

COMMON CORE VOCABULARY TOOLKIT

MARK PENNINGTON



GRADE 4



**WORKSHEETS
SYLLABICATION
CONTEXT CLUES
ASSESSMENTS**



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 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

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. Sent |
| ___ 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.” _____

Prefix Syllable Division

- | | | |
|----------------|------------------|---------------|
| 1. antidote | 2. community | 3. engage |
| 4. inactive | 5. resurgence | 6. emphatic |
| 7. immobile | 8. energetic | 9. nonsense |
| 10. superman | 11. understand | 12. illegal |
| 13. irritant | 14. definitely | 15. foreword |
| 16. middle | 17. prescription | 18. overview |
| 19. unsanitary | 20. semicircle | 21. transport |
| 22. cooperate | 23. distinguish | 24. prosper |
| 25. convention | 26. misleading | 27. collects |

Prefix Syllable Rule: *Prefixes* are word parts at the beginning of a word that change the meaning of the base word or incomplete root. Some words have two prefixes.
Example: in ex plicable

Prefix Syllable Division Worksheet

Directions: Print the Prefix 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.

Prefix Syllable Rule: *Prefixes* are word parts at the beginning of a word that change the meaning of the base word or incomplete root. Some words have two prefixes.

Example: in ex plicable

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

Prefix Syllable Division Answers

- | | | |
|--------------------|--------------------|----------------|
| 1. án/ti/dote | 2. com/mún/i/ty | 3. en/gáge |
| 4. in/ác/tive | 5. re/súr/gence | 6. em/phát/ic |
| 7. im/mó/bile | 8. en/er/gét/ic | 9. nón/sense |
| 10. sú/per/man | 11. un/der/stánd | 12. il/lé/gal |
| 13. ír/ri/tant | 14. déf/i/nite/ly | 15. fóre/word |
| 16. míd/dle | 17. pre/scríp/tion | 18. ó/ver/view |
| 19. un/sán/i/tar/y | 20. sém/i/cir/cle | 21. tráns/port |
| 22. co/óp/er/ate | 23. dis/tín/guish | 24. prós/per |
| 25. con/vén/tion | 26. mis/léad/ing | 27. col/lécts |

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Derivatives Worksheet

Directions: Use a dictionary to find the assigned words and complete the following tasks in the spaces provided. For each assigned word write the word, its base word, and the definition of that base word. Next, find two related entry words which use the same base word and list these derivatives and their parts of speech. Then use each of these derivatives in complete sentences.

Assigned Word	Derivative	
_____	_____ ()	Part of Speech / Sentence

Base Word		
_____ ()	Base Word Definition:	_____

	Derivative	
	_____ ()	Part of Speech / Sentence

Assigned Word	Derivative	
_____	_____ ()	Part of Speech / Sentence

Base Word		
_____ ()	Base Word Definition:	_____

	Derivative	
	_____ ()	Part of Speech / Sentence

Context Clues Strategies and Worksheets

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 Mofftof

“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.

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.

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 _____ stadium _____ Logic _____ for the final game of the play-offs. I was amazed to see how well-kept the **goper** _____ field _____ Example _____ 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** _____ dugout _____, _____ Synonym _____ where the players watch the game.

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

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

Vocabulary Review Games

These games will help your students review vocabulary words from the CCV Vocabulary Worksheets and the Greek and Latin Prefixes, Roots, and Suffixes Resource List.

Spell and Define Challenge Bowl

Divide your students into two groups and select one student as the host. Give the vocabulary review list to the host for reference. Students stand next to their desks. The host flips a coin to determine which group goes first. The host says any word part chosen at random and the first student must first spell then define the word part. If the student is unsure of either the spelling or definition, he or she may use a “lifeline” to ask another group member for assistance, but only once per game. If the student gets both the spelling and definition correct, he or she remains standing; if incorrect, the student takes a seat and the next word goes to the opposing team. The team with the last student standing wins.

Baseball

The teacher needs to assign each word or word part according to difficulty, from easy to hard, as a single, double, triple, or home run. Hint: Have many more singles cards than the others. Divide your students into two teams and establish four bases. When in the field, students sit in seats; when “up,” the students stand in line waiting their turn to bat. Teacher selects a single, double, triple, or home run card. Then, the teacher announces the word part and the batter must give the definition within five seconds or the batter is out. Mix it up by giving definitions and having students come up with the matching word part. Three outs per each team per inning. Select a student to serve as scorekeeper, and have that student keep the team scores on the board.

Inventive Vocabulary Writing

Referencing the Greek and Latin prefixes, roots, and suffixes that students have already practiced, ask students to invent words that use each Greek and Latin word part in a sentence that uses context clues to show the meaning of each nonsense word. Encourage students to use “real” word parts to combine with each targeted word part to form multi-syllabic words. Award extra points for words used from prior week’s words. For variety, require students to write in different genre. Examples: brief narratives, classified ads, game directions, how-to paragraphs, dialogues, journals, advice columns.

Figures of Speech Brain-teasers

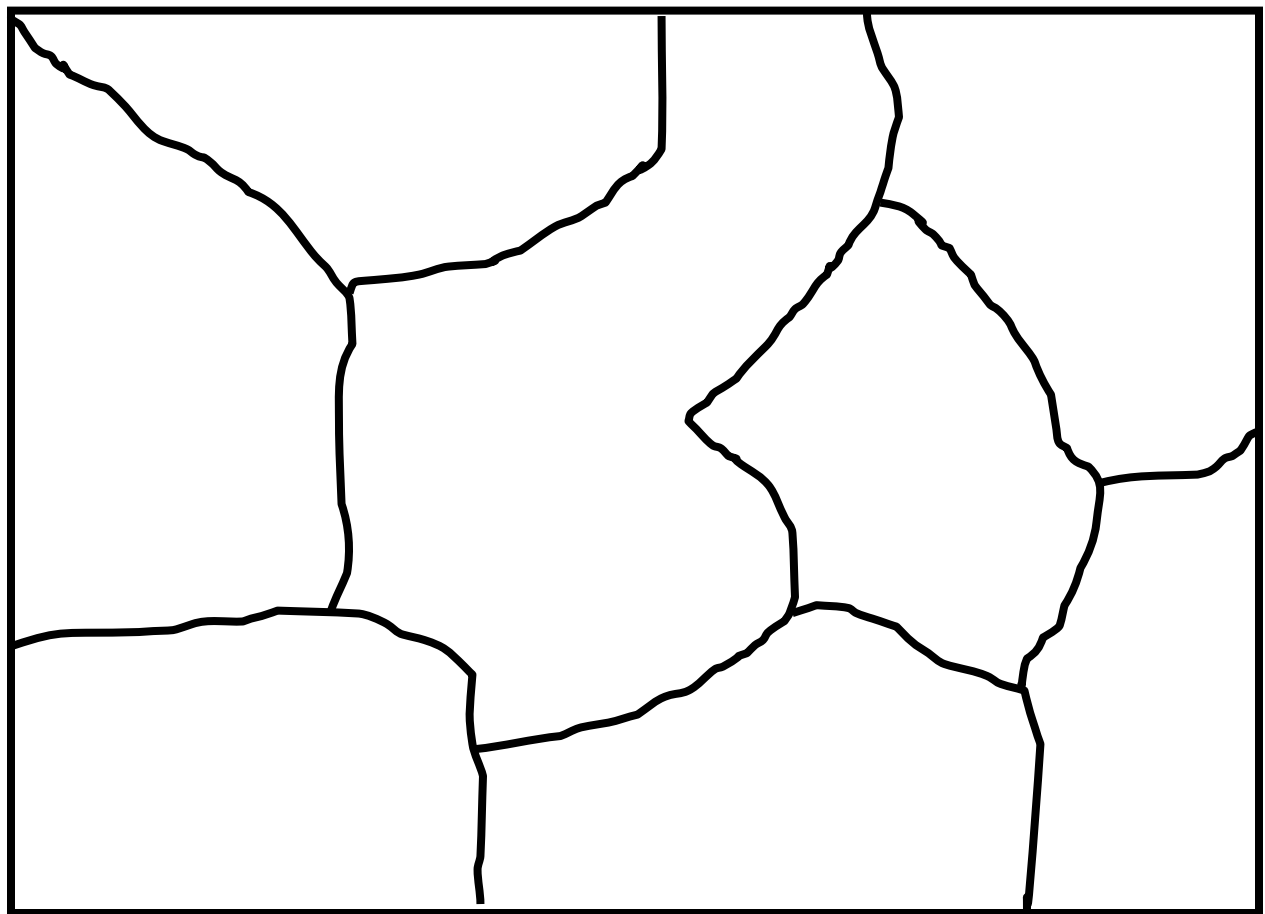
Referencing the idioms learned from their CCV Vocabulary Worksheets, students use pictures, symbols, and parts of words to represent these expressions on the front of a 3 x 5 card. On the rear of the card, translate the idiomatic expression and use the expression in a context clue sentence to show its meaning.

Word Part Puzzles

Pass out construction paper, rulers, and scissors to each student. Tell your students that they will use the Greek and Latin Prefixes, Roots, and Suffixes list to make a jigsaw puzzle with word parts and their definitions.

Directions:

1. Draw jigsaw puzzle lines on one side of light color construction paper so that you can fit the word parts and their definitions. Avoid small puzzle pieces.
2. Print the word part in dark pen or pencil at the edge of one puzzle piece and its matching definition at the edge of another puzzle piece that touches it, just like the model shows. Finish labeling the puzzle.
3. Cut out the puzzle pieces and place the word parts and their matching definitions face down on your desk. Put together the puzzle.
4. Label another set of word parts and their definitions on the blank side of the puzzle. You now have created two separate Word Part Puzzles.



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

Sentence Frames	Vocabulary Word: _____
	<i>full understanding</i>
	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...	_____
<i>basic understanding</i>	

Semantic Spectrums

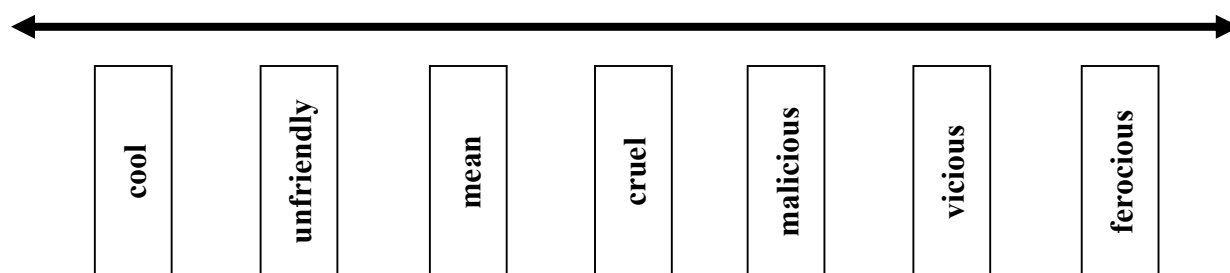
Words have both *denotative* meanings, such as the dictionary definition, and *connotative* meanings, such as the shades of meaning between similar definitions. Brainstorming the connotative meanings of words with similar definitions can help develop a deeper understanding of exactly what a word means and how it is used.

Directions: Follow the model and example below to complete the spectrum, placing the vocabulary word that is assigned by your teacher in the appropriate location. Try to keep the same parts of speech as the vocabulary word for most of your words.

Model

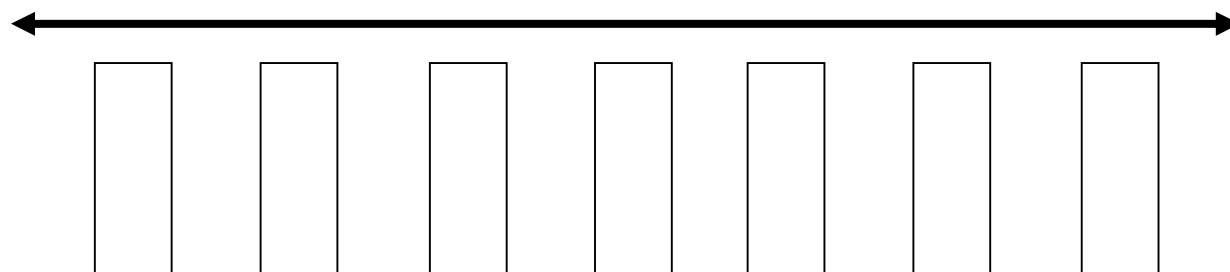


Example: Vocabulary Word *vicious*



Practice

Vocabulary Word _____



CCSS 4th Grade Vocabulary Scope and Sequence

CCSS Levels	Multiple Meanings L.4.a	Greek and Latin Word Parts L.4.a.c.d.	Word Relationships L.4.a.	Figures of Speech L.5.a.	Connotations L.5.c.	Academic Language L.6.0
1	spell	un able		Idioms		
2			Synonyms: conclude finish		colossal enormous	analyze approach
3	staff	re sent		Idioms		
4			Synonyms: gather collect		furious upset	assess assume
5	work	in san(e)		Idioms		
6			Antonyms: lazy energetic		exhausted weary	authority available
7	track	dis credit		Idioms		
8			Antonyms: selfish generous		adore admire	benefit concept
9	ruler	en dur(e)		Idioms		
10			Part to Whole: sole slipper		joyous elated	consist constitute
11	rose	at tract		Idioms		
12			Part to Whole: trunk bark		mumble whisper	context contract
13	right	in sist		Idioms		
14			Degree: worried anxious		scorching lukewarm	data derive
15	match	over act		Similes		
16			Degree: spicy mild		sniffle sob	distribute economy
17	bright	mis quot(e)		Similes		
18			Item to Category: hurricane weather		scrawny obese	environment establish

CCSS 4th Grade Vocabulary Scope and Sequence

CCSS Levels	Multiple Meanings L.4.a	Greek and Latin Word Parts L.4.a.c.d.	Word Relationships L.4.a.	Figures of Speech L.5.a.	Connotations L.5.c.	Academic Language L.6.0
47	bowl	a void		Proverbs		
48			Lack of to Object: manners courtesy		counterfeit phony	respond role
49	mouse	post pon(e)		Proverbs		
50			Tool to Worker: match fire		cooperate reject	section sector
51	train	di sect		Onomatopoeia		
52			Tool to Worker: wrench plumber		argue chat	significant similar
53	does	e merge		Onomatopoeia		
54			Cause-Effect: tragedy depression		gobble nibble	source specific
55	wind	ab rupt		Onomatopoeia		
56			Cause-Effect: misbehavior suspension		neglect notice	structure theory

Boldface denotes Introductory Standard for Fourth Grade Level.