

HOW TO USE THE PARENT/GUARDIAN PAGES:

The activities in this review pack are all related to expected learning targets in 4th grade. The student likely learned these skills in 4th grade and needs to maintain them in order to be successful in 5th grade.

Each activity in the student pack should be completed independently by the student. Afterwards, an adult should check the answers using the answer keys or tips below.

| EXERCISE NUMBER | ANSWER KEYS or TIPS for helping the student with these problems |
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| 2 | It is expected that the student can form and use prepositional phrases. In 5 th grade, they will be expected to explain the function of each word in a sentence (nouns, verbs, adjectives, prepositional phrases, etc.), so it is essential that the student leaving 4 th grade is able to use these phrases with confidence. |
| 4 | It is expected that the student is able to interpret diagrams and explain their meaning. There is a lot of information given in this diagram. The student should use that information to practice their writing skills. It may be helpful to suggest using words such as <i>first</i> , <i>next</i> , <i>then</i> , and <i>finally</i> . Beginning sentences with a capital letter and ending with the correct punctuation is expected. |
| 6 | <p>Answer Key: 1. Run-on 2. Fragment 3. Run-on 4. Correct 5. Fragment 6. Correct</p> <p>A student who has completed 4th grade should consistently write in complete sentences. In addition, according to the standards, they are expected to recognize and correct incorrect fragments and run-on sentences.</p> |
| 8 | The student should write two descriptions – one of their idea of a perfect day, and another on what makes a good friend. The student should capitalize correctly and use standard punctuation. This assignment is also asking the student to circle all of the adjectives, or describing words. This is practice for identifying this part of speech. |
| 10 | <p>It is expected that the student is able to use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.</p> <p>Answer Key: Precipitation is <u>rain or snow that falls</u>. i.e. There has not been much precipitation this summer. Endothermic <u>refers to animals that can generate their own body heat</u>. i.e. A human is endothermic. A marsupial is <u>an animal that carries its own baby in a pouch on its body</u>. i.e. A kangaroo is a marsupial. Noxious <u>means poisonous chemicals</u>. i.e. Many cleaning products include noxious chemicals.</p> |

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| 12 | <p>The following 16 words should be circled: Row 1: Charlotte's Row 2: Web Fern Row 3: Wilber Row 4: Charlotte Row 5: Wilber, Charlotte's Web Row 6: (nothing) Row 7: Children's Guide Insects Spiders Row 8: (nothing) Row 9: Charlotte's Web Row 10: Charlotte's Web Row 11: (nothing)</p> |
| 14 | <p>It is expected that the student is able to interpret diagrams and explain their meanings. There is a lot of information given in this diagram. The student should use that information to practice their writing skills. Beginning sentences with a capital letter and ending with the correct punctuation is expected.</p> |
| 16 | <p>It is expected that the student able to directly quote text using the proper punctuation. For example: Something my teacher always says is, "your pencil is on the floor".</p> |
| 18 | <p>It is expected that the student is able to recognize and explain the meaning of common idioms, adages, and proverbs. The phrases included here are common, and the student has likely heard them if they are a native English speaker. If necessary, the student may look up the phrases on the internet to find their meaning if unknown.</p> |
| 20 | <p>It is expected that the student able to interpret diagrams and explain their meanings. There is a lot of information given in this diagram. The student should use that information to practice their writing skills. It may be helpful to suggest using words such as <i>first</i>, <i>next</i>, <i>then</i>, and <i>finally</i>. Beginning sentences with a capital letter and ending with the correct punctuation is expected.</p> |
| 22 | <p>In general, when independent clauses in a compound sentence are joined by a coordinating conjunction, they are separated by a comma. The comma goes BEFORE the coordinating junction (and, so, but, etc.). An independent clause has a subject and a verb.</p> <p><i>Correct Example: We washed the dog, and then we cleaned up the mess that he made.</i></p> <p><i>Incorrect Example: We washed the dog, and then cleaned up his mess.</i></p> <p>The incorrect example does not have two independent clauses because the subject (we) is missing from the second part of the sentence.</p> <p>Answer Key: (I've underlined the subject and verb in each independent clause)</p> <p><u>I want</u> to be a writer when I grow up, so <u>I work</u> really hard in writing class.</p> <p><u>I want</u> to buy a new dress, but <u>I don't have</u> enough money.</p> <p><u>It is</u> really sunny today, so <u>I think</u> I will wear my sunglasses.</p> <p>I don't like orange or red. (no need for a comma)</p> <p><u>We picked</u> them up early, but <u>they still missed</u> their plane.</p> |
| 24 | <p>It is expected that the student is able to choose words precisely based on their meanings. If words are unfamiliar to the student, they should be expected to use reference materials such as a dictionary or thesaurus.</p> |
| 26 | <p>The student should write an opinion piece about cell phones in schools, supporting his or her point of view with at least three reasons. The student should capitalize correctly and use standard punctuation.</p> |

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| 28 | It is expected that the student is able to explain the meaning of simple similes and metaphors in context." The context should be a clue as to the meaning. |
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| 34 | It is expected that the student is able to recognize and explain the meaning of common idioms, adages, and proverbs. The phrases included here are common, and the student has likely heard them if they are a native English speaker. If necessary, the student may look up the phrases on the internet to find their meaning if unknown. |
| 36 | <p>It is expected that the student is able to use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.</p> <p>Answer Key: A longhouse was <u>a Native American house shared by many Iroquois families</u>. i.e. More than one family lived in a longhouse. Curtil <u>means shorten the length</u>. i.e. My mom says I should curtail my TV watching. Oblivious means <u>someone does not notice</u>. i.e. I was oblivious to the loud music. A laceration is a <u>cut on the skin</u>. i.e. I got a deep laceration on my hand when I wrecked my bike.</p> |
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| 44 | <p>All nouns are words naming people, animals, places, things, and ideas. Every noun can be further classified as either common or proper. Proper nouns always begin with a capital letter.</p> <p>Answer Key: The student should circle the following proper nouns: Melissa, California, Burger King, Chevrolet, Starbucks, Arizona, Pepsi, Dr. Marvin, Tyler, Bill Gates.</p> |
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