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Standards in **boldface** are covered in the TE lesson only.

Lessons

8	9	10	11	12	13	R	14	15	16	17	18	19	R	20	21	22	23	24	25	R	
●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
	●	●										●	●			●				●	
																●	●		●		
													●						●	●	
	●			●				●	●		●				●			●			
●	●		●	●		●	●		●	●	●	●	●	●	●	●	●	●	●	●	●
				●				●													
						●							●							●	●
						●							●							●	●
						●							●							●	●
	●	●		●		●		●			●		●			●	●			●	●
						●							●							●	●
	●	●		●		●		●			●		●			●	●			●	●

Correlation to the Grade 4 Ohio Academic Content Standards

T indicates Academic Content Standards covered in the Teacher Edition.

English Language Arts and Reading ACS

	1	2	3	4	5	6	7	R
5 Produce informal writings (e.g., messages, journals, notes and poems) for various purposes.		●			●	●	●	●
I Research								
4 Create categories to sort and organize relevant information charts, tables or graphic organizers.		●		●	●	●	●	
J Communication: Oral and Visual								
1 Demonstrate active listening strategies (e.g., asking focused questions, responding to cues, making visual contact).				T	T	T		
4 Demonstrate an understanding of the rules of the English language.	T	T	T	T	T	T	T	T
6 Use clear diction and tone, and adjust volume and tempo to stress important ideas.			●					
7 Adjust speaking content according to the needs of the audience.			●					
9 Deliver formal and informal descriptive presentations recalling an event or personal experience that convey relevant information and descriptive details.	T	T	T	T	T	T	T	T

Lessons

8	9	10	11	12	13	R	14	15	16	17	18	19	R	20	21	22	23	24	25	R	
●			●		●				●	●		●		●	●				●		●
●	●	●	●	●			●	●	●	●	●				●	●	●	●	●	●	
	T			T				T	T		T				T				T		
T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T
	●										●							●			
	●										●							●			
T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T

Correlation to the Grade 4 Ohio Academic Content Standards

T indicates Academic Content Standards covered in the Teacher Edition.

Mathematics Academic Content Standards	Content-Area Words Lessons							
	9	12	R1	15	18	R2	21	24
2. Measurement								
C. Develop common referents for units of measure for length, weight, volume (capacity) and time to make comparisons and estimates.				●				●
D. Identify appropriate tools and apply counting techniques for measuring side lengths, perimeter and area of squares, rectangles, and simple irregular two-dimensional shapes, volume of rectangular prisms, and time and temperature.								●
3. Geometry and Spatial Sense								
C. Describe and identify intersecting, parallel and perpendicular lines or segments in the environment.								●
Science Academic Content Standards								
2. Life Sciences								
B. Analyze plant and animal structures and functions needed for survival and describe the flow of energy through a system that all organisms use to survive.		●					●	
Social Studies Academic Content Standards								
6. Citizenship Rights and Responsibilities								
A. Explain how citizens take part in civic life in order to promote the common good.					●			
7. Social Studies Skills and Methods								
B. Use a variety of sources to organize information and draw inferences.	●							
C. Communicate social studies information using graphs or tables.	●		●		●	●		

Context Clues

Activating Prior Knowledge

To tap into students' prior experience with using context clues,

- ▶ write the word *pitcher* on the board and ask students to provide meanings for the word (“a baseball player,” “a jug”).
- ▶ write the following sentences on the board: *The pitcher threw a fast ball to the batter. Mom poured lemonade from the pitcher into my glass.*
- ▶ ask students to tell which words in the sentences help them figure out which meaning of *pitcher* is being used. Explain that the words they used are called **context clues**.

Introducing the Lesson

- ▶ Point out to students that they can use context clues to figure out the meaning of a word they do not know, as well as which meaning is used for a multiple-meaning word.
- ▶ Tell students they will be finding and using context clues in Lesson 5.



Context Clues

Come to Cactus Inn

When it's time to get away, be our **guest**. You'll love being a **visitor** at the Cactus Inn. You won't have to **worry about rain** spoiling your stay because our hotel is in the **desert**, where it's **dry** all year.

There's a lot to do at the Cactus Inn. You can go for a moonlit hike and admire the stars in the **vast** sky. Out here, the sky looks **huge** because buildings don't block your view. You can also hike through fields that are **dense** with cactus plants. They are **packed together** so closely you can hardly see the ground. You may wish to **descend** into a canyon on a donkey ride. You'll admire the walls of the canyon as you go **down, down, down**. If a canyon adventure doesn't interest you, bring your **racket** and play tennis on one of our fine courts!

All that activity may make you tired, but you won't want to **desert** us. Guests don't **leave** the Cactus Inn without some great barbecue. We don't serve **phony** barbecue. We serve **genuine** Southwestern barbecue that's smoked all day. We also have real cowboys who play guitars and sing old cowboy songs. You can make a **racket** singing **loudly** along. We don't care if you have an **unpleasant** voice!

Even though a vacation at Cactus Inn is lots of fun, it doesn't **cost lots of money**. Staying with us is not **expensive** at all.

From everything we've told you, you may have **guessed** that Cactus Inn is a great place to stay. Don't just **suppose**. Come visit us! We promise that here the good times never **cease**. As we always say, “Cactus Inn is the tops. Here the fun times never **stop!**”

How can you figure out the meaning of a word? Sometimes a **context clue** around the word gives you a hint about its meaning. A context clue can be one word. It can also be a group of words.

Read the lesson words below. Then read the passage. Study the underlined context clues for the lesson words. Then underline context clues for the rest of the lesson words.

Lesson Words

- guessed
- guest
- desert
- expensive
- racket
- descend
- vast
- genuine
- cease
- dense

B.4.1, B.4.2, B.4.4, B.4.5, B.4.9, G.4.5, I.4.4

STUDENT EDITION OH ACS



LA.B.4.1 Determine the meaning of unknown words by using a variety of context clues, including word, sentence and paragraph clues.	LA.B.4.9 Determine the meanings and pronunciations of unknown words by using dictionaries, glossaries, technology and textual features, such as definitional footnotes or sidebars.
LA.B.4.2 Use context clues to determine the meaning of synonyms, antonyms, homophones, homonyms and homographs.	LA.G.4.5 Produce informal writings (e.g., messages, journals, notes and poems) for various purposes.
LA.B.4.4 Identify and apply the meaning of the terms synonym, antonym, homophone and homograph.	LA.I.4.4 Create categories to sort and organize relevant information charts, tables or graphic organizers.
LA.B.4.5 Identify and understand new uses of words and phrases in text, such as similes and metaphors.	

ADDITIONAL OH ACS IN TEACHING SUGGESTIONS

LA.J.4.1 Demonstrate active listening strategies (e.g., asking focused questions, responding to cues, making visual contact).	LA.J.4.9 Deliver formal and informal descriptive presentations recalling an event or personal experience that convey relevant information and descriptive details.
LA.J.4.4 Demonstrate an understanding of the rules of the English language.	

Using Context Clues Use the underlined context clues in the passage to write the correct lesson word for each meaning.

1. guest: 1. someone who stays at a hotel or motel.
2. someone who is at another person's home for a visit
2. guessed: to have had an idea about something without being sure it was right
3. descend: to move from a higher place to a lower one
4. desert: 1. a very dry area of land 2. to go away or leave
5. dense: closely packed together; thick
6. racket: 1. a long-handled round or oval frame laced with strings that is used to hit a ball. 2. a loud, unpleasant noise.
7. expensive: having a high price
8. genuine: real; not false
9. vast: very large; huge
10. cease: to stop



In tennis, players use a **racket** to hit a ball.



Word Wisdom

The word **desert** is a homograph. It has more than one pronunciation and meaning. You must use context clues to figure out which word is being used. Which words are context clues in these sentences?

- děz'** ər̩t The sand in a **desert** can get really hot. **sand, hot**
dī zûrt' Don't leave me behind. Don't **desert** me in this scary place! **leave behind**

33

USING PAGE 32

Lesson Words Have volunteers read the opening section aloud. Read the lesson words aloud and have students repeat them after you.

"Come to Cactus Inn" Read the passage aloud. Discuss the content with students. Then point out that the lesson words appear in dark type in the passage. Read aloud the first paragraph and discuss the context clues provided. Read the next three sentences aloud and model the process of identifying the context clue for *vast* by thinking aloud. Have student volunteers continue reading the passage and identifying the context clues.

USING PAGE 33

Using Context Clues Tell students to look for the underlined clues that fit the meaning before they write the lesson word.

Word Wisdom Have students identify "sand" and "leave" as context clues. Explain that in the first sentence, *desert* is a noun because it names a place. In the second sentence, *desert* is a verb, an action word.

Oral Activity

Making Connections Use the following questions to help students build knowledge of the lesson words.

1. Which is **expensive**—a **genuine** old baseball card or a fake one?
2. What would something that is **vast** look like?
3. What would something that is **dense** look like?
4. What would a **guest** bring to a birthday party?
5. What kinds of sounds would make a **racket**?
6. What might you find in a **desert**?
7. What happens when you **cease** doing something?
8. How can you **descend** to the first floor of a store or office building?
9. If you only **guessed** answers on a test, would you get a good grade?

Including Every Learner

Support English-language learners by explaining that an *inn* is a hotel, a place where people stay when they are away from home. Have students tell why people would go to an inn and what kinds of things they can do while there. Then direct students' attention to the idiom *the tops* in the last line of "Come to Cactus Inn." Explain that this saying means "the best." Have students explain the meaning of *phony* in the third paragraph ("fake"). Have them name the lesson word that is the opposite of *fake* (*genuine*). (ELL/Auditory)

USING PAGE 34

True or False? After students have completed the activity independently, have them explain their answers.

Make It True! Discuss with students how they can make each false statement true.

Oral Activity

Word Association Refer students to the lesson words on page 32. Tell students you will say a word or group of words. Ask them to say the lesson word that comes to mind.

- | | |
|--------------------------------|----------------------------------|
| 1. costly (expensive) | 6. leave alone (desert) |
| 2. game tool (racket) | 7. large (vast) |
| 3. to sink (descend) | 8. company (visitor) |
| 4. imagined (guessed) | 9. real (genuine) |
| 5. thick (dense) | 10. stop (cease) |

True or False? Read each sentence. Circle "True" if it is true. Circle "False" if it is not.

- You need a **racket** to play some sports. True False
- If you **guessed** that your team would win, you knew for sure. True False
- If you **desert** your friends, you stay with them when they need you. True False
- If you **descend** a mountain, you reach its top. True False
- If an ocean is **vast**, it contains a lot of water. True False
- If you make a **racket**, you are quiet. True False
- If someone invites you to his home, you are his **guest**. True False
- If a ring has a **genuine** diamond, it has a real diamond. True False
- A **desert** receives a lot of rain. True False
- If a computer game is **expensive**, it is cheap. True False
- If you **cease** shouting, you stop shouting. True False
- If a forest is **dense**, it has few trees. True False

Make It True! Rewrite each false sentence above to make it true.

- Responses may vary but should include corrected versions of sentences 2, 3, 4, 6, 9, 10, and 12.**
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____



Word Wisdom

Which two lesson words are homophones? If you say **guessed** and **guest**, you're right. They sound alike but have different spellings and meanings.

LESSON 5 VOCABULARY SKILLS

Synonyms Synonyms are words that have almost the same meaning. For example, *glad* and *happy* are synonyms. Each sentence or pair of sentences has a lesson word and a synonym for the lesson word. Write the synonym for the lesson word.

- Emily **guessed** she would find the other girls at the ice cream shop. She supposed wrongly. supposed
- Since you're not afraid to **descend** into dark water, you should dive first. dive
- The fog was very thick. It was so **dense** that Yoshi couldn't see his own house. thick
- Jesse couldn't wait for the noise to stop. It seemed like it would never cease. stop
- Our **guest** liked being a visitor in our home. visitor

Antonyms Antonyms are words that have opposite meanings. Each sentence or pair of sentences has a lesson word and an antonym for the lesson word. Write the antonym for the lesson word.

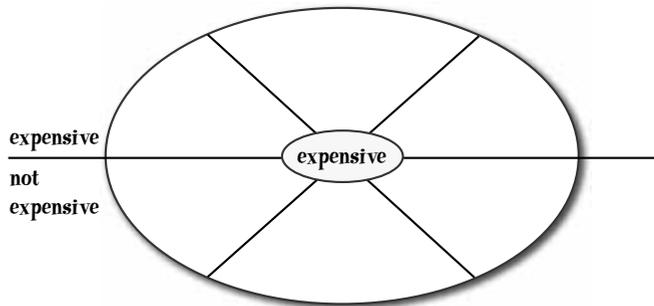
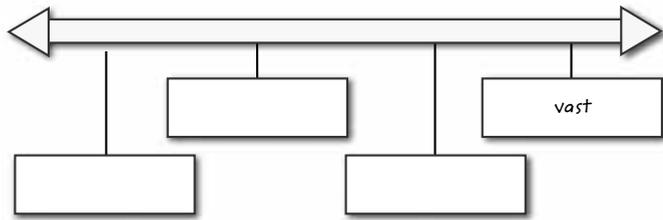
- "Please be quiet!" Mrs. Johnson said. "You must stop making all that **racket**." quiet
- Jen thought the ruby was fake. She was thrilled to learn that it was **genuine**. fake
- Please stay here with me. Don't **desert** me! stay
- Ashley knew the Grand Canyon was not small. She didn't realize how **vast** it was until she stood at the edge. small
- Luis had hoped the book would be cheap, but he saw that it was **expensive**. cheap

USING PAGE 35

Synonyms Invite a volunteer to read the first item aloud. Ask *Which lesson word means almost the same as guessed?* Then lead students in completing the activity as a class.

Antonyms To prepare students for the activity, say the following sample sentence: *I will cease to eat junk food and begin to eat more vegetables.* Ask students to identify the antonyms in the sentence ("cease," "begin"). Then have them complete the activity independently. Ask them to share their answers.

Word Organizers Think of words you know that describe size. Think of words that mean “small” and words that mean “big.” Use the words to complete the first word organizer. Then complete the other word organizer by writing things that are expensive in the top half and things that are not expensive in the bottom half. **Responses will vary.**



Write Away!
On separate paper, write about what you would do if you had a million dollars to spend. Use at least four lesson words in your writing. You may add -s, -ed, or -ing to the lesson words if you need to.

USING PAGE 36

Word Organizers Invite a volunteer to read the instructions aloud. Explain that *vast* is placed at the right end of the arrow because it is a word that means “very big.” Tell students that a word that means the opposite of *vast* should go at the left end.

For the word wheel, engage students in a discussion about things that are expensive and inexpensive. Write responses on the board.

Write Away! To prepare students for writing, have them tell what they would buy if they had a million dollars. Help them associate the lesson words with their responses.

Exploring Meaning

racket Explain that *racket* has another meaning. It can mean a dishonest way of getting money: *If someone asks you to send money in order to get a prize, it may be a racket.*

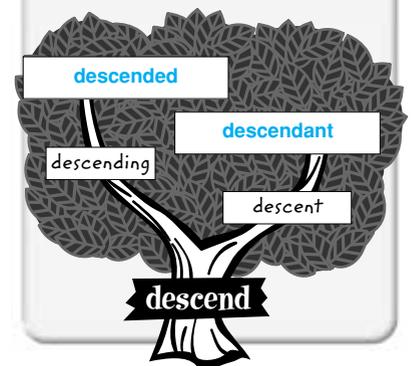
Checking What You Know Circle the letter for the answer choice that best completes the sentence or answers the question.

- If you **guessed** the answer to a question, you might say—
 A “I am sure that the answer is D.”
 B “I enjoyed staying at your house.”
 C “I think this answer may be right.”
 D “Please stop it.”
- If you invite a friend to be your **guest**, you might say—
 A “Would you like to come over for dinner?”
 B “Can I please borrow your science notes?”
 C “I’m not sure I know.”
 D “Can I come over to your house?”
- Which is the most **expensive**?
 A a pencil
 B a TV
 C a pair of sneakers
 D a car
- How might you feel if someone decided to **desert** you?
 A happy
 B upset
 C excited
 D content
- Which of these things would make a **racket**?
 A reading a book
 B hammering a nail
 C folding a pair of pants
 D signing a contract
- Genuine** gold is—
 A made of tin.
 B cheap.
 C real.
 D fake.
- A **vast** crowd has—
 A one or two people.
 B thirty-five people.
 C hundreds of people.
 D just a few people.
- It is not a good idea to **cease**—
 A drinking soda.
 B doing your homework.
 C watching TV.
 D playing video games.
- Which is **dense** with people?
 A a big city
 B a small town
 C a forest
 D an empty beach

Sample responses are shown.

The Descend Family Tree

Think about the meanings of the *descend* words. Then add two more words to the tree.



USING PAGE 37

Checking What You Know Ask a volunteer to read aloud the first sentence stem and identify the meaning of *guessed*. Invite volunteers to read aloud the answer choices. Lead students to identify the correct answer. After students have completed the activity independently, have them share their answers.

The Descend Family Tree Ask students how the words on the tree are different from one another in structure and meaning. Point out that *descend* is a verb and *descent* is a noun. Have them discuss the meaning of the following sentences: *The descent into the canyon was difficult. The visitors will descend into the canyon on donkeys.* Ask students to suggest other *descend* words. Discuss the meanings of these new words. Then have students write the new words to complete the tree.