



THE STAR LLAMA

Booklet 2

Name: _____

Grade: 4 ()







English
Department




My name is:

Grade: (4)

Vocabulary

Date: / / 2025

Words	Meanings	Sentences	Images
Inca (noun)	Person from an ancient (old) culture in the Andes mountains in America	The Inca used spears for hunting.	
Llama (noun)	South American animal with thick hair and long neck.	I saw a llama in the Zoo.	
Companion (noun)	A friend or a playmate	A dog is a good companion for people.	
stream (noun)	a small narrow river	There were little fish in the stream.	
breath (noun)	the air taken into the lungs	She took a deep breath then cried.	
Shimmer (verb)	to shine with a soft light	The sea shimmers in the sunlight.	
Warm (adjective)	a little hot	The weather is warm in October.	
Frisky (adjective)	lively and playful	The kittens are frisky.	
gathered (verb)	collected	The boy gathered wood for the fire	

bond (noun)	special relationship or connection	I have a strong bond with my favorite aunt.	
encounter (noun)	a meeting	My encounter with the new student was very nice.	
occur (verb)	to happen or take place	The birthday party will occur next Wednesday	

A- Choose one of the words to complete the sentences below.

llama , stream , companion, frisky , warm , shimmer, gathered

- 1- It was warm last night, I didn't need a jacket.
- 2- Sasha gathered some flowers and put them in a vase.
- 3- I saw strange plants growing next to the stream.
- 4- Having a frisky pet is a great fun.
- 5- The stars shimmer brightly in the sky.
- 6- She will be a good companion for you.

B- Choose the Academic Word from the box that matches the meaning of the underlined word.

bond – encounter - occur

1-We shared a special connection because we both liked to play baseball. bond.

2-Our birthdays happen on the same day. occur

3-When you come to a stop sign , look before crossing. encounter

C- Use the following words in answering the following critical thinking questions.

1. Llama: How is a llama different from other animals you know? Describe.

Llamas have long neck and thick fur.

2. Companion: Why is it important for people to have companions?

Companions make us feel happy and not lonely.

3. Use the following words in meaningful sentences.

1. gather:

I gather my toys.

2. bond:

I have a strong bond with my dad.

Learning Strategies: Fantasy and Reality

A. Read each statement. Do you think it is possible? Write R for reality and F for fantasy.

1. A duck lays one thousand eggs in a day. F
2. Scientists discovered a fish living in a tree. F
3. New kinds of animals come to Earth from outer space. F
4. Her pet goldfish lived for thirty years. R
5. The stars are home to many animals. F
6. The chair walked across the street. F
7. The birds flew across the sky. R
8. The goat was shopping at the mall. F
9. The cat meowed. R

B. Write two sentences: one that describes something fantasy and one that describes something real.

1. A cat is driving a car.
2. My dad drives a car.



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Reading Comprehension

Date: / / 2025

Having read "The Star Llama", answer the following questions:

Q1: What is the genre of the text?

Fable



Q2: Who are the main characters ?

Inca boy and the llama

Q3: What is the setting of the story ?

-Place : South America / Andes Mountains

-Time: in the past / (Daytime – evening)

Q4: Describe the relationship between the boy and the Llama.

They are companions.

Q5: What do the boy and the llama do every day?

They walk for many miles looking for a home.

Q7: Where did the boy bury the llama?

Next to an icy stream.

Q8: What happened to the star?

Began to shimmer and took the shape of the old llama.

Q10: Describe the llama wool?

Warm and soft

Q11: From the passage, find A word that means a little hot:

warm

Q12: When did the boy gather the llama wool?

As the sun began to rise

Q13: What did the boy do with the llama wool?

He sold it

Q14: What did the boy do with the money?

he bought a house and two frisky young llamas

Q15: Critical thinking.

- What would you do with the money if you were in the boy's shoes? .

Answers may vary.

- If you were the author, how would you end the story?

Answers may vary.



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Grammar

Date: / / 2025

Imperatives and time-order transitions

Q1. Underline the imperative verb.

1. Get out of bed.
2. Eat your breakfast.
3. Brush your teeth.
4. Get dressed into your school uniform.
5. Pick up your school bag. You are ready to leave.

Q2. Fill in the blanks with the negative form of the verb between parentheses.

1. Don't play before you do your homework. (play)
2. Don't eat upstairs in your room. (eat)
3. Don't forget to do your chores in the house. (forget)
4. Don't spend more than an hour on your computer. (spend)

Q3. Fill in the blanks with the correct time word from the box.

after that next, first, finally,

In my daily routine I do the following before I go to school. First,
the alarm wakes me up. Next, I take a shower. After that, I
eat my breakfast. Finally, I go to school.

Q4: Underline the time-order transition words.

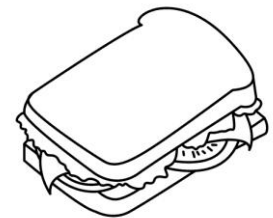
1. As soon as you see them, run!
2. Don't leave until you finish your breakfast.
3. Come to the class immediately!
4. I was working. Meanwhile my sister was having fun.

Q5. List 3 verbs used to give commands. Use the verbs to give your friends commands.

1. Open the door.
2. Eat your lunch.
3. Do your homework.

Q6: Imagine you're teaching someone how to make a sandwich. Write the steps.

1. First, gather your ingredients like bread, spreads, and fillings.
2. Next, wash your hands and prepare a clean plate or surface.
3. Then, lay out two slices of bread on the plate.
4. After that, spread butter, mayo, or any spread you like on the bread.
5. Finally, place the second slice of bread on top!



Unseen text

Storm Watch

First, the students in Mr. Tarek's class were learning about weather patterns when the school received an alert: a strong storm was approaching the area. The sky had turned gray, and the wind was picking up speed. Everyone was told to stay inside and prepare.

Next, the students helped move supplies into the hallway, away from windows. They gathered flashlights, water bottles, and blankets. "Stay calm," Mr. Tarek said. "Take a deep breath and remember what we practiced."

After that, the power went out. The emergency lights came on, casting a soft glow that made the walls shimmer. The students sat quietly, listening to the sound of rain and thunder. Leila, who was usually frisky and full of energy, stayed close to her friend Samir. "I'm glad you're my companion right now," she whispered.

Suddenly, the door opened and the school principal entered. "We've had an encounter with flooding near the playground," she said. "But everyone is safe." The students felt a strong bond with their teachers, who kept them calm and protected.

Finally, the storm passed. The sun came out, and the air felt warm again. The students looked outside and saw the stream behind the school flowing faster than usual. "This kind of storm doesn't occur often," Mr. Tarek said, "but you all handled it with courage and teamwork."

Reading Comprehension

1. Who helped the students stay calm during the storm?

Mr. Tarek/ the teachers

2. What did the students gather to prepare for the emergency?

They gathered flashlights, water bottles, and blankets

3. Why did Leila feel comforted by her friend?

because they are companions

4. Why is it important to stay calm and follow instructions in an emergency?

to stay safe

5. The pronoun "they" line (6) in the sentence "They gathered.." refers to ____