A super silly way to learn and have fun!

PHONICS AND WORD STUDY:
Using Word Parts to Read Multisyllabic Words

GRAMMAR AND SPELLING:
Developing as a Writer

COMPREHENSION:
Making Meaning with Fiction and Informational Texts

VOCABULARY:
Learning Important Grade-Level Words

Aligns with State and National Common Core Standards
MAD LIBS WORKBOOK is a game for kids who don't like games! It is also a review of the key reading skills for Grade 4. It has both skill practice pages and fun story pages.

RIDICULOUSLY SIMPLE DIRECTIONS:
At the top of each story page, you will find four columns of words, each headed by a symbol. Each symbol represents a type of word, such as a noun (naming word) or a verb (action word). The symbols are:

<table>
<thead>
<tr>
<th>NOUN</th>
<th>VERB</th>
<th>ADJECTIVE</th>
<th>ADVERB</th>
</tr>
</thead>
<tbody>
<tr>
<td>⭐</td>
<td>→</td>
<td>⧿</td>
<td>?</td>
</tr>
</tbody>
</table>

MAD LIBS WORKBOOK is fun to play by yourself, but you can also play it with friends! To begin, look at the story on the page below. When you come to a blank space in the story, look at the symbol that appears underneath. Then find the same symbol on this page and pick a word that appears below the symbol. Put that word in the blank space, and cross out the word, so you don't use it again. Continue doing this throughout the story until you've filled in all the spaces. Finally, read your story aloud and laugh!

EXAMPLE:

<table>
<thead>
<tr>
<th>NOUN</th>
<th>VERB</th>
<th>ADJECTIVE</th>
<th>ADVERB</th>
</tr>
</thead>
<tbody>
<tr>
<td>⭐</td>
<td>→</td>
<td>⧿</td>
<td>?</td>
</tr>
<tr>
<td>alien</td>
<td>dancing</td>
<td>purple</td>
<td>happily</td>
</tr>
<tr>
<td>elephant</td>
<td>twirling</td>
<td>spotted</td>
<td>carefully</td>
</tr>
<tr>
<td>orangutan</td>
<td>tiptoeing</td>
<td>angry</td>
<td>frauditically</td>
</tr>
</tbody>
</table>

We spotted an __________ alien __________ under the desk. It was __________ spotted __________ and __________ twirling __________ around. I __________ frantically __________ left the room and fainted in the hallway. I woke up being stared at by a __________ purple __________ __________ elephant __________.
In case you haven’t learned about phonics yet, here is a quick review:

There are five VOWELS: a, e, i, o, and u. Each vowel has a short sound and a long sound. The long sound of a vowel says its name. Sometimes the consonants w and y act as vowels when they are in vowel teams, such as ow (snow) and ay (play).

All the other letters are called CONSONANTS.

A DIGRAPH is two or more letters that together make a new sound, such as sh (shop) and ch (chin).

A SYLLABLE is a word part. It has one vowel sound, such as rain or rain/bow.

A PREFIX is a word part added to the beginning of a word, such as un in unhappy. It changes the word’s meaning.

A SUFFIX is a word part added to the end of a word, such as s (bugs), ing (jumping), ed (stomped), and ful (playful).

In case you have forgotten about the parts of speech, here is a quick review:

A NOUN is the name of a person, place, or thing. Lion, classroom, and stove are nouns.

A VERB is an action word. Skate, jump, and scream are verbs.

An ADJECTIVE describes a person, place, or thing. Soft, fluffy, and square are adjectives.

An ADVERB is a word that tells more about a verb or adjective. It can tell how, when, where, or how much. Slowly, carefully, eagerly, and really are adverbs.

A PRONOUN takes the place of a noun in a sentence, such as I, you, he, she, it, we, and they.
Closed Syllables

A **closed syllable** ends in a consonant and has a short vowel sound. Knowing this can help you chunk and read longer words.

mid/dle  \hspace{2cm}  ab/sent

Add the missing **closed syllable**.

---

_ _ _ bit

_ _ _ ken

_ _ _ ton

cac _ _ _

_ _ _ kin

pen _ _ _

_ _ _ ket

_ _ _ tor

_ _ _ pass
ter _ _ _
# Lake Patrol

Ranger Robin’s job is to patrol the state park. One morning, Ranger Robin was ____________ checking the park’s ____________ lake. Many tourists liked to visit the ____________ there. Some came for the swimming, some came to picnic. Others came to ____________ boat and fish. The clean waters of the park were well-known. They were protected by the park rules and state laws. It was her job to make sure people were ____________ the rules. The park’s ____________ was beautiful in the sunrise. The pink sunlight looked ____________ as it softly colored the lake water. Ranger Robin felt content ____________ this stunning resource.
Open Syllables

An open syllable ends in a vowel and has a long vowel sound. Knowing this can help you chunk and read longer words.

zebra  si lent

Add the missing open syllable.

__ __ by  __ __ ger
__ __ lip  __ __ ny
__ __ ble  __ __ sic
__ __ zen  __ __ ceries
__ pron  __ gle
<table>
<thead>
<tr>
<th>NOUN</th>
<th>VERB</th>
<th>ADJECTIVE</th>
<th>ADVERB</th>
</tr>
</thead>
<tbody>
<tr>
<td>bagel</td>
<td>joking</td>
<td>brutal</td>
<td>suddenly</td>
</tr>
<tr>
<td>photo</td>
<td>napping</td>
<td>skunky</td>
<td>now</td>
</tr>
<tr>
<td>yogurt</td>
<td>kidding</td>
<td>putrid</td>
<td>painfully</td>
</tr>
<tr>
<td>yo-yo</td>
<td>sleeping</td>
<td>crazy</td>
<td>completely</td>
</tr>
</tbody>
</table>

**Camping Trip Prep**

Fremont and Milo had to prepare for their camping trip. “Ugh! What’s that __________ odor?” asked Fremont. “I don’t smell anything,” replied Milo. “Are you __________?” Fremont threw a frozen __________ at him. “That aroma is __________!”

“Oh no!” said Milo, __________ understanding. “Remember that fish I caught?” “The one that looked like a __________, and you wanted to preserve it for display?” responded Fremont.

“I wrapped it in my sleeping bag to keep it safe,” said Milo.

“And then you forgot.” “And then I forgot.” “Oops!” said Fremont, __________ laughing. “I guess I’ll be sleeping on the ground,” said Milo.
Final Stable Syllables

Some syllables are common at the ends of words. Looking for these syllables can help you chunk and read longer words.

<table>
<thead>
<tr>
<th>Consonant + le</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>bat/fle</td>
<td>na/tion</td>
</tr>
<tr>
<td>ca/ble</td>
<td>ten/sion</td>
</tr>
<tr>
<td>un/cle</td>
<td>adven/ture</td>
</tr>
<tr>
<td>shuf/fle</td>
<td>pres/sure</td>
</tr>
</tbody>
</table>

Add the missing final syllable.

- ea __ __ __
- erup __ __ __
- puz __ __ __
- trea __ __ __
- cir __ __ __
- pic __ __ __
- tur __ __ __
- nee __ __ __
<table>
<thead>
<tr>
<th>NOUN</th>
<th>VERB</th>
<th>ADJECTIVE</th>
<th>ADVERB</th>
</tr>
</thead>
<tbody>
<tr>
<td>tree</td>
<td>giggle</td>
<td>maple</td>
<td>obviously</td>
</tr>
<tr>
<td>needle</td>
<td>topple</td>
<td>pickled</td>
<td>quite</td>
</tr>
<tr>
<td>elephant</td>
<td>grumble</td>
<td>purple</td>
<td>clearly</td>
</tr>
<tr>
<td>steeple</td>
<td>wobble</td>
<td>delectable</td>
<td>surely</td>
</tr>
</tbody>
</table>

**Fox and the Grapes**

Fox spotted a bunch of ____________ grapes high up. “If I were able to reach those juicy grapes, I could ____________ fill my belly,” thought Fox. Fox tried to climb the ____________, but it proved too slick. Each time he lunged at the picture-perfect grapes, his paw slipped, and he would ____________ to the ground. With each failed climb, Fox’s frustration grew. At last he thought, “I’m a fool to waste my time. These grapes are ____________ sour, not ____________ like I want.” Fox went off, continuing to ____________ about sour grapes. *Those who can’t get what they want often pretend what they wanted wasn’t worth it after all.*
Inflectional Endings with Spelling Changes

When you add s, es, ed, or ing to a word, you sometimes have to change the spelling before adding the ending.

1. Double the final consonant
   step             steps             stepped             stepping

2. Drop e
   bake             bakes             baked              baking

3. Change y to i
   fry              fries              fried              frying

Add s, ed, and ing to each word.

<table>
<thead>
<tr>
<th>Add s or es</th>
<th>Add ed</th>
<th>Add ing</th>
</tr>
</thead>
<tbody>
<tr>
<td>stop</td>
<td></td>
<td></td>
</tr>
<tr>
<td>save</td>
<td></td>
<td></td>
</tr>
<tr>
<td>cry</td>
<td></td>
<td></td>
</tr>
<tr>
<td>grab</td>
<td></td>
<td></td>
</tr>
<tr>
<td>vote</td>
<td></td>
<td></td>
</tr>
<tr>
<td>supply</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Go Fly a Kite

When the ________ gets ________, go fly a kite. If you’ve never flown a kite, it’s ________ enjoyable.

Just follow these simple steps. First, you’ll need a diamond-shaped kite.

Hold the kite with one hand, __________ the kite string with the other. Then, hold the kite up where the braces meet at the top. The ________ wind should lift the kite right up into the air.

After that, just tug on the line a little bit. The kite should rise into the sky.

Keep ________ the string until the kite is as high as you like.

It’s ________ easy!
Spelling Multisyllabic Words

When spelling a longer word, it is easier to chunk it into smaller parts, or syllables. Then spell each part, one at a time. Think about other words you know with these same or similar parts.

Break each word into syllables. Write each syllable in the blanks.

- pineapple
- rereading
- independence
- unforgivable

Look at each picture. Say the picture name. Write each word part by part (syllable by syllable).

- [Picture of a hamburger]
- [Picture of a telescope]
- [Picture of a dinosaur]
- [Picture of a escalator]
Redwood Fairy Rings

California’s redwoods are known for their height. They also grow in a strange way. Redwoods have a of oddly shaped wood that is found at the base of the tree. This collar of wood is known as a burl. If the tree dies, the burl sprouts and takes over the root system of the parent tree. This is why you might find a perfect circle of redwoods growing in the forest. The trees all sprouted from the burl around the dead tree’s trunk.

The circle of trees is referred to as a “fairy ring.”
Relative Pronouns

Relative pronouns include who, whose, whom, which, and that. They start a clause, or group of words in a sentence, that tells more about a noun in the sentence.

Use whose to show ownership, or something that belongs to someone.

Who is in the driveway? (Someone owns the car.)

Use who if you can replace the word with “he.”

The baker who won the contest is my friend. (He is my friend.)

Use whom if you can replace the word with “him.” Remember: Both end with the letter m.

Whom did you call on the phone? (Did you call him on the phone?)

Use which if the clause (group of words) is extra information, and not necessary to understand the basic sentence. Often, you separate these words with commas (,).

Pizza, which is made of dough and cheese, is my favorite food. (Pizza is my favorite food.)

Use that if the clause (group of words) is necessary in the sentence.

The bike that I bought yesterday is already scratched.

Add a pronoun to finish each sentence.

1. The boy ____________ won the contest is in my class.
2. This is the book ____________ I read for my report.
3. To ____________ should I give this money?
4. ____________ backpack is blue and has a superhero on it?
Stormy Winds

The wind blows strong and _______________.

That which isn’t tied down disappears.

Who can stand the ________________ wind?

It’s as if those who could, grew wings.

Bits of ________________, leaf, and flying nut

Swirl and are ________________, with no concern for whom they cut.

The bang, the crash, the ________________ moving debris.

Whose lost memory? Whose flung trash? Who will haul away that downed tree?

It will not last the ________________ storm.

The clouds, which block the sun, will go. Our tempest blown now back to norm.
**Prefixes**

A prefix is a word part added to the beginning of a word. It changes the meaning of the word.

**un, dis** = not or the opposite of
**re** = again
**mis** = bad, wrong, incorrectly

<table>
<thead>
<tr>
<th>Word</th>
<th>Prefix</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>happy</td>
<td>un</td>
<td>unhappy (not happy)</td>
</tr>
<tr>
<td>like</td>
<td>dis</td>
<td>dislike (the opposite of like)</td>
</tr>
<tr>
<td>read</td>
<td>re</td>
<td>reread (read again)</td>
</tr>
<tr>
<td>treat</td>
<td>mis</td>
<td>mistreat (treat badly or wrongly)</td>
</tr>
</tbody>
</table>

Add **un, dis, re, or mis** to finish each word.

- __________ appear
- __________ friendly
- __________ obey
- __________ able
- __________ understood
- __________ make
- __________ clear
- __________ play
- __________ approve
- __________ place
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<th>ADVERB</th>
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</thead>
<tbody>
<tr>
<td>observer</td>
<td>flapping</td>
<td>massive</td>
<td>especially</td>
</tr>
<tr>
<td>scientist</td>
<td>floating</td>
<td>billowy</td>
<td>uniquely</td>
</tr>
<tr>
<td>child</td>
<td>fluttering</td>
<td>amazing</td>
<td>slightly</td>
</tr>
<tr>
<td>enthusiast</td>
<td>whizzing</td>
<td>unbelievable</td>
<td>shockingly</td>
</tr>
</tbody>
</table>

**Monarch Migration**

Every year, the ______ beautiful monarch butterfly

migrates from its home in North America to the mountains in central Mexico. It’s amazing to see the orange-and-black butterflies converge

in ____________ clouds of wings ____________ by.

Experts don’t disagree. They say the best time to see the migration is when

the butterflies begin their return trip to North America. This offers

a/an ____________ an unmistakable chance to see millions

of butterflies ____________ on the trees, seemingly turning

them orange. If you ever want to see this ____________

sight, head down to Mexico during the month of

February. You won’t be disappointed!
Prefixes

A prefix is a word part added to the beginning of a word. It changes the meaning of the word.

pre = before
sub = under or below
mid = halfway or middle point
super = above, beyond
ir = not

read preread (read before)
way subway (pathway under the surface)
day midday (middle of the day)
human superhuman (beyond human)
regular irregular (not regular)

Add pre, sub, mid, super, or ir to finish each word.

___________cook
___________game

___________natural
___________write

___________responsible
___________freezing

___________plan
___________star

___________way
___________replaceable
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<th>ADVERB</th>
</tr>
</thead>
<tbody>
<tr>
<td>compass</td>
<td>presumed</td>
<td>faulty</td>
<td>quickly</td>
</tr>
<tr>
<td>mirror</td>
<td>believed</td>
<td>unreliable</td>
<td>irregularly</td>
</tr>
<tr>
<td>auto</td>
<td>observed</td>
<td>superficial</td>
<td>supernaturally</td>
</tr>
<tr>
<td>scientist</td>
<td>theorized</td>
<td>tricky</td>
<td>widely</td>
</tr>
</tbody>
</table>

**Shifting Poles**

Earth’s magnetic north is _____________ to be a constant direction. The big news is that magnetic north is rapidly on the move. Early in 2019, scientists _____________ magnetic north was shifting _____________ over the Northern Hemisphere. In fact, magnetic north is shifting thirty miles a year. Instead of the North Pole being in the center of the Arctic Circle, it has _____________ moved toward Siberia. This makes navigating with a magnetic _____________ very _____________ if you are close to the Arctic Circle. So, if you find yourself there, or even midway, replace your compass with your GPS!
Suffixes

A suffix is a word part added to the end of a word. It changes the meaning of the word. Sometimes the spelling of the base word changes when the suffix is added.

ful = full of, with
less = without, not
y, ous = full of

care careful (full of care)
fear fearless (without fear)
rain rainy (full of rain)
poison poisonous (full of poison)

Add ful, less, y, or ous to finish each word.

storm__________ weight__________
doubt__________ grass__________
humor__________ hope__________
health__________ odor__________
use__________ need__________
**Rabbit’s Field**

Hippo scampered Bashful gleeingly
Horse toiled Enormous hopefully
Mouse tugged Rowdy rapidly
Unicorn dashed Tricky fearlessly

Rabbit needed to plant his field, but his deceitfulness overcame him. He tied a rope to a plow in his field. Soon Elephant came along. “I can beat you in a tug-of-war,” Rabbit said and smirked. “Impossible!” replied Elephant, taking hold of the rope. Rabbit breathlessly across his field. Soon, Haughty came along. “I can beat you in a tug-of-war, too,” Rabbit boastfully shouted. “No way!” he said, confidently taking the rope. The two challengers away and pulled hard. With each tug, another row of Rabbit’s field was plowed. The two tugged all day as lazy Rabbit watched and laughed.
VOCABULARY

PHONICS AND WORD STUDY

WRITING: Spelling, Grammar, and Story Structure

ANSWER KEY

Closed Syllables

Open Syllables

Final Stable Syllables

Inflectional Endings with Spelling Changes

Relative Pronouns

Spelling Multisyllabic Words

Prefixes

Suffixed

Prefixes