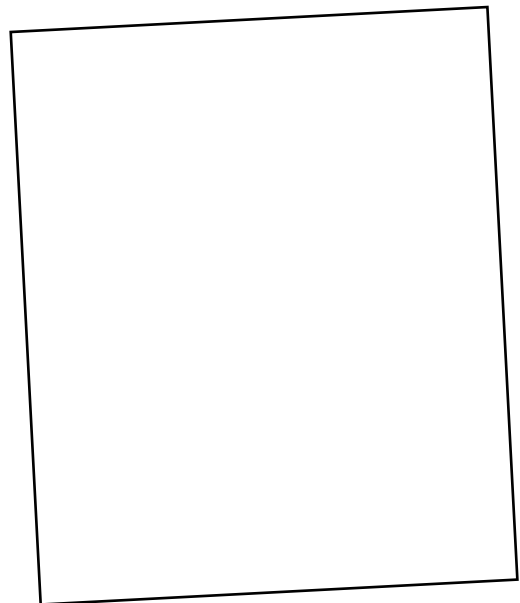
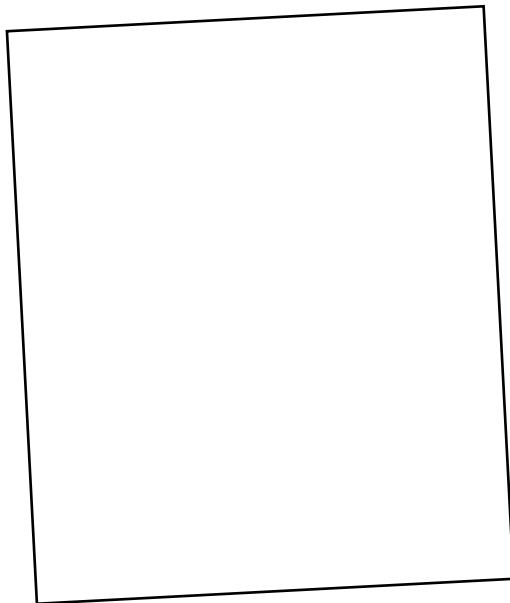


Sentences

Read the posters. Change each fragment to a complete sentence. Then use complete sentences to rewrite the posters in the blank boxes.

**Bright Teeth
Perfect Smile**
**You need:
Glow-White
Toothpaste.**
**Free toothbrush
with
first purchase**

*Enter the Art Contest.
Everyone Welcome!
Entry forms must
be in by
April 8, 2006.
All drawings,
paintings, collages
accepted.
Prizes!*





Declarative and Interrogative Sentences

The following sentences are either questions or answers for a trivia game. Next to each, write **D** if it is a declarative sentence or **I** if it is an interrogative sentence. Rewrite each sentence and punctuate it correctly. Then draw lines to match each question and answer.

I

1. it is Montpelier

2. Florida is a peninsula

3. where do penguins live

4. it's a group of islands called
Hawaii

5. what is Wisconsin known for

6. who designed the first U.S. flag

II

a. it is known for dairy products

b. what is the capital of Vermont

c. what is the 50th state

d. what kind of landform is Florida

e. it was Betsy Ross

f. they live in Antarctica

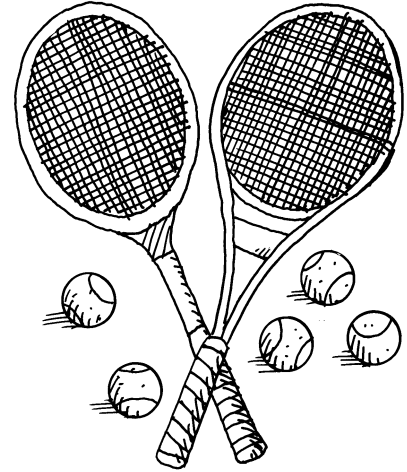
At Home: Add five more interrogative and declarative sentences to this game.

**McGraw-Hill Language Arts
Grade 4, Unit 1, Sentences,
pages 4–5**

Imperative and Exclamatory Sentences

Three types of sentences are included below. Draw one line under each imperative sentence. Draw two lines under each exclamatory sentence. Then write the sentences in paragraph form. Remember to use correct punctuation.

1. I can hardly believe it
2. I am learning to play tennis
3. Just watch me hit the ball
4. Oh, how hard my teacher makes me work
5. She makes me jog around the court to keep fit
6. No way can I jog around it 5 times
7. Then we volley back and forth
8. Wait until you see how much I have improved
9. Hit a ball to me and you will see
10. Tennis is a terrific game





Combining Sentences: Compound Sentences

A. Combine the following pairs of sentences using *and*, *or*, or *but*. Write each new sentence on the lines.

1. Listen to my riddle. _____
Tell me the answer. _____

2. This coat has no sleeves. _____
It has no buttons. _____

3. It has no pockets. _____
It won't keep you warm. _____

4. Do you know the answer? _____
Can you make a guess? _____

5. I bet you know. _____
I'll tell you anyway. _____

B. Write your answer to the riddle.

At Home: Combine the following sentences to include in a cartoon strip. "It is dark inside. I will not go in." Write the sentence in a speech bubble. Add three more frames to the strip.

**McGraw-Hill Language Arts
Grade 4, Unit 1, Sentences,
pages 8–9**

Mechanics and Usage: Sentence Punctuation

Read the letter. Ask yourself if each sentence is declarative, interrogative, imperative, or exclamatory. Then rewrite the paragraph on the lines below. Add the correct punctuation.

Dear Rosa,

*what a great Saturday I had listen to this
my parents took me on a nature hike on the trail we saw a chipmunk
and we saw some weird-looking birds' nests I wanted to get a close look at
a turtle in the brook you won't believe this I fell into the brook and I got
my shoes and clothes all wet that water was so cold I began to shiver
mom and dad gave me their sweaters Just then, a long green snake
slithered from under the log have you ever seen one I was scared and I ran
right into the arms of my dad we all had a good laugh I can't wait to go on
a nature hike again Come with us next time.*

*Your pen pal,
Yolanda*



Mixed Review

A. Write an interrogative sentence about each topic listed. Use the correct punctuation.

1. breakfast: _____

2. transportation to school: _____

3. today's lunch: _____

4. after-school sports: _____

5. homework: _____

B. Write a declarative sentence about each topic. Punctuate correctly. Make sure that at least two of your sentences are compound.

6. airport: _____

7. luggage: _____

8. ticket: _____

9. flight attendant: _____

10. destination: _____

C. Write an imperative or an exclamatory sentence about each topic.

11. lost in a department store: _____

12. security guard: _____

13. new shoes: _____

14. not enough money: _____

15. new way home: _____

At Home: Write five compound sentences using *and*, *but*, or *or* to combine them. Share your work with a family member.

McGraw-Hill Language Arts
Grade 4, Unit 1, Mixed Review,
pages 12–13

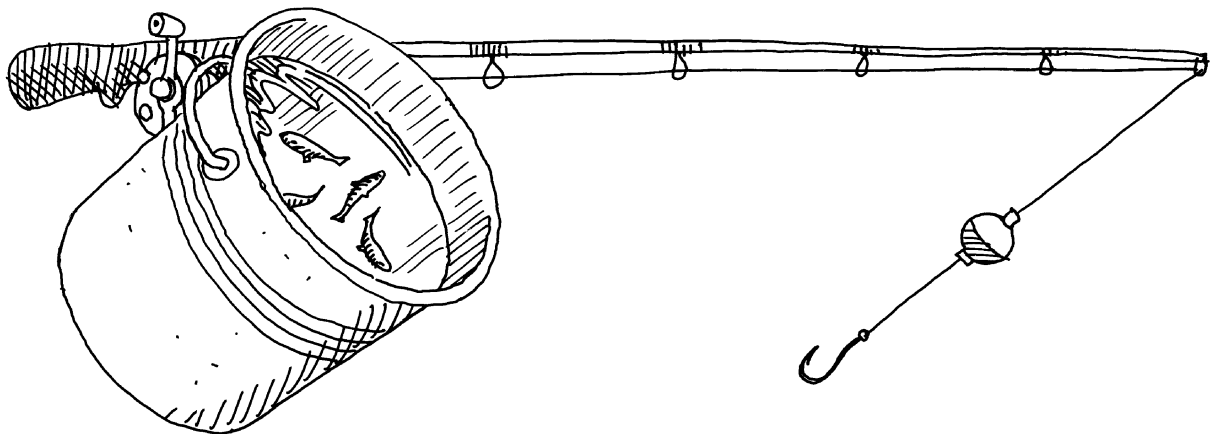
Complete Subjects and Complete Predicates

Draw one line under the complete subject. Draw two lines under the complete predicate of each sentence.

My uncle Joe loves to fish. He wakes up before the sun rises and climbs into his small rowboat. Uncle Joe rows down the river. He returns home about midday with a bucket of medium-sized fish. (My Aunt Rita will cook them later for dinner.) Uncle Joe takes off for the country store.

My uncle tells his pals at the store that he had a huge fish on his line. He says that the fish got away because a little boy distracted him.

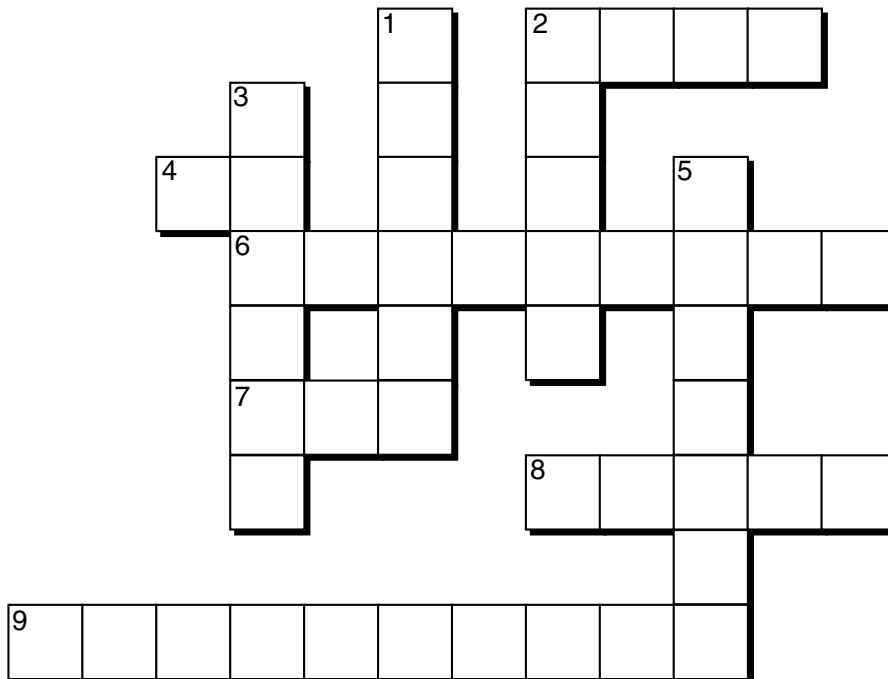
His story is a very fishy tale.



Simple Subjects

Underline the simple subject in each sentence. Then use the simple subject and the crossword clues to fill in the puzzle.

1. Our class is studying the human body. (8 Across)
2. The human body is a great machine. (2 Across)
3. The brain works like a switchboard. (2 Down)
4. Body signals go to and from the brain. (5 Down)
5. Our five senses help us learn about the world. (3 Down)
6. Vibrations help us to hear different sounds. (9 Across)
7. The inner ear contains three bones. (7 Across)
8. Tomorrow an eye doctor is coming to speak to us. (1 Down)
9. We are going to experiment with optical illusions. (4 Across)
10. Nutrition will be a topic later in the week. (6 Across)



At Home: Design an exercise program that you can put into action three times a week. Write down your goals. Circle the simple subject in each sentence.

Simple Predicates

Read the directions below. Underline the simple predicate in each sentence. Then play the game.

1. Play this game with classmates.
2. Print your name on a sheet of paper.
3. Then exchange papers with classmates.
4. Each player writes a silly sentence.
5. Each word of the sentence starts with a letter in the name.
6. What if you get the name “Bud Jones”?
7. Try the following sentence.
8. “Bertha understood David Jackson owed Ned eight sandwiches.”
9. Maybe your name is “Robert Jones.”
10. “Rod owed Bert eleven round trips just over night every Sunday.”





Combining Sentences: Compound Subjects

Combine each sentence pair by creating a compound subject. Then underline the compound subject in the new sentence.

1. Robert L. Stevenson wrote poetry.
Shel Silverstein wrote poetry.

2. Lee-Young read "My Shadow."
Ruiz read "My Shadow."

3. Did Shel Silverstein write "Shoe Talk"?
Did Robert L. Stevenson write "Shoe Talk"?

4. Limericks are fun to write.
Haiku poems are fun to write.

5. Sarah will write about Robert L. Stevenson.
Jamie will write about Robert L. Stevenson.

6. "Mother Doesn't Want a Dog" is my favorite poem.
"Mother's Nerves" is my favorite poem.

At Home: What two poems or stories do you like? Tell a family member and explain your answer using compound subjects in your sentences.

Combining Sentences: Compound Predicates

First, read all of the sentences. Then choose words from the word box to complete each one. Combine each pair of sentences and then underline the compound predicate.

ate	biked	climb	hiked	fly
photograph	sail	slept	tour	visit

1. Do you want to _____ France?

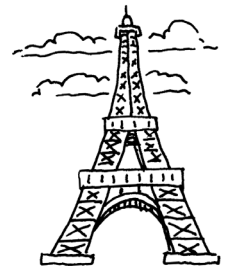
Do you want to _____ France?

2. Will you _____ there?

Will you _____ there?

3. In Paris you can _____ the Eiffel Tower.

In Paris you can _____ the Eiffel Tower.

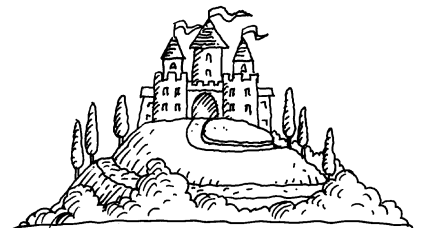


4. Mona and her parents _____ in the countryside.

Mona and her parents _____ in the countryside.

5. They _____ in an old castle.

They _____ in an old castle.



Study Skills: Note-Taking and Summarizing

Leandra and Dale are working on a science report on wind. They go to the library and read an article entitled “Blowing over the Earth,” which presents important information on their report topic.

Read the article. Then help Leandra and Dale by taking notes about the main idea and supporting details on the note card shown below.

It cools you on a hot day and brings on a chill in winter. It is the earth’s breath, which is known as wind. Wind is no more than air in motion. The motion is caused by differences in air temperature and air pressure. The warmth of the sun reflecting off the earth heats the air.

Air is made up of molecules. Heat causes air molecules to rise. As the warmed molecules of air rise, cooler molecules of air rush in to take their place.

The direction of the wind and the speed at which it moves affect our weather. You can tell from which direction the wind is moving by observing a flag or a wind vane.

When weather forecasters tell us “there are west winds,” this means that the wind is traveling from west to east.

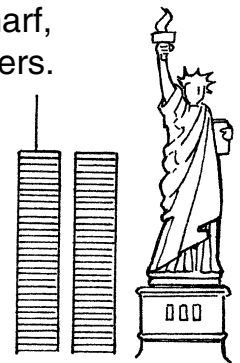
How do scientists measure the wind’s strength and speed? They use the Beaufort Wind Scale, invented by a British admiral over a century ago. This scale helps to demonstrate the strength of the wind. Number 1 indicates a calm wind moving less than 1 mile per hour, like the movement of smoke rising into the sky. Number 12 indicates a destructive wind greater than 73 miles per hour, like the winds in a hurricane.

Main Idea:

Supporting details:

Composition: Main Idea

- A.** Choose a topic sentence for the supporting details listed below. Write the letter of the sentence on the line.
- _____ You can visit volcanoes. You can go snorkeling. You can go beach-combing on miles of sandy shore.
 - Outdoor sports are fun.
 - Hawaii is a great vacation spot.
 - Everyone likes going to the beach.
 - _____ It is interesting. It is challenging. It comes in handy for three meals a day!
 - Cooking is a delicious hobby.
 - Learning a foreign language is something everyone should do.
 - There is nothing dull about learning to play an instrument.
 - _____ It is exciting to get a closer look at faraway places, and knowing more about the planets can tell us more about how the universe began.
 - Photographs of Jupiter show its moons.
 - Space exploration can help us understand our past.
 - Mercury is the closest planet to the sun.
 - _____ It includes Lake Tahoe, a year-round vacation spot, and Mt. Whitney, the tallest peak in the continental U.S.
 - The Sierra Nevada is a good place for mountain climbing.
 - The Sierra Nevada is a paradise for skiers.
 - The Sierra Nevada extends down the eastern side of California.
 - _____ It is famous for its hills, its cable cars, Fisherman's Wharf, sourdough bread, the Golden Gate Bridge, and the Forty-Niners.
 - San Francisco is a distinctive city.
 - San Francisco has a beautiful skyline.
 - The Bay Bridge connects San Francisco to Oakland.



- B.** Look at the picture of the Statue of Liberty.
Write a topic sentence and two supporting details about it.
-
-

Singular and Plural Nouns

Each answer to the puzzle is a plural noun. To complete the puzzle, add *s* or *es* to the nouns in the word box.

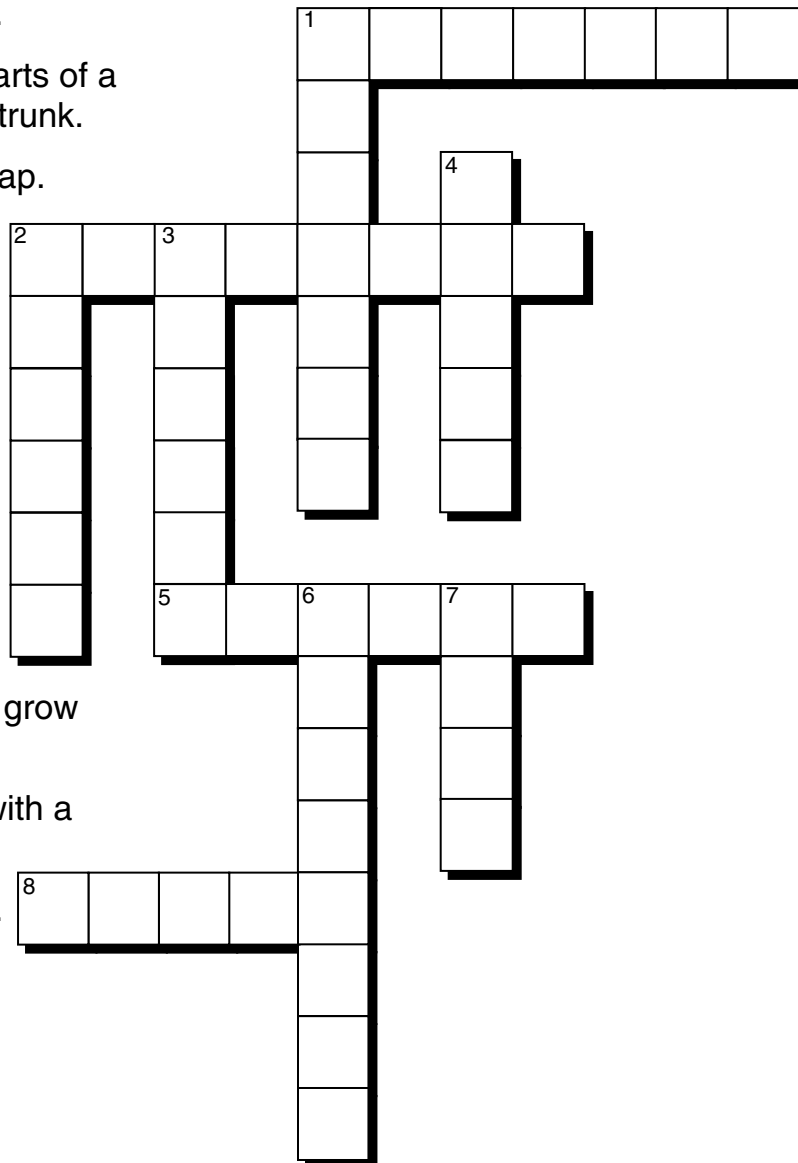
acorn	branch	bush	finch	flower
pea	radish	reed	syrup	weed

Across

1. Seeds are formed here.
2. These are the woody parts of a tree that grow from the trunk.
5. These are made from sap.
8. These are unwanted plants.

Down

1. These are birds.
2. These are shrubs.
3. Squirrels store them.
4. These are grasses that grow in wet places.
6. These are vegetables with a sharp taste.
7. These come from pods.



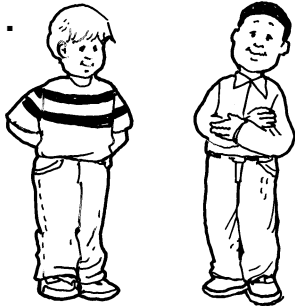
At Home: Make up your own crossword puzzle or word search using the words in the word box.

McGraw-Hill Language Arts
Grade 4, Unit 2, Nouns,
pages 90–91

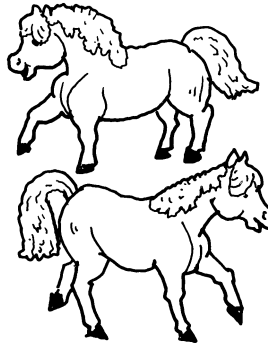
Nouns ending with y

Write the plural noun that describes each picture.

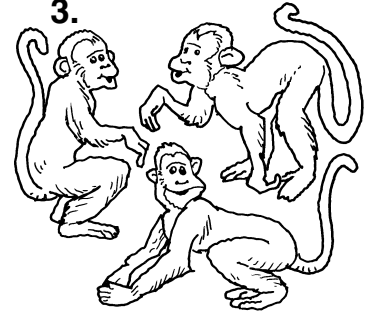
1.



2.



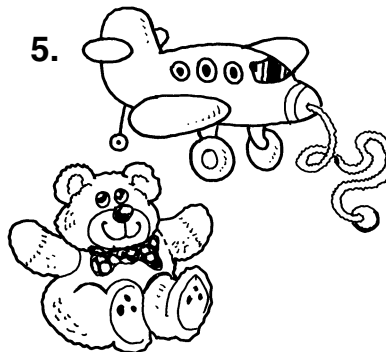
3.



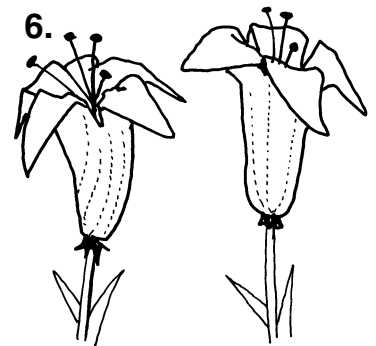
4.



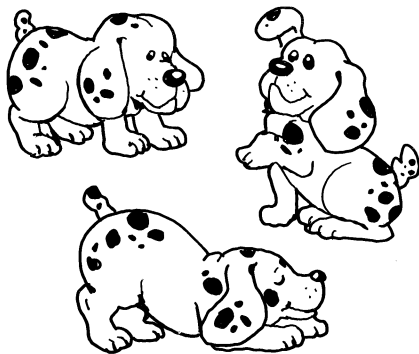
5.



6.



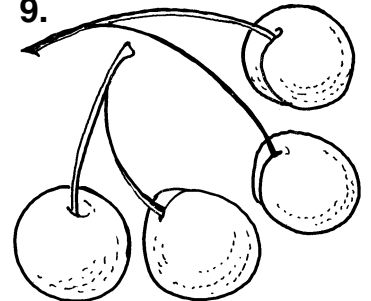
7.



8.



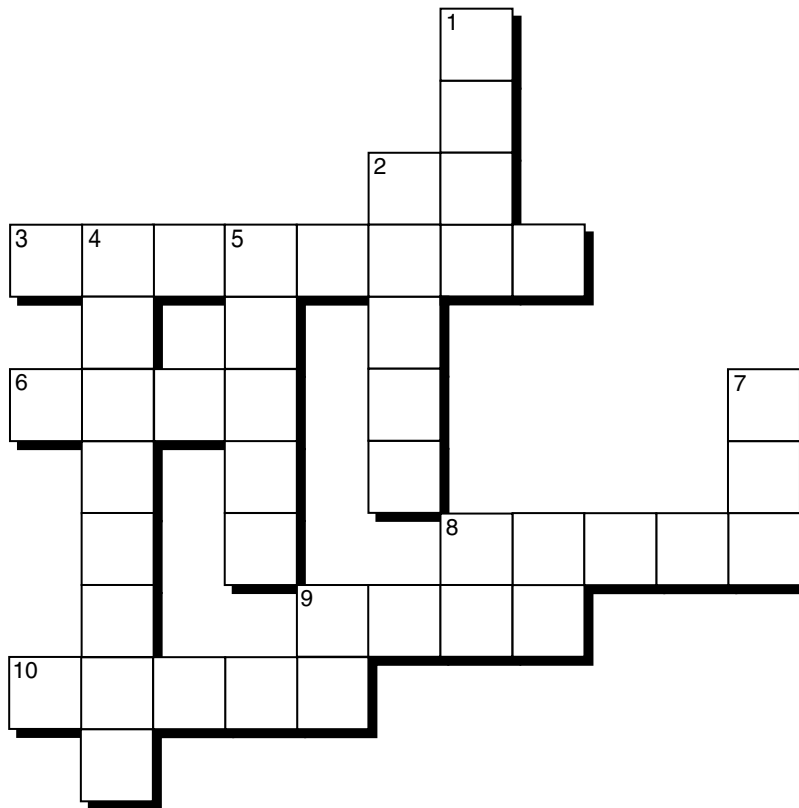
9.



More Plural Nouns

To complete the puzzle, write the plural noun of the following words.

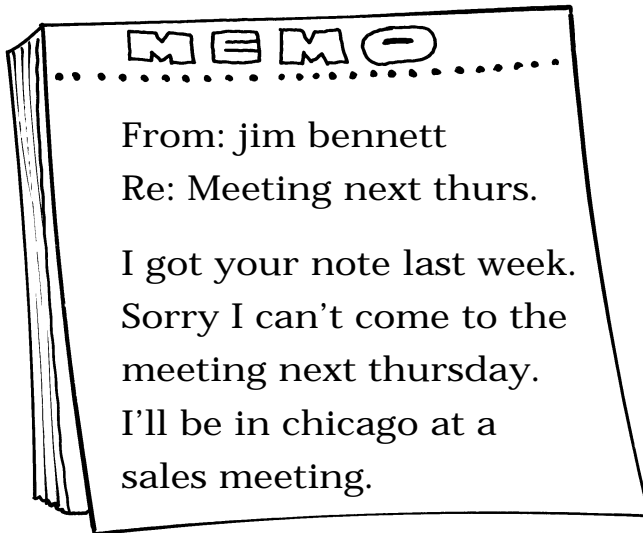
- | Across | Down |
|---------------|-------------|
| 3. scissors | 1. deer |
| 6. mouse | 2. moose |
| 8. woman | 4. child |
| 9. ox | 5. sheep |
| 10. tooth | 7. man |





At Home: How many of the plural nouns in this puzzle keep the same spelling as the singular form of the noun?

Common and Proper Nouns

Correct the following invitation, memo, poster, and schedule. Underline letters that should be capitalized with three lines. (b)



 Leave		Arrive 	
detroit	9:00 P.M.	kansas city	11:00 P.M.
grand rapids	7:00 A.M.	milwaukee	8:00 A.M.
st. clare shores	6:00 P.M.	new york	11:30 P.M.

Mechanics and Usage: Capitalization

Pretend you are Doreen and you wrote this letter to your grandmother. Add capital letters where they belong.

G
Dear ~~g~~ranny:

I can't wait till we come see you on **T**/~~t~~hanksgiving. My teacher, miss robinson, showed us how to make turkeys with apples and toothpicks. I made one for you.

mister phillips asked me to walk his dog sparkles next saturday and Sunday. he is taking a trip to california. He wants to visit yosemite national park and knott's berry farm.

Dad took me to doctor driller last monday after school. I didn't have any cavities. Hooray! Then dad drove me down mulberry street. The cattail nature center was open. We saw bees in a hive. miss fremont gave a talk about how honey is made.

I must study for my english test tomorrow. I just finished reading *little house in the big woods*, by laura ingalls wilder.

love,
doreen

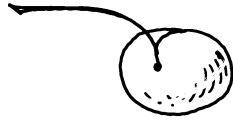
At Home: Substitute new proper nouns for those used in the letter above.

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Grade 4, Unit 2, Nouns,
pages 98–99

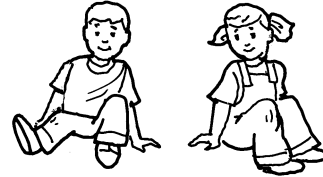
Mixed Review

A. Name each picture in each pair. Write both singular and plural nouns.

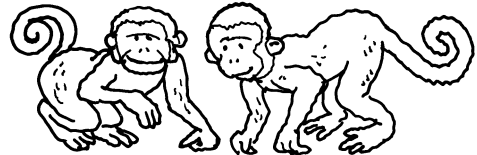
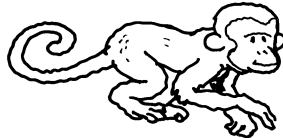
1.



2.



3.



B. Underline the proper nouns on the following calendar book and address book.

Calendar Book

February holidays:
 Groundhog Day
 My Birthday
 Valentine's Day
 Presidents' Day

Address Book

My dentist
 Dr. D. Beadley
 1765 East Milford Ave.
 Sharon, CT 06069
 860-555-5555
 My lawyer
 Sara Brentwell
 345 College Ave.
 Essex, VT 05452
 878-555-5555

Singular Possessive Nouns

Rewrite the paragraph. Use singular possessive nouns to replace the underlined fragments. Remember to include an apostrophe.

The Tale of Michael

I found the joke book that belongs to Jake at the house of my grandfather. The cane that belongs to my grandfather was left at the country store that belongs to Clem. Clem came to our house in the car that belongs to his mother and left the cane and a frozen pizza from the deli that is owned by Pino. I returned the joke book to Jake and borrowed a CD that belongs to his sister. Jake asked to borrow the radio that belongs to my older brother. My brother said he needed the radio to take to his job on the farm belonging to Dutton. Mom said that the corn from last week was sweet and delicious.

At Home: Describe a country scene. Use singular and possessive nouns.

McGraw-Hill Language Arts
Grade 4, Unit 2, Nouns,
pages 102–103

Plural Possessive Nouns

Mark an X on each plural possessive noun that is not written correctly. Then write each word correctly on the lines at the bottom of the page.

Dear Diary:

Yesterday, Amy and I took five three-year-olds to the playground. Two boys pretended to be superheroes. The boys yelling made me hold my ears. Three girls had a fight over some cement trucks. I dried two of the girls tears and suggested how the three of them could play together. Finally, they were happy.

Then two small dogs came running and barking around the kids kickball game. The dogs barking stopped the game. The dogs owners came running onto the field. "We are sorry," they said. "Our four-year-old removed the pooches leashes from their collars."

At snack time, three older kids spilled their juice right onto two boys sweaters. The boys tears flowed this time. We wiped off the juice, and all was A-OK once again. What a tiring day!

1. _____

5. _____

2. _____

6. _____

3. _____

7. _____

4. _____

8. _____

Combining Sentences: Nouns

Complete the following old tale. Use compound subjects and compound objects. Remember to use *and* or *or*.

One day John _____ stole a pig from their neighbors Bess _____. They took the pig home. _____ looked out the window and saw _____ coming. Quickly John put the pig in a crib. John got out a blanket _____. He put it on the pig. He waited for _____.

“What is the matter with the baby, John?” Bess asked.

“The baby has measles _____,” said John. You cannot see him. The doctor said the measles will go inside the baby. The doctor said this would make the baby turn pink.”

Bess _____ stared at the crib.

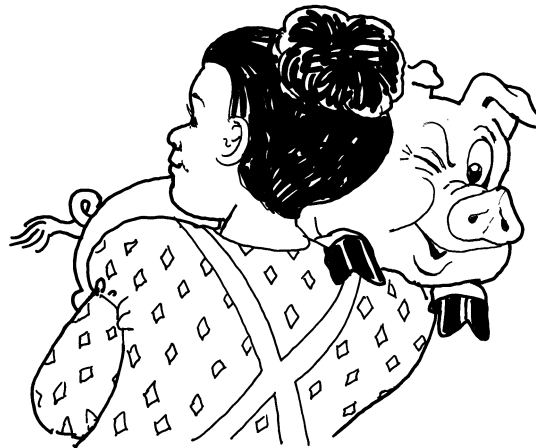
Then _____ reached down and uncovered the baby.

“Don’t blame me if the baby turned into a pig,” said John.

“I will take the pig home,” said Bess.

“I will take good care of the pig.”

“Oink!” said the pig.



At Home: Write a title for this folk tale.

McGraw-Hill Language Arts
Grade 4, Unit 2, Nouns,
pages 106–107

Mechanics and Usage: Abbreviations

Use abbreviations to complete a February school calendar. Write the name of the month and abbreviate the days of the week. Add entries with abbreviations for each day shown below.

- Feb. 4: Meet with Mister Collins 3:30
- 9: Governor McDonald visits Grades 5–6
- 11: Doctor Hernandez visits Grade 3
- 14: School closed for Presidents’ Day
- 23: Grade 3 visits Senator Smith
- 24: River Street Conservation Society meeting 5:30
- 29: Chess Club plans April contest

		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29				

Mixed Review

A. Combine the following sentences. Underline the nouns in each new sentence.

1. I will send a letter to my teacher. I will send a letter to the insect expert.
-

2. We will find out about ticks. We will find out about insects.
-

B. There was a computer glitch, and this insect expert's letter needs some fixing. Commas and capitals and other punctuation need to be added. Correct the grammar mistakes. Watch out for possessive nouns!

natural history museum
New York, Ny 10023
Jan 5, 2004

Ms liz Randolph
467 Clinton ave.
Carrboro, NC 17510

Dear Liz,

Your brothers argument is the correct one. A tick is not an insect. A ticks eight legs is a big clue. This makes it an arthropod, just like a spider. A tick has no wings, but an insect does. Ticks bodies are short and round without any segments. An insects body has three distinct parts. A wood tick is very tiny. It lives in the woods. It sucks the blood of deer and other animals. When the tick has not eaten, its body is flat, soft, and elastic. After it has eaten, its body swells.

Some ticks carry disease so don't handle them. If you have a pet that gets ticks, take it to a veterinarian. He or she will know what to do.

sincerely,
Jeremy douglas

Common Errors: Plurals and Possessives

Read the letter below. Rewrite the letter, correcting the mistakes made with plural nouns and possessive nouns.

Dear Aunt Bess,

Thank you for sending me the easel and paint's. I have already painted three watercolor's, and I am working on another. One is of a birds nest in the tree outside my moms' office window. I also have signed up for some arts' and craft's classes' at the Childrens' Museum. My teachers husband is going to set up weekend art workshop's, and my friends' and I might be able to take them. Plus, our next door neighbors studio is mine to use while she is out of town. Your gift's will help me find success with all of these activitie's!

Your's truly,
Terry

Study Skills: Parts of a Book

Althea loved information and often researched topics that interested her. Her last research topic was sound and light energy. She kept note cards and organized them by the pages of books on which she found the information. Unfortunately, Althea’s new puppy knocked the piles of cards off of her bed. Now they are all mixed up on the floor of her room.

Help Althea organize her cards into these five categories: **title page**, **copyright page**, **table of contents**, **index**, and **glossary**. Write where they belong on the lines.

1. copyright © 1999 _____
2. by Anita Pohwerz, Ph.D. _____
3. Sound Waves 4–7, 18 _____
4. Chapter 3 What Makes a Rainbow? 19 _____
5. reflection [ri-flek-shən] the return of light or sound waves from a surface _____
6. Chapter 1 Waves of Energy..... 3 _____
7. lux [ləks] a unit of measure for the brightness of light _____
8. The Book of Energy _____
9. wave [wāv] a disturbance that travels through matter or space _____
10. Science Publishing Company, Inc.
San Francisco • Chicago • Boston _____
11. Rainbows 19–25, 27, 42 _____
12. Index.....116 _____
13. Neon 67–72
with laser production 70 _____
14. Chapter 12 Problems of Noise Pollution.....88 _____
15. pitch [pich] the highness or lowness of a sound _____

At Home: Make up another card for each pile of Althea’s cards.

Vocabulary: Compound Words

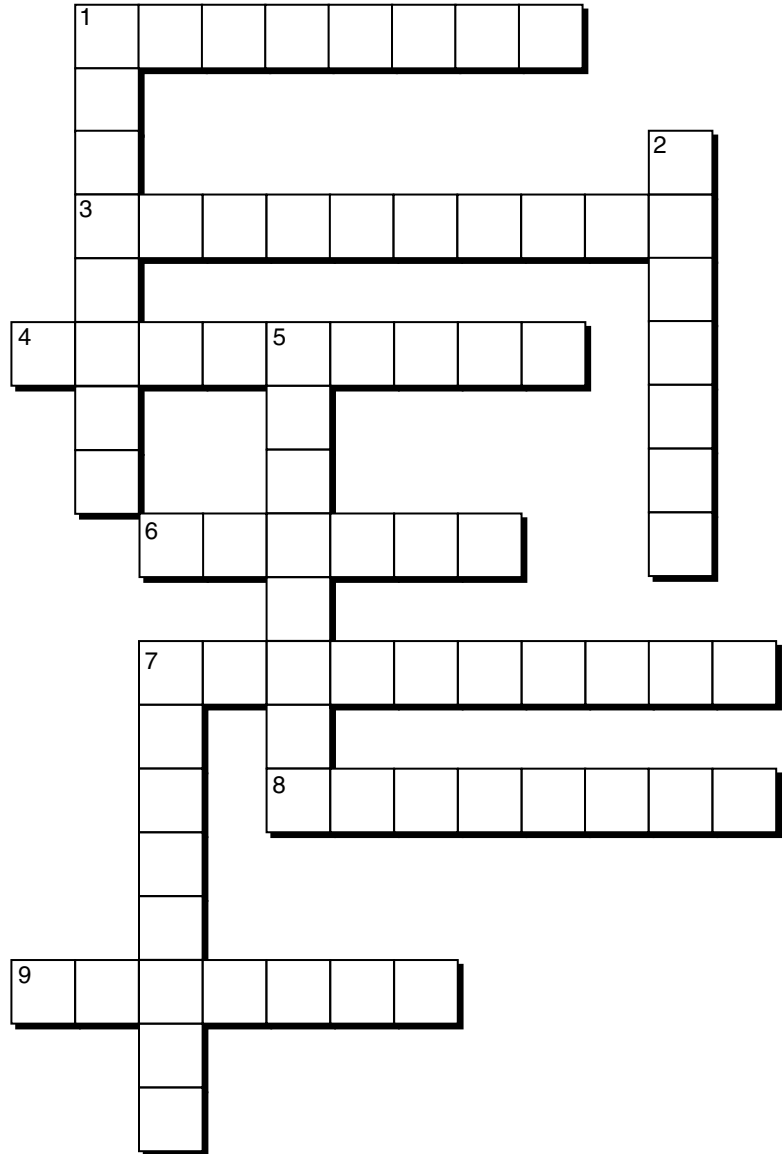
Each answer to the crossword puzzle is a compound word. Can you figure out its theme?

Across

1. The shining light of the sun
3. He predicts the weather.
4. They fall from the sky.
6. You can get this when you're at the beach.
7. Every one has six points but no two are exactly alike.
8. You wear it to keep from getting wet.
9. This warns ships of fog.

Down

1. A fall of snow
2. He usually has a carrot nose.
5. A sudden, heavy rain
7. The light of the sun



Composition Skills: Writing Descriptions

Use vivid details and words that appeal to the five senses to write a sentence that describes each thing below. Be sure your sentence creates a clear mental picture.

1. a cold day

2. a strong wind

3. a new bicycle

4. bright moonlight

5. a glowing sunset

6. a busy airport

7. a traffic jam

8. a jolly baby

9. a friendly dog

10. students in a quiet classroom

11. students in a cafeteria

12. a boat on a lake

At Home: How does the weather affect your mood? Write a description of the weather and include details about how it makes you feel.

McGraw-Hill Language Arts
Grade 4, Unit 2, Composition Skills,
pages 124–125

Action Verbs

What kind of jokes did Albert Einstein, the great scientist, make?

To find the answer, write the action verb in each sentence. Then unscramble the circled letters and write them on the lines below.

1. Bill often works late into the night. o _ _ _ o _ _

2. He illustrates children's books. i _ _ _ _ _ _ _ _ _ _

3. Sometimes he paints with a tiny brush. _ _ _ _ _ i

4. Often he mixes several colors together. _ _ _ o _ _

5. Bill also carves wood. o o _ _ _ _ _

6. He designs totem poles and Kachina dolls. _ _ _ _ _ _ _ _

7. He decorates them with Indian symbols. _ _ o _ o _ _ _ _ _

8. Sometimes he sells his artwork. _ _ _ _ _ _ _

9. He often exhibits his work in a museum. _ _ _ _ _ _ _ _

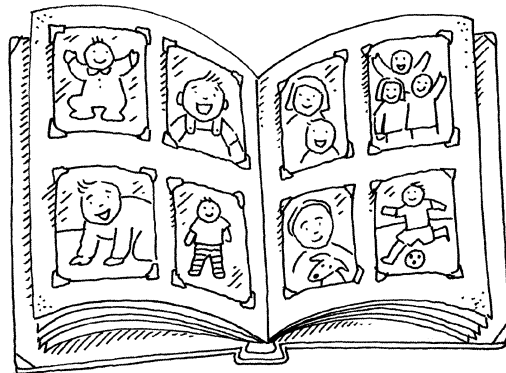
10. Sometimes he visits children in schools. _ _ _ _ _ _ o

_ _ _ _ _ _ _ _ _ _

Verb Tenses

Rewrite the sentences from the following paragraph in the correct time order—past, present, and future.

My album is almost full. That will be great! Maybe someday I will take a photography class. When I was younger, I loved to look at photos of me as a baby. I enjoy taking pictures of my friends. Snap, snap, my camera goes. Everyone says I was a cutie pie! When I am older, I will take pictures of places I visit. I will learn how to develop my own film. Now I have my own camera.



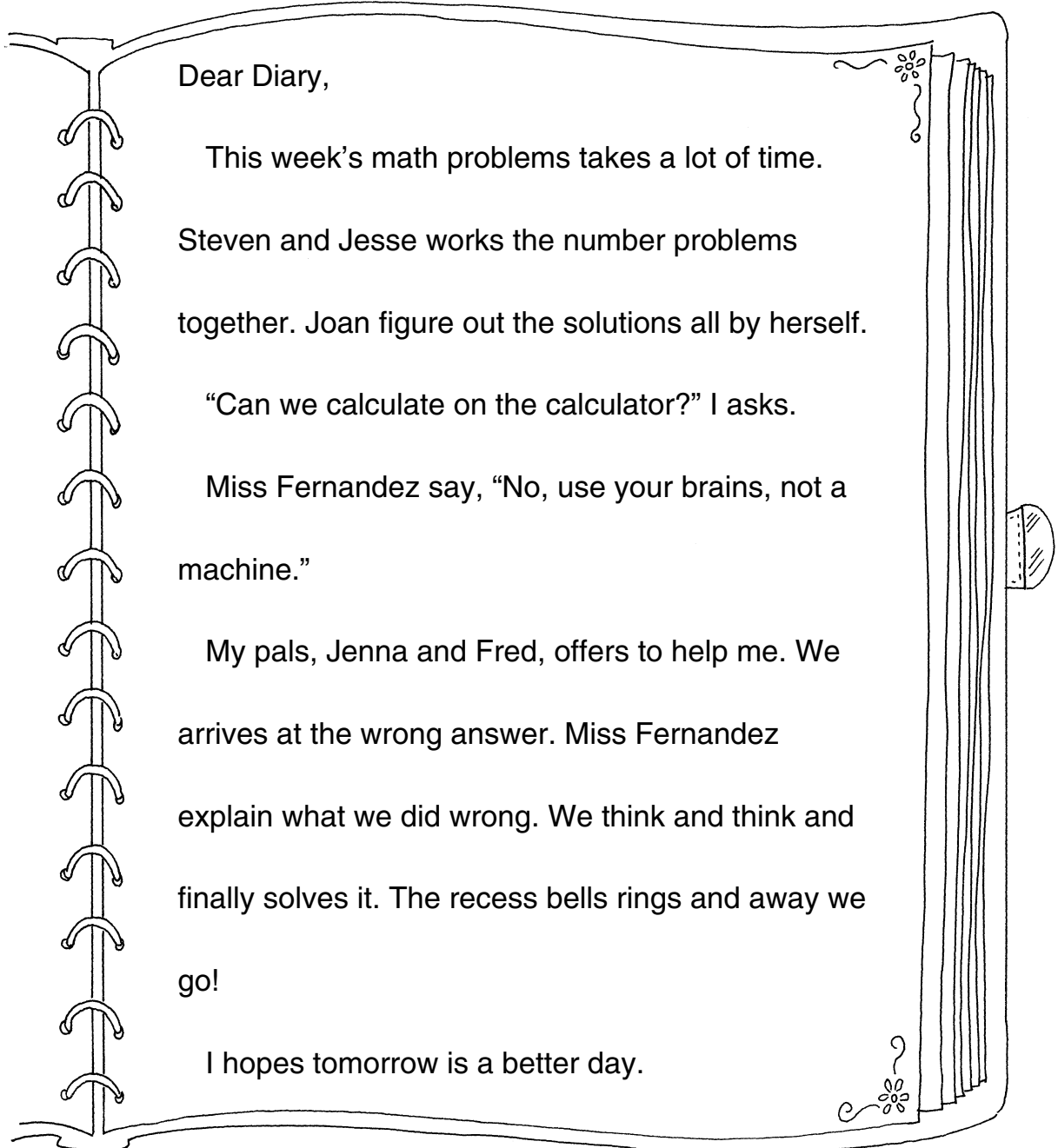
1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

At Home: Do you have a favorite photograph in your family album? Write a story about it.

McGraw-Hill Language Arts
Grade 4, Unit 3, Verbs,
pages 172–173

Subject-Verb Agreement

Olga recently arrived from Europe. She is learning English fast, but has some difficulty with verb tenses. She wrote the following in her diary after a tough day. Help Olga. Cross out the incorrect verb and write the correct verb form above it.



Spelling Present-Tense and Past-Tense Verbs

Complete the puzzle by writing the verb tense shown in parentheses in the puzzle. Use the puzzle clue.

I (hurry) (past) **4 across**

You (scurry) (past) **2 down**

We (try) (past) **9 across**

She (wonder) (present) **6 across**

He (yell) (present) **1 across**

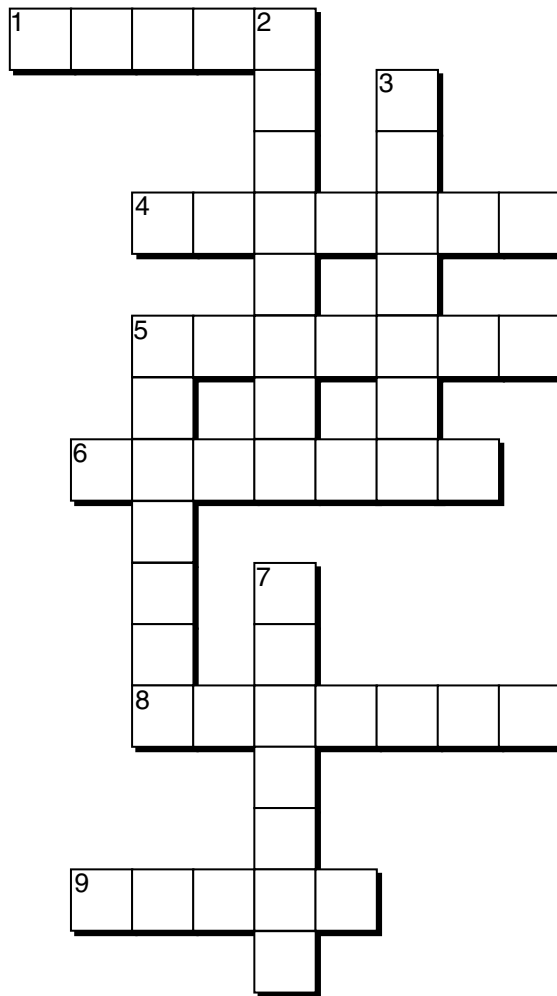
I (whisper) (present) **3 down**

You (shop) (past) **5 down**

They (ship) (past) **5 across**

We (plop) (past) **7 down**

You (drop) (past) **8 across**

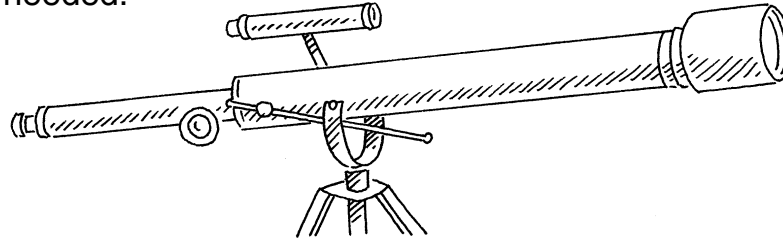


At Home: Make up a poem using words in the puzzle. Recite your poem to a family member.

McGraw-Hill Language Arts
Grade 4, Unit 3, Verbs,
pages 176–177

Mechanics and Usage: Commas in a Series

Pretend your younger brother or sister wrote the following report for class. He or she asked you to proofread it. Read the paragraphs and add commas where needed.



Do you know what the closest star to Earth is? Yes it is the sun. All the other stars are very far away. Some of the brightest “stars” are actually planets. Venus Mars Jupiter and Saturn can be seen without a telescope. There are red stars yellow stars white stars and blue-white stars. Blue-white stars are the hottest the red stars are the coolest and the others are in between.

Most constellations are named after animals ancient gods or heroes. See if you can find Orion Taurus the Bull and the Big Dipper in a book. Then share your information with your parents a brother a sister or a friend.

McGraw-Hill School Division

Mixed Review

A. Write the correct verb tenses as indicated in the parentheses. Then write a sentence with the verb. **Challenge:** Try to keep your sentences on one topic, such as art or sports.

1. jump (past) _____
2. practice (future) _____
3. pasted (present) _____
4. create (past) _____
5. hurry (past) _____
6. watch (past) _____
7. stop (past) _____
8. carried (future) _____
9. will try (past) _____
10. grin (past) _____

B. Rewrite each sentence. Add a verb and commas where they belong.

11. I _____ to the sixth-grade class the kids in the library and our principal.

12. Everyone said we _____ soap towels wax and a hose for the car wash.

13. Let's _____ if we can hold it on one of the following dates: Saturday the seventh, the fourteenth, or the twenty-first.

At Home: Observe a family member in the kitchen preparing food. List as many verbs as you can that describe the action being done. For example: *cook, mixing, marinated.*

McGraw-Hill Language Arts
Grade 4, Unit 3, Mixed Review,
pages 180–181

Main Verbs and Helping Verbs

Pretend you are a reporter for your school newspaper. You are covering the orchestra rehearsal and taking notes. Locate and write each helping verb and main verb below. Then draw one line under the helping verb and draw two lines under each main verb.

The school orchestra is rehearsing in the auditorium. Mr. Ames will conduct the concert tonight. I can hear the strings. The violinist is making a squeaky sound. The boy playing cello is humming with the music. A girl with her flute is running toward her seat. The trumpet and trombone players were talking a second ago. Mr. Ames is tapping his baton. I bet he will scold them.

“You should arrive on time,” he said to the girl.

“Boys, I will need quiet,” he said.

I shall attend the concert with my parents. My cousin Ted would enjoy the music, I think. I could ask him to join us. I will write my review for the school newspaper tomorrow morning.

- | | | |
|----------|-----------|-----------|
| 1. _____ | 6. _____ | 11. _____ |
| 2. _____ | 7. _____ | 12. _____ |
| 3. _____ | 8. _____ | 13. _____ |
| 4. _____ | 9. _____ | 14. _____ |
| 5. _____ | 10. _____ | 15. _____ |

Using Helping Verbs

Here is a riddle: What travels around the world but stays in a corner?

To find the answer, first circle the helping verb and the main verb in each sentence. Then unscramble the underlined letters. Write each letter on a line below.

1. When I was your age, I had received my share of bumps and bruises.
 2. On the soccer field, my big toe was stepped on.
 3. The doctor had looked at an X-ray; it was only a bruise.
 4. One day, I was running on the sidewalk.
 5. Then oops! I realized I had tripped and cut my knee.
 6. I had walked around with a bandage for a week.
 7. For years, Dad and my uncle were trying to get me to believe that a gorilla came to visit me when I was two.
 8. I have never believed those jokers!
 9. When I was five, I told Mom that an elephant had smashed my broken toy.
 10. Kids have swapped stories like that for generations.
- — — — —

At Home: Make up a riddle. Tell it to a family member.

McGraw-Hill Language Arts
Grade 4, Unit 3, Verbs,
pages 184–185

Linking Verbs

Read each sentence. Underline the linking verb. Circle the noun or adjective in the predicate. Then replace the noun or adjective with a synonym.

1. Our class is excited. _____
2. Our spring play will be funny. _____
3. The characters in it are silly. _____
4. Samantha is the narrator. _____
5. My best pal, Mohammed, is tall. _____
6. Deciding who plays the giant was easy. _____
7. The stage in the auditorium is huge. _____
8. Carrie says her stomach is jumpy. _____
9. I am not nervous. _____
10. I am the one who pulls the curtains. _____
11. The curtains are shiny. _____
12. Our teacher is proud of us. _____
13. Our parents are happy. _____

Using Linking Verbs

Add the correct form of the verb *be* to each sentence. Then find and circle all the forms of the verb *be* in the puzzle below. Look down, across, and diagonally.

Family Fun

Every year during the summer our family members _____ guests at a reunion. Last year there _____ about 75 people. The kids _____ different ages, from tiny babies to teens. My cousin Jean _____ the oldest. I _____ in between her and the babies. I _____ twelve on my last birthday. Everyone _____ always busy doing something. The grown-ups did a lot of talking and cooking. The kids played games. The biggest event _____ the family baseball game. My team won. We _____ all so proud! I wonder where our next reunion _____.

w	e	r	e	a	m
a	i	a	m	r	y
m	i	i	i	e	w
a	m	s	i	i	a
s	m	s	a	b	r
a	i	a	a	r	e

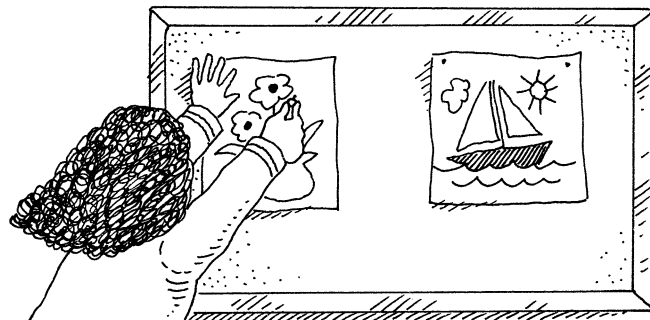
At Home: Make up your own word search puzzle with words from the above paragraph. Have a family member solve it.

McGraw-Hill Language Arts
Grade 4, Unit 3, Verbs,
pages 188–189

Irregular Verbs

Use the irregular forms of the verbs in parentheses to complete each sentence.

1. I (eat) _____ a snack after school.
2. Then I (go) _____ to my art class at the recreation center.
3. I (bring) _____ along some of my favorite paintings.
4. I (make) _____ one using crayon and watercolors.
5. "Have you (see) _____ Max's picture?" Mrs. Applebaum asked everyone. "It's wonderful."
6. Maria quietly (run) _____ into the classroom, trying to be unnoticed.
7. Of course, Ms. Applebaum (see) _____ her.
8. She (do) _____ not say anything to Maria.
9. She just (give) _____ her a stern look.
10. "I had (make) _____ some slides to show you last week," said my teacher.
11. "I had (go) _____ to the library to borrow some books."
12. "I (come) _____ across this book on the Impressionists, and I want to share it with you, too."



More Irregular Verbs

A. Complete the chart.

Present Tense	Past Tense	With Have/Had
begin	_____	_____
bring	_____	_____
draw	_____	_____
drive	_____	_____
fly	_____	_____
grow	_____	_____
ride	_____	_____

B. What other irregular verbs might you add to the chart? List them.

_____	_____	_____
_____	_____	_____
_____	_____	_____

At Home: Play a game with a family member. Start by saying a word from the chart above. Then say, "Name its irregular verb when used with *have* or *had*." The family member answers. Continue by taking turns.

McGraw-Hill Language Arts
Grade 4, Unit 3, Verbs,
pages 192–193

Mixed Review

Add the missing verb to each sentence. Then tell what kind of verb you wrote by writing either *action*, *linking*, *helping*, or *irregular*.

- A. 1. I _____ a good cook. _____
2. I went to the store and _____ some chicken legs.

3. I _____ the clerk five dollars. _____
4. Then I _____ some yellow rice. _____
5. I _____ the chicken with barbecue sauce. _____
6. Mom and Dad _____ on their way home. _____
7. My brother Pablo _____ to make the salad. _____
8. I _____ the vegetables for him. _____
9. Now he _____ the oil, vinegar, and garlic for the salad dressing. _____
10. "You _____ made us very happy," said Mom and Dad.

B. Underline all the past-tense verbs in the sentences above.

C. On a separate sheet of paper, write a letter to a friend or relative. Explain how to prepare your favorite recipe. Try to include the four kinds of verbs in your writing.

At Home: Find a recipe in a family cookbook. List all the verbs you find in it, and then write what kind of verb each one is. Share your work with a family member.

► **Critical Thinking**

McGraw-Hill Language Arts
Grade 4, Unit 3, Mixed Review,
pages 196–197

Common Errors: Subject-Verb Agreement

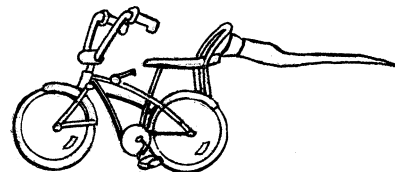
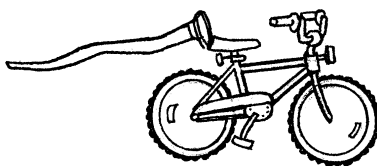
- A.** Pretend you are a newspaper editor. Read the article below. Underline the correct form of the verbs to complete the article.

Bike Expo Next Week

The City and County Safety Committee (is/are) holding a Bicycle Expo. People (bring/brings) their bikes to the mall parking lot on the second Saturday of the month. Volunteers from local agencies (teach/teaches) riders traffic laws. They also (cover/covers) safety rules.

Bike Universe (has/have) donated helmets to the first 15 bicyclists who (come/comes). The bicyclist who (ride/rides) the farthest to get to the expo (receive/receives) a special award. Children under 10 (compete/competes) for t-shirts, streamers, and other prizes. Afternoon activities (include/includes) workshops and races.

Did you know that bike accidents (send/sends) hundreds of children to the hospital every year? However, the Bike Expo (aim/aims) to reduce the number of accidents and serious injuries that (happen/happens) during the summer months by educating people. The scouts from Troop 751 (provide/provides) refreshments. Families (is/are) encouraged to attend.



- B.** What other events would you plan for a Bike Expo? Write your ideas to add to the article above. Make sure your subjects and verbs agree in each sentence.

Study Skills: Card Catalog

Fourth-graders at Whitman Elementary School in New York have created a library with books they have written themselves.

1. Fill in the author and subject cards below for a nonfiction book about bridges by Cynthia Hernandez with the title *How the Brooklyn Bridge Was Built*. This book was illustrated. In 1999 it was published by the Whitman School Press. It has 23 pages, and its call number is 624 H.

author card

subject card

624	
H	
	_____, Cynthia.
	How the Brooklyn Bridge
	Was Built.
	_____ : Whitman
	School Press, © _____.
	23 p.: illus.

	BRIDGES
H	Hernandez, Cynthia.

	New York: _____
	_____, © 1999.
	__ p.: _____

2. Name other possible subject card headings for this book.

3. Make up another book title which might also have a “BRIDGES” subject card.

4. Under what letter would you file this book’s title card? _____

At Home: Make up a set of cards (author, subject, and title) for a book you would one day like to write.

**McGraw-Hill Language Arts
Grade 4, Unit 3, Study Skills,
pages 206–207**

Vocabulary: Prefixes

Add a prefix from the box to each underlined word to make the sentence make sense.

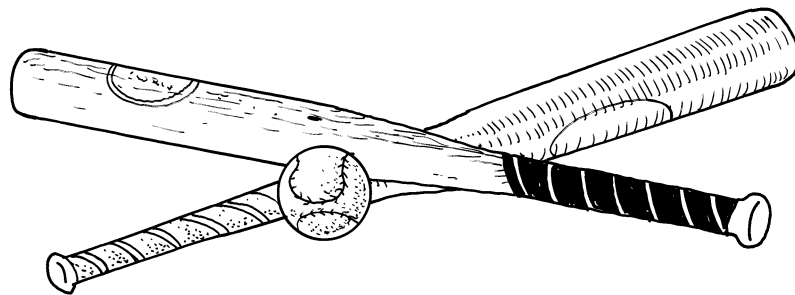
dis in mis over pre re un

Understanding the Game

Our opponents _____ understood how tough we could be. We were not as _____ organized as they thought. We did have _____ game jitters, but we got over them. We were able to _____ group and get the job done.

Our coach was _____ joyed with our playing. He said that before the game, he was _____ sure we had enough desire to win. But he _____ considered that idea quickly.

I thought I would be _____ lucky and just have to sit on the bench. I was _____ correct. I ended up hitting two runs, which I thought I was _____ capable of doing. You just never know!



Composition: Leads and Endings

Write a strong lead sentence and a strong ending sentence for each topic shown below.

1. A Puppy in the House

Lead _____

Ending _____

2. Moving to a New Neighborhood

Lead _____

Ending _____

3. My Favorite Movie

Lead _____

Ending _____

4. After-School Sports

Lead _____

Ending _____

5. Taking a Trip

Lead _____

Ending _____

6. Doing Volunteer Work

Lead _____

Ending _____

At Home: Can you think of an after-school job? Make up a flyer that describes your services. Be sure you have a strong lead to grab your readers' attention and strong ending to leave them with a good impression!

**McGraw-Hill Language Arts
Grade 4, Unit 3, Composition Skills,
pages 210–211**

Adjectives

Use adjectives from the word box to complete the sentences and the puzzle.

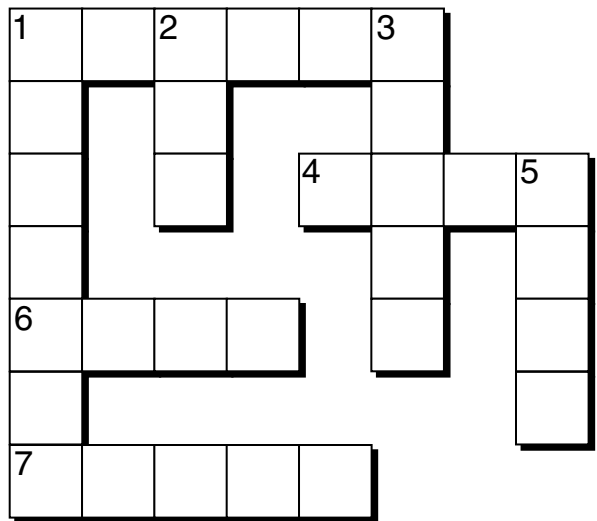
easy	equal	huge	neat
old	stormy	strange	young

Across

1. It was a _____ night with heavy rains.
4. Don't you agree that elephants are not small but _____?
6. Stewart just cleaned his room, so it is _____ and orderly.
7. $6 + 10$ and $9 + 7$ are _____.

Down

1. I just learned about the _____ behavior of puffer fish.
2. The _____ man had lived on his farm for ninety years.
3. Did you know that a kid is a _____ goat?
5. It is _____ to learn how to use a computer.

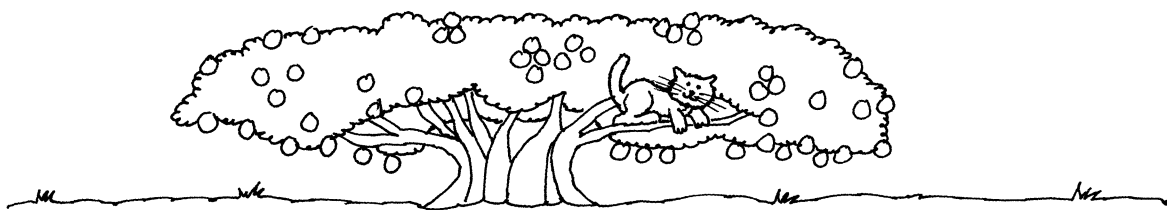


Articles: *a, an, the*

A. Write *a, an, or the* on the lines to complete the sayings or proverbs.

1. _____ apple a day keeps the doctor away.
2. _____ apple doesn't fall far from the tree.
3. _____ bad workman always blames his tools.
4. Beauty is in _____ eye of the beholder.
5. _____ best things come in small packages.
6. The bigger they are, _____ harder they fall.
7. Birds of _____ feather flock together.
8. You can't tell _____ book by its cover.
9. Feed _____ cold and starve _____ fever.
10. Let _____ buyer beware.
11. When _____ cat is away, _____ mice will play.
12. Every cloud has _____ silver lining.
13. Curiosity killed _____ cat.
14. _____ early bird catches the worm.
15. Early to bed and early to rise, makes _____ man healthy, wealthy, and wise.

B. Choose one proverb above and explain its meaning in your own words.



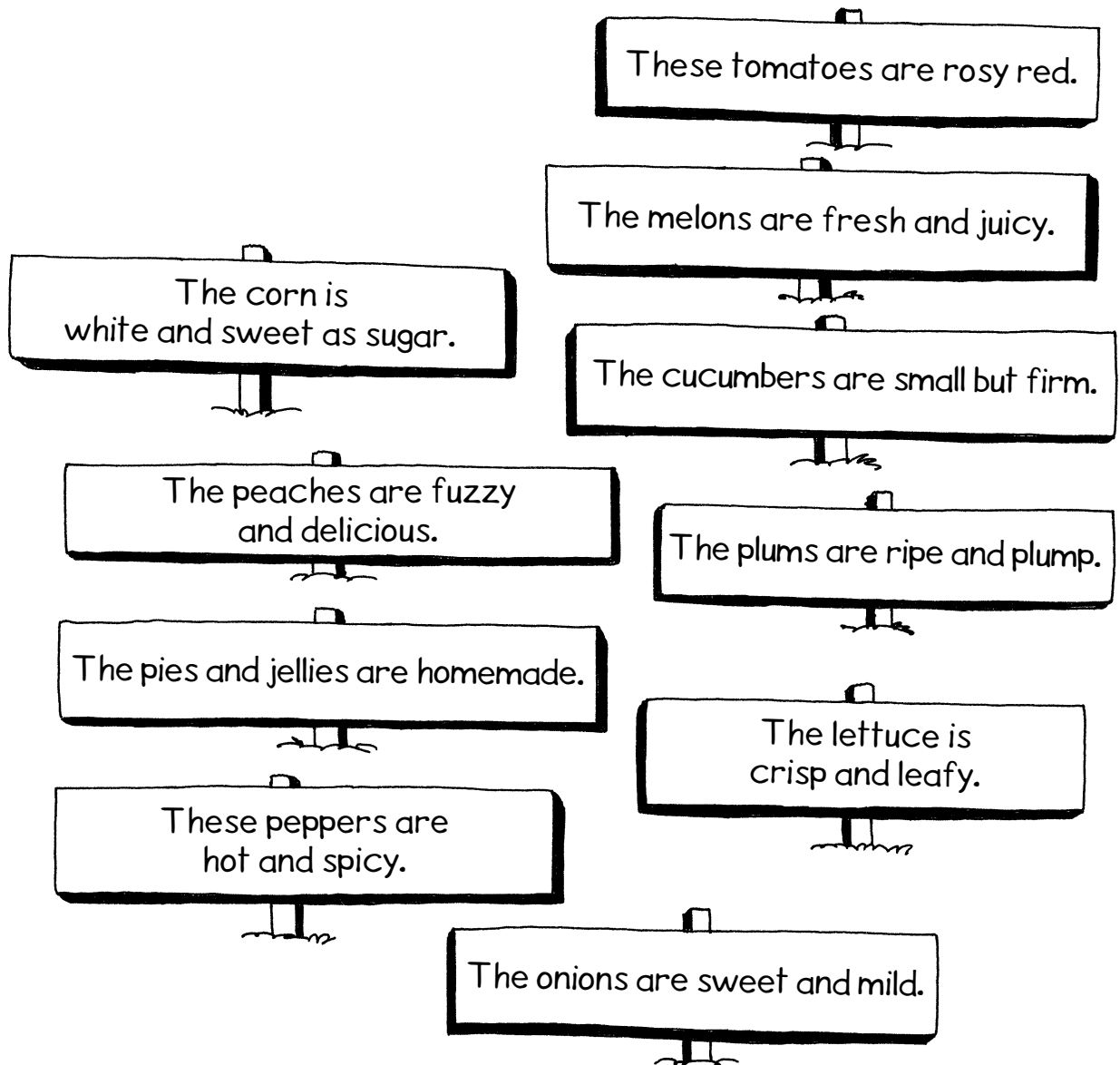
At Home: Ask a parent to share his or her favorite proverb with you. Then illustrate the proverb with a drawing.

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Grade 4, Unit 4, Adjectives,
pages 264–265**

Adjectives After Linking Verbs

Pretend you were driving in the country and came across a farmer's vegetable stand. The farmer displayed signs to encourage you to buy his goods.

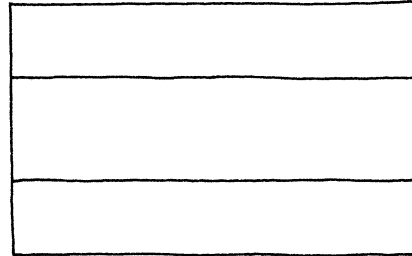
Read the signs. Circle the linking verbs. Underline the adjectives that describe the foods.



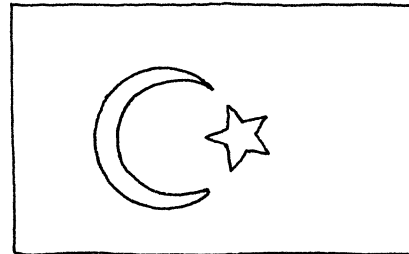
Mechanics and Usage: Proper Adjectives

Read each sentence and underline the proper adjective. Write it correctly on the line. Then color the flag appropriately.

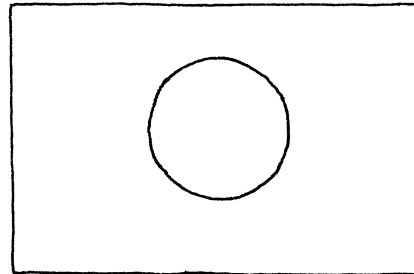
1. The spanish flag has a red stripe on both the bottom and top of the flag. It has a wider yellow stripe or band in the center.



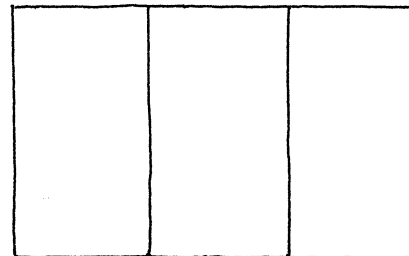
2. The turkish flag has a red background with a white crescent moon and a star in its center.



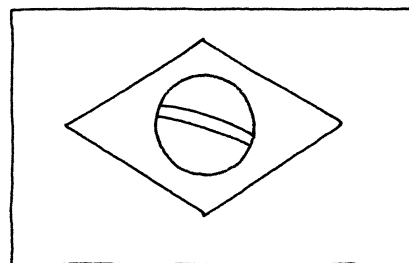
3. The flag with a white background and a big red circle in the center belongs to the japanese. The circle stands for the rising sun.



4. The french flag is divided lengthwise into three separate bands. From left to right it is blue, white, and red.



5. At the brazilian embassy, you would see this flag with its green background. In the center there is a blue globe on a yellow diamond. The center of the globe has a white line indicating the equator.



At Home: Design your own flag. Then write a description of it using a proper adjective.

McGraw-Hill Language Arts
Grade 4, Unit 4, Adjectives,
pages 268–269

Mixed Review

Read all the sentences in each riddle. Then add the missing articles and adjectives. Finally, answer each riddle.

1. It has _____ legs.

It has a pair of wings.

It has three _____ parts.

It may hop, crawl, or fly.

What is it?

It's _____

2. It has scales.

It crawls on _____ ground.

It may be poisonous.

It is cold-blooded.

What is it?

It's _____

3. It has two wings.

It has very _____ skinny legs.

It is big but does not fly.

It sometimes puts its head in the sand.

It's _____

4. It is orange with _____ stripes.

It's _____ wild mammal that lives in Asia.

It purrs and growls.

It's _____

Adjectives That Compare

Circle the adjective that compares in each sentence. Then, if you can, write the answer to the question on the line.

1. Which Wright brother was older, Wilbur or Orville? _____
2. Which ocean is deeper, the Atlantic or the Pacific? _____
3. True or False: Mount Everest is the highest mountain in the world. _____
4. Which lake is longer, Lake Michigan or Lake Superior? _____
5. Is the Sears Tower in Chicago taller or shorter than the World Trade Center in New York? _____
6. True or False: The world's longest river is the Amazon. _____
7. True or False: Delaware is the smallest state in the U.S.A. _____
8. Is the highest U.S. mountain found in California or Alaska? _____
9. True or False: The cheetah is the fastest land animal. _____
10. True or False: Plains are lower than the land around them. _____
11. True or False: The oldest Moon rock brought back by the Apollo astronauts is about 4.6 billion years old. _____
12. Which planet is closest to the sun? _____
13. Which planet is the largest? _____
14. Which planet is closer to the sun, Earth or Pluto? _____

At Home: Compare five facts about your state with five facts of a neighboring state.

McGraw-Hill Language Arts
Grade 4, Unit 4, Adjectives,
pages 272–273

Spelling Adjectives That Compare



A. Complete the chart by adding adjectives that compare. Watch the spelling!



Adjective	Compares Two Nouns	Compares Three or More Nouns
big	_____	_____
brave	_____	_____
early	_____	_____
funny	_____	_____
gloomy	_____	_____
happy	_____	_____
hot	_____	_____
sad	_____	_____
sorry	_____	_____
wise	_____	_____

B. Write five sentences using words from the last two columns of the chart.

Comparing with *More* and *Most*

The Little League playoffs are on! Here are the scoreboards for two different games. Read the questions below and answer each one in a complete sentence, using *more* or *most*.

Inning	1	2	3	4	5	6
 Tigers	0	2	1	3	0	3
 Lions	2	0	2	5	3	1

Inning	1	2	3	4	5	6
 Sharks	4	1	0	3	2	4
 Whales	2	1	3	3	2	4

- Which team had the most impressive first inning?

- Which of the two games was more exciting, and why?

- Which team faced the most difficult challenge in the sixth inning, and why?

- Which team had a more upsetting loss than the Sharks?

At Home: What do you like about baseball? Write a short paragraph. Use *more* and *most* when you can.

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Grade 4, Unit 4, Adjectives,
pages 276–277

Comparing with *Good* and *Bad*

A. Use *good*, *better*, and *best* in each of the following sentences.

1. On the baseball field, I am _____ at catching fly balls, but Jim is _____ than I at fielding grounders, and Sarah is the _____ catcher ever.
2. In the music room, Jim is the _____ trumpet player in his age group, and Sarah is _____ than I at the piano; I am simply _____ but not great.
3. In art class, Sarah's paintings are _____, but mine are _____ than hers, and Jim's are _____ of all.
4. In science class, Jim's projects are usually _____, Sarah's are _____ than his and mine are always the _____ in the class.

B. Use *bad*, *worse*, and *worst* in each of the following sentences.

5. I have to admit I am _____ at writing letters, and Sarah is _____ than I, but the _____ letter writer of all is Jim.
6. Jim is also _____ at returning phone calls; I'm just a bit _____, but Sarah is _____ of all three of us.
7. All three of us are _____ at cleaning up our cubbies, but I think Sarah is the _____ of us three, and mine always looks _____ than Jim's.
8. In gym class I am _____ on the swings, but Jim is _____ than I, and Sarah is _____ of all!

Combining Sentences: Adjectives

Pretend you wrote the following “draft” as a report for school. Now it’s time to improve your writing. Rewrite the paragraph below. Combine sentences by moving an adjective from one sentence to another.

A Day at a Museum

Mom took me to a museum yesterday. It was a natural history museum. We saw many dinosaur skeletons. The skeletons were huge. We saw fossils of footprints. The footprints were enormous. We read signs. The signs were informative. The Mesozoic era includes three periods. They are the Cretaceous, the Jurassic, and the Triassic.

I read about the *Allosaurus*. *Allosaurus* means “other lizard.” It had a big body. It was 35 feet long. It had many teeth. Its teeth were sharp. Of course, it had a big jaw. Its jaw was powerful. It was a meat eater. It had two small forelegs. Each foreleg had three claws. The claws served as meat hooks. The claws were curved.

A Day at a Museum

At Home: Create new names for other dinosaurs you know about and describe them in a paragraph.

**McGraw-Hill Language Arts
Grade 4, Unit 4, Adjectives,
pages 280–281**

Mechanics and Usage: Letter Punctuation

Add the correct punctuation and capital letters to Jillian's letter. Then pretend you are Josephine and answer the letter. Use your own address in the letter you write.

october 7 2003

57 east fairware st

Park city, utah 84060

dear josephine

I can't believe it. I read in today's paper that ordinary people will be able to visit the moon soon. I have mixed feelings about going. Traveling in space just has to be a wonderful feeling. But I think I would be lonely for my friends if I stayed away for a long time. I would miss my parents and, yes, even my little brother.

Write to me and tell me what you think.

love jillian

McGraw-Hill School Division

Mixed Review

A. Complete the sentences with the correct comparative adjectives.

1. The blue whale is the _____ mammal in the world.
2. An elephant is _____ than a whale but _____ than a hippopotamus.
3. The _____ nose belongs to the African elephant.
4. The ostrich has a _____ neck than the flamingo.
5. A tortoise is _____ to watch than a slug.
6. The peacock has the _____ tail feathers of any other bird.
7. The Egyptian goose is the _____ flier of all birds.
8. The _____ zoo I have ever seen had small, dirty cages.
9. A zoo with a lot of wide open spaces is _____ than one with only tiny cages.
10. One of the _____ zoos in the world is in San Diego, California.

B. Underline the proper adjectives in the sentences above.

C. Combine the following sentences by adding an adjective to one sentence.

11. The giant anteater's tail is very long. The giant anteater's tail is sticky.
- _____

12. The Nile River alligator has a large jaw with many teeth. The Nile River alligator has sharp teeth.
- _____

At Home: Make up a fact book about people or animals. Use comparative adjectives in your book. Share your work with a family member.

► **Critical Thinking**

McGraw-Hill Language Arts
Grade 4, Unit 4, Mixed Review,
pages 284–285

Common Errors: Adjectives

- A.** Read the story and underline the incorrect comparative adjectives. Write the correct adjectives on the lines below.

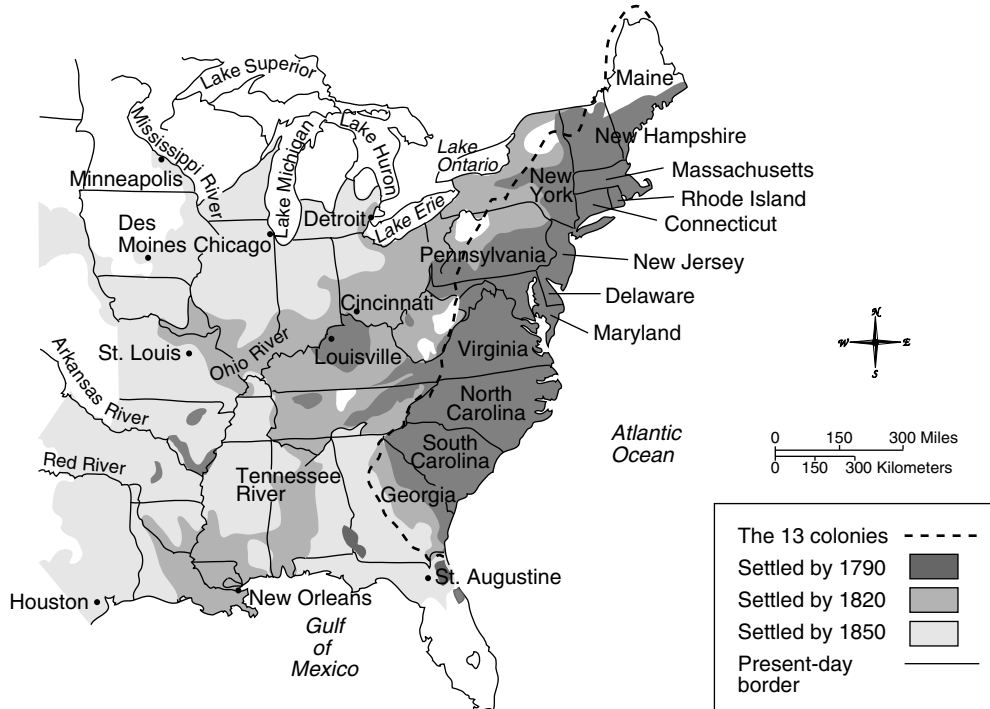
Clara's grandparents run Gardini's, one of the most popularest restaurants in town. It is the most hardest place to get a reservation. Other restaurants are much more fancier. Gardini's is most best for families and for people who like food made with the most freshest ingredients. Clara helps out during the most busiest times. Grandfather is the most nicest person, and he never loses his temper, even when the most worst catastrophes happen in the kitchen! Grandmother is demandinger, but she works in the kitchen and helps wait on tables, too, so her job is hecticer than Grandfather's. Grandfather and Grandmother agree that Clara is the most quickest table-setter there is. Sometimes Grandmother tells her to be more carefuller, but Clara has never broken a dish. When the restaurant is quiet, Clara fixes herself the most biggest bowl of soup and sits down to the most wonderfullest meal anywhere. Her grandparents are importanter to her than anyone else.

- | | | |
|----------|-----------|-----------|
| 1. _____ | 6. _____ | 11. _____ |
| 2. _____ | 7. _____ | 12. _____ |
| 3. _____ | 8. _____ | 13. _____ |
| 4. _____ | 9. _____ | 14. _____ |
| 5. _____ | 10. _____ | 15. _____ |

- B.** What is your favorite restaurant? Write about the last time your family ate out. Use comparative adjectives to describe your meal.

Study Skills: Maps

Bei is studying United States history. She studied this map showing the settlers' original thirteen colonies and the areas settled by 1820 and by 1850.



Use the information on the map to complete the sentences below.

1. In 1820, two modern-day cities north of St. Louis that were not yet settled were _____ and _____.
2. The _____ is the body of water to the east of the thirteen colonies.
3. By 1820, the southernmost city that was settled was _____.
4. By 1850, the cities of _____ and _____ were settled. They were as far south as the southernmost settled city in 1820.
5. The _____ River had two settled cities on its banks by 1820. By 1850, more land was settled to the west and south of it.

At Home: Make some comparisons between settlements in 1850 and the United States today.

Vocabulary: Synonyms and Antonyms

Find a synonym or antonym for each word in the word search puzzle below. Look for words across, down, and diagonally. Circle the word in the puzzle, then write it on the correct line.

Synonyms

neat _____ recreation _____

error _____ ask _____

glisten _____ choose _____

Antonyms

before _____ worry _____

beautiful _____ more _____

sunrise _____ ruin _____

V	U	M	C	B	T	O	F	I
C	D	S	E	R	I	O	U	S
U	T	R	F	R	D	Y	N	E
H	O	M	E	L	Y	T	X	L
D	S	I	M	P	E	A	S	E
U	H	S	N	O	A	S	W	C
S	I	T	X	C	Z	I	S	T
K	N	A	F	T	E	R	R	D
R	E	K	C	A	L	M	B	O
Q	U	E	S	T	I	O	N	N

Composition: Organization

- A.** Find the time-order words and spatial words in the paragraph below and write them in the chart.

When I first came to Wildwood School, I didn't know anyone. I sat beside a girl named Wendy. Wendy sat next to a boy named Fred. As soon as I sat down, Wendy and Fred asked me my name and where I was from. Then they introduced me to a few more kids in the class. When the teacher came in, she had me stand up in front of the group. I had to give a little speech about myself and then go over to the map and show the class my hometown. Later I went to lunch with Fred and another boy named Carlo. His grandmother lives near the city I used to live in, and he visited her there a long time ago. After lunch we played outside. Wendy and Carlo and I climbed on top of the play structure, and we played wall ball. Ever since that day, Wendy and Carlo and Fred have been my good friends, and I feel lucky that I moved to such a nice place!

Time-order Words	Spatial Words

- B.** What is it like to be the new kid in a situation? On another sheet of paper, use time-order words and spatial words to tell about how you have made new friends.

At Home: Discuss with a family member how time-order words and spatial words help you to organize your writing.

**McGraw-Hill Language Arts
Grade 4, Unit 4, Composition Skills,
pages 298–299**

Pronouns



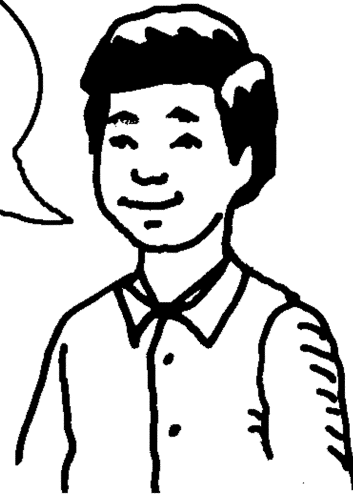
Look at the picture. Then add a pronoun that completes each sentence.

1. _____ is spring because the trees are budding.
2. The girl who is jumping has a bow in _____ hair.
3. _____ is a very good jumper!
4. The girls who are turning the rope have _____ left hands at _____ sides.
5. _____ look like they are having a lot of fun.
6. The dog looks like _____ wants to jump, too.
7. It seems that the boy has _____ leash.
8. _____ must have forgotten to put the leash on the dog.
9. “_____ have to take you home now,” said the boy.
10. “_____ are going to the vet in just a little while.”

Subject Pronouns

Circle all the subject pronouns in the following jokes.

I love to
tell riddles and jokes.
You will like these:



“We serve anything the customer wants,” said a restaurant sign. So I went in and ordered roasted rocket ship and fries. The waiter said, “Certainly, sir.” He went into the kitchen. He returned looking sad. “I bet you have no rocket ship,” said another customer with a smirk.

“It is not that, sir,” answered the waiter. “We have no potatoes.”

We asked the waiter, “What’s on the menu today?”

He answered, “Everything.”

I said, “Bring us everything, then.”

He shouted to the cook, “Two orders of hash!”

She asked the waiter, “Will the pancakes be long?”

“No, Madam, they will be round, as usual.”

At Home: Create a menu for a silly restaurant. Describe each item. Circle any subject pronouns on your menu.

McGraw-Hill Language Arts
Grade 4, Unit 5, Pronouns,
pages 346–347

Object Pronouns

Underline the object pronoun in each sentence.

At the Nature Center

Come with me to the wildlife preserve. I will introduce you to Mrs. Whitcomb. She will explain to us how beavers build their ponds. We will be able to see them busy at work.

Mrs. Whitcomb brought along her teenage son, Derek, who helps her. He said he'd take us on a nature walk. I showed him my gold bird feather. He liked it and said we'd look for a bird that had gold feathers.

We saw chipmunk holes and saw two critters scurry down into them. We heard a rat-a-tat-tat, rat-a-tat-tat not too far from us.

"Derek," I asked pointing to a woodpecker up in a tree, "Did my feather come from it?"

"Yes," said Derek, "it looks like a yellow-shafted flicker to me."

Mechanics and Usage: Punctuation in Dialogue

Pretend you interviewed people for a newspaper story. Below are your notes. Rewrite them as a story for your school paper. Add paragraphs, quotation marks, and other punctuation where needed.

I asked students what they thought of the new after-school program. Jill said I like it because I finish my paintings in the art room. I don't like it said Ali. My parents insist I come, but I would rather play ball with my friends in the park. June said I like it because my mom can't pick me up until 6:00. Later I went to speak to Ms. Freemont who runs the program. She said I think this program has been needed for a long time. I also spoke to Mr. Quimbley, our principal. He said we are lucky that the mayor has given us money for the program. It's going to be the best in the city.



Multiple horizontal lines for writing the story.

At Home: Discuss a current event with a parent. Express your views about it.

McGraw-Hill Language Arts
Grade 4, Unit 5, Pronouns,
pages 350–351

Mixed Review

A. On the line, write *subject* if the underlined pronoun is a subject pronoun.
Write *object* if it is an object pronoun.

1. I like to read folk tales and trickster tales. _____
2. They are fun to read aloud. _____
3. My younger sister likes me to read them to her. _____
4. Then she retells them to me in her own words. _____
5. Sometimes my Dad reads trickster tales to both of us. _____

B. Underline only the subject and object pronouns in the following tale. Add a title and an ending to the story. Use more subject and object pronouns.

One day a small terrier named Spot stole a large steak from a woman's shopping bag. She chased him, but she couldn't catch him. Spot ran with the steak into the woods. On his way, he came to a stream. He looked into the water and saw a dog with a steak in his mouth. Spot jumped into the water to grab the steak from him. And while jumping, he also gave out a loud bark.

Spot no longer saw the other dog or his steak. Spot hungrily watched as the steak was carried away with the current.

Pronoun-Verb Agreement

Choose a verb from the word box to complete each sentence. Write the correct form of the verb. Then write the name of the person or thing that the subject pronoun refers to.

eat	feed	fight	go	live	list
reach	speed	spin	vote	wear	write

1. She _____ fires. _____
2. It _____ to a burning building. _____
3. Together they _____ the flames. _____
4. They _____ the leaves of trees with their long necks.

5. It _____ a chrysalis and changes into an insect that
flies. _____
6. He _____ and cares for the gorillas. _____
7. He _____ in the White House. _____
8. They _____ laws for our country. _____
9. We _____ for our lawmakers. _____
10. We _____ there when we don't want to stay home and
cook. _____
11. He _____ a hat when he prepares food. _____
12. It _____ the specials of the day. _____

At Home: Create five more sentences like those above. Read them to family members and ask who or what the subject refers to.

► **Critical Thinking**

McGraw-Hill Language Arts
Grade 4, Unit 5, Pronouns,
pages 354–355

Combining Sentences

Combine the sentences by joining two or more pronouns in the subject or the predicate. You may want to replace two singular pronouns with a plural pronoun.

1. You have a book on volcanoes. He has a book on volcanoes.

2. I will place the books on the shelf. She will place the books on the shelf.

3. He works the computer. You work the computer.

4. She helped her get on-line. I helped her get on-line.

5. Sophie thanked me. Sophie thanked her.

6. Mrs. Reasoner said he and she talk too much. Mrs. Reasoner said I talk too much, too.

7. You can find pictures in that file next to him. You can find pictures in that file next to me.

8. Phillipa dropped a stack of books near him. I dropped a stack of books near her.

9. "Too much noise," she said. "Too much noise," he said.

10. Will you walk her home? Will you walk me home?

Possessive Pronouns

Complete the sentences by adding possessive pronouns.

_____ parents are planning a family vacation. Mom wants to visit _____ mother in Seattle. Dad wants to use _____ new camping gear somewhere in the mountains. _____ sister and I told them we wanted to stay home and play with _____ new friends who just moved in across the street. _____ new puppy is adorable, and we all like to play with it. Its ears flop around _____ eyes. We were just kidding, but _____ parents, didn't realize it.

"Why can't we make everyone happy?" _____ father asked Mom. "You can visit _____ mother. Then you and I will go camping with _____ new gear, and the kids can stay home with a babysitter."

"_____ idea is not a good one," I said.

"We have changed _____ minds," said

_____ sister.

"Oh," said Dad, "I bet you want to go to _____ favorite amusement park."

"_____ hunch is right," I said. "We really want to visit Grandmother, go camping with you, and go to an amusement park, too."

"That settles that," said Dad. "Now everyone is happy."

At Home: Write about a vacation you would enjoy with your family. Use possessive pronouns.

McGraw-Hill Language Arts
Grade 4, Unit 5, Pronouns,
pages 358–359

Mechanics and Usage: Contractions, Pronouns and Verbs

Enjoy the jokes. Then change a pronoun and a verb to a contraction to make the writing smoother.

Teacher: Peter, name two pronouns.

Peter: Who, me?

Teacher: You are right! _____

Tim: If I gave you three gerbils this afternoon and three tomorrow, how many would you have?

Peter: Eight. I have got two already. _____

Dad: Peter, you have got your shoes on the wrong feet. _____

Peter: They are the only feet I have. _____

Teacher: Get out your chemistry book. We are going to study nitrates. Peter, tell us what you know about nitrates. _____

Peter: Mom says they are usually twice the day rates. _____

Mom: Peter, I wish you would pay a little more attention. _____

Peter: I am paying as little attention as possible. _____

Peter: I have just had a brilliant idea. _____

Lee: It is probably beginner's luck. _____

Mixed Review

A. Add a present, past, or future-tense verb to each sentence as indicated in the parentheses. Make sure the verb agrees with the subject pronoun.

1. He (present) _____ to make the masks for our school play.
2. She (past) _____ the last of the script writing.
3. They (future) _____ on the scenery tomorrow.
4. It (past) _____ to the ground yesterday.
5. We all (past) _____ it up and made it stand again.

B. Combine the following sentences.

6. Are you in the play? Is he in the play?

7. I asked him to be a talking tree. I asked her to be a talking tree.

8. He turned down the part. She turned down the part.

9. She said she wanted to work the lights. He said he wanted to work the lights.

10. They were getting frustrated. I was getting frustrated.

C. Write a sentence that includes the possessive pronoun in parentheses. Will you use it in the subject or the predicate? Try to stick with the “class play” theme.

11. (my) _____

12. (your) _____

At Home: Write some dialogue for a skit. Use subject, object, and possessive pronouns. Read your dialogue out loud with a family member. Each of you read a part.

► **Critical Thinking**

McGraw-Hill Language Arts
Grade 4, Unit 5, Mixed Review,
pages 362–363

Common Errors: Pronouns

Marcy made the following speech at the school assembly, telling about an honor that she and her classmates received. Choose the correct pronouns and write them on the lines to finish the sentences in the speech.

The students in Mrs. Rey's class are happy to announce that _____ have been chosen to represent Hill School at the City Art Show. The show will be held the third weekend in April, and _____ purpose is to raise money for the people of Carter County. As _____ know, many of _____ lost their homes in the recent flood. _____ want to do everything _____ can to help. The mural that _____ class designed will be hanging in the lobby at City Hall. The mural is over 12 feet long, and _____ shows the city skyline. The mayor, who was one of the judges, said _____ had never seen such a wonderful collage. _____ used a variety of things to create _____ masterpiece. _____ is very colorful and busy, and _____ will see that lots of familiar city sights have been included in the scene. Mrs. Andrews said that _____ will take a group to the show on Saturday morning. _____ urge _____ to try and come along. _____ will be a fun trip, and _____ is for a good cause. If _____ have any questions, don't hesitate to contact _____ or someone else in Mrs. Rey's class.

Study Skills: Dictionary

Tori read an editorial in her school newspaper. She was unsure of the meanings of some of the words, so she used information from the dictionary to create her own personal dictionary.

Use Tori's personal dictionary and write the part of speech and meaning for each underlined word in the editorial.

A perfect complement to a school day is a late afternoon full of fun activities. It is a principal concern of teachers and parents that students find clubs or teams they can enjoy. Some students believe it is a capital idea to join a club, like the drama club. Others choose another course of action—that is, a sports team. Teachers are happy to counsel students about their choices. We encourage everyone to try out some new activities but not desert their favorites.

1. complement _____
2. principal _____
3. capital _____
4. course _____
5. counsel _____
6. desert _____

capital (kap' i təl) *adj.* 1. most important 2. where government is located 3. excellent; very fine 4. that which is punished by death *n.* 1. upper case letter 2. place where government is located 3. money or property 4. the top part of a column

complement (kom' plə mənt) *n.* 1. something that completes or makes perfect 2. the full number needed 3. the word(s) that complete a predicate *v.* to make complete or perfect by supplying what is needed.

counsel (koun' səl) *n.* 1. advice or opinion 2. exchanging ideas by talking together 3. lawyer(s) who handle a case *v.* 1. to give advice 2. to urge or recommend

course (kôrs) *n.* 1. path of action 2. a choice that continues over time 3. a direction taken 4. a way of acting 5. like things in an order 6. part of a meal 7. a single or complete series of studies in a subject *v.* to run or race through

desert (di zûrt') *v.* 1. to leave 2. to abandon a military position or post without permission *n.* (de' zûrt) 1. a dry, sandy region 2. wild and not lived in

principal (prin' sə pəl) *adj.* 1. most important *n.* 1. a person or thing of first importance 2. the head of a school 3. sum of money invested or owed, not counting interest.

At Home: Select a word from the editorial and a meaning other than the one used in the editorial. Write a sentence showing how it is used.

McGraw-Hill Language Arts
Grade 4, Unit 5, Study Skills,
pages 372–373

Vocabulary: Homophones and Homographs

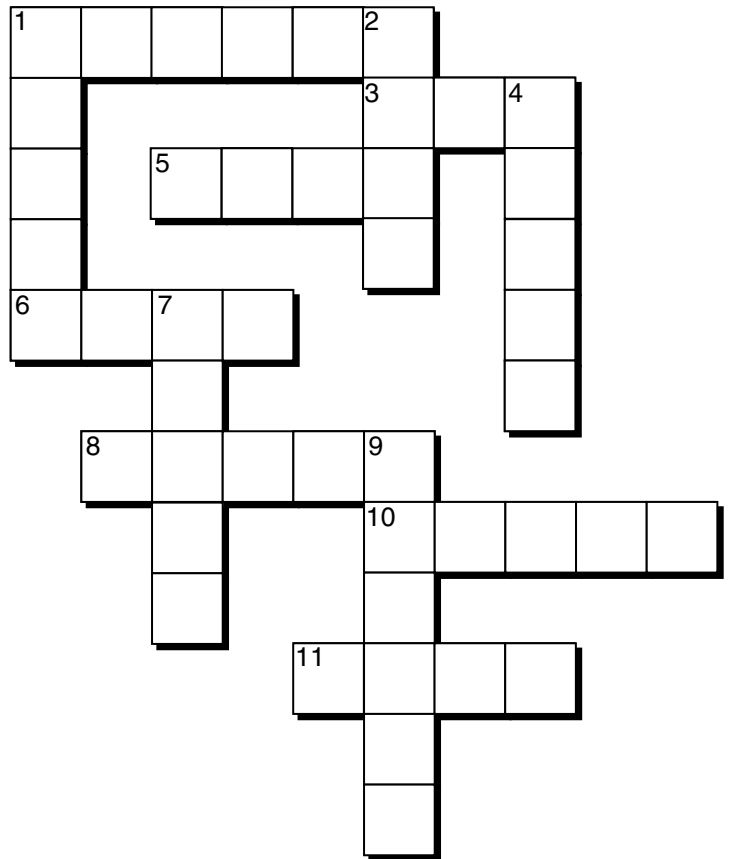
Complete the puzzle by writing the correct homophone or homograph.

Across

1. Part of a tree
3. Past tense of *eat*
5. A _____ of shoes
6. A peck on the cheek
8. It cost 5 _____.
10. When you cry, _____ flow from your eyes.
11. "When the _____ blows, the cradle will rock."

Down

1. If you _____ a vase, it will shatter into many pieces.
2. A kind of rabbit
4. It follows seven.
7. Part of a play
9. You go up and down these.



Composition: Writing Dialogue

Read the dialogue examples below. Then answer the questions.

“I told Ed that the bus would be late,” said Bill, “so he got a ride with Jess.”

1. Who is the speaker? _____

“Glen is in my class,” said Hattie. “He seems nice.” “He is nice,” said Lisa. “I sat with him last year.”

2. Who is having this dialogue? _____

3. What should be done to correct this dialogue?

“Do you have a new bike, Kim?” asked Lucy.
“No, I just cleaned up my old one!” said Kim.

4. Who is asking the question? _____

5. What should be done to correct this dialogue?

“Do you have the homework assignment?” asked Bruno.
“I don’t have it, said Ben, but I think Carly does.”

6. Name the person Bruno is talking to. _____

7. What should be done to correct this dialogue?

“could you pick up a quart of milk for me?” asked Mom.
“Sure,” said Tom. “I’ll bring it home after school.”

8. Name the person Tom is talking to. _____

9. What should be done to correct this dialogue?

At Home: Whom do you like to talk to? Call a friend, and then jot down your conversation. Be sure to punctuate your dialogue correctly.

McGraw-Hill Language Arts
Grade 4, Unit 5, Composition Skills,
pages 376–377

Adverbs That Tell *How*

A. Underline the adverb in each tongue twister. Then circle the verb that the adverb describes.

1. Fred frantically flees fifty-five flying fireflies.
2. Peter Piper prudently picked pitted plums.
3. Wally Williams wildly whacks whiffle balls.
4. Speedily, Suzie Smith sprints.
5. Dennis digs diligently in the dusty den.
6. Presley picked a pound of prickly pears perfectly.
7. Señor Sanchez swiftly sheared sixty-seven sheep.
8. Sandy's son suddenly shines several scuffed shoes.
9. Theo fearlessly threw three free throws.
10. Sarah sees the setting sun sink swiftly.

B. Make up two tongue twisters that include adverbs.

11. _____

12. _____

Adverbs That Tell *When* or *Where*

A man sitting on a sidewalk bench on Main Street saw an accident happen in the middle of the street. A police officer asked him to write a report of what he saw. Here is what he wrote.

Underline all the adverbs that tell where or when. Then write them on the lines below.

The accident happened today right here in the middle of Main Street. I was outside waiting for a friend. I was early.

The accident happened suddenly on Main Street. The taxi was parked near the curb. It quickly pulled out and rammed the convertible's back right fender. The woman stood in front of her convertible and called 911 on her cell phone. Then she drove her car to the side of the road.

The taxi driver remained in his taxi. Finally, the police arrived.

_____	_____	_____	_____
_____	_____	_____	_____
_____	_____		

At Home: Write detailed directions on how to get from your home to a relative's house.

Adverbs That Compare

Add *-er* or *-est* to each adverb in parentheses. Write the word on the line to make the sentence read correctly.

My Puppy

It's been (hard) _____ to convince my mom than my dad to get me a puppy.

Mom first said that the (early) _____

I can get one is next spring. That was (long) _____ than I had expected to

wait. I promised to walk, feed, and brush the dog every day.

Finally, Mom answered in her (strong) _____ voice ever, "Okay,

I give in. You'll get your puppy (soon)

_____ than next spring."

Dad said that we could visit an animal shelter that is (near) _____ to his office than to

my Mom's. The (early) _____ Dad

said he could take me was next Saturday. The

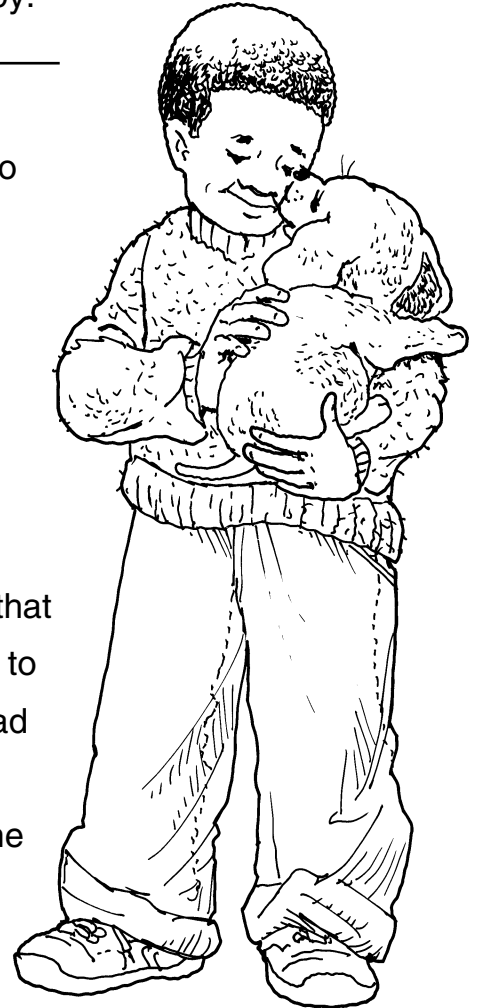
(close) _____ Saturday came, the more excited I got.

I now have the cutest puppy you can imagine.

It barks (loud) _____ in the evening than it does in the daytime. It jumps (high)

_____ than my knees. Best of all,

it sleeps and snores softly in my room every night.



More Adverbs That Compare

Add *more* or *most* to complete each sentence.

1. Jody waited the _____ anxiously of anyone in class.
2. Troy learned his lines _____ slowly than Phil.
3. Jody recited her lines _____ eloquently of all.
4. The scene that takes place in Bali passed the _____ swiftly of all the scenes.
5. The males danced _____ rhythmically than the females.
6. We rehearsed _____ determinedly today than yesterday.
7. Ramon painted _____ frantically than Jordon to finish the scenery on time.
8. He drew the trees _____ quickly than he did the bushes.
9. Our auditorium can seat guests _____ comfortably than our cafeteria.
10. My parents cheer and applaud _____ loudly of all the parents.

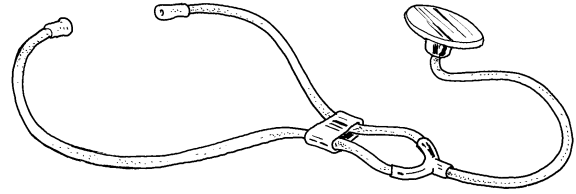


At Home: Use *more* and *most* to compare the outdoor activities that you and your family engage in.

McGraw-Hill Language Arts
Grade 4, Unit 6, Adverbs,
pages 426–427

Mechanics and Usage: *Good and Well*

Add *good* or *well* to complete each sentence.



“It’s always a _____ idea to maintain _____ health habits,” said Ms. Taylor, our school nurse. “If you want to keep healthy and _____, you have to eat good foods. You also must do a _____ amount of physical exercise every day.”

“Who can demonstrate some _____ exercises?” she asked.

Belinda offered to show us how to do push-ups. She did them quite _____. Ms. Taylor said, “_____ job, Belinda!”

Then Ms. Taylor asked us to list _____ healthful foods that are part of the food pyramid. Anna writes _____, so she listed the foods on the chalkboard, and we copied them in our notebooks.

Then it was time to be weighed and measured, so we went to Ms. Taylor’s office. “You have gained only a pound since the fall, and that’s _____ for your height,” Ms. Taylor told Amy.

“Oh, dear, you don’t look _____,” said Ms. Taylor, looking at Joseph’s eyes. She checked his forehead to see if he had a fever. “I think it would be _____ if you went home now. I am sure you will get _____”

Mixed Review

A. Underline the adverb in each sentence. Then on the line, write *how*, *where*, or *when* to tell what question the adverb answers.

1. He ran quietly through the house. _____
2. He ran up against the tabby yesterday. _____
3. That feline was extremely fast. _____
4. He stayed close to the entrance. _____
5. He knew that cat stayed around. _____

B. Write an adverb that compares the actions.

6. This frog leaped _____ than the one over there.
7. Grandma screamed the _____ when one frog jumped into the punch bowl.
8. We kids scurried _____ than the grownups, as we tried to catch them.
9. The dog barked _____ than I had ever heard him bark before.
10. We all laughed _____ than ever before!

C. Create a crossword puzzle or a word search puzzle which includes adverbs on this page. Run off copies of your puzzle and share it with classmates.

At Home: Use *good* and *well* in two separate sentences. Share your sentences with family members.

McGraw-Hill Language Arts
Grade 4, Unit 6, Mixed Review,
pages 430–431

Negatives

Baby Talk

Sometimes when learning to talk, toddlers use more than one negative in a sentence. Rewrite each of the following sentences so that each one has only one negative word.

1. I don't never want to go to bed.

2. Nobody never plays with me.

3. I can't find my socks nowhere.

4. I haven't no more cookies.

5. You aren't never going to find me!

6. I didn't do nothing!

7. She doesn't like me no more.

8. No one can find my puzzle pieces nowhere.

9. They can't do none of it.

10. I'm not no baby; I'm a big boy.

Prepositions

Unscramble the sentences and write them on the lines. Then underline the preposition in each sentence. Three lines from well-known nursery rhymes are included. Find and circle them.

Scrambled Sentences

1. fence cat is the on the

2. the treetop bird flew to the

3. puppy ran under porch the the

4. the clock ran mouse up the

5. vegetable the garden far is tree from the apple

6. an old lived shoe there who was woman in a

7. behind is the tree Jorge

8. cat the climb Jorge up tree the and

9. dish away with spoon the ran the

10. toward tree Paula running is the

At Home: What was your favorite nursery rhyme when you were younger? Write it and circle any prepositions you find.

McGraw-Hill Language Arts
Grade 4, Unit 6, Adverbs,
pages 434–435

Prepositional Phrases

Read each story starter and underline the prepositional phrase in each one. Then write one sentence that will continue each story.

1. There was an old rabbit beneath an old oak tree.

2. Beyond the bridge three dragons protected the castle.

3. The young boy lost his way in the deep dark woods.

4. Out popped a young dinosaur from the picnic basket.

5. It was green from top to bottom.

6. The police were on patrol all night long.

7. The telephone was ringing off the hook.

8. Grandma told me this story while sitting on her porch swing.

9. The bear was right between us!

10. I jumped right into the swimming hole.

Combining Sentences: Complex Sentences

Use the conjunctions in the word box to combine each pair of sentences.

although	because	while	since	when	yet
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1. I was digging in our backyard. I found an arrowhead.

2. I asked my dad a lot of questions. He told me what he knew.

3. Uncovering objects takes a long time. Archaeologists do not want to harm any treasures.

4. Archaeologists have helped us learn about the past. There is still a lot more to learn.

5. Scientists want to know how old an object is. They test the carbon in an object.

6. Some pictures are painted on cave walls. Others are painted on rocks.

At Home: Explain the difference between an *archaeologist* and a *paleontologist*. Use conjunctions to combine some sentences in your explanation.

McGraw-Hill Language Arts
Grade 4, Unit 6, Adverbs,
pages 438–439

Mechanics and Usage: Commas

Add commas where they belong. Read the skit aloud with a partner. Pause after a comma.

Jody: Liz why didn't you come to chorus practice?

Liz: Well Samantha don't you remember I had my art class after school?

Jody: No I forgot.

Liz: Mr. Lennard said I could miss one practice a week Jody.

Jody: Yes I remember now. That's because you always sing on key.

Liz: No that's not really true, but I do learn the lyrics fast.

Jody: Well I wish I could say the same.

Liz: You won't believe this but Mr. Lennard said I wasn't ready to sing that solo.

Jody: No really? I'll help you practice Liz.

Liz: What a friend you are, Jody!

Jody: Liz would you like to help me out?

Liz: Sure Jody just name it.

Jody: Grab a spoon friend and help me finish this banana split!

Mixed Review

A. First, rewrite each sentence to correct the double negative. Then underline the prepositions in the sentences.

1. I never see no one I know at the movie theater.

2. If I call from here, she won't never believe me.

3. Nobody never told me it was about a scary monster.

4. Since the robot couldn't never help, I jumped under my seat.

B. Create complex sentences with the pairs of sentences. Then underline the prepositional phrases in each complex sentence.

5. On Wednesdays, I go to a pottery class. I work on the potter's wheel.

6. I made a bowl for my mother. She likes what I make.

7. My teacher wants to exhibit the bowl in a show. She likes it very much.

8. I will start on a vase. I am finished glazing the bowl.

At Home: Write a letter to a friend. Use at least three complex sentences. Ask a family member to proof your letter before you mail it.

McGraw-Hill Language Arts
Grade 4, Unit 6, Mixed Review,
pages 442–443

Common Errors: Adverbs

- A.** Read the fable below. Correct any errors you find in how adverbs and double negatives have been used. Make corrections above the lines.

The Fox and the Grapes

Once upon a time there was a fox who could not never get enough grapes. Every day, he looked careful and sniffed the air deep to find grapes to eat. One day he stopped sudden in his tracks. Dangling inviting above his head was the most beautiful cluster of grapes he had ever seen!

“Oh boy!” he said excited. “I can’t not wait to taste those grapes.”

The fox stretched on his tiptoes until he thought he would complete come apart, but he couldn’t not reach the grapes. He ran swift and leaped graceful into the air, but he still couldn’t not reach the grapes.

“This is not good,” he muttered angry. “I will not never taste those grapes.”

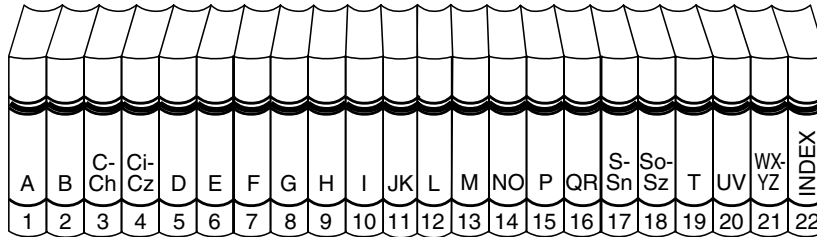
The fox stubborn kept jumping and leaping and reaching. After trying over and over to snag those grapes, he was final forced to give up.

“I didn’t never really want to eat those grapes anyway,” he said. “I’m sure they were sour.”

- B.** On a separate sheet of paper, write another ending for this fable. Use adverbs.

Study Skills: Encyclopedia

- A.** Elise and Adam are partners in a research contest. They must look up answers to questions to earn points that will win them first place. Help them by circling the key word in each question. In which volume of the encyclopedia should they look to find the answers to the questions? Write the volume number in the box to the right of each question.



1. When did the painter Maurice Utrillo live?
2. What is the climate of the country of Costa Rica?
3. Who is Maya Angelou?
4. Where is Canterbury located?
5. Who was the father of King Frederick IV of Denmark and Norway?
6. What do you find on the periodic table?
7. Bactra was an ancient Greek kingdom. In what present-day country was Bactra located?
8. What was Isamu Noguchi famous for?
9. What are some traditions of the Hopi people?

- B.** Write the volume numbers for the questions in the magic square to the right. If your answers are correct, the sum of all the rows, across and down, will be the same.

	1	2	3
	4	5	6
	7	8	9

At Home: Make up a question that you can answer by looking up an entry in each volume of the encyclopedia.

Vocabulary: Suffixes

Below are definitions. Write the word that is being defined. Remember to add the correct suffix to each word.

1. _____: capable of being washed
2. _____: without pain
3. _____: one who farms
4. _____: having dirt
5. _____: full of joy
6. _____: in misery, capable of being miserable
7. _____: in a slow manner
8. _____: full of harm
9. _____: without thought
10. _____: in a complete manner
11. _____: result of being excited
12. _____: one who mines
13. _____: without a brain
14. _____: capable of believing
15. _____: one who shops

Composition: Outlining

Use the words and phrases to fill in an outline for a report about your skeleton. Use the encyclopedia if you need help.

Your skeleton from head to toe	allows for different types of movement
29 bones in face, head, jaws	6 bones for hearing
26 bones in foot	femur and ulna
protects organs	supports your body
ribcage	Torso
	vertebrae
	hipbones
	Skull
	Arms and legs
	opposable thumb

- I. _____
 - A. _____
 - B. _____
 - C. _____
- II. _____
 - A. _____
 - B. _____
- III. _____
 - A. _____
 - B. _____
 - C. _____
- IV. _____
 - A. _____
 - B. _____
 - C. _____

At Home: How can an outline help you organize your ideas for a report? Use the skeleton outline to write the first paragraph of a report about your bones.

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Grade 4, Unit 6, Composition Skills,
pages 456–457