



Teacher's Guide
Grade 4



Grammar, Mechanics, Spelling, and Vocabulary

Teaching the Language Strand

Fourth Grade Instructional Scope and Sequence

Lesson Focus	Grammar and Usage	Mechanics	Spelling	Reading, Writing, Listening and Speaking	Vocabulary Acquisition and Use
CCSS	Conventions of Standard English Language 1.0	Conventions of Standard English Language 1.0	Conventions of Standard English Language 2.0	Conventions of Standard English Language 3.0	Conventions of Standard English Language 4.0, 5.0, 6.0
1	Proper Nouns	Periods in Proper Noun Titles	Short Vowels	Precise Proper Nouns	Multiple Meaning Words, Greek and Latin Morphemes, Idioms
2	Common Nouns	Periods to End Statements and Commands	Short Vowels	Precise Common Nouns	Word Relationships, Connotations, Academic Language
3	Plural Nouns and Irregular Plurals	Periods for Abbreviations	Long Vowel <i>a</i>	Plural Nouns and Irregular Plurals	Multiple Meaning Words, Greek and Latin Morphemes, Idioms
4	Verbs	Periods for Acronyms	Long Vowel <i>a</i>	Precise Verbs	Word Relationships, Connotations, Academic Language
5	Verb Tense	Periods in Roman Numeral Outlines	Long Vowel <i>e</i>	Verb Tense	Multiple Meaning Words, Greek and Latin Morphemes, Idioms
6	Simple Subjects	Apostrophes for Singular Possessive Proper Nouns	Long Vowel <i>e</i>	Simple Subjects	Word Relationships, Connotations, Academic Language
7	Simple Predicates	Apostrophes for Singular Possessive Common Nouns	Long Vowel <i>i</i>	Simple Predicates	Multiple Meaning Words, Greek and Latin Morphemes, Similes
8	Direct Objects	Apostrophes for Plural Possessive Proper Nouns	Long Vowel <i>i</i>	Direct Objects	Word Relationships, Connotations, Academic Language

Boldface denotes Introductory Standard for Fourth Grade Level.

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9	*Complete Sentences	Apostrophes for Plural Possessive Common Nouns	Long Vowel <i>o</i>	*Complete Sentences	Multiple Meaning Words, Greek and Latin Morphemes, Similes
10	*Fragments, Phrases, and Dependent Clauses	Comma Misuse	Long Vowel <i>o</i>	*Fragments, Phrases, and Dependent Clauses	Word Relationships, Connotations, Academic Language
11	*Run-ons and Independent Clauses	Apostrophes for Middle Contractions	Long Vowel <i>u</i>	*Run-ons and Independent Clauses	Multiple Meaning Words, Greek and Latin Morphemes, Metaphors
12	Types of Sentences	Apostrophes for Beginning Contractions	Long Vowel <i>u</i>	Types of Sentences	Word Relationships, Connotations, Academic Language
13	Collective Nouns	Apostrophes for Ending Contractions	Silent Final <i>e</i>	Revise Exclamatory into Declarative	Multiple Meaning Words, Greek and Latin Morphemes, Metaphors
14	Personal Pronouns	Commas for Dates	Silent Final <i>e</i>	Revise Declarative into Interrogative	Word Relationships, Connotations, Academic Language
15	Possessive Case Pronouns	Commas for Geographical Places	Vowel Diphthongs /aw/	Revise Interrogative into Imperative	Multiple Meaning Words, Greek and Latin Morphemes, Metaphors
16	Indefinite Singular Pronouns	Commas for Letters	Vowel Diphthongs /aw/	Revise Imperative into Exclamatory	Word Relationships, Connotations, Academic Language

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17	Indefinite Plural Pronouns	Commas in Addresses	Vowel Diphthongs “oo”	*Pronoun Antecedents: Vague References	Multiple Meaning Words, Greek and Latin Morphemes, Imagery
18	Reflexive Pronouns	Commas for Names	Vowel Diphthongs “oo”	*Pronoun Antecedents: Number References	Word Relationships, Connotations, Academic Language
19	*Pronoun Antecedents	Commas between Adjectives	Vowel Diphthongs /oi/, /ow/	*Solving Pronoun Antecedent Problems	Multiple Meaning Words, Greek and Latin Morphemes, Adages
20	Articles	Commas and Quotation Marks with Beginning Speaker Tags and Dialogue	Vowel Diphthongs /oi/, /ow/	Articles	Word Relationships, Connotations, Academic Language
21	Which One? Adjectives	Commas and Quotation Marks with Middle Speaker Tags and Dialogue	Consonant Digraphs	Which One? Adjectives	Multiple Meaning Words, Greek and Latin Morphemes, Adages
22	How Many? Adjectives	Commas and Quotation Marks with Ending Speaker Tags and Dialogue	Consonant Digraphs	How Many? Adjectives	Word Relationships, Connotations, Academic Language
23	What Kind? Adjectives	Punctuation in Dialogue	<i>r</i> - controlled Vowels	What Kind? Adjectives	Multiple Meaning Words, Greek and Latin Morphemes, Alliteration
24	Adjective Order	Punctuation in Direct Quotations: Statements	<i>r</i> - controlled Vowels	Adjective Order	Word Relationships, Connotations, Academic Language

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25	Short Comparative Modifiers	Punctuation in Direct Quotations: Questions	y	Short Comparative Modifiers	Multiple Meaning Words, Greek and Latin Morphemes, Proverbs
26	Long Comparative Modifiers	Indirect Quotations	y	Long Comparative Modifiers	
27	Short Superlative Modifiers	Capitalization of Named People	Non-phonetic Words	Short Superlative Modifiers	Multiple Meaning Words, Greek and Latin Morphemes, Proverbs
28	Long Superlative Modifiers	Capitalization of Named Places	Non-phonetic Words	Long Superlative Modifiers	Word Relationships, Connotations, Academic Language
29	Past Verb Tense	Capitalization of Named Things	Consonant Doubling	Past Verb Tense	Multiple Meaning Words, Greek and Latin Morphemes, Onomatopoeia
30	Present Verb Tense	Capitalization of Products	Consonant Doubling	Present Verb Tense	Word Relationships, Connotations, Academic Language
31	Future Verb Tense	Capitalization of Holidays	/j/	Future Verb Tense	Multiple Meaning Words, Greek and Latin Morphemes, Personification
32	Helping Verbs	Capitalization of Dates and Special Days	/j/	Delete the Unnecessary “There” + “to be” Verbs	Word Relationships, Connotations, Academic Language

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CCSS	Conventions of Standard English Language 1.0	Conventions of Standard English Language 1.0	Conventions of Standard English Language 2.0	Conventions of Standard English Language 3.0	Conventions of Standard English Language 4.0, 5.0, 6.0
33	Past Participle Verbs	Capitalization of Titles	<i>i</i> before <i>e</i>	Delete the Unnecessary “Here” + “to be” Verbs	Multiple Meaning Words, Greek and Latin Morphemes, Personification
34	Irregular Past Participles	Capitalization of Organizations	<i>i</i> before <i>e</i>	Delete the Unnecessary “It” + “to be” Verbs	Word Relationships, Connotations, Academic Language
35	Linking Verbs	Capitalization of Businesses	Hard /c/, Soft /c/	Helping and Linking Verb Modifier Deletions	Multiple Meaning Words, Greek and Latin Morphemes, Colloquial-isms
36	Modals	Capitalization of Languages	Hard /c/, Soft /c/	Modal Auxiliaries (Necessity and Advice)	Word Relationships, Connotations, Academic Language
37	*Singular Subject-Verb Agreement	Capitalization of People Groups	Hard /g/, Soft /g/	Modal Auxiliaries (Ability and Expectation)	Multiple Meaning Words, Greek and Latin Morphemes, Colloquial-isms
38	*Plural Subject-Verb Agreement	Capitalization of Quotations	Hard /g/, Soft /g/	Modal Auxiliaries (Permission and Possibility)	Word Relationships, Connotations, Academic Language
39	Past Progressive Verb Tense	Capitalization of Independent Clauses	“s” and “es” Plurals	Past Progressive Verb Tense	Multiple Meaning Words, Greek and Latin Morphemes
40	Present Progressive Verb Tense	Capitalization of Special Events	“s” and “es” Plurals	Present Progressive Verb Tense	Word Relationships, Connotations, Academic Language

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41	Future Progressive Verb Tense	Capitalization of Historical Periods	/x/,/ch/,/sh/,/z/, /f/ Plurals	Future Progressive Verb Tense	Multiple Meaning Words, Greek and Latin Morphemes
42	What Degree? Adverbs	Question Marks	/x/,/ch/,/sh/,/z/, /f/ Plurals	What Degree? Adverbs	Word Relationships, Connotations, Academic Language
43	How? Adverbs	Exclamation Points	Irregular Plurals	How? Adverbs	Multiple Meaning Words, Greek and Latin Morphemes
44	When? Adverbs	Colons with Business Salutations	Irregular Plurals	When? Adverbs	Word Relationships, Connotations, Academic Language
45	Where? Adverbs	Commas with Beginning Phrases	Contractions	Where? Adverbs	Multiple Meaning Words, Greek and Latin Morphemes, Personification
46	Adverb Order	Commas with Ending Phrases	Contractions	Adverb Order	Word Relationships, Connotations, Academic Language
47	Complex Sentences/ Dependent Clauses	Commas with Beginning Dependent Clauses	Silent Letters	Precise Word and Phrase Choice	Multiple Meaning Words, Greek and Latin Personification
48	Subordinating Conjunctions	Commas with Middle and Ending Dependent Clauses	Silent Letters	Using Punctuation for Effect	Word Relationships, Connotations, Academic Language

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CCSS	Conventions of Standard English Language 1.0	Conventions of Standard English Language 1.0	Conventions of Standard English Language 2.0	Conventions of Standard English Language 3.0	Conventions of Standard English Language 4.0, 5.0, 6.0
49	Coordinating Conjunctions as Joining Words	Hyphens with Compound Words	Homonyms	Formal and Informal Language	Multiple Meaning Words, Greek and Latin Personification
50	Coordinating Conjunctions with Compound Subjects and Predicates	Dashes	Homonyms	Formal and Informal Language	Word Relationships, Connotations, Academic Language
51	Coordinating Conjunctions with Compound Sentences	Brackets	Greek and Latin Prefixes	Conjunction Function	Multiple Meaning Words, Greek and Latin Morphemes
52	Prepositional Phrases: Relationships	Commas before Conjunctions in Compound Sentences	Greek and Latin Prefixes	Prepositional Phrases: Relationships Sentence Openers	Word Relationships, Connotations, Academic Language
53	Prepositional Phrases: Location	Parentheses as Comments	Greek and Latin Roots	Prepositional Phrases: Location Sentence Openers	Multiple Meaning Words, Greek and Latin Morphemes
54	Prepositional Phrases: Time	Parentheses as Appositives	Greek and Latin Roots	Prepositional Phrases: Time Sentence Openers	Word Relationships, Connotations, Academic Language
55	Relative Pronouns	Slashes	Greek and Latin Suffixes	Relative Pronouns	Multiple Meaning Words, Greek and Latin Morphemes, Verbal Irony
56	Relative Adverbs	Numbers	Greek and Latin Suffixes	Relative Adverbs	Word Relationships, Connotations, Academic Language

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Language Conventions #44

Mechanics Lesson

“Today we are studying how to use **colons in business letters**. Now let’s read the mechanics lesson, circle or highlight the key points of the text, and study the examples.”

Colons (:) follow nouns and are used after business letter greetings. **Example:** Dear Sirs:

“Now read the Practice sentence in your workbook. Apply the mechanics rules to circle or highlight what is right. Then cross out and change what is wrong. [Allow time.] ‘Can anyone share what is right? What is wrong? [Correct the sentence on the display].’”

Mechanics Practice Answers:

To Whom It May Concern:

Thank you for your help.

Sincerely,

Thomas Jones

Grammar and Usage Lesson

“Today we are studying **adverbs**. Remember that words that end in ‘_ly’ are often adverbs and that an adverb can modify a verb or another adverb and answer What degree? or How? Now let’s read the grammar and usage lesson, circle or highlight the key points of the text, and study the examples.”

An adverb can modify a verb or another adverb and answer Where? The adverb may be found before or after the verb that it modifies. **Examples:** Here she scratched the table. He put it there next to the chair.

Adverbs are very flexible in English. They can be used in all parts of the sentence.

Examples: Nearby, the bees buzzed around the honeycomb. The bees buzzed nearby around the honeycomb.

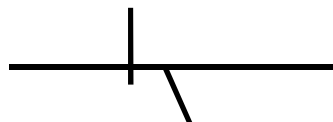
“Now read the Practice sentences in your workbook. Then circle or highlight the Where? adverbs. [Allow time.] ‘Can anyone share the Where? adverbs? [Correct the sentence on the display].’”

Grammar and Usage Practice Answers: Did your parents drive you here? Did you walk there?

Language Conventions #44

Sentence Diagram Lesson and Corrections

“Now read the directions for the Sentence Diagram in your workbook ‘Adverbs are placed below the verbs they modify on a sentence diagram. Complete the Sentence Diagram: “Lucy traveled there.”” [Allow time.]



“Compare your diagram to that on the display. Use a different color pen or pencil to place a √ above each correctly placed answer and change any errors.”

Mentor Text Lesson

“This mentor text, written by songwriters John Lennon and Paul McCartney, uses several Where? adverbs. Let’s read it carefully:

‘I want her everywhere, and if she’s beside me I know I need never care.

But to love her is to need her everywhere, knowing that love is to share.

Each one believing that love never dies, watching her eyes, and hoping I’m always there,

I will be there and everywhere—~~Here~~, there, and everywhere.’

Can anyone identify a Where? adverb?”

Writing Application Lesson

“Now let’s apply what we’ve learned to respond to this quote and write a sentence with a Where? adverb on the Writing Application section of your workbook. [Allow time. Ask a few students to share and then write one exemplary sentence on the display].”

Dictations and Corrections

“Apply the mechanics rules to write this Sentence Dictation correctly in your workbook: “Dear Sirs: Please cancel my order. Sincerely, Mary Todd””

“Apply the grammar and usage lesson to write this Sentence Dictation in your workbook: ‘I see them everywhere but not here.’ Then underline the adverbs.”

“Now compare your sentences to the dictations on the display. Use a different color pen or pencil to place a √ above correct answers or revisions. Correct errors with editing marks.”

Language Conventions #44

Mechanics

Colons (:) follow nouns and are used after business letter greetings. **Example:** Dear Sirs:

Practice:

To Whom It May Concern,

Thank you for your help:

Sincerely,
Thomas Jones

Grammar and Usage

An adverb can modify a verb or another adverb and answer Where? The adverb may be found before or after the word that it describes. **Examples:** Here she scratched the table. He put it there next to the chair.

Adverbs are very flexible in English. They can be used in all parts of the sentence. **Examples:** Nearby, the bees buzzed around the honeycomb. The bees buzzed nearby around the honeycomb.

Practice: Did your parents drive you here? Did you walk there?

Language Conventions #44

Sentence Diagram Answers

Lucy | traveled
 \
 there

Mentor Text

“I want her everywhere, and if she’s beside me I know I need never care.

But to love her is to need her everywhere, knowing that love is to share.

Each one believing that love never dies, watching her eyes, and hoping I’m always there,

I will be there and everywhere—Here, there, and everywhere.”

John Lennon (1940–1980) and Paul McCartney (1942–

Writing Application Lesson

Mechanics Dictation

Dear Sirs:

Please cancel my order.

Sincerely,
Mary Todd

Grammar and Usage Dictation

I see them everywhere but not here.

Language Conventions Worksheet #44

Mechanics

Colons (:) follow nouns and are used after business letter greetings. **Example:** Dear Sirs:

Practice: To Whom It May Concern,
Thank you for your help:
Sincerely,
Thomas Jones

Grammar and Usage

An adverb can modify a verb or another adverb and answer Where? The adverb may be found before or after the verb that it modifies. **Examples:** Here she scratched the table. He put it there next to the chair.

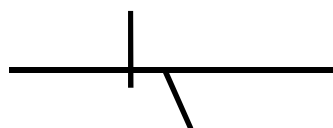
Adverbs are very flexible in English. They can be used in all parts of the sentence.

Examples: Nearby, the bees buzzed around the honeycomb. The bees buzzed nearby around the honeycomb.

Practice: Did your parents drive you here? Did you walk there?

Sentence Diagram

Adverbs are placed below the verbs they modify on a sentence diagram. Complete the Sentence Diagram: “Lucy traveled there.”



Writing Application _____

Mechanics Dictation _____

Grammar and Usage Dictation _____

Spelling Patterns Test #15

Consonant Doubling

1. funny
2. cónsonant
3. rancher
4. entertain**ment**
5. rainout
6. stop**ped**
7. start**ed**
8. lift**ing**
9. shuteye
10. quick**ly**
11. cónference
12. begin**ning**
13. bookend
14. bumper
15. có**m**ical
16. abandon
17. f**ic**tional
18. pickup
19. witness
20. dri**pp**ing

Spelling Sort Answers #15

Consonant Doubling

Circle the bolded spelling patterns in the words you sorted correctly.

SPELLING WORDS

1. funny
2. cónsonant
3. rancher
4. entertainment
5. rainout
6. stop**ped**
7. start**ed**
8. lift**ing**
9. shuteye
10. quick**ly**
11. cónference
12. begin**ning**
13. bookend
14. bumper
15. cómic**al**
16. abandon
17. f**ic**tional
18. pickup
19. wit**ness**
20. dri**pp**ing

Double the
Consonant

fun**ny**

stop**ped**

begin**ning**

dri**pp**ing

Suffix Begins with
Consonant

entertain**ment**

quick**ly**

abandon

wit**ness**

Accent Not on Ending

Base Word or

Incomplete Root

cón**son**ant

cón**fer**ence

cómic**al**

f**ic**tional

No Vowel-Consonant
at End of Root

ranch**er**

start**ed**

lift**ing**

bum**per**

Compound Words

rainout

shuteye

bookend

pick**up**

SPELLING TIPS

Syllable Rule

Usually divide syllables between double consonants if they are surrounded by vowels. Don't divide between consonant digraphs and most consonant blends.

Spelling Worksheet #15 Consonant Doubling

Spelling Focus

Double the consonant ending a base word or incomplete root when adding on a suffix if all three of these apply: 1. The accent is on the ending base word or incomplete root 2. The base word or root ends in a vowel then a consonant 3. The suffix begins with a vowel.

Directions: Sort each spelling word into the group that best matches its sound or spelling pattern.

SPELLING WORDS

1. funny
2. consonant
3. rancher
4. entertainment
5. rainout
6. stopped
7. started
8. lifting
9. shuteye
10. quickly
11. conference
12. beginning
13. bookend
14. bumper
15. comical
16. abandon
17. fictional
18. pickup
19. darkness
20. dripping

Double the Consonant

No Vowel-Consonant at End of Root

Suffix Begins with Consonant

Compound Words

Accent Not on Ending Base Word or Incomplete Root

SPELLING TIPS

Syllable Rule

Usually divide syllables between double consonants if they are surrounded by vowels. Don't divide between consonant digraphs and most consonant blends.

Language Application #26

Lesson Focus

In this lesson we learn how to start a sentence with a **long comparative modifier sentence opener**. A **long comparative modifier** sentence opener is an adjective that compares two persons, places, or things.

Use *more* or *less* for a three-syllable (or longer) adjective to compare two nouns. The long comparative modifier often follows with *than* to connect the nouns being compared.

Example

More interesting than cartoons, game shows could still be boring.

Change this sentence by using a long comparative modifier sentence opener:

The second level of the video game was more fun, but not as challenging as the first level.

Language Application Revision

Less challenging than the first level, the second level of the video game was more fun.

Language Application Worksheet #26

Long Comparative Modifiers

Lesson Focus

In this lesson we learn how to start a sentence with a **long comparative modifier sentence opener**. A **long comparative modifier** sentence opener is an adjective that compares two persons, places, or things.

Use *more* or *less* for a three-syllable (or longer) adjective to compare two nouns. The long comparative modifier often follows with *than* to connect the nouns being compared.

Key Idea(s)

Example

More interesting than cartoons, game shows could still be boring.

Change this sentence by using a long comparative modifier sentence opener:

The second level of the video game was more fun, but not as challenging as the first level.

My Own Sentence

Vocabulary Worksheet #3

Multiple Meaning Words

Directions: Write the number of the definition that best matches the use of each vocabulary word in the sentence below.

Vocabulary Words Definitions

- | | |
|-----------|---|
| staff (n) | 1. A specific group of workers. |
| staff (n) | 2. A stick or rod used for support or as a symbol of authority. |

The old chief leaned on his wooden staff ____, while our office staff__ hurried to prepare a comfortable spot for him to sit.

Greek and Latin Word Parts: Prefixes, Roots, and Suffixes

Directions: For each prefix, root, or suffix, write an example word which includes the word part. Then use the word part meanings to help you write your own definition of the vocabulary word.

Prefix	Root	Suffix	Meaning	Example Words
re			again	_____
	sent		feeling	_____
resent _____				

Language Resources: Dictionary and Thesaurus

Directions: Consult a dictionary to divide the vocabulary word into syl/la/bles, mark its primary accent, list its part of speech, and write its primary definition. Compare to your definition above.

re sent () _____

Directions: Consult a thesaurus to write the two best synonyms for the vocabulary word.

Synonym _____ Synonym _____

Idioms (non-literal expression used by a certain language group)

Directions: As used in the following sentences, interpret or explain the meaning of this idiom: “Get your ducks in a row.” Your room is a mess, your backpack hasn’t been cleaned out in a month, and you don’t even know what day it is. It’s time you got your ducks in a row.

Vocabulary Worksheet #4

Word Relationships: Synonyms

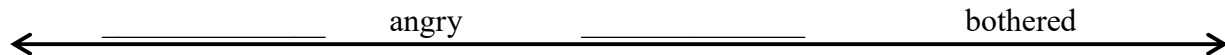
Directions: Write one or two sentences using both vocabulary words. Use **SALE** (Synonym, Antonym, Logic, Example) context clues to show the related meanings of each word.

Vocabulary Words	Definitions
gather (v)	To bring together.
collect (v)	To keep things of a certain kind.

Connotations: Shades of Meaning

Directions: Write the vocabulary words where they belong on the ←Connotation Spectrum. →

Vocabulary Words	Definitions
furious (adj)	Really mad.
upset (adj)	Unhappy or disappointed.



Academic Language

Directions: Describe the vocabulary words in each box.

Vocabulary Word: assess (v) Definition: To determine the value of something.	Similar to...
Different than...	Example, Characteristics, or Picture:

Vocabulary Word: assume (v) Definition: To conclude without proof.	Similar to...
Different than...	Example, Characteristics, or Picture:

Diagnostic Grammar and Usage Assessment

Directions: Place the letter in the space to the left of the number that best matches or completes each sentence.

- ___ 32. Compared to last time, this work is definitely _____.
A. most difficult B. more difficulter C. difficultest
D. more difficult E. difficulter
- ___ 33. He is the _____ student in his class.
A. most intelligent B. more intelligent C. intelligentest
D. more intelligent E. intelligenter
- ___ 34. Dennis _____ ready and he _____ prepared well.
A. seem; has B. seems; have C. seems; has
D. seems; was E. seem; is
- ___ 35. She _____ passed the test, but she didn't study.
A. did have B. could have C. should of
D. did might E. would of
- ___ 36. She _____ hard for the test last night.
A. studied B. did studied C. study
D. had studying E. have studied
- ___ 37. She _____ hard for the test last night when she fell asleep.
A. studied B. was studied C. was studying
D. studying E. have studied
- ___ 38. She always _____ hard for tests.
A. study B. will studied C. studies
D. are studied E. will be studied
- ___ 39. Today she _____ hard for the test
A. will have been studying B. had studied C. study
D. is studied E. is studying
- ___ 40. We _____ more later this afternoon.
A. will have been studying B. will study C. study
D. are studied E. have studied
- ___ 41. She _____ for the test the whole night.
A. will have studying B. will be studying C. have studied
D. are studied E. have studying
- ___ 42. The boy claimed he _____ the lost watch under the bush.
A. founded B. finded C. found
D. founding E. find

Directions: Each problem has the numbered diagnostic items in enlarged **boldface**. If the student misses an item, mark a / in the same number column on the Diagnostic Grammar, Usage, and Mechanics Assessment Mastery Matrix.

1. a friend named **John** said, “I am glad I don’t need any help on my homework”

2. she saw pictures in the newsweek article (the one that featured **Space Camp**)

3. bring both girls' costume dresses to atlanta, georgia in time for Halloween

4. joe, please read the chapters on “knots” and “cooking” to prepare for the **Boy Scouts** meeting tonight

5. mr. wong is from South Africa, but he spoke perfect English

6. dear mary,

what a complete surprise! our teacher's short story titled "yankees and

rebels” was a huge success

yours truly,

amy

Grammar, Usage, and Mechanics Worksheet #1

FOCUS Proper Nouns

A **proper noun** is the name of a person, place, or thing. It can be acted upon and is capitalized.

CONNECT TO WRITING

Whenever possible, use specific proper nouns rather than common nouns. A proper noun may be a single word, a group of words (with or without abbreviations), or a hyphenated word. Capitalize all words that make up proper nouns, except articles (*a*, *an*, and *the*), prepositions, such as *of*, *to*, and *from*, and conjunctions, such as *and*, *or*, and *but*.

Examples: *Josh* was honored person
 at *U.S. Memorial Auditorium* place
 with the *Smith-Lee Award*. thing

PRACTICE

Circle or highlight the proper nouns in the following story.

John Francis left his home in Beatrice, Nebraska in 1941, shortly before the start of World War II. Traveling first by bus to Chicago, he then boarded the *Southwestern Chief* to ride to Los Angeles. At Grand Central Station, John met his sister, Jane, and immediately began looking for part-time work and an apartment. He found employment at Blix Hardware on Western Avenue and a room to rent in nearby South Hollywood.

When war was declared, John joined the army and was stationed at Fort Ord. He played trumpet in the Army Band and was promoted to the rank of Staff Sergeant. The United States was fortunate to have so many young men, like John, serving their country.

After the war in 1945, John entered the University of Southern California, paying for his college with money from the G.I. Bill. Graduating Cum Laude with degrees in Business and Social Science, he continued to play trumpet in clubs all over Southern California. Upon marrying Janice Jones, he took a job at California Federal Savings and Loan and was promoted to Senior Vice-President. He and his wife raised two children, Mark and Robin.

WRITE

Write your own sentence with person, place, and thing proper nouns.

Grammar, Usage, and Mechanics Worksheet #42

FOCUS Irregular Verbs

English has many **irregular verbs** in the past tense and past participle verb form.

CONNECT TO WRITING

Unlike regular verbs, irregular verbs don't form the past tense and past participle by adding “_ed” endings onto the base forms of their verbs. Many common English verbs are irregular.

PRACTICE

Match these verbs to their irregular verb patterns: go-went-gone, say-said-said, build-built-built, put-put-put, tell-told-told, drink-drank-drunk, find-found-found, wear-wore-worn, blow-blew-blown, swing-swung-swung, see-saw-seen, mean-meant-meant, feed-fed-fed

Irregular Verb Patterns	Present	Past	Past Participle
The “d” changes to “_t”	_____	_____	_____
Other consonants change to “_t”	_____	_____	_____
Verbs ending in “_d” or “_t” don’t change	_____	_____	_____
Other consonants change to “_en”	_____	_____	_____
Other consonants change to “_n”	_____	_____	_____
Vowels change to “u”	_____	_____	_____
Vowels change from “i” to “a” and “u”	_____	_____	_____
Vowels change to “ou”	_____	_____	_____
Vowels change “ee” change to “e”	_____	_____	_____
The “ear” changes to “ore” and “orn”	_____	_____	_____
The “ay” to “aid”	_____	_____	_____
Consonants change to “_d”	_____	_____	_____
Oddballs	_____	_____	_____

WRITE

Write a sentence using an irregular past tense verb and an irregular past participle verb form.

Diagnostic Spelling Assessment

1.	bumper	The car bumper had a large dent.	bumper	Short Vowels
2.	foggy	In foggy conditions it is hard to drive.	foggy	
3.	briskly	They walked briskly through the park.	briskly	
4.	medical	His medical condition worsened.	medical	
5.	defiance	The child's defiance created heartache.	defiance	
6.	dreadful	A dreadful sound came out of the trumpet.	dreadful	
7.	provide	She can provide all of the details.	provide	Silent Final e
8.	lately	That happens a lot lately.	lately	
9.	compute	To compute numbers he used a calculator.	compute	
10.	hopeful	I am hopeful that she will visit soon.	hopeful	
11.	attitude	The student had a wonderful attitude.	attitude	
12.	surprise	It could not have been a better surprise.	surprise	
13.	muffle	The headphones muffle the noise.	muffle	Consonant Digraphs
14.	motive	The lawyer found the motive for the crime.	motive	
15.	submarine	A submarine can be very long.	submarine	
16.	eyelashes	Her eyelashes were very long.	eyelashes	
17.	crutches	He had to use crutches because of his ankle.	crutches	
18.	hypothesis	The scientist's hypothesis was tested.	hypothesis	
19.	cartwheel	I could never do a proper cartwheel.	cartwheel	Long /a/
20.	telegraph	The telegraph was invented in the 1800s.	telegraph	
21.	patriot	A patriot is one who supports his country.	patriot	
22.	payment	I received his payment last July.	payment	
23.	trained	She trained long and hard for the Olympics.	trained	
24.	neighbor	My neighbor wakes up early each morning.	neighbor	
25.	maybe	He thought maybe they would agree.	maybe	Long /e/
26.	seeking	The captain was seeking buried treasure.	seeking	
27.	ceilings	The apartment had very high ceilings.	ceilings	
28.	lobbying	Student Council is lobbying for a game day.	lobbying	
29.	creature	The iguana is a strange-looking creature.	creature	
30.	radius	The radius of the circle was six inches.	radius	
31.	bicycle	She got a bicycle for her birthday.	bicycle	Long /i/
32.	delight	The new neighbor is such a delight.	delight	
33.	supply	A huge supply came in yesterday.	supply	
34.	untie	It took me a long time to untie the knot.	untie	
35.	introduce	I would like to introduce my friend.	introduce	
36.	vetoed	The president vetoed the proposed law.	vetoed	
37.	soaking	When you are soaking in a tub, life is fine.	soaking	Long /o/
38.	fellowship	The hobbit joined the secret fellowship.	fellowship	
39.	humor	She had a great sense of humor.	humor	
40.	fewer	There are fewer choices than I had thought.	fewer	
41.	rescued	The dog rescued the child from the river.	rescued	
				Long /u/

Spelling Pattern Worksheet #61

Hard *c* Sound “c[a,o,u]” , “k[e,i]” , “__ck” , “__c”

FOCUS The hard *c* sound heard in *kangaroo* can be spelled “ca” as in *cat*, “co” as in *comb*, “cu” as in *cut*, “ke” as in *ketchup*, “ki” as in *kit*, “_ck” as in *kick*, and “_c” as in *basic*.

SORT Write each word in the correct column.

custom	lacy	cinnamon	cedar	capital	cent
kitchen	snorkel	cider	panic	check	cyclone

Hard *c* Spellings

Other Sound Spellings

JUMBLE Write the word with the hard *c* spelling found in each jumbled word.

ctahc	_____	ccbreumu	_____
nnekel	_____	mcktaeech*	_____

*Bonus

SEARCH In a book find four words with the hard *c* spellings that are not on this worksheet. After each new word, write the page number where you found the word.

_____ p. ____	_____ p. ____
_____ p. ____	_____ p. ____

WRITE Compose a sentence using two of your own hard *c* spelling words.

Language Worksheet #2

FOCUS Compound Subjects

The compound subject has two or more connected common nouns, proper nouns, or pronouns that one verb acts upon. The words “and,” “or,” or “nor” connect them. The compound subject is the “do-er” or the “be-er” of the sentence. It tells whom or what the sentence is about.

Examples: The *girl* and her *mother* walked to the store.
 Running quickly down the slope were *Suzanne, Becky, and Carson*.

CONNECT TO WRITING

The compound subject is usually found at the start of a declarative sentence (a sentence which makes a statement). To find the compound subject of the sentence, first look for any prepositional phrases. The compound subject of the sentence is never part of a prepositional phrase.

PRACTICE

Underline the simple compound subjects found in this article.

Both Winter and Summer Olympics feature the best in international competition. The marathon and 100 meter race always fill the stadium with an eager audience. Track fans and casual spectators enjoy the competition of these Olympic events.

Basketball, gymnastics, and ice-hockey get the highest television ratings. Tickets to these events are quite popular. The cost of these tickets and the effort it takes to purchase these tickets make many people decide to watch these events at home.

Most nations in the world send athletes, coaches, and trainers to participate in at least a few events. During the Olympics nations put aside their disagreements to compete for the love of sport. Athletes and spectators look forward to the Olympics every other year.

WRITE

Write your own sentence with a compound subject.

Vocabulary Study Cards #1 and #2

brief	short	brief	to inform or give a summary of information or events
un	not	able	to be able to
conclude	to end or bring to a close	finish	to add the final touches to a project
colossal	extremely and unusually large	enormous	very large
analyze	to break into parts and examine each part	approach	to get close to something

Spelling Proofreading Strategy

Use this spelling proofreading strategy to correct your own spelling errors. Up to 50% of spelling errors can be self-corrected through effective proofreading.

Directions: Read the following passage silently, counting the number of spelling errors as you read.

“Come look at whats going on, but hurry,” I said. I was certian that her fears were exaggerated as usual. But, I obediently want outside in to the darkness.

Amanda pointed up to the darkening sky and siad, “this is very strange, indeed.”

I found it hard too except what I saw in that sky. The the old familar moon was partially covered by an eclipse and had turned blood read.

Directions: Now re-read the same passage out loud, but *backwards* from end to beginning, counting the number of spelling errors as you read. Use your finger to isolate each word as you read.

Did you find more spelling errors this time? Most readers will find more errors when reading out loud and backwards. When we read normally from beginning to end, we tend to overlook spelling errors because we are concentrating on meaning, not spellings as we read.

Following is the passage with the spelling errors corrected in **boldface**. See if you missed finding any spelling errors.

.....

Answers

“Come look at **what’s** going on, but hurry,” I said. I was **certain** that her fears were exaggerated, as usual. But, I obediently went outside **into** the darkness.

Amanda pointed up to the darkening sky and **said**, “This is very strange, indeed.”

I found it hard **to accept** what I saw in that sky. The the old **familiar** moon was partially covered by an eclipse and had turned blood **red**.

Word Making and Word Jumbles Spelling Pattern Words

Sound-Spellings

Unscrambled Words

Word Jumbles

Consonant Doubling

committee
disappoint
beginning
Mississippi

moctmetei
aioitnpsdp
nnngiibge
ppssssiim

/j/ Sound

“_dge”
“_ge”
“j_”
“ge_”
“gi_”
“gy”

badges
bandage
jackrabbit
generally
gigantic
tragedy

gsadeb
egndaba
abtibkacjr
leryaleng
tnciagig
gretayd

i before *e*

“ie”
“cei”
“ei” with /ā/

earpiece
receiving
neighbors

ceiprae
vgineicer
osbhrieng

Hard /c/ and Soft /c/

“ca”
“co”
“cu”
“ce”
“ci”
“cy”

catastrophe
cooperate
currently
recently
cinnamon
bicycles

rsatacohept
epeartoco
tnylrurce
eecrtlyn
mnonanic
cclyseib

Hard /g/ and Soft /g/

“ga”
“go”
“gu”
“ge”
“gi”
“gy”

gasoline
government
guarantee
gesturing
gigantic
astrology

sagonlei
ovgnremtne
aranugtne
egtsrunig
ggintei
arsotlgyo

TLS Closed Syllable Division

- | | | |
|---------------|--------------|-------------|
| 1. napkin | 2. pencil | 3. fidget |
| 4. picnic | 5. contest | 6. bandit |
| 7. atlas | 8. invented | 9. insult |
| 10. plastic | 11. sandwich | 12. hundred |
| 13. monster | 14. trumpet | 15. insect |
| 16. fantastic | 17. splendid | 18. cactus |
| 19. magnet | 20. canyon | 21. actress |
| 22. quintet | 23. kidnap | 24. locker |
| 25. pumpkin | 26. subtract | 27. frantic |

Closed Syllable Rule: A vowel before a syllable-ending consonant (VC) is usually short. This pattern is called a *closed syllable*. The syllable following begins with a consonant. **Examples:** mas-cot, bas-ket.

TLS Closed Syllable Division Worksheet

Directions: Print the Closed Syllable Division words in the spaces provided. Carefully divide the words into syllables with / marks. Then, write the accent mark (') above the primary vowel accent.

Closed Syllable Rule: A vowel before a syllable-ending consonant (VC) is usually short. This pattern is called a *closed syllable*. The syllable following begins with a consonant.

Examples: mas-cot, bas-ket.

- | | | |
|-----------|-----------|-----------|
| 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. _____ |

TLS Closed Syllable Division Answers

- | | | |
|-----------------|---------------|--------------|
| 1. náp/kin | 2. pén/cil | 3. fíd/get |
| 4. píć/nic | 5. cón/test | 6. bán/dit |
| 7. át/las | 8. in/vén/ted | 9. ín/sult |
| 10. plás/tic | 11. sánd/wich | 12. hún/dred |
| 13. món/ster | 14. trúm/pet | 15. ín/sect |
| 16. fan/tás/tic | 17. splén/did | 18. cáć/tus |
| 19. mág/net | 20. cán/yon | 21. ác/tress |
| 22. quin/tét | 23. kíd/nap | 24. lóc/ker |
| 25. púmp/kin | 26. sub/tráć | 27. frán/tic |

Closed Syllable Rule: A vowel before a syllable-ending consonant (VC) is usually short. This pattern is called a *closed syllable*. The syllable following begins with a consonant. **Examples:** mas-cot, bas-ket.

Context Clues Strategies

Using context clues to figure out the meaning of unknown words as you read will help build your vocabulary and increase your reading comprehension. The **FP'S BAG SALE STRATEGIES** will improve your ability to use context clues.

When you come to an unknown word, first apply these steps: **FP'S BAG**.

Finish the sentence.

See how the word fits into the whole sentence.

Pronounce the word out loud.

Sometimes hearing the word will give you a clue to meaning.

Syllables—Examine each word part.

Word parts can be helpful clues to meaning.

Before—Read the sentence before the unknown word.

The sentence before can hint at what the word means.

After—Read the sentence after the unknown word.

The sentence after can define, explain, or provide an example of the word.

Grammar—Determine the part of speech.

Pay attention to where the word is placed in the sentence, the ending of the word, and its grammatical relationship to other known words for clues to meaning.

Next search for surrounding word clues which identify one of the **SALE** (Synonym, Antonym, Logic, Example) context clues categories. Knowing the category the unknown word belongs to will help you define the unknown word.

Synonym—Sometimes an unknown word is defined by the use of a word that is similar in meaning. *Synonyms may appear in apposition, in which case commas, dashes, or parentheses are used.*

Example: The **wardrobe**, or closet, was filled with clothes.

Often a sentence will have two clauses with one clause listing the word and the other clause defining it.

Example: Spaghetti is a **carbohydrate**, a rich source to provide energy.

Antonym—Sometimes an unknown word is defined by the use of word that is different or opposite in meaning. *Antonym clues will often use Transition Words e.g. however, not, but, in contrast, etc.*

Example: He signaled a **looey**, not a right turn.

Logic—Sometimes an unknown word is explained by the use of other words. *Your own knowledge about the content and text structure may provide clues to meaning.*

Example: He petted the **canine**, and then made her sit up and beg for a bone.

Example—Sometimes an unknown word is defined by example words or is used as part of list of similar examples. *Example clues will often use Transition Words e.g. for example.*

Example: Adventurous, **rowdy**, and crazy pioneers all found their way out West.

Put together the **FP'S BAG SALE** clues to guess the meaning of the unknown word.

Context Clues Worksheet

Directions: After each unknown word, write the definition of the word in the first blank and the **SALE** context clues category which best informs your choice of the definition in the second blank. Answers are provided for the first unknown word to get you started.

SALE Context Clues

Synonym—Sometimes an unknown word is defined by the use of a word that is similar in meaning.

Antonym—Sometimes an unknown word is defined by the use of word that is different or opposite in meaning.

Logic—Sometimes an unknown word is explained by the use of other words.

Example—Sometimes an unknown word is defined by example words or is used as part of list of similar examples.

Take Me out to the Moffto

“Get your ice-cold **youngol!**” _____ soda _____ Example _____ the vendor shouted. All 50,000 fans were lucky to have tickets and were just thrilled to be sitting in the coratong _____ for the final game of the play-offs. I was amazed to see how well-kept the **goper** _____ remained after all these years. The grass was cut evenly, the mound shaped to perfection, and the baselines were chalked without error. Our excellent seats were right behind the third base **bonxite** _____ where the players watch the game.

The **hozejoy**, _____ not the visiting team was favored to win the series. With the fastest **munzer** _____ in the league on the mound, the Tigers liked their chances.

The first **rockham** _____ of the game hit a deep homer into the left field grandstand. We had to leave early after only four of nine **verwasps** _____ because we had the baby with us.

Grammar, Usage, and Mechanics Test: Lessons 1-4

Matching Directions: Place the capital letter(s) that best matches to the left of the number.

- | | |
|--|--|
| ____ 1. Mr., Mrs., Ms., Dr. Sr., Jr., M.D. | A. Capitalized person, place, or thing |
| ____ 2. Proper noun | B. Abbreviated proper noun |
| ____ 3. Imperative | C. Irregular plural nouns |
| ____ 4. Common noun | D. Idea, person, place, or thing |
| ____ 5. U.S. | E. Mental, physical, linking |
| ____ 6. Child, man, person | AB. Proper noun titles |
| ____ 7. NASA | AC. Command |
| ____ 8. Verbs | AD. Acronym |

Sentence Application Directions: Answer in complete sentences, using your own words.

9. Write a sentence using a title following a proper noun. _____

10. Write a sentence with an proper noun person and thing. _____

11. Write a declarative sentence. _____

12. Write a sentence including a common noun person. _____

13. Write a sentence with a proper noun place abbreviation. _____

14. Write sentence with an irregular plural. _____

15. Write a sentence including an acronym. _____

16. Write a sentence including two types of verbs. _____

Vocabulary Test: Lessons 1-4

Matching Directions: Place the capital letter(s) that best matches to the left of the number.

- | | |
|------------------|--|
| ___ 17. brief | A. To get close to something |
| ___ 18. un | B. To end or bring to a close |
| ___ 19. able | C. To break into parts and examine each part |
| ___ 20. conclude | D. To be able to |
| ___ 21. colossal | E. Extremely and unusually large |
| ___ 22. analyze | AB. To inform or give a summary of information or events |
| ___ 23. approach | AC. Not |

Matching Directions: Place the capital letter(s) that best matches to the left of the number.

- | | |
|-----------------|--|
| ___ 24. staff | A. Unhappy or disappointed |
| ___ 25. re | B. Feeling |
| ___ 26. sent | C. To conclude without proof |
| ___ 27. collect | D. To determine the value of something |
| ___ 28. upset | E. Again |
| ___ 29. assess | AB. To keep things of a certain kind |
| ___ 30. assume | AC. A specific group of workers |

Sentence Application Directions: Answer in complete sentences.

31. Write a sentence showing the meaning of this idiom: “a lot on my plate.”

32. Write a sentence showing the meaning of this idiom: “Get your ducks in a row.” _____

33. Write a sentence showing the meaning of this word: “unable.” _____

34. Write a sentence showing the meaning of this word: “resent.” _____

Common Core Language Strand Grade 4 Alignment

Common Core State Standards English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects Language Strand	Standards
Conventions of Standard English	Grammar and Usage Standards
L.4.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	
a. Use relative pronouns (<i>who, whose, whom, which, that</i>) and relative adverbs (<i>where, when, why</i>).	LC/SW 55 LA/SW 55 GUM 3, 21, 22, 23, 24
b. Form and use the progressive (e.g., <i>I was walking; I am walking; I will be walking</i>) verb tenses.	LC/SW 39,40,41 LA/SW 39–41 GUM 26
c. Use modal auxiliaries (e.g., <i>can, may, must</i>) to convey various conditions.	LC/SW 36 LA/SW 36–38 GUM 39
d. Order adjectives within sentences according to conventional patterns (e.g., <i>a small red bag</i> rather than <i>a red small bag</i>).	LC/SW 21–24 LA/SW 21–24 GUM 4
e. Form and use prepositional phrases.	LC/SW 52–54 LA/SW 52–54 GUM 7
f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.*	LC/SW 9–11 LA/SW 9–11 LW
g. Correctly use frequently confused words (e.g., <i>to, too, two; there, their</i>).*	VW Odd
Conventions of Standard English	Mechanics and Spelling Standards
L.4.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	
a. Use correct capitalization.	LC/SW 27–41 GUM 49–56
b. Use commas and quotation marks to mark direct speech and quotations from a text.	LC/SW 20–24 GUM 41, 46, 57
c. Use a comma before a coordinating conjunction in a compound sentence.	LC/SW 52 GUM 47
d. Spell grade-appropriate words correctly, consulting references as needed.	SP/SW 1–32 SPW 1–72
Knowledge of Language	Knowledge of Language Standards
L.4.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.	
a. Choose words and phrases to convey ideas precisely.	LA/SW 1, 2, 4, 5, 13–16, 21–47, 49–56 AA; VW Even and Odd
b. Choose punctuation for effect.	LC/SW 43, 51 GUM 72; LA/SW 48
c. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).	LA/SW 49, 50

LC = Language Conventions; LA = Language Application; SP = Spelling Patterns; LW = Language Worksheets;
 GUM = Grammar, Usage, and Mechanics Worksheets; SPW = Spelling Pattern Worksheets;
 AA = Appendix A; AB = Appendix B; AC = Appendix C; AD = Appendix D;
 SW = Student Workbook; VW = Vocabulary Worksheets

Common Core Language Strand Grade 4 Alignment

Common Core State Standards English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects Language Strand	Standards
Vocabulary Acquisition and Use	Vocabulary Acquisition and Use Standards
L.4.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 4 reading and content</i> , choosing flexibly from a range of strategies.	
a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.	VW Even and Odd
b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>telegraph</i> , <i>photograph</i> , <i>autograph</i>).	VW Odd
c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.	VW Odd
L.4.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	
a. Explain the meaning of simple similes and metaphors (e.g., <i>as pretty as a picture</i>) in context.	VW Odd
b. Recognize and explain the meaning of common idioms, adages, and proverbs.	VW Even
c. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).	VW Even
L.4.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., <i>wildlife</i> , <i>conservation</i> , and <i>endangered</i> when discussing animal preservation).	VW Even

Common Core State Standards English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects Language Strand *Language Progressive Skills	Grammar and Usage Standards	Mechanics Standards	Knowledge of Use Standards	Vocabulary Acquisition and Use Standards
L.3.1f. Ensure subject-verb and pronoun-antecedent agreement.	LC/SW 37, 38 GUM 9–12, 21–23, 25–28		LW LA/SW 6–7	
L.3.3a. Choose words and phrases for effect.	LC/SW 39–41, 46, 48		LA/SW 1–4, 24, 32–34, 39–41, 46, 47, 49, 50	VW Even AD
L.4.1f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.	LC/SW 9–11 GUM 17–20 LW		LW LA/SW 9–11	
L.4.1g. Correctly use frequently confused words (e.g., <i>to/too/two</i> ; <i>there/their</i>).				VW Odd
L.4.3b. Choose punctuation for effect.		LC/SW 43, 51 GUM 72	LA/SW 48	

LC = Language Conventions; LA = Language Application; SP = Spelling Patterns; LW = Language Worksheets; GUM = Grammar, Usage, and Mechanics Worksheets; SPW = Spelling Pattern Worksheets; AA = Appendix A; AB = Appendix B; AC = Appendix C; AD = Appendix D; SW = Student Workbook; VW = Vocabulary Worksheets