



Teacher's Guide  
Grade 4

# Grammar, Mechanics, Spelling, and Vocabulary

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Teaching the Language Strand

# Vocabulary Worksheets

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## Vocabulary Standards

The Common Core State Standards (CCSS) in English Language Arts divides vocabulary development among a variety of instructional strands across the grade levels. For example, the Reading Strand in both Literature and Informational Text includes the same Standard (8.4): “Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.”

However, most of the specific Vocabulary Standards are placed in the K-12 Language Strand. The CCSS L.4, 5, 6 Vocabulary Standards specify the following components of vocabulary instruction:

- Multiple Meaning Words and Context Clues (L.4.a.)
- Greek and Latin Word Parts (L.4.a.)
- Language Resources (L.4.c.d.)
- Figures of Speech (L.5.a.)
- Word Relationships (L.5.b.)
- Connotations (L.5.c.)
- Academic Language Words (L.6.0)

## Vocabulary Instruction

The bulk of Tier I Words (conversational words) and some Tier II words (generalizable academic words) are acquired primarily through independent reading. However, many Tier II and III Words (content-specific academic vocabulary) as discussed in the CCSS Appendix A require direct instruction. These vocabulary words require instruction and practice in a variety of contexts to transfer to our students’ long-term memories (Beck, McKeown, Kucan).

The Vocabulary Worksheets have been designed to introduce and reinforce vocabulary through independent practice. While teachers should continue to require independent reading and continue to teach vocabulary in the context of literature and informational text, a companion curriculum to learn and practice the varied components of the Vocabulary Standards certainly makes sense.

As with any new instructional activity, teachers should walk through the directions and instructional activities of the Vocabulary Worksheets before expecting students to complete the work on their own. Following are two lessons designed to ensure independent success.

## Odd-Numbered Vocabulary Worksheets Introductory Lesson

Ask students open their student workbooks to page 141. Students will complete Vocabulary Worksheet #1 with guided practice. After this lesson most students should be able to complete the odd-numbered Vocabulary Worksheets in 10–15 minutes with minimal assistance.

### Multiple Meaning Words

List or display these common dictionary abbreviations for the parts of speech on the board:

***n.* for noun; *pron.* for pronoun; *adj.* for adjective; *conj.* for conjunction;  
*v.* for verb; *adv.* for adverb; *conj.* for conjunction; *prep.* for preposition**

Introduce the two **Multiple Meaning Words**, identify the parts of speech, and read their definitions out loud. Then read and explain the directions.

Next, read the sentences out loud and complete a “think aloud” as you use context clues to decide which definition number best matches each vocabulary word. Note: A brief context clues lesson will follow in the Word Relationships section of the **Even-Numbered Vocabulary Worksheets Introductory Lesson**.

Finally, direct students to fill in the definition numbers in the spaces provided.

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

Introduce the two **Greek and Latin Word Parts** and read their definitions out loud. Remind students how prefixes, roots, and suffixes function in words: Prefixes are word parts which appear at the beginnings of some words; roots may be complete words (base words) or word parts and serve as the main “building blocks” for the meaning of the word; and suffixes are word parts which appear at the endings of some words to provide additional meaning or to show how the word would be used in a sentence.

Then read and explain the first sentence of the directions. Ask students to brainstorm which words they know which include each of the word parts. Write their example words on the board and then direct students to write two choices in the blanks under the “Example Words” column. Feel free to add your own words.

Remind students that they can consult a print or online dictionary to find example words for the prefixes and roots, but not suffixes because of the alphabetical order of dictionaries. Show students using computers how using the search words “words ending with \_\_\_” will help them find words including the suffixes.

Now read and explain the second sentence of the directions. Ask students to guess the definition of the word formed from the word parts and write their responses on the board. Encourage students to use the words listed under the “Meaning” column, but also add on their own words or reverse the order of the word part meanings to make the best sense. Complete sentences are not required.

Finally, direct students to write their own definition in the space provided.

### **Language Resources: Dictionary and Thesaurus**

Locate the Greek and Latin vocabulary word listed under the **Language Resources: Dictionary and Thesaurus** section on the Vocabulary Worksheet. Display the dictionary entry found in the print or online dictionary that students will use to complete this section.

Read and explain the first set of 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.”

- Show students how the dictionary divides the vocabulary word into syllables\* and direct student to use slashes (/) for these syllable divisions of the Greek and Latin vocabulary words. Point out that the Greek and Latin vocabulary words don’t always follow English syllabication rules. (English syllable rules are found in Spelling Resources Appendix B.)
- Show students how the dictionary marks the primary accent and tell them to place the (´) accent mark over the stressed vowel or last vowel in a vowel team for the Greek and Latin vocabulary words. For example, a/boút. Remind students to mark slashes (/) between, *not through*, the letters. Note: One good technique to help students hear primary accents is to clap on the primary accented syllable and snap on the unaccented syllable(s). (English accent rules are found in Spelling Resources Appendix B.)
- Show students how the dictionary may or may not label the abbreviated part of speech. Tell students that they are to use these abbreviations to label the parts of speech in the parentheses which follow. Refer to the dictionary abbreviations for the parts of speech previously listed or displayed on the board: *n.*, *pron.*, *adj.*, *v.*, *adv.*, *conj.*, *prep.*
- Show students how the dictionary lists the primary (first) \*\* and secondary definitions (thereafter). Tell your students to write the primary definition for the Greek and Latin vocabulary words in the spaces provided on their Vocabulary Worksheets.
- Compare the primary dictionary definition of the Greek and Latin vocabulary word to the students’ definition guesses derived from the Greek and Latin word parts. Point out that the Greek and Latin word parts can provide important clues to the meanings of academic words. However, because words change meanings over time, the word parts aren’t always helpful clues to the meaning of a word.

\*Dictionaries differ in how they divide syllables (most divide based upon pronunciation; some divide based upon morphological meaning). The **Derivative and Syllable Worksheets** found in Spelling Resources Appendix B provide additional practice.

\*\*Dictionaries also differ in their primary definitions.

Now read and explain the second sentence of the directions. Explain that this section requires students to list other words which have a certain relationship to the Greek and Latin vocabulary words. Students must list synonyms, antonyms, or inflected forms of the vocabulary words in the spaces provided.

- **Synonym** \_\_\_\_\_  
A synonym is a word or phrase similar in meaning to that of the vocabulary word. Show students where to find synonyms to the entry word in the dictionary or thesaurus.
- **Antonym** \_\_\_\_\_  
An antonym is a word or phrase opposite in meaning to that of the vocabulary word. Show students where to find antonyms to the entry word in the dictionary or thesaurus. Direct students *not* to use negations to form antonyms on their Vocabulary Worksheets. For example, for the vocabulary word *courageous*: *cowardly* would be an acceptable antonym; *uncourageous* would not because using the prefix “un” forms a simple negation.
- **Inflected Form** \_\_\_\_\_  
An inflected form is a related word with the same root, but a different prefix or suffix. Remember that a root can be a complete root (a base word), such as *read* or an incomplete root, such as *vis*. An inflected form is listed in boldface after the entry word or as separate entry word before or after the vocabulary word. Show students where to find inflected forms of an entry word in the dictionary.

Finally, direct students to write their choice of synonyms in the spaces provided.

## Figures of Speech

Tell students that a figure of speech is a non-literal expression used by a certain group of people. For example, The man walked through the door. Although we say *through the door*, we don't literally mean exactly what we say. *Through the door* is one type of figure of speech known as an idiom. Let students know that they will explore many types of figures of speech in the Vocabulary Worksheets.

Now read and explain the directions. Ask students to share their interpretations or explanations of the idiom. After several responses, help clarify and paraphrase as necessary so students can write a concise answer in the space provided.

## Even-Numbered Vocabulary Worksheets Introductory Lesson

Ask students open their student workbooks to page 142. Students will complete Vocabulary Worksheet #2 with guided practice. After this lesson most students should be able to complete the even-numbered Vocabulary Worksheets in 10–15 minutes with minimal assistance.

### Word Relationships

Tell students that they will be exploring different types of **word relationships** throughout the Vocabulary Worksheets. Read the directions to the Word Relationships section out loud. Next, list or display the following four context clue sentences on the board. Explain how each of the **SALE** (Synonym, Antonym, Logic, Example) context clues strategies helps good readers find surrounding word clues which *show the meaning* of unknown words in a sentence.\* The unknown words are underlined.

- S**    **The wardrobe, or closet, opened the door to a brand new world.**
- A**    **Her vague answer just was not clear to me.**
- L**    **He petted the terrier and made her sit up and beg for a bone.**
- E**    **Wild, rowdy, and lawless pioneers settled in the West.**

Now introduce the first vocabulary word and read its definitions out loud. Ask students to share context clues sentences which *show the meaning* of that vocabulary word. Write down three examples of good context clue sentences (preferably ones which use a variety of the **SALE** context clues strategies. Feel free to add a few of your own sentences.

Ask students to identify the surrounding word clues which *show the meaning* of the vocabulary word. Tell students *not* to write definitions of the vocabulary word. Ask students to identify which of the **SALE** context clues strategies was used for each of the three sentences. Repeat the same process for the second vocabulary word.

Next, discuss the relationship between the meanings of the two vocabulary words. Ask students to share transition words which would correctly signal the relationship between their two sentences. Write down three examples of good transition words or phrases.

Direct students to complete the Word Relationships section of their student workbooks by choosing sentence and transition examples from those on the board. Tell students that they may certainly combine the two sentences to form one compound sentence.

\* If students have not yet practiced context clue strategies, it may be advisable to teach one of more of the **Context Clues Strategies** lessons found in Vocabulary Resources Appendix D.

## Connotations: Shades of Meaning

Explain the difference between denotation (dictionary definition) and connotation (definition in context). List or display the following example words and brainstorm how these words have different **shades of meaning**.

**walk**      **jog**      **run**      **race**

Use a rainbow to describe the concept of a spectrum and explain that a spectrum can be used to show how words relate to each other.

Now read and explain the directions. Introduce the two vocabulary words, tell their parts of speech, and read their definitions out loud. Ask students to explain the relationships between the two words already printed on the Connotation Spectrum and the two vocabulary words.

Tell students to write the two vocabulary words in their proper places on the Connotation Spectrum. Review answers and tell students to correct errors if necessary.

## Academic Language

Tell students that academic language words are those most often found in their textbooks. Introduce the first **academic language** word and read its definition out loud. Then read and explain the directions for each box.

Brainstorm words and phrases which are “Similar to...” the vocabulary word and direct students to write one down in the box. Continue this process with the “Different than...” section. Tell students not to use negations (*not, dis, un,* etc. in this section. Continue with the “Example, Characteristics, or Picture” section. Tell students to choose just one of these descriptions per box.

Finally, direct students to complete the second **academic language** word descriptions on their own. Then review and correct answers.

## Grading the Vocabulary Worksheets

The Vocabulary Worksheets require some responses which have correct answers and some which permit a variety of responses.

The best approach to grading is to award points for correct answers for these components: the Multiple Meaning Words sentence(s); the Language Resource syllable divisions,\* accent placements, and part of speech, as well as the definitions,\*\* Synonyms, Antonyms, or Inflected Forms; the Word Relationships context clue sentence; and the vocabulary word placements on the Connotation Spectrum.

Then award points for any reasonable answers for these components: the Greek and Latin Word Parts section, the interpretation or explanation of the Figures of Speech, and the descriptions of the two Academic Language Words.

## Vocabulary Worksheets Answers

Following are the answers for the Multiple Meaning Words sentence numbers; the Language Resources syllable divisions, accent placements, and parts of speech for the Greek and Latin vocabulary word; and the four words in left to right order for the Connotation Spectrums.

### Vocabulary Worksheet #1

brief: 1, 2; un/á/ble (n); The word *unable* means not able to do something.  
“A lot on my plate” means you have a lot of things to do.

### Vocabulary Worksheet #2

big-huge-enormous-colossal

### Vocabulary Worksheet #3

staff: 2, 1; re/sént (v); The word *resent* means to feel upset about how you have been treated.  
“Get your ducks in a row” means to get organized and prepared.

### Vocabulary Worksheet #4

furious-angry-upset-bothered

### Vocabulary Worksheet #5

work: 1, 2; in/sáne (adj); The word *insane* means a mental illness.  
“Get your feet wet” means to try something new.

### Vocabulary Worksheet #6

tired-sleepy-weary-exhausted

### Vocabulary Worksheet #7

track: 2, 1; dis/cré/dit (v); The word *discredit* means to not believe someone or something.  
“Did an about face” means to change your mind about something.

### Vocabulary Worksheet #8

adore-admire-dislike-hate

### Vocabulary Worksheet #9

ruler: 2, 1; en/dúre (v); The word *endure* means to handle something difficult.  
“Put it on the backburner” means to delay action until a later time.

### Vocabulary Worksheet #10

elated-joyous-happy-pleased

### Vocabulary Worksheet #11

rose: 2, 1; at/tráct (v); The word *attract* means to pull in or toward.  
To “call it a day” means to finish or stop until a later time.



# TLS Vocabulary Worksheet #1

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## 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

brief (n)

1. Short.

brief (v)

2. To inform or give a summary of information or events.

The reporter wrote a brief \_\_\_ summary of the news story to brief \_\_\_ her boss, the City Editor.

## 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 Word
un			not	_____
		able	to be able to	_____

unable \_\_\_\_\_

## 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.

un a ble ( ) \_\_\_\_\_

\_\_\_\_\_

**Directions:** Consult a thesaurus to write the best synonym and antonym for the vocabulary word.

Synonym \_\_\_\_\_ Antonym \_\_\_\_\_

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

**Directions:** As used in the following sentence, interpret or explain the meaning of this idiom: “a lot on my plate.” I’d like to stop and help you, but right now I’ve just got a lot on my plate.

\_\_\_\_\_

# TLS Vocabulary Worksheet #2

## Word Relationships: Synonyms

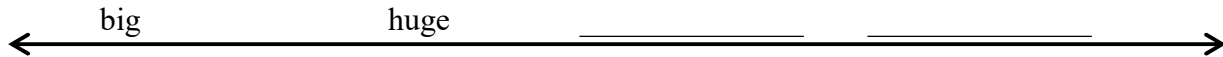
**Directions:** Write one or two sentences using both vocabulary words. Use **SALE** (Synonym, Antonym, Logic, Example) context clues to show the related meanings of each word.

Vocabulary Words	Definitions
conclude (v)	To end or bring to a close.
finish (v)	To add the final touches to a project.

## Connotations: Shades of Meaning

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

Vocabulary Words	Definitions
colossal (adj)	Extremely and unusually large.
enormous (adj)	Very large.



## Academic Language

**Directions:** Describe the vocabulary words in each box.

<b>Vocabulary Word:</b> analyze (v) <b>Definition:</b> To break into parts and examine each part.	<b>Similar to...</b>
<b>Different than...</b>	<b>Example, Characteristics, or Picture:</b>

<b>Vocabulary Word:</b> approach (v) <b>Definition:</b> To get close to something.	<b>Similar to...</b>
<b>Different than...</b>	<b>Example, Characteristics, or Picture:</b>

# TLS Vocabulary Worksheet #3

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## 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.

\_\_\_\_\_

# TLS Vocabulary Worksheet #4

## Word Relationships: Synonyms

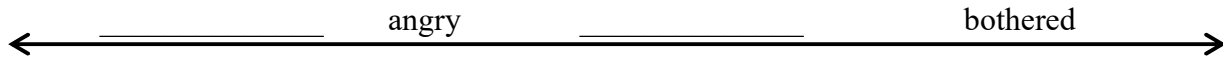
**Directions:** Write one or two sentences using both vocabulary words. Use **SALE** (Synonym, Antonym, Logic, Example) context clues to show the related meanings of each word.

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.

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

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

## Vocabulary Study Cards #1 and #2

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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 Study Cards #3 and #4

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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

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**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.”

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

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

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

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## Test Answers

<b>Lessons 1–4</b>	<b>Lessons 5–8</b>	<b>Lessons 9–12</b>	<b>Lessons 13–16</b>
1. AB	1. E	1. AC	1. AD
2. A	2. C	2. B	2. D
3. AC	3. A	3. AD	3. C
4. D	4. AC	4. AB	4. E
5. B	5. D	5. A	5. A
6. C	6. B	6. C	6. AC
7. AD	7. AB	7. D	7. B
8. E	8. AD	8. E	8. AB
9. – 16. Sentence Answers	9. – 16. Sentence Answers	9. – 16. Sentence Answers	9. – 16. Sentence Answers
17. AB	17. C	17. AC	17. D
18. AC	18. D	18. E	18. B
19. D	19. AB	19. A	19. AB
20. B	20. A	20. B	20. AC
21. E	21. E	21. AB	21. A
22. C	22. AC	22. C	22. E
23. A	23. B	23. D	23. C
24. AC	24. E	24. A	24. AC
25. E	25. A	25. AC	25. E
26. B	26. D	26. B	26. AB
27. AB	27. AC	27. AB	27. A
28. A	28. C	28. D	28. D
29. D	29. B	29. E	29. C
30. C	30. AB	30. C	30. B