is most powerful here."

So the sparrow, looking down at the grass, called out, "Grass, grass, did you hear the mountain? Are you the most powerful thing there is?"

The blades of grass all around her shook and rattled as a thousand voices called out in reedy⁶ tones, "Oh sparrow, how can you think we are powerful, when worms can burrow through us and disturb our roots?"

[25] The sparrow, who was very tired by now, and faint⁷ with hunger, looked around until she saw a worm hole. She stood above it and called down, "Worm, are you there? The grass tells me how powerful you are — the most powerful thing on earth. Tell me, is it true?"

3. **Refuge** (*noun*): a place of shelter, protection, or safety
4. **Tremendous** (*adjective*): very great in amount or intensity
5. strong and whirling bursts of wind
6. high and thin in tone
7. weak and dizzy

The humble⁸ worm had never been asked such a question before. Unwisely, he poked his head out of his hole, and sighed, "Oh, how I wish I was! Then I would never be afraid of being eaten by a hungry sparrow."

Too late, he saw who it was who had called down to him, for at that moment the sparrow opened her beak and began to gobble him up.

Just before he disappeared altogether, the worm managed to gasp, "How does it feel then, cruel sparrow, to be the greatest thing on earth?"

The sparrow swallowed, and wiped her beak on the grass.

[30] "A little less hungry," she said.

"The Sparrow's Quest" from Pea Boy and Other Stories from Iran retold by Elizabeth Laird. Reproduced by permission of The Agency (London) Ltd, © Elizabeth Laird 2009. All rights reserved and enquiries to The Agency (London) Ltd. 24 Pottery Lane, London W11 4LZ, info@theagency.co.uk

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 story?
 - A. The largest creatures tend to be the most powerful.
 - B. The environment is more powerful than the animals that live in it.
 - C. It is always more important to be clever than it is to be strong.
 - D. Even if we're small, we sometimes have more power than we think we do.

2. PART B: Which detail from the text best supports the answer to Part A?
 - A. "Flames shot out from the sun's fiery heart, threatening to singe the sparrow's feathers." (Paragraph 10)
 - B. "Little sparrow, how can that be? There is something I can never move, however hard I blow. The mountain is more powerful than me." (Paragraph 18)
 - C. "The sparrow, who was very tired by now, and faint with hunger, looked around until she saw a worm hole." (Paragraph 25)
 - D. "the worm managed to gasp, 'How does it feel then, cruel sparrow, to be the greatest thing on earth?'" (Paragraph 28)

3. Which of the following best describes why the sparrow begins her search for the most powerful thing on earth?
 - A. She believes that she is the most powerful creature on earth and wishes to prove it to the rest of the world.
 - B. She is hungry and hopes that the most powerful thing on earth will be able to provide her with food.
 - C. She learns that there are things in nature that are more powerful than what originally harmed her.
 - D. She is searching for food and assumes that the most powerful thing on earth will be a worm she can eat.

4. Why does the author have the sparrow repeat the lines "are you the greatest power there is" or "are you the most powerful thing" to every other character she meets in the story?
 - A. to show that there is always something more powerful when you compare yourself to others
 - B. to emphasize that the sparrow is the weakest creature, compared to everyone she meets
 - C. to show that it's unlikely the sparrow will ever meet the most powerful thing on earth
 - D. to reveal how little knowledge the sparrow has about other creatures