



3.0 EDUCATION PROGRAM

4th
grade

LANGUAGE ARTS

4th
grade

Grade 4



Practice Book



Macmillan/McGraw-Hill

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Name _____

allergies

consideration

assignments

consume

suspicious

evidence

accuse

Write a complete sentence to answer each question below.
In your answer, use the vocabulary word in bold type.

1. Why would a detective be **suspicious** if someone got caught telling a lie?

2. How does a detective make sure that **evidence** is not destroyed?

3. What does a detective give careful **consideration** to?

4. Will a detective **accuse** someone when all the clues are in?

5. Did the suspects come to the table only to **consume** a meal?

6. If Tanya has **allergies**, can she avoid sneezing at the crime scene?

7. Do detectives get **assignments** every day?

Now use one of the words above in a sentence of your own.

8. _____

Name _____

A story usually begins by introducing a character and the **problem** he or she has. The steps the character takes to solve the problem are the **events** of a story. A story ends with the **solution** to the problem. The problem, events, and solution make up the **plot** of a story.

Read the passage and each question. Underline the answer in the passage and then write the answer.

A box came in the mail for Denisha, but it had no return address. When Denisha opened the box, she found a blue jacket and matching pants. She tried on the pants and jacket. They fit perfectly, and blue was Denisha's favorite color. She wanted to thank the sender. She asked her mother and sister if they had mailed the package, but they both said no. Denisha looked again at the outside of the box, and then she smiled. "I figured it out! The stamp says that the box was mailed from Detroit. Grandma lives there. She must have sent it."

1. Who is the main character? _____
2. What is the problem? _____

3. What is the first thing Denisha does to solve her problem? _____

4. How does Denisha solve her problem? _____

5. What might happen next? _____



Name _____

As you read *The Mystery of the Missing Lunch*, fill in the Problem and Solution Chart.

Problem
↓
Action
↓
Action
↓
Action
↓
Solution

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How does the information you wrote in the Problem and Solution Chart help you to analyze *The Mystery of the Missing Lunch*?



At Home: Have the student use the chart to retell the story.

Name _____

As I read, I will pay attention to end punctuation in each sentence.

9 Todd's mother had a problem. "I've lost my favorite
 20 white scarf," she said. Todd wanted to help her find it.
 29 He searched under tables and behind chairs. He looked
 40 in closets and under the beds. He didn't see the scarf
 41 anywhere.
 49 Todd wasn't worried, however. He was an experienced
 60 detective. He had solved many cases in the past. Once he
 71 found his father's lost baseball cap behind an old paint can
 81 in the garage. Another time he found his mother's keys
 92 among the leaves of a houseplant. In fact Todd had solved
 103 every case he had ever worked on. He thought he could
 107 complete this assignment, too.
 116 Todd took out his handy detective notepad and pen.
 125 He asked his mother several questions, as any good
 127 detective would.

Comprehension Check

1. What problem is Todd trying to solve? **Problem and Solution**
2. How does Todd plan to find the scarf? **Problem and Solution**

	Words Read	—	Number of Errors	=	Words Correct Score
First Read		—		=	
Second Read		—		=	



Name _____

A **chart** is a good way to organize information.

Erik asked third-, fourth-, and fifth-graders in his school what kind of mysteries they have solved. The chart below shows what he learned.

Use the information in the chart to answer the questions.

Kind of Mystery	Number of Students	Percent of Students
Found a missing object	47	58%
Found out who did something	21	27%
Found out what happened	12	15%

1. What kind of mystery did most students solve? _____

2. How many students found out what happened? _____
3. What percent of students found out who did it? _____
4. What percent of students found a missing object? _____
5. Were there more students who found out what happened or more students who found a missing item? _____

6. If some students said they had never solved a mystery, how would you change the chart? _____



Name _____

Look at this dictionary entry for an unfamiliar word. Use the definition and sample sentence to help answer the questions that follow.

purloin *verb* **1.** to steal; to take something secretly and without permission. *He planned to purloin the diamonds.*

1. What does *purloin* mean, in your own words?

2. Use *purloin* in another sentence.

3. How would you find the meaning of the word *abscond*?

4. Write the meaning of *abscond* below.



Name _____

Each vowel has a long and a short sound. The **short vowel sounds** are as follows:

a as in *flat* **e** as in *shelf* **i** as in *mill* **o** as in *blot* **u** as in *sum*

When a vowel is in the middle of two consonants, it usually has a short sound.

Read the sentences below. Circle each word that has a short vowel between two consonants.

1. The police found the cash behind the shelf.
2. One thief ran to the dock.
3. One thief had a plot to steal the bell.
4. The thieves hid behind a big tree.
5. They lay flat on the grass.

Circle the words with short vowel sounds. Then use three of them in sentences.

plate left bleat cove load mill past neat leave crunch plum

6. _____

7. _____

8. _____

