

HOME WORKSHEETS

Phase 3

**Grade 4
Language Arts**

Name: _____ **Div.:** _____

HWSH – 1A

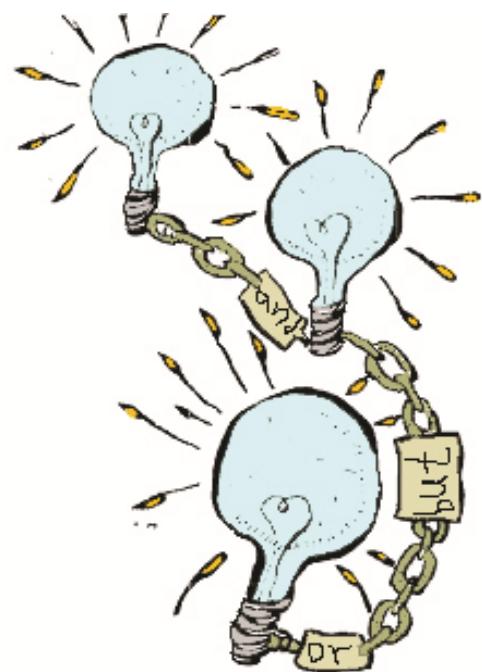
Date _____

Name: _____

Grade: 4

Conjunctions

Subject: Language Arts

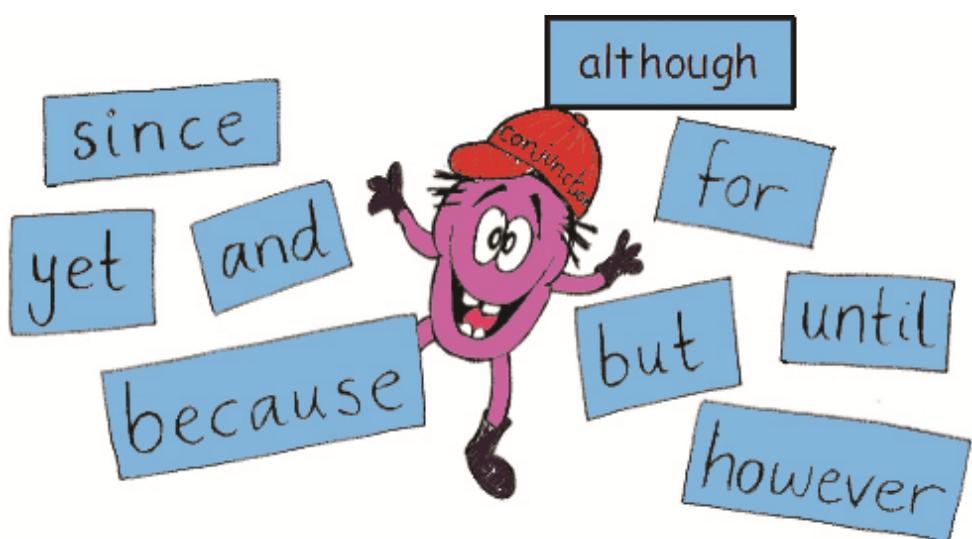


Conjunctions link ideas together
Like pieces of a chain.

We have some simple ones to use
Over and over again.

Examples: and, but, or, because, yet, if, as,
since, so, when, although, while etc.

Join the sentences given in the next worksheet using the conjunctions given below:



HWSH – 1B

Date _____

Name: _____

Grade: 4

Conjunctions

Subject: Language Arts



1. He behaved like a toad. He was liked by one and all.



2. I wrote her a letter. She didn't answer.



3. The chocolate pudding is good. The cake is better.

4. Mike went to watch the game. Jim went to watch the game. Tom went to watch the game.



HWSH – 1C

Date _____

Name: _____

Grade: 4

Conjunctions

Subject: Language Arts

5. I carried an umbrella. It looked like it would rain.



6. I was late for work. The bus was late.



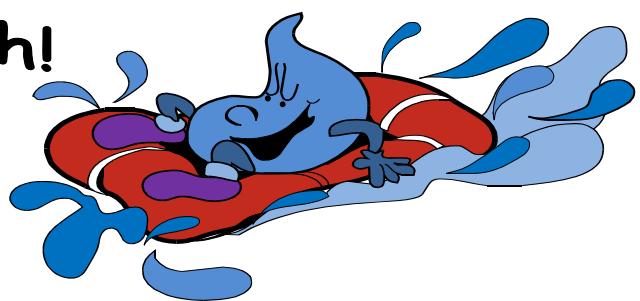
7. I wanted to bake a cake. I had no eggs.



8. I waited for my friend. I waited till he came.

9. Something certainly fell in the water. I heard a splash.

splash!



HWSH – 2A

Date _____

Name: _____

Grade: 4

Interjections

Subject: Language Arts

Sing Along

When Reginald was home with flu, (uh huh)

The doctor knew just what to do:

He cured the infection,

With one small injection,

While Reginald uttered some interjections:

Hey! That smarts!

Ouch! That hurts!

Yow! That's not fair, giving a guy a shot down there!



Interjections Hey!

Show excitement, Yow!

Or emotion, Ouch!

They're generally set apart from a sentence

By an exclamation point,

Or by a comma when the feeling's not as strong.



So when you're happy; Hurray!

Or sad; Aw!

Or frightened; Eeeeeek!

Or mad; Rats!

Or excited; Wow!

Or glad; Hey!

An interjection starts a sentence right!

The game was tied at seven all; Uh huh!

When Franklin found he had the ball.

He made a connection,

In the other direction,

And the crowd starting shouting out interjections:

HWSH – 2B

Date _____

Name: _____

Grade: 4

Interjections

Subject: Language Arts

Aw! You threw the wrong way!

Darn! You just lost the game!

Hurray! I'm for the other team!

Interjections Aw!

Show excitement, Darn!

Or emotion, Hurray!

They're generally set apart from a sentence

By an exclamation point,

Or by a comma when the feeling's not as strong.



So when you're happy Hurray!

Or sad Aw!

Or frightened Eeeeeek!

Or mad Rats!

Or excited Wow!

Or glad Hey!

An interjection starts a sentence right!



Interjections Hey!

Show excitement, Hey!

Or, emotion Hey!

They're generally set apart from a sentence

By an exclamation point

or by a comma when the feeling's not as strong.



Interjections!

Show excitement!

Or emotion!

... yea!!

HWSH – 3
Date _____
Name: _____
Grade: 4
Interjections
Subject: Language Arts

Write appropriate interjections in the column on the left to the sentences on the right. Use the options given below.

Note: Each interjection given below can be used only once.



1		a) The king is going to speak.
2		b) I cannot help you.
3		c) We have won the match.
4		d) Jump out of the window and run.
5		e) I shall be late.
6		f) You have won the first prize.
7		g) That was a good joke.
8		h) The baby is sleeping.
9		i) Did you really make the mess?
10		j) You should not have done that.

HWSH – 4A

Date _____

Name: _____

Grade: 4 Capitalisation and Punctuation Subject: Language Arts

CAPITALISATION

Rules: Always use capital letters for:

- ⇒ The first letter of the first word of a sentence.
- ⇒ The first letter of the word after a full stop.
- ⇒ A person's first and last names- eg. **Albus Dumbledore**,
- Agatha Trunchbull.**
- ⇒ Names of places: e.g. **India, England, Mumbai** etc.
- ⇒ Names of languages and adjectives derived from country names – e.g. **English, Portuguese, Arabs, and Spanish.**
- ⇒ Titles and titles of courtesy— e.g. **President Kalam, Princess Diana, Mr, Mrs, Dr, Rev** etc.
- ⇒ Abbreviations like **BBC; TV** etc. are always put in the capital case.
- ⇒ Titles of books – **James and the Giant Peach.**



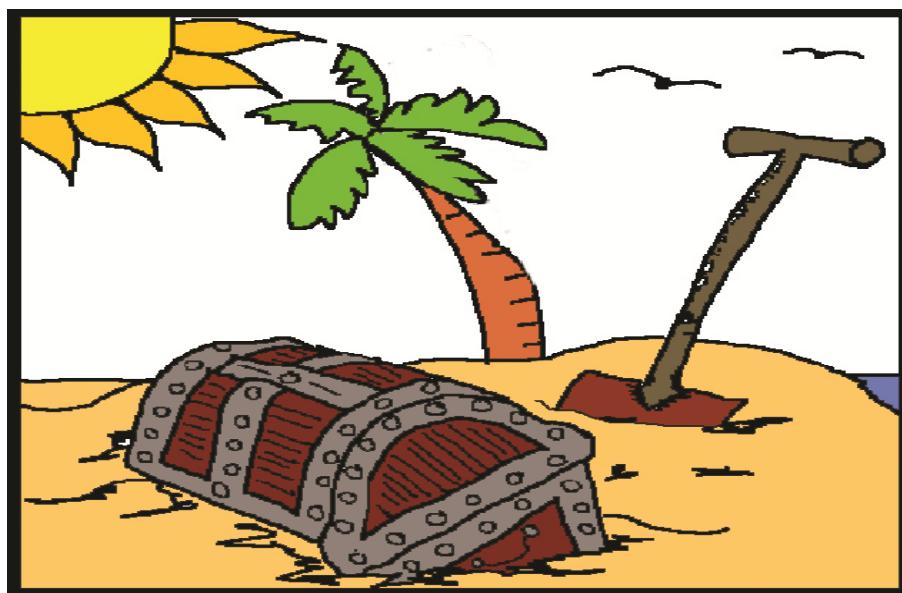
HWSH – 4B

Date _____

Name: _____

Grade: 4 **Capitalisation and Punctuation** Subject: Language Arts

A chest of treasure is hidden on the beach and you need to unearth it. Rewrite the passage by properly capitalising and punctuating it and note down the underlined letters in the space provided to find the hidden treasure.



there was once a boy called peter simpson who lived in a small town named troy he loved to play on the beach he also loved to dig in the sand one day while he was digging in the sand he hit something very hard What is this said peter he started digging and kept on digging suddenly he hit upon a large box the boy thought that he had read something like this in a book called the pirates treasure Yippee i have found something he exclaimed he danced all around the beach he had found the pirates treasure that was a chest full of _____ he also found gold silver diamonds and emeralds he thought that the news of his discovery would surely be telecast in the bbc channel on tv

HWSH - 4C

Date _____

Name: _____

Grade: 4 Capitalisation and Punctuation Subject: Language Arts



This image is a template for handwriting practice. It features a cartoon illustration of a pirate on the left side. The pirate has a large, bushy beard, wears a purple coat over a white shirt with a red bow tie, and a brown belt with gold coins. He is holding a cutlass in his right hand and a parrot on his shoulder. The pirate stands on a small, grey oval representing a rock or island. To the right of the pirate are ten horizontal lines for handwriting practice, intended for children to trace over.



HWSH – 5A

Date _____

Name: _____

Grade: 4

Punctuation

Subject: Language Arts

Punctuation Rap



Whatcha gonna do? Whatcha gonna say?

If you don't know punctuation.

Punctuation marks - they make your writing smart.

And keep your meaning clear in any situation



Periods are first on our list of punctuation marks

They end every sentence before a new one starts

(and) if you're using numbers in a list or outline

put one after every number and you will be fine

Next up is the question mark It's a period with a curl on top

Use it after every question that you write down

The punctuation mark that we use the most is called a comma

and that is no joke



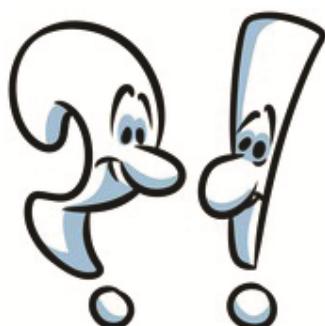
If you have to list several things in a row use a comma to help keep your flow

Use commas in your address to separate the street from the city and the city

from the state

and also when you write dates like January second, two thousand and eight

Phrases and words that describe different terms are set off by commas, so listen and learn



HWSH – 5B

Date _____

Name: _____

Grade: 4

Punctuation

Subject: Language Arts

"Punctuation confused me for a long time, but now it's easy 'cause I learned this rhyme!"

Chorus:

Whatcha gonna do? Whatcha gonna say?



If you don't know punctuation.

Punctuation marks - they make your writing smart
And keep your meaning clear in any situation

An exclamation point expresses strong feeling, like excitement
when somebody is screaming

Enclose the words of a speaker in quotation marks
They tell you when the talking stops and starts...



Chorus:

Whatcha gonna do? Whatcha gonna say?

If you don't know punctuation.

Punctuation marks - they make your writing smart
And keep your meaning clear in any situation.



HWSH – 6

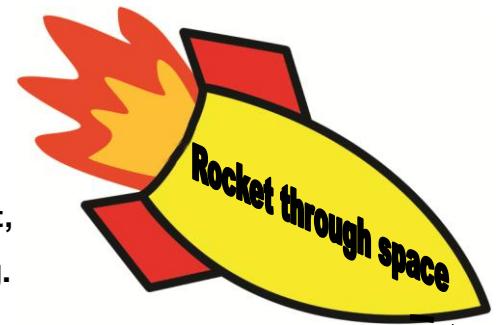
Date _____

Name: _____

Grade: 4

Punctuation**Subject: Language Arts**

Follow the rocket on its path through space. Each time you come across a sentence pair, tick the sentence with the correct punctuation and copy the underlined letter in that sentence, into the space provided at the bottom of the page. If you are correct, then these letters will spell where the rocket is going.



1. Yes, the Sahara desert is a lonely, hot and dry place.
1. Yes, the Sahara desert is a lonely hot, and dry place.
2. “May I help?” I asked. “Maybe tomorrow,” she answered.
2. “May I help”? I asked. “Maybe tomorrow”, she answered.
3. Government officials, oil, companies, and scientists, find the report about the glaciers very important.
3. Government officials, oil companies and scientists find the report about the glaciers very important.
4. Dad, “Told me tomorrow we will plant carrots, beans and radishes.”
4. Dad told me, “Tomorrow we would plant carrots, beans and radishes.”
5. Unbelievable! At one time an ancient sea was in the world’s hottest desert.
5. Unbelievable at one time an ancient sea was in the world’s hottest desert.

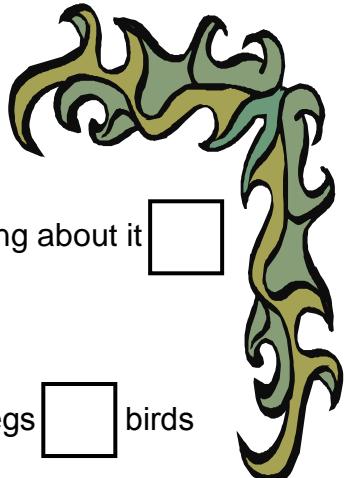
HWSH – 7

Date _____

Name: _____

Grade: 4
Punctuation
Subject: Language Arts

Read the passage given below and add punctuation marks in the boxes:



Jonathan had an amazing dream last night He s still thinking about it

Want to hear about it All right

Jonathan's dream took him to an alien land Animals with five legs birds

with three eyes and trees with voices were all around him

Jonathan's face had a surprised look

One tree said Who are you and why are you here

A strange animal ran up to Jonathan The voice of the animal sounded

Like a trumpet

He asked Can you bark like a dog I can't but I want to

Please teach me

Jonathan tried to bark and woke himself up in the process

What a strange dream he exclaimed

looking all dazed out



HWSH – 8

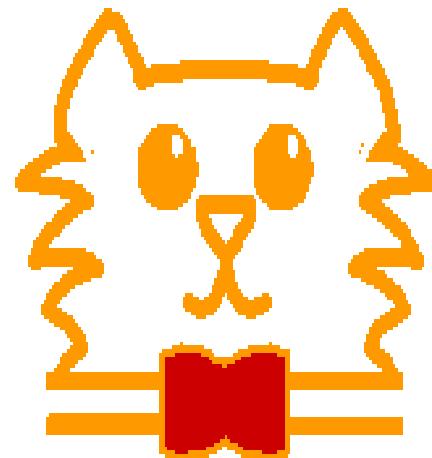
Date _____

Name: _____

Grade: 4

Direct and Indirect Speech

Subject: Language Arts



DIRECT SPEECH

Quoting the actual words of a speaker.

We can show that words are in 'direct speech' by putting them in **quotation marks**. Sometimes the words are put after the speaker's name, in the **script** of a play or film. At times in a picture or a comic strip we can put the words in a **speech bubble**.

Eg: He exclaimed, "What a strange dream!"

INDIRECT SPEECH

Conveying the substance of what the speaker said.

In indirect speech we often change the actual words, e.g. 'I'm tired -- he's tired.'

The verb tense changes, e.g. I **want**--- she **wanted**. In indirect speech we use verbs such as **announced, told, answered, explained, mentioned, promised, replied, said, suggested, warned** etc

Eg. He exclaimed that it was a strange dream.

HWSH – 9

Date _____

Name: _____

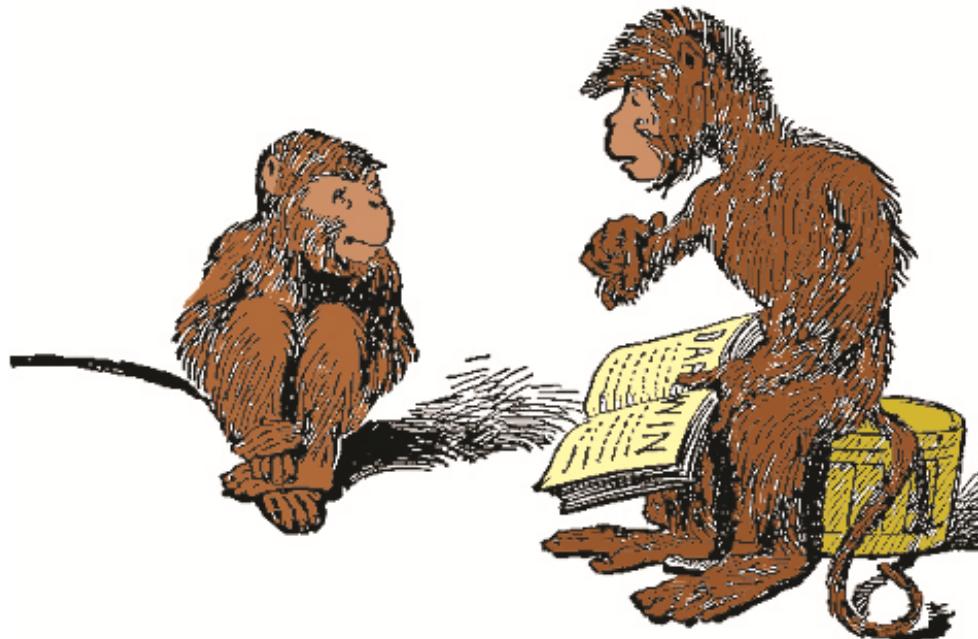
Grade: 4

Direct Speech

Subject: Language Arts

Look at the picture given below and imagine what they are telling each other.

Write four sentences in direct speech based on the picture. (Don't forget the quotation marks!) Name the two monkeys (any name you fancy!).



HWSH – 10A

Date _____

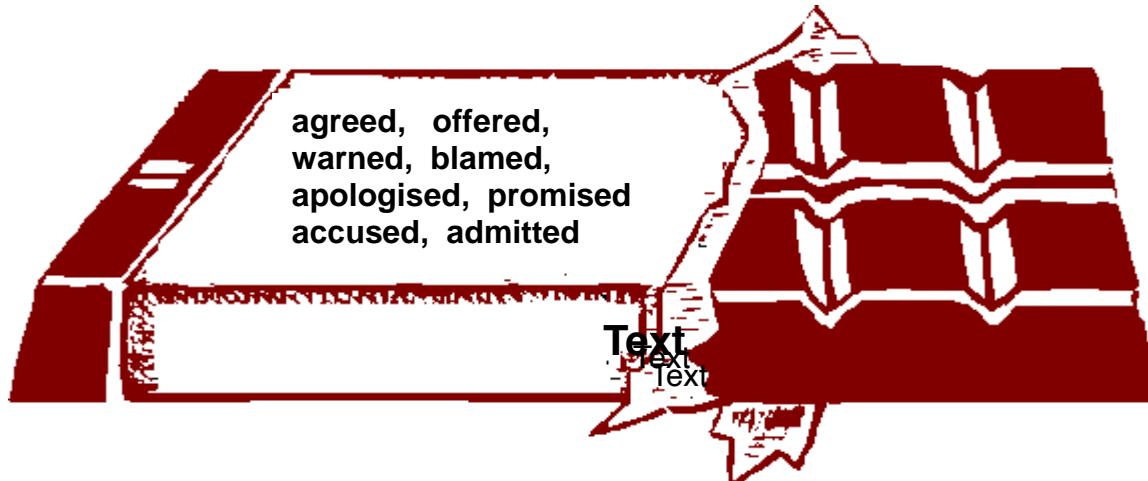
Name: _____

Grade: 4

Direct and Indirect Speech

Subject: Language Arts

Look up the meanings of the reporting verbs given in the chocolate bar, in a dictionary and complete the following sentences by using them:



1. "It was you who ate my chocolate, Elvira, wasn't it?"



He agreed Elvira of eating his chocolate

2. "OK, it was me. I ate your chocolate"

Elvira agreed that she had eaten the chocolate.



3. "Yes, you're right, it's a terrible problem."



She agreed that it was a terrible problem

4. "I'm sorry I shouldn't have eaten the chocolates without your permission."

She apologised for eating the chocolates without his permission.



HWSH – 10B

Date _____

Name: _____

Grade: 4

Direct and Indirect Speech

Subject: Language Arts

5. "I went hungry because of you."

He _____ her for going hungry.



6. "Sorry I did it, but I too was very hungry."

She _____ that she did it, as she too was hungry.



7. "I want to make it up to you. Shall I buy another chocolate for you?"

She _____ to buy another chocolate for him to make it up to him.



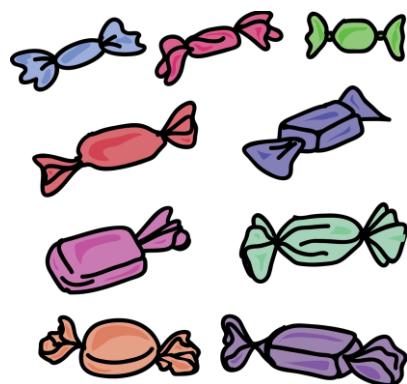
8. "Ok, that will be fine. But never do such a thing again."

He _____ her never to repeat such a thing again.



9. "Yes, honest, I won't."

She _____ she wouldn't.



HWSH – 11A**Date** _____**Name:** _____**Grade: 4****The Excuse****Subject: Language Arts**

This morning I was walking
past the local county jail
when I was captured by a pirate
just released on bail.

He took me to his pirate ship
and taught me how to sail
and made me wed his daughter,
who was covered by a veil.

We sailed the seven stormy seas
through hurricane and gale,
but while we were marauding,
we were swallowed by a whale.

We soon escaped by torturing
the whale with a nail
and floating to the shoreline
in an empty wooden pail.

An Indian then guided us
along a western trail
and led us to a stagecoach
that was carrying the mail.
We all delivered letters
through the sleet and snow and hail,



HWSH – 11B

Date _____

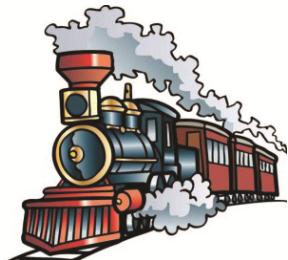
Name: _____

Grade: 4

The Excuse

Subject: Language Arts

until we found a train,
and then we rode upon the rail.
I barely made it back to school
to tell you of my tale.
I'm sorry that I missed the test;
I hope I didn't fail!



By KENN NESBITT



HWSH – 12A

Date _____

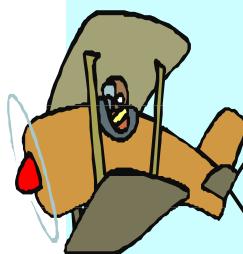
Name: _____

Grade: 4

Kinds of Nouns

Subject: Language Arts

NOUNS



The name given in **general** to all persons, animals, places or things of the same kind is called a **common noun**.



A **proper noun** is a **special** name given to a **particular** person, animal, place or thing.



A noun, which is the name of a **group** or **collection** of the same kind of persons, animals or things, is called a **collective noun**.



Nouns that **name** the **qualities** in persons, animals or things are called **abstract nouns**.

HWSH – 12B
Date _____
Name: _____
Grade: 4
Kinds of Nouns
Subject: Language Arts

Find common, proper and abstract nouns from the sentences given below and list them according to their kind. Note: Write each word only once.

1. Did you hear about the talking frog?
2. It's the truth! Jeff has a special frog named 'Croaky'.
3. It jumps and talks everyday with my sister Sara and me.
4. He talks in the house and in the forest, but he talks the most near the pond.
5. Come to the Orlando Pond tomorrow. You can listen to the frog speak.
6. It will give you immense joy. You can even use a recorder to record his conversation.

7. The frog says,

"Croak, I love water,
 Croak, It loves me.
 Croak, I am as happy
 As I can be! Croak!"

8. Well, you have to use your imagination.
9. Not everyone understands his language.
10. Children have a lot of imagination so I bet you can.



Common	Proper	Abstract

HWSH – 13

Date _____

Name: _____

Grade: 4

Kinds of Nouns

Subject: Language Arts

Through the woods

Follow the path through the woods. When you come to a sentence fill in the missing collective noun in the blank.

1. A _____ of monkeys are jumping around.

2. A _____ of locusts just flew by.

3. A _____ of chicks were eating grains.

4. A _____ of flowers was lying on the road.

5. A _____ of singers were going through the woods.

choir, horde,
bouquet, plague,
troop, coop

6. A _____ of savages attacked me.



HWSH – 14
Date _____
Name: _____
Grade: 4
Verb Agreement
Subject: Language Arts

Sweet Tooth

Mom and I _____ (is, are) going to the candy store. One of my sisters _____ (is, are) also coming along with us. My mom as well as my sister _____ (love, loves) candies. We reached the store which _____ (was, were) full of yummy candies. There _____ (was, were) all kinds of candies in that store. All the candies _____ (was, were) very colourful. My mom and my sister _____ (don't, doesn't) like fruit flavoured 'Tootsie Rolls' but I love them. My sister always _____ (buy, buys) orange and black peanut butter flavoured 'Chews' but this time she bought 'Red Licorice Pipes'. My mom and I _____ (know, knows) that they are sour so we advised her not to buy them. So she settled for 'Jelly Beans' instead. Finally I made my choice. It's true that every one of those candies _____ (was, were) delicious but my personal favourite _____ (is, are) golden almond solitaire covered with chocolate and filled with nuts.



HWSH – 15

Date _____

Name: _____

Grade: 4

Verbs

Subject: Language Arts

Phrasal Verbs

Phrasal verbs = a verb + another word or phrase, usually a preposition.

The resulting combination creates what amounts to a new verb.

A phrasal verb has meaning, which is different from the original verb.

Phrasal verbs often arise from casual use of the language and eventually

work themselves into the mainstream of language use.

For example:

- ❖ She's looking after the kids (taking care)
- ❖ I've decided to give up coffee (stop having)
- ❖ Many people walked across the bridge. (Crossed by walking)



HWSH – 16A

Date _____

Name: _____

Grade: 4

Phrasal Verbs

Subject: Language Arts

Tick the word or phrase that means the same as the phrasal verb used in the following sentences:

1. He has gone through a lot over the past two years.

- ◆ has experienced
- ◆ has travelled
- ◆ has done

2. He mustered up enough courage to go for the horror film.

- ◆ have good grades
- ◆ gathered up
- ◆ make money

3. He gobbled up the turkey before I could have any.

- ◆ cooked
- ◆ threw away
- ◆ finished eating

4. He is going to have to face up to his past.

- ◆ accept
- ◆ explain
- ◆ forget



HWSH – 16B

Date _____

Name: _____

Grade: 4

Phrasal Verbs

Subject: Language Arts

5. Your radio is driving me crazy! Please turn down the volume.

- ◆ introduce
- ◆ decrease
- ◆ make

6. Let's put off that meeting to next Monday.

- ◆ postpone
- ◆ leave
- ◆ arrange

7. My mother promised to look after my dog while I was away.

- ◆ invite
- ◆ care for
- ◆ criticize

8. I have a great programme that weeds out unwanted files.

- ◆ changes
- ◆ deletes
- ◆ finds



HWSH – 17A

Date _____

Name: _____

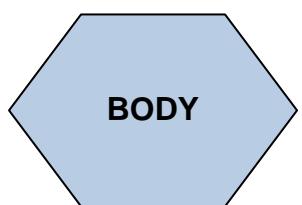
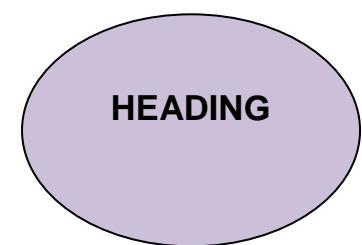
Grade: 4

Informal Letter

Subject: Language Arts

Given below is the format of an informal letter:

Format



The Heading consists of:

The Address: the writer's address

The Date: the date on which the letter is written.



The Salutation: Dear Mr. Bean, Dearest Mother, My dear Denver. The salutation depends on the relation of the writer with the one to whom it is written.



The Body: the message the writer wishes to communicate.



The Conclusion: the courteous leave taking – Yours lovingly, Your friend

HWSH – 17B

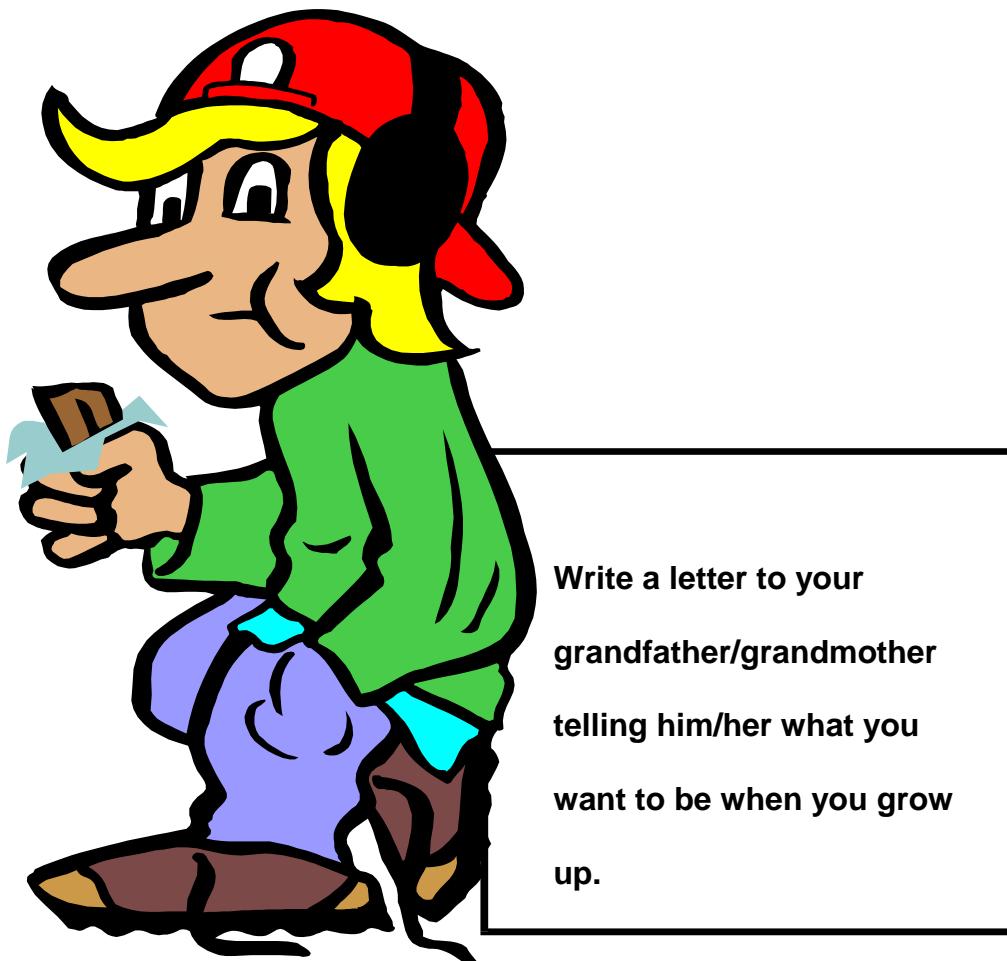
Date _____

Name: _____

Grade: 4

Informal Letter

Subject: Language Arts



HWSH – 17C

Date _____

Name: _____

Grade: 4

Informal Letter

Subject: Language Arts

A large, blank lined writing area. On the left side, there is a vertical blue strip representing a spiral binding with ten black spiral rings. The main writing area is a white rectangle with a dark blue border. Inside, there are 20 horizontal lines spaced evenly apart, intended for handwriting practice.

HWSH – 17D

Date _____

Name: _____

Grade: 4

Informal Letter

Subject: Language Arts

Now use the checklist given below to see if you have written the letter properly:

Informal Letter Checklist

- ◆ I followed the directions for writing an informal letter.
- ◆ I included a heading, which is my address.
- ◆ I wrote the date below my address.
- ◆ I have a greeting.
- ◆ All the names and addresses are spelled correctly.
- ◆ I begin the letter by exchanging pleasantries.
- ◆ In the body of the letter, I explain the purpose of my letter.
- ◆ In the first paragraph, I express my viewpoint on this topic.
- ◆ I use facts, details or my experiences to support my viewpoint or request.
- ◆ I used a closing to end my letter.
- ◆ I signed my name at the end of my letter.
- ◆ The information in my letter is correct.
- ◆ My letter is polite.
- ◆ I checked my writing for misspelled words.
- ◆ I checked my writing for errors in punctuation.
- ◆ My letter is neat.



HWSH

Date _____

Name: _____

Grade: 4

REVISION - 1

Subject: Language Arts



Revision Sheets

HWSH 1A
Date _____
Name: _____
Grade: 4
REVISION - 1
Subject: Language Arts

A. Read the passage given below.

“The King of Fruits”



What does the word ‘summer’ bring to our minds? Something juicy and yellow, something sweet and delicious, something we all love to eat. The mango! The mango is called the King of Fruits. It is the National Fruit of India.

Thousands of years ago, mangoes grew only in Eastern India and Burma. Now mangoes are grown in many hot countries.

In India, the Mughals were the first to grow the mango as a crop. They grew many kinds of tasty mangoes. The emperors and nobles of those days presented each other with the best mangoes in their groves.

Do you know where mangoes grow? Do they grow on trees or on bushes?

Mangoes grow on trees. Mango trees are evergreen trees. A mango tree can grow up to 60 feet. Mango trees need hot, dry periods to give a good crop. In India, you get the best varieties in summer. The mango tree bears fruit in four to six years after planting.

When spring comes, the mango tree bursts into flower. The pale yellow blossoms cover the branches of the trees. They look so pretty! In early summer, tiny raw mangoes appear. They are dark green and very sour. As it grows hotter, the mangoes begin to ripen. When it gets really hot the mangoes ripen into juicy fruit. The fruit can be golden yellow, green or deep red. The flesh of the fruit is usually a deep orangish yellow. It is sweet and juicy with the most delicious flavour. The fruit has a single large seed inside it.

People eat more mangoes than any other fresh fruit in the world! Pickles, jams, juices and candies are made from mangoes. Mangoes are rich in vitamins and minerals. Aren’t we lucky to be living in a hot country!



HWSH 1B

Date _____

Name: _____

Grade: 4

REVISION - 1

Subject: Language Arts

B. Now answer the following questions in your own words:

1. Who were the first to grow the mango as a crop in India?

2. In India, why do we get the best varieties in summer?

3. When does a mango tree start bearing fruit?

4. Describe a ripe mango in your own words.

5. Name any two things made from mangoes.

6. Find words from the passage that mean the following:

- a) trees which remain green throughout the year - _____
- b) the flowers on a tree or bush - _____



HWSH 2A

Date _____

Name: _____

Grade: 4

REVISION - 1

Subject: Language Arts

A. Fill in the blanks with suitable conjunctions from the given word bank.

1. Sam cannot converse with the committee members _____ he does not know Chinese.
2. His song was exceptionally good, _____ he did not win the trophy.
3. Open the window _____ look at the stars.
4. Cherries bloom _____ it is springtime.
5. Kiran passed her driving test on first attempt, _____ I had to retake it.

and yet when as while

B. Make sentences with the following interjections:

1. Hurrah: _____
2. Alas: _____



C. Identify whether the following sentences are in direct or indirect speech:

1. Juan said, "If you don't study hard you will not get good marks." _____
2. She asked me what was I ordering for dinner. _____
3. My brother requested me to buy some cookies. _____

D. Fill in the blanks by choosing appropriate reporting verbs from the word bank. Each word can be used only once.

1. The owner _____ the staff to complete their work fast.
2. Mom _____ Riya to be careful while chopping the onion.
3. The teacher _____ the names of the winners of the race.
4. Sania _____ that it was a beautiful painting!

announced
advised
ordered
exclaimed

HWSH 2B

Date _____

Name: _____

Grade: 4

REVISION - 1

Subject: Language Arts

E. Rewrite the following sentences inserting punctuation marks and capital letters where necessary:

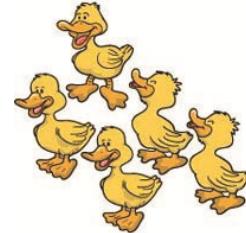
1. mr sam said i like raisins

2. what a terrible flood this is

3. did you go the mall

F. Underline the collective nouns in the following sentences:

1. The crowd made a lot of noise.
2. A flock of ducks swam across the lake.
3. The crew on our flight was very helpful.



G. Underline the abstract nouns and circle the common nouns in the given sentences:

1. I like to play music.
2. Animals should not be treated with cruelty.
3. It takes courage to rescue someone from fire.

H. Write the correct form of the verb from the bracket:

1. Ronnie _____ (has / have) a big collection of stamps.
2. Dad and I _____ (is / are) going to the market.
3. Jim and Joy _____ (was / were) playing.

I. Complete the given sentences by choosing suitable phrasal verbs from the box:

called on

gave up

hung up

1. My maths homework was too difficult so I _____.

2. We _____ you last night but you weren't home.

3. My friend was angry. He didn't say goodbye before he _____.

HWSH 2C

Date _____

Name: _____

Grade: 4

REVISION - 1

Subject: Language Arts

J. Write a letter to your friend telling him / her about your favourite pastime and why you enjoy it so much.

The form consists of a central vertical column of ten horizontal lines for writing, framed by a decorative border of colorful flowers. The border has a repeating pattern of orange and yellow flowers with green leaves, arranged in two rows along the top and bottom edges. The flowers are evenly spaced and provide a vibrant, floral frame for the writing area.

HWSH – 18 A

Date _____

Name: _____

Grade: 4

The Blind Boy

Subject: Language Arts

Read the poem:

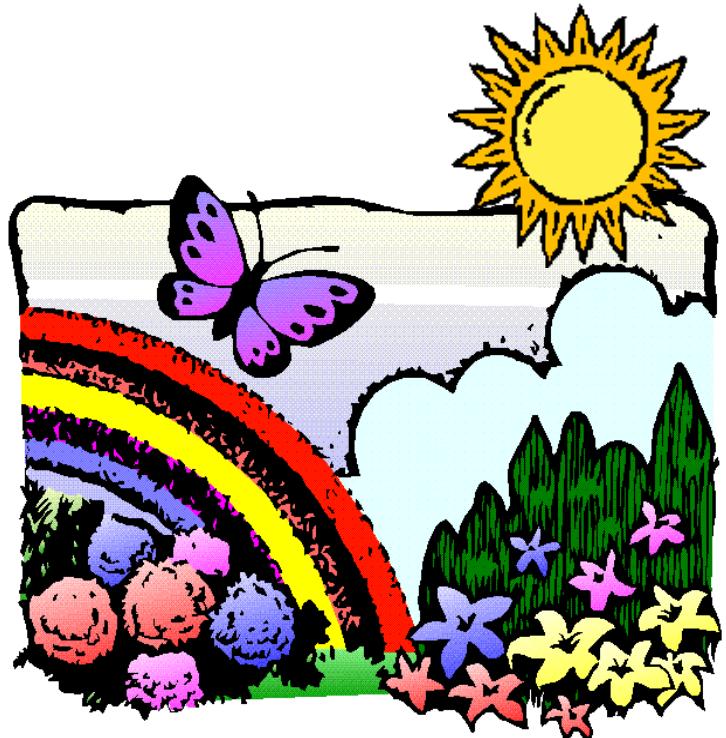
O say, what is that thing called light!
Which I can ne'er enjoy?
What is the blessing of the sight?
O tell your poor blind boy!

You talk of wondrous things you see,
You say the sun shines bright;
I feel him warm, but how can he
Then make it day or night?

My day or night myself I make
When e'er I sleep or play;
And could I ever keep awake
With me 'twere always day.

With heavy sighs I often hear
You mourn my hapless woe;
But sure with patience I may bear
A loss I ne'er know.

Then let not what I cannot have
My cheer of mind destroy;
Whilst thus I sing, I am a king,
Although a poor blind boy.



By Colley Cibber

HWSH – 18 B

Date _____

Name: _____

Grade: 4

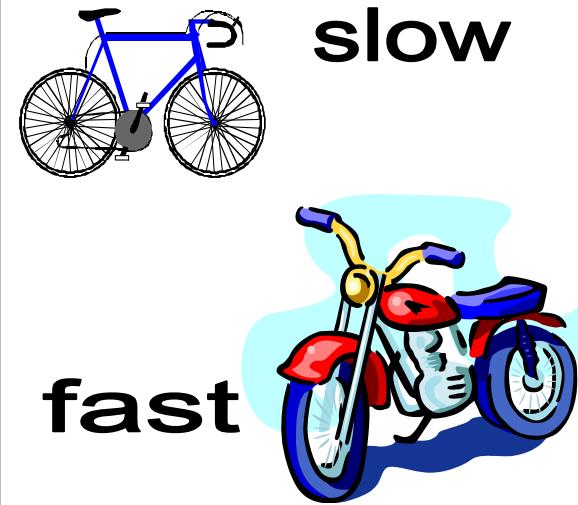
Antonyms

Subject: Language Arts

Definition: Words which are opposite in meaning are called **antonyms**.

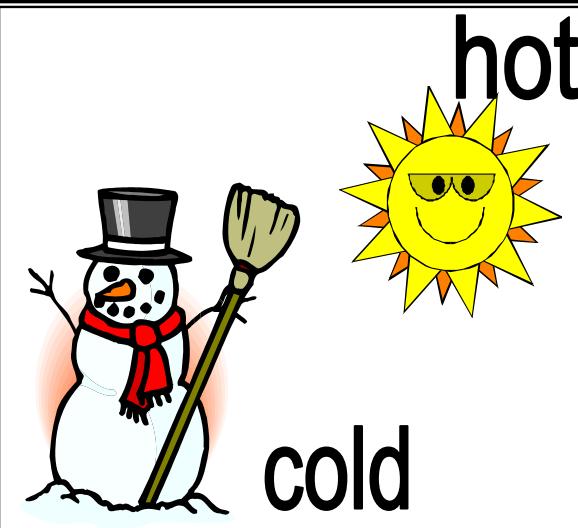
Antonyms

Antonyms are words
that have opposite
meanings



happy

sad



HWSH – 18 C

Date _____

Name: _____

Grade: 4

On The Beach

Subject: Language Arts

"Look at this shell," said Tim.

"It sure is pretty," said Sandy.

"Gosh, we sure have a lot," said Tim.

"Yes"-answered Sandy. "My bag is almost full."

"Let's go home and show Mom and Dad what we have."

"Okay," said Sandy.

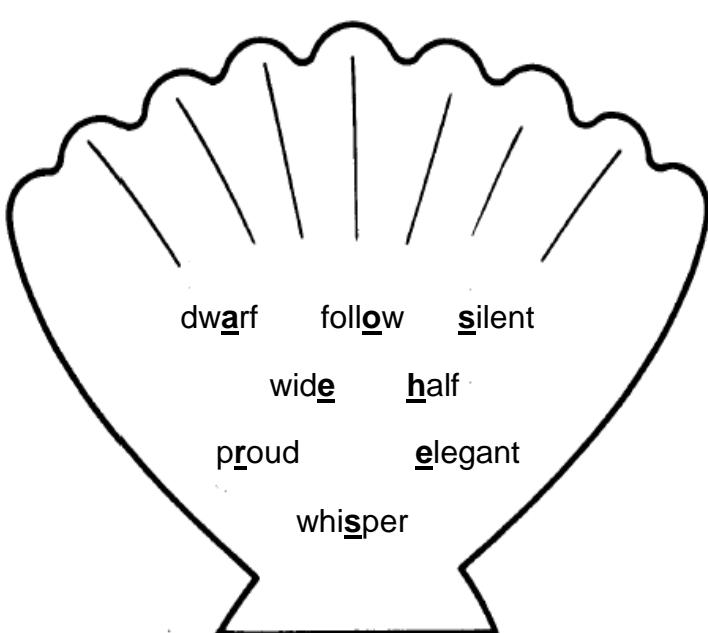
They were walking back to the motel when Sandy almost dropped her bag.

"Oh Look over there!" she called to Tim.

"Oh, my gosh! I have never seen one before."



What do you think the children have seen? To find out what it is, look at the first word in the Word list. Now look for a word in the seashell that means the opposite of this word and write it on the line. Be sure to underline the letter that is underlined. Do this with all the words and when you are finished, copy the underlined letters on the spaces at the bottom of this page. If you are correct, the underlined letters will spell what the children saw on the beach.



WORD LIST		
shout	x	_____
narrow	x	_____
giant	x	_____
whole	x	_____
lead	x	_____
ashamed	x	_____
noisy	x	_____
gaudy	x	_____

HWSH – 19

Date _____

Name: _____

Grade: 4

Antonyms**Subject: Language Arts****Fill up the blanks using the antonyms of the words given in the brackets.**

1. Rhea always wears _____ (dirty) clothes.
2. The car could not go further. It was a _____ (wide) path.
3. Cathy hid the toys _____ (over) the bed.
4. Patrick is extremely _____ (polite) to strangers.
5. I found the assessment very _____.
(easy)
6. They were served _____ (stale) food.
7. Joel is always _____ (early) for school.
8. Aunt Lucy gifted me a _____ (ugly) doll.
9. I was so thirsty but the glass was _____.
(full)
10. _____ (always) talk to strangers.

HWSH – 20A

Date _____

Name: _____

Grade: 4

Synonyms

Subject: Language Arts

Definition: **Synonyms** are different words, which have the same meaning. 'Syn' means 'same' and 'nym' means 'name'.



HWSH – 20B
Date _____
Name: _____
Grade: 4
Synonyms
Subject: Language Arts

Fill up the blanks using the synonym of the word given in the bracket. Use the thesaurus.

1. He was _____ (terrified) when he heard a ghost story.

2. Savio is a _____ (courageous) boy. He caught the thieves red handed.

3. Her favourite toy broke and this made her _____ (weep)

4. Sonya couldn't _____ (remember) the way to her friend's house.

5. The culprit _____ (confessed) that he had committed the crime.

6. Ken always _____ (finishes) his homework before he goes down to play.

7. The windows were _____ (shut) as it was raining.

8. The maid _____ (cut) the vegetables.

9. Joanne is a _____ (intelligent) girl.

10. My teacher said that all my answers in the test were _____. (right)

HWSH – 21

Date _____

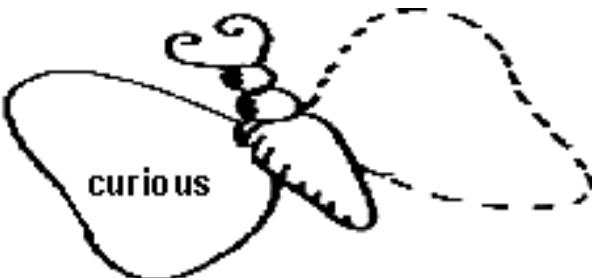
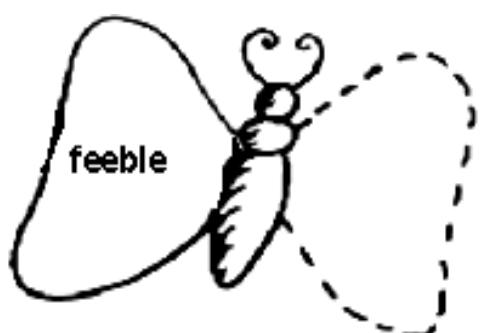
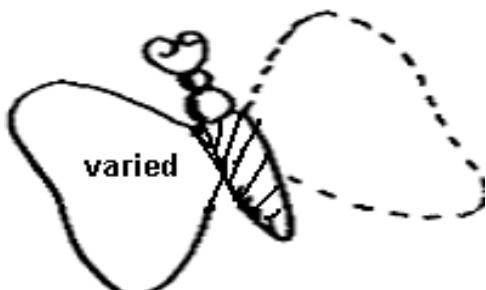
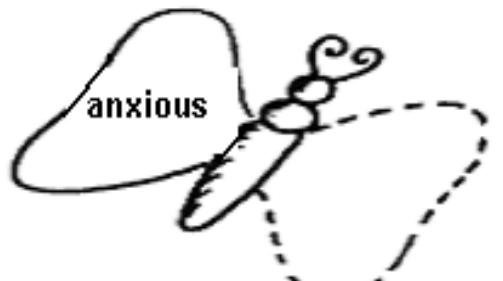
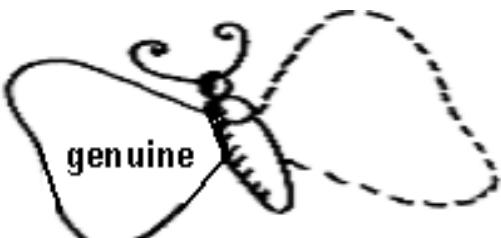
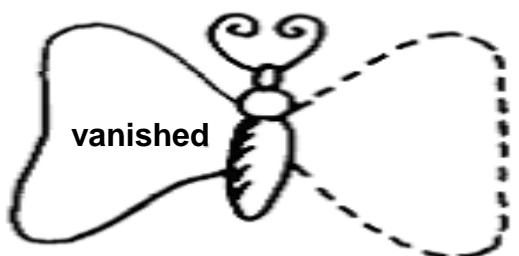
Name: _____

Grade: 4

Synonym Butterflies

Subject: Language Arts

Look at the words on these butterflies' wings. Then look at the words at the bottom of the page, cut out the wings along the dotted line, and glue them to the matching synonyms.



concerned

authentic

strange

weak

diverse

disappeared

HWSH – 22A

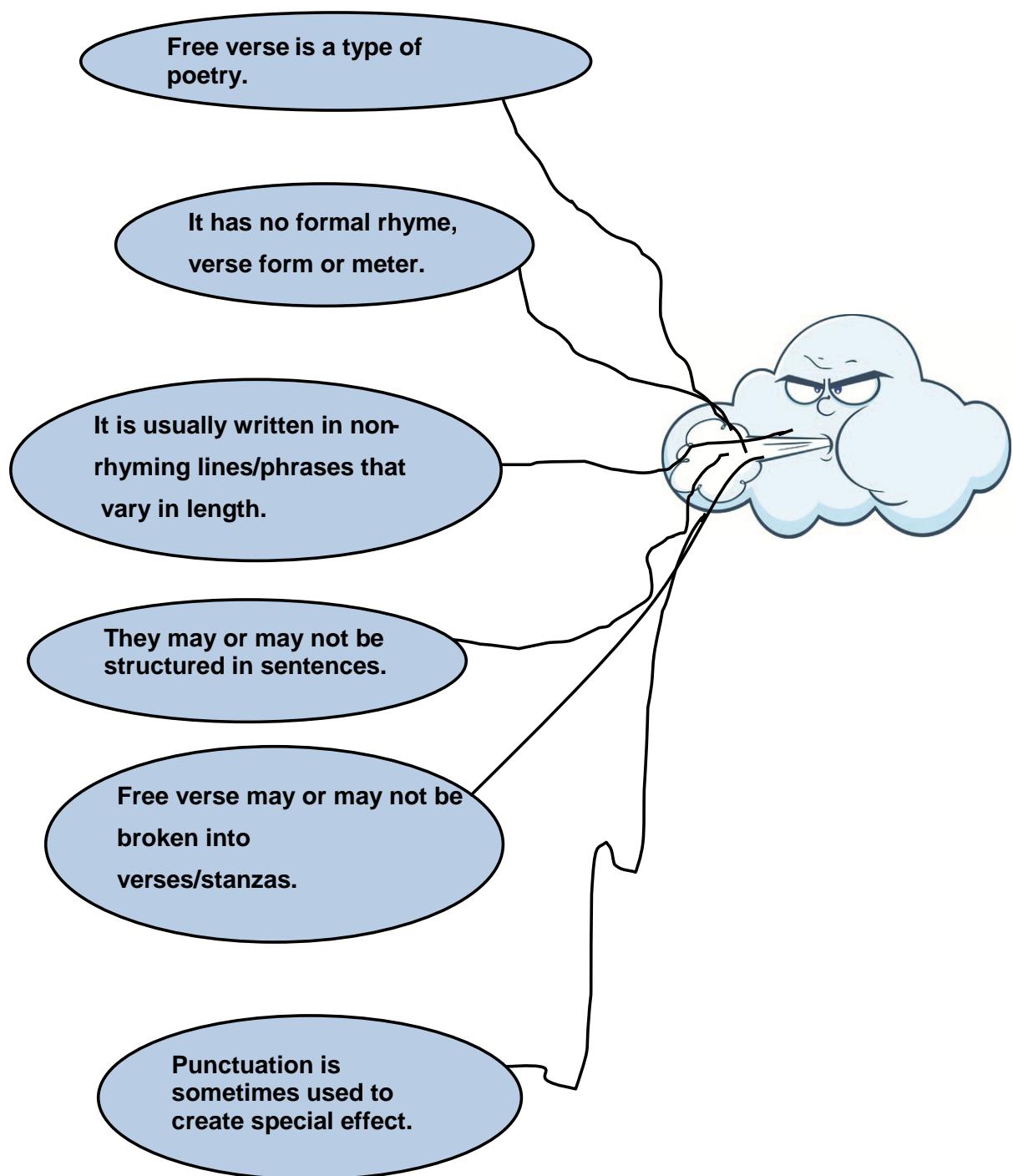
Date _____

Name: _____

Grade: 4

Free Verse

Subject: Language Arts



HWSH – 22B

Date _____

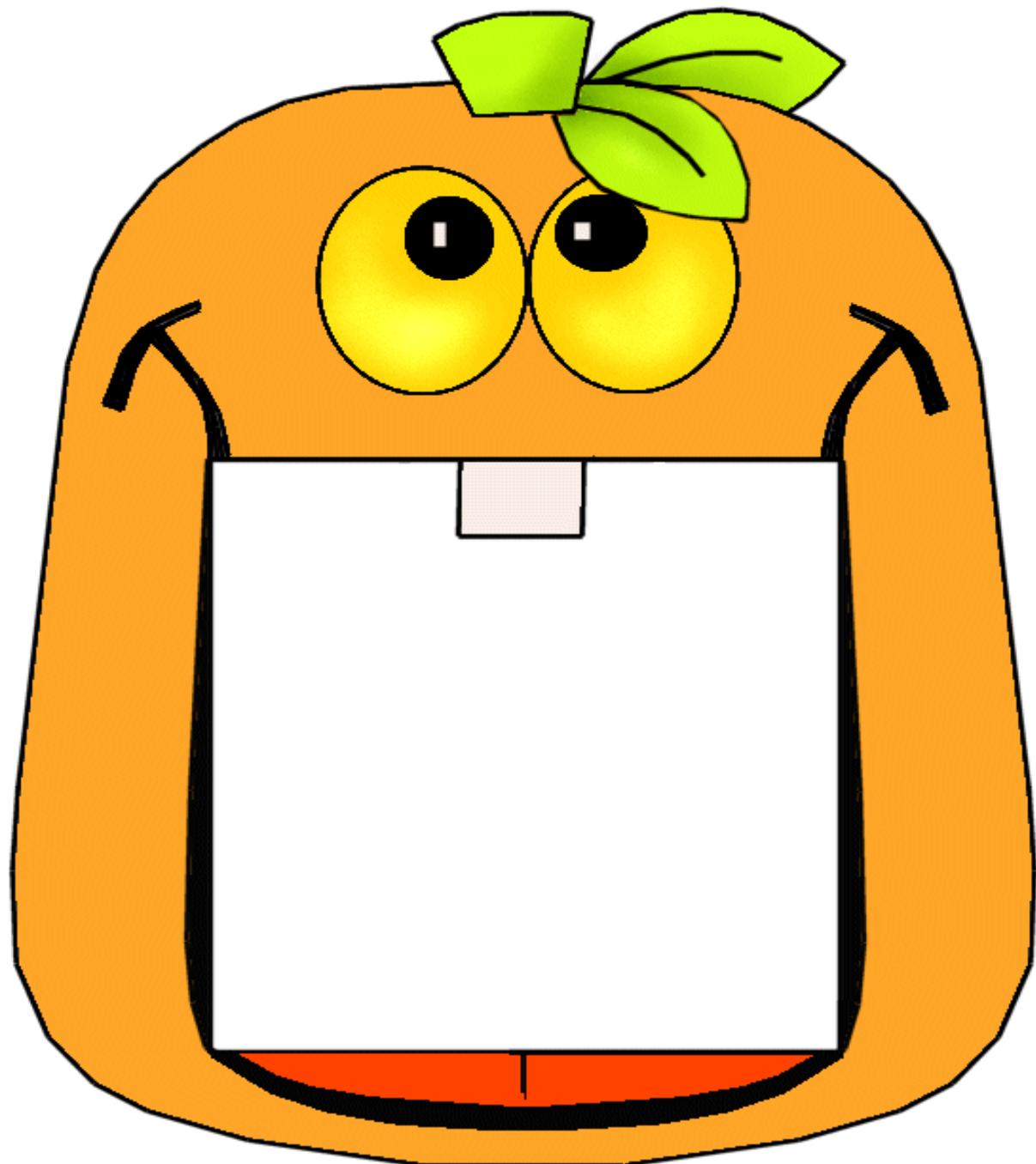
Name: _____

Grade: 4

Free Verse

Subject: Language Arts

Cut out any picture that inspires you from a magazine and paste it in the photo frame given below. Write a free verse related to it on the next sheet.



HWSH – 22C

Date _____

Name: _____

Grade: 4

Free Verse

Subject: Language Arts



HWSH – 23

Date _____

Name: _____

Grade: 4

Story Writing

Subject: Language Arts

A story has a beginning, middle and end. Some stories even end up in the same place they started.

Theme, plot, characters and setting are the vital elements of a story.

Plot refers to the **development** of the story and its elements are as follows:

SITUATION

The situation of the story is the set of circumstances that the character finds himself / herself in. It can also be the location or surroundings of a place. Out of the situation, the story will grow.

CONFLICTS

A conflict is a disagreement, a clash or even a problem. Complications and conflicts will grow out of the situations and the interaction of characters.

RISING ACTION

The results of the conflicts build additional and more complicated conflicts i.e. it leads to a rising action that brings the situations to a crisis i.e. problem.

CLIMAX

The most intense, exciting or thrilling point of the story. The result of the crisis leads to the climax of the story. The climax is the highest point of interest.

RESOLUTION

The conflict and crisis are resolved here. The final outcome is called resolution or the denouement. This brings an end to the story.

HWSH – 24A

Date _____

Name: _____

Grade: 4

Story Writing

Subject: Language Arts

Let's write a story. Fill in the following and then write a story using the details you have written. So *GET SET GO...*

- A) What will be the theme of your story? Does it have a moral in it?

THEME AND TITLE



HWSH – 24B

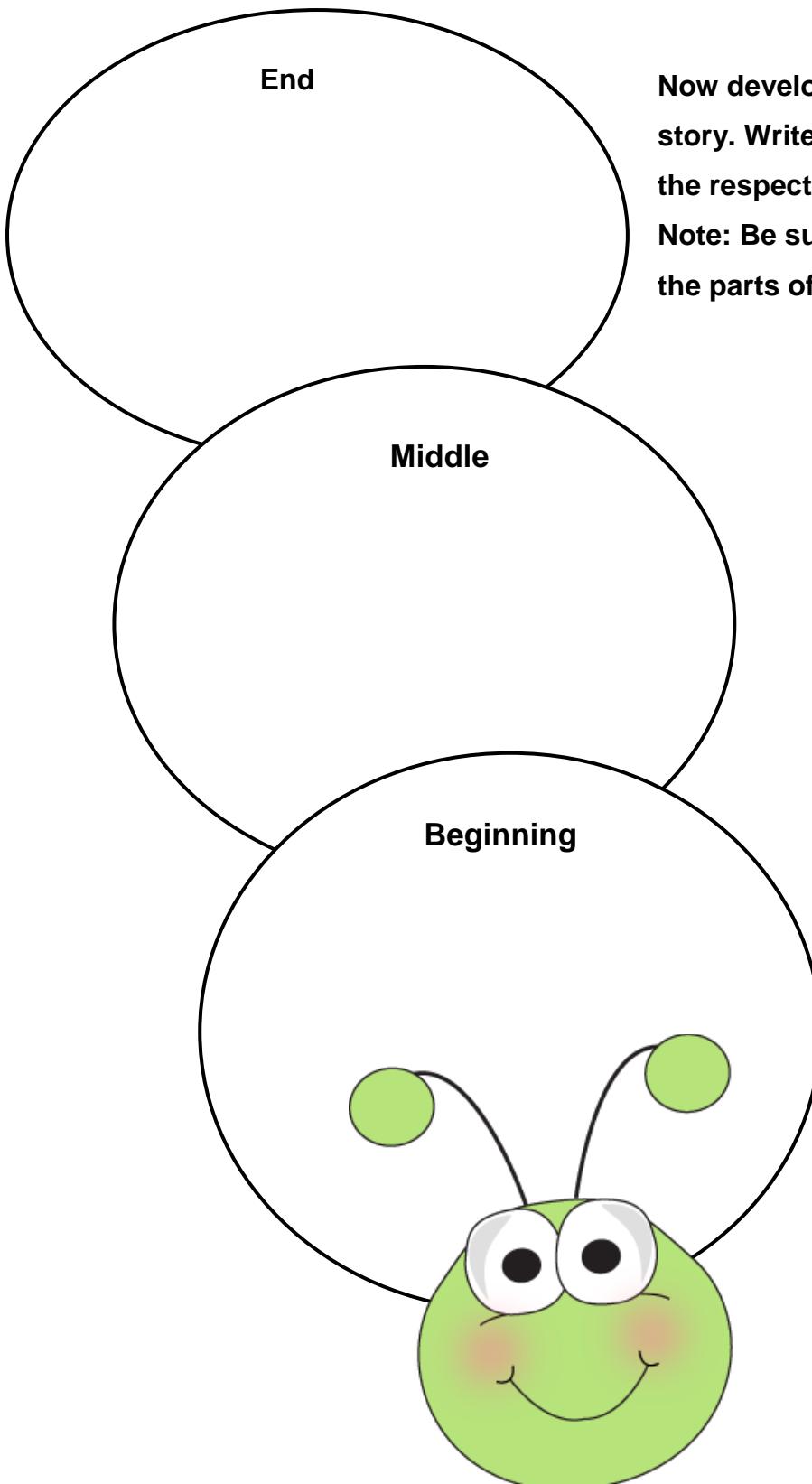
Date _____

Name: _____

Grade: 4

Story Writing

Subject: Language Arts



Now develop the plot of your story. Write short points under the respective heading.
Note: Be sure to remember all the parts of the plot, i.e.

SITUATION

CONFLICTS

CLIMAX

RISING ACTION

RESOLUTION

HWSH – 24C

Date _____

Name: _____

Grade: 4

Grade: 4 Story Writing Subject: Language Arts

Story Writing

Subject: Language Arts

Think of three characters of your story. Write their names in the boxes below and visualize how they will look and draw their pictures.



HWSH – 24D

Date _____

Name: _____

Grade: 4

Story Writing

Subject: Language Arts

What is the setting of the story?



Where

When

Detailed descriptions of the environment
Colours, smells, tastes etc.

HWSH – 24E

Date _____

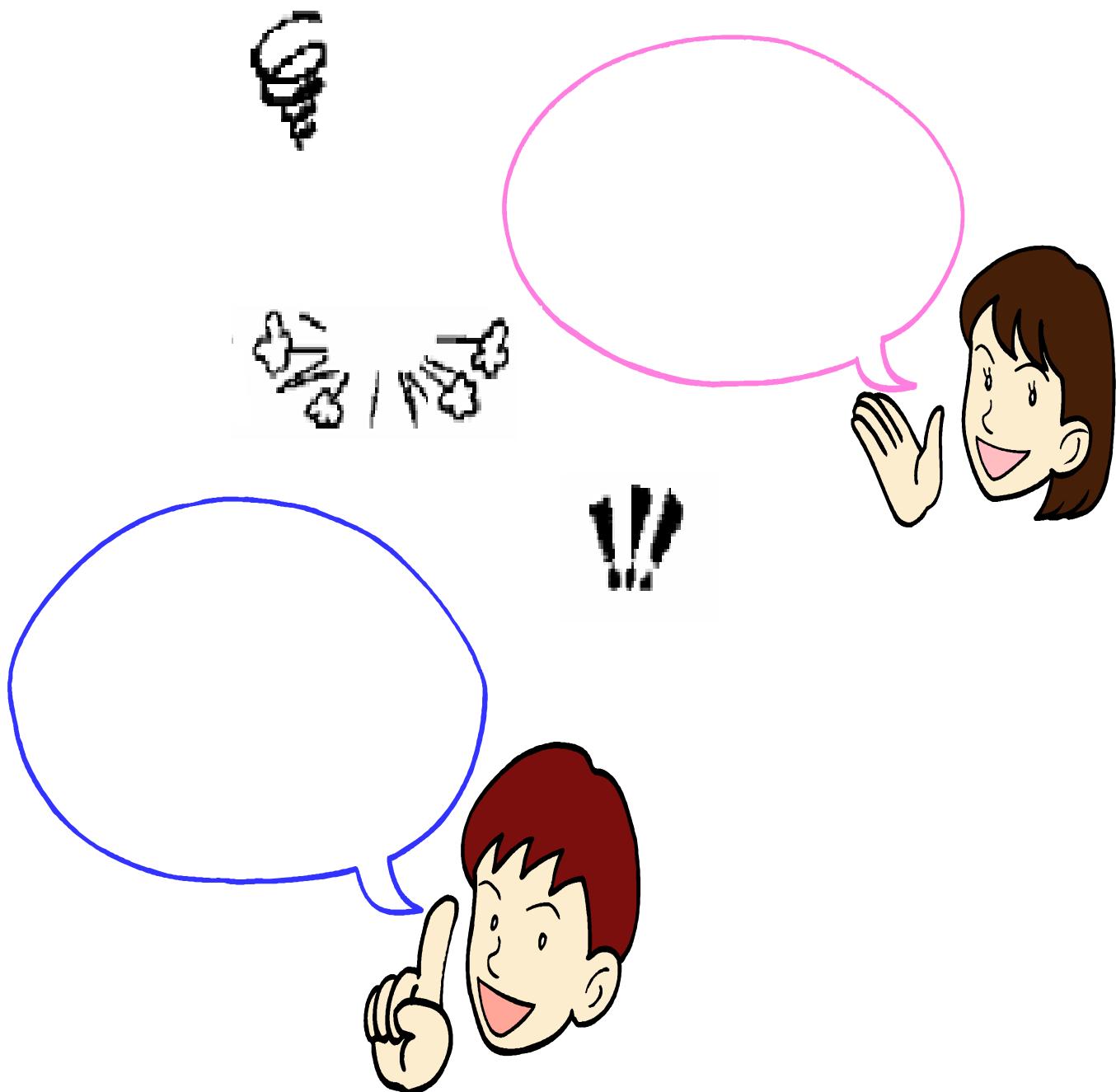
Name: _____

Grade: 4

Story Writing

Subject: Language Arts

List some exciting words to describe some events or places in the story. You may refer to the dictionary.



HWSH – 24F

Date _____

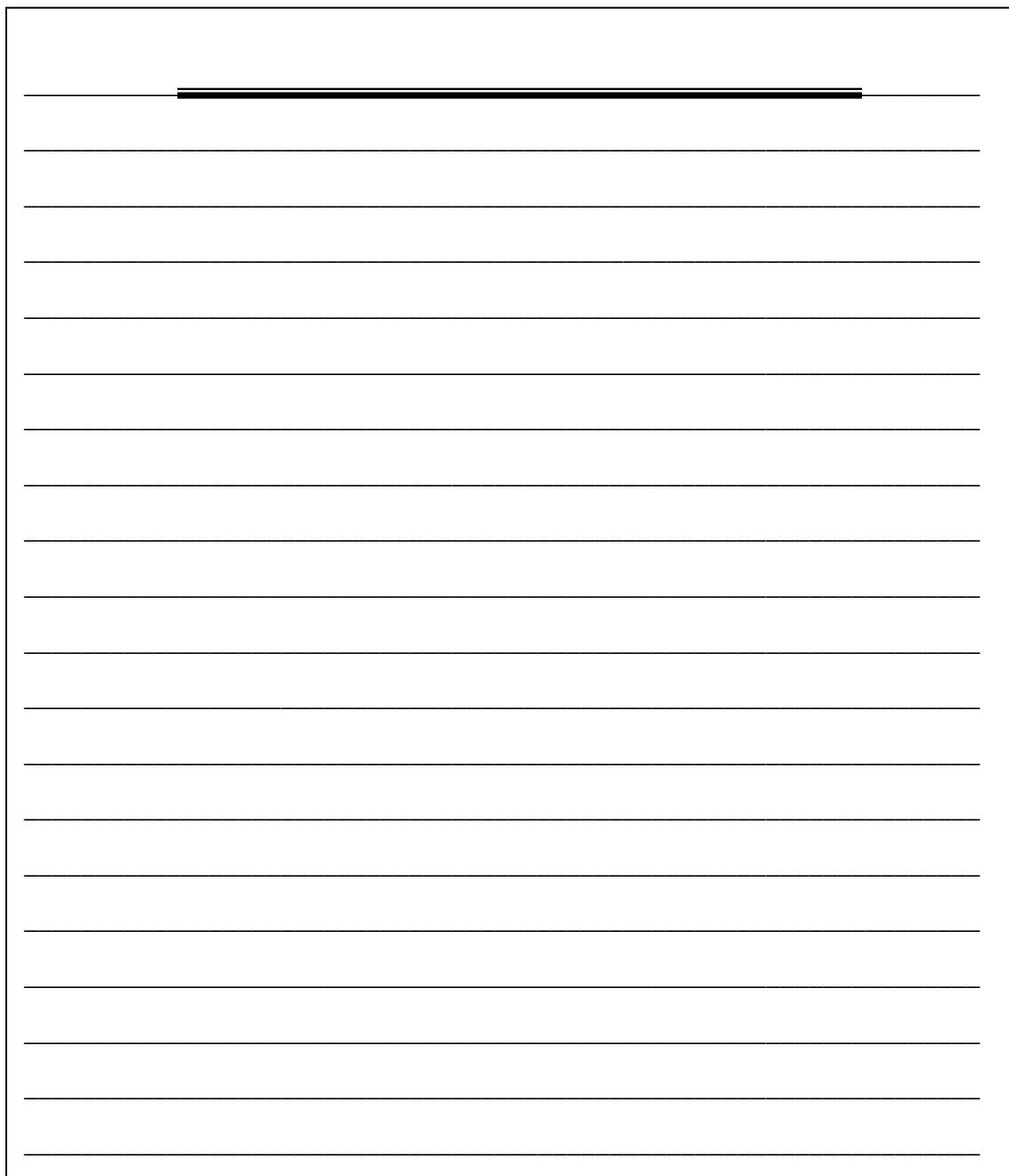
Name: _____

Grade: 4

Story Writing

Subject: Language Arts

Now begin writing your story based on the pointers and give it a suitable title:



A large rectangular writing area with horizontal lines for handwriting practice. The area is framed by a decorative border of paw prints.

HWSH – 24G

Date _____

Name: _____

Grade: 4

Story Writing

Subject: Language Arts

A large rectangular area for writing, featuring ten sets of horizontal lines for handwriting practice. The area is bordered by a decorative pattern of brown paw prints.

HWSH – 25A

Date _____

Name: _____

Grade: 4

Adjectives

Subject: Language Arts

Look at the adjectives written in the box and use them in your own sentences.

State whether they are adjectives of quality, quantity or number.



1. _____

KIND: -----

2. _____

KIND: -----

HWSH – 25B

Date _____

Name: _____

Grade: 4

Adjectives**Subject: Language Arts**3. _____

KIND: -----

4. _____

KIND: -----

5. _____

KIND: -----

6. _____

KIND: -----

7. _____

KIND: -----

8. _____

KIND: -----

9. _____

KIND: -----

HWSH – 26

Date _____

Name: _____

Grade: 4

Script Writing

Subject: Language Arts

1. The name of the character is written on the far left, followed by a colon.
2. The lines the character says are to the right.
3. Physical actions to be carried out by the character are written between parentheses (brackets) and in italics. This means the words should not be said aloud. Add to the script a description of tone of voice, gestures, or facial expressions that will aid the reader in interpreting the lines.
4. Scenery is described aloud by the characters so the audience can imagine where they are.
5. Begin the narrator's first speech by identifying the book from which the scene was taken and the author.
6. Have the narrator introduce and describe each character if needed.
7. Most of the times the narrator gives the setting and important action that precedes the scene.
8. All the dialogues are written in direct speech.
9. Write your script as though you are having a conversation.
10. The narrator closes the presentation with information that concludes the scene.

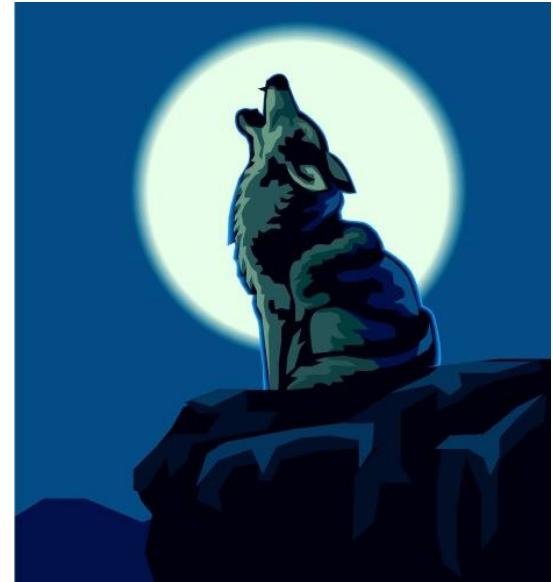


HWSH – 27A
Date _____
Name: _____
Grade: 4
Script Writing
Subject: Language Arts

Read the following piece from the book, ‘The Jungle Book’ by Rudyard Kipling, and then write a script based on it in the next worksheet.

When the four wolf cubs could run a little, Father Wolf took them, Mowgli and Mother Wolf to the ‘Meeting Rock’. Here, the hundred wolves of the pack met every month when the moon was full. The leader of the pack was Akela, a great gray wolf. He used to initiate each new wolf cub to the pack. This month it would be their turn.

At the ‘Meeting Rock’, each new wolf cub came to stand in front of him and Akela said, “Look well, O Wolves. Look well!” At the end, Father Wolf pushed Mowgli into the circle of wolves. Suddenly, from the trees outside the circle they heard the voice of Sher Khan, the cruel tiger. He said that the man-cub belonged to him and ordered the wolves to hand the man-cub over



to him. Akela asked the other members of the pack if they should hand over Mowgli to Sher Khan. The others were in two minds and wanted to know who would take the responsibility of training the man-cub.

Akela then announced that two animals other than his adoptive father and mother,



must take the responsibility of Mowgli. Baloo, the sleepy brown bear said that he was ready to teach him the laws of the jungle. At that moment another animal jumped down into the circle. It was Bagheera the panther, black as night. He said that it was bad to kill a man-cub and said that he too was ready to take his responsibility and in return of the life of Mowgli he would also give them a fat cow, newly killed, lying in the jungle.

HWSH – 27B

Date _____

Name: _____

Grade: 4

Script Writing**Subject: Language Arts**

The wolves were always hungry and agreed immediately.

Akela said that it was good to keep Mowgli as men are clever and perhaps this man cub would help them when he is older.

Akela asked Father Wolf, Bagheera and Baloo to take Mowgli away and train him well.

Thus Mowgli now belonged to the Seeonee wolf pack.



HWSH - 27C

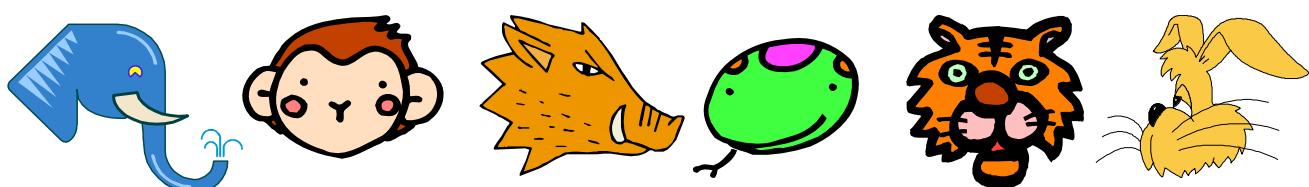
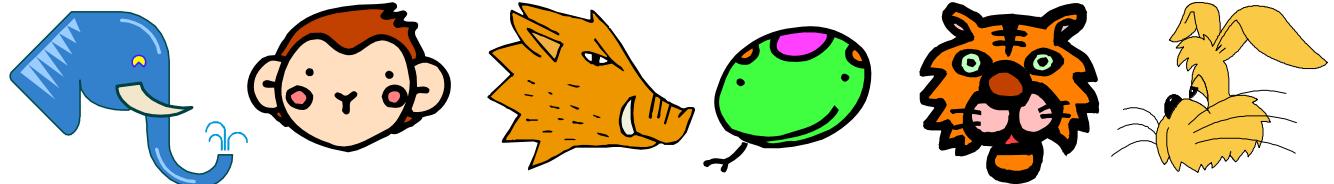
Date _____

Name: _____

Grade: 4

Script Writing

Subject: Language Arts



HWSH – 27D

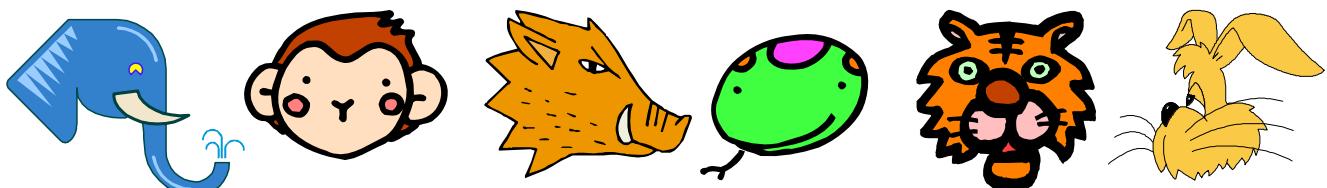
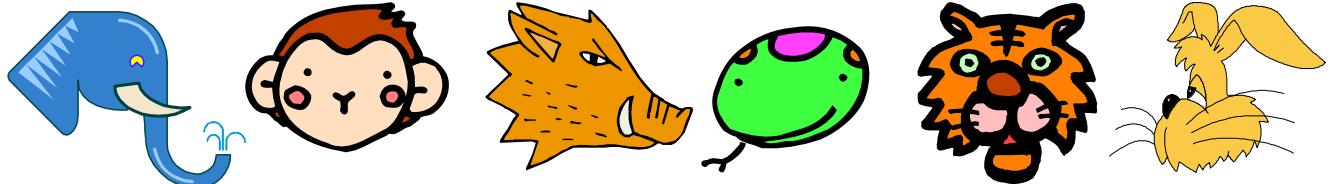
Date _____

Name: _____

Grade: 4

Script Writing

Subject: Language Arts



HWSH

Date _____

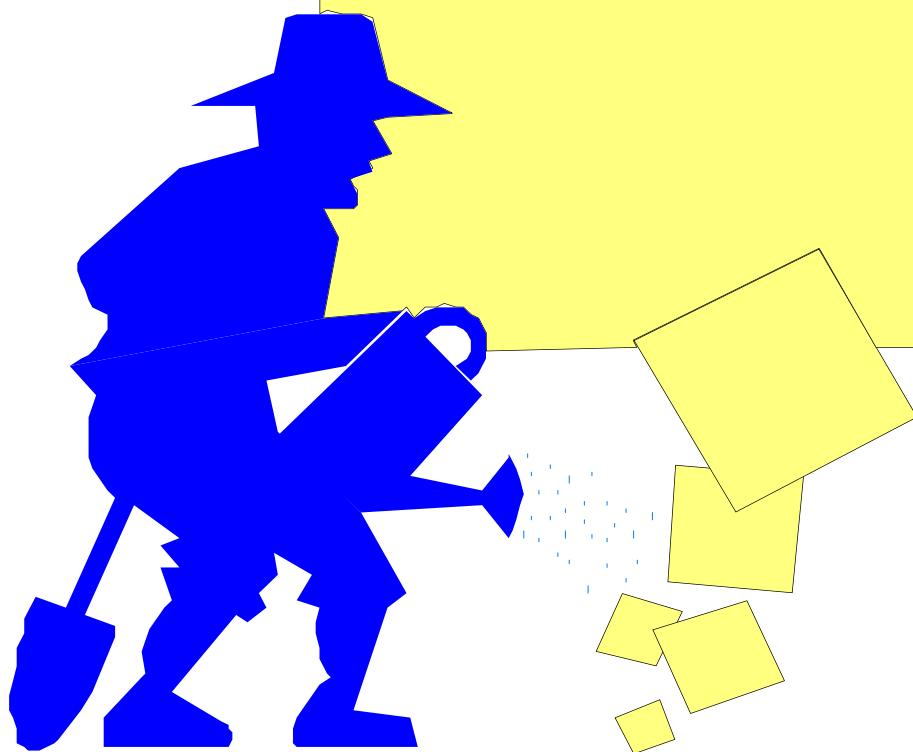
Name: _____

Grade: 4

REVISION - 2

Subject: Language Arts

Revision Sheets



HWSH 1A

Date _____

Name: _____

Grade: 4

REVISION - 2

Subject: Language Arts

A. Read the poem given below.

“How They Sleep”



Some things go to sleep
In such a funny way,
Little birds stand on one leg
And tuck their heads away.

Chickens do the same,
Standing on their perch.
Little mice lie soft and still,
As if they were in church.



Kittens curl up close
In such a funny ball,
Horses hang their sleepy heads
And stand still in a stall.



Sometimes dogs stretch out
Or curl up in a heap,
Cows lie down upon their sides
When they would go to sleep.



But little babies dear
Are snugly tucked in beds,
Warm with blankets all so soft,
And pillows for their heads.

Bird and beast and babe –
I wonder which of all
Dream the dearest dreams
That down from dreamland fall!

HWSH 1B

Date _____

Name: _____

Grade: 4

REVISION - 2

Subject: Language Arts

B. Now answer the following questions in your own words:

1. What is this poem about?

2. How do chickens and kittens sleep?

3. How do horses and cows sleep?

4. Who do you think sleeps most comfortably and why?

5. Write any two pairs of rhyming words from the poem.

HWSH 1C

Date _____

Name: _____

Grade: 4

REVISION - 2

Subject: Language Arts

C. Underline the verbs and circle any one adjective in these lines taken from the poem:

- a) Little mice lie soft and still, As if they were in a church.
- b) But little babies dear, Are snugly tucked in beds.



D. Underline the adjectives and state their kind:

- a) Samir ate the whole papaya. _____
- b) This is the best book I have read. _____
- c) My family has two houses. _____

E. Write the antonyms of the underlined words to complete the sentences:

- a) Mother asked me to close the door and _____ the windows.
- b) That couch is comfortable, while this is _____.
- c) We reached early for the party but the hosts got _____.
- d) The cold vanilla ice cream was served with _____ chocolate sauce.
- e) Ryan's eight sums were correct and two were _____.

F. Rewrite the sentences replacing the underlined words with their synonyms.

- a) Sher Singh was a courageous hunter.

- b) Sara is unhappy as her friend is leaving the city.

- c) Alex is scared of lizards.



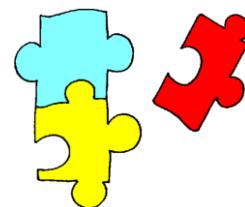
HWSH 2A
Date _____
Name: _____
Grade: 4
REVISION - 2
Subject: Language Arts
A. Fill in the blanks with suitable conjunctions from the word bank.

or	since	but	until
-----------	--------------	------------	--------------

- My brother plays cricket _____ he is not very good.
- You may put the bag on the table _____ the chair.
- You can't get a prize _____ you win.
- _____ we mowed the lawn, the whole house looks better.

B. Complete the sentences by adding suitable interjections:

- _____ You've solved the puzzle.
- _____ You'll miss the bus.


C. Fill in the blanks with appropriate reporting verbs from the word bank. Use each word only once.

suggested	offered
invited	informed

- Ken _____ all his friends to the party.
- The teacher _____ studying early in the morning.
- My friend's father _____ to give me a lift to college.
- Jack _____ his mother that he was going to stay late at work.

HWSH 2B

Date _____

Name: _____

Grade: 4

REVISION - 2

Subject: Language Arts

D. Think of a bird that you like. Now write a poem in ‘Free Verse’ describing that bird.

