

# Module: English 4<sup>th</sup> grade

# Welcome to the English 4th grade Module!

In this module you will learn about reading and language skills throughout the seven units.

1. Writing Dialogues
2. My Timeline
3. Making Predictions, Inferences, and connections
4. Figurative Language and the writing process
5. Nonfiction Study
6. Family Interviews
7. Story Elements, Organization, and Setting

These modules emphasize active and dynamic learning experiences. They include concepts' definitions, examples, reading passages, practice exercises and assessments.



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# Module: English 4<sup>th</sup> grade

## Unit 1: Writing Dialogues

# Introduction

# English 4th grade

## Unit 1

In this Unit *Writing Dialogues*, we focus on how to build vocabulary, verify meaning, determine the meaning of unfamiliar words, and transfer meaning into a variety of sentences when you write. You also will review and practice with simple homophones, synonyms, and character traits when writing.

The learning objectives of this unit are:

At the end of this unit, you will:

1. describe the characters in a story and how his/her actions contribute to the sequence of events.
2. recognize that the different words that describe personality are called Character Traits.
3. determine the meaning of words as they are used in a literary text.
4. enrich your vocabulary knowing words that sound the same, but they have different spelling and meaning
5. determine the meaning of words as they are used in different ways in a literary text.

Module: English 4<sup>th</sup> grade

Unit 1: Writing Dialogues

**PRE TEST**

# Module: English 4<sup>th</sup> grade

## Unit 1 Writing Dialogues

# PRE TEST

1. What is a character trait?
  - a tells where the character is.
  - b responsibilities of the main character.
  - c words that the character says.
  - d adjectives that describe a character.
  
2. Kate screams every time she enters the classroom.  
Which word *describes* Kate?
  - a loud
  - b quiet
  - c soft
  - d silent

# Module: English 4<sup>th</sup> grade

## Unit 1 Writing Dialogues

# PRE TEST

3. What are homophones?

- a nouns with different sounds.
- b words that sound the same.
- c verbs in sentences.
- d adjectives that describe a thing.

4. *My brother has **one** great talent.*

Which word is a homophone of **one**?

- a warm
- b worm
- c won
- d warn

# Module: English 4<sup>th</sup> grade

## Unit 1 Writing Dialogues

# PRE TEST

5. What are synonyms?

- a nouns with the same sound.
- b words that mean the opposite.
- c positive words and phrases.
- d words that have the same meaning.

6. *I received many **gifts** on my birthday.*

Which word is a synonym of the word **gifts**?

- a presents
- b cakes
- c balloons
- d food



# Module: English 4<sup>th</sup> grade

## Unit 1 Writing Dialogues

English 4th grade

Instructions for this Unit

Read the passage below.

You will use this reading in all three lessons of this unit.





# Dogzilla

Written by Dav Pilkey

From the book series: Reading: A Legacy of Literacy; Rewards

It was summertime in the city of Mousopolis, and mice from all corners of the community had come together to compete in the First Annual Barbecue Cook-off.

As the cook-off got under way, smoke from the hot grills lifted the irresistible scent of barbecue sauce over the roof-tops of the city. A gentle wind carried the mouth-watering smell into the distance, right over the top of an ancient crater. Before long, a strange and mysterious sound was heard: "Sniff . . . sniff. Sniff . . . sniff sniff sniff sniff . . ."

All at once, the volcano began to tremble. And suddenly, up from the very depths of the earth came the most terrifying creature ever known to mousekind: the dreadful Dogzilla!

Immediately, soldiers were sent out to stop the mighty beast. The heroic troops were led by their brave commanding officer, the Big Cheese.

"All right, you old fleabag," squeaked the Big Cheese, "get those paws in the air - you're coming with us!" Without warning, the monstrous mutt breathed her horrible breath onto the mice.



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... breath!" screamed the soldiers. "Run for your lives!" "Hey, come back here," shouted the Big Cheese to his troops. "What are you, men or mice?" "We're MICE," they squeaked. "HMMMMM," said the Big Cheese, "you're right! . . . Wait for me!"

The colossal canine followed the soldiers back to Mousopolis, licking up all of the food in her path. Afterward, Dogzilla wandered through the city streets, doing those things that come naturally to dogs.

Dogzilla chased cars - right off the freeway! Dogzilla chewed furniture - and the furniture store as well. And Dogzilla dug up bones- at the Museum of Natural History.

Meanwhile, the Big Cheese had organized an emergency meeting with one of the city's greatest scientific minds, Professor Scarlett O'Hairy. "Gentlemice," said Professor O'Hairy, "this monster comes from prehistoric times. It is perhaps millions of years old."

"Maybe we could teach it to do something positive for the community," suggested the Big Cheese. "I'm afraid not," said Professor O'Hairy. "You simply can't teach an old dog new tricks!"

"If we're going to defeat this dog, we've got to think like a dog! We've got to find something that all dogs are afraid of - something that will scare this beast away from Mousopolis FOREVER!" "I've got an idea," squeaked the Big Cheese. . . .

Within minutes, the mice had assembled at the center of town. "All right, Dogzilla," shouted the Big Cheese, "no more Mister Mice Guy - it's BATHTIME!"

Suddenly, a blast of warm, sudsy water hit Dogzilla with tremendous force. The panicking pooch let out a burst of hot, fiery breath, and the chase was on! The Big Cheese tried to catch up to the hot dog with all the relish he could muster.



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Dogzilla hightailed it out of town, and back into the mouth of the ancient volcano. "Well, I'll be dog-goned," squeaked the Big Cheese. "It worked!"

With the horrifying memory of the bubble bath etched in her mind forever, Dogzilla never again returned to Mousopolis. Within a year, Mousopolis had rebuilt itself . . . just in time for the Second Annual Barbecue Cook-Off. The mice of Mousopolis fired up their grills, confident that they would never see or hear from Dogzilla again.

However, there was one thing they hadn't counted on . . .

Puppies!



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# Module: English 4<sup>th</sup> grade

- Unit 1 Writing Dialogues
- Lesson 1: Character Traits

## Unit 1

### Lesson 1: Character Traits

#### Standards:

4.R.3L Describe characters in a story and explain how their actions contribute to the sequence of events.

## What are we going to learn?

The learning objectives of this lesson are:

1. describe the characters in a story and how his/her actions contribute to the sequence of events.
2. recognize that the different words that describe personality are called Character Traits.

## Unit 1

### Lesson 1: Character Traits

English 4th grade

Explanation

**Character Traits** are adjectives that are used to describe a person or character in a story.

It's who a **character** is on the *inside* (personality).

**Character Traits** show through what a character *says* or *does*.

#### Examples



Creative



Competitive



Captivating



Companionably



Charismatic



Cheerful



Clearheaded



Caring



Clean



Confident



Clever



Calm



Compassionate



Cooperative



Contemplative

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# Unit 1

## Lesson 1: Character Traits

## English 4th grade

### Explanation

**Character Traits** show a person's values, qualities or personality. They can be *positive* or *negative*.

#### Positive character traits



#### Negative character traits



## Unit 1

### Lesson 1: Character Traits

## English 4th grade

### Examples

When we read, we can infer character traits depending on the action of that character. Observe the picture, read the sentence, and examples of character traits.



*Lisa shares her snack with Amanda.*

### Character Traits

Based on Lisa's action we can infer that she is:

kind      sweet      friendly



*John helps María, because she fell.*

Based on John's action we can infer that he is:

caring      helpful      nice

## Unit 1

### Lesson 1: Character Traits

English 4th grade

Examples

When we read, we can infer character traits depending on the action of that character. Observe the picture, read the sentence, and examples of character traits.



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*Sara and her daughter are waiting in line to get on the train.*

## Character Traits

Based on Sara's action we can infer that she is:

patient

respectful

organized

## Unit 1

### Lesson 1: Character Traits

## English 4th grade

### Assessment

Instructions: Read the question. Then, choose the correct answer related to the reading *Dogzilla*:

1. Based on the reading, which word *describes* "Dogzilla"?
  - a. boring
  - b. playful
  - c. shy
  - d. passive
  
2. Based on the reading, which word *describes* "Big Cheese"?
  - a. smart
  - b. lazy
  - c. pessimist
  - d. mysterious

## Unit 1

### Lesson 1: Character Traits

## English 4th grade

### Assessment

Instructions: Read the question. Then, choose the correct answer related to the reading *Dogzilla*:

3. Based on the reading, which word *describes* "Professor Scarlett O'Hairy"?

- a. silly
- b. dishonest
- c. wise
- d. possessive

4. Read the statement. Then, choose the correct answer.

"get those paws in the air - you're coming with us!", shouted Big Cheese.

What *character trait* does Big Cheese demonstrate?

- a. coward
- b. shy
- c. lonely
- d. brave

## Unit 1

### Lesson 1: Character Traits

## English 4th grade

### Assessment

5. Read the statement. Then, answer the question.

"Doggy breath!" screamed the soldiers. "Run for your lives!"

What *character trait* do the soldiers demonstrate?

- a. angry
- b. optimistic
- c. scared
- d. happy

## Unit 1

### Lesson 1: Character Traits

English 4th grade

What did we learn in this lesson?



#### **We learned**

that character traits are words that describe personality.

#### **We practiced**

how to infer character traits depending on the action of the character.

#### **New words**

kind, sweet, friendly, caring, helpful, nice, patient, respectful, and organize

What should I do now?

To learn more, continue to the next lesson.

# Module: English 4<sup>th</sup> grade

- Unit 1 Writing Dialogues
- Lesson 2: Homophones



## Unit 1

### Lesson 2: Homophones

#### Standards

4.R.4L Determine the meaning of words as they are used in a literary text.

4.LA.1I Form and use homophones.

#### What are we going to learn?

The learning objectives of this lesson are:

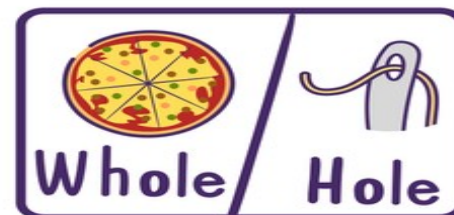
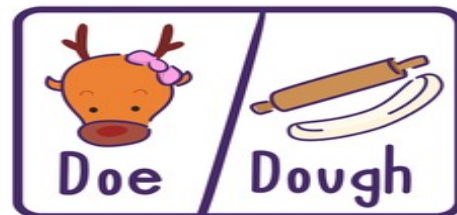
1. determine the meaning of words as they are used in a literary text.
2. enrich your vocabulary knowing words that sound the same, but they have different spelling and meaning.

Unit 1  
Lesson 2: Homophones

English 4th grade  
Explanation

**Homophones** are words that *sound* the same when pronounced aloud, are spelled differently when written, and have different meanings.

# HOMOPHONES



## Unit 1

### Lesson 2: Homophones

English 4th grade

Examples

Observe the chart below to identify Homophones:

**Tricky Homophones**  
words pronounced the same  
but spelled differently

ate - eight	know - no
bare - bear	made - maid
be - bee	none - nun
brake - break	pail - pale
buy - by - bye	peace - piece
cereal - serial	peak - peek
cellar - seller	plain - plane
dear - deer	scene - seen
fair - fare	sea - see
flour - flower	son - sun
hear - here	stair - stare
hole - whole	to - too - two
hour - our	weak - week

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# Unit 1

## Lesson 2: Homophones

English 4th grade

Examples

Read each sentence aloud carefully. Notice that the bold words sound the same, but have different meanings



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I **see** a boy swimming in the blue **sea**.

## Homophones

- **Sea** is a body of water.
- **See** is to look.



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**Be** careful with the **bee**.

- **Be** is a state of being.
- **Bee** is an insect.

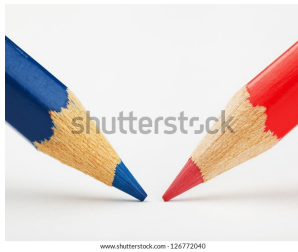
# Unit 1

## Lesson 2: Homophones

## English 4th grade

### Examples

Read each sentence aloud carefully. Notice that the bold words sound the same, but have different meanings



I need **to** have **two** color pencils, **too**.

## Homophones

- **To** indicate that the verb is in the infinitive.
- **Two** is a number.
- **Too** is also.



They **ate** **eight** slices of pizza.

- **Ate** past of eat.
- **Eight** is a number.

Unit 1  
Lesson 2: Homophones

Instructions: Read each statement. Then, read the questions and choose the correct answers.

1. The heroic troops were led **by** their brave commanding officer, the Big Cheese.

Which word is a homophone of **by**?

- a. bye
- b. ball
- c. die
- d. tie

2. "All **right**, you old fleabag,"

Which word is a homophone of **right**?

- a bright
- b might
- c write
- d night

# Unit 1

## Lesson 2: Homophones

# English 4th grade

## Assessment

Instructions: Read each statement. Then, read the questions and choose the correct answers.

3. As the cook-off got under **way**, smoke from the hot grills lifted the irresistible scent of barbecue sauce over the roof-tops of the city.

Which word is a homophone of **way**?

- a. day
- b. weigh
- c. reign
- d. waist

4. All at once, the volcano began **to** tremble.

Which word is a homophone of **to**?

- a tooth
- b toss
- c toes
- d two

Unit 1  
Lesson 2: Homophones

Instructions: Read each statement. Then, read the questions and choose the correct answers.

5. Before long, a strange and mysterious sound was **heard**: "Sniff . . . sniff. Sniff."

Which word is a homophone of **heard**?

- a. herd
  - b. here
  - c. herb
  - d. hear
6. Which *correct* homophone completes the sentence below?
- Immediately, soldiers \_\_\_\_\_ sent out to stop the mighty beast.
- a where
  - b wear
  - c were
  - d we're



# Unit 1

## Lesson 2: Homophones

# English 4th grade

## Assessment

Instructions: Read each question. Then, choose the correct answer .

7. Which *correct* homophone completes the sentence below?

"Hmmmmm," said the Big Cheese, "\_\_\_\_\_ right! . . . Wait for me!"

- a. You
- b. Your
- c. Youth
- d. You're

8. Which *correct* homophone completes the sentence below?

"You simply can't teach an old dog \_\_\_\_\_ tricks!"

- a. knew
- b. now
- c. new
- d. never

# Unit 1

## Lesson 2: Homophones

English 4th grade

What did we learn in this lesson?



**We learned**

how to distinguish the correct word to use depending on the sentence context.

**We practiced**

that words that sound the same, but they're different in spelling and meaning are called *homophones*.

**New Words**

mail, male, pair, pear, doe, dough, whole, hole, sea, see,  
be, bee, to, too, two, ate, eight

What should I do now?

To learn more, continue to the next lesson.

# Module: English 4<sup>th</sup> grade

- Unit 1 Writing Dialogues
- Lesson 3: Synonyms

## Unit 1

### Lesson 3: Synonyms

#### Standards

4.R.4L Determine the meaning of words as they are used in a literary text.

#### What are we going to learn?

The learning objectives of this lesson are:

1. Determine the meaning of words as they are used in different ways in a literary text.

## Unit 1

### Lesson 3: Synonyms

English 4th grade  
Explanation

A **synonym** is a *word* that has the *same* or nearly the same meaning as another word in the same language



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# Unit 1

## Lesson 3: Synonyms

English 4th grade

Explanation

Synonyms can be lifesavers when you want to avoid repeating the same word over and over. Sometimes the word you have in mind might not be the most appropriate word, which is why finding the right synonym can come in handy.



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# Unit 1

## Lesson 3: Synonyms

English 4th grade

Examples

Read aloud each sentence. Notice that the bold words mean the same.



Joseph is in his **house**.

Marilyn is at **home**.



María is Martha's best **friend**.

Martha is Maria's best **buddy**.

# Unit 1

## Lesson 3: Synonyms

English 4th grade

Examples

Read each sentence aloud carefully. Notice that the bold words mean the same.



Windy is eating **delicious** cookies.

Margaret has a **tasty** lollipop.



Laura's teddy bear is **big**.

Julia's teddy bear is **large**.



Unit 1

Lesson 3: Synonyms

Instructions: Read the statement from the story *Dogzilla*. Then, read the question and choose the correct answer.

1. *And suddenly, up from the very depths of the earth came the most **terrifying** creature ever known to mousekind: the dreadful Dogzilla!*

What does **terrifying** mean in the statement?

- a bringing
- b magnifying
- c defeating
- d horrifying

2. "All right, Dogzilla," **shouted** the Big Cheese, "no more Mister Mice Guy - it's BATHTIME!"

What does **shouted** mean in this sentence?

- a moved
- b screamed
- c soft
- d crowded

Unit 1

Lesson 3: Synonyms

Instructions: Read the statement from the story *Dogzilla*. Then, read the question and choose the correct answer.

3. Immediately, soldiers were sent out to stop the mighty **beast**.

What does **beast** mean in the statement?

- a best
- b cat
- c monster
- d beauty

4. The **heroic** troops were led by their brave commanding officer, the Big Cheese.

What does **heroic** mean in this sentence?

- a silly
- b weak
- c polite
- d courageous

Unit 1  
Lesson 3: Synonyms

Instructions: Read each statement. Then, read the question and choose the correct answer.

5. The **colossal** canine followed the soldiers back to Mousopolis, licking up all of the food in her path.

Which word is a synonym of the word **colossal**?

- a. enormous
- b. tiny
- c. colorful
- d. noisy

6. Meanwhile, the Big Cheese had organized an emergency meeting with one of the city's **greatest** scientific minds, Professor Scarlett O'Hairy.

Which word is a synonym of the word **greatest**?

- a. modest
- b. minor
- c. important
- d. impossible

## Unit 1

### Lesson 3: Synonyms

Instructions: Read each statement. Then, read the question and choose the correct answer.

7. It is **perhaps** millions of years old."

Which word is a *synonym* of the word **perhaps**?

- a. present
- b. maybe
- c. sometimes
- d. personal

8. Without **warning**, the monstrous mutt breathed her horrible breath onto the mice

Which word is a synonym of the word **warning**?

- a. courage
- b. scare
- c. menace
- d. advice

# Unit 1

## Lesson 3: Synonyms

English 4th grade

What did we learn in this lesson?



**We learned**

that **synonyms** are words with same meaning, but different spelling.

**We practiced**

using synonyms in sentences to avoid repetition.

**New Words**

house, home, friend, buddy, delicious, tasty, big, and large.

**What should I do now?**

To find out how much you have learned do the Post Test. Then, continue to the next Unit.

Module: English 4<sup>th</sup> grade

Unit 1 Writing Dialogues

**POST TEST**

# Module: English 4<sup>th</sup> grade

## Unit 1 Writing Dialogues

# POST TEST

1. What is a character trait?

- a tells where the character is.
- b responsibilities of the main character.
- c words that the character says.
- d adjectives that describe a character.

2. Kate screams every time she enters the classroom.

Which word *describes* Kate?

- a loud
- b quiet
- c soft
- d silent

# Module: English 4<sup>th</sup> grade

## Unit 1 Writing Dialogues

# POST TEST

3. What are homophones?

- a nouns with different sounds.
- b words that sound the same.
- c verbs in sentences.
- d adjectives that describe a thing.

4. *My brother has **one** great talent.*

Which word is a homophone of **one**?

- a warm
- b worm
- c won
- d warn



# Module: English 4<sup>th</sup> grade

## Unit 1 Writing Dialogues

# POST TEST

5. What are synonyms?

- a nouns with the same sound.
- b words that mean the opposite.
- c positive words and phrases.
- d words that have the same meaning.

6. *I received many **gifts** on my birthday.*

Which word is a synonym of the word **gifts**?

- a presents
- b cakes
- c balloons
- d food