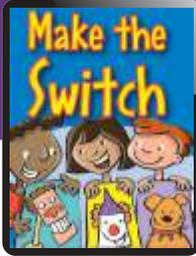
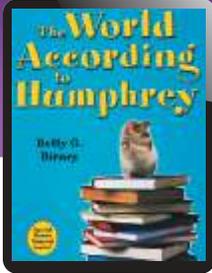


# Lesson 21

# Vocabulary in Context

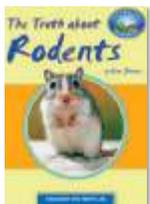


## ✓ TARGET VOCABULARY

appreciate  
blaring  
combination  
promptly  
introduce  
nocturnal  
feats  
effort  
suggest  
racket

Vocabulary  
Reader

Context  
Cards



### 1 appreciate

Many people highly value, or **appreciate**, their pets.



### 2 blaring

If a dog barks at loud, **blaring** noises, it should be trained not to do that.



### 3 combination

People may feel a **combination** of love for and frustration with their pets.



### 4 promptly

If a dog needs to go out, it should be taken out **promptly**, or right away.



COMMON  
CORE

L.4.6 acquire and use general academic and domain-specific words and phrases

- ▶ Study each **Context Card**.
- ▶ Use a dictionary to help you understand the meanings of these words.

5 **introduce**

You should carefully **introduce** a new pet to the other pets in your house.



6 **nocturnal**

Some pets, such as cats and hamsters, are **nocturnal**. They're most active at night.



7 **feats**

Many people enjoy teaching their pets to perform tricks and other **feats** of skill.



8 **effort**

It takes **effort**, or hard work, to care for a pet, no matter what kind of animal it is.



9 **suggest**

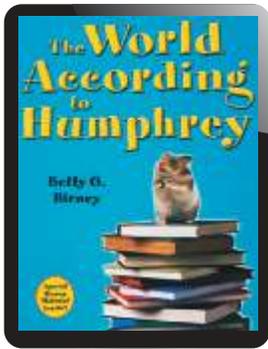
Experts **suggest**, or recommend, that people remain calm when training a pet.



10 **racket**

Some pet birds can talk, but they can also create a loud **racket** by screaming.



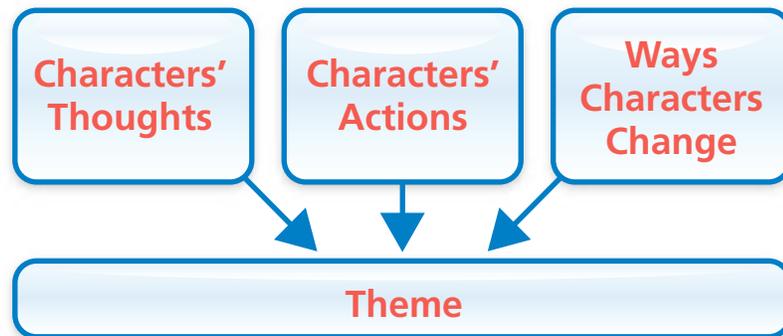


# Read and Comprehend



## ✓ TARGET SKILL

**Theme** As you read “The World According to Humphrey,” ask yourself what important lesson the main characters learn over the course of the story. This lesson is the story’s **theme**. Use a graphic organizer like the one below to record text evidence of the characters’ thoughts and actions, as well as the ways in which they change and grow. This will help you figure out the story’s theme.



## ✓ TARGET STRATEGY

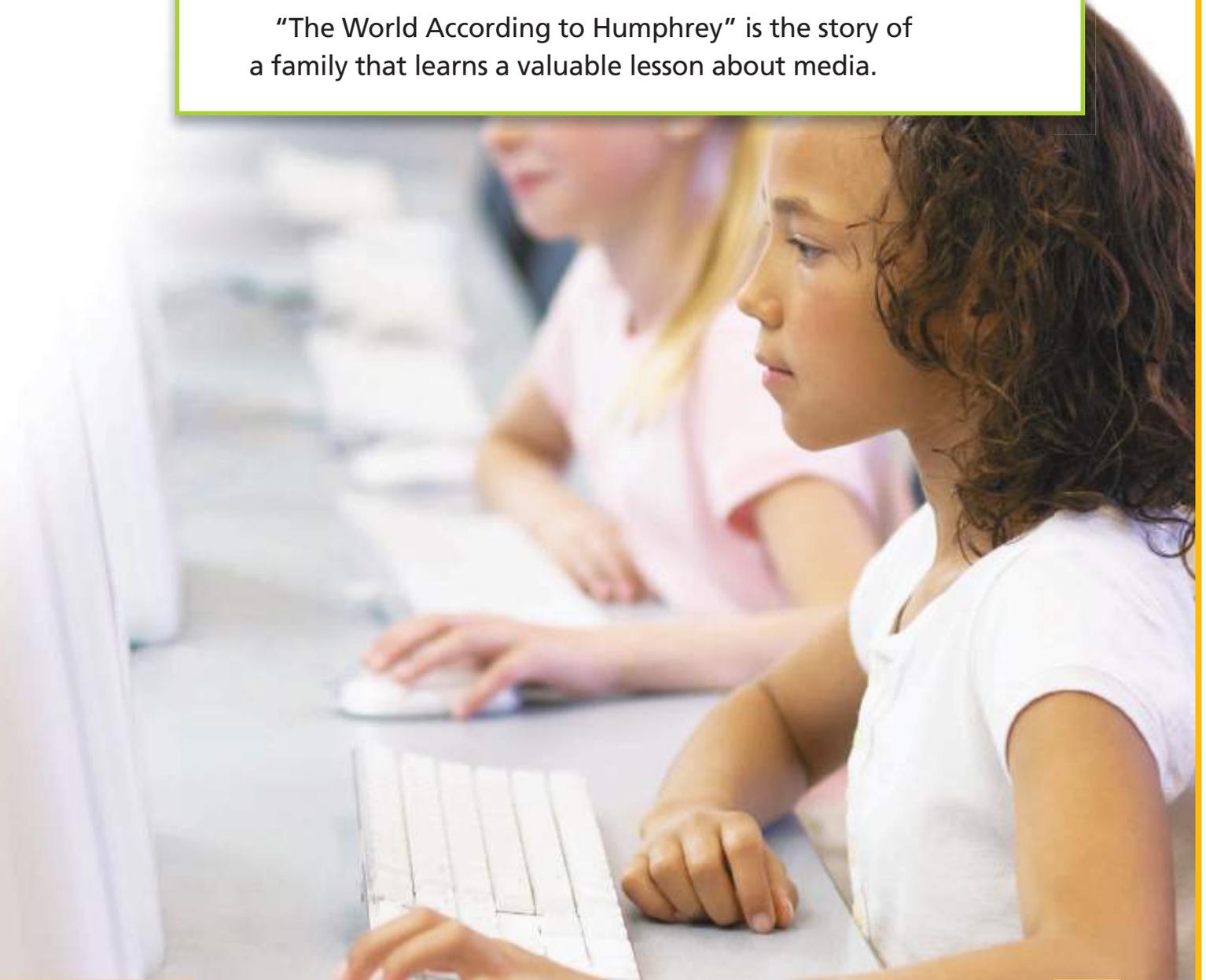
**Summarize** When you summarize a story, you briefly retell the main events in your own words. As you read “The World According to Humphrey,” pause at the end of each page to briefly summarize what you have read to make sure you understand it.

## PREVIEW THE TOPIC

### Media

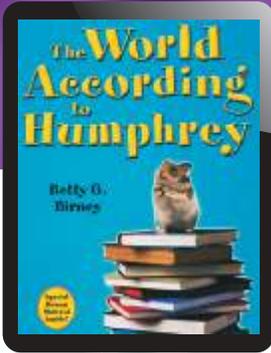
Media such as television, magazines, and the Internet are powerful communication tools. But is it possible to have too much of a good thing? Today, many Americans spend hours each day watching television and playing and working on computers. How did we spend our time before media took up most of our attention?

“The World According to Humphrey” is the story of a family that learns a valuable lesson about media.



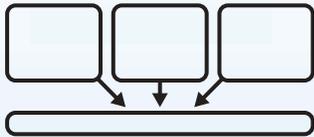
## Lesson 21

# ANCHOR TEXT



### ✓ TARGET SKILL

**Theme** Explain the lesson or message in a work of fiction.



### ✓ GENRE

A **fantasy** is an imaginative story that may have unrealistic characters and events. As you read, look for:

- ▶ story events or settings that could not happen in real life
- ▶ characters who behave in unrealistic ways



**RL.4.2** determine theme from details/ summarize; **RL.4.6** compare and contrast the point of view from which stories are narrated;

**RL.4.10** read and comprehend literature; **L.4.5b** recognize and explain the meaning of idioms, adages, and proverbs

### MEET THE AUTHOR

## Betty G. Birney



Betty G. Birney wrote her first “book,” titled *The Teddy Bear in the Woods*, when she was seven years old. It was soon followed by a sequel, and she

has been writing ever since, authoring more than twenty-five children's books including several others in the *Humphrey* series. Although Birney criticizes television in this selection, she has contributed to that medium, too, having written more than two hundred episodes of popular TV programs, such as *Madeline* and *Fraggle Rock*.

### MEET THE ILLUSTRATOR

## Teri Farrell-Gittins



Teri Farrell-Gittins might never have achieved her dream of becoming an artist if she had watched as much TV as the family in this selection does. She

often didn't even have a TV in the house when she was growing up, so she spent her time in more creative pursuits such as sketching and drawing. Illustrating this selection reminded her of how important it is to unplug from distractions, tune in to her imagination, and look out on the beauty of the world around her.

# THE WORLD ACCORDING TO HUMPHREY

by Betty G. Birney  
selection illustrated by Teri Farrell-Gittins



## ESSENTIAL QUESTION

How can media be a distraction?

*The kids in Mrs. Brisbane's class love taking care of their hamster, Humphrey. The weekends are especially fun because one of them takes Humphrey home. This weekend, the lucky student is A. J.*

**T**he bus let us off close to A. J.'s house. It was a two-story old house with a big porch. As soon as I entered, I got a warm welcome from A. J.'s mom, his younger brother, Ty, his little sister, DeeLee, and his baby brother, Beau.

"Anthony James, **introduce** us to your little friend," his mom said, greeting us.

Anthony James? Everybody at school called A. J. by his initials or just "Aje."

"This is Humphrey," he answered.

"Hello, Humphrey," said Mrs. Thomas. "So how was your day, Anthony?"

"Lousy. Garth kept shooting rubber bands at me. He won't leave me alone."





“But you two used to be friends,” his mother said.

“Used to be,” said A. J. “Until he turned into a JERK.”

Mom patted her son on the shoulder. “Well, you’ve got the whole weekend to get over it. Now take Humphrey into the den and get him settled.”

Mrs. Brisbane called him Lower-Your-Voice-A. J. because A. J. always talked extra loud in class. I soon noticed that everybody at A. J.’s house talked extra loud. They had to, because in the background the TV was always **blaring**.

Now, every house I’ve been in so far has had a TV, and I’ve enjoyed some of the shows I’ve seen.

There’s one channel that has nothing but the most frightening shows about wild animals attacking one another. I mean *wild*, like tigers and bears and hippopotamuses. (Gee, I hope that’s not on our vocabulary test in the near future.) Those shows make me **appreciate** the protection of a nice cage. As long as the lock doesn’t quite lock.

There’s another channel that only has people in funny-looking clothes dancing and singing in very strange places. It makes me glad that I have a fur coat and don’t have to figure out what to wear every day.

Mostly, I like the cartoon shows. Sometimes they have mice and rabbits and other interesting rodents, although I’ve never seen a hamster show. Yet.

Anyway, the difference at the Thomases’ house is that the television is on *all the time*. There’s a TV on a table across from a big comfy couch and a big comfy chair and someone’s almost always sitting there watching. I know because they put my cage down on the floor next to the couch. I had a very good view of the TV.

I couldn't always hear the TV, though, because A. J.'s mother had a radio in the kitchen, which was blaring most of the time while she cooked or did crossword puzzles or talked on the phone. No matter what she did, the radio was always on.

When A. J.'s dad came home from work, he plopped down on the couch and watched TV while he played with the baby. Then A. J. and Ty plugged in some video games and played while Dad watched. DeeLee listened to the radio with her mom and danced around the kitchen.

When it was time for dinner, the whole family took plates and sat in the den so they could watch TV while they ate.

Then they watched TV some more. They made popcorn and kept watching.

Finally, the kids went to bed. The baby first, then DeeLee and later Ty and A. J.

After they were all in their rooms, Mr. and Mrs. Thomas kept watching TV and ate some ice cream.

Later, Mrs. Thomas yawned loudly. "I've had it, Charlie. I'm going to bed and I **suggest** you do, too," she said.

But Mr. Thomas just kept on watching. Or at least he kept on sitting there until he fell asleep on the couch. I ended up watching the rest of the wrestling match without him.

#### ANALYZE THE TEXT

**Idioms** What does Mrs. Thomas mean when she says, "I've had it"? How does the use of this idiom affect the story?



Unfortunately, the wrestler I was rooting for, Thor of Glore, lost. Finally, Mr. Thomas woke up, yawned, flicked off the TV and went upstairs to bed. Peace at last.

But the quiet only lasted about ten minutes. Soon Mom brought Beau downstairs and gave him a bottle while she watched TV. When Beau finally fell asleep, Mrs. Thomas yawned and flicked off the TV. Blessed relief.

Five minutes later, Mr. Thomas returned. "Sorry, hamster. Can't sleep," he mumbled to me as he flicked on the remote. He watched and watched and then dozed off again. But the TV stayed on, leaving me no choice but to watch a string of commercials for car waxes, weight-reducing programs, exercise machines and "Red-Hot Harmonica Classics."

The **combination** of being **nocturnal** and being bombarded with sight and sound kept me wide-awake.

At the crack of dawn, DeeLee tiptoed into the room, dragging her doll by its hair, and switched to a cartoon show about princesses.

She watched another show about cats and dogs. (Scary!) Then Mr. Thomas woke up and wanted to check some sports scores. Mrs. Thomas handed him the baby and his bottle and soon the older boys switched over to video games and their parents watched them play.

It was LOUD-LOUD-LOUD. But the Thomases didn't seem to notice.

"What do you want for breakfast?" Mom shouted.

"What?" Dad shouted louder.

"WHAT DO YOU WANT FOR BREAKFAST?" Mom yelled.

"TOASTER WAFFLES!" Dad yelled louder.

"I CAN'T HEAR THE TV!" Ty hollered, turning up the volume.

"DO YOU WANT JUICE?" Mom screamed.

"CAN'T HEAR YOU!" Dad responded.



And so it went. With each new question, the sound on the TV would be turned up higher and higher until it was positively deafening.

Then Mom switched on her radio.

The Thomases were a perfectly nice family, but I could tell it was going to be a very long and noisy weekend unless I came up with a Plan.

So, I spun on my wheel for a while to help me think. And I thought and thought and thought some more. And then it came: the Big Idea. I probably would have come up with it sooner if I could have heard myself think!

Around noon, the Thomases were all watching the football game on TV. Or rather, Mr. Thomas was watching the football game on TV while A. J. and Ty shouted questions at him. Mrs. Thomas was in the kitchen listening to the radio and talking on the phone. DeeLee played peekaboo with the baby in the cozy chair.

No one was watching me, so I carefully opened the lock-that-doesn't-lock on my cage and made a quick exit.

Naturally, no one could hear me skittering across the floor as I made my way around the outside of the room, over to the space behind the TV cabinet. Then, with Great Effort, I managed to pull out the plug: one of the most difficult feats of my life.



#### ANALYZE THE TEXT

**Point of View** Who is telling this story? How does that affect what you know about the events?

The TV went silent. Beautifully, blissfully, silently silent. So silent, I was afraid to move. I waited behind the cabinet, frozen.

The Thomases stared at the TV screen as the picture slowly went dark.

“Ty, did you hit that remote?” Mr. Thomas asked.

“Naw. It’s under the table.”

“Anthony, go turn that thing on again,” Mr. Thomas said.

A. J. jumped up and hit the power button on the TV.

Nothing happened.

“It’s broken!” he exclaimed.

Mrs. Thomas rushed in from the kitchen. “What happened?”

Mr. Thomas explained that the TV had gone off and they discussed how old it was (five years), whether it had a guarantee (no one knew) and if Mr. Thomas could fix it (he couldn’t).

“Everything was fine and it went off—just like that. I guess we’d better take it in to get fixed,” Mr. Thomas said.

“How long will it take?” DeeLee asked in a whiny voice.

“I don’t know,” her dad replied.

“How much will it cost?” Mrs. Thomas asked.

“Oh. Yeah,” her husband said. “I forgot. We’re a little low on funds right now.”

The baby began to cry. I thought the rest of the family might start crying, too.

“Well, I get paid next Friday,” Dad said.

A. J. jumped up and waved his hands. “That’s a whole week away!”

“I’m going to Grandma’s house. Her TV works,” said Ty.

“Me, too,” DeeLee chimed in.

“Grandma’s got her bridge club over there tonight,” Mom said.



“I know,” said Dad. “Let’s go to a movie.”

“Do you know how much it costs to go to a movie?” Mom asked. “Besides, we can’t take the baby.”

“Oh.”

They whined and bickered for quite a while. They got so loud, I managed to scamper back to my cage, unnoticed. Then I guess I dozed off. Remember, I had hardly had a wink of sleep since I’d arrived. The bickering was a nice, soothing background after all that racket.

I was only half-asleep when the squabbling changed.

“But there’s nothing to do,” DeeLee whined.

Her father chuckled. “Nothing to do! Girl, my brothers and I used to spend weekends at my grandma’s house and she never had a TV. Wouldn’t allow it!”

“What did you do?” A. J. asked.

“Oh, we were busy every minute,” he recalled. “We played cards and board games and word games. And we dug in her garden and played tag.” He chuckled again. “A lot of times we just sat on the porch and talked. My grandma . . . she could *talk*.”

“What’d you talk about?” Ty wondered.

“Oh, she’d tell us stories about her growing up. About funny things, like the time her uncle was walking in his sleep and went to church in his pajamas.”

Mrs. Thomas gasped. “Oh, go on now, Charlie.”

“I’m just telling you what she told us. He woke up in the middle of the service, looked down and there he was, in his blue-and-white striped pajamas.”

I let out a squeak of surprise and the kids all giggled.

Then Mrs. Thomas told a story about a girl in her class who came to school in her slippers by accident one day. “Yes, the fuzzy kind,” she explained with a big smile.

They talked and talked and Dad got out some cards and they played a game called Crazy Eights and another one called Pig where they put their fingers on their noses and laughed like hyenas. When Beau fussed, they took turns jiggling him on their knees.

After a while, Mrs. Thomas gasped. “Goodness’ sakes! It’s an hour past your bedtimes.”

The children all groaned and asked if they could play cards tomorrow and in a few minutes all the Thomases had gone to bed and it was QUIET-QUIET-QUIET for the first time since I’d arrived.

Early in the morning, Ty, DeeLee and A. J. raced downstairs and played Crazy Eights. Later, they ran outside and threw a football around the yard.

The Thomases were having breakfast with Beau when the phone rang. Mr. Thomas talked for a few minutes, mostly saying “Uh-huh, that’s fine.” When he hung up, he told Mrs. Thomas, “We’re going to have a visitor. But don’t tell Anthony James.”

Oooh, a mystery. I like mysteries because they’re fun to solve. Then again I don’t like mysteries because I don’t like not knowing what’s going on. So I waited and waited.



A few hours later, the doorbell rang.

The visitor turned out to be Garth Tugwell and his father!

“I really appreciate this,” Mr. Tugwell told the Thomases.

“It was Mrs. Brisbane’s idea. Since Garth can’t have Humphrey at our house right now, she suggested that he could help A. J. take care of him over here.”

Sounds like Mrs. Brisbane. As if I’m trouble to take care of.

But Garth had been crying because he couldn’t have me.

So maybe—maybe—she was trying to be nice.

After Mr. Tugwell left, Mr. Thomas called A. J. in.

A. J. ran into the room and practically backed out again when he saw Garth.

“We have a guest,” said Mr. Thomas. “Shake hands, Anthony. Garth is here to help you take care of Humphrey.”

A. J. and Garth reluctantly shook hands.

“How come?” asked A. J.

Garth shrugged his shoulders. “Mrs. Brisbane said to.”

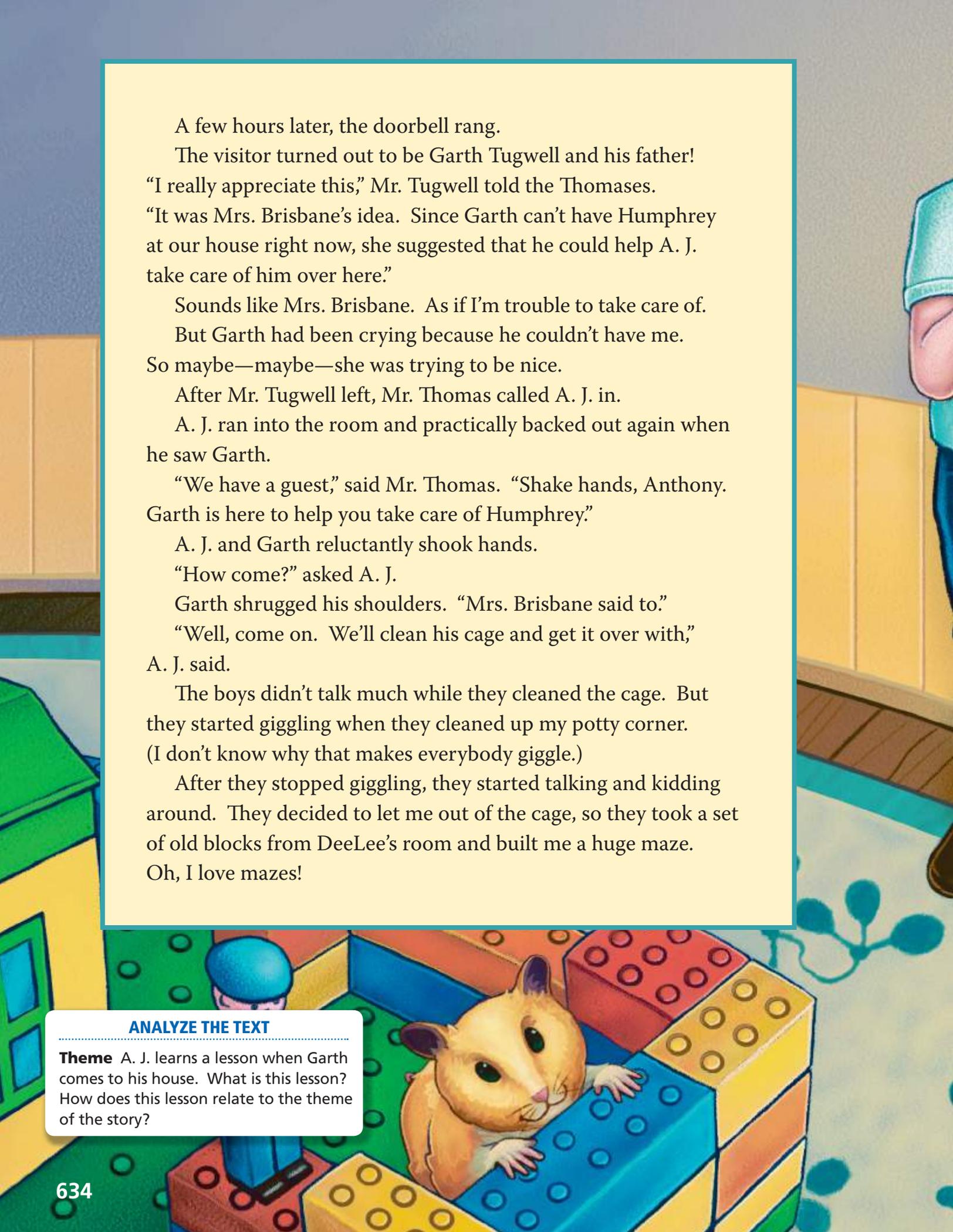
“Well, come on. We’ll clean his cage and get it over with,” A. J. said.

The boys didn’t talk much while they cleaned the cage. But they started giggling when they cleaned up my potty corner. (I don’t know why that makes everybody giggle.)

After they stopped giggling, they started talking and kidding around. They decided to let me out of the cage, so they took a set of old blocks from DeeLee’s room and built me a huge maze. Oh, I love mazes!

#### ANALYZE THE TEXT

**Theme** A. J. learns a lesson when Garth comes to his house. What is this lesson? How does this lesson relate to the theme of the story?





When we were all tired of that game, A. J. offered to teach Garth to play Crazy Eights and then Ty and DeeLee joined them in a game of Go Fish.

Nobody mentioned the TV. Nobody shot any rubber bands.

Later in the afternoon, the kids were all outside playing football. I was fast asleep until Mrs. Thomas came into the den with a broom and started sweeping. A minute later, Mr. Thomas entered.

“What are you doing, hon?”

“What does it look like? I’m sweeping. You know, all the snacking we do in here makes a real mess on the floor,” she said.

“Beau’s asleep?” her husband asked.

“Uh-huh.”

Mr. Thomas walked over to his wife and took the broom away from her. “Then you sit down and rest a spell, hon. I’ll sweep. Go on, don’t argue.”

Mrs. Thomas smiled and thanked him and sat down on the couch. Mr. Thomas swept all around the outside of the room.

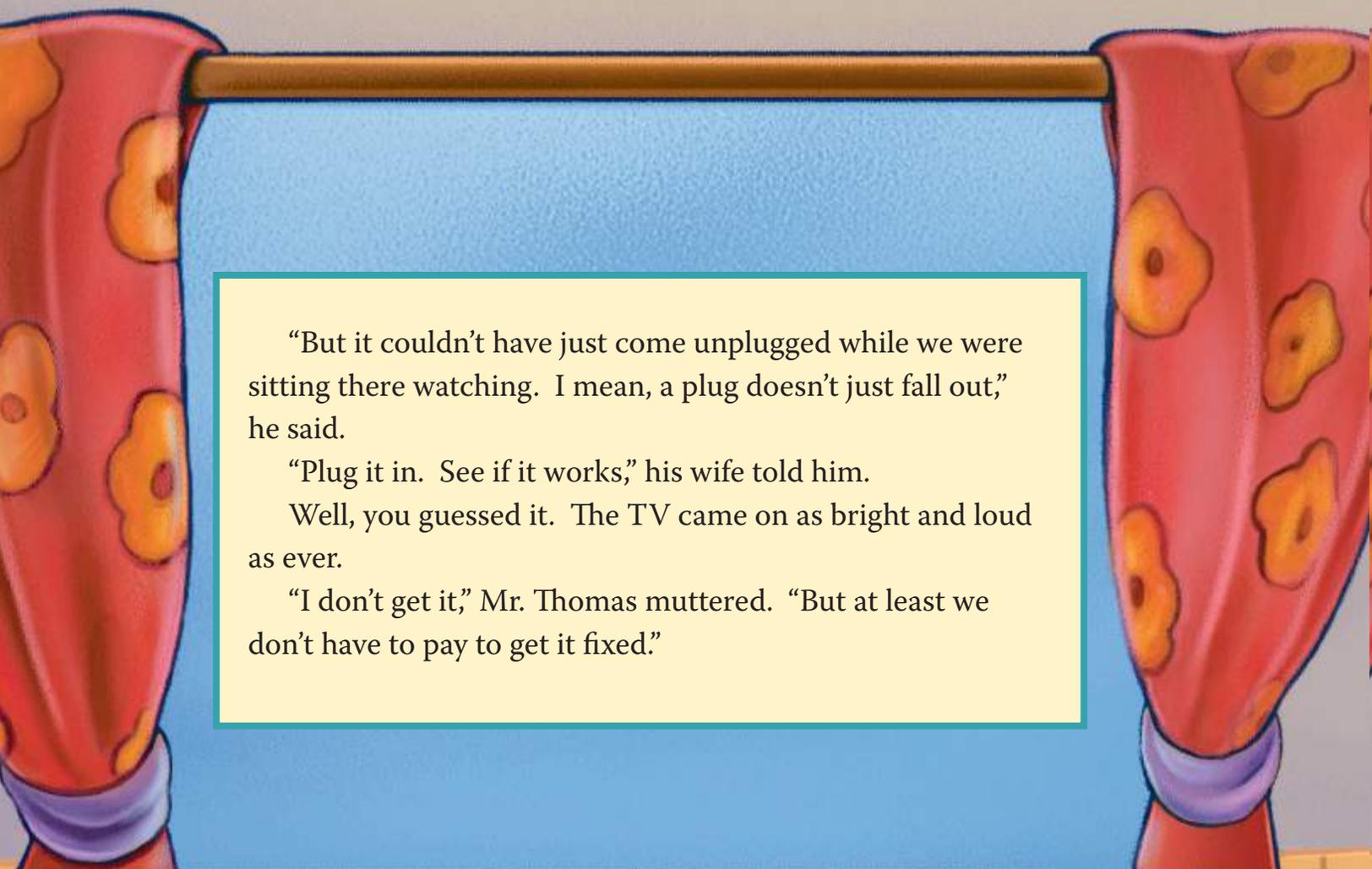
Even behind the TV. Uh-oh.

When he got there, he stopped sweeping and leaned down.

“Well, I’ll be,” he muttered.

“What’s wrong?” asked Mrs. Thomas.

“The TV is unplugged,” he said. “It’s unplugged!” He came out from behind the TV, plug in hand and a very puzzled look on his face.

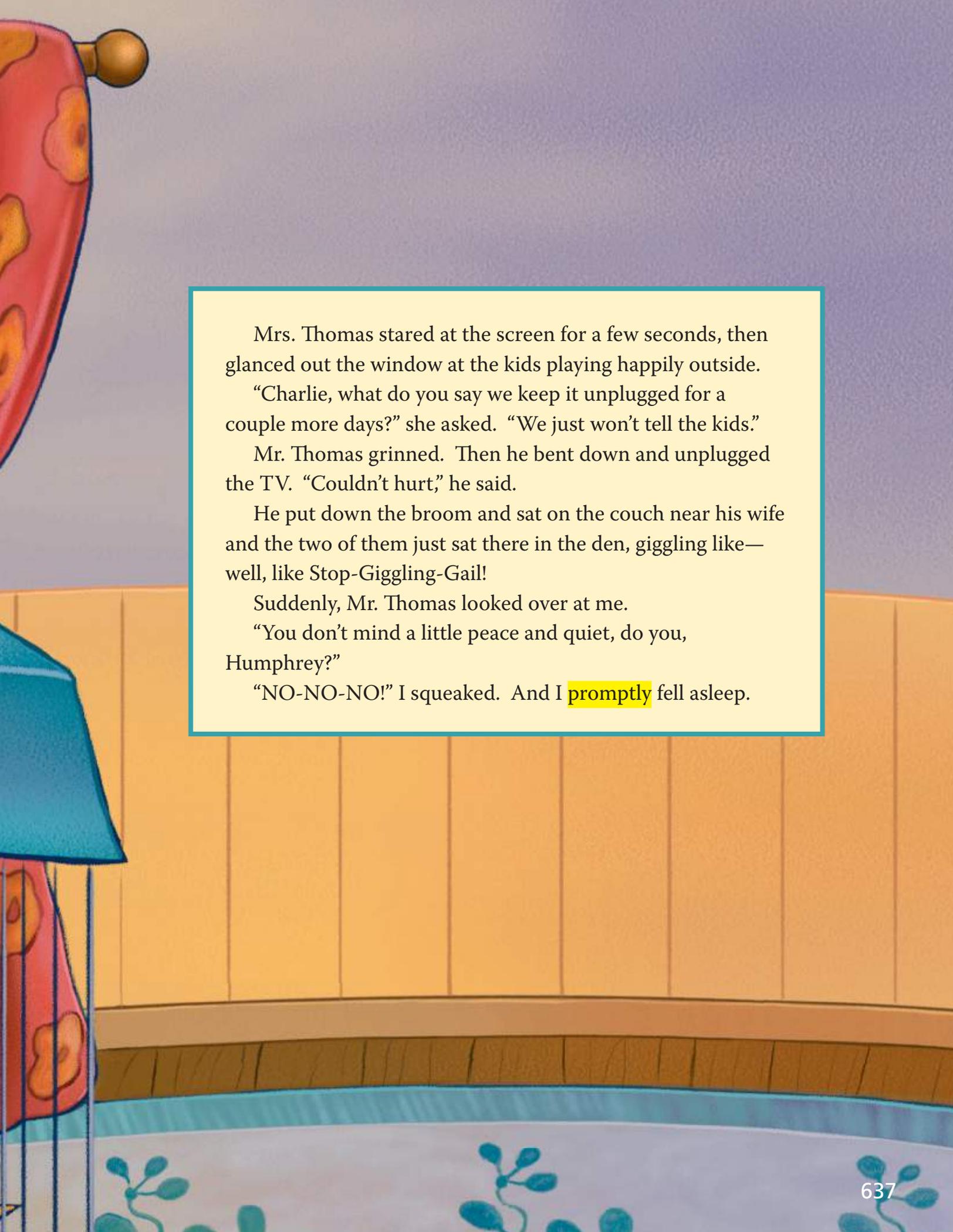


“But it couldn’t have just come unplugged while we were sitting there watching. I mean, a plug doesn’t just fall out,” he said.

“Plug it in. See if it works,” his wife told him.

Well, you guessed it. The TV came on as bright and loud as ever.

“I don’t get it,” Mr. Thomas muttered. “But at least we don’t have to pay to get it fixed.”



Mrs. Thomas stared at the screen for a few seconds, then glanced out the window at the kids playing happily outside.

“Charlie, what do you say we keep it unplugged for a couple more days?” she asked. “We just won’t tell the kids.”

Mr. Thomas grinned. Then he bent down and unplugged the TV. “Couldn’t hurt,” he said.

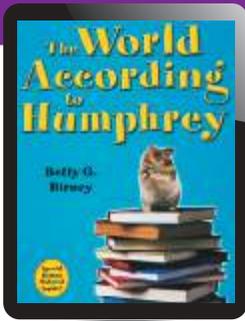
He put down the broom and sat on the couch near his wife and the two of them just sat there in the den, giggling like—well, like Stop-Giggling-Gail!

Suddenly, Mr. Thomas looked over at me.

“You don’t mind a little peace and quiet, do you, Humphrey?”

“NO-NO-NO!” I squeaked. And I promptly fell asleep.

# Dig Deeper



## How to Analyze the Text

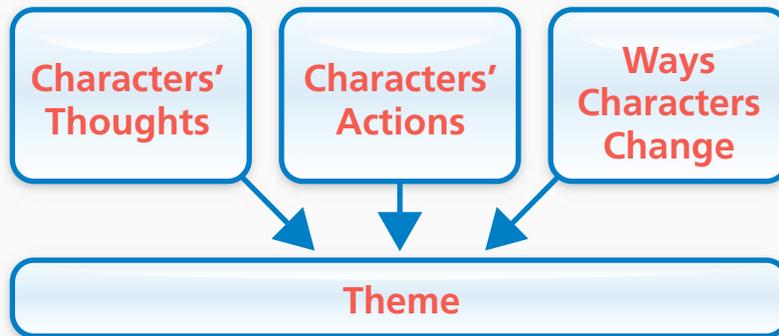
Use these pages to learn about Theme, Point of View, and Idioms. Then read “The World According to Humphrey” again to apply what you learned.

### Theme

“The World According to Humphrey” is a fantasy story. In it, a hamster helps a family learn an important lesson. The lesson the family learns over the course of the story is the story’s **theme**.

Paying careful attention to the text evidence, including the characters’ thoughts and actions, can help you figure out a story’s theme. The ways in which characters grow and change also reveal the theme.

On page 637, Mr. and Mrs. Thomas decide not to plug in the TV. Why did they do this? What did the Thomas family learn about television viewing in the story?



**RL.4.1** refer to details and examples when explaining what the text says explicitly and when drawing inferences; **RL.4.2** determine theme from details/summarize; **RL.4.4** determine the meaning of words and phrases, including those that allude to characters in mythology; **RL.4.6** compare and contrast the point of view from which stories are narrated; **L.4.5b** recognize and explain the meaning of idioms, adages, and proverbs



## Point of View

**Point of view** is the standpoint from which a story is written. When a story is told from the **first-person point of view**, the narrator is a character in the story. The narrator uses the pronoun *I* and tells about events and people the way he or she sees them. If an outside observer of the story events is the narrator, then the story is told from the **third-person point of view**. The narrator uses the words *he*, *she*, and *they* to tell about the characters.



## Idioms

Authors often use **idioms**, phrases that mean something different from the literal meanings of the words themselves. In a story, if a character were to say she was "out of gas," what do you think she means? The literal meaning of this phrase is "out of fuel," but the expression can also mean "tired or lacking energy." Authors use idioms to say things in more imaginative ways.



# Your Turn



## RETURN TO THE ESSENTIAL QUESTION



Review the selection with a partner to prepare to discuss this question: *How can media be a distraction?* As you discuss, review the story's theme and other key ideas. Take turns commenting and using text evidence to contribute to the discussion.



## Classroom Conversation

Continue your discussion of "The World According to Humphrey" by answering these questions:

- 1 How does the author use humor in the story? Give examples.
- 2 Do you think Mr. and Mrs. Thomas should have told the children right away that the TV was working? Why or why not?
- 3 Which activities in the story would you like to do? Why?

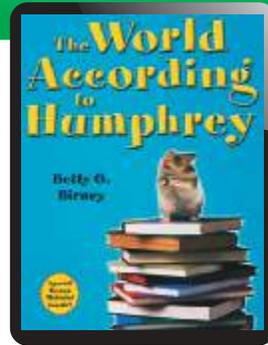
## THE WORLD ACCORDING TO A. J.

**Retell a Scene** Pretend you are A. J. Tell about the scene in which you and Garth clean the hamster cage and build a maze for Humphrey. Make sure to retell the story from A. J.'s point of view. Then discuss with a partner how A. J.'s telling of the scene is similar to and different from Humphrey's.



## WRITE ABOUT READING

**Response** Do you think the lesson the Thomas family learns after Humphrey unplugs the TV is an important lesson? Write a paragraph expressing your opinion. Use text evidence from the story to support your ideas. End your paragraph with a concluding sentence that clearly restates your opinion.



### Writing Tip

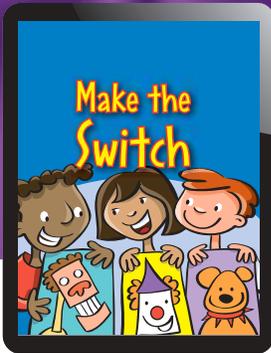
Be sure to describe in your paragraph the lesson that the family learns. Look for short, choppy sentences that you can combine.



**RL.4.2** determine theme from details/summarize; **RL.4.6** compare and contrast the point of view from which stories are narrated; **W.4.1a** introduce a topic, state an opinion, and create an organizational structure; **W.4.1b** provide reasons supported by facts and details; **W.4.1d** provide a concluding statement or section; **W.4.9a** apply grade 4 Reading standards to literature; **SL.4.1c** pose and respond to questions and make comments that contribute to the discussion and link to others' remarks

# Lesson 21

## ADVERTISEMENTS



### ✓ GENRE

**Advertisements**, such as these posters, are short announcements designed to grab the attention of the public in order to get people to support an idea or action.

### ✓ TEXT FOCUS

**Persuasive techniques** are the types of language and graphics an author uses to convince a reader to think or act in a certain way. How do the language and graphics work together to persuade the reader?



**RI.4.7** interpret information presented visually, orally, or quantitatively; **RI.4.10** read and comprehend informational texts

# Make the Switch

**H**ow many ads do you see on an average day? Chances are you see hundreds of them. They may be on billboards, T-shirts, and buses, in stores and magazines, and, of course, on television.

Ads may be selling a product, a service, or an idea, but they all have one thing in common. Their goal is to influence you. Ads use a combination of techniques to do this. Often they introduce ideas not just with words but with pictures and colors.

Be aware of the persuasive techniques used in ads. Sometimes ads try to convince you to do things you were not aware of or even things that you didn't want to do at all! On the following pages are two posters for you to study. How do they try to influence your thoughts and behavior?



# Don't Just Sit There!

The jagged lines suggest the TV is making a blaring noise.

The dim light makes the scene look nocturnal, as if the boy stays up late watching TV. The dull colors suggest boredom.

Despite the racket, the boy looks bored. How do the different parts of this poster make you think a certain way?

The colors in this poster are very bright. The colors can help turn ordinary activities into great feats of adventure.

The goal of this poster is to make you appreciate the joys of activity.

How do these children feel? How do you know?

The drawings show movement and look lively. They show that the effort of finding something else to do will be rewarding.

# TV OFF! LIFE ON!

## Five Fabulous Things to Do

Read a Book!



Ride a Bike!



Talk with a Friend!



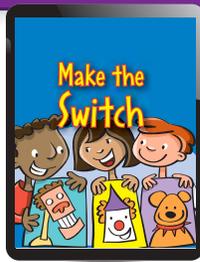
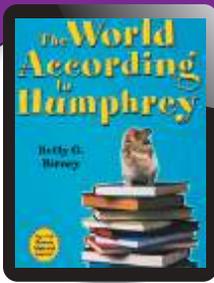
Create!



Play a Game!



These posters want to influence you. They want you to turn off the television and promptly find something else to do. What positive and negative effects might they have on the audience?



# Compare Texts

## TEXT TO TEXT

**Compare and Contrast Point of View** What point of view is used to tell “The World According to Humphrey”? What point of view is used to tell “Hercules' Quest”? With a partner, discuss the difference between first- and third-person point of view. Discuss the effect of point of view on the stories. Use text evidence to support your ideas.



## TEXT TO SELF

**Express Your Opinion** Would you rather watch TV in the evening or play games and tell stories like the Thomas family did when their TV was unplugged? Explain your thoughts in a paragraph. Support your reasons with facts and details from the story as well as your own experiences.



## TEXT TO WORLD

**Analyze Ads** Find two print ads—one for a type of food and one for a game you enjoy. Then compare your ads with those of a partner. How do these ads try to convince you to buy or use their products? How do they make you feel? Discuss your responses with your partner.



**RL.4.6** compare and contrast the point of view from which stories are narrated; **RI.4.1** refer to details and examples when explaining what the text says explicitly and when drawing inferences; **W.4.1a** introduce a topic, state an opinion, and create an organizational structure; **W.4.1b** provide reasons supported by facts and details; **W.4.10** write routinely over extended time frames and shorter time frames

# Grammar



## What Are Comparative and Superlative Adjectives?

### What Are Comparative and Superlative Adverbs?

A **comparative adjective** compares two people, places, or things. Add *-er* to most adjectives to make their comparative forms. A **superlative adjective** compares more than two persons, places, or things. Add *-est* to most adjectives to make their superlative form. Remember to put adjectives in order.

<b>adjective:</b>	The kids played <u>two annoying, noisy</u> video games.
<b>comparative adjective:</b>	Next they played an even <u>noisier</u> one.
<b>superlative adjective:</b>	Then they played the <u>noisiest</u> video game of all.

Many **adverbs** also have comparative and superlative forms. To make the comparative form of most adverbs, put the word *more* in front of the adverb. To make the superlative form, use the word *most*.

<b>adverb:</b>	The family played Crazy Eights <u>enthusiastically</u> .
<b>comparative adverb:</b>	They told stories <u>more enthusiastically</u> .
<b>superlative adverb:</b>	The family played Pig the <u>most enthusiastically</u> of all.



**Work with a partner to identify whether each underlined word is an adjective or an adverb, and whether it is comparative or superlative.**

- 1 Our hamster is the smartest rodent in the world.
- 2 He nibbles his food the most happily of all our pets.
- 3 His fur is thicker than our mouse's fur was.
- 4 He watches us more frequently than the mouse did.

When you write, you can sometimes make a sentence clearer and more descriptive by adding a comparative or a superlative adjective or adverb.

### Less Descriptive



Our new hamster is **big**.



Our hamster runs **quickly**.

### More Descriptive



Our new hamster is **bigger** than our old hamster was.



Our hamster runs the **most** quickly of all.



## Connect Grammar to Writing

As you revise your summary, look for places to add more details and to make your sentences clearer by using comparative and superlative adjectives and adverbs. Remember to put two or more adjectives in the correct order.



**W.4.2a** introduce a topic and group related information/include formatting, illustrations, and multimedia; **W.4.2b** develop the topic with facts, definitions, details, quotations, or other information and examples; **W.4.2c** link ideas within categories of information using words and phrases; **W.4.9a** apply grade 4 Reading standards to literature

# Informative Writing

**✓ Ideas** “The World According to Humphrey” is a fiction story. A **summary** of a fiction story is a short retelling that informs readers about the story. A good story summary introduces the topic clearly. It describes the main characters and most important events. Examples from the story help explain the main events.



Amanda summarized part of “The World According to Humphrey.” Later, she added a sentence to clearly introduce the topic. She took out unimportant details and added an example. She also added linking words and phrases to help connect ideas.

## Revised Draft

“The World According to Humphrey” is a fantasy story told by Humphrey, a hamster.  
 ^ Each weekend one of the students in

Mrs. Brisbane’s class takes Humphrey home.

One weekend Humphrey goes home with A. J. ~~He has~~

^ a little sister named Dee-Dee. Humphrey

because doesn’t like A. J.’s house. ~~The television is~~

on constantly. ~~One program is about~~ animals. ~~even during dinner.~~

^ The family is always watching TV. ~~^~~



### Writing Traits Checklist

- ✓ Ideas**  
Did I develop the topic by including important details and examples?
- ✓ Organization**  
Did I introduce the topic?
- ✓ Sentence Fluency**  
Did I use words and phrases to link ideas?
- ✓ Word Choice**  
Did I use my own words?
- ✓ Voice**  
Did my summary sound interesting?
- ✓ Conventions**  
Did I use comparative and superlative adjectives correctly?

## Final Copy

# Summary of “The World According to Humphrey”

by Amanda Farrell

“The World According to Humphrey” is a fantasy story told by Humphrey, a hamster. Each weekend one of the students in Mrs. Brisbane’s class takes Humphrey home. One weekend Humphrey goes home with A. J. Humphrey doesn’t like A. J.’s house because the television is on constantly. The family is always watching TV, even during dinner. Humphrey sneaks out of his cage and secretly unplugs the TV. The family is upset at first. Then they find other fun ways to spend time, for example, telling stories and playing card games. A. J.’s parents finally discover that the TV is unplugged. They keep it a secret because everyone seems much happier!

### Reading as a Writer

Why did Amanda add examples? As you write your summary paragraph, make sure you include examples from the story that help readers understand your summary.

In my final summary, I added phrases to link information. I also included specific examples from the text to help explain the story’s main events.

