

English and Language Arts

4th Grade / Week 9

Week 9 At A Glance		
Day 1	<input type="checkbox"/> Read for 20 minutes <input type="checkbox"/> Vocabulary Page 271 <input type="checkbox"/> Spelling: Prefixes Pages 164, 166	LAFS.4.L.1.2 LAFS.4.L.3.4 LAFS.4.RF.3.3 LAFS.4.RF.4.4
Day 2	<input type="checkbox"/> Read for 20 minutes <input type="checkbox"/> Negatives Page 136 <input type="checkbox"/> Negatives with Helping Verbs Page 137 <input type="checkbox"/> Double Negatives	LAFS.4.L.1.1 LAFS.4.RF.3.3
Day 3	<input type="checkbox"/> Read for 20 minutes <input type="checkbox"/> Comp. "Energy from the Sea" Pages 273-275 <input type="checkbox"/> Reading a Timeline	LAFS.4.RI.1.2 LAFS.4.RI.1.3 LAFS.4.RI.3.7 LAFS.4.RI.4.10
Day 4	<input type="checkbox"/> Read for 20 minutes <input type="checkbox"/> Genre/Text Feature Page 276 <input type="checkbox"/> Latin and Greek Prefixes Pages 277-278	LAFS.4.RI.1.2 LAFS.4.RI.1.3 LAFS.4.RI.3.7 LAFS.4.RI.4.10 LAFS.4.L.3.4
Day 5	<input type="checkbox"/> Read for 20 minutes <input type="checkbox"/> Read "Tag—I'm It!" and answer questions	LAFS.4.RL.1.1 LAFS.4.RL.1.3 LAFS.4.RL.2.5 LAFS.4.RL.4.10 LAFS.4.L.3.4 LAFS.4.L.3.4

Name

Teacher

Dear Parent/Guardian,

During Week 9, your child will practice a variety of skills, including vocabulary, prefixes, negatives and double negatives, helping verbs, main idea and details, timelines, Latin and Greek prefixes, 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

Prefixes are added before the root word.

Examples

Prefix	Meaning	Root Word	New Word	Definition
dis-	not	honest	dishonest	not honest
un-	not	buckled	unbuckled	not buckled
mis-	not	placed	misplaced	not in the right place
im-	not	proper	improper	not proper
in-	not	active	inactive	not active
re-	do again	fill	refill	fill again
de-	from	rail	derail	go from the rail
ex-	out of/from	claim	exclaim	cry out
pre-	before	pay	prepay	pay before
un-	not/opposite of	tie	untie	opposite of tie

Main Idea and Key Details:

The main idea is the most important idea or point that an author makes in a paragraph or section of text.

Key details give important information to support the main idea.

Examples:

Main Idea	If we keep using fossil fuels, eventually there will be none left.
Detail	Fossil fuels take hundreds of millions of years to form.
Detail	We use fossil fuels faster than it takes them to form.
Detail	Fossil fuels are nonrenewable resources.

Vocabulary	Definition
coincidence	a remarkable, unplanned happenings of two events at the same time
consequences	the results of an action or event; outcomes
consume	to use up
converted	changed in condition or usage
efficient	able to get the results wanted with little effort or time
incredible	impossible or hard to believe
installed	put in place for service or use
renewable	able to be made new again

Avoid double negatives

- Negatives are words that mean no or not.
- A double negative is when 2 negatives are used to express a negative idea.

Negative Words: no, not, never, nothing, don't, didn't, shouldn't, can't, won't

Latin and Greek Prefixes

A prefix is a word part added to the front of a word to change its meaning.

Latin: non- = not pre- = before

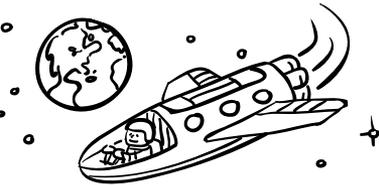
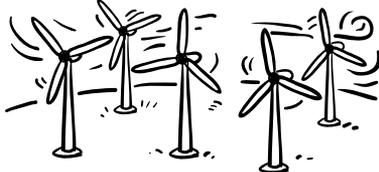
Greek: hyper- = excessively bio- = life

Narrative Nonfiction:

- Tells a story.
- Presents facts and information about a topic.
- Includes text features.
 - Sidebars – provide more information to help explain the topic. Usually read after the main part of text.
 - Timelines – can be used to record events that have happened a long time ago and events that have happened more recently. May include dates, description of events, and photos of the event.

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
efficient	Solar power is an <u>efficient</u> form of energy.	
incredible	I just heard the most <u>incredible</u> story about space travel!	
coincidence	It is a <u>coincidence</u> that we have the same birthday.	
installed	My parents <u>installed</u> a water filter on our faucet.	
consequences	Having too much waste is one of the <u>consequences</u> of not recycling.	
converted	Wind can be <u>converted</u> into power by windmills.	

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Name _____

converted	renewable	coincidence	efficient
incredible	consume	consequences	installed

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

The class settled in as Ms. Gibson wrote the assignment for the group project on the board: Being Green.

“Being Green? What does that mean?” asked Tiffany. “Do we need to paint ourselves?”

Ricky smiled. “No, Tiffany. It means being better to the environment. For example, we should try to _____, or use, _____ resources, or resources that can be restored.”

“Ricky’s right,” said Ms. Gibson. “I want all of you to find a way to tell your friends and family the _____ of our actions if we don’t take care of the environment. It’s important to let everyone know that we should be more _____ and create as little waste as possible.”

“My parents _____ solar panels on our roof so that we can use power from the sun,” said Lance. “The sunlight is _____ into electricity by the panels.”

“I think taking care of the environment should be something that we all think about and plan carefully. Saving the environment shouldn’t be something that is just a _____, or happens by chance,” said Britney.

“It sounds like you all already know a lot about this topic,” said Ms. Gibson. “Now, let’s convince as many people as we can to feel the same way as we do. Being green should be something we actually do, not just an _____ way of life that nobody can achieve.”

“Let’s all be green!” said Tiffany. The class applauded, eager to begin the project.

Name _____

discourage	disloyal	misstep	nonsense	uncertain
disappoint	misplace	misnumber	nonstop	uncomfortable
disbelief	mislabel	nonfat	unable	uncover
distrust	mislead	nonfiction	unplug	unclean

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

- | | |
|---------------------------|----------------------------|
| 1. ____ ____ able | 11. ____ ____ ____ step |
| 2. ____ ____ ____ place | 12. ____ ____ ____ belief |
| 3. ____ ____ ____ fat | 13. ____ ____ clean |
| 4. ____ ____ ____ appoint | 14. ____ ____ ____ fiction |
| 5. ____ ____ ____ sense | 15. ____ ____ plug |
| 6. ____ ____ ____ lead | 16. ____ ____ ____ loyal |
| 7. ____ ____ cover | 17. ____ ____ ____ label |
| 8. ____ ____ ____ number | 18. ____ ____ comfortable |
| 9. ____ ____ certain | 19. ____ ____ ____ courage |
| 10. ____ ____ ____ trust | 20. ____ ____ ____ stop |

B. Write these spelling words in alphabetical order. Alphabetize them to the fourth letter. *nonstop, misstep, misplace, nonfiction, mislead*

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

Name _____

discourage	disloyal	misstep	nonsense	uncertain
disappoint	misplace	misnumber	nonstop	uncomfortable
disbelief	mislabel	nonfat	unable	uncover
distrust	mislead	nonfiction	unplug	unclean

A. Write the spelling word that matches each synonym below.

- | | |
|------------------|------------------------|
| 1. unsure _____ | 5. foolishness _____ |
| 2. blunder _____ | 6. lean _____ |
| 3. open _____ | 7. sadden _____ |
| 4. untrue _____ | 8. informational _____ |

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

9. Do not _____ the car until the spring.
10. There is no reason to _____ that what I say is true.
11. Did you _____ your hat the other day?
12. The directions are confusing and will _____ you.
13. He listened to music _____ for hours.
14. The seat is _____ and makes me ache.
15. Do not _____ the answers on the test.
16. The _____ room was filled with dirt and dust.
17. I tried but I could not _____ her from going.
18. I do not want to _____ this as mine if it is yours.
19. She was _____ to finish her homework before dinner.
20. I watched the amazing circus act with _____.

Name _____

- A **negative** is a statement that means “no,” or the opposite of its regular meaning. Most statements can be changed to a negative form.
- If a sentence has a form of *be* or *have* as a main or helping verb, add *not* to make it negative.

Rewrite each sentence by changing it to a negative form.

1. He does have dark hair.

2. I will go to bed early tonight.

3. I was glad that the day was over.

4. She does want to see the new action movie.

5. I have grown a lot in the past year.

6. They do know the way out of the forest.

Name _____

- A **negative** is a statement that means “no,” or the opposite of its regular meaning.
- Many verbs with *not* can be made into contractions.
- There are other negative words that can be used in sentences, such as *never*, *no one*, and *nothing*.

A. Read each sentence. Underline the verb with *not*. Write the contraction for the words on the line.

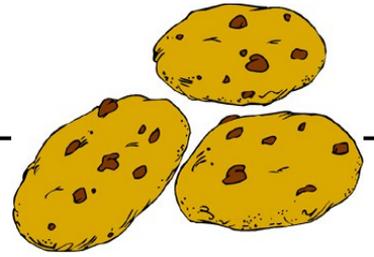
1. I do not want to go to the carnival. _____
2. He will not see his friend all summer. _____
3. They tried, but they could not open the door. _____
4. The bear would not leave her cubs. _____
5. We have not gone on vacation in years. _____

B. Circle the negative word that correctly completes each sentence.

6. (Nothing/No one) is home right now.
7. The girls did (no/not) walk to school.
8. I wanted an apple, but there were (never/none) left.
9. She had (not/nothing) to do while she waited.
10. I have (no/never) been to Africa.

Name: _____

Double Negatives



Two negative words used in the same sentence is called a **double negative**. In a sentence, only one negative word is needed to express a negative idea.

example of a **double negative**: I don't need no new clothes.

However, double negatives can be fixed. Simply remove one of the negative words from the sentence, or change one of the words into a positive.

example of a **correct sentence**: I don't need *any* new clothes.

Read the sentences below. Choose and circle the correct word in parenthesis. Be sure you don't create a double negative sentence.

1. There aren't (any, no) cookies left to eat.
2. I didn't do (nothing, anything) over the weekend.
3. My dad can't find (anywhere, nowhere) to park the car.
4. There isn't (no, any) time left to go to the supermarket before it closes.
5. Emma said she didn't need (either, neither) of those ingredients to make cupcakes.
6. The mission was so top secret that Evan couldn't tell (nobody, anybody) about it.
7. I can't wait until Saturday because I haven't (ever, never) been to a concert before.
8. The store didn't have (none, any) of the presents I was looking for.

Name _____

Read the passage. Ask and answer questions to understand new information in the text.

Energy from the Sea

16 As I sat on the beach the other day, I saw the power of the waves
28 crash on the sand. The water splashed around me. Then the water
40 pulled along the shells that lay around me. This got me thinking.
55 We can use the wind and the sun to make power. We can use water,
67 too. Waterpower is also a renewable resource. It should be able to
73 help us solve our energy problems.

73 Waterpower has been in use for thousands of years. The earliest
84 use of hydropower can be traced to the waterwheel. It is a big wheel
98 with paddles on the rim. The force of the water turns the wheel. Then
112 the wheel runs machinery that is linked to it. Ancient Egyptians
123 used river currents to turn wheels way back in 2500 B.C. The ancient
136 Greeks and Romans used hydropower, too. It survived all the way
147 through medieval times.

150 But waterpower has evolved since then. Way back in 1628, the
161 Pilgrims used it to grind corn in mills. But by the 1800s, hot steam
175 replaced waterpower as the main power source. People used burning
185 coal to heat water. The boiling water then produced steam, which
196 ran engines and other machines.

201 By the end of the 1800s, waterpower came back into fashion.
212 Demand rose for electric energy. In 1882, the first hydroelectric plant
223 was built in Appleton, Wisconsin. It could make enough energy to light
235 a house and two paper mills. That's not much if you think about it. But
250 it was a start! As time went on, the demand for hydropower steadily
263 increased. One power plant now has the capacity of 7,600 megawatts.

Name _____

How Dams Work

You may think dams just hold water. But some dams are used to make waterpower. The amount of power they make depends on the height of the water. When the water is high, more pressure is put on the turbines down below. The more the turbines turn, the more power there is.



Glow Images

But there is a problem with hydropower. It is only useful in certain parts of the country. If there is not a large moving water source, then hydropower will not work. This is why some people believe waterpower is all nonsense. But there are states that do make lots of hydropower. Areas in California and the Pacific Northwest produce the most power.

I went to the library to find out how much of our energy comes from waterpower. About 7.8 percent of the power made in the United States is from hydropower. To my disbelief, a lot comes from fossil fuels and nuclear power, too. I had hoped to see higher numbers for renewable resources.

Perhaps one day we can learn to rely just on renewable resources. Look at countries like Brazil and Iceland. Iceland relies on geothermal power from hot springs. Brazil has one of the biggest dams in the world. These countries can give us a preview of how the United States can become a greener nation.

Name _____

A. Reread the passage and answer the questions.

1. What are three key details in paragraph 2?

2. How are these details connected?

3. What is the main idea of the whole passage?

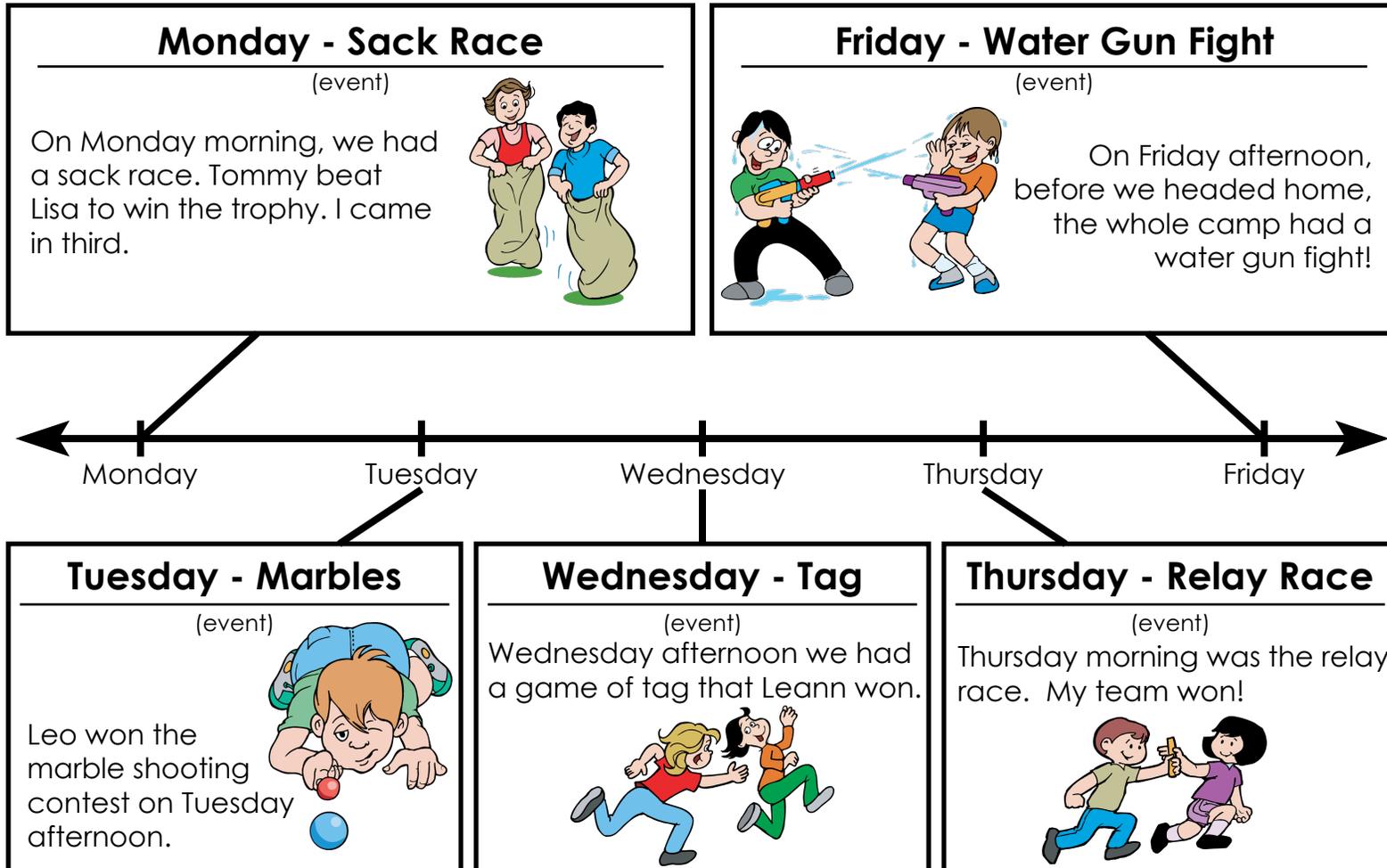
Name: _____

Reading a Timeline

A timeline is a type of chart that shows events in the order they happen. Some timelines show basic information, like dates or times. Others describe each event on the timeline or have pictures to show what happened at each event.

Elise attended a 5-day summer camp. She made a timeline to show which activities she participated in.

My Week at Summer Camp



Use the time line above to answer the questions on the next page.

Name: _____

Summer Camp Timeline

Comprehension Questions



1. On which day of the week did Elise play tag? _____

2. Which did Elise do first: participate in the water gun fight or run a relay race? _____

3. What did Elise do the day after the sack race? _____

4. Who won the sack race? _____

5. Did Elise win the marble shooting contest? _____

6. What did Elise do on the third day at camp? _____

7. Tell whether each sentence is true or false. Write **T** or **F** on each line.

_____ Elise's team won the relay race after Elise participated in the sack race.

_____ Elise played marbles three days before the water gun fight.

_____ Two days after she played marbles, Elise played tag.

_____ Elise beat Leann in a game of tag.

_____ Three days before the relay race, Elise played marbles.

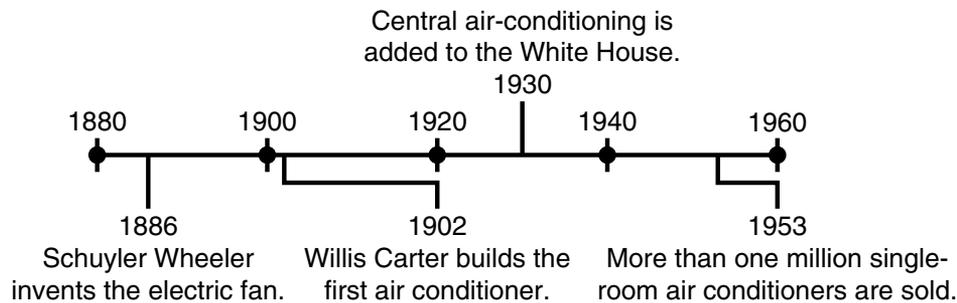
Name _____

Cooling our Homes

After electric fans came air conditioning. This kind of cooling had a big impact on how houses were built in America. Rooms became smaller so they would be easier to cool. Ceilings were lowered. Glass doors and picture windows replaced open porches.

Air conditioning also allowed cities to grow in new places. Harsh local climates no longer kept people from building comfortable homes. Desert cities like Phoenix, Los Angeles, and Las Vegas grew quickly after air conditioning was invented.

Dates in the History of Air Conditioning



Answer the questions about the text.

1. How can you tell that this text is narrative nonfiction?

2. What text features are included in this text?

3. How does the time line help you understand the text?

Name _____

Latin Prefix	Meaning	Greek Prefix	Meaning
<i>non-</i>	not	<i>hydro-</i>	water
<i>pre-</i>	before	<i>pre-</i>	before
		<i>mega-</i>	large
		<i>geo-</i>	earth

Read each sentence. Write the meaning of each word in bold on the line provided. Use the information about prefixes in the box above to help you.

1. The chapter **preview** in our book told us we would be studying marine life next week.

2. **Megawatts** are a greater unit of power than a watt.

3. Some ancient civilizations used rivers to create **hydropower**.

4. My friends looked at me in **disbelief** when I told them I met a movie star.

5. The **geothermal** temperature is hotter near Earth's core.

6. Some people used to think it was **nonsense** to say Earth was round!

Name _____

A. Read each sentence. Circle the words that have prefixes. Write the prefixes on the line.

1. My teacher was disappointed when she learned that I had misplaced my work.

2. One misstep and the mountain goat could fall from the rocky cliff.

3. I was uncertain if the disc was mislabeled because it had an odd title.

4. I have never uncovered such silly nonsense in my entire life!

5. Never discourage your friends from trying new and interesting things.

B. Read the words in the box below. Then read each definition of a word from mythology. Write a word from the box next to each definition to show that the two are related. Use each word from the box only once.

chronology fortune panic titanic hydrant typhoon

1. Typhon – a dangerous monster _____

2. Pan – a frightening creature _____

3. Cronos – god of time _____

4. Titans – gigantic gods _____

5. Hydra – a water snake _____

6. Fortuna – the goddess of luck _____

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Tag--I'm It!

by W.M. Akers



"Tuesday. 12:45. Recess. The game is tag. The stakes are high. There is no time to waste," Ryan said this to himself under his breath, on the edge of the jungle gym where kids played tag.

A football fan, Ryan's favorite part of the game was the commentators. Their deep, serious voices made football seem like more than a game. They made it dramatic-like a gladiator fight from ancient Rome. Ryan thought gladiators were pretty cool.

When kids on his playground played tag, he pretended to be a commentator. In his deepest possible voice, he took the imagined audience through the ups and downs of the match.

"Around the corner comes Billy Watkins," he intoned. "Billy's having a strong season so far, and those who watch this sport closely think he might be about to step up to a higher level. If he fulfills his promise, his name could stand alongside the greats of the game-names like Shirley Tompkins and Judy Whitmore, Andy Tobin and George Francis."

As he came around the corner, though, Billy Watkins slipped in the mulch and fell on his face.

He rolled back and forth on the ground, whimpering. No one showed sympathy.

"On the other hand," Ryan said, "Billy may disappoint us all."

Ryan knew something about disappointment. He had time to play commentator because nobody really wanted him to play tag. He'd never understood why, but when he joined the game, nobody would chase him. If he did somehow manage to become "It," nobody would run. But he didn't try to play; if he just narrated the game, he wouldn't be left out. He was still playing tag—he was just playing it in a different way.

"Hey kid!" said a voice behind him, a freckle-faced girl with frizzy pigtails named Angela. A newcomer to the game, Ryan thought to himself. A rookie hungry for respect. A-

"Why aren't you playing the game?" she barked, interrupting his reverie.

"I'm playing."

"No you're not! You're just standing over here being weird."

"I'm providing commentary, for, uh..." Ryan tried to think of anything to say besides "for the folks at home." He couldn't. "For the folks at home."

"What folks?! Are you on the phone or something?"

"Just leave me alone."

"I can't!"

"Why not?"

"Because I'm 'It!' Why aren't you running? I'm 'It', and that means you're supposed to run." Ryan shrugged. She poked him in the stomach. "Fine! Now you're 'It!'"

Ryan froze. He hadn't been 'It' for a long time. He didn't know what to do. The rest of the players stopped, too, and stared at him. If he moved, would they move too? Or would they stand there, waiting for him to quit embarrassing himself and get off the playground?

"Uh, weirdo!" shouted Angela. "This isn't freeze tag. Start running!"

So he ran the only way he knew how: with narration.

"Heart pounding in his ears, the frightened young commentator springs into action," he muttered. "He isn't sure how, he isn't sure why, but he knows one thing. He is going to get that

girl with the pigtails."

"Quit talking to yourself, and run like you mean it!" said Angela.

"He races up the slide, and across the footbridge, his target in his sights just a few feet away. The bridge's wooden slats clatter under his feet, sending shockwaves up his spine and into his jaw. Ryan is undaunted. This will be his hour. He reaches toward his foe, stretches out his fingers, and-ow!"

Ryan's hands clutched air. He fell face-forward, off the jungle gym, landing where Angela had been just a moment before. She had slid down the fireman's pole. He had not been so graceful.

"Dazed and confused, the young competitor tries to get his bearings. He looks up and sees the face of his opponent staring down at him, looking concerned and curious about why Ryan is still talking to himself."

"I think you might have broken your brain," Angela said.

"Ryan's brain is fine. Angela is the one who needs to worry."

"Why?"

Ryan leapt to his feet and poked Angela in the stomach.

"Because Angela is 'It!'"

Ryan turned and ran, a happy gladiator, battling at last.

Name: _____ Date: _____

1. What game are the kids playing during recess?

- A. tag
- B. hopscotch
- C. football
- D. hide and seek

2. Who is the main character in this story?

- A. George
- B. Billy
- C. Angela
- D. Ryan

3. Read this paragraph from the text.

Ryan knew something about disappointment. He had time to play commentator because nobody really wanted him to play tag. He'd never understood why, but when he joined the game, nobody would chase him. If he did somehow manage to become "It," nobody would run. But he didn't try to play; if he just narrated the game, he wouldn't be left out. He was still playing tag-he was just playing it in a different way.

Based on this evidence, what conclusion can be drawn about Ryan?

- A. Ryan does not want to play tag with the other kids.
- B. Ryan would rather play tag than play commentator.
- C. Ryan thinks narrating the game of tag is more exciting than playing it.
- D. Ryan is better at tag than many of the other kids in the game.

4. How is Angela different from most of the other kids playing tag?

- A. She is the only girl to have ever played tag.
- B. She enjoys running on the playground.
- C. She does not leave Ryan out of the game.
- D. She does not think Ryan is strange at all.

5. What is the main idea of this story?

- A. Ryan is a huge fan of the game of tag, but would rather narrate the game than play it.
- B. Ryan is a huge fan of football, but he decides to try and play tag instead.
- C. After being left out of the game for a long time, Ryan becomes a tag commentator.
- D. After being left out of the game for a long time, Ryan gets to join a game of tag.

6. Read this paragraph from the text.

Ryan froze. He hadn't been 'It' for a long time. He didn't know what to do. The rest of the players stopped, too, and stared at him. If he moved, would they move too? Or would they stand there, waiting for him to quit embarrassing himself and get off the playground?

Why might the author have included the two questions in this paragraph?

- A. to show that Ryan is asking these questions in his head while he is frozen
- B. to show that the rest of the players are asking Ryan questions while he is frozen
- C. to ask the reader what he or she thinks should happen next in the story
- D. to hint that the author does not know what will happen next in the story

7. Choose the answer below that best completes the sentence.

Ryan wanted to play tag, _____ the other kids didn't want to play tag with him.

- A. thus
- B. also
- C. like
- D. but

8. Why does Ryan pretend to be a commentator during the games of tag?

9. How does Ryan feel immediately after Angela tags him and makes him 'It', but before he starts running? Support your answer with evidence from the text.

10. How does Ryan feel after he starts running and participating in the game of tag? Use evidence from the text to support your answer.
