



MINISTRY OF EDUCATION
PRIMARY ENGAGEMENT PROGRAMME
GRADE FOUR WORKSHEET
SUBJECT: LANGUAGE
LESSON 1: WEEK 5

Name: _____ Date: _____

READING: VOWEL DIGRAPHS

A **vowel digraph** is when **two vowels** are placed together and they make a **long vowel sound**. For e.g. ie says /i/ as in tie and ie says /e/ as in priest. There are other **vowel digraphs** such as oa as in boat (/o/), ea as in meat.

Example: ie says /e/ as priest, brief

ai says /a/ as in rain, Shain

ea says /e/ as in peas, leave

Read these words

Rain train pail wait feast
leave meal briefly piece priest

Read the text below

Shain and his friend Brie visited South Japan. When they got there, they visited the market place where they purchased sweets, one box of biscuits, one pail of sweet peas and a loaf of bread.

The clouds suddenly got dark and soon it started to rain. They went into a nearby church. The people in the church were not as loud as those on the outside. They met the Priest who spoke with them briefly and allowed them to take a photo with him. Shain was allowed to play the piano. After leaving the church, they ate a piece of pie. Shain and Brie then went to the train station and waited for the next train. Soon they arrived at a sushi restaurant. They met the chief tour guide and they explored the world of sushi with other tourists. They all called the chief a hero. After feasting on the sushi meal, Shane and Brie each received a basket made of bamboo. This day was quite a memorable one for them.

GRAMMAR: PLURAL NOUNS

FACT/TIP

A noun is a naming word. It can be the name of a person, place, animal or thing. **Singular** means **one**. **Plural** means **more than one**.

The plural of nouns can be formed in many ways. Most nouns form their plural by just adding 's' while others follow other rules.

PRACTICE EXAMPLES:

Rules	Singular (one)	Plural (more than one)
Most nouns just add s	biscuit	biscuits
Nouns ending with s, sh, ss, ch, x, o and z formed their plural by adding 'es'.	box church glass dish hero	boxes churches glasses dishes heroes

ON YOUR OWN

A. Look at the pictures below. Say their names. Write the plural for each.









VOCABULARY: WORDS AND MEANING

You have learnt that we use a dictionary to find the meaning of words. Knowing the meaning of words helps to widen our vocabulary and we are better able to use words correctly in speech and writing.

PRACTICE EXAMPLES

Word- **pail**

Meaning-the quantity that is contained therein

Sentence- They bought a pail of sweet peas.

Word- **Priest**

Meaning- A priest is a leader of the Catholic church.

Sentence–The priest spoke to the members of the church.

ON YOUR OWN

Below are the meanings of some words. Read the meanings.
Write sentences using the words.

Vertebrate-A vertebrate is an animal that has backbone and a skeleton.

Sentence- _____

Skeleton- A skeleton is an internal or external framework of bone.

Sentence- _____

HOMEWORK

Add 's' or 'es' to the words below to form the plural.

mango _____

branch _____

prefix _____

brush _____

bus _____

train _____

tourist _____

Say these words. Find their meanings and write them. Use these words in sentences.

1. mammals
2. reptiles
3. amphibians
4. chief

Remember that the first letter of the word tells which section of the dictionary you have to use to look for the word.



**MINISTRY OF EDUCATION
PRIMARY ENGAGEMENT PROGRAMME
GRADE FOUR WORKSHEET
SUBJECT: LANGUAGE
LESSON 2: WEEK 5**

Name: _____

Date: _____

READING

Read these words

photo piano bamboo tourist return nearby
station guide allowed

Read the text below.

Shain and his friend, Brie visited South Japan. When they got there, they visited the market place where they purchased sweets, one box of biscuits, one pail of sweet peas and a loaf of bread.

The clouds suddenly got dark and soon it started to rain, they went into a nearby church. The people in the church were not as loud as those on the outside. They met the priest who spoke with them briefly and allowed them to take a photo with him. Shain was allowed to play the piano. After leaving the church, they ate a piece of pie. Shain and Brie then went to the train station and waited for the next train. Soon they arrived at a sushi restaurant. They met the chief tour guide and they explored the world of sushi with other tourists. They all called the chief a hero. After feasting on

the sushi meal, Shane and Brie each received a basket made of bamboo. This day was quite a memorable one for them.

GRAMMAR: PLURAL NOUNS

FACT/TIP

In the last lesson, you were taught that nouns ending with the letter “o” form the plural by adding “es”.

There are some nouns ending with “o” that are made plural by adding “s”.

PRACTICE EXAMPLES

Rule	Singular	Plural
Some nouns ending with ‘o’ just add ‘s’ to form the plural	piano bamboo photo solo radio	pianos bamboos photos solos radios

ON YOUR OWN

A. On the line write the plural form of the nouns in the brackets to complete each sentence.

1. The children saw the _____ in the forest. (kangaroo)

2. The store had many brands of _____ on sale.

(shampoo)

3. Mark has lots of _____ on his body. (tattoo)

4. All _____ are to be closed on Sundays. (casino)

5. The teacher gave her students different _____ to the story. (scenario)

VOCABULARY: WORDS AND MEANING

*Words and their meanings are important to our everyday language use. We do not always have to use a dictionary to find the meaning of words. We can use context clues.

***Context clues** are words in the sentence that help you figure out the meaning of a difficult word that you do not know.

PRACTICE EXAMPLES:

For the underlined words, use the context clues or word(s) that surround it to find the meaning.

1. The man was sent to the penitentiary for stealing cars.

In this sentence the word, penitentiary means _____

- a. hotel
- b. church
- c. prison
- d. school

My clue word is **stealing**

If someone is caught stealing, they can be sent to prison.

Therefore the word, penitentiary means **prison**.

2. Mom had to sterilize the baby's dirty bottle.

In this sentence the word, sterilize means -----

- a. change
- b. clean
- c. throw
- d. cover

My clue word is: **dirty**

If the bottle is dirty, then I will want to clean it.

Therefore the word, sterilize means **clean**.

ON YOUR OWN

The meaning is there! Read each sentence below and circle the meanings of the underlined words. Remember to look for your clues.

1. After the storm, the rainbow lit up the sky with vivid colours.
A. funny B. dark C. bright D. normal

2. Pedestrians should look both ways before crossing the streets.
A. Motorists B. Traffic lights C. Walkers D. Vehicles

Read the text below. Find the words from the text that have the same meanings as those below.

Jingo is a smart dog. He never had the freedom to wander around the village. Jingo ran behind his owner, Dave who told him to go back home. Jingo was determined to follow him. Jingo raced past him and went through the gate. Dave in panic, raced after Jingo.

3. To roam or ramble _____ (line 1)
4. Made up his mind _____ (line 3)
5. Fear _____ (line 4)

HOMEWORK

Each sentence has context clues to help you figure out the meanings of the underlined words. Choose the correct meaning for each from the box below.

thirsty

crowded

smell

1. The delightful aroma of food cooking in the kitchen made my mouth water. _____
2. The mall was so congested that It took half an hour to get out.

3. I was so parched that I drank an entire glass of water in one gulp.

Use a dictionary to find the meanings of the words below.

4. Gulp
5. Delightful



**MINISTRY OF EDUCATION
PRIMARY ENGAGEMENT PROGRAMME
GRADE FOUR WORKSHEET
SUBJECT: LANGUAGE
LESSON 3: WEEK 5**

Name: _____

Date: _____

READING

Let us read these words

first then last next where visited them
shown were they after with

Read the text below.

Shain and his friend Brie visited South Japan. When they got there, they visited the market place where they purchased sweets, one box of biscuits, one pail of sweet peas and a loaf of bread.

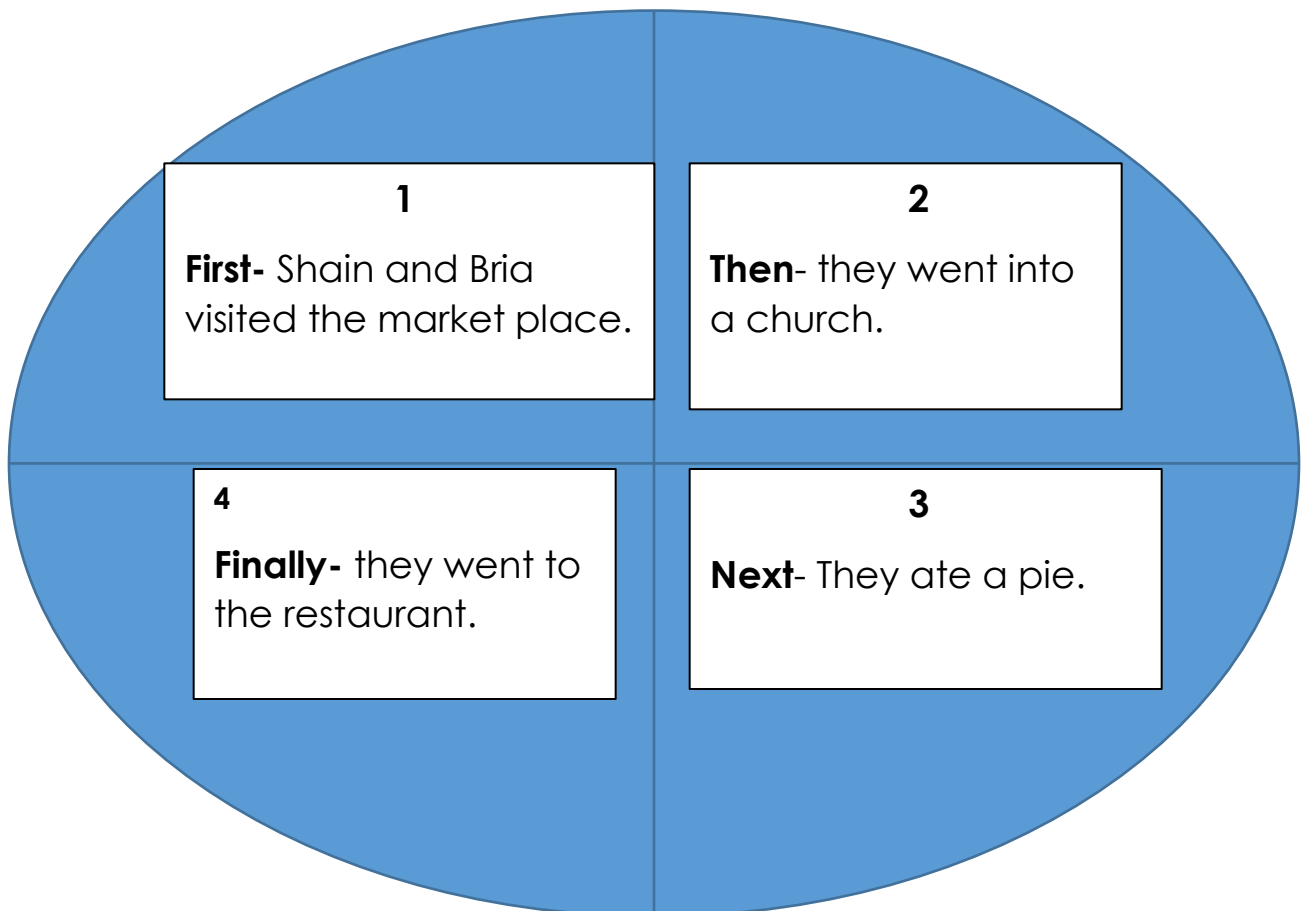
The clouds suddenly got dark and soon it started to rain. They went into a nearby church. The people in the church were not as loud as those on the outside. They met the Priest who spoke with them briefly and allowed them to take a photo with him. Shain was allowed to play the piano. After leaving the church, they ate a piece of pie. Shain and Brie then went to the train station and waited for the next train. Soon they arrived at a sushi restaurant. They met the chief tour guide and they explored the world of sushi with other tourists. They all called the chief a hero. After feasting on

the sushi meal, Shane and Brie each received a basket made of bamboo. This day was quite a memorable one for them.

COMPREHENSION: SEQUENCING

Sequencing means putting things in **order**, from first to last. When we are writing or telling about an event that took place, we have to write or tell it in order so that the reader or listener can follow. We use words like **first, then, next, finally**.

Examples

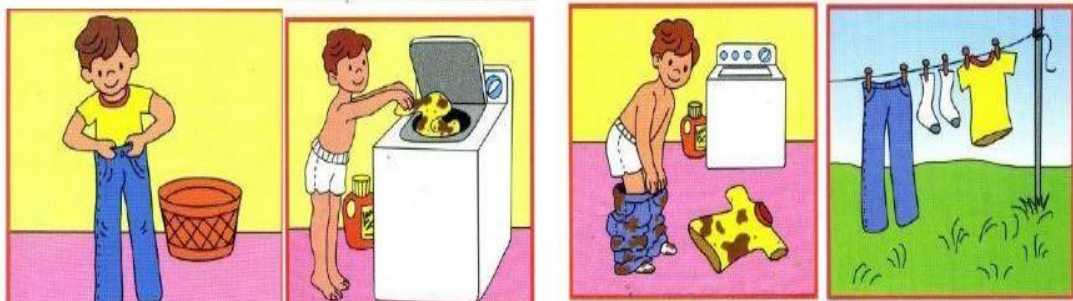


ON YOUR OWN

A. Look at the numbers below. Say their names. Write them in order from smallest to largest in the boxes provided.

19 15 10 17 14 16 12 11 15 20 13 18

B. Using the numbers 1, 2, 3, 4, show the order in which the pictures should be placed to tell a story.



HOMEWORK

Look at the pictures below. Draw them in order to tell a story. Write a sentence for each picture.





**MINISTRY OF EDUCATION
PRIMARY ENGAGEMENT PROGRAMME
GRADE FOUR WORKSHEET
SUBJECT: LANGUAGE
LESSON 4: WEEK 5**

Name: _____

Date: _____

COMPOSITION: DESCRIPTIVE WRITING-REVISING, EDITING AND PUBLISHING

FACT/TIP

After writing your essay, it is important that you 'revise', 'edit' and 'publish' it.

Revise-reading the work that was done to make sure the work is complete and organised.

Edit-correcting all the errors identified.

Publish-sharing the corrected work with others to read and enjoy.

PRACTICE EXAMPLE:

Look at the text below. Let us read it.

I is a tall and slender girl I am eight year old but look extremely young with my flawless dark skin. My neighbour has a big dog. I have a round face on which I wear a brilliant smile. my hear is long curly and black. I have blue, beady eyes and an elegantly straight nose, which made me, looked very attractive. My name is Sue Brown.

I am sure that you have seen the errors. Let us edit it

Does my First Paragraph contain:	Errors	Corrections
A topic sentence and all the necessary details. (age, name, gender, height, complexion)etc.	A topic sentence was not written.	I am proud of myself
Correct use of Grammar	I is a tall and slender girl.	I am a tall and slender girl.
	I am eight years old....	I am eight years old
	...which made me, looked	which make me look
Correct spelling, correct use of punctuation marks and capital letters	my hear is long curly and black.	My hair is long, curly and black.
Sequencing of ideas	My name is Sue Brown at the ending of the paragraph	It should be written earlier in the paragraph.
The use of descriptive words.	No error	
Irrelevant ideas	My neighbourhood has a big dog.	This sentence must be deleted from the essay.

ON YOUR OWN

Jack is a new boy in your community. You wrote an essay to tell him all about yourself. Revise and edit all the paragraphs of your essay. Use the table below to guide you.

Does my essay contain:	Yes	No	Errors	Corrections
A topic sentence and all the necessary details for each paragraph.				
Correct use of Grammar				
Correct spelling, correct use of punctuation marks and capital letters				
Sequencing				
The use of descriptive words.				
Does my essay have a beginning, middle and end.				
Are there any irrelevant ideas?				

HOMework

Rewrite and publish the essay after making your corrections.



**MINISTRY OF EDUCATION
PRIMARY ENGAGEMENT PROGRAMME
GRADE FOUR WORKSHEET
SUBJECT: LANGUAGE
LESSON REVIEW: WEEK 5**

Name: _____

Date: _____

Answer all questions

A. Form the plural of the words in brackets to complete the sentences.

1. The children boarded several _____ on the day of the tour. (bus)
2. During the World Cup, many _____ were held. (match)
3. That building over there has three _____ (piano).
4. Birds and mammals are two _____ of vertebrates. (class)
5. The _____ of my village are very pretty. (girl)

Complete each word with vowel digraphs /ai /ea/ or /ie/.

6. Jack and Jill fetched a p_____l of water.
7. The pr_____st blessed the child.
8. Jake cr_____d when he lost his pet.
9. I really enjoyed the m_____l that my friend made for me.
10. The children played in the r_____n.

Identify the meaning of each underlined word using context clues.

11. Blake always amuses me with his funny movements.

- A. shocks B. annoys C. entertains D. scares

12. The little girls giggled when they saw the clown.

- A. cried B. clapped C. laughed D. danced

13. The neighbours had a/an dispute over some stolen apples.

- A. argument B. party C. laugh D. agreement

Use the correct word from the word bank to complete each sentence.

eyes

eagle

village

14. I live in a _____. I have a farm there.

15. It is an _____. Its wings are big.

16. Study the information below. Use the numbers 1, 2, 3, 4 to say what happened first, second, third and fourth.

John put his dog's dish on the floor and called, "Rover! Here, boy! Dinner!"	
John opened the bag of dog food and took out the scoop.	
John took his dog's dish and food out of the cupboard.	
John put two scoops of dog food into his dog's dish.	

Mark has written the paragraphs below about his friend, Pat. Help him to revise and edit it. Pay attention to the words in bold type.

Pat is one of the **pretty girl** from the **north west district**. Not only is she pretty but she is athletic and **have** a love for **Animals**.

Pat has a **care** smile and a pleasant personality. Pat is ten **year** and is light skinned in **Complexion** with short straight **here**. She **are short plum** and very athletic. Pat represented her region at the last National Athletics Championship. **A part** from her athletic nature Pat has a love for **pet she** rescues and takes care of abandoned animals. Last **sunday**, Pat was honoured by the people of her **vilage**.



MINISTRY OF EDUCATION
PRIMARY ENGAGEMENT PROGRAMME
GRADE FOUR WORKSHEET
SUBJECT: LANGUAGE
LESSON 1: WEEK 6

Name: _____ Date: _____

READING: CONSONANT BLENDS

Consonants are letters of the alphabet that are not vowels. There are twenty-one consonants.

A consonant blend is where two or more consonants come together and each consonant retains its sound.

Example: /g/ + /l/ = /gl/ /c/ + /l/ = /cl/

Read these words

glass **g**love **g**lue **g**low **g**lance **g**lad
clay **c**lub **c**lock **c**lap **c**lothes

ON YOUR OWN

Look at the pictures below. Say their names. Write the beginning blend for the name of each picture.



Read the text below

The boys of a Grade Four class are participating in an art competition in the city. Their August holiday has just come to an end. Each child is under a tent with the roof made of leaves presenting their work. There are beautiful plants under the tent. First, Clive presents. Clive made a leaf using a milk box and the handle of a knife was used to make the stalk. A tent away from Clive is Claude. He is next to present. Claude is displaying a clock that is made of glass. With an instant look at it, the clock glows. As the judges leave Claude's tent, they head to Glen's. Glen's art piece is a pot. He made it out of clay. One of the judges, Ms Hulk, watches the pot. She picks it up to examine it. She wears a pair of gloves so as to avoid getting the clay on her hands. Glen is the last boy to present for his club.

The teachers stand in a corner awaiting the judges' decision. One of the judges uses chalk to write the name of the winner on a board. It is Claude. He is the first place winner. Claude is really glad. It is the best day of his life. The judges use glue to paste a clear ribbon on Claude's tent. Everyone cheers for Claude. Just as he is about to put his stuff away to keep them safe, the other children tramped over to see his glowing clock. They are all curious to know how he makes it glow.

GRAMMAR: PLURAL NOUNS

FACT/TIP

In your last grammar lesson, you learned that most nouns form their plural by just adding 's'. You also learned that words ending in s, ss, sh, ch, x, o form their plural by adding 'es'.

Nouns have different endings. Because of this, the plural of nouns can be formed in many ways.

Some nouns ending in 'f' and 'fe' form their plural by changing f' and 'fe' into 'v' before adding 'es'

However, there are a few exceptions. There are some nouns ending in 'f' and 'fe' which form their plural by adding 's'.

PRACTICE EXAMPLE

Rule for (nouns ending in 'f' and 'fe')	Singular (one)	Plural (more than one)
Change 'f' and 'fe' to 'v' then add 'es'.	knife leaf life shelf	knives leaves lives shelves
Some form their plurals by adding 's'.	chief roof safe	chiefs roofs safes

ON YOUR OWN

Complete the table below.

Singular (one)	Plural (more than one)
half	
loaf	
calf	
wife	
roof	

VOCABULARY: HOMONYMS/HOMOGRAPHS

When we speak of multiple, we speak of more than one. Some words have more than one meaning. Words with multiple meanings are also called **homonyms**. These words are spelt and pronounced the same but have different meanings.

PRACTICE EXAMPLES

Write the meanings of the word below and write a sentence based on each meaning.

plant

1. plant-set or place in a particular position.

Sentence-The police **plant** the cameras on the street lights.

2. plant-a living thing that grows in the earth, in water or on other plants

Sentence- I water my tomato **plant** daily.

3. plant- a building or factory where something is made

Sentence-My father worked on a water treatment **plant**.

ON YOUR OWN

Use a dictionary to find the meanings of the following words. Write sentences based on each meaning.

stalk

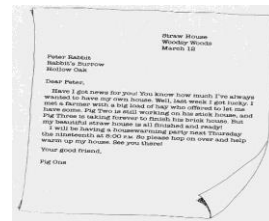
watch

fly

HOMEWORK

In your book, write words beginning with consonant blends gr, br, cr, dr, pr and tr.

Match the pair of homographs then write sentences to show the different meanings of each word.





**MINISTRY OF EDUCATION
PRIMARY ENGAGEMENT PROGRAMME
GRADE FOUR WORKSHEET
SUBJECT: LANGUAGE
LESSON: 2 WEEK 6**

Name: _____ **Date:** _____

READING: CONSONANT BLENDS

Knowing our letter sounds and blending them help us to pronounce words easily. Consonant blends are not only found at the beginning of words. Some words do end with consonant blends.

Examples of consonant blends found at the end of a word

S + t = /st/

l + k = /lk/

ON YOUR OWN

Read the sentences below. Complete the words with the correct consonant blend.

lk

st

1. Glen enjoys drinking a glass of mi_____every morning.
2. The children went to visit their grandparents last Augu_____.
3. She put her arm around her mother's wai_____.
4. The yellow part of an egg is called the yo_____.

Read these words.

just must last best August
walk chalk milk talk stalk
city lady holiday boy

Read the text below

The boys of a Grade Four class are participating in an art competition in the city. Their August holiday has just come to an end. Each child is under a tent with the roof made of leaves presenting their work. There are beautiful plants under the tent. First, Clive presents. Clive made a leaf using a milk box and the handle of a knife was used to make the stalk. A tent away from Clive is Claude. He is next to present. Claude is displaying a clock that is made of glass. With an instant look at it, the clock glows. As the judges leave Claude's tent, they head to Glen's. Glen's art piece is a pot. He made it out of clay. One of the judges, Ms Hulk, watches the pot. She picks it up to examine it. She wears a pair of gloves so as to avoid getting the clay on her hands. Glen is the last boy to present for his club.

The teachers stand in a corner awaiting the judges' decision. One of the judges uses chalk to write the name of the winner on a board. It is Claude. He is the first place winner. Claude is really glad. It is the best day of his life. The judges use glue to paste a clear ribbon on Claude's tent. Everyone cheers for Claude. Just as he is about to put his stuff away to keep them safe, the other children tramped over to see his glowing clock. They are all curious to know how he makes it glow.

GRAMMAR: PLURAL NOUNS

FACT/TIP

Nouns have different endings. The ending of a noun helps us to form the plural of that noun. In some nouns, we only look at the last or last two letters in order to know how to form the plural. This is not so when it comes to words ending in 'y'.

Nouns ending in 'y' that have a **consonant** before them form their plural by changing **y** to 'i' and adding 'es'. If there is a **vowel** before the **y**, we just add 's'.

PRACTICE EXAMPLES:

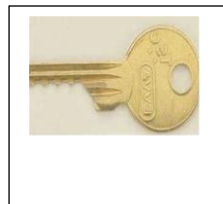
Singular (one)	Plural (more than one)
city ('t' is a consonant)	cities
lady ('d' is a consonant)	ladies
boy ('o' is a vowel)	boys
holiday ('a' is a vowel)	holidays

ON YOUR OWN

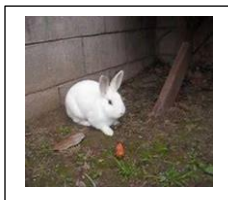
Look at the pictures below. Write the plural for each. Remember to pay attention to the letter that comes just before the y.



berry



key



bunny



tray

VOCABULARY: HOMONYMS

Even as some words are spelt the same, knowing how they are used in sentences is important to help us to understand the text. The meaning of the word tells what the word is doing in the sentence.

PRACTICE EXAMPLE: Words with multiple meanings used in sentences.

chicken

1. The **chicken** is in the yard.
2. I help my father to clean the **chicken** pen every morning.

In the first sentence the word, chicken is the name of an animal.
(noun)

Whereas in the second sentence it is used to tell us more about the pen.
(adjective)

plants

1. **Plants** are living things.
2. My family **plants** a kitchen garden.

Sentence one tells of the name of something. (noun)

In sentence two the word 'plants' is used to tell of an action being done. (verb)

ON YOUR OWN

Look at the word underlined in each sentence. See how it is used, then write a different sentence with the word.

1. The feather is light.

2. This mango tree will take about six months to bear.

3. The Amazon Warriors scored lots of runs in their last match.

HOMEWOR

1. Write five words each that end with the consonant blends st, sh, ch, ck

2. Write the plural form of each noun, then write a sentence using the plural form of the nouns.

a. chimney _____

b. army _____

c. day _____

d. jersey _____



**MINISTRY OF EDUCATION
PRIMARY ENGAGEMENT PROGRAMME
GRADE FOUR WORKSHEET
SUBJECT: LANGUAGE
LESSON: 3 WEEK 6**

Name: _____

Date: _____

READING

Read these words.

first

next

then

last

present

competition

holiday

children

beautiful

Read the text below.

The boys of a Grade Four class are participating in an art competition in the city. Their August holiday has just come to an end. Each child is under a tent with the roof made of leaves presenting their work. There are beautiful plants under the tent. First, Clive presents. Clive made a leaf using a milk box and the handle of a knife was used to make the stalk. A tent away from Clive is Claude. He is next to present. Claude is displaying a clock that is made of glass. With an instant look at it, the clock glows. As the judges leave Claude's tent, they head to Glen's. Glen's art piece is a pot. He made it out of clay. One of the judges, Ms Hulk, watches the pot. She picks it up to examine it. She wears a pair of

gloves so as to avoid getting the clay on her hands. Glen is the last boy to present for his club.

The teachers stand in a corner awaiting the judges' decision. One of the judges uses chalk to write the name of the winner on a board. It is Claude. He is the first place winner. Claude is really glad. It is the best day of his life. The judges use glue to paste a clear ribbon on Claude's tent. Everyone cheers for Claude. Just as he is about to put his stuff away to keep them safe, the other children tramped over to see his glowing clock. They are all curious to know how he makes it glow.

Comprehension: Sequencing (order)

In order to tell or write an event in sequence or in order, we first have to read that story. Being able to sequence the events in a story means that you understand the story.

PRACTICE EXAMPLE

Read the text below.

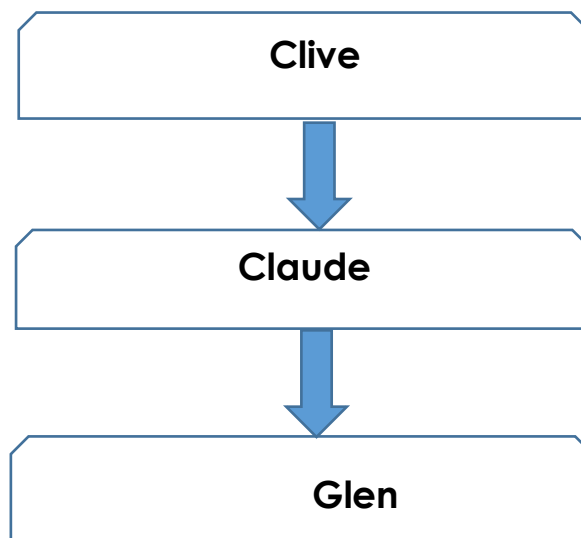
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The teachers stand in a corner awaiting the judges' decision. One of the judges uses chalk to write the name of the winner on a board.

It is Claude. He is the first place winner. Claude is really glad. It is the best day of his life. The judges use glue to paste a clear ribbon on Claude's tent. Everyone cheers for Claude. Just as he is about to put his stuff away to keep them safe, the other children tramped over to see his glowing clock. They are all curious to know how he makes it glow.

What is the order in which the boys displayed their art pieces? There are three boys in the story.

Ask yourself, "Who was first?" "Who was next?" "Who was last?"



ON YOUR OWN

It is important that you wash your hands very often. Roger wants to know the order to do it.

Here is all he has to do. Read the sentences, then write the steps in order.

Next rub your hands together until there are bubbles all over them. Wet your hands. First turn on the tap/pipe. Now, dry them with a

towel. Rub soap into your hands. Now turn the tap/pipe off. Then rinse your hands.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. - _____

HOMEWORK

Learn to spell these words.

- | | | | |
|----------------|---------------|-------------|--------------|
| 1. vertebrates | 2. amphibians | 3. backbone | 4. system |
| 5. mammals | 6. skeletal | 7. holiday | 8. beautiful |



**MINISTRY OF EDUCATION
PRIMARY ENGAGEMENT PROGRAMME
GRADE FOUR WORKSHEET
SUBJECT: LANGUAGE
LESSON: 4 WEEK 6**

Name: _____

Date: _____

COMPOSITION: EXPOSITORY WRITING

Jane enjoys drinking tasty drinks made by her aunt. She will like her aunt to show her how to make tasty juice too. Today, her aunt is home from work. She will be showing Jane- **How to make fruit juice.**

READING

Read these words.

1. fruit
2. sugar
3. water
4. essence
5. blended
6. mug
7. spoon
8. finally
9. first
10. second
11. finally

Read the text below.

After drinking a glass of lemonade I feel very refreshed. Anna made lemonade for her family. First, she gathered the fruit, sugar, water and all her utensils. She then washed the three juicy lemons and cut each into halves. After cutting the lemons, Anna squeezed them into a mug. Next, she added three spoons of sugar to the mug. She then poured water and two drops of essence. Finally, Anna used the spoon to stir the mixture until the sugar dissolved. Anna and her family enjoyed the tasty lemonade.

FACT/TIP:

An expository essay tells the reader step by step how to do or make something.

It is important that you follow these steps when writing an expository essay.

*Think carefully of the topic.

If your topic is about something to eat or drink:

*Write down all the ingredients and utensils that you will need.

*When it is time to write your essay, it must be written in sequence. Use words like first, next, then, finally, etc.

*Write your essay using paragraphs. Begin every sentence with a capital letter. Put in full stop and comma where necessary. Spell your words correctly.

ON YOUR OWN: EXPOSITORY WRITING- How to make fruit juice

Carol enjoys drinking tasty drinks made by her aunt. She will like her aunt to show her how to make tasty drinks, too. Today her aunt is at home from work. She will be showing Jane- **How to make fruit drink.**

Here is an example of just two of the things that are needed. Copy and complete the plan below.

*ingredients		utensils
Step 1	Step 2	Step 3

HOMEWORK

Let a relative look at your plan. Ask him/her to place a tick (✓) in the boxes below so as to indicate what you have or have not done.

You can also ask the relative to help you gather the ingredients you wrote about for your composition class next week.

Think of what your grabber/topic sentence will be.

Things to write about		
I can read about:	Yes	No
1. The fruits that will make the fruit juice.		
2. How the juice from the fruits will be extracted		
3. A sweetener		
4. All the necessary utensils/tools		
5. Some steps to make fruit drink		

If your relative has ticked '**No**' for any of the boxes, kindly make your corrections.



MINISTRY OF EDUCATION
PRIMARY ENGAGEMENT PROGRAMME
GRADE FOUR WORKSHEET
SUBJECT: LANGUAGE
LESSON REVIEW: WEEK 6

Name: _____

Date: _____

Answer all questions.

A. Complete each word in the sentences below with the correct consonant blend.

gl cl st lk

1. The sta_____ is a part of the leaf.
2. Many children are _____anding on the road.
3. Claude made a clock from _____ass.
4. There are five _____asses of vertebrates.

B. For each pair of words below, write two sentences to show the different meanings.

5. ring _____

ring _____

6. plants _____

plants _____

C. Complete the table below.

Singular	Plural
bus	
potato	
book	
bakery	
donkey	
fox	
teacher	

D. Read the story below. Write the numbers 1-6 to order the sentences correctly.

Jake was excited about his first day of online classes. The night before, he took out a white shirt and a pair of blue pants to wear. He placed them on a chair. On the table where he will be working, he placed his new pencil, crayons, books and a tablet. Jake left a note for his mom to make him chicken and chips for lunch. After brushing his teeth, he set his alarm for 06:30 h then climbed into bed. Jake wondered about the next day for about an hour. Finally, his eyes were closed and he fell asleep with a smile on his face.

	He placed his tablet, pencils and books on the table.
	His alarm was set and Jake climbed into bed.
	Jake was excited about his first day of online classes.
	He placed his shirt and his pants on a chair.
	Jake was wondering about the next day, then fell asleep.
	Jake left a note for his mom to make him lunch.

E. Jane loves eating an egg sandwich for breakfast. Write a plan outlining the things needed for Jane to prepare the egg sandwich.

ingredients	utensils

Step 1	Step 2	Step 3



MINISTRY OF EDUCATION
PRIMARY ENGAGEMENT PROGRAMME
GRADE FOUR WORKSHEET
SUBJECT: LANGUAGE
LESSON 1: WEEK 7

Name: _____

Date: _____

READING: SILENT LETTERS

Some words are made up of letters that are seen but not heard when the word is spoken. These letters are called **silent letters**.

For example:

Let us look at the words **now** and **know**. The letter **k** is seen in the second word but it is not heard. Even though it is not heard, the words do not sound the same and they have different meanings.

Say these words

knee	know	knob	knife	knot	
watch	cut	break	sheet	trip	
country	father	birds	mother	sister	book
car					

ON YOUR OWN

A. Say the words below. Listen to the sounds you hear. Circle those words that have a silent letter.

1. not 2. knife 3. sheet 4. knob 5. know

Read the text below.

Last Sunday, Timmy and his family visited the rainforest. They bought a few items from Giffland Shopping Mall. This mall is found in our country, Guyana.

A ranger dropped them off at the beginning of the trail. They were told to follow the arrows on their right, then turn left after reaching a hut. They continued to follow the trail. The family hiked along the trail with their pet dog, Rex. Jimmy, Timmy's younger brother, counted all the vertebrates that he saw. Jimmy saw about five birds that he did not know. As Timmy walked behind his family he tripped on a thick vine that was across the trail. He fell on his knees before and then on his hand. His father turned around and went to help him. Timmy braced himself against a tree off the trail. His father, who is called Uncle Ronny, took out his pocket knife and cut off a piece of bandage from his bag. "Do you know what you are doing?" asked Timmy. "Yes, Son", he said. His father wrapped his knee and made a knot on it. Timmy tried to wriggle his wrist. "Did I break it?" Timmy asked. His father told him that he does not know. Timmy's mother, Sandra and his sister, Susan stood beside him. Mother checked the time on a watch and decided to use the map in the book to complete their hike. Timmy went back to the car and tried pulling on the knob but his wrist hurt too much. He was sad and asked his sister to help him write a story on a sheet of paper.

GRAMMAR: COMMON NOUNS

FACT/TIP:

We know that nouns name persons, places and things.

Do you know that nouns can be grouped? One special group is called **common nouns**.

A common noun is the general name given to a person, animal, place or thing. Common nouns are not special so they do not begin with a capital letter unless it is the first word of a sentence.

Examples of Common Nouns

country father sister book car birds watch mother
bread knife chair ball bed fan hat leaf

ON YOUR OWN

B. Read the sentences below then underline the common noun(s) in each.

1. I miss seeing my friends.
2. We saw one monkey in the tree.
3. A storm came through our town.
4. Timmy pulled the knob.

VOCABULARY: WORDS WITH MULTIPLE MEANINGS

In order for us to better understand the use of words with multiple meanings in sentences we can: *Use sound clue.

Read the sentence aloud. When this is done you can hear the difference in the sound of a word and better understand the meaning.

Ask yourself questions about each sentence after reading.

Example

Let us read aloud the sentence in the box below and those that follow. Pay attention to the words that are underlined.

Mother checked the time on her watch.

1. "Watch your steps!" shouted Father.
2. My teacher wears a lovely black watch.
3. They sit on the ground and watch them dance.

After reading aloud, I understand that the word underlined in the sentence in the box tells about something.

Sentence two also tells about something.

Therefore, the word watch has the same meaning in those two sentences.

ON YOUR OWN

B. Read the sentence in each box below. Circle the sentence that has the same meaning as the one in the box.

There are five animals in a pen.

1. My teacher marks my papers with a red pen.
2. I will have to close the door of that pen.
3. The ink from the pen soiled my white shirt.

I will put the papers in order.

1. I will order a large fish burger for lunch.

2. The numbers 1,2,3,4, come in order.
3. I filled out the order form for my dad.

HOMEWORK

Write examples of common nouns in the table below.

Animals	Things	Persons

Write two sentences with the word 'ring' where the meanings are the same.

1. _____

2. _____



**MINISTRY OF EDUCATION
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SUBJECT: LANGUAGE
LESSON 2: WEEK 7**

Name: _____ Date: _____

READING-SILENT LETTERS

Words that have silent letters are very tricky. If you are not careful, they can be written the wrong way.

Say these words

writing wrap wrestle wrist wriggle

Timmy Jimmy Guyana Giffland Rex

ON YOUR OWN

Give 5 'wr' silent letter words.

Read the text below.

Last Sunday Timmy and his family visited the rainforest. They bought a few items from Giffland Shopping Mall. This mall is found in our country Guyana.

A ranger dropped them off at the beginning of the trail. They were told to follow the arrows on their right, then turn left after reaching a hut. They continued to follow the trail. The family hiked along the

trail with their pet dog Rex. Jimmy, Timmy's younger brother, counted all the vertebrates that he saw. Jimmy saw about five birds that he did not know. As Timmy walked behind his family he tripped on a thick vine that was across the trail. He fell on his knees before and then on his hand. His father turned around and went to help him. Timmy braced himself against a tree off the trail. His father, who is called uncle Ronny, took out his pocket knife and cut off a piece of bandage from his bag. "Do you know what you are doing?" asked Timmy. "Yes, Son", he said. His father wrapped his knee and made a knot on it. Timmy tried to wriggle his wrist. "Did I break it?" Timmy asked. His father told him that he does not know. Timmy's mother, Sandra and his sister, Susan stood beside him. Mother checked the time on a watch and decided to use the map in the book to complete their hike. Timmy went back to the car and tried pulling on the knob but his wrist hurt too much. He was sad and asked his sister to help him write a story on a sheet of paper.

GRAMMAR: PROPER NOUNS

A proper noun is the special name given to a person, place, animal or thing. All proper nouns begin with a capital letter.

PRACTICE EXAMPLES:

	Proper Nouns (Special Names)
persons	Jimmy, Timmy, Sandra, Susan
place	Giftland Shopping Mall
animal	Rex

ON YOUR OWN

Underline the Proper Nouns in the sentences below.

1. I love reading about the people living in Moruca and Santa Rosa.
2. Jane and her siblings exercise in the National Park every day.
3. Mark has a dog named Flex who loves to chase cats.
4. Alex wrote a book entitled 'Preserving Animals and Plants in the Community'.

VOCABULARY : WORDS WITH MULTIPLE MEANINGS

We have learnt that the term, multiple meanings means more than one meaning.

Another way to understand the use of words with multiple meanings in sentences we can:

*use context clues

It is important that the meanings of the words are understood. When the meaning of the word is selected it must be able to replace the underlined word so that the sentence makes sense.

PRACTICE EXAMPLE

1. It was very clear which team will be playing against our school.
 - a. -To remove something or someone
 - b.-To leave or escape
 - c.-plain to see

The meaning of the underlined word in the sentence will be

-c: plain to see.

Let us try replacing the word 'clear' with the meaning we have selected.

*It was very **plain to see** which team will be playing against our school.

Note- the meaning of the sentence still remains the same.

ON YOUR OWN

Read the sentences below carefully. Match the correct meaning for each sentence.

Sentences	Meanings
I put a <u>stamp</u> on the letter I sent to my friend.	Animals that people keep
The dancers <u>stamp</u> their feet during the dance.	A small piece of paper for mailing
It is important not to <u>pet</u> service dogs.	To bring your feet down to make noise
I have two <u>pets</u> at home.	To touch in a loving way

HOMEWORK

A. Spell these words

writing **w**rap **w**restle **w**rist **w**riggle

B. Write sentences using any two words.

C. Write a list of words that have different silent letters.



**MINISTRY OF EDUCATION
PRIMARY ENGAGEMENT PROGRAMME
GRADE FOUR WORKSHEET
SUBJECT: LANGUAGE
LESSON 3: WEEK 7**

Name: _____ Date: _____

READING

Let us read these words

turn right left follow arrow
behind against beside hiked found

Read the text below fluently

Last Sunday, Timmy and his family visited the rainforest. They bought a few items from Giffland Shopping Mall. This mall is found in our country Guyana.

A ranger dropped them off at the beginning of the trail. They were told to follow the arrows on their right, then turn left after reaching a hut. They continued to follow the trail. The family hiked along the trail with their pet dog, Rex. Jimmy, Timmy's younger brother, counted all the vertebrates that he saw. Jimmy saw about five birds that he did not know. As Timmy walked behind his family he tripped on a thick vine that was across the trail. He fell on his knees before and then on his hand. His father turned around and went to help him. Timmy braced himself against a tree off the trail. His father, who is called Uncle Ronny, took out his pocket knife and cut off a piece of bandage from his bag. "Do you know what you are doing?" asked Timmy. "Yes, Son", he said. His father wrapped his knee and

made a knot on it. Timmy tried to wriggle his wrist. "Did I break it?" Timmy asked. His father told him that he does not know. Timmy's mother, Sandra and his sister, Susan stood beside him. Mother checked the time on a watch and decided to use the map in the book to complete their hike. Timmy went back to the car and tried pulling on the knob but his wrist hurt too much. He was sad and asked his sister to help him write a story on a sheet of paper.

COMPREHENSION: FOLLOWING DIRECTIONS

Directions are everywhere.

*When we speak about directions, we are talking about the steps to be taken when doing something.

*We use directions to help us get to a place.

*Directions should also be followed when taking medications.

PRACTICE EXAMPLE:

In the story above Jimmy and his family were given directions by the ranger.

1. Follow the arrows on the right
2. Turn left after reaching the hut.
- 3 Continue on the trail.

What do you think would have happened if Timmy and his family did not follow the directions?

ON YOUR OWN

Read the information on the bottle below. Answer the questions.



1. Ron is 5 years old. Do you think he can take the medicine?
yes no
2. Circle the group of words which are found in the directions.
A. chew, four, week, before
B. after, drink, month, after
C. drink, daily, three, after
3. Circle the sentence which tells how the medicine should be used.
A. Drink one teaspoon before meals.
B. Drink two teaspoons every day before meals.
C. Drink one teaspoon three times a day after meals.
D. Drink one teaspoon three times a day before meals.

HOMEWORK

Spell these words

turn right left follow arrow
behind against beside hiked found

Your teacher wants to visit you at home. Give brief directions to help the teacher get to your home.



**MINISTRY OF EDUCATION
PRIMARY ENGAGEMENT PROGRAMME
GRADE FOUR WORKSHEET
SUBJECT: LANGUAGE
LESSON 4: WEEK 7**

Name: _____ Date: _____

READING

Let us read these words

- | | | | |
|------------|----------|----------|-------------|
| 1. fruit | 2. sugar | 3. Water | 4. essence |
| 5. blender | 6. knife | 7. mug | 8. Strainer |

Read the text below.

Fruit juices are healthy and satisfying. Making a glass of fruit juice does not take too much. First, I will gather my ingredients/items, these are one cup of freshly picked cherries, two tablespoons of sugar, one liter of water and two drops of essence. Then I will gather my utensils, a blender, strainer, a mug and a spoon. Looking at all my items, I am very excited to make my fruit juice.

COMPOSITION: EXPOSITORY WRITING

Carol enjoys drinking tasty fruit juice made by her aunt. She will like her aunt to show her how to make tasty fruit juice, too. Today her aunt is at home from work. She will be showing Carol-**How to make fruit juice.**

FACTS/TIPS

An expository essay explains step by step what must be done when making something.

*Essays must be written in sequence(order).

*When writing an expository essay, you must state in your introductory paragraph, all of the items that will be used.

*Your essay must begin with a topic sentence/grabber which will encourage your readers to read on.

*It is important that the correct verb is used after the subject of the sentence, words are spelt correctly, capital letters are used where necessary and punctuation marks are inserted.

Here is an example of an introductory paragraph.

Fruit juices are healthy and satisfying. Making a glass of fruit juice does not take too much. First, I will gather my ingredients/items. These are one cup of freshly picked cherries, two tablespoons of sugar, one litre of water and two drops of essence. Then I will gather my utensils, a blender, strainer, a mug and a spoon. Looking at all my items, I am very excited to make my fruit juice.

ON YOUR OWN

You enjoy drinking tasty juice made by your aunt. You will like your aunt to show you how to make tasty juice, too. Today your aunt is at home from work. She will be showing you-**How to make fruit juice.** Write your first paragraph on how to make fruit juice.

Remember to use your plan and your linking words, and remember to read over the **FACTS/TIPS.**

HOMEWORK

Read your first paragraph to a relative. Ask the relative to use the checklist to see if it is completed. With the use of your plan, write paragraphs two and three.

Introductory Paragraph		
My first paragraph has:	Yes	No
The topic sentence/grabber		
The steps to be taken clearly written.		
Sequencing of steps		
Details of ingredients and utensils		
The use of linking words (first, secondly, etc.)		
Benefits and nutrients		
Correct spelling, use of punctuation marks and capital letters.		



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GRADE FOUR WORKSHEET
SUBJECT: LANGUAGE
LESSON REVIEW: WEEK 7

Name: _____ Date: _____

Answer all questions

A. Write common or proper on the line next to each noun.

1. shop _____
2. phone _____
3. book _____
4. Super Value Mall _____
5. Sandra _____
6. Fun With Language(Book 6) _____

B. Read the sentence in each box below. Circle the sentence where the underlined word that has the same meaning as the one in the box.

7. I lost my ring in the grass.

1. I did not hear the phone ring.
2. Please draw a ring around the correct answer.
3. My father has a beautiful gold ring.

8. Jimmy was the main actor in the class **play**.
1. Ria knows to **play** the drums.
 2. John showed me how to **play** that game.
 3. We went to the National Cultural Centre to look at a **play**.

C. Read the sentences below. Choose a multiple meaning word from the group to complete the sentences.

cut trip pack

9. We went on a _____ last August. Don't _____ on that rock.
10. Blake has a _____ on his hand. Use the scissors to _____ the paper.
11. The _____ of cards is on the table. Mommy needs to _____ for the trip.

D. Each word in bold type has a silent letter that is missing. Complete the words.

12. I do _____ **now** that there are five classes of vertebrates.
13. This answer is not correct. It is _____ **rong**.
14. Please _____ **nock** before you enter.
15. This child has very neat hand _____ **riting**.

Underline the word that is spelt correctly in each row.

- | | | | |
|------------|--------|--------|--------|
| 16. bihend | behnid | behind | behine |
| 17. fuond | found | faund | feund |
| 18. beside | bisede | bedise | baside |
| 19. hekid | hiked | heked | hiiked |

20. Jane loves eating egg sandwiches for breakfast. Write the first paragraph explaining to Jane how to prepare the egg sandwich.



**MINISTRY OF EDUCATION
PRIMARY ENGAGEMENT PROGRAMME
GRADE FOUR WORKSHEET
SUBJECT: LANGUAGE
LESSON 1: WEEK 8**

NAME: _____ **DATE:** _____

READING: SYLLABICATION

Syllabication means dividing of words into syllables.

A syllable is a single speech sound made up of one vowel sound. The number of vowel sounds in the word equals to the number of syllables.

When two consonants are between two vowels in a word, the word is usually divided between the first two consonants.

Examples: butter = but/ter= 2 syllables

jelly = jel/ly= 2 syllables

vegetables = ve/ge/ta/bles =4 syllables

A one syllable word is never divided.

Examples: cut, put, now

ON YOUR OWN

A. Say the words in the table below. Clap the sounds out.

Complete the table. The first one is done for you.

Words	Syllables	Number of syllables
together	to/ge/ther	3
peanut		
butter		
jelly		
Carl		
properly		

Let us read these words

1. peanut
2. butter
3. jelly
4. sandwich
5. properly
6. together
7. follow
8. Apply

Read the text below

David's class, Grade four, made peanut butter and jelly sandwiches. Their teachers were Ms. Best and Mr. John. The pupils were very excited. They wanted their sandwich to taste and look well. They used Aunt Mell's cookbook. David read the steps while his friends Bart, Angel and Carl followed. First, he told them to take out fresh slices of bread and cut off the edges. Making sure that the slices were all cut properly, the pupils put them in pairs. Secondly, the pupils used a knife to scoop out some peanut butter. They spread it evenly on one side of a slice of bread. Then they spread jelly evenly on the other slice of bread. Next, David told them to put the two slices together. Finally, the pupils cut the bread in squares.

'This peanut butter and jelly sandwich tastes yummy and it was very easy to make', said the children. The teachers' faces were all filled with smiles.

GRAMMAR: POSSESSIVE NOUNS

FACT/TIP

A possessive noun shows ownership. It names who or what has something.

Add an apostrophe (') and **s** to most singular nouns to make them possessive.

Note-The apostrophe is added to the name of the owner.

PRACTICE EXAMPLES:

Look at the sentences below. See if you can identify the possessive nouns

1. They used Aunt Mell's book.
2. Today is my mother's birthday.
3. My teacher's bag is lovely.

Owner	What the owner has	Possessive Noun
1. Mell	book	Mell's book
2. mother	birthday	mother's birthday
3. teacher	bag	teacher's bag

ON YOUR OWN

B. Write the possessive form of each noun in brackets to complete the sentences.

1. This is _____ book. (John)
2. The _____ dress is green. (girl)
3. _____ room needs to be clean. (Bob)
4. She dropped the _____ toy. (baby)
5. I helped wash my _____ car. (father)

VOCABULARY:ABC ORDER- 1ST LETTER

Alphabetical or ABC order is putting names, terms or words in the same order as the letters of the alphabet (A-Z).

Look at the first letter of each word. If they are all different, we arrange the words in order of the letters of the alphabet.

PRACTICE EXAMPLES

Arrange the words in alphabetical order

1. **D**avid **j**elly **A**ngel **C**arl **B**art

Angel Bart Carl David jelly

2. **p**eanut **t**ogether **f**ollow **s**andwich **b**utter

butter follow peanut sandwich together

ON YOUR OWN:

C. Look at the words below. Circle the one that will come first in the ABC order.

slices children bread yummy cook

Arrange the words in ABC order.

1. potatoes corn turkey farm hen grass

HOMEWORK

Put an apostrophe and **s** after the noun to show ownership. Write the words on the lines.

1. It is Tony car.

2. They are my father keys.

3. The man coat kept him very warm.

4. Lisa jump rope went round and round.

5. We took Blake vehicle to go on a trip.

Learn to spell these words

1. peanut 2. butter 3. jelly 4. sandwich

5. properly 6. together 7. follow 8. apply



**MINISTRY OF EDUCATION
PRIMARY ENGAGEMENT PROGRAMME
GRADE FOUR WORKSHEET
SUBJECT: LANGUAGE
LESSON 2: WEEK 8**

NAME: _____ **DATE:** _____

READING:-SYLLABICATION

When dividing a word into syllables, consonant blends and digraphs are never separated.

Read these words

1. slices 2. bread 3. smiles 4. friends
5. fresh 6. teachers 7. pupils 8. finally

Read the text below

David's class, Grade four, made peanut butter and jelly sandwiches. Their teachers were Ms. Best and Mr. John. The pupils were very excited. They wanted their sandwich to taste and look well. They used Aunt Mell's cookbook. David read the steps while his friends Bart, Angel and Carl followed. First, he told them to take out fresh slices of bread and cut off the edges. Making sure that the slices were all cut properly, the pupils put them in pairs. Secondly, the pupils used a knife to scoop out some peanut butter. They spread it evenly on one side of a slice of bread. Then they spread jelly evenly on the other slice of bread. Next, David told them to put the two slices together. Finally, the pupils cut the bread in squares.

'This peanut butter and jelly sandwich tastes yummy and it was very easy to make,' said the children. The teachers' faces were all filled with smiles.

GRAMMAR: PLURAL POSSESSIVE NOUNS

FACT/TIP

Yesterday you learnt that we add an apostrophe (') and **s** to singular nouns to make them possessive.

When a plural noun ends in **s**, just add an apostrophe (').

For special plural nouns like children, women and geese add ('s).

PRACTICE EXAMPLES:

Look at the sentences and identify the plural possessive form of the nouns.

1. The **babies' cribs** were empty.
2. The **animals' habitat** was very clean.
3. The **women's dresses** arrived on time.
4. I enjoyed listening to the **children's story**.

ON YOUR OWN

Read the sentences below. Put in apostrophe or apostrophe and s. Write the words on the lines. The first one is done for you.

1. The pupils' bags are new. pupils' bags
2. The teachers faces were all filled with smiles. _____
3. The cars horns are very loud. _____
4. I did not see the children books. _____
5. The men tools are in the box. _____

VOCABULARY:-ABC ORDER- 1ST LETTER

The names of persons found in a telephone directory or a class register are also arranged in ABC order.

When arranging these names, we look at the first letter of their surnames (second name). Surnames are also written first.

PRACTICE EXAMPLE

Blake Singh Susan Adams Anil Daniels

The surnames are Singh, Adams and Daniels.

ABC order= Adams, Susan Daniel, Anil Singh, Blake

ON YOUR OWN:

Look at the names below. Underline the surname for each. Write the names in ABC order.

Pat Frank

Lee James

Sue Chan

Roy Wills

Jim Barns

Susan George

HOMEWORK

Write the possessive form of the nouns in brackets.

1. _____purses will be on sale tomorrow. (Ladies)
2. The _____rooms were very clean. (children)
3. The _____pens were not in the cupboard. (teachers)
4. My _____tablets are just like mine. (friends)
5. My _____snacks are in the bag. (brothers)

Think and write both names of three of your friends. Arrange the names in ABC order.



**MINISTRY OF EDUCATION
PRIMARY ENGAGEMENT PROGRAMME
GRADE FOUR WORKSHEET
SUBJECT: LANGUAGE
LESSON 3: WEEK 8**

NAME: _____ **DATE:** _____

READING

Let us read these words

- | | | | |
|----------|-------------|-----------|-------------|
| 1. first | 2. secondly | 3. next | 4. finally |
| 5. cut | 6. spread | 7. evenly | 8. together |

Read the text below.

David's class, Grade four, made peanut butter and jelly sandwiches. Their teachers were Ms. Best and Mr. John. The pupils were very excited. They wanted their sandwich to taste and look well. They used Aunt Mell's cookbook. David read the steps while his friends Bart, Angel and Carl followed. First, he told them to take out fresh slices of bread and cut off the edges. Making sure that the slices were all cut properly, the pupils put them in pairs. Secondly, the pupils used a knife to scoop out some peanut butter. They spread it evenly on one side of a slice of bread. Then they spread jelly evenly on the other slice of bread. Next, David told them to put the two slices together. Finally, the pupils cut the bread in squares.

'This peanut butter and jelly sandwich tastes yummy and it was very easy to make,' said the children. The teachers' faces were all filled with smiles.

COMPREHENSION: FOLLOWING INSTRUCTIONS

Following instructions can be done in fun ways. We can follow the steps by looking for key words like first, secondly, next, then, finally.

If we follow instructions carefully when making something, we enjoy the end result.

Instructions are also given in games and art work.

PRACTICE EXAMPLES

David's class, Grade four, made peanut butter and jelly sandwiches. Their teachers were Ms. Best and Mr. John. The pupils were very excited. They wanted their sandwich to taste and look well. They used Aunt Mell's cookbook. David read the steps while his friends Bart, Angel and Carl followed. First, he told them to take out fresh slices of bread and cut off the edges. Making sure that the slices were all cut properly, the pupils put them in pairs. Secondly, the pupils used a knife to scoop out some peanut butter. They spread it evenly on one side of a slice of bread. Then they spread jelly evenly on the other slice of bread. Next, David told them to put the two slices together. Finally, the pupils cut the bread in squares.

'This peanut butter and jelly sandwich tastes yummy and it was very easy to make', said the children. The teachers' faces were all filled with smiles.

The children were instructed to:

First-take out fresh slices of bread and cut off the edges

Secondly- use a knife to scoop out some peanut butter and spread it evenly on one side of a slice of bread.

Then- spread jelly evenly on the other slice of bread

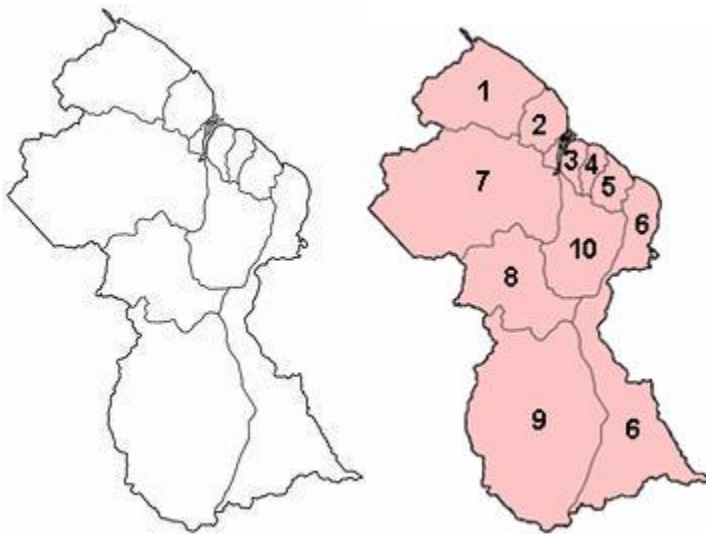
Next- put the two slices together

Finally- the pupils cut the bread in squares.

ON YOUR OWN:

Look at the maps below. Follow the instructions in the table to colour the first map.

1	2	3	4	5	6	7	8	9	10
green	red	yellow	orange	black	purple	pink	blue	grey	white





**MINISTRY OF EDUCATION
PRIMARY ENGAGEMENT PROGRAMME
GRADE FOUR WORKSHEET
SUBJECT: LANGUAGE
LESSON 4: WEEK 8**

NAME: _____ **DATE:** _____

COMPOSITION: EXPOSITORY WRITING-How to make fruit juice.

FACTS/TIPS

Remember, an expository essay explains step by step what must be done when making something.

*After writing your essay, it is important that you 'revise', 'edit' and 'publish' it.

Revise- reading the work that was done looking for errors.

Edit-correcting all the errors identified.

Publish-sharing the corrected work with others to read and enjoy

ON YOUR OWN:

Carol enjoys drinking tasty fruit juice made by her aunt. Carol's aunt told her how to make fruit juice. She wrote an essay. Let us revise and edit Carol's essay. Use the table below to help you.

Do my paragraphs contain:	Yes	No
The topic sentence/grabber		
The steps to be taken clearly written		
Sequencing of steps		
Details of ingredients and utensils		
The use of linking words (first, secondly) etc.		
Benefits and nutrients		
Correct spelling, use of punctuation marks and capital letters		

HOMEWORK

Rewrite your complete essay making the necessary corrections.

Publish your essay by sharing with a relative, friend or your teacher.



**MINISTRY OF EDUCATION
PRIMARY ENGAGEMENT PROGRAMME
GRADE FOUR WORKSHEET
SUBJECT: LANGUAGE
LESSON REVIEW: WEEK 8**

NAME: _____ DATE: _____

A. Complete the table below.

Word	Number of syllables	Write and separate syllables
1. Guyana		
2. community		
3. dessert		
4. boy		
5. watching		

B. Read the words. Write them in alphabetical order on the lines.

value place ingredients utensils secondly

C. Write the possessive form of the nouns in brackets.

7. The _____ bone is in its kennel. (dog)
8. The _____ tires have to be fixed. (cars)
9. _____ books are on the table. (Josh)
10. The _____ riders were dressed in blue. (horse)
11. Did you enjoy the _____ story? (children)

D. The children are making sandwiches. Read the sentences below carefully. Write the words firstly, secondly, next, then and finally to put the sentences in order.

16. put the two slices together
17. spread jelly evenly on the other slice of bread
18. use a knife to scoop out some peanut butter and spread it evenly on one side of a slice of bread.
19. the pupils cut the bread in squares
20. take out fresh slices of bread and cut off the edges

E. Jane loves eating egg sandwiches for breakfast. Write the remaining paragraph explaining to Jane how to prepare the egg sandwich.