



# 4<sup>th</sup> Grade English

## Curriculum Sample

A Grade Ahead's rigorous, year-round English enrichment program is designed to challenge your child to a higher academic standard. Our monthly curriculum includes topics that your child will see in his or her English or Language Arts classes. Your child will build grammar, vocabulary, comprehension, and writing skills and develop strong critical thinking and analytical skills.

Each week will have an in-depth lesson (which we call Examples), homework, and answers. In these next pages, we offer a closer look at what our Examples, homework, and answers offer as well as a specific example of each.

**Examples - Grade 4**

**Vocabulary List 4**

|             |      |                                       |
|-------------|------|---------------------------------------|
| 1. bluff    | (v.) | to mislead someone; to lie            |
| 2. conflict | (n.) | a fight; battle; struggle             |
| 3. consume  | (v.) | to eat or drink                       |
| 4. courage  | (n.) | without fear; bravery                 |
| 5. disguise | (v.) | to change the appearance              |
| 6. enemy    | (n.) | a person who feels hatred for someone |
| 7. greet    | (v.) | to welcome; to address                |
| 8. wisdom   | (n.) | knowledge of what is right            |

*Note: Practice spelling your vocabulary often. It is recommended that you make flashcards with the words on one side and the definitions on the other.*

**B. Comprehension**

**Elements of a Story**  
This week we will learn about elements that make up literature.

**Characters**  
Characters are individuals in a story or piece of writing about who the story is written. A character can be a person or thing depending on what the story is about.

**Setting**  
The setting of the story is where and when it takes place. The "where" in a setting can be a house, the top of a tree, etc. The "when" in a setting can be a season, a month, or as specific as an event.

**Literature** is any material that is written or spoken.

**Student Goals:**

- ✓ I will be able to recognize and use my vocabulary words in sentences.
- ✓ I will be able to identify character traits, setting, and narrator in a passage.
- ✓ I will be able to write a plot for a given passage.
- ✓ I will be able to use context clues to understand the meanings of unknown words in a passage.

## Student Goals

Student goals are listed at the top right of the Examples each week. These are topics that your child should understand by the end of the week.



Lesson pages are titled "Examples - Grade 4," answer pages are titled "Answers - Grade 4," and homework pages are simply titled "Grade - 4."

Examples - Grade 4

**A. Word List 4**

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**Point of View**

The individual telling the story. The term point of view is used to describe the three types of narrators.

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## Vocabulary Word List

Your child will receive a vocabulary list for the week. Depending on the grade level, these words may be words that are difficult to spell, or they may not know the meaning of the word yet.

Examples - Grade 4

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## ABC Word Boxes

These word boxes define terms used within the lesson that your child may not know.

#### Examples - Grade 4

A third person narrator tells the story about someone or something. The narrator uses words like "he," "she," "it," "him," "his," "hers," or "they." The narrator is not a character in the story.

#### Plot

 **Teaching Tip:** To help with plot, students can use the phrase "Somebody wanted...but...so...then..."  
For example, the plot of *Cinderella* might be the following:  
**Somebody:** Cinderella  
**Wanted:** to go to the ball  
**But:** her stepmother and stepsister did everything they could to stop her  
**So:** Cinderella's fairy godmother came to help her get to the ball  
**Then:** she meets the Prince at the ball, and they get married.

The plot is a summary of the story. It has to tell you parts of the beginning, middle, and end of the story without giving away too much detail. It has to tell you the problem in the story that makes the story dramatic. The plot of a story has to flow together where it is not telling you this happened and then that happened, but more like this happened because that happened in the story.

The plot includes the beginning, middle, and end of the story.

**Beginning:** The beginning of a story includes the setting and characters in the story.

**Middle:** The middle of the story tells the key details and the problem in the story.

**End:** The end of the story resolves the problem in the story.

#### Context Clues

Context clues are parts of a sentence that help a reader learn or understand the meaning of a new word. These clues usually surround the word as direct words or definitions. Some context clues require the reader to use inference (inference) to arrive at the meaning of the word. You will also use context clues to figure out character traits, settings, and narrations.



Inference is a conclusion reached on the basis of evidence and reasoning.

Read the passage to answer the questions below.

...that interested him. He had never seen any of the animals. They got home, and Billy's mother told him that he had been reading, and he realized he was really enjoying the time he spent with his mom because he got to spend time with her.

**Example:** In the story, Billy is seen as someone who is lazy. Write two details from the passage that support your answer.

First, you know that Billy is described as someone who is lazy, so you have to figure out what the character did in the passage that supports this description. What did he do that showed he was lazy?

- Actions:**
1. Billy never wanted to do anything.
  2. He would come home from school and sit on the couch and watch TV.

All of these actions in the passage show that he does not do anything. He is being lazy.

Lastly, figure out what the character said in the passage that supports his laziness. What did he say that showed he was lazy?

Words: "Mom, I am busy; I am not doing that!"

He told his mom he was busy when he really was not busy at all. He even told her he is not going to do what she asked him to do.

 **Example:** What is the setting in this story?  
The setting tells you when and where the story takes place. If you read the story, you know when the story takes place because it says, "One day, his mom told him that he needed to find a hobby to keep him busy, especially because it was the weekend, and he was not going to be in school." The story takes place during the weekend. You also know where the story takes place, which is at the local park, home, and library because those are the places Billy tried the activities.

 **Example:** What is the point of view in the passage?  
The story is in third person because it talks about a character. It does not include "I" or "me" in the entire story. It is also not second person because it does not talk about "you" in the passage. It is third person because it talks about Billy. Even though there is a direct quotation from Billy saying, "Mom, I am busy; I am not doing that!" it is not a first person.

## Teaching Tip

Teaching tips are suggestions to help you or your teacher present the topic to your child. These could include topics to review first or even an activity to do with your child.

## Examples

To illustrate the topic, examples are provided to you and your child. These examples help demonstrate how to solve the problem or figure out the answer.



**A. Word List 7**

|                     |        |                                   |
|---------------------|--------|-----------------------------------|
| 1. <b>appalling</b> | (adj.) | filled with horror                |
| 2. <b>bizarre</b>   | (adj.) | unusual                           |
| 3. <b>content</b>   | (adj.) | satisfied with what one is or has |
| 4. <b>mumble</b>    | (v.)   | to speak in a low manner          |
| 5. <b>ordinary</b>  | (adj.) | of no special quality or interest |
| 6. <b>scurry</b>    | (v.)   | to go or move quickly             |
| 7. <b>solemn</b>    | (adj.) | grave; serious; earnest           |
| 8. <b>tremble</b>   | (v.)   | to shake a lot                    |

**Student Goals:**

- ✓ I will be able to recognize and use my vocabulary words in sentences.
- ✓ I will be able to identify different types of pronouns in sentences.
- ✓ I will be able to identify and write sentences with the correct use of pronouns.

**B. Grammar**

**Pronouns**

Pronouns are words that replace **nouns** in a sentence. They may come at the beginning, middle, or end of a sentence. Pronouns help to make sentences and paragraphs less repetitive.



**Teaching Tip:** Write a sentence on the board and underline the subject. Write options on the board of possible pronouns. Replace the subject you wrote down with the pronoun and have your students identify which makes most sense. Have students make up their own sentences and have other students replace the subject with a pronoun.

Listed below are various types of pronouns.

Subject Pronouns

Subject pronouns are used as a *subject*.

**I      He      She      It      We      You      They**



The **subject** is who or what the sentence is about.



**Example:** Rewrite the sentence so that the underlined word uses a pronoun.

Jason and I played football in my backyard.

In this sentence, we have to figure out what we can replace “Jason and I” with in order for the sentence to still make sense. “Jason and I” can be replaced with the word “We,” so we can rewrite the whole sentence as: “**We** played football in my backyard.”



**Example:** What subject pronoun is in the sentence?

Would **you** like to watch this show about elephants?

First, we have to figure out what a subject pronoun is. A subject pronoun is who or what the sentence is about. If we look at the sentence, we know that this is a question being asked to “you,” so we know that “you” is the subject in the sentence, not the elephant.

Object Pronouns

Object pronouns are used with a noun or another pronoun. The *object* will always come after the subject in a sentence.

**Me      Him      Her      It      Us      You      Them**



In a sentence, the **object** is who or what the action is being done to by the subject.



**Example:** Rewrite the sentence so that the underlined word uses a pronoun.

I heard Charlie on the radio.

In this sentence, we have to figure out what we can replace “Charlie” with in order for the sentence to make sense. “Charlie” can be replaced with the object pronoun “him,” so we can rewrite the whole sentence by as: “I heard **him** on the radio.”



**Example:** What object pronoun is in the sentence?

She is going with **us** to the zoo.

First, we have to figure out what an object pronoun is. An object pronoun is who or what the action is being done by the subject. If we look at the sentence, we know that “She” is the subject because she is the one doing the action. We have to figure out who she is doing the action with/to, which is “us,” so we know that “us” is the object pronoun in the sentence (not “she”).

Demonstrative Pronouns

Demonstrative pronouns refer to specific people, places, or things.

**That      This      Those      These**



**Example:** **That** is a very nice couch.

This sentence is talking about a specific couch: **that** couch.



**Example:** Is **this** the paper you were looking for?

This sentence is talking about a specific paper: **this** paper.



*Note: The difference between a demonstrative pronoun and a demonstrative adjective is how it is used. A demonstrative adjective will come directly before a noun and describes it, while a demonstrative pronoun will not.*



**Example:** He does not need **that**.

This sentence uses a demonstrative pronoun because the pronoun **that** can stand alone by itself and there is not a noun that follows it.



**Example:** **That** cookie was delicious.

This sentence uses a demonstrative adjective because the adjective **that** is followed by the noun “cookie.”

Relative Pronouns

Relative pronouns introduce a subject and a verb and share information about a word, phrase, or idea in a sentence. Relative pronouns begin to **describe nouns in a sentence**.

**Who      Whose      Whom      Which      That**

“Who,” “Whom,” and “Whose” are pronouns used with people.



**Examples:** The man, **who** knocked on the door, was a salesman.  
Maggie did not care **whom** you invited to her party.  
The boy **whose** mom owned the bakery always brought pastries for us.

“Which,” “That,” and “Whose” are pronouns that are used with animals and things.



**Examples:** The house, **which** had lots of windows, was being sold.  
The pencil **that** Jake was using is not his.  
The bus, **whose** driver was tired, got in an accident yesterday.



**Note:** To decide whether it is “which” or “that” look at the commas. If there are commas around the phrase, use “which.” If there are no commas, use “that.”

Date: \_\_\_\_\_ Start Time: \_\_\_\_\_ End Time: \_\_\_\_\_ Comprehension Score: \_\_\_\_/ 6  
 Grammar Score: \_\_\_\_/12  
 Vocabulary Score: \_\_\_\_/ 8

**A. Comprehension - Read this passage. The following excerpt is adapted from *Very Short Stories and Verses for Children* by Mrs. W.K. Clifford.**

Master Willie

There was once a little boy named Willie. He lived behind a mountain, which was very far away. He had light hair and blue eyes. Whenever one looked at his face, it made him or her feel **content** because he had such a nice smile that could light up anyone’s day. He lived with his tall aunt, who was very rich, in a big house at the end of the village. Every morning, he went down the street with his little goat under his arm, and the people in his village would greet him.

The tall aunt had hair as white as snow. Willie used to look at her hair and think it looked like snow upon a mountain. Since she had lived many years, her memory was not so great, so she had forgotten all the games she used to know and all the stories she had read when she was little. When Willie asked her about them, she would say, "No, dear, no, I can't remember; go to the woods and play." Sometimes she would take his face between her two hands and look at him closely so that she could always remember his face. Then, she would turn away quickly, saying, "Go to the woods, dear; it is no good staying with an old woman." Then he, knowing that she wanted to be alone, would pick up his goat and scurry off.



He used to have a little sister, called Apple-blossom, but a strange thing had happened to her. One day she over-wound her very big doll that talked and walked, and the consequence was quite bizarre and **appalling**. The doll blinked its eyes, talked, made faces, and took Apple-blossom by the hand as if she were real. The doll said, "I am not your doll any longer, but you are my little girl," and took her away. No one could tell where, and no one was able to follow them. The tall aunt and Willie only knew that she had gone to be the doll's little girl in some **bizarre** place, where dolls were stronger and more important than human beings. They did not dare to try to look for her because they feared they would be stuck there, too.

**Answer the following questions about the passage.**

1. What is the setting of this story?

\_\_\_\_\_

\_\_\_\_\_

2. In paragraph 3 it says, "The tall aunt and Willie only knew that she had gone to be the doll's little girl..." What noun is the underlined pronoun replacing?

- a) aunt
- b) doll
- c) Willie
- d) girl

3. What happened to Apple-blossom?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

4-5. In paragraph 3, the passage says, "One day she over-wound her very big doll that talked and walked, and the *consequence* was quite appalling."

4. What does the word *wound* mean in this sentence?

- a) an injury to the body
- c) to breath in

- b) to hurt one's feelings
- d) to tighten up



5. What does the word *consequence* mean in this sentence?

- a) an event occurring at the moment
- c) the start of a new event

- b) an outcome or event of what happened earlier
- d) the source of a problem

6. The tall lady is getting very old. What are three key details from the passage that support this character trait?

- a) She had hair as white as snow.
- b) She had on old rags that were torn.
- c) She had forgotten the games she used to know.
- d) She would go to sleep early.
- e) She would repeat herself multiple times.
- f) She told Willie she was old.
- g) She did not remember the stories she used to know.



**B. Grammar – Pronouns – Determine if each underlined pronoun is demonstrative, subject, or object. Write the correct answer on the blank. Vocabulary words are in italics.**

1. The cat *scurried* from us by climbing into a tree.

\_\_\_\_\_

2. Saketh was *content* because he ate all of the ice cream alone.

\_\_\_\_\_

3. Do these belong to you?

\_\_\_\_\_

4. The children were *appalled* when they realized they would not get cookies.

\_\_\_\_\_

5. It is my adorable puppy.

\_\_\_\_\_

6. No one recognized us as we strolled through the park.

\_\_\_\_\_

7. Charles was surprised by this.

\_\_\_\_\_



**Week: 9 – Day 1**

**A. Comprehension**

1. The setting is a big house at the end of the village near the woods.
2. d
3. She over wound her doll so it ended up coming alive. The doll told Apple-blossom that she was not her doll anymore but instead Apple-blossom was her girl. The doll took her away to a bizarre place where dolls were stronger and more important than humans.
4. d
5. b
6. c, f, g

**B. Grammar**

- |                  |            |
|------------------|------------|
| 1. object        | 2. subject |
| 3. demonstrative | 4. subject |
| 5. subject       | 6. object  |
| 7. demonstrative | 8. b       |
| 9. a             | 10. a      |
| 11. a            | 12. a      |

**C. Vocabulary**

- |              |              |
|--------------|--------------|
| 1. scurried  | 2. bizarre   |
| 3. content   | 4. trembling |
| 5. solemn    | 6. ordinary  |
| 7. appalling | 8. mumbled   |

