



FIRE

Foundational Instruction for Reading Excellence

(for all students)



Unit 2

Student Activity Book

• Grade 4 •



LESSON 1

Morphology: Root *rupt*

Roots			
a word or word part that carries the primary meaning of a word			
Root	Meaning	Example	Origin
rupt	break or burst	interrupt, erupt	Latin

Directions: Complete each sentence using the words from the word bank.

disruption eruption ruptured abruptly

1. During the _____, the surrounding islands evacuated their residents.
2. The car stopped _____ causing my book to fly out of my hand.
3. My brother's appendix _____ and we had to rush him to the hospital.
4. The fire alarm caused a huge _____ in the middle of our test.



LESSON 2

Grammar: Writing Dialogue with Commas and Quotation Marks

Directions: Read each sentence and correctly insert commas and quotation marks.

1. My favorite color is yellow because it reminds me of the sun explained my little cousin.
2. I am thinking my babysitter said that we should order pizza for dinner.
3. I screamed Ahhh! That spider is as huge as a house!

Directions: Write your own dialogue and correctly insert commas and quotation marks. Make sure to check your sentences for correct capitalization and punctuation.

4. _____

5. _____



LESSON 3

Morphology: Root *rupt*

Roots			
a word or word part that carries the primary meaning of a word			
Root	Meaning	Example	Origin
rupt	break or burst	interrupt, erupt	Latin

Directions: Create your own sentences with the words below that use the root word *rupt*. You can modify the ending of the word as needed.

1. abrupt

2. disrupt

Challenge Word

3. corrupt



LESSON 4

Spelling: Words with Familiar Roots

Directions: Write the word your teacher says on the line. Make sure to use your knowledge of the roots you have learned to help you.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____



LESSON 5

Grammar: Multiple Adjectives in Correct Sequence

Directions: Read each group of adjectives and nouns. Mark the group that has the adjectives in the correct sequence.

Example: triangular, plastic, orange cone
 orange, plastic, triangular cone
 triangular, orange, plastic cone

1. antique, small, rocking chair
 small, antique, rocking chair
 rocking, antique, small chair

2. haunted, old, brick house
 old, haunted brick house
 old, brick, haunted house

Directions: Read each group of words. First, identify and underline the adjectives. Then, rewrite all of the words in the correct sequence to form a complete sentence.

Example: dessert yellow ate Mexican I a delicious
 I ate a delicious, yellow, Mexican dessert.

3. puppy brown tiny playful adopted we a

4. Russian accidentally I sold priceless my spoon antique



LESSON 6

Grammar: Sequencing Adjectives

Directions: Think about the suffixes *-ly* and *-y*, and the meaning of each. Read the following sentences and circle the word that makes the most sense.

1. During the rain, I ran (quick, quickly) to the covered area.
2. I pulled the box down from the attic and it was so (dust, dusty) that I coughed uncontrollably.
3. The neighbor was so (kind, kindly) when he offered to watch our dogs over the weekend.
4. My parents say that (honest, honesty) is the best policy.
5. I had to (complete, completely) finish my homework before I could go to the movies.

Directions: Think about the meaning of the roots *graph* and *rupt*. Read each sentence and write the word that makes the most sense from the word bank.

telegraph

disrupted

biography

rupture

1. A _____ is an account of someone's life written by another person.
2. The teenager waited for the pimple to _____ instead of popping it on her face.
3. The kids _____ the movie because they could not stop talking.
4. In 1849, the grandfather made his grandson promise to _____ him and let him know when he made it to the other side of the country.



LESSON 7

Grammar: Multiple Adjectives in Correct Sequence

Directions: Read each group of words. Write a sentence with each group of adjectives. Make sure to put the adjectives in the correct sequence based. Make sure to check for correct capitalization and punctuation.

Example: sleeping, old, red

I made sure to pack my favorite old, red, sleeping bag for our camping trip.

1. beautiful, little, green

2. running, blue

3. silk, Italian, new



LESSON 8

Morphology: Suffixes and Roots -ly and -y

Directions: Create your own sentences with the words below that use the suffixes -ly, -y or the roots *graph*, *rupt*.

1. chilly

2. paragraph

3. neatly

4. uninterrupted



LESSON 9

Spelling: Spelling Targeted Words

Directions: Write the word your teacher says on the line.

1. _____

2. _____

3. _____

4. _____

5. _____



LESSON 10

Grammar: Commas in Dates, Places, and Items in a Series

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 hobbies are knitting mowing the grass and hiking.

My favorite hobbies are knitting, mowing the grass, and hiking.

1. Louisiana's State Capitol's address is 900 North Third Street Baton Rouge LA 70802.

2. America won the Battle of New Orleans on Sunday January 8 1815.

3. My chores for the week are washing the dishes folding laundry and taking out the trash.

Directions: Write your own sentences for the topics provided. Make sure to include commas where needed.

4. Topic: series of items on your favorite foods

5. Topic: tomorrow's full date



LESSON 11

Morphology: Root Word “port”

Directions: Fill in the meaning of the root *port*.

Root	Meaning
port	

Directions: Use the meaning of *port* to match the words to their correct definition.

- | | |
|-----------------|---|
| _____ reporter | a. to carry something into a country |
| _____ important | b. document carried to allow someone to pass through to another place |
| _____ passport | c. to carry something out of a country |
| _____ import | d. someone who carries back Information |
| _____ export | e. carries value or significance |

Directions: Choose two words from above and write a sentence with each. Remember to refer back to the definition to help you use each word correctly.

1. _____

2. _____



LESSON 12

Quotation Marks with Commas in Dialogue

Directions: Look at the picture and write 3-5 sentences about what is happening. Make sure to include dialogue and demonstrate how to appropriately use commas with quotation marks.





LESSON 13

Morphology: The Verb “To Have”

Directions: Complete each sentence by using the correct tense of the verb ‘to have’.
(have, has)

1. I _____ a friend named John at this school.
2. She _____ tomato sauce on her shirt.
3. We _____ a party at noon today.
4. It _____ a red bow on top.
5. You _____ a very large bug on your shoulder.
6. He _____ a red notebook for math class.
7. I asked her if she _____ my phone number.
8. He likes me because I _____ polite manners.
9. We went to the beach because it _____ white sand.
10. I wonder if you _____ the homework for tonight?



LESSON 14

Grammar: Suffixes -ist and -ian

Directions: Write a complete sentence using the word *musician*.

1. _____

Directions: Write a complete sentence using the word *artist*.

2. _____



LESSON 15

Prefixes: in- and im-

Directions: Use the words from the word bank to fill in the table below. Place each word under the correct prefix to make a new word. Make sure to write the new word in the table under the correct prefix.

Words: proper different formal mortal
 secure patient perfect dependent

in-	im-
<i>Example: informal</i>	

Directions: Choose two words from above and create a sentence with each. Make sure to write the new meaning of the word. Circle the prefix.

Example: word: imperfect meaning: not perfect, has mistakes

Sentence: He learned it is okay to be imperfect because he has so much more to learn.

1. word: _____ meaning: _____

2. word: _____ meaning: _____



LESSON 16

Spelling: Multisyllabic Words

Directions: Write the word your teacher says on the line. Draw lines for each syllable to help you out and spell what you know.

1. _____

2. _____

3. _____

4. _____

5. _____



LESSON 17

Grammar: Suffixes -y and -al

Directions: Turn each noun into an adjective by adding the suffix -y. Use the newly formed adjective in a sentence.

Noun	+y	Sentence
sleep		
dirt		
snow		

Directions: Turn each noun into an adjective by adding the suffix -al. Use the newly formed adjective in a sentence.

Noun	+al	Sentence
tropic		
magic		
season		



LESSON 18

Morphology: Prefixes in- & im-

Directions: Use the Read each sentence carefully and fill in the blank with a word from the word bank.

independent

impatient

impossible

insignificant

1. It was _____ to cover up the massive dent on the car with a car magnet.
2. When my mom let me stay home by myself, I felt very _____.
3. Losing five dollars when my cousin lost eighty dollars on the roller coaster feels _____ now.
4. My parents were becoming _____ with me when I could not decide where to eat for my birthday.



LESSON 19

Spelling: Targeted Words

Directions: Write the word your teacher says on the line. Draw lines for each syllable to help you out and spell what you know. Use your knowledge of prefixes, roots, and suffixes to help you spell familiar parts.

1. _____

2. _____

3. _____

4. _____

5. _____



LESSON 20

Grammar: Subject-To Be Verb Agreement in Present Tense

Directions: Read each sentence and circle the correct *to be* verb to match the subject.

Example: We (am, is, are) cleaning the house to earn money.

1. Katrina (am, is, are) standing in line to be the first one to get tickets.
2. You (am, is, are) lucky since your name was pulled in the raffle.
3. It (am, is, are) yellow and 35 feet long.
4. I (am, is, are) sad that my best friend is moving to another state.
5. August (am, is, are) running to the door to get out of the rain.

Directions: Look at the table below of subjects and *to be* verbs. Create one sentence forming the correct subject- *to be* verb agreements. Circle the subject and underline the *to be* verb.

Subjects		To be Verbs
<ul style="list-style-type: none">• I• You• She• He	<ul style="list-style-type: none">• It• They• We	<ul style="list-style-type: none">• am• is• are

Example: She is planting seeds to grow a sunflower garden.

1. _____



LESSON 21

Morphology: Suffix -able

Directions: Read the word that has the suffix -able. Write the meaning of the word on the line below.

1. excusable

2. measurable

Directions: Read the sentences below. Add the suffix -able to the given word and write it on the line to complete the sentence. Rewrite the sentence with the new word on the line provided.

3. She always feels _____ laying on the sofa in her pajamas. (comfort)

4. My new puppy is very sweet and _____. (love)



LESSON 22

Grammar: Modal Auxiliary Verbs

Directions: Read each sentence. Write the best word from the box to complete the sentence.

might	could	can	may	must	would	will
-------	-------	-----	-----	------	-------	------

1. I _____ run a mile in 8 minutes.
2. You _____ eat most of your dinner before you have dessert.
3. I _____ go to the park after school if it doesn't rain.
4. It _____ be nice if a rainbow appeared today.
5. Do you think it _____ rain today?
6. Grandma _____ arrive any minute!



LESSON 23

Morphology: Suffix -ible

Directions: Read each sentence. Write the best word from the box to complete the sentence.

irresponsible impossible horrible admissible digestible convincing

1. The court ruled that the evidence was _____.
2. He's too _____ to keep a job for more than a week.
3. Scientists are researching a new cure, trying to make the numbers _____.
4. That was a really _____ thing to say!
5. Bananas are easily _____.
6. Nothing is _____ to the person who will try.



LESSON 24

Spelling: Targeted Words

Directions: Write the word your teacher says on the line. Draw lines for each syllable to help you out and spell what you know. Use your knowledge of prefixes, roots, and suffixes to help you spell familiar parts.

1. _____

2. _____

3. _____

4. _____

5. _____



LESSON 25

Grammar: Modal Auxiliary Verbs

Directions: Read each sentence. Write the best word from the box to complete the sentence.

should have been should be will be shall be might have been

1. Who could say what _____ if the smallest thing had been different in their lives?
2. Payton _____ here by 2:30pm.
3. My friend _____ coming home at the end of the year.
4. I _____ at the office tomorrow.
5. You _____ more careful!



LESSON 26

Morphology: Suffix -able/-ible

Directions: Read each word that has the suffix -able or -ible. Write the meaning of the word on the line below.

1. regrettable:

2. invisible:

Directions: Read the sentence below. Replace the given word with a word that includes the suffix -able or -ible. Rewrite the sentence with the new word on the line provided.

1. This online website seems to be the most _____ in giving factual information. (rely)

2. As the name might suggest, a pop up tent camper is a _____ camper. (collapse)



LESSON 27

Grammar: Modal Auxiliary Verbs

Directions: Circle the modal auxiliary verbs in each of the following sentences.

1. Ramona should have been cleaning her room, but instead she was playing video games.
2. We should be able to go to the mall after lunch.
3. Johnny will be starring in a new TV show this fall.
4. It must have been an amazing party!
5. He might be going to the state finals for wrestling.

Directions: Write a sentence containing a modal auxiliary verb.



LESSON 28

Morphology: Root *Bio*

Directions: Read each word that has the root *bio*. Write the meaning of the word on the line below.

1. biology

2. biography

Directions: Read the words below. Write a sentence on each line using each word.

3. biomass

4. biologist



LESSON 29

Grammar: Relative Pronouns Who, Whom, Whose

Directions: Read each sentence. Write the best word from the box to complete the sentence. The words will be used more than once.

who

whom

whose

1. He saw the faces of those _____ he loved at his birthday celebration.
2. I need to know _____ makes the final decision.
3. _____ car is parked in the driveway, Tammy or Jackson?
4. This is _____ warned me.
5. She saw a lady _____ she presumed worked at the store, and she asked her a question.
6. The teacher asked _____ coat was on the floor but no one answered.



LESSON 30

Morphology: Root *Bio*

Directions: Read the meaning for each word. Choose the best word for each and write it on the line. Write a sentence using the word on the line below.

biography

biomass

biofuel

biohazard

biology

1. _____ the study of living organisms

2. _____ an account of someone's life written by someone else

3. _____ the total mass of organisms in a given area or volume

4. _____ fuel obtained from a living matter

5. _____ a risk to human health or the environment arising from biological work



LESSON 31

Grammar: Relative Pronouns

Directions: Answer each question by circling the choice that shows the correct relative pronoun. After you have finished answering all questions, color the picture on the next page using the corresponding color choice.

	Question			
1	Louis Armstrong, _____ influence on jazz music has lasted generations, fought for equal rights for African Americans.	that (brown)	whose (black)	which (blue)
2	Amelia Earhart attempted to go on an adventure _____ ended in her disappearing and never being found.	that (yellow)	whose (orange)	which (pink)
3	The painting <i>Mona Lisa</i> , _____ was painted by Leonardo da Vinci, is one of the most famous paintings in the world.	that (pink)	whose (blue)	which (green)
4	Sacagawea was a Native American woman who became a guide for Lewis and Clark's expeditions _____ led to the discovery of the western part of the United States.	that (orange)	whose (black)	which (purple)
5	Sonia Sotomayor _____ book <i>Just Ask! Be Different, Be Brave, Be You</i> helps children become their true selves.	that (blue)	whose (white)	which (red)
6	Mae Jemison was the first African American woman in space, flying on the spaceship Endeavor _____ had six other astronauts on board.	that (green)	whose (red)	which (orange)



5	5	1	1	5	5	1	1	5	5
5	5	5	1	5	5	1	5	5	5
5	3	6	5	2	2	5	3	3	5
6	3	6	3	2	2	3	6	6	3
3	6	3	6	2	2	6	3	6	6
6	3	6	6	2	2	3	6	6	3
6	6	3	3	2	2	6	6	3	3
5	4	4	3	2	2	3	4	4	5
4	4	4	4	2	2	4	4	4	4
4	4	4	4	2	2	4	4	4	4
5	4	4	5	2	2	5	4	4	5
5	5	5	5	5	5	5	5	5	5



LESSON 33

Morphology: im-, in-, port, bio

Directions: Complete the missing information in each chart using your knowledge of the prefixes im- and in- and the roots port and bio.

	prefix	base word	new word
	<u>bio</u>	<u>sphere</u>	_____
meaning	_____ _____ _____	region of the earth	_____ _____ _____

	prefix	base word	new word
	<u>im</u>	<u>mature</u>	_____
meaning	_____ _____ _____	fully developed or grown	_____ _____ _____



	prefix	base word	new word
	<u>ex</u>	<u>port</u>	_____
meaning	out	_____ _____ _____	_____ _____ _____

	prefix	base word	new word
	<u>in</u>	<u>complete</u>	_____
meaning	_____ _____ _____	_____ _____ _____	_____ _____ _____



LESSON 33

Grammar: Relative Pronouns

Directions: Read each sentence. Determine which relative pronoun will make the sentence correct. Write the correct relative pronoun on the line provided. Some choices may be used more than once.

who

whom

whose

that

which

1. The bus _____ I ride to school was late this morning.
2. Islands, _____ are formed from the tops of volcanoes, are surrounded by water on all sides.
3. Nathan, _____ you met yesterday, has three dogs.
4. I bought a new set of Legos with the money _____ I received for my birthday.
5. The city _____ high school was destroyed by a hurricane is organizing a fundraiser to raise money.
6. The television show, _____ comes on at 7 pm, is about doctors performing surgeries.
7. The girl _____ is crossing the monkey bars is on my soccer team!



LESSON 34

Morphology: *im-*, *in-*, *port*, *bio*

Directions: Use the words in the word bank to complete the sentences. Write the word on the line once you determine which word best completes the sentence. All of the words will be used only once.

biotic	portal	export	invisible
impatient	impossible	incorrect	

1. After waiting for weeks for a package to be delivered, Rebecca was beginning to grow _____.
2. In the movie *Monsters, Inc.*, Mike and Sully bring Boo through a door that acts like a _____ from the human world to the monster world.
3. Owen thought that he would have a scar from falling off of his bike, but the mark left behind was _____ and could only be seen if you looked really close.
4. The story written in the newspaper had some _____ details that could tell people the wrong information.
5. The farmers _____ their extra crops by loading them onto trucks and bringing them to the market.
6. _____ factors are any living parts of an environment.
7. The bad weather made it _____ to play outside.



LESSON 35

Grammar: Coordinating Conjunctions

Directions: Read each sentence. Determine which coordinating conjunction will make the sentence correct. Write the correct coordinating conjunction on the line provided. Choices may be used more than once. Determine if a comma is needed before the coordinating conjunction. If so, add a comma where necessary.

and

but

or

1. We can't drive to Hawaii _____ we can fly there!
2. We wanted to go swimming after school _____ the water was too cold.
3. The teacher told the students they could practice their multiplication facts _____ their division facts.
4. Before I play outside, my aunt said that I have to vacuum the stairs _____ I have to sweep the kitchen floor.
5. Would you like to go on vacation to the beach _____ to the mountains?
6. I want to watch a television show that comes on at 7 pm _____ I want to watch a movie that comes on at 8:30 pm.
7. I should brush _____ floss my teeth before going to bed!



LESSON 36

Morphology: Suffixes -ful and -less

Directions: Read the word that has the suffix -ful or -less. Write the meaning of the word on the line below.

1. wireless

2. painful

Directions: Read the sentence below. Replace the underlined words with a word that includes the suffix -ful or -less. Rewrite the sentence with the new word on the line provided.

1. The jambalaya in the cafeteria is full of flavor.

2. Astronauts in space are without weight in the absence of gravity.

Directions: Answer the question below using complete sentences.

1. What would happen if you were keyless when you got off of the bus? What would you do in this situation?



LESSON 37

Grammar: Coordinating Conjunctions

Directions: Read each sentence. Determine which coordinating conjunction will make the sentence correct. Circle the correct coordinating conjunction, and then write the correct coordinating conjunction on the line provided. Determine if a comma is needed before the coordinating conjunction. If so, add a comma where necessary.

- We will learn about the Grand Canyon in science _____ we will learn about the American Revolution in social studies.
and or for
- I do not want to wear a dress _____ do I want to wear a skirt.
and nor or
- James _____ Krissi are the pencil sharpeners this week for classroom jobs.
and or but
- I need to charge my phone _____ I cannot find the charger anywhere!
and for but
- Taylor has to take the trash can to the road _____ the garbage will be collected tomorrow morning.
for or but

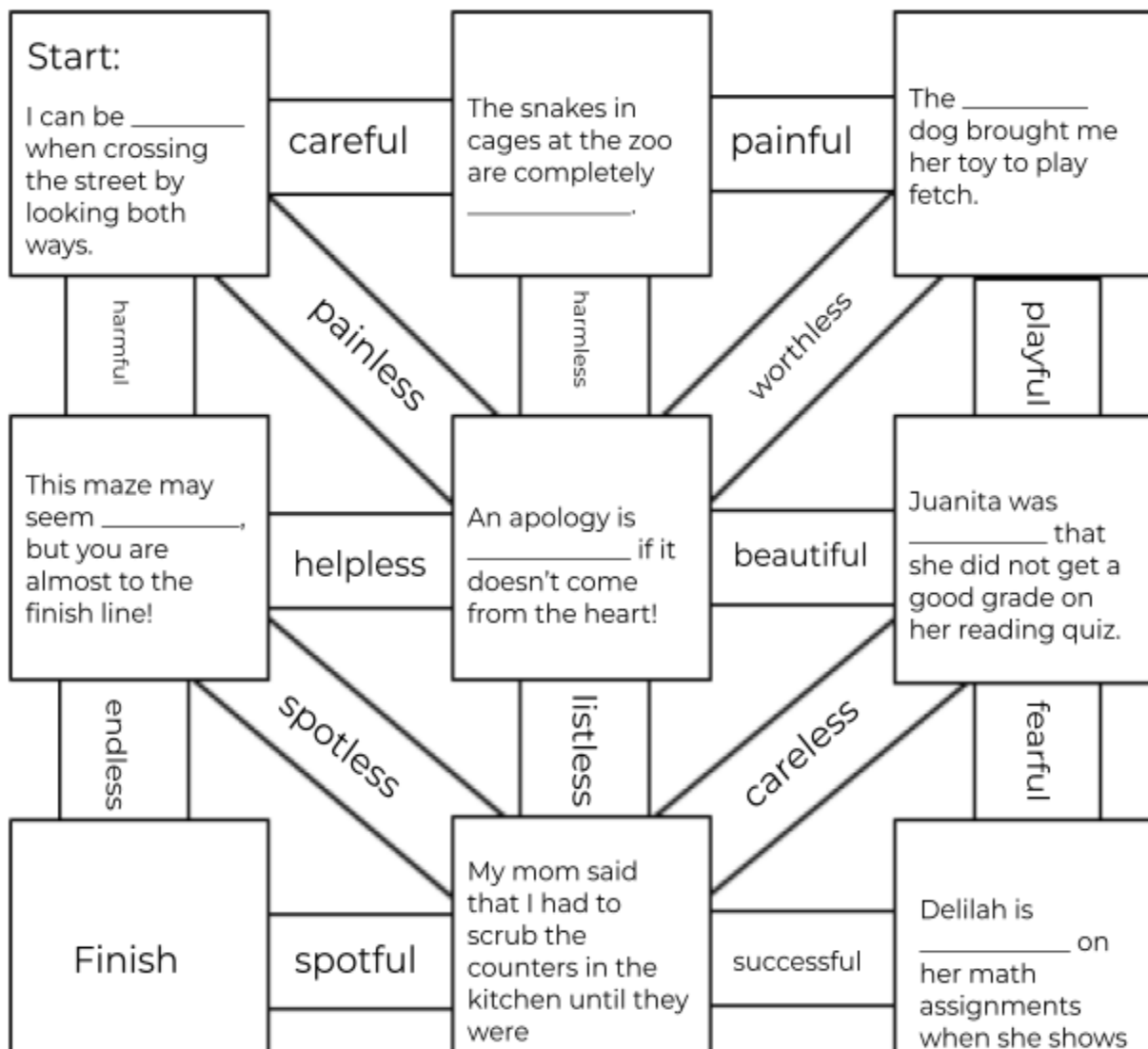
Directions: Choose one of the coordinating conjunctions that you have learned so far and write a sentence using that conjunction.



LESSON 38

Morphology: Suffixes -ful and -less

Directions: Start at the box in the top left corner. Answer the question by choosing one of the branches that correctly completes the sentence. Using a crayon, color in the correct box to finish the maze.





LESSON 39

Grammar: Coordinating Conjunctions

Directions: Read each sentence. Determine which coordinating conjunction from the bank will make the sentence correct. Write the coordinating conjunction on the line. Determine if a comma is needed before the coordinating conjunction. If so, add a comma where necessary.

COORDINATING CONJUNCTION BANK

but	and	yet	for
so	no	or	

1. Riley had a nightmare last night _____ she watched a scary movie before going to bed.
2. Izzy has a pet dog named Roux _____ Claire has a pet cat named Marshmallow.
3. Eddie doesn't want a chicken biscuit for breakfast _____ does he want a pop tart.
4. Our hotel has a swimming pool _____ we did not bring our bathing suits.
5. Do you want to eat at Chick-fil-a _____ at Raising Cane's for lunch?
6. Kellie forgot to study for her science quiz _____ she got every question correct.
7. It is supposed to rain today _____ we will need to bring an umbrella with us to the store.



LESSON 40

Grammar: Strong Verbs and Adjectives

Directions: Each sentence below contains a blank line. Underneath that blank line is a verb or adjective that can be made stronger, more descriptive, or more specific. On the blank line, write a stronger verb or adjective to make the sentence better.

1. Elijah _____ my pencil.
broke
2. The _____ child clapped along with the music.
happy
3. My grandmother _____ that we needed to do our chores.
said

Directions: Use the picture below to help you write 2-3 sentences that contain strong verbs and strong adjectives.