



FIRE

Foundational Instruction for Reading Excellence (for all students)



Unit 1

Student Activity Book • Grade 4 •



LESSON 3

PREFIXES

Directions: Think about the meaning of the prefixes pro- and anti-. Write the prefix that makes the most sense in the following sentences. You can use the chart to help you.

Prefixes		
a group of letters added to the beginning of a base/root word and changes the meaning of that word		
Prefix	Meaning	Examples
pro-	before, forward, or for something	pro active, pro gress
anti-	opposite, oppose to or against	anti social, anti biotic

1. The nurse taught the students about how _____bacterial soap could prevent germs from spreading.
2. The cart _____pelled forward after the child pushed it.
3. The student was _____active about completing her homework when she did it without being asked by her mom.
4. The man cut his foot, so the doctor prescribed him an _____biotic.



LESSON 4

SPELLING PRACTICE

Directions: The teacher will call out words containing different spelling patterns for /f/. Students will spell the words and sort the words according to the /f/ spelling pattern.

'ph'	'gh'	'f'	'ff'



LESSON 5

PREFIXES

Directions: Complete the words below by adding the correct prefix. Use the chart above, if needed.

Prefixes		
a group of letters added to the beginning of a base/root word and changes the meaning of that word		
Prefix	Meaning	Examples
uni-	one	u nicycle
bi-	two	b icycle
tri-	three	t ricycle
multi-	many	m ulticultural

Word: _____media
Meaning: many different types of media

Word: _____annual
Meaning: happens twice every year

Word: _____lateral
Meaning: involving only one part or side

Word: _____sect
Meaning: to cut into three parts

Choose one of the words above and write it in a complete sentence.



LESSON 6

PREFIXES

Directions: Draw lines to match the prefix to the correct meaning.

uni-

three

bi-

one

tri-

many

multi-

two

Directions: Think about the meaning of the prefixes uni-, bi-, tri- and multi-. Write the prefix that makes the most sense in the following sentences.

Example: A trilogy is a set of three movies.

1. The camera stood on a _____ pod with three legs for better balance.
2. The clown rode a purple _____ cycle at the circus. It had one wheel.
3. The young man became a _____ millionaire after winning 64 million dollars.
4. Maria comes from Europe and is _____ lingual because she can speak German and French.



LESSON 7

PREFIXES

Directions: Create new words using the prefixes: over-, mid- and under-. Then, determine the new meaning of the new words.

Prefix	Meaning	Examples
over-	too much	over cook
mid-	middle	mid field
under-	below or less	under cook

Example:

Prefix	Word	New Word	Meaning
over-	estimate		

Prefix	Word	New Word	Meaning
mid-	town		

Prefix	Word	New Word	Meaning
under-	ground		

Choose a word above and write it in a complete sentence.



LESSON 8

PREFIXES

DIRECTIONS: Fill in the chart by writing the correct meanings below next to the correct prefix.

Prefix	Meaning
over-	
mid-	
under-	

- below or less
- too much
- middle

DIRECTIONS: Read each sentence and write the meaning of the underlined word.

1. Be careful not to overheat on a hot summer day.

Overheat means _____

2. I have to complete all of my homework by midweek, so I can play in the game on Friday.

Midweek means _____

3. Robert had to go back to the restaurant and give the waitress more money when he realized he underpaid the bill.

Underpaid means _____



LESSON 9

PUNCTUATION

Directions: Read each sentence. Rewrite each sentence to include quotation marks, periods, and commas.

Example: The singer anxiously waited for her turn to perform.

1. Mom said Make sure to grab milk, bread, and eggs when you go to the store.

2. It is your turn to take out the trash said my dad.

3. The teacher reminded Don't forget to turn in your homework before you leave.



LESSON 10

SIMILES AND METAPHORS

Directions: Read each sentence below. Determine if it is a simile or metaphor. Explain what it means.

Example: The bed is as hard as rock.
Circle one. Simile Metaphor
Explain: The bed is hard. It uses the word as.

1. My teacher is a busy bee.

Circle one. Simile Metaphor

Explain: _____

2. My hands are as cold as ice.

Circle one. Simile Metaphor

Explain: _____

Choose one of the sentences above and illustrate it in the box below.



LESSON 11

PUNCTUATION

Directions: Read each sentence. Rewrite each sentence to include quotation marks, periods, and commas.

Example: The singer anxiously waited for her turn to perform.

1. My best friend yelled Tag, you're it!

2. Whose turn is it to unload the dishwasher asked my babysitter.

3. Who is the president of the United States asked the little kid.



LESSON 12

NOUNS AND ADJECTIVES

Directions: Read each sentence below. Circle the nouns. Draw an arrow from the adjective to the correct noun it describes.

Example: My mom bought a new and expensive car.

In the example sentence, the word "new" is circled. A black arrow starts from the top of the circle around "new" and points to the word "car", which is also circled.

1. The green snake slithered down the long driveway.
2. The small baby bird ate four juicy worms.
3. The humming fan blew cold air in the hot room.
4. Speedy cars arrive at the busy market.



LESSON 13

PREFIXES

Directions: Create new words and determine their meanings by completing each chart. Then, choose a word and use it in a complete sentence.

Prefix	Word	New Word
un	trustworthy	
	dependable	
	reliable	

Prefix	Word	New Word
non	stop	
	stick	

Choose a word above and write it in a complete sentence.



LESSON 14

PREPOSITIONAL PHRASES

Directions: Read each sentence below. Identify the correct preposition that completes the sentences.

1. Make sure to leave your jacket _____ the coat rack.
 - a. with
 - b. on
 - c. beside
2. My dad found his car keys _____ the couch cushions.
 - a. after
 - b. inside
 - c. underneath

Read each sentence and circle the prepositional phrase.

1. I saw my friends walking across the park.
2. My grandma's house is near the river.

Create your own prepositional phrases in complete sentences with the prepositions below.

Example: Preposition: over

Sentence: The bird flew over the river.

Preposition: inside

Sentence: _____

Preposition: beneath

Sentence: _____



LESSON 15

PREFIXES

Directions: Read each sentence. Break apart the underlined word. Write the meaning of the underlined word.

Example: It's hard to make pancakes if you do not have a nonstick pan.

nonstick: non stick
 prefix base/root

Nonstick means when something does not cling or stick to a surface.

1. The gymnast was unbalanced and fell off the beam.

unbalanced: _____
 prefix base/root

Unbalanced means _____

2. Make sure to use nontoxic cleaning supplies around babies to keep them safe.

nontoxic: _____
 prefix base/root

Nontoxic means _____



LESSON 16

ADVERBS

Directions: Read each sentence below. Underline the verb in each sentence. Draw an arrow from the adverb to the correct verb it describes.

Example: The singer anxiously waited for her turn to perform.

1. Our high school football team rarely loses a game.
2. Pat already finished her desert.
3. The audience sat silently in the movie theater.
4. The baseball player confidently stole home



LESSON 17

PREFIXES

Directions: Create new words and determine their meanings by completing each chart.

Prefix	Word	New Word
en	circle	

Prefix	Word	New Word
en	tangle	

Choose a word above and write it in a complete sentence.



LESSON 18

ADJECTIVES AND ADVERBS

Directions: Read each sentence below. Choose the correct adjective or adverb to complete each sentence.

1.

happy	happily
-------	---------

The _____ toddler ate all of the cake.

The bride _____ took a photo with her family.

2.

heavy	heavily
-------	---------

The boy stomped _____ up the stairs. ate all of the cake.

The _____ box fell off the shelf.

3.

soft	softly
------	--------

We had to speak _____ so we did not wake the pre-schoolers.

I love to cuddle with my _____ blanket.



LESSON 19

PREFIXES

Directions: Read each sentence. Break apart the underlined word. Write the meaning of the underlined word.

1. The teacher makes sure to enforce the playground rules so students do not get injured.

enforce: _____
 prefix base/root

Enforce means _____

2. My parents entrust me to make the right decisions when they are not around.

entrust: _____
 prefix base/root

Entrust means _____



LESSON 20

SUBJECTS AND PREDICATES

Directions: Read each sentence below. Circle the subject. Draw an underline under the predicate.

Example: My teacher bought a new pencil sharpener for the classroom.

1. The fluffy dog dug a hole in the backyard.
2. On Saturday, my friends and I played basketball at the park.
3. Byron and Leonard went on a field trip to the zoo with their class.
4. Friday night, I caught the baseball when it came towards the stands.



MID-UNIT CHECKPOINT

Tic-Tac-Toe

Directions: You and your partner will take turns answering the questions or completing the tasks by marking your box with X or O.

<p>Circle the subject and underline the predicate.</p> <p>Last night, my crazy dog ate my math homework.</p>	<p>What does the prefix "anti-" mean?</p>	<p>Act out the prepositional phrase in the sentence below.</p> <p>My classmate told me to crawl under my desk.</p>
<p>Circle the correct spelling:</p> <p>trewp troup troop</p>	<p>I feel as cool as a cucumber.</p> <p>Circle if the sentence is a: simile metaphor</p>	<p>Circle each prefix below:</p> <p>oversee unbend midsummer encourage</p>
<p>Use the adjective, careful, in a sentence.</p> <p>Use the adverb, carefully, in a sentence.</p>	<p>What prefix has the opposite meaning of the prefix, "anti-"?</p>	<p>Circle the correct spelling:</p> <p>faraoh pharaoh</p>



LESSON 21

ROOT WORDS

Directions: Think about the meaning of the root word arch. Choose the word below from the box that makes the most sense in the following sentences.

architect-a person in charge of designing buildings

monarch-a single “ruler,” such as a king or queen

matriarch-female “ruler” over a group or small community

patriarch-male “ruler” over a group or small community

hierarchy-levels of “rule” within an organization of some kind

- 1) A system of organization in a society or group in which people are divided into different ranks or levels of importance. _____
- 2) A powerful woman who controls a family, social group, or community. _____
- 3) A nation’s ruler usually by hereditary right. _____
- 4) A powerful male who controls a family, social group or community. _____
- 5) Create your own sentence using one of the words from the word box above.



LESSON 22

SUBJECTS AND PREDICATES

Directions: Read the following sentences below and think about the nouns and verbs included in each sentence. Then circle the subject of the sentence and underline the predicate.

Example:

The teacher

gave her students homework.

- 1) Bradley rode his bike to school today.
- 2) Mason and Sam played football at recess.
- 3) She painted her bedroom pink and purple.
- 4) The dog chased the cat through the yard.



LESSON 23

ROOT WORDS

Directions: Think about the meaning of the root word arch. Circle the word below that makes the most sense in the following sentences. Not all the words will be used.

architect-a person in charge of designing buildings

monarch-a single “ruler,” such as a king or queen

matriarch-female “ruler” over a group or small community

patriarch-male “ruler” over a group or small community

hierarchy-levels of “rule” within an organization of some kind

Example: Queen Elizabeth II is the patriarch matriarch architect of England.

- 1) The hierarchy architect monarch of the Superdome is Nathaniel C. Curtis.
- 2) France and Spain had a hierarchy monarch matriarch during the Louisiana Purchase.
- 3) In the Roman Catholic Church, the bishop belongs to the highest order of the monarch architect hierarchy.
- 4) The seat at the head of the table is always saved for the patriarch monarch matriarch of the family.



LESSON 24

SENTENCES AND FRAGMENTS

Directions: Determine whether the following are sentences or fragments. Write “S” if it is a sentence and “F” if it is a fragment.

Example: S Cathy wants a new toy.

- 1) ____ The cat jumped on the bed.
- 2) ____ Ran down the street.
- 3) ____ James ate all the crackers.
- 4) ____ More sugar in the recipe.

Rewrite the fragments into complete sentences.



LESSON 25

PREFIXES

Directions: Think about the meaning of the prefixes un-, non-, and en-. Write the prefix that makes the most sense in the following sentences.

prefixes		
un-	non-	en-

Example: I need to unpack my bag from school today.

- 1) Nearly all readings in science and social studies classes are _____fiction.
- 2) Governments make laws and the police _____force them.
- 3) A bird's wings _____able it to fly.
- 4) Natalie was _____certain how to answer the question.



LESSON 26

TYPES OF SENTENCES

Directions: Think about the four types of sentences we just learned. Create your own sentence using the correct punctuation and meaning.

Example: Exclamatory: What a delicious dinner you prepared!

1) Interrogative: _____

2) Exclamatory: _____

3) Declarative: _____

4) Imperative: _____



LESSON 27

ROOT WORDS

Directions: Think about the meaning of the root word graph. Choose the word below that makes the most sense in the following sentences.

autograph-self written, mark with one's signature

graphic-written, drawn, or engraved

biography-an account of the series of events making up a person's life

geography-studies the lands of Earth, including mountains, rivers, cities, and the people that live there

Example: The autograph graphic biography looks beautiful!

- 1) The biography geography graphic of Northern Italy is described in several popular guide books.
- 2) Miley Cyrus signed her graphic autograph geography for the little girl.
- 3) The Olympian wrote her own unofficial biography graphic autograph.
- 4) After studying graphic geography biography design, he went to another school to further his art education.



LESSON 28

TENSES

Directions: Think about the different progressive tenses. Write the correct form of the verb in parentheses () to show continuing action in each sentence.

Present Progressive tense describes ongoing or continuing action in the present. It is what is happening right now.

Examples: I am eating. It is snowing.

Past Progressive tense describes an ongoing action that has already happened or that has happened in the past.

Example: He was writing a message when the dog barked.

Future Progressive tense describes an ongoing action that will happen later, in the future.

Example: In 100 years, we will be flying in spaceships.

Example: She was walking here yesterday. (walk)

- 1) At the moment, it _____ and very cold! (rain)
- 2) I _____ last night to get ready for the trip. (pack)
- 3) Our group _____ on a hike next week. (go)
- 4) Right now, I _____ about the weather. (wonder)



LESSON 29

ROOT WORDS

Directions: Think about the meaning of the root word graph. Choose the word below that makes the most sense in the following sentences.

autograph-self written, mark with one's signature

graphic-written, drawn, or engraved

biography-an account of the series of events making up a person's life

geography-studies the lands of Earth, including mountains, rivers, cities, and the people that live there

homograph-two words spelled the same but with different meanings

photograph-a picture taken by the process of photography

phonograph-an instrument for reproducing recorded sound

Example: That's my younger sister's photograph geography homograph hanging on the wall.

- 1) The students are sitting too close to each other. The words too and to are called a homograph autograph graphic.
- 2) Thomas Edison created the first autograph phonograph geography and record in 1877.
- 3) Let's get our biography phonograph photograph taken in front of the castle!
- 4) Create your own sentence using one of the words from above.



LESSON 30

SUFFIXES

Directions: Think about the different meanings of the suffix -y. Change the nouns to adjectives by adding the suffix -y to the root or base word in each sentence. Then record what the new word means.

Example: My brother's room is (mess) __messy__.
new word meaning: __full of mess__

1) The baby started to feel (sleep)_____ when she skipped her nap.

new word meaning:_____

2) It is more (health)_____ to eat fruits and vegetables.

new word meaning:_____

3) My bag was (sand)_____ after returning from the beach.

new word meaning:_____

4) The students in P.E. class were very (noise)_____.

new word meaning:_____



LESSON 31

POETRY ELEMENTS

Directions: Think about the different parts of a poem. Read the poem and then respond to the following questions. Be sure to refer to the chart.

Bed in Summer
Robert Louis Stevenson

In winter I get up at night
And dress by yellow candle-light.
In summer, quite the other way,
I have to go to bed by day.

I have to go to bed and see
The birds still hopping on the tree,
Or hear the grown-up people's feet
Still going past me in the street.

And does it not seem hard to you,
When all the sky is clear and blue,
And I should like so much to play,
To have to go to bed by day?

- 1) How many lines are in the poem? _____
- 2) How many stanzas are in the poem? _____
- 3) How many stanza breaks are in the poem? _____
- 4) Are there any rhyming words in the poem? If so, what are they? _____



LESSON 32

POETRY

Directions: Think about the definitions of alliteration and repetition. You will create your own poem and be sure to include examples of both. Be sure to refer to the chart.

Element	Definition
alliteration	the use of repetitive letter sounds to create a poetic element when writing
repetition	the action of repeating something that has already been said or written

Title of Poem: _____

1) Which words show alliteration in your poem? _____

2) Which words show repetition in your poem? _____



LESSON 33

FIGURATIVE LANGUAGE

Directions: Think about the different types of figurative language. You will read each phrase below and decide which type of figurative language is being used. Be sure to refer to the chart.

Element	Definition
simile	comparison using 'like' or 'as'
metaphor	a comparison, but it does not use the terms 'like' or 'as'
personification	when an object or animal acts like a person
hyperbole	an extreme exaggeration

Example: Maria can swim like a fish. ____simile____

(Maria is being compared to a fish by the way she swims. This means she swims very well.)

- 1) You're like two peas in a pod. _____
- 2) I've asked you a thousand times to clean your room! _____
- 3) He is a ray of sunshine. _____
- 4) The flowers danced in the wind. _____



LESSON 34

EXTENDED METAPHORS

Directions: Think about the various details an author may include in an extended metaphor. Read the poem below and respond to the following questions. Be sure to refer to the chart.

Element	Definition
extended metaphor	a comparison between two unlike things that continues throughout a series of sentences in a paragraph or lines in a poem

The playground is an anthill.
Children climbing and descending.
Laughing like hyenas.
Stampeding when a bell is heard.
Everyone coming to the same place,
Working hard to have fun.
And then returning.

1) What two things are being compared in this extended metaphor?

2) What details do you notice that make this poem an extended metaphor?



LESSON 35

PUNCTUATION

Directions: Think about the various ways that commas are used. You will read the following sentences and then rewrite each sentence including commas where needed.

Example: My favorite sports are soccer basketball and football.

My favorite sports are soccer, basketball, and football.

1) 52 Marcus Road Athens Georgia 30605

2) I want cheese pepperoni and pineapple on my pizza.

3) April 25 1993

4) 18 West Lane Luling LA 70070

5) My daily chores are to dust feed the dog and take out the trash.

6) October 31 2021



LESSON 36

SUFFIXES

Directions: Think about the suffix -ly and its meaning. Read the following sentences and then choose the word that makes the most sense.

Suffix	Meaning
-ly	in a certain way

Example: The little girl had a (love, lovely) smile.

- 1) The students walked (quiet, quietly) in the hallway.
- 2) Be sure to feed the baby each (hour, hourly) after her nap.
- 3) It's very (kind, kindly) of you to invite me to your birthday party.
- 4) I would like you to fold the towels (neat, neatly) and then put them away.
- 5) The lunch room can be very (loud, loudly) when the students are eating.



LESSON 37

TYPES OF SENTENCES

Directions: Think about the four types of sentences we just learned. Read the following sentences and identify what type of sentence they are by recording it on the line provided. Also write the correct punctuation mark.

Type of Sentences	
Interrogative (question)	asks a question and always ends with a question mark
Exclamatory (exclamation)	expresses force or a strong emotion and ends with an exclamation point
Declarative (statement)	the most common type of sentence and is a statement of an idea or argument
Imperative (command)	gives advice or instructions or expresses a request or command

Example: The students could not wait for the last day of school ! ___exclamatory_____

- 1) Do you think we will have an active hurricane season ___ _____
- 2) I am so excited that you were able to come to my party ___ _____
- 3) Susie has two pet cats and one pet hamster ___ _____
- 4) Make a grocery list of the food items we need ___ _____
- 5) Are you going on a vacation this year? ___ _____
- 6) Dylan has finally finished his end of year project. ___ _____



LESSON 38

PUNCTUATION

Directions: Think about the various ways that commas are used. You will read the following sentences and then rewrite each sentence including commas where needed.

Example: Some of the fastest animals in the world are the falcon cheetah and sailfish.
Some of the fastest animals in the world are the falcon, cheetah and sailfish.

- 1) The largest cities in Louisiana are New Orleans Baton Rouge and Shreveport.

- 2) Audubon Zoo's address is 6500 Magazine Street New Orleans LA 70118.

- 3) On Thursday April 30 1812 Louisiana became a state.

- 4) The New Orleans Saints play in the Superdome located at 1500 Sugar Bowl Drive New Orleans LA 70112.

- 5) The best food in Louisiana is jambalaya gumbo and boiled crawfish.



LESSON 39

SUFFIXES

Directions: Think about the suffix -ly and its meaning. Read the following sentences and then choose the word that makes the most sense.

Example: The little girl had a (love, lovely) smile.

- 1) It is (easy, easily) to find all kinds of information on the internet.
- 2) Lucy (proud, proudly) showed off her awards.
- 3) The soldier fought (brave, bravely) for his country.
- 4) It is (nice, nicely) to hear laughter on the playground.
- 5) The car was (bad, badly) damaged in the accident.



LESSON 40

QUOTATION MARKS

Directions: Think about the various ways that quotation marks and commas are used in dialogue and direct quotations. You will read the following sentences and then rewrite each sentence inserting quotation marks and commas where needed.

Direct Quotation	Dialogue
person's exact words	conversation between two characters

Example: Kayden asked Do you think the trip will be fun?
Kayden asked, "Do you think the trip will be fun?"

- 1) This museum is full of history and information! Amanda exclaimed.

- 2) Beavers are naturally good swimmers said Bruce.

- 3) Anna asked What type of habitat do beavers live in?

- 4) The teacher praised Everyone did a great job on the test!

- 5) I love having recess everyday! exclaimed Jordan.



END-UNIT CHECKPOINT

Directions: Think about the skills we have learned so far. We are going to apply some of those skills to a group writing! Be sure to review the skills we have practiced so far. You and your group will choose at least 5 of the skills listed below to incorporate into your group writing.

Morphology	Grammar
The root-arch	Parts of speech, subjects, predicates
Prefixes un-, non-, en-	Sentence fragments
The root "graph"	Sentence Types: interrogative, exclamatory, declarative, and imperative
The Suffix -y to change nouns into adjectives	Progressive Verbs
Suffix -ly: distinguish between root words and words with the suffix -ly	Poetic Devices: identify stanza, stanza break, line, and rhyme within a poem
	Poetic Devices: Repetition and Alliteration
	Figurative Language
	Extended Metaphor
	Commas in dates, addresses, city and state, and items in a series
	Commas & Quotation Marks in sentences containing direct quotes or dialogue

Writing Prompt: You and your friends are super excited for the 4th grade field trip to a swamp tour! You have been learning about our state's swamps and how important they are to our ecosystem and environment. Think about the type of experience you and your classmates will have while on this field trip. What types of things will you see? What will you learn about? How can you make connections to what you have already learned?

Write a story about you and your classmates' field trip experience. Be sure to include at least 5 of the skills we have learned so far in your group writing.