Comprehensive Vocabulary Grade 4

PENNINGTON
Publishing

Slices of the Vocabulary Pie

- Greek and Latin Morphology
- Multiple Meanings
- Figures of Speech
- Word Relationships
- Language Resources
- Academic Language
- Connotations

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, Bases, and Suffixes

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

Prefix	Base	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 áccent, list its part of speech, and write its primary definition. Compare to your definition above.

r e s e n t (   ) _____

_____

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.

←————— _____ angry _____ bothered —————→
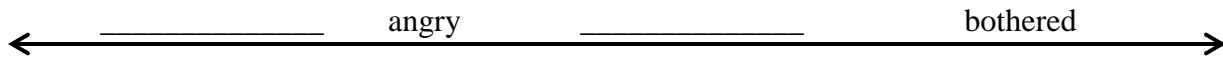
Academic Language

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:**

staff	a specific group of workers	staff	a stick or rod used for support or as a symbol of authority
re	again	sent	feeling
gather	to bring together	collect	to keep things of a certain kind
furious	really mad	upset	unhappy or disappointed
assess	to determine the value of something	assume	to conclude without proof

Vocabulary Test: Lessons 1—4

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

____1. brief   A. To get close to something

____2. un   B. To end or bring to a close

____3. able   C. To break into parts and examine each part

____4. conclude   D. To be able to

____5. colossal   E. Extremely and unusually large

____6. analyze   AB. To inform or give a summary of information or events

____7. approach   AC. Not

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

____8. staff   A. Unhappy or disappointed

____9. re   B. Feeling

____10. sent   C. To suppose to be true without evidence

____11. collect   D. To determine the value of something

____12. upset   E. Again

____13. assess   AB. To acquire things of a particular kind

____14. assume   AC. A specific group of workers

Directions: Write complete sentences, using context clues to show the meaning of the following.

15. Write a sentence showing the meaning of this idiom: "a lot on my plate."

_____

_____

16. Write a sentence showing the meaning of this idiom: "Get your ducks in a row." _____

_____

_____

17. Write a sentence showing the meaning of this word: "unable." _____

_____

18. Write a sentence showing the meaning of this word: "resent." _____

_____

Double Consonant Syllable Division Worksheet

Directions: Print the Double Consonant Division words in the spaces provided. Carefully divide the words into syllables with **/** marks. Then, write the accent mark (´) above the primary vowel accent.

Double Consonant Syllable Rule: When there are two consonants between two vowels in a word, divide the syllable between the consonants. Exceptions: Don't divide between the consonants of a digraph (*ch*, *sh*, *wh*, *th*). Usually keep blends together such as *bl*, *br*, or *sw*. Only separate ending "ed" suffixes from their bases when the bases end in *d* or *t*.
Examples: di**n-n**er, co**m-m**i**t-t**ed, lat**ch**-key, con-**fessed**.

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. _____

Double Consonant Syllable Division Answers

1. ex/tén/ded   2. stóp/ping   3. stút/ter

4. sin/cére/ly   5. tý/phoid   6. slúg/gish/ly

7. im/pór/tant   8. per/mít/ted   9. for/gót/ten

10. star/vá/tion   11. sub/stán/tial   12. re/ad/mít/ted

13. bóok/worm   14. séam/stress   15. kíd/napped

16. stár/ring   17. im/prín/ted   18. as/tó/ni/shing

19. dis/cússed   20. splít/ting   21. fít/ness

22. mád/ness   23. glád/den   24. stír/ring

25. shíp/ment   26. pre/sen/tá/tion   27. híc/cupped

Double Consonant Syllable Rule: When there are two consonants between two vowels in a word, divide the syllable between the consonants. Exceptions: Don't divide between the consonants of a digraph (*ch*, *sh*, *wh*, *th*). Usually keep blends together such as *bl*, *br*, or *sw*. Only separate ending "ed" suffixes from their bases when the bases end in *d* or *t*.
Examples: di**n-n**er, co**m-mit-ted**, lat**ch**-key con-**fessed**.

Context Clues Worksheet Answers

Correction Note: Many times a combination of context clue categories may help readers find the meaning of unknown words. Students may wish to share why they identified a different **SALE** context clues category.

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.

The Laurho Dinner Party

Last **Ertoke** ____December____, ____Synonym____ just before Christmas, I had the extreme pleasure of boarding Air Force One and flying across the Atlantic to attend an important government dinner in a distant **laurho** ____country____ ____Logic____. What a party it was with delicious **swenjusa** ____food____ ____Example____ and festive drinks! The dining room was beautifully decorated and tinsel, lights, and bulbs hung splendidly on the twenty-foot Christmas **terraza** ____tree____ ____Example____.

The dress was **yontuk** ____casual____, ____Antonym____ not formal, and the ladies enjoyed wearing their floor-length **goreds** ____gowns____ ____Logic____. After dinner a young **westy** ____woman____, ____Synonym____ Princess Styvault, sang a wonderful medley of show tunes and folk songs, accompanied by the brilliant Monsieur Pierrot, who tinkled the ivories on the **soto** ____piano____ ____Example____.

Vocabulary Steps

Directions: Some vocabulary words require a *basic understanding*; others require *full understanding*. Study the example to see how completing the Sentence Frames helps deepen your understanding of the Vocabulary Word. Then complete the sentence frames to define a word that your teacher assigns.

Sentence Frames   **Vocabulary Word:**   democracy

full understanding

It's important because…	it's what our levels of government practice
It's different than ____ because…	a republic because a republic has a Constitution
It's the same as _____ because…	a republic because both have citizens who are allowed to vote
Examples of it would be…	direct democracy like a club, representative democracy like Student Council
It's an example of the following…	ways decisions are made in governments and organizations.

basic understanding

Sentence Frames   **Vocabulary Word:** _____

full understanding

It's important because…	_____ _____
It's different than ____ because…	_____ _____
It's the same as _____ because…	_____ _____
Examples of it would be…	_____ _____
It's an example of the following…	_____ _____

basic understanding

Lessons 1–4 Review: Greek and Latin Morphology Walls

Prefixes	Bound Bases	Free Bases	Suffixes
(Placed before a base. Spell 'em; don't say 'em.)	(Needs prefix or suffix to make a word)	(Stands alone as a word)	(Placed after the base. Spell 'em; don't say 'em.)
un re		able sent	

More Words

To move word parts: Right click, copy, paste, drag. To align textboxes: Hold shift, click two or more, Arrange, Align.

Connectors

a e i o u   e

Lessons 5–8 Review: Greek and Latin Morphology Walls

Prefixes	Bound Bases	Free Bases	Suffixes
(Placed before a base. Spell 'em; don't say 'em.)	(Needs prefix or suffix to make a word)	(Stands alone as a word)	(Placed after the base. Spell 'em; don't say 'em.)
un re in dis	san cred	able sent it	

More Words

To move word parts: Right click, copy, paste, drag. To align textboxes: Hold shift, click two or more, Arrange, Align.

Connectors

a e i o u e

Lessons 9–12 Review: Greek and Latin Morphology Walls

Prefixes	Bound Bases	Free Bases	Suffixes
(Placed before a base. Spell 'em; don't say 'em.)	(Needs prefix or suffix to make a word)	(Stands alone as a word)	(Placed after the base. Spell 'em; don't say 'em.)
un re in dis en at	san cred dur tract	able sent it	

More Words

To move word parts: Right click, copy, paste, drag. To align textboxes: Hold shift, click two or more, Arrange, Align.

Connectors

a e i o u   e

Lessons 13–16 Review: Greek and Latin Morphology Walls

Prefixes	Bound Bases	Free Bases	Suffixes
(Placed before a base. Spell 'em; don't say 'em.)	(Needs prefix or suffix to make a word)	(Stands alone as a word)	(Placed after the base. Spell 'em; don't say 'em.)
un re in dis en at in over	san cred dur tract sist	able sent it act	

More Words

To move word parts: Right click, copy, paste, drag. To align textboxes: Hold shift, click two or more, Arrange, Align.

Connectors

a e i o u e

Lessons 17–20 Review: Greek and Latin Morphology Walls

Prefixes	Bound Bases	Free Bases	Suffixes
(Placed before a base. Spell 'em; don't say 'em.)	(Needs prefix or suffix to make a word)	(Stands alone as a word)	(Placed after the base. Spell 'em; don't say 'em.)
un re in dis en at in over mis sub	san cred dur tract sist quot urb	able sent it act	

More Words

To move word parts: Right click, copy, paste, drag. To align textboxes: Hold shift, click two or more, Arrange, Align.

Connectors

a e i o u e

Lessons 21–24 Review: Greek and Latin Morphology Walls

Prefixes	Bound Bases	Free Bases	Suffixes
(Placed before a base. Spell 'em; don't say 'em.)	(Needs prefix or suffix to make a word)	(Stands alone as a word)	(Placed after the base. Spell 'em; don't say 'em.)
un re in dis en at in over mis sub pre inter	san cred dur tract sist quot urb dict cept	able sent it act	

More Words

To move word parts: Right click, copy, paste, drag. To align textboxes: Hold shift, click two or more, Arrange, Align.

Connectors

a e i o u   e

Lessons 25–28 Review: Greek and Latin Morphology Walls

Prefixes	Bound Bases	Free Bases	Suffixes
(Placed before a base. Spell 'em; don't say 'em.)	(Needs prefix or suffix to make a word)	(Stands alone as a word)	(Placed after the base. Spell 'em; don't say 'em.)
un re in dis en at in over mis sub pre inter for de	san cred dur tract sist quot urb dict cept ward pend	able sent it act	

More Words

To move word parts: Right click, copy, paste, drag. To align textboxes: Hold shift, click two or more, Arrange, Align.

Connectors

a e i o u   e

Lessons 29–32 Review: Greek and Latin Morphology Walls

Prefixes	Bound Bases	Free Bases	Suffixes
(Placed before a base. Spell 'em; don't say 'em.)	(Needs prefix or suffix to make a word)	(Stands alone as a word)	(Placed after the base. Spell 'em; don't say 'em.)
un re in dis en at in over mis sub pre inter for de trans	san cred dur tract sist quot urb dict cept ward pend	able sent it act port super	or

More Words

To move word parts: Right click, copy, paste, drag. To align textboxes: Hold shift, click two or more, Arrange, Align.

Connectors

a e i o u   e

Lessons 33–36 Review: Greek and Latin Morphology Walls

Prefixes	Bound Bases	Free Bases	Suffixes
(Placed before a base. Spell 'em; don't say 'em.)	(Needs prefix or suffix to make a word)	(Stands alone as a word)	(Placed after the base. Spell 'em; don't say 'em.)
un re in dis en	san cred dur tract	able sent it act	or
at in over mis sub	sist quot urb dict	port super	
pre inter for de	cept ward pend		
trans semi	ann par don		

More Words

To move word parts: Right click, copy, paste, drag. To align textboxes: Hold shift, click two or more, Arrange, Align.

Connectors

a e i o u e

Lessons 37–40 Review: Greek and Latin Morphology Walls

Prefixes	Bound Bases	Free Bases	Suffixes
(Placed before a base. Spell 'em; don't say 'em.)	(Needs prefix or suffix to make a word)	(Stands alone as a word)	(Placed after the base. Spell 'em; don't say 'em.)

Prefixes:
un re in dis en
at in over mis sub
pre inter for de
trans semi under

Bound Bases:
san cred dur tract
sist quot urb dict
cept ward pend
ann par don med
stat

Free Bases:
able sent it act
port super

Suffixes:
or an

More Words

To move word parts: Right click, copy, paste, drag. To align textboxes: Hold shift, click two or more, Arrange, Align.

Connectors

a e i o u e

Lessons 41–44 Review: Greek and Latin Morphology Walls

Prefixes	Bound Bases	Free Bases	Suffixes
(Placed before a base. Spell 'em; don't say 'em.)	(Needs prefix or suffix to make a word)	(Stands alone as a word)	(Placed after the base. Spell 'em; don't say 'em.)
un re in dis en	san cred dur tract	able sent it act	or an tion
at in over mis sub	sist quot urb dict	port super	
pre inter for de	cept ward pend		
trans semi under	ann par don med		
tri	stat aud dent		

More Words

To move word parts: Right click, copy, paste, drag. To align textboxes: Hold shift, click two or more, Arrange, Align.

Connectors

a e i o u e

Lessons 45–48 Review: Greek and Latin Morphology Walls

Prefixes	Bound Bases	Free Bases	Suffixes
(Placed before a base. Spell 'em; don't say 'em.)	(Needs prefix or suffix to make a word)	(Stands alone as a word)	(Placed after the base. Spell 'em; don't say 'em.)

Prefixes:
un re in dis en
at in over mis sub
pre inter for de
trans semi under
tri ex a

Bound Bases:
san cred dur tract
sist quot urb dict
cept ward pend
ann par don med
stat aud dent

Free Bases:
able sent it act
port super claim
void

Suffixes:
or an tion

More Words

To move word parts: Right click, copy, paste, drag. To align textboxes: Hold shift, click two or more, Arrange, Align.

Connectors

a e i o u   e

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Lessons 49–52 Review: Greek and Latin Morphology Walls

Prefixes	Bound Bases	Free Bases	Suffixes
(Placed before a base. Spell 'em; don't say 'em.)	(Needs prefix or suffix to make a word)	(Stands alone as a word)	(Placed after the base. Spell 'em; don't say 'em.)

Prefixes:
un re in dis en
at in over mis sub
pre inter for de
trans semi under
tri ex a post
bi

Bound Bases:
san cred dur tract
sist quot urb dict
cept ward pend
ann par don med
stat aud dent pon

Free Bases:
able sent it act
port super claim
void sect

Suffixes:
or an tion

More Words

To move word parts: Right click, copy, paste, drag. To align textboxes: Hold shift, click two or more, Arrange, Align.

Connectors

a e i o u   e

Lessons 53–56 Review: Greek and Latin Morphology Walls

Prefixes	Bound Bases	Free Bases	Suffixes
(Placed before a base. Spell 'em; don't say 'em.)	(Needs prefix or suffix to make a word)	(Stands alone as a word)	(Placed after the base. Spell 'em; don't say 'em.)

Prefixes:
un　re　in　dis　en
at　in　over　mis　sub
pre　inter　for　de
trans　semi　under
tri　ex　a　post
bi　e　ab

Bound Bases:
san　cred　dur　tract
sist　quot　urb　dict
cept　ward　pend
ann　par　don　med
stat　aud　dent　pon
rupt

Free Bases:
able　sent　it　act
port　super　claim
void　sect　merge

Suffixes:
or　an　tion

More Words

To move word parts: Right click, copy, paste, drag. To align textboxes: Hold shift, click two or more, Arrange, Align.

Connectors
a　e　i　o　u　　e

Grade 4 Academic Language Assessment

Form description

Email address *

Valid email address

This form is collecting email addresses. Change settings

Please type your first name. *

Short answer text

Diagnostic and Final Grade-level Assessment of Academic Vocabulary (based upon the research-based Academic Words List)

Please type your last name. *

Short answer text

https://docs.google.com/forms/d/1Zgmeroqn7-omCXJADvx4vpB040AuoUfpkliYg9-dJl8/copy

Matching Section 1: select the circle which best matches the numbered words in the left column. *

	analyze	approach	assess	assume	authority	available	benefit	concept
The powe...	○	○	○	○	○	○	○	○
To get cl...	○	○	○	○	○	○	○	○

Grade 4 Vocabulary Tests: Lessons 1—56

Lessons 1–4 Test:

https://docs.google.com/forms/d/1kGSN87W3eKsMAF106RhbcFUdXWNu-Fl4FX_UNISPUeU/copy

Lessons 5–8 Test:

https://docs.google.com/forms/u/0/d/1HaXyVDsab9r-J7kpRuTddX1B7aO5zv9-xkEukQhvn28/copy?pli=1

Lessons 9–12 Test:

https://docs.google.com/forms/u/0/d/1KhyFKVFk4h4rdz1s6yJjxl3KeJTCqahaPdvezQ4tIlo/copy?pli=1

Lessons 13–16 Test:

https://docs.google.com/forms/u/0/d/1SCXTVAPHlDQ6FeNxP5wk-9YDcg2GNB3u3A1IOR46Nrs/copy?pli=1

Lessons 17–20 Test:

https://docs.google.com/forms/u/0/d/1qTCLWLhZrmfiLmhlwmG0wVLwmMXvv7aLfJHoxYlQClM/copy?pli=1

Lessons 21–24 Test:

https://docs.google.com/forms/u/0/d/1JDpQmtikVMBx8htPwc6UbmIcsMuP6XGl8D0gHhUvNHo/copy?pli=1

Lessons 25–28 Test:

https://docs.google.com/forms/u/0/d/19yEShZiEfPUYieF_ccJOJIzmM7wensVrBk8htYg8gzw/copy?pli=1

Lessons 29–32 Test:

https://docs.google.com/forms/u/0/d/1V0pt9SyMyeMJBbOSViujXYxzfPyabsoAKrDzGo7XGCc/copy?pli=1

Lessons 33–36 Test:

https://docs.google.com/forms/u/0/d/1TepanzgKHTInGEopgSkp3d76-L8aJP-K_0T-4fgiQ3E/copy?pli=1

Lessons 37–40 Test:

https://docs.google.com/forms/u/0/d/198NiR7KjFJ23PUwddsUiygYteljSdM0yioYR7pev8Mg/copy?pli=1

Lessons 41–44 Test:

https://docs.google.com/forms/u/0/d/1L5mt_Fuj15td9pqeJK2RCAGEZSaV5HGpURiTMEsutrM/copy?pli=1

Lessons 45–48 Test:

https://docs.google.com/forms/u/0/d/1dHTyqSV_J2yl6w1UebR82N9kqCZF1bDwE5hQ8Tgg6mU/copy?pli=1

Lessons 49–52 Test:

https://docs.google.com/forms/u/0/d/1sSvN1u8Q1ba4FQD9w1tlp4dkwLg1p35X-31sO1ccJoY/copy?pli=1

Lessons 53–56 Test:

https://docs.google.com/forms/u/0/d/15nCIQqUbt8js30CZtDy9qTwG3XRpHG5qaBYWNU3EU5Q/copy?pli=1