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# Spelling

When a **suffix** begins with a consonant, keep the silent **e**.

care

careful

careless

hope

hopeful

hopeless

Add a suffix to a word to complete each sentence. You may use a suffix more than once.

## Words

close  
face  
bare  
rude

grace  
home  
bone  
use

love  
complete  
separate

## Suffixes

-ly      -ful  
-less    -ness

- The family sat on the beach and watched the \_\_\_\_\_ sunset.
- The \_\_\_\_\_ swan glided effortlessly over the cool blue lake water.
- Be courteous to others, because \_\_\_\_\_ will get you nowhere.
- Many people volunteer at the \_\_\_\_\_ shelter downtown.
- The art lovers were puzzled by the \_\_\_\_\_ people in the new artist's painting.
- I was so happy when I was \_\_\_\_\_ finished with my homework.
- The young man had \_\_\_\_\_ enough money to pay his rent.
- Mom and Dad drove \_\_\_\_\_ to the program because Dad had to leave early to go to work.
- If you look \_\_\_\_\_ at the picture, you'll see an optical illusion.
- The \_\_\_\_\_ chicken was on sale at the supermarket.

# Plural Nouns

**Irregular nouns** do not follow the standard rules to form a plural. Some irregular nouns change their spelling. Others do not change at all.

wolf - wolves

fish - fish

Write the plural form of each noun. Then use the plural form in a sentence.

1. woman - \_\_\_\_\_

---

---

2. tooth - \_\_\_\_\_

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3. goose - \_\_\_\_\_

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---

4. mouse - \_\_\_\_\_

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---

5. foot - \_\_\_\_\_

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# Verbs

A **verb** shows action or a state of being. The verb is the main word in the predicate (the part that tells what is happening) of a sentence. Specific verbs help to make sentences more interesting.

### General Action Verbs

The boy **laughed** at the joke.  
John **ran** home.

### Specific Action Verbs

The boy **chuckled** at the joke.  
John **sprinted** home.

Rewrite each sentence, replacing the general action verb with a more specific action verb. Use a thesaurus to find interesting verbs.

1. The teacher helped the student with the math assignment.

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2. My father asked about the after school program for fourth graders.

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3. The audience cried throughout the sad movie.

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4. Our dog's loud bark bothered all of the neighbors.

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(continued on the next page)

# Adjective or Adverb?

An **adjective** is a word that describes (modifies) a noun. An **adverb** is a word that describes (modifies) a verb.

Read each sentence below. If the underlined word is an adjective, circle the letter under the word *adjective*. If the underlined word is an adverb, circle the letter under the word *adverb*. Then write each letter on the line above its number to solve the riddle.



What would we have if everyone bought a white car?

\_\_\_\_\_ o \_\_\_\_\_  
 3    4    7    9    10    5    8    3    2    6    3    10    9    1    6

	Adjective	Adverb
1. The <u>gigantic</u> elephant frightened my cousin.	o	p
2. The tiny squirrel scampered away <u>quickly</u> .	m	r
3. The paleontologist searched <u>carefully</u> for fossils.	c	a
4. Hannah watched a <u>humorous</u> movie today.	w	n
5. I will go shopping <u>tomorrow</u> .	b	e
6. The class clapped <u>excitedly</u> after the performance.	w	n
7. Jim studied <u>hard</u> for the vocabulary test.	h	k
8. Mom made a <u>delicious</u> dinner for my birthday.	c	q
9. The bee landed on the <u>yellow</u> flower.	i	u
10. I fed the birds <u>small</u> pieces of bread.	t	y

# Reading Comprehension

**Reading comprehension** is the ability to read something and understand its meaning.

Read the fictional story and answer the questions.

## Tammy and Gina

<sup>1</sup>Tammy and Gina were identical twins. <sup>2</sup>They wore the exact same clothes every day. <sup>3</sup>Sometimes, even their parents had a difficult time telling them apart.

<sup>4</sup>At school, the students and the fourth grade teachers frequently mixed up the two girls. <sup>5</sup>Tammy's passion was reading. <sup>6</sup>She always had a book in hand. <sup>7</sup>Gina was a brain when it came to math. <sup>8</sup>She loved working with numbers, problem solving, and any games having to do with math. <sup>9</sup>When Tammy and Gina arrived at school each morning, they had to sit in a line in the grade level hallway for about fifteen minutes. <sup>10</sup>Tammy read her book, and Gina worked on Sudoku puzzles.



<sup>11</sup>Fourth grade got more complicated as the year progressed. <sup>12</sup>Tammy's math grades went up and down like a roller coaster, depending on what math skill she was learning. <sup>13</sup>However, Gina consistently earned A's in math throughout the year.

<sup>14</sup>Every evening, the girls completed their homework at the kitchen table. <sup>15</sup>Working on math homework was like climbing a mountain for Tammy. <sup>16</sup>Gina tried to help, but Tammy would get frustrated. <sup>17</sup>She'd get angry at her sister. <sup>18</sup>Their mom and dad tried to help, also. <sup>19</sup>Sometimes, Tammy understood the math better, but sometimes, her parents explained the math in a way she couldn't comprehend.

<sup>20</sup>One Monday morning, the girls found out they would have a math test on Friday. <sup>21</sup>It would be the final grade before their next report card. <sup>22</sup>Tammy was anxious and worried. <sup>23</sup>She didn't want to get a failing grade in math.

<sup>24</sup>"Gina, you have to switch places with me at school on Friday! <sup>25</sup>You can take the math test for me. <sup>26</sup>Even if I get a low grade for you, you'll still get an A on your report card."

<sup>27</sup>Gina rolled her eyes and shook her head. <sup>28</sup>Gina did not like the idea one bit, but her sister kept begging her until Gina finally agreed.

<sup>29</sup>When they arrived at school on Friday, Gina read a book, and Tammy did Sudoku puzzles as they sat in the hall until the bell rang. <sup>30</sup>As usual, the girls wore the same clothes. <sup>31</sup>Gina sat at Tammy's desk, and Tammy sat at Gina's desk. <sup>32</sup>They began the math test shortly after announcements.

<sup>33</sup>Mrs. Drake walked around the room monitoring the students as they worked.



<sup>34</sup>Only ten minutes had passed when Mrs. Drake said, “Tammy and Gina, I need to speak with you.” <sup>35</sup>Mrs. Drake ushered the girls to the back of the room.

<sup>36</sup>“You know that I’ve been correcting your assignments, reading your math journals, and looking at your handwriting for months now. <sup>37</sup>Your handwriting is similar, but not the same. <sup>38</sup>What’s the story here? ”

<sup>39</sup>Gina had to confess immediately. <sup>40</sup>Tammy started crying, and she explained how math was so difficult.

<sup>41</sup>“Well, cheating won’t help you improve your math skills. <sup>42</sup>Your mom and I spoke a while ago, and I told her that you would benefit from attending the math tutorials after school. <sup>43</sup>When I talk to her, I think she’ll agree that now is the time. <sup>44</sup>Also, you need to study your math facts. <sup>45</sup>Mastering your math facts will make math easier for you. Gina could help. I know you’ll improve your grades!”

<sup>46</sup>“One more thing,” the teacher said, “I’ll have to inform your parents about this situation. <sup>47</sup>We’ll discuss the consequences.”

<sup>48</sup>“Do you have to?” both girls said.

1. How do you know this story is realistic fiction?
  - a. The characters are famous.
  - b. The story is about a family.
  - c. The events that take place could happen.
  - d. There’s a beginning, a middle, and an end.
  
2. What does the word monitoring mean in the story?
  - a. helping
  - b. watching carefully
  - c. teaching
  - d. talking
  
3. What does the word comprehend mean in the story?
  - a. understand
  - b. finish
  - c. divide
  - d. count
  
4. How did Mrs. Drake figure out the girls had switched places?
  - a. They wore different clothes.
  - b. She overheard the girls talking.
  - c. She recognized their handwriting.
  - d. She could read their minds.

Which sentence best supports the answer? \_\_\_\_\_