



## Grado 4

# Escritura y lenguaje

## Paquete 3 de actividades para el hogar del maestro

Este Paquete de actividades para el hogar está organizado como una serie de notas. Cada nota tiene dos partes. En la parte 1, el estudiante escribe respondiendo a una instrucción. En la parte 2, completa una lección del Manual de lenguaje y practica la habilidad en el contexto de lo que escribió en la parte 1. Se recomienda que el estudiante complete una parte cada día.

La mayoría de las lecciones las pueden completar independientemente. Sin embargo, hay algunas lecciones que pueden requerir el apoyo de un adulto. Si no hay un adulto disponible, no hay por qué preocuparse. Simplemente pasen a la siguiente lección.

Aunque estamos proporcionando una Clave de respuestas, queremos enfatizar que el esfuerzo es lo que realmente importa, y no cuántas preguntas un estudiante responda correcta o incorrectamente. Anime a su estudiante a trabajar lo mejor que pueda con este contenido. Lo más importante es que continúe trabajando en sus habilidades de escritura y de lenguaje.

### **Guía para este paquete:**

#### **Parte 1:**

- Lee la instrucción de escritura.
- Si es necesario, usa marcos de oración para comenzar a escribir.

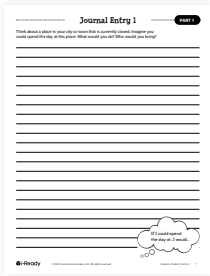
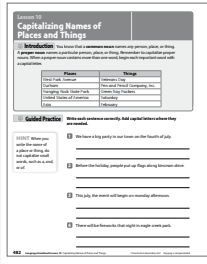
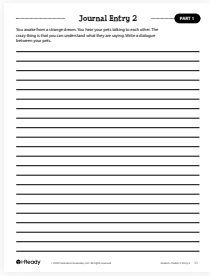
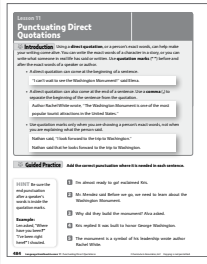
#### **Parte 2:**

- Completa la Guided Practice.
- Completa la Independent Practice.
- Responde a la instrucción de "Try It".

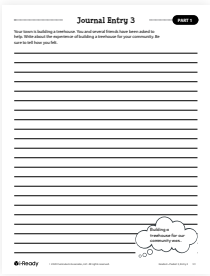
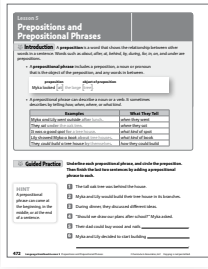
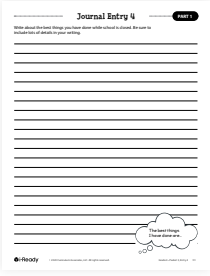
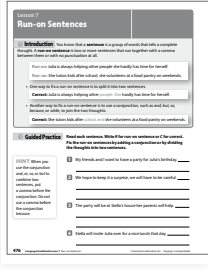
¡Dé vuelta a la página para ver las actividades de Escritura y lenguaje del Grado 4 incluidas en este paquete!



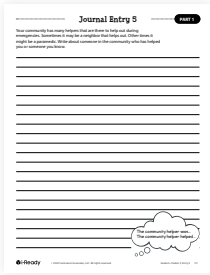
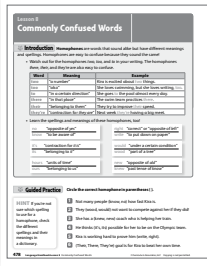
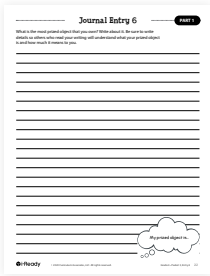
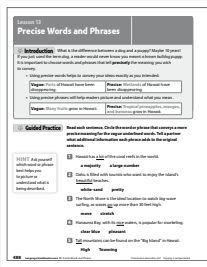
# Grado 4 Actividades de escritura y lenguaje

Entry Entrada	Writing Prompt Instrucciones de escritura	Resource Recurso	Answer Key Clave de respuestas	Page Página
1	<p><b>Part 1</b> <i>(Escribe lo que harías si pudieras pasar el día en un lugar de tu ciudad que ahora está cerrado.)</i></p> 	<p><b>Part 2</b> Grade 4 Ready Language Handbook Lesson 10 Capitalizing Names of Places and Things</p> 	<p>Guided Practice</p> <ol style="list-style-type: none"> <li>1. Fourth; July</li> <li>2. Kinsman Drive</li> <li>3. July; Monday</li> <li>4. Eagle Creek Park</li> </ol> <p>Independent Practice</p> <ol style="list-style-type: none"> <li>1. A</li> <li>2. C</li> <li>3. D</li> <li>4. B</li> </ol>	7
2	<p><b>Part 1</b> <i>(Escribe un diálogo entre tus mascotas.)</i></p> 	<p><b>Part 2</b> Grade 4 Ready Language Handbook Lesson 11 Punctuating Direct Quotations</p> 	<p>Guided Practice</p> <ol style="list-style-type: none"> <li>1. "I'm almost ready to go!" exclaimed Kris.</li> <li>2. Mr. Mendez said, "Before we go, we need to learn about the Washington Monument."</li> <li>3. "Why did they build the monument?" Alva asked.</li> <li>4. Kris replied, "It was built to honor George Washington."</li> <li>5. "The monument is a symbol of his leadership," wrote author Rachel White.</li> </ol> <p>Independent Practice</p> <ol style="list-style-type: none"> <li>1. D</li> <li>2. A</li> <li>3. B</li> </ol>	10

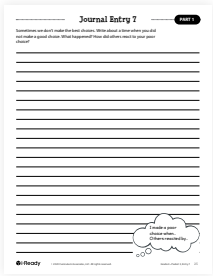
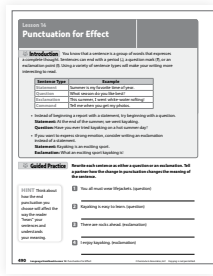
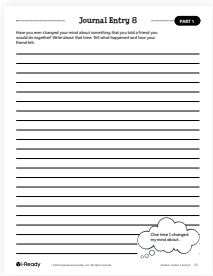
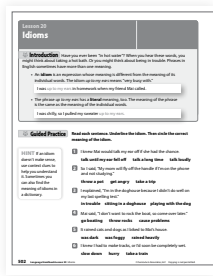
Grado 4 Actividades de escritura y lenguaje (continuación)

Entry Entrada	Writing Prompt Instrucciones de escritura	Resource Recurso	Answer Key Clave de respuestas	Page Página
3	<p>Part 1 <i>(Describe la experiencia de construir una casa en un árbol para tu comunidad.)</i></p> 	<p>Part 2 Grade 4 Ready Language Handbook Lesson 5 Prepositions and Prepositional Phrases</p> 	<p>Guided Practice</p> <ol style="list-style-type: none"> <li>1. <u>behind</u> the house</li> <li>2. <u>in its</u> branches</li> <li>3. <u>During</u> dinner,</li> <li>4. <u>after</u> school</li> <li>5. Sample: for them</li> <li>6. Sample: on a Saturday</li> </ol> <p>Independent Practice</p> <ol style="list-style-type: none"> <li>1. D</li> <li>2. C</li> <li>3. A</li> <li>4. B</li> <li>5. A</li> </ol>	13
4	<p>Part 1 <i>(Escribe sobre lo mejor que has hecho mientras la escuela está cerrada.)</i></p> 	<p>Part 2 Grade 4 Ready Language Handbook Lesson 7 Run-On Sentences</p> 	<p>Guided Practice</p> <ol style="list-style-type: none"> <li>1. correct</li> <li>2. run-on; We hope to keep it a surprise, <u>so</u> we will have to be careful.</li> <li>3. run-on; The party will be at Stella's house, <u>and</u> her parents will help.</li> <li>4. correct</li> </ol> <p>Independent Practice</p> <ol style="list-style-type: none"> <li>1. C</li> <li>2. A</li> <li>3. B</li> <li>4. C</li> </ol>	16

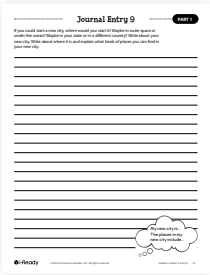
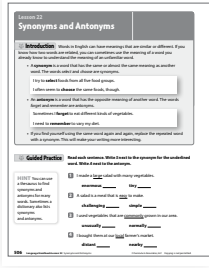
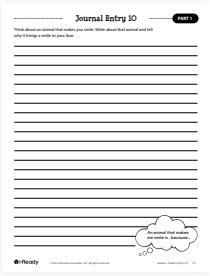
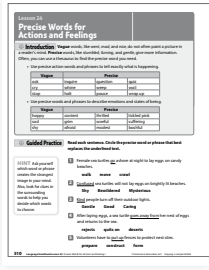
Grado 4 Actividades de escritura y lenguaje (continuación)

Entry Entrada	Writing Prompt Instrucciones de escritura	Resource Recurso	Answer Key Clave de respuestas	Page Página
5	<p>Part 1 <i>(Escribe sobre algún ayudante de la comunidad y cuenta lo que hizo.)</i></p> 	<p>Part 2 Grade 4 Ready Language Handbook Lesson 8 Commonly Confused Words</p> 	<p>Guided Practice</p> <ol style="list-style-type: none"> <li>1. know</li> <li>2. would</li> <li>3. new</li> <li>4. it's</li> <li>5. right</li> <li>6. Their</li> </ol> <p>Independent Practice</p> <ol style="list-style-type: none"> <li>1. A</li> <li>2. B</li> <li>3. D</li> <li>4. B</li> <li>5. C</li> </ol>	19
6	<p>Part 1 <i>(Escribe sobre tu objeto máspreciado y lo que significa para ti.)</i></p> 	<p>Part 2 Grade 4 Ready Language Handbook Lesson 13 Precise Words and Phrases</p> 	<p>Guided Practice</p> <ol style="list-style-type: none"> <li>1. a majority</li> <li>2. white-sand</li> <li>3. stretch</li> <li>4. clear blue</li> <li>5. Towering</li> </ol> <p>Independent Practice</p> <ol style="list-style-type: none"> <li>1. D</li> <li>2. C</li> <li>3. D</li> <li>4. D</li> </ol>	22

Grado 4 Actividades de escritura y lenguaje (continuación)

Entry Entrada	Writing Prompt Instrucciones de escritura	Resource Recurso	Answer Key Clave de respuestas	Page Página
7	<p>Part 1 <i>(Escribe sobre alguna situación en la que no hayas tomado una buena decisión.)</i></p> 	<p>Part 2 Grade 4 Ready Language Handbook Lesson 14 Punctuation for Effect</p> 	<p>Guided Practice Sample answers: 1. Do we all have to wear lifejackets? 2. Is kayaking hard/easy to learn? 3. Look out for the rocks ahead! 4. Wow, do I enjoy kayaking!</p> <p>Independent Practice 1. B 2. C 3. B</p>	25
8	<p>Part 1 <i>(Escribe sobre alguna vez que hayas cambiado de opinión después de haberle dicho a un amigo que harían algo juntos.)</i></p> 	<p>Part 2 Grade 4 Ready Language Handbook Lesson 20 Idioms</p> 	<p>Guided Practice 1. <u>talk my ear off</u>: talk a long time 2. <u>fly off the handle</u>: get angry 3. <u>in the doghouse</u>: in trouble 4. <u>rock the boat</u>: cause problems 5. <u>rained cats and dogs</u>: rained heavily 6. <u>make tracks</u>: hurry</p> <p>Independent Practice 1. C 2. D 3. A 4. C 5. B</p>	28


Grado 4 Actividades de escritura y lenguaje (continuación)

Entry Entrada	Writing Prompt Instrucciones de escritura	Resource Recurso	Answer Key Clave de respuestas	Page Página
9	<p>Part 1 <i>(Imagina que puedes crear una ciudad nueva. Describe tu ciudad.)</i></p> 	<p>Part 2 Grade 4 Ready Language Handbook Lesson 22 Synonyms and Antonyms</p> 	<p>Guided Practice</p> <ol style="list-style-type: none"> <li>S; A</li> <li>A; S</li> <li>A; S</li> <li>A; S</li> </ol> <p>Independent Practice</p> <ol style="list-style-type: none"> <li>B</li> <li>D</li> <li>B</li> <li>A</li> <li>C</li> </ol>	31
10	<p>Part 1 <i>(Escribe sobre un animal que te hace sonreír y explica por qué te causa sonrisas.)</i></p> 	<p>Part 2 Grade 4 Ready Language Handbook Lesson 24 Precise Words for Actions and Feelings</p> 	<p>Guided Practice</p> <ol style="list-style-type: none"> <li>crawl</li> <li>Bewildered</li> <li>Caring</li> <li>deserts</li> <li>construct</li> </ol> <p>Independent Practice</p> <ol style="list-style-type: none"> <li>B</li> <li>B</li> <li>A</li> <li>A</li> <li>D</li> </ol>	34



## Lesson 10

# Capitalizing Names of Places and Things

 **Introduction** You know that a **common noun** names *any* person, place, or thing. A **proper noun** names a *particular* person, place, or thing. Remember to capitalize proper nouns. When a proper noun contains more than one word, begin each important word with a capital letter.

Places	Things
West Park Avenue	Veterans Day
Durham	Pen and Pencil Company, Inc.
Hanging Rock State Park	Green Bay Packers
United States of America	Saturday
Asia	February

## Guided Practice

Write each sentence correctly. Add capital letters where they are needed.

**HINT** When you write the name of a place or thing, do not capitalize small words, such as *a*, *and*, or *of*.

- 1 We have a big party in our town on the fourth of july.

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- 2 Before the holiday, people put up flags along kinsman drive.

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- 3 This july, the event will begin on monday afternoon.

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- 4 There will be fireworks that night in eagle creek park.

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 Independent Practice

For numbers 1–4, in which sentence are capital letters used correctly?


- 1** **A** In the United States, Thanksgiving is celebrated in November.  
**B** In the united states, Thanksgiving is celebrated in november.  
**C** In the United States, Thanksgiving is celebrated in november.  
**D** In the united states, thanksgiving is celebrated in November.
- 2** **A** A similar holiday is celebrated in Canada on the second monday of october.  
**B** A similar holiday is celebrated in Canada on the second Monday of october.  
**C** A similar holiday is celebrated in Canada on the second Monday of October.  
**D** A similar holiday is celebrated in Canada on the second monday of October.
- 3** **A** In north america, families give thanks as their ancestors from Europe did.  
**B** In North america, families give thanks as their ancestors from europe did.  
**C** In north America, families give thanks as their ancestors from Europe did.  
**D** In North America, families give thanks as their ancestors from Europe did.
- 4** **A** Last year we went to my aunt’s house on scudder st. in Amarillo.  
**B** Last year we went to my aunt’s house on Scudder St. in Amarillo.  
**C** Last year we went to my aunt’s house on scudder St. in Amarillo.  
**D** Last year we went to my aunt’s house on Scudder st. in amarillo.

► **Try It** Reread what you wrote in Part 1 and underline the names of places. Then, check to see if any of the places are proper nouns. Did you capitalize those places? Remember, a proper noun is a particular person, place, or thing.



## Lesson 11

# Punctuating Direct Quotations

 **Introduction** Using a **direct quotation**, or a person's exact words, can help make your writing come alive. You can write the exact words of a character in a story, or you can write what someone in real life has said or written. Use **quotation marks** (" ") before and after the exact words of a speaker or author.

- A direct quotation can come at the beginning of a sentence.

"I can't wait to see the Washington Monument!" said Elena.

- A direct quotation can also come at the end of a sentence. Use a **comma** (,) to separate the beginning of the sentence from the quotation.

Author Rachel White wrote, "The Washington Monument is one of the most popular tourist attractions in the United States."

- Use quotation marks only when you are showing a person's exact words, not when you are explaining what the person said.

Nathan said, "I look forward to the trip to Washington."

Nathan said that he looks forward to the trip to Washington.

## Guided Practice

Add the correct punctuation where it is needed in each sentence.

**HINT** Be sure the end punctuation after a speaker's words is inside the quotation marks.

### Example:

Len asked, "Where have you been?"  
"I've been right here!" I shouted.

- 1 I'm almost ready to go! exclaimed Kris.
- 2 Mr. Mendez said Before we go, we need to learn about the Washington Monument.
- 3 Why did they build the monument? Alva asked.
- 4 Kris replied It was built to honor George Washington.
- 5 The monument is a symbol of his leadership wrote author Rachel White.

 Independent Practice

For numbers 1–3, which sentence in each group uses the correct punctuation?


- 1** **A** The Washington Monument is huge!" Anna exclaimed.  
**B** "The Washington Monument is huge! Anna exclaimed.  
**C** "The Washington Monument is huge"! Anna exclaimed.  
**D** "The Washington Monument is huge!" Anna exclaimed.
- 2** **A** The tour guide said, "The monument is more than 555 feet tall."  
**B** The tour guide said "The monument is more than 555 feet tall."  
**C** The tour guide said, The monument is more than 555 feet tall.  
**D** The tour guide, said "The monument is more than 555 feet tall."
- 3** **A** Author Carter Bailey wrote, More than 500,000 visitors go to the top of the monument in most years."  
**B** Author Carter Bailey wrote, "More than 500,000 visitors go to the top of the monument in most years."  
**C** Author Carter Bailey wrote "More than 500,000 visitors go to the top of the monument in most years."  
**D** Author Carter Bailey wrote More than 500,000 visitors go to the top of the monument in most years.

**► Try It** Review the dialogue you wrote between your pets in Part 1. Look for the correct punctuation and the use of quotation marks. If you left any punctuation or quotation marks off, add them in.



## Lesson 5

# Prepositions and Prepositional Phrases

 **Introduction** A **preposition** is a word that shows the relationship between other words in a sentence. Words such as *about*, *after*, *at*, *behind*, *by*, *during*, *for*, *in*, *on*, and *under* are prepositions.

- A **prepositional phrase** includes a preposition, a noun or pronoun that is the object of the preposition, and any words in between.

preposition	object of preposition
Myka looked <b>[at]</b>	the large <b>[tree]</b> .

- A prepositional phrase can describe a noun or a verb. It sometimes describes by telling *how*, *when*, *where*, or *what kind*.

Examples	What They Tell
Myka and Lily <i>went</i> outside <b>after</b> lunch.	<i>when</i> they went
They <i>sat</i> <b>under</b> the oak tree.	<i>where</i> they sat
It was a good <i>spot</i> <b>for</b> a tree house.	<i>what kind</i> of spot
Lily showed Myka a <i>book</i> <b>about</b> tree houses.	<i>what kind</i> of book
They <i>could build</i> a tree house <b>by</b> themselves.	<i>how</i> they could build

## Guided Practice

**Underline each prepositional phrase, and circle the preposition. Then finish the last two sentences by adding a prepositional phrase to each.**

### HINT

A prepositional phrase can come at the beginning, in the middle, or at the end of a sentence.

- 1 The tall oak tree was behind the house.
- 2 Myka and Lily would build their tree house in its branches.
- 3 During dinner, they discussed different ideas.
- 4 "Should we draw our plans after school?" Myka asked.
- 5 Their dad could buy wood and nails \_\_\_\_\_.
- 6 Myka and Lily decided to start building \_\_\_\_\_.

 Independent Practice

For numbers 1–3, identify the prepositional phrase in each sentence.

- 1** The girls used solid wood planks for the tree house floor.
- A** used solid wood
  - B** planks for
  - C** The girls used
  - D** for the tree house floor
- 2** Lily made a small window in one wall.
- A** one wall
  - B** Lily made
  - C** in one wall
  - D** a small window
- 3** Myka put curtains over the window.
- A** over the window
  - B** put curtains
  - C** Myka put
  - D** the window

For numbers 4 and 5, what does the underlined prepositional phrase tell?

- 4** Myka and Lily hung a “Members Only” sign on the door.
- A** when they hung the sign
  - B** where they hung the sign
  - C** what kind of sign they hung
  - D** how they hung the sign
- 5** Then the girls had a discussion about safety rules.
- A** what kind of discussion
  - B** when the discussion took place
  - C** where the discussion took place
  - D** how the discussion started


► **Try It** Reread what you wrote in Part 1. Underline the prepositional phrases you used in your writing. Circle the prepositions. If you haven't used any prepositional phrases, add one to a sentence.





## Lesson 7

## Run-on Sentences

 **Introduction** You know that a **sentence** is a group of words that tells a complete thought. A **run-on sentence** is two or more sentences that run together with a comma between them or with no punctuation at all.

**Run-on:** Julia is always helping other people she hardly has time for herself.

**Run-on:** She tutors kids after school, she volunteers at a food pantry on weekends.

- One way to fix a run-on sentence is to split it into two sentences.

**Correct:** Julia is always helping other people. She hardly has time for herself.

- Another way to fix a run-on sentence is to use a conjunction, such as *and*, *but*, *so*, *because*, or *while*, to join the two thoughts.

**Correct:** She tutors kids after school, and she volunteers at a food pantry on weekends.

 **Guided Practice**

**Read each sentence. Write *R* for run-on sentence or *C* for correct. Fix the run-on sentences by adding a conjunction or by dividing the thoughts into two sentences.**

**HINT** When you use the conjunction *and*, *or*, *so*, or *but* to combine two sentences, put a comma before the conjunction. Do not use a comma before the conjunction *because*.

**1** My friends and I want to have a party for Julia's birthday. \_\_\_\_\_

\_\_\_\_\_

**2** We hope to keep it a surprise, we will have to be careful. \_\_\_\_\_

\_\_\_\_\_

**3** The party will be at Stella's house her parents will help. \_\_\_\_\_

\_\_\_\_\_

**4** Stella will invite Julia over for a nice lunch that day. \_\_\_\_\_

\_\_\_\_\_


 Independent Practice

For numbers 1 and 2, which choice is a run-on sentence?

- 1**
- A** My friends and I admire Julia, but we worry about how busy she is.
  - B** She doesn't have time for sports or movies.
  - C** Donica and I decided that we could help Julia, we could take turns tutoring after school.
  - D** I could tutor on Tuesdays, and Donica could tutor on Thursdays.
- 2**
- A** Julia could still tutor on Mondays, there is no tutoring on Fridays.
  - B** Julia needs a break so she can have more time to see friends.
  - C** Donica and I will talk to Julia and ask for her opinion.
  - D** We know that she enjoys her volunteer work, and we don't want her to stop doing it.

For numbers 3 and 4, what is the best way to fix each run-on sentence?


- 3**
- A** Julia agreed to our plan she was happy to have the help.
  - B** Julia agreed to our plan, she, was happy to have the help.
  - C** Julia agreed to our plan. She was happy to have the help.
  - D** Julia agreed to our plan, she was happy to have the help.
- 4**
- A** I enjoyed tutoring I decided to sign up for more days.
  - B** I enjoyed tutoring but, I decided to sign up for more days.
  - C** I enjoyed tutoring, so I decided to sign up for more days.
  - D** I enjoyed tutoring and, I decided to sign up for more days.

 **Try It** Reread your writing from Part 1. Look for run-on sentences. If you find any, cross them out and revise them.



## Lesson 8

## Commonly Confused Words

 **Introduction** Homophones are words that sound alike but have different meanings and spellings. Homophones are easy to confuse because they sound the same!

- Watch out for the homophones *two*, *too*, and *to* in your writing. The homophones *there*, *their*, and *they're* are also easy to confuse.

Word	Meaning	Example
<b>two</b>	"a number"	Kira is excited about <b>two</b> things.
<b>too</b>	"also"	She loves swimming, but she loves writing, <b>too</b> .
<b>to</b>	"in a certain direction"	She goes <b>to</b> the pool almost every day.
<b>there</b>	"in that place"	The swim team practices <b>there</b> .
<b>their</b>	"belonging to them"	They try to improve <b>their</b> speed.
<b>they're</b>	"contraction for <i>they are</i> "	Next week <b>they're</b> having a big meet.

- Learn the spellings and meanings of these homophones, too!

no "opposite of *yes*"  
 know "to be aware of"

right "correct" or "opposite of *left*"  
 write "to put down on paper"

it's "contraction for *it is*"  
 its "belonging to *it*"

would "under a certain condition"  
 wood "part of a tree"

hours "units of time"  
 ours "belonging to *us*"

new "opposite of *old*"  
 knew "past tense of *know*"

 **Guided Practice** Circle the correct homophone in parentheses ( ).

**HINT** If you're not sure which spelling to use for a homophone, check the different spellings and their meanings in a dictionary.

- 1 Not many people (know, no) how fast Kira is.
- 2 They (wood, would) not want to compete against her if they did!
- 3 She has a (knew, new) coach who is helping her train.
- 4 He thinks (it's, its) possible for her to be on the Olympic team.
- 5 Kira is working hard to prove him (write, right).
- 6 (Their, There, They're) goal is for Kira to beat her own time.

 Independent Practice

For numbers 1–5, in which sentences are the underlined homophones spelled correctly?


- 1** **A** Kira spends at least two hours at the pool every day.
- B** Kira spends at least too hours at the pool every day.
- C** Kira spends at least to ours at the pool every day.
- D** Kira spends at least two ours at the pool every day.
- 2** **A** Her teammates practice with their team, to.
- B** Her teammates practice with their team, too.
- C** Her teammates practice with there team, too.
- D** Her teammates practice with they're team, two.
- 3** **A** Its not easy to be there each day after school.
- B** Its not easy to be their each day after school.
- C** It's not easy to be they're each day after school.
- D** It's not easy to be there each day after school.
- 4** **A** Kira new she would have less time for writing.
- B** Kira knew she would have less time for writing.
- C** Kira knew she wood have less time for writing.
- D** Kira new she wood have less time for writing.
- 5** **A** "I know I will right about my swimming someday," she says.
- B** "I no I will write about my swimming someday," she says.
- C** "I know I will write about my swimming someday," she says.
- D** "I no I will right about my swimming someday," she says.

► **Try It** Reread what you wrote in Part 1. Look for words that you may have misspelled because they are homophones, or words that sound the same. Check your spelling carefully. Revise any words that you misspelled.



## Lesson 13

## Precise Words and Phrases

 **Introduction** What is the difference between a dog and a puppy? Maybe 10 years! If you just used the term *dog*, a reader would never know you meant *a brown bulldog puppy*. It is important to choose words and phrases that tell **precisely** the meaning you wish to convey.

- Using precise words helps to convey your ideas exactly as you intended.

**Vague:** Parts of Hawaii have been disappearing.

**Precise:** **Wetlands** of Hawaii have been disappearing.

- Using precise phrases will help readers picture and understand what you mean.

**Vague:** Many fruits grow in Hawaii.

**Precise:** **Tropical pineapples, mangos, and bananas** grow in Hawaii.

 **Guided Practice**

Read each sentence. Circle the word or phrase that conveys a more precise meaning for the vague underlined words. Tell a partner what additional information each phrase adds to the original sentence.

**HINT** Ask yourself which word or phrase best helps you to picture or understand what is being described.

- 1 Hawaii has a lot of the coral reefs in the world.

**a majority      a large number**

- 2 Oahu is filled with tourists who want to enjoy the island's beautiful beaches.

**white-sand      pretty**

- 3 The North Shore is the ideal location to watch big-wave surfing, as waves go up more than 30 feet high.

**move      stretch**

- 4 Hanauma Bay, with its nice waters, is popular for snorkeling.

**clear blue      pleasant**

- 5 Tall mountains can be found on the "Big Island" in Hawaii.

**High      Towering**

 Independent Practice

For numbers 1–3, read each sentence. Which word or phrase best replaces the underlined text in the sentence?

- 1 Maui has good rainforests.
- A nice
  - B special
  - C wide and large
  - D lush and fertile
- 2 The big cliffs on the island of Kauai were in the movie *Jurassic Park 3*.
- A full
  - B great
  - C steep
  - D large
- 3 One waterfall on the “Big Island” goes down into a large bowl-shaped gulch.
- A falls
  - B jumps
  - C moves
  - D plunges

For number 4, read the paragraph and choose the correct answer.

An inactive volcano, Diamond Head, is the most famous place on the island of Oahu. Most volcanoes, like Diamond Head, rarely erupt. But when they do, hot lava can blaze wildly.

- 4 Choose a word to replace place that better describes what Diamond Head is.
- A area
  - B spot
  - C section
  - D landmark


► **Try It** Reread what you wrote in Part 1. Find two places in your writing where you could add additional words or change words so that readers understand exactly what you are talking about.





## Lesson 14

## Punctuation for Effect

 **Introduction** You know that a sentence is a group of words that expresses a complete thought. Sentences can end with a period (.), a question mark (?), or an exclamation point (!). Using a variety of sentence types will make your writing more interesting to read.

Sentence Type	Example
Statement	Summer is my favorite time of year.
Question	What season do you like best?
Exclamation	This summer, I went white-water rafting!
Command	Tell me when you get my photos.

- Instead of beginning a report with a statement, try beginning with a question.

**Statement:** At the end of the summer, we went kayaking.

**Question:** Have you ever tried kayaking on a hot summer day?

- If you want to express strong emotion, consider writing an exclamation instead of a statement.

**Statement:** Kayaking is an exciting sport.

**Exclamation:** What an exciting sport kayaking is!

 **Guided Practice**

**Rewrite each sentence as either a question or an exclamation. Tell a partner how the change in punctuation changes the meaning of the sentence.**

**HINT** Think about how the end punctuation you choose will affect the way the reader “hears” your sentences and understands your meaning.

- 1** You all must wear lifejackets. (question)

---

- 2** Kayaking is easy to learn. (question)

---

- 3** There are rocks ahead. (exclamation)

---

- 4** I enjoy kayaking. (exclamation)

---

 Independent Practice

Read the passage on kayaking. For numbers 1–3, choose the most effective way to rewrite the sentences.

(1) I like nature and adventure. (2) Kayaking is a great way to experience both. (3) We set out on a sunny clear day. (4) It was easy paddling, and we were having a good time. (5) Someone shouted, "Rocks ahead." (6) Then I shouted back. (7) "Can you move to the left of them now?" (8) We were lucky to escape the rocks. (9) Suddenly, I saw lightning and heard a huge clap of thunder. "Oh no, we're going to be struck by lightning!"

- 1** Which rewrite of sentence 1 makes the most engaging opening?
- A** You like nature, and you like adventure.
  - B** Do you like nature and adventure?
  - C** You should like nature and adventure.
  - D** What about nature and adventure?
- 2** Which rewrite of sentence 5 shows strong emotion?
- A** Someone shouted, "Rocks Ahead."
  - B** Someone shouted, "Rocks ahead?"
  - C** Someone shouted, "Rocks ahead!"
  - D** Someone shouted that rocks were ahead.


- 3** Which rewrite of sentence 7 best gives the effect of a command, or orders?
- A** "You could now move to the left of them."
  - B** "Move to the left of them now."
  - C** "Why not move to the left of them now?"
  - D** "You would now move to the left of them."

► **Try It** Reread your writing from Part 1. Revise the beginning of your writing so that you ask a question. Revise one sentence so that it conveys your strong emotions.



## Lesson 20

# Idioms

 **Introduction** Have you ever been “in hot water”? When you hear these words, you might think about taking a hot bath. Or you might think about being in trouble. Phrases in English sometimes have more than one meaning.

- An **idiom** is an expression whose meaning is different from the meaning of its individual words. The idiom *up to my ears* means “very busy with.”

I was *up to my ears* in homework when my friend Mai called.

- The phrase *up to my ears* has a **literal** meaning, too. The meaning of the phrase is the same as the meaning of the individual words.

I was chilly, so I pulled my sweater *up to my ears*.

## Guided Practice

Read each sentence. Underline the idiom. Then circle the correct meaning of the idiom.

**HINT** If an idiom doesn't make sense, use context clues to help you understand it. Sometimes you can also find the meaning of idioms in a dictionary.

- 1 I knew Mai would talk my ear off if she had the chance.  
**talk until my ear fell off    talk a long time    talk loudly**
- 2 So I said, “My mom will fly off the handle if I’m on the phone and not studying.”  
**throw a pot    get angry    take a trip**
- 3 I explained, “I’m in the doghouse because I didn’t do well on my last spelling test.”  
**in trouble    sitting in a doghouse    playing with the dog**
- 4 Mai said, “I don’t want to rock the boat, so come over later.”  
**go boating    throw rocks    cause problems**
- 5 It rained cats and dogs as I biked to Mai’s house.  
**was dark    was foggy    rained heavily**
- 6 I knew I had to make tracks, or I’d soon be completely wet.  
**slow down    hurry    take a train**

 Independent Practice

For numbers 1–5, read each sentence. Then choose the correct meaning of each underlined idiom.

- 1 I was all ears when Mai shared her news.
- A feeling my ears grow
  - B getting a headache
  - C listening carefully
  - D unable to hear
- 2 Mai said, "I've just heard it from the horse's mouth. Our school is going to have an auction to raise money."
- A from a horse trainer
  - B from an animal doctor
  - C from the mouth of a horse
  - D from a trustworthy person
- 3 I held my tongue even though I knew that Mai probably found out from her mom, our school principal.
- A kept quiet
  - B grabbed my tongue
  - C stuck out my tongue
  - D made a funny face
- 4 Mai continued, "Let's put our heads together and think of something to contribute to the auction."
- A whisper quietly
  - B sit next to one another
  - C work together to make a plan
  - D put our heads on the table
- 5 Mai is head and shoulders above me at cooking. I suggested that she bake a cake to sell at the auction.
- A much taller than I am
  - B much better than I am
  - C standing above me
  - D faster than I am
- **Try It** Look for places in your writing where you can use an idiom. Remember, idioms are unique ways of saying something, such as "hold your horses." When you say that, you really mean "wait a minute."



## Lesson 22

## Synonyms and Antonyms

**Introduction**

Words in English can have meanings that are similar or different. If you know how two words are related, you can sometimes use the meaning of a word you already know to understand the meaning of an unfamiliar word.

- A **synonym** is a word that has the same or almost the same meaning as another word. The words *select* and *choose* are synonyms.

I try to **select** foods from all five food groups.

I often seem to **choose** the same foods, though.

- An **antonym** is a word that has the opposite meaning of another word. The words *forget* and *remember* are antonyms.

Sometimes I **forget** to eat different kinds of vegetables.

I need to **remember** to vary my diet.

- If you find yourself using the same word again and again, replace the repeated word with a synonym. This will make your writing more interesting.

**Guided Practice**

Read each sentence. Write **S** next to the synonym for the underlined word. Write **A** next to the antonym.

**HINT** You can use a thesaurus to find synonyms and antonyms for many words. Sometimes a dictionary also lists synonyms and antonyms.

- 1 I made a large salad with many vegetables.

**enormous** \_\_\_\_\_ **tiny** \_\_\_\_\_

- 2 A salad is a meal that is easy to make.

**challenging** \_\_\_\_\_ **simple** \_\_\_\_\_

- 3 I used vegetables that are commonly grown in our area.

**unusually** \_\_\_\_\_ **normally** \_\_\_\_\_

- 4 I bought them at our local farmer's market.

**distant** \_\_\_\_\_ **nearby** \_\_\_\_\_



 Independent Practice

For numbers 1–3, which word is a synonym for the underlined word as it is used in each sentence?

- 1 My doctor asked me about my diet.
- A answered
  - B questioned
  - C told
  - D informed
- 2 She said that healthy food can also be tasty.
- A sweet
  - B sour
  - C enjoyable
  - D delicious
- 3 She gave me a few interesting recipes.
- A dull
  - B exciting
  - C boring
  - D tiring

For numbers 4 and 5, which word is an antonym for the underlined word as it is used in each sentence?

- 4 Is it important to eat foods that have protein?
- A unnecessary
  - B required
  - C needed
  - D helpful
- 5 Can you get protein from meat, eggs, and fish?
- A gather
  - B gain
  - C lose
  - D collect

► **Try It** Choose one word from your writing in Part 1 and replace it with its antonym. Then choose a different word from your writing and replace it with a synonym. Reread your story now. How do these word changes impact your story?



## Lesson 24

# Precise Words for Actions and Feelings

**Introduction** **Vague** words, like *went*, *mad*, and *nice*, do not often paint a picture in a reader's mind. **Precise** words, like *stumbled*, *fuming*, and *gentle*, give more information. Often, you can use a thesaurus to find the precise word you need.

- Use precise action words and phrases to tell exactly what is happening.

Vague	Precise		
ask	inquire	question	quiz
cry	whine	weep	wail
stop	halt	pause	wrap up

- Use precise words and phrases to describe emotions and states of being.

Vague	Precise		
happy	content	thrilled	tickled pink
sad	grim	woeful	suffering
shy	afraid	modest	bashful

## Guided Practice

Read each sentence. Circle the precise word or phrase that best replaces the underlined text.

**HINT** Ask yourself which word or phrase creates the strongest image in your mind. Also, look for clues in the surrounding words to help you decide which words to choose.

- Female sea turtles go ashore at night to lay eggs on sandy beaches.  
**walk      move      crawl**
- Confused sea turtles will not lay eggs on brightly lit beaches.  
**Shy      Bewildered      Mysterious**
- Kind people turn off their outdoor lights.  
**Gentle      Good      Caring**
- After laying eggs, a sea turtle goes away from her nest of eggs and returns to the sea.  
**rejects      quits on      deserts**
- Volunteers have to put up fences to protect nest sites.  
**prepare      construct      form**

 Independent Practice

For numbers 1–5, read each sentence. Then choose the most precise word or phrase that best replaces the underlined text in the sentence.

- 1** Many people see sea turtles hatching from their nests.
- A** spy
  - B** observe
  - C** note
  - D** eye
- 2** Volunteers protect the hatchlings by keeping overly excited visitors away from the hatchlings.
- A** content
  - B** eager
  - C** pleased
  - D** cheerful
- 3** Newly hatched sea turtles go quickly to the sea.
- A** scamper
  - B** take off
  - C** make their way
  - D** move on out
- 4** Many predators, such as crabs, eat hatchlings.
- A** prey on
  - B** have
  - C** nibble
  - D** snack on
- 5** Pollution causes problems for sea turtles, too.
- A** pains
  - B** questions
  - C** upsets
  - D** endangers
- **Try It** Reread what you wrote in Part 1. Find two places where you can revise your writing to add or change your words to be more precise. Read your writing with the new words. Tell a family member how that changed your writing.