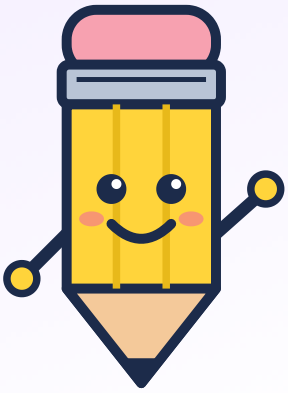
# 4th Grade Grammar & Writing



40 ten-minute lessons, from fixing run-ons to writing a full opinion essay, step by step.

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- ✓ Placement check, so you skip what your child already knows
- ✓ A 2-minute script for you before every lesson
- ✓ Two practice pages per lesson, with a challenge for fast finishers
- ✓ A cut-out game and a review day after every unit
- ✓ Answer key that explains why each mistake happens and what to do
- ✓ Final check, certificate and a rules-at-a-glance page for the fridge

Ages 9–10 | Common Core L.4.1–L.4.5, W.4.1 | english1to5.com

For the grown-up

# How to use this workbook

You don't need to know grammar terms. Every lesson tells you exactly what to say, what to watch for and what to do if it doesn't click. Fourth graders can do a lot on their own: after the first week, many families let their child read the kid page alone and check it together. The last unit walks through a full opinion essay, one part a day.

## Day 1: Placement check (15 minutes)

Your child does the 10-question check on page 3. Mark it with the key on page 4, and the start-here map tells you which lesson to begin with. Most children skip at least one unit.

## Every lesson day (10 minutes)

1. **You read the grown-up page** (2 minutes). Say the script out loud, do the "show this" example, and ask the three quick questions.
2. **Your child does the kid page** (8 minutes). Sit nearby, but let them try first.
3. **More practice** the same day or the next: the second kid page, with a star challenge for fast finishers.
4. **Check it with the answer key** at the back of the book. If a mistake shows up, the key tells you what it means and what to do.
5. **Color the box** on the progress chart.

## After every unit: review day and game

A mixed page covers the whole unit, so nothing is forgotten. Then cut out the unit's card game and play it together: it's practice that doesn't feel like practice.

## Last day: final check and certificate

The final check uses the same skills as the placement check, so you and your child can see the difference in a number.

**Practice online, free.** Each grown-up page has a code. Scan it for the matching lesson on english1to5.com, with a 10-question quiz that reads questions aloud and checks answers, plus a game. No sign-up.

**Print it again.** This PDF is licensed for your household. Print a fresh copy for a sibling, or reprint a lesson your child wants to redo. Teachers: classroom licenses are available at english1to5.com/shop.

Your turn

# Placement Check

Name _____

Do your best. It's fine to leave one blank.

1. Check the correct sentence.
   ☐ It snowed, we built *a* fort.  ☐ It snowed, so we built *a* fort.
2. The girl _____ won the race is my cousin. (who / which)
3. Right now, I _____ *a* book. (read, in the progressive tense)
4. Put the adjectives in order: *a* _____ box (wooden, old, small)
5. Add the missing comma: I like soccer but my brother likes golf.
6. This puzzle is _____ hard for me. (to / too / two)
7. Add the punctuation: Yes Mia I can come to your party
8. What does **bio** mean in *biology* and *biography*? _____
9. Use *a* more precise word for *said*: "Watch out!" she _____.
10. Check the best opening sentence for *an* opinion essay.
    ☐ Dogs *are* animals.  ☐ Every family should *adopt a* shelter dog.

For the grown-up

# Placement key and start-here map

Mark each question right or wrong. Then find the **first** question your child missed. Start at that unit and do every lesson from there. Earlier units: do just their review days.

| # | Answer | If missed, start at |
|---|---|---|
| 1 | It snowed, so we built *a* fort. | Unit 1 Sentences (Lesson 1) |
| 2 | who | Unit 2 Pronouns and relatives (Lesson 4) |
| 3 | *am* reading | Unit 3 Verbs (Lesson 7) |
| 4 | small old wooden | Unit 4 Modifiers (Lesson 11) |
| 5 | I like soccer, but my brother likes golf. | Unit 5 Building sentences (Lesson 14) |
| 6 | too | Unit 6 Confusing words (Lesson 17) |
| 7 | Yes, Mia, I can come to your party. | Unit 7 Capitals and punctuation (Lesson 20) |
| 8 | life | Unit 8 Word study (Lesson 24) |
| 9 | shouted (or yelled, screamed) | Unit 9 Writing well (Lesson 30) |
| 10 | Every family should adopt *a* shelter dog. | Unit 10 Writing an essay (Lesson 34) |

**Got 10 out of 10?** Your child is ready for 5th grade grammar. Do the review days for practice and the essay unit for writing.

**Missed 5 or more?** Start at Lesson 1 and go one lesson a day. That's normal at the start of 4th grade, and the first units go quickly.

Placement score: _____ / 10  Date: _____  Start at Lesson: _____

My progress

# My Grammar Progress Chart

Color a box for every lesson you finish. Yellow boxes are review days.

**1 Sentences**

1 2 3 R

**2 Pronouns and relatives**

4 5 6 R

**3 Verbs**

7 8 9 10 R

**4 Modifiers**

11 12 13 R

**5 Building sentences**

14 15 16 R

**6 Confusing words**

17 18 19 R

**7 Capitals and punctuation**

20 21 22 23 R

**8 Word study**

24 25 26 27 28 29 R

**9 Writing well**

30 31 32 33 R

**10 Writing an essay**

34 35 36 37 38 39 40 R

**Finish line**

Final check Certificate

For the grown-up | Lesson 36 | Unit 10: Writing an essay

# Essay Step 3: The Introduction

**Goal:** "I can write an introduction with a hook, background and my opinion statement." Common Core W.4.1a

**Time:** 2 minutes for you, 8 minutes for your child.

## 1. Say this

> "The *introduction* is your first paragraph. It has three parts: (1) a *hook* that grabs the reader: a question, a surprising fact or a short story; (2) one or two sentences of *background* about the topic; (3) your *opinion statement* as the last sentence. Think of it as a funnel: wide and interesting at the top, narrowing down to your opinion."

## 2. Show this

Read the sample introduction together. Point to the hook, the background and the opinion statement.

> **Hook:** Have you ever tasted a tomato you grew yourself? **Background:** Many schools have empty spaces where nothing grows. Some schools have turned these spaces into gardens. **Opinion:** Every school should have a garden.

## 3. Ask out loud

1. Name three kinds of hooks. (question, surprising fact, short story)
2. Where does the opinion statement go? (at the end of the introduction)
3. Should the intro include all your reasons? (no: just hint; save details for the body)

## 4. Watch for

| If your child... | Say... |
|---|---|
| starts with *Hi, my name is...* or *I'm going to tell you* | "Jump right in with the hook." |
| puts all the evidence in the intro | "Save it for the body paragraphs." |
| forgets the opinion statement | "End the intro with your side, clearly." |

**Practice online:** scan for opinion writing practice with examples, and the Fix-It Sentences game.
english1to5.com/writing/opinion-writing
**If today was hard:** tomorrow, write three different hooks and pick the best one.

Your turn | Lesson 36

# Essay Step 3: The Introduction

Name _____





**Penny says**

Introduction = **hook** + **background** + **opinion statement**.

## Warm-up (from Lesson 35)

Reason or evidence? "Studies show kids who read daily get better grades."

### A. Which is the strongest hook?

**1.** ☐ This essay is about pets.

☐ Did you know shelter dogs can learn over 100 words? ☐ I like dogs.

### B. Write two different hooks for your topic: a question and a surprising fact.

### C. Write your full introduction: hook, background, opinion statement.

How did it go? ☐ Easy ☐ OK ☐ Tricky

Grown-up stamp

More practice Lesson 36

# Essay Step 3: The Introduction: More Practice

Name _____



## A. Label the parts: H (hook), B (background), O (opinion).

____ Imagine a school day with no recess. ____ Many schools have cut recess to add more class time. ____ Recess should be at least 30 minutes every day.

## B. Try a story hook: start your intro with a one-sentence mini story.

⭐ **Challenge**

Read the first paragraph of three nonfiction books. What kind of hook does each use?

Game time

Unit 10: Writing an essay

# Essay Builder



Stack the essay hamburger in the right order! For 2 players or more. Grown-up: help cut out the cards.

1. Cut out the cards and mix them up.
2. Read each sentence. Is it from the introduction, a body paragraph or the conclusion?
3. Put it on the right mat, then put each pile in order.
4. Read the whole essay aloud. Does it flow?

| introduction | body paragraph | conclusion |
|---|---|---|

✂️ Cut along the dashed lines.

| | | | |
|---|---|---|---|
| Have you ever eaten a carrot you grew? | Many schools have empty, unused land. | Every school should have a garden. | First, gardens teach science. |
| Kids watch seeds grow into plants. | Another reason is healthy eating. | Kids who grow vegetables try them. | Most importantly, gardens get kids moving. |
| In conclusion, gardens help schools grow. | They teach, feed and energize kids. | Let's plant the first seed this spring! | Digging and weeding are great exercise. |

Answer key | Lesson 36 | Kid pages: 132 and 133

# Essay Step 3: The Introduction: answers and what mistakes mean

## Warm-up

**evidence**

### A. Which is the strongest hook?

**Did you know shelter dogs can learn over 100 words?**

### B. Write two different hooks for your topic: a question and a surprising fact.

Answers vary.

### C. Write your full introduction: hook, background, opinion statement.

Answers vary. Check all three parts, with the opinion last.

## More practice

### A. Label the parts: H (hook), B (background), O (opinion).

**H, B, O**

### B. Try a story hook: start your intro with a one-sentence mini story.

Answers vary.

## Challenge

Answers vary.

Answer key | Lesson 37 | Kid pages: 135 and 136

# Essay Step 4: Body Paragraphs: answers and what mistakes mean

## Warm-up

**at the end**

### A. Write body paragraph 1 (your first reason from the Lesson 35 planner).

Answers vary. Check: topic sentence, evidence, explanation, wrap-up.

### B. Write the topic sentence for body paragraph 2.

Answers vary.

## More practice

### A. Finish body paragraph 2.

Answers vary.

### B. Write body paragraph 3 (your strongest reason).

Answers vary.

## Challenge

Answers vary. Addressing the other side makes an essay more convincing.