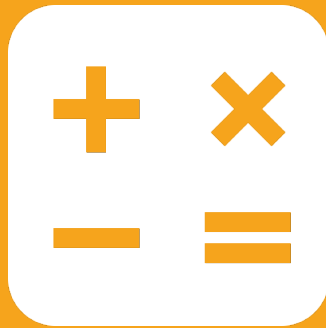


4th Grade Worksheet Bundle:

Volume Two

Printable math, reading, and literacy worksheets from Edmentum Exact Path.





Math Activities

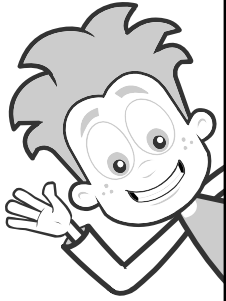


Asteroid Assessment

Activity Sheet

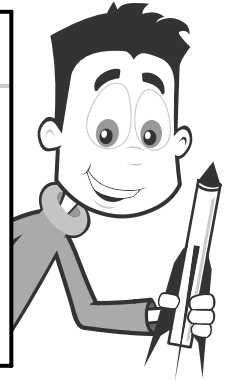
Name: _____ Class: _____

Convert each customary unit of length.



Customary Units of Length

- 1 foot (ft) = 12 inches (in.)
- 1 yard (yd) = 3 feet (ft)
or 36 inches (in.)
- 1 mile (mi) = 5,280 feet (ft)



- 1 5 ft = _____ in. 2 18 yd = _____ ft
- 3 5 mi = _____ ft 4 30 yd = _____ in.
- 5 6 ft = _____ in. 6 12 ft = _____ in.
- 7 3 mi = _____ ft 8 220 yd = _____ ft
- 9 2,000 ft = _____ in. 10 100 yd = _____ in.

Answer each question.

- 11 How can you find the number of yards in 5 miles?

- 12 How can you find the number of inches in 5 miles?

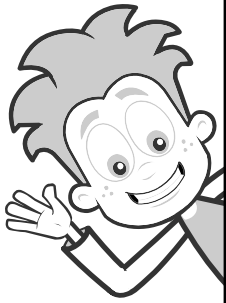


Asteroid Assessment - Answer Key

Activity Sheet

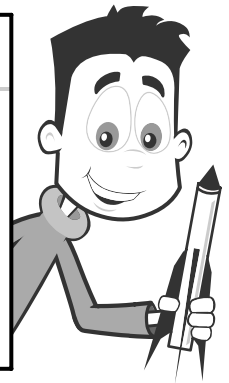
Name: _____ Class: _____

Convert each customary unit of length.



Customary Units of Length

- 1 foot (ft) = 12 inches (in.)
- 1 yard (yd) = 3 feet (ft)
or 36 inches (in.)
- 1 mile (mi) = 5,280 feet (ft)



- 1 5 ft = 60 in. 2 18 yd = 54 ft
- 3 5 mi = 26,400 ft 4 30 yd = 1,080 in.
- 5 6 ft = 72 in. 6 12 ft = 144 in.
- 7 3 mi = 15,840 ft 8 220 yd = 660 ft
- 9 2,000 ft = 24,000 in. 10 100 yd = 3,600 in.

Answer each question.

- 11 How can you find the number of yards in 5 miles?

Multiply 5 miles by 5,280 to find the number of feet, 26,400. Divide 26,400 by 3 to find the number of yards, 8,800.

Sample Answer

- 12 How can you find the number of inches in 5 miles?

Multiply 5 miles by 5,280 to find the number of feet, 26,400. Multiply 26,400 by 12 to find the number of inches, 316,800.



Cosmic Cash

Activity Sheet

Name: _____ Class: _____

Granny is trying to figure out how much she spent at the grocery store, but her receipts have been ripped. Help her match the top and bottom of the receipts by drawing a line between the matching pieces.

Potatoes	\$1.49
Cauliflower	\$1.19

Milk	\$2.28
Yogurts	\$2.09

Coffee	\$2.47
Bread	\$1.15

Total:	\$4.37
--------	--------

Total:	\$3.62
--------	--------

Total:	\$2.68
--------	--------



Match the totals with the change Granny would get from \$10.

Total:	\$4.37
--------	--------

Total:	\$3.62
--------	--------

Total:	\$2.68
--------	--------

Change:	\$7.32
---------	--------

Change:	\$5.63
---------	--------

Change:	\$6.38
---------	--------



Cosmic Cash - Answer Key

Activity Sheet

Name: _____ Class: _____

Granny is trying to figure out how much she spent at the grocery store, but her receipts have been ripped. Help her match the top and bottom of the receipts by drawing a line between the matching pieces.

Potatoes	\$1.49
Cauliflower	\$1.19

Milk	\$2.28
Yogurts	\$2.09

Coffee	\$2.47
Bread	\$1.15

Total:	\$4.37
--------	--------

Total:	\$3.62
--------	--------

Total:	\$2.68
--------	--------



Match the totals with the change Granny would get from \$10.

Total:	\$4.37
--------	--------

Total:	\$3.62
--------	--------

Total:	\$2.68
--------	--------

Change:	\$7.32
---------	--------


Change:	\$5.63
---------	--------

Change:	\$6.38
---------	--------

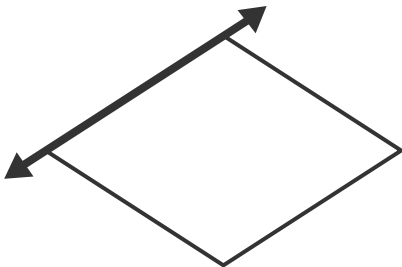
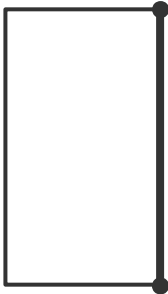
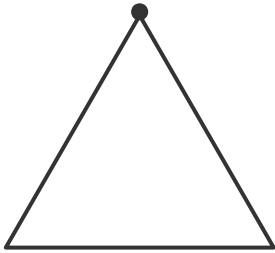
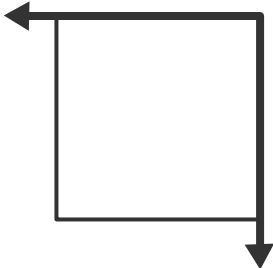
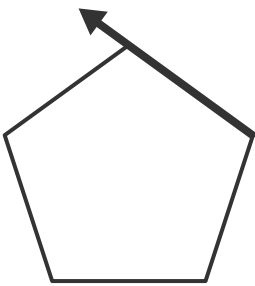


Name: _____ Class: _____

Draw an example of each of the following.

point	line	line segment
ray	angle	

What is the name for the part of the figure shown in black?

		point
		
		


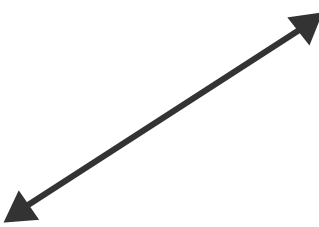


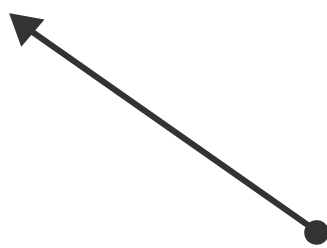
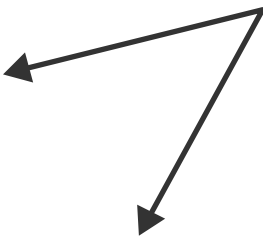


Geometry Genius - Answer Key

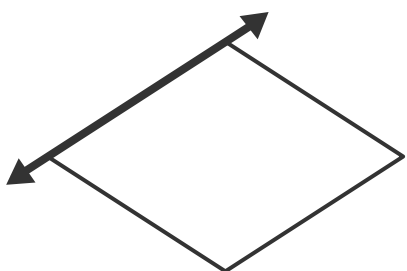
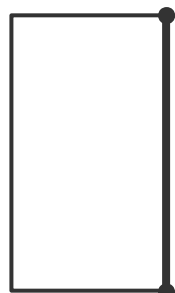
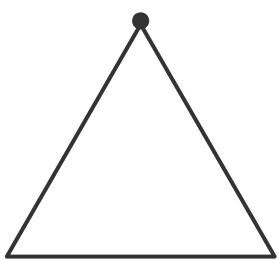
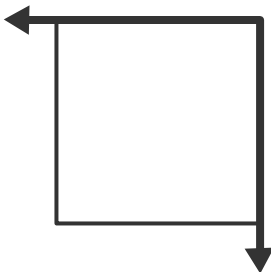
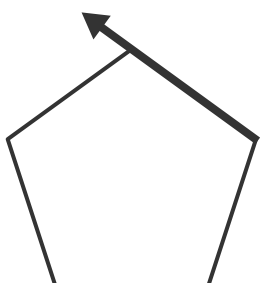
Activity Sheet

Name: _____ Class: _____

Draw an example of each of the following.

point	line	line segment
		
ray	angle	
		

What is the name for the part of the figure shown in black?

line	line segment	point
		
angle	ray	
		



Name: _____ Class: _____

Add the fractions.

1 $\frac{2}{5} + \frac{2}{5} =$ _____

2 $\frac{3}{8} + \frac{4}{8} =$ _____

3 $\frac{3}{4} + \frac{1}{4} =$ _____

4 $\frac{1}{10} + \frac{6}{10} =$ _____

5 $\frac{30}{100} + \frac{17}{100} =$ _____

6 $\frac{4}{12} + \frac{3}{12} =$ _____

7 $\frac{1}{5} + \frac{2}{5} =$ _____

8 $\frac{3}{8} + \frac{2}{8} =$ _____

9 $\frac{8}{12} + \frac{3}{12} =$ _____

10 $\frac{1}{10} + \frac{2}{10} =$ _____

11 $\frac{1}{5} + \frac{3}{5} =$ _____

12 $\frac{1}{8} + \frac{5}{8} =$ _____



Look at the problem and solution below.
Explain what is wrong.

13 $\frac{1}{6} + \frac{3}{6} = \frac{4}{12}$



Hot Air - Answer Key

Activity Sheet

Name: _____ Class: _____

Add the fractions.

$$\textcircled{1} \quad \frac{2}{5} + \frac{2}{5} = \underline{\frac{4}{5}}$$

$$\textcircled{2} \quad \frac{3}{8} + \frac{4}{8} = \underline{\frac{7}{8}}$$

$$\textcircled{3} \quad \frac{3}{4} + \frac{1}{4} = \underline{\frac{4}{4}}$$

$$\textcircled{4} \quad \frac{1}{10} + \frac{6}{10} = \underline{\frac{7}{10}}$$

$$\textcircled{5} \quad \frac{30}{100} + \frac{17}{100} = \underline{\frac{47}{100}}$$

$$\textcircled{6} \quad \frac{4}{12} + \frac{3}{12} = \underline{\frac{7}{12}}$$

$$\textcircled{7} \quad \frac{1}{5} + \frac{2}{5} = \underline{\frac{3}{5}}$$

$$\textcircled{8} \quad \frac{3}{8} + \frac{2}{8} = \underline{\frac{5}{8}}$$

$$\textcircled{9} \quad \frac{8}{12} + \frac{3}{12} = \underline{\frac{11}{12}}$$

$$\textcircled{10} \quad \frac{1}{10} + \frac{2}{10} = \underline{\frac{3}{10}}$$

$$\textcircled{11} \quad \frac{1}{5} + \frac{3}{5} = \underline{\frac{4}{5}}$$

$$\textcircled{12} \quad \frac{1}{8} + \frac{5}{8} = \underline{\frac{6}{8}}$$



Look at the problem and solution below.
Explain what is wrong.

$$\textcircled{13} \quad \frac{1}{6} + \frac{3}{6} = \frac{4}{12}$$

You should add numerators only.

The denominator should stay the same.



Sandy Segments

Activity Sheet

Name: _____ Class: _____

Any fraction can be written as the product of a whole number and a unit fraction.
Write each fraction as the product of a whole number and a unit fraction.



$$\frac{7}{12} = 7 \times \frac{1}{12}$$

$$2 \frac{1}{2} = \frac{3}{2} = 3 \times \frac{1}{2}$$



1

$$\frac{5}{8}$$

2

$$\frac{9}{10}$$

3

$$\frac{3}{5}$$

4

$$\frac{2}{4}$$

5

$$\frac{2}{3}$$

6

$$\frac{11}{12}$$

7

$$\frac{13}{10}$$

8

$$\frac{9}{4}$$

9

$$\frac{17}{5}$$

10

$$3 \frac{1}{8}$$

11

$$1 \frac{3}{4}$$

12

$$2 \frac{7}{10}$$

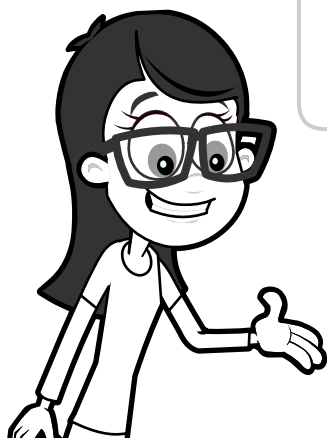


Sandy Segments - Answer Key

Activity Sheet

Name: _____ Class: _____

Any fraction can be written as the product of a whole number and a unit fraction.
Write each fraction as the product of a whole number and a unit fraction.



$$\frac{7}{12} = 7 \times \frac{1}{12}$$

$$2\frac{1}{2} = \frac{3}{2} = 3 \times \frac{1}{2}$$



1 $\frac{5}{8} = 5 \times \frac{1}{8}$

2 $\frac{9}{10} = 9 \times \frac{1}{10}$

3 $\frac{3}{5} = 3 \times \frac{1}{5}$

4 $\frac{2}{4} = 2 \times \frac{1}{4}$

5 $\frac{2}{3} = 2 \times \frac{1}{3}$

6 $\frac{11}{12} = 11 \times \frac{1}{12}$

7 $\frac{13}{10} = 13 \times \frac{1}{10}$

8 $\frac{9}{4} = 9 \times \frac{1}{4}$

9 $\frac{17}{5} = 17 \times \frac{1}{5}$

10 $3\frac{1}{8} = \frac{25}{8} = 25 \times \frac{1}{8}$

11 $1\frac{3}{4} = \frac{7}{4} = 7 \times \frac{1}{4}$

12 $2\frac{7}{10} = \frac{27}{10} = 27 \times \frac{1}{10}$

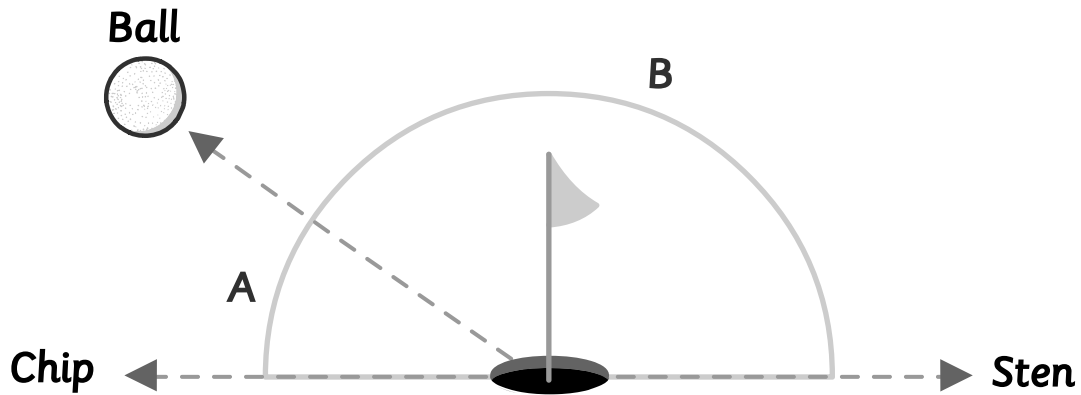


The Tee Degrees

Activity Sheet

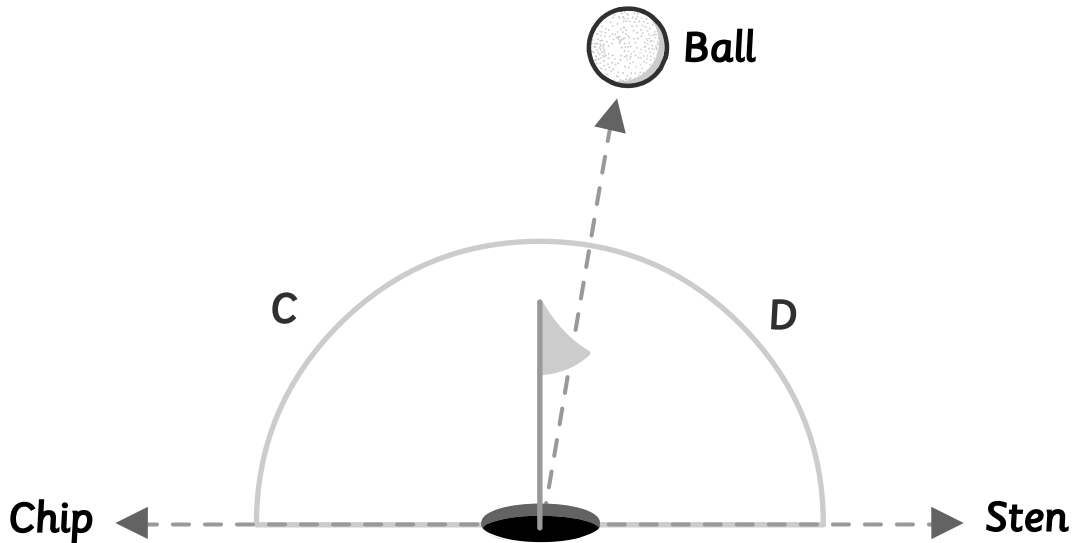
Name: _____ Class: _____

Sten and Chip are not having much luck with their putting.
Help them to find the following angles.



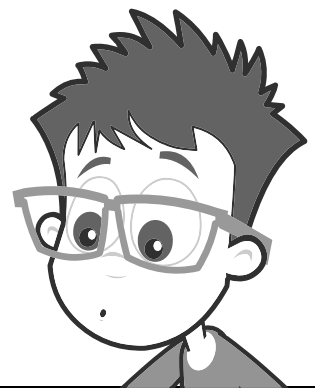
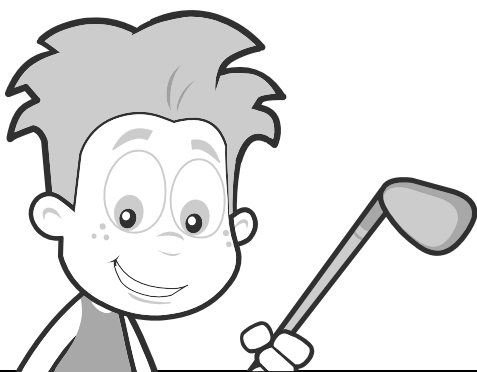
Angle A measures _____°.

Angle B measures _____°.



Angle C measures _____°.

Angle D measures _____°.



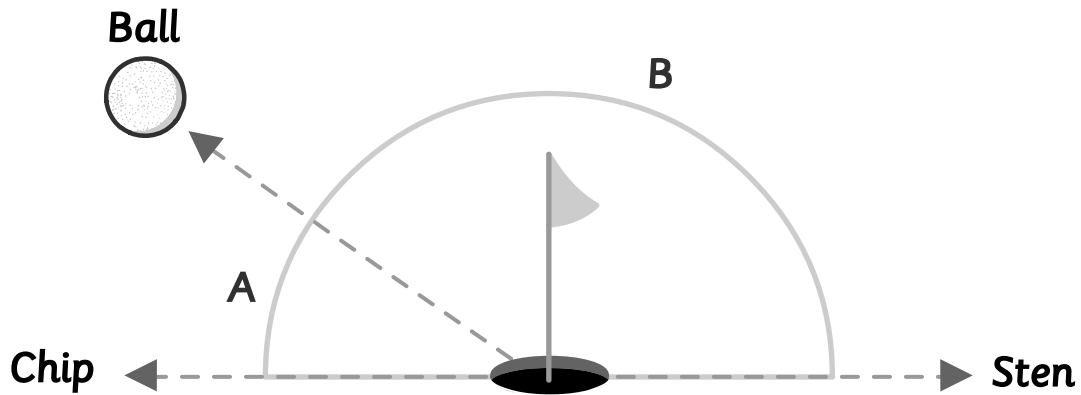


The Tee Degrees - Answer Key

Activity Sheet

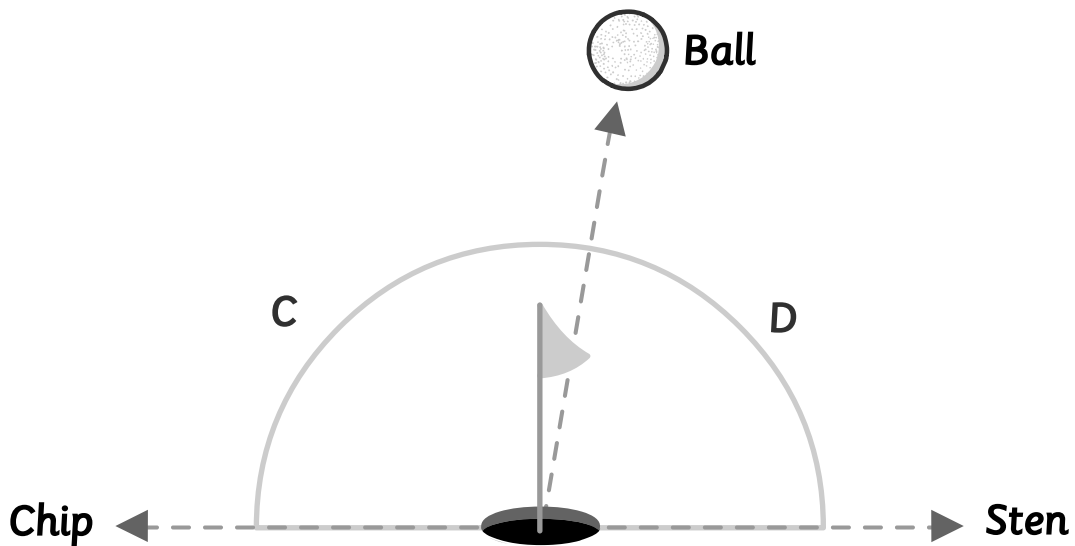
Name: _____ Class: _____

Sten and Chip are not having much luck with their putting.
Help them to find the following angles.



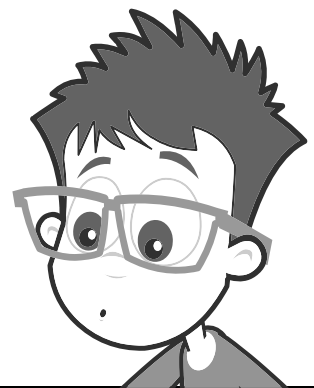
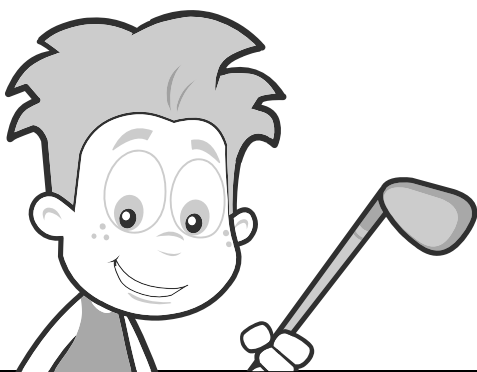
Angle A measures 35°.

Angle B measures 145°.



Angle C measures 100°.

Angle D measures 80°.





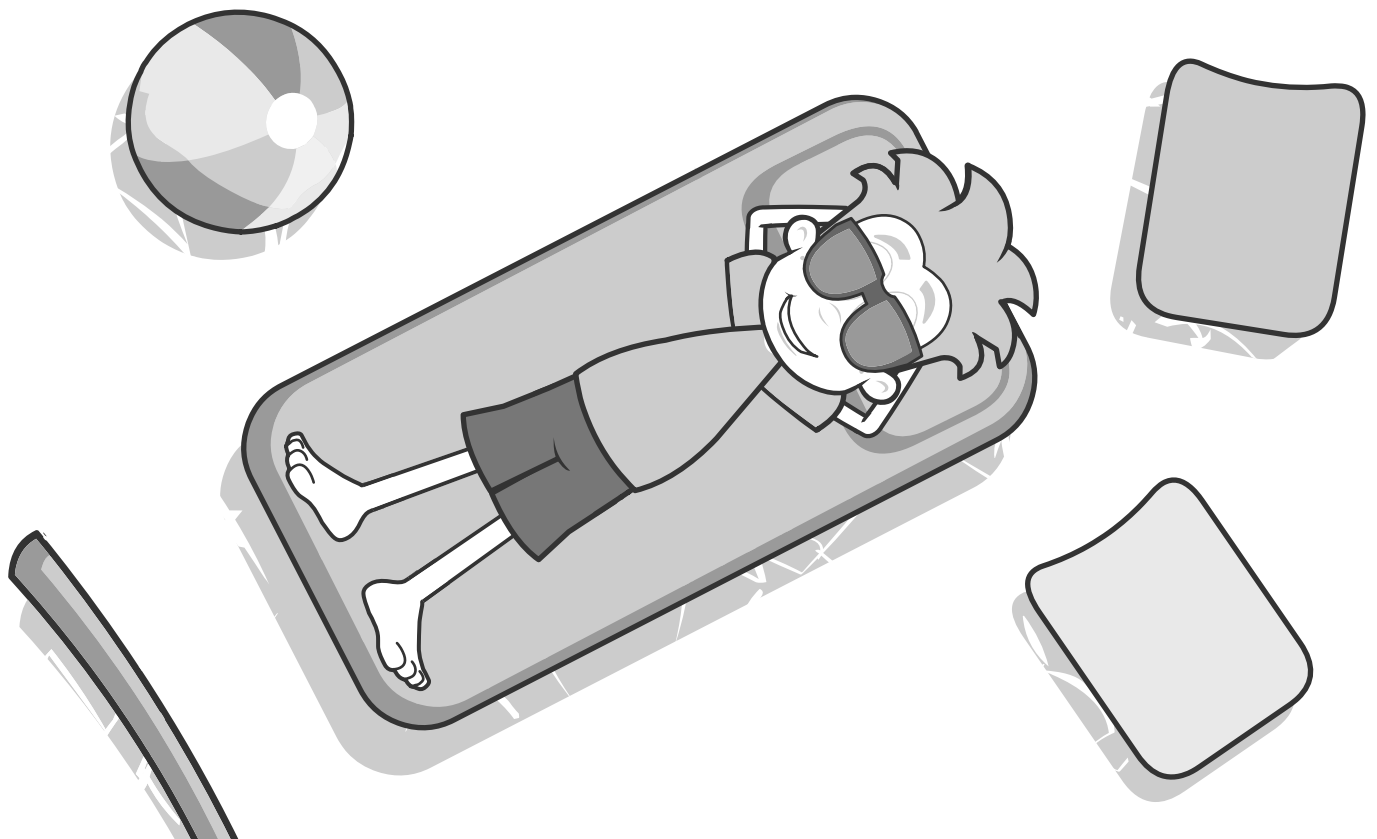
Time Keeps on Slipping

Activity Sheet

Name: _____ Class: _____

Complete the table.

	Start Time	End Time	Elapsed Time
1	7:30 a.m.	9:27 a.m.	
2	1:47 p.m.		3 hours 15 minutes
3		12:35 p.m.	4 hours 13 minutes
4		6:18 p.m.	4 hours 8 minutes
5	8:25 p.m.		2 hour 50 minutes
6	3:14 p.m.		5 hours 28 minutes
7	8:32 a.m.	9:50 p.m.	
8		11:54 a.m.	1 hour 52 minutes
9	11:30 a.m.	4:15 p.m.	
10	12:55 p.m.	2:16 p.m.	





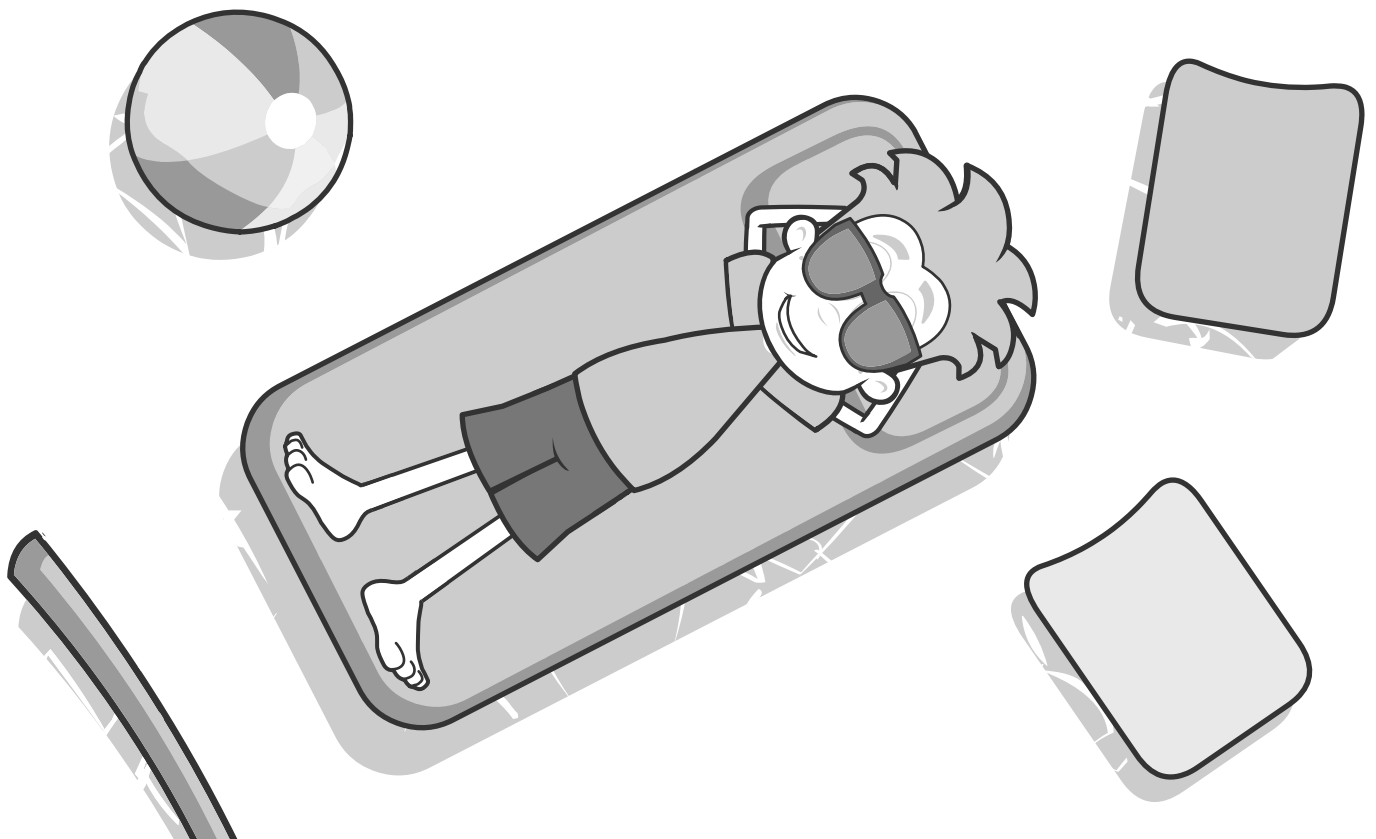
Time Keeps on Slipping - Answer Key

Activity Sheet

Name: _____ Class: _____

Complete the table.

	Start Time	End Time	Start Time
1	7:30 a.m.	9:27 a.m.	1 hour 57 minutes
2	1:47 p.m.	5:02 p.m.	3 hours 15 minutes
3	8:22 a.m.	12:35 p.m.	4 hours 13 minutes
4	2:10 p.m.	6:18 p.m.	4 hours 8 minutes
5	8:25 p.m.	11:15 p.m.	2 hour 50 minutes
6	3:14 p.m.	8:42 p.m.	5 hours 28 minutes
7	8:32 a.m.	9:50 p.m.	13 hours 18 minutes
8	10:02 a.m.	11:54 a.m.	1 hour 52 minutes
9	11:30 a.m.	4:15 p.m.	4 hours 45 minutes
10	12:55 p.m.	2:16 p.m.	1 hour 21 minutes

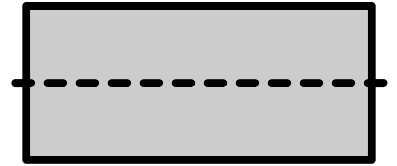
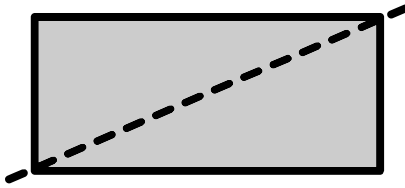
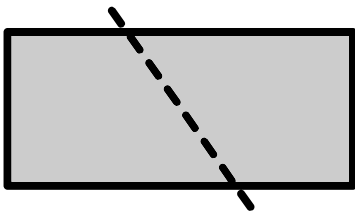




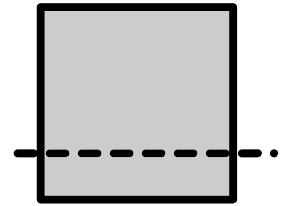
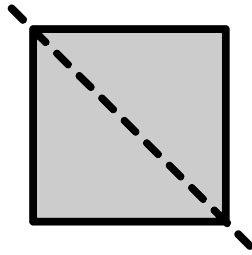
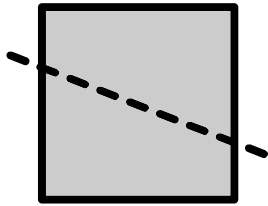
Name: _____ Class: _____

Put a check mark next to the shape with the correct line of symmetry.

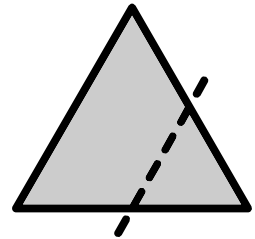
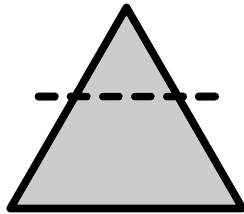
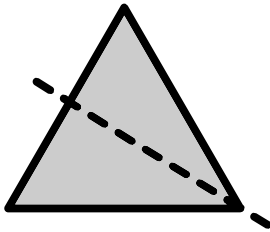
1



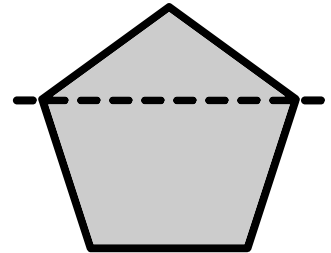
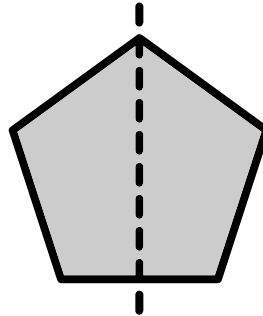
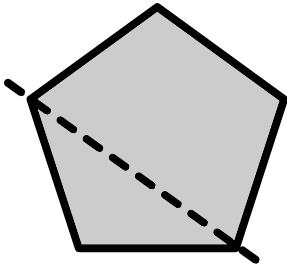
2



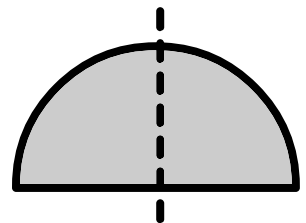
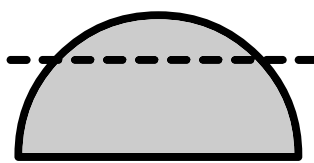
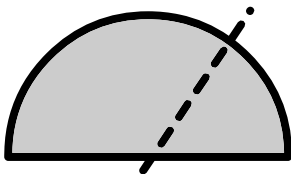
3



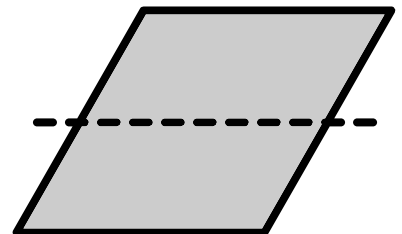
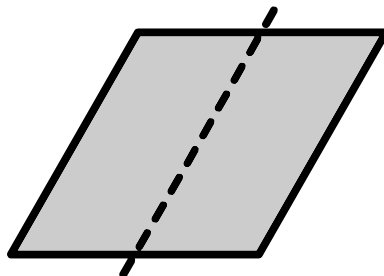
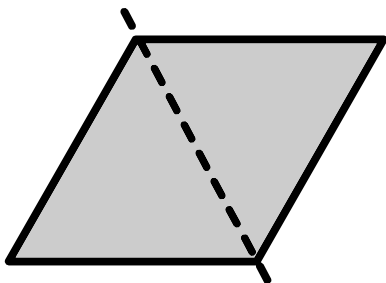
4



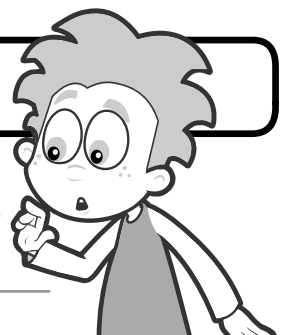
5



6



Sten can't remember what line symmetry means.
Write the definition of line symmetry in the space below.





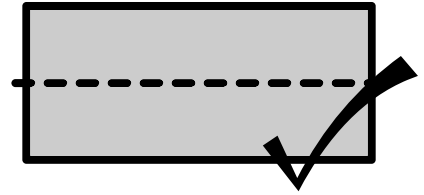
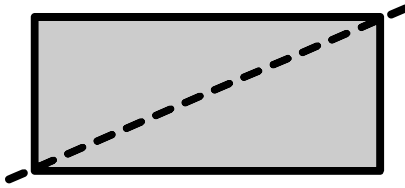
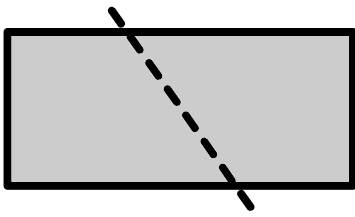
Twin Peaks - Answer Key

Activity Sheet

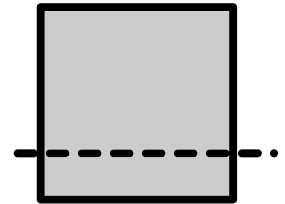
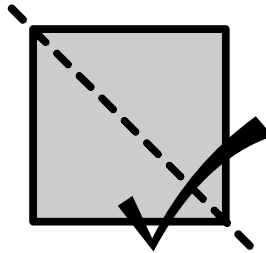
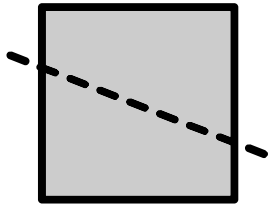
Name: _____ Class: _____

Put a check mark next to the shape with the correct line of symmetry.

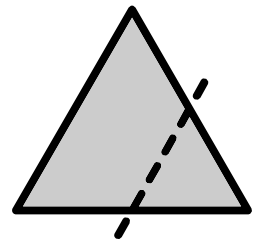
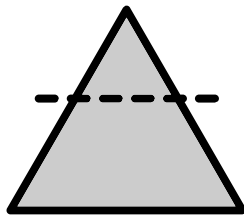
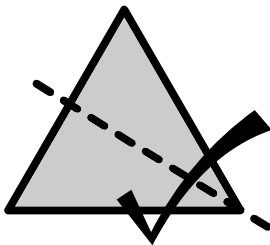
1



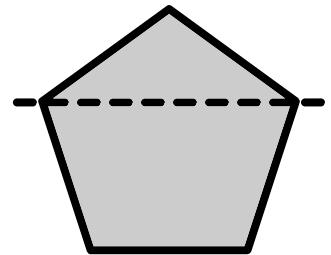
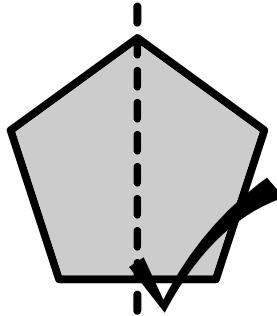
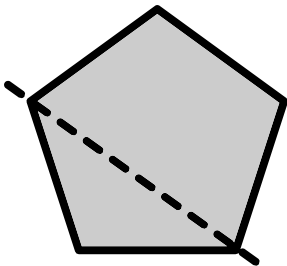
2



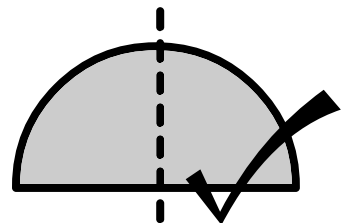
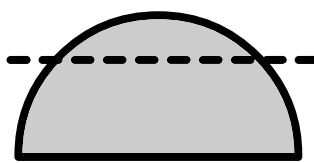
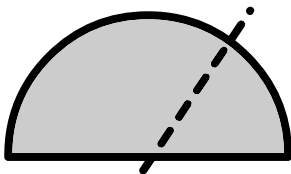
3



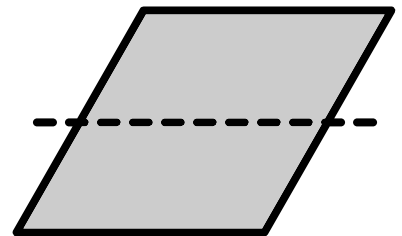
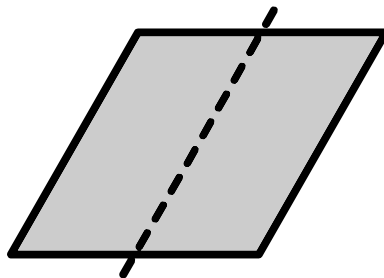
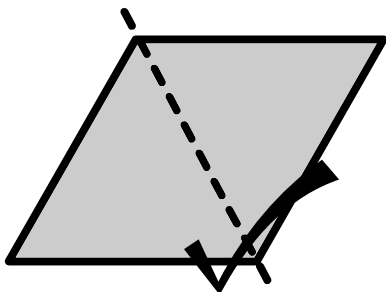
4



5

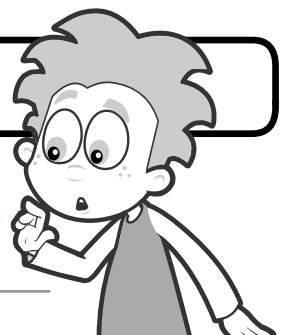


6



Sten can't remember what line symmetry means.
Write the definition of line symmetry in the space below.

A shape has line symmetry when one half of it is a mirror image of the other half.





Reading and Literacy



Name: _____ Class: _____

How Does Klara Use Reasons and Evidence to Support the Text?

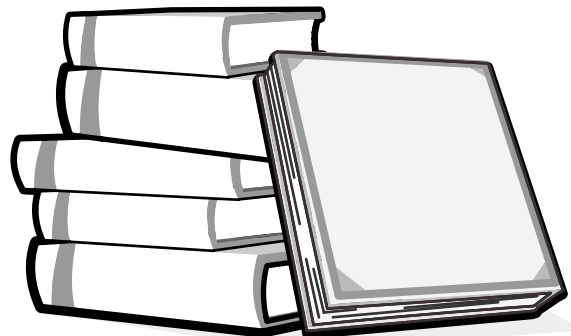
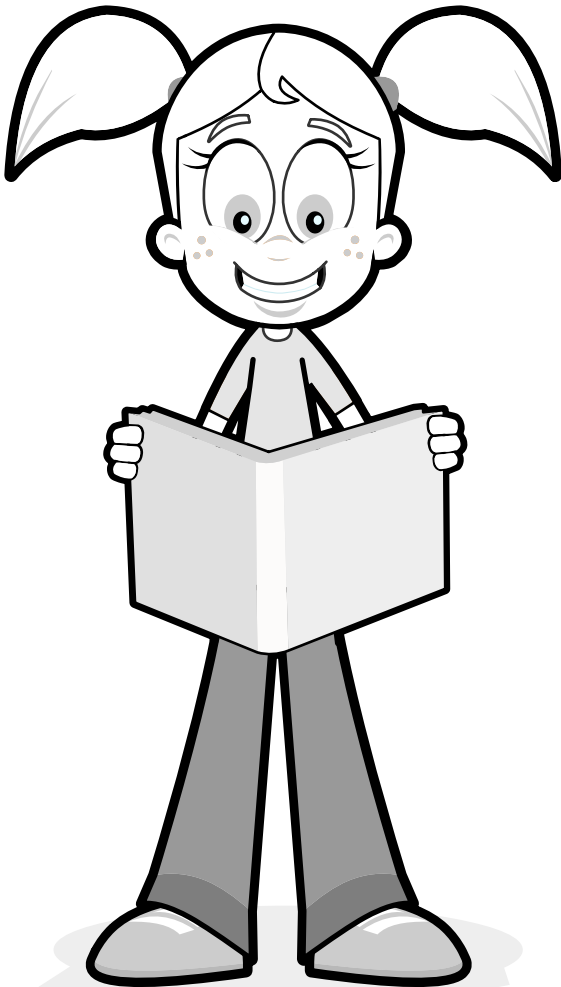
Klara's Key Point

Klara's Reason or Evidence

1

Klara's Reason or Evidence

2





Name: _____ Class: _____

How Does Klara Use Reasons and Evidence to Support the Text?

Klara's Key Point

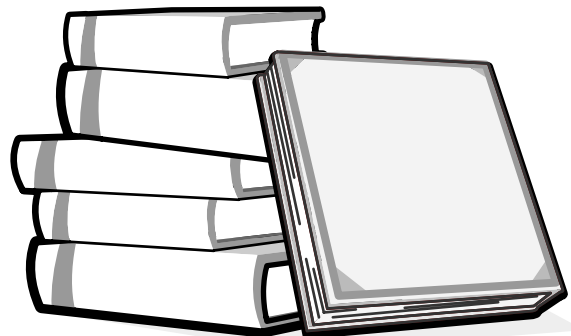
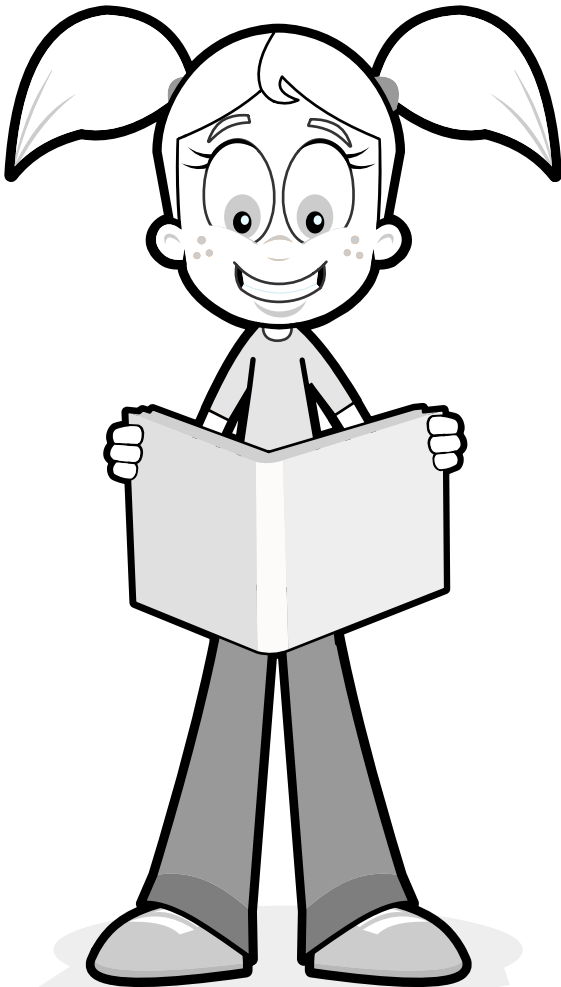
Reading is the best
subject at school.

Klara's Reason or Evidence

1 Klara said that she
learns new things, like
about Rosa Parks and
civil rights movements.

Klara's Reason or Evidence

2 Klara said that
poems like "My Shadow"
let her imagination run
free. She also learned
about meter and rhythm.





Fact Finder

Activity Sheet

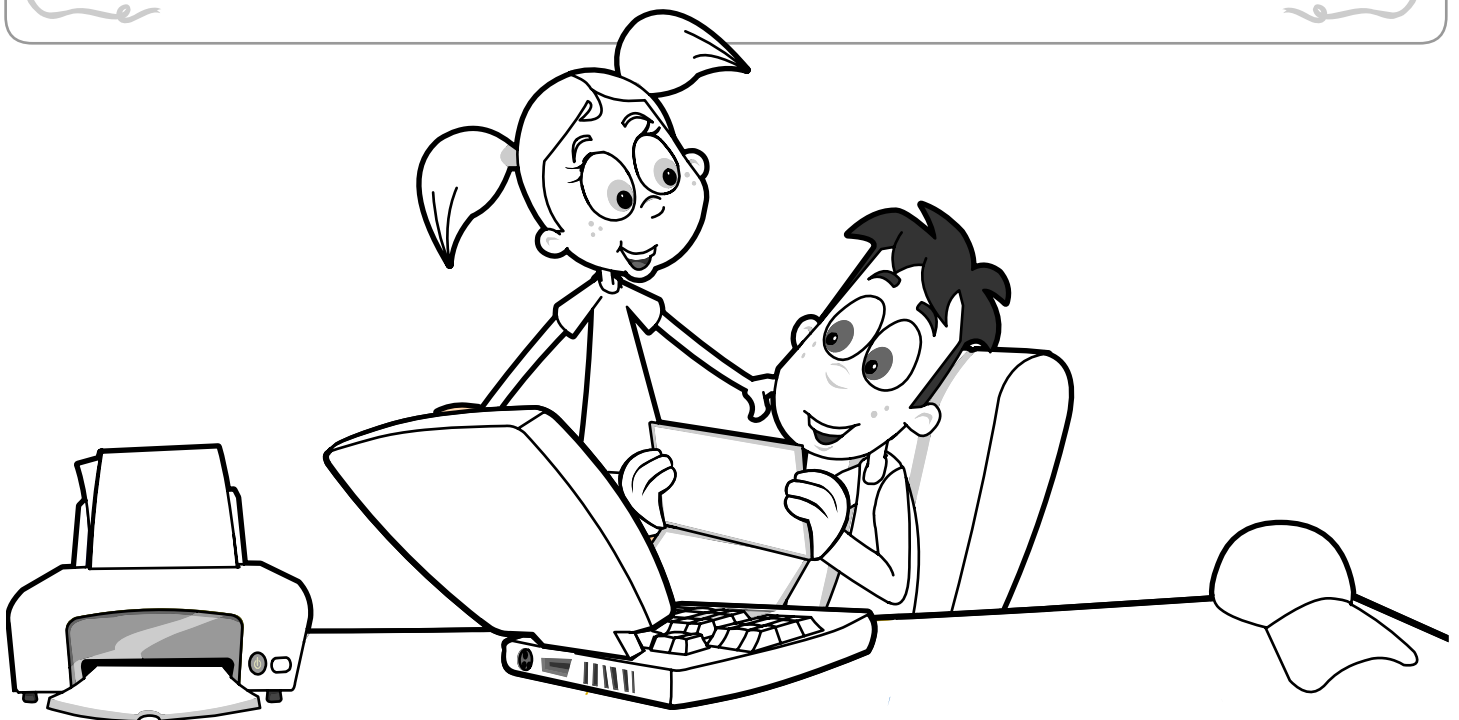
Name: _____ Class: _____

Write about your group's topic from the Lesson Plan activity.

Tell about what you learned.

Include at least one fact and one opinion in your writing and which source that fact and opinion came from.

A large rectangular box with decorative corner flourishes, intended for students to write their responses.





Fact Finder - Answer Key

Activity Sheet

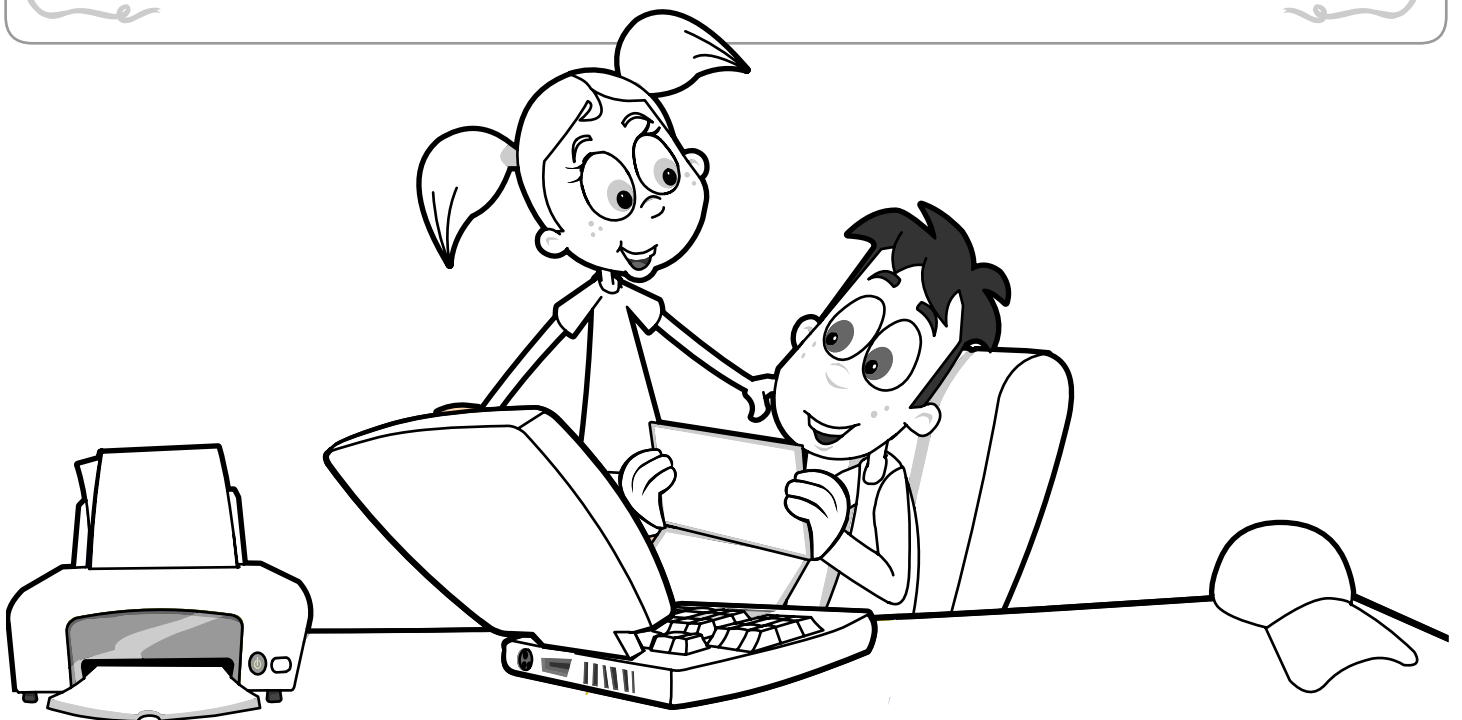
Name: _____ Class: _____

Write about your group's topic from the Lesson Plan activity.

Tell about what you learned.

Include at least one fact and one opinion in your writing and which source that fact and opinion came from.

Accept all reasonable responses.





Name: _____ Class: _____

Look at Stig and Rosa's graphic organizer about the school addition. They made the organizer after they read all their sources. Think about the two texts you read in the Activity. Add one detail from the texts to the "For" side and one to the "Against" side.

For

- It will make classes smaller so kids can get more attention from the teacher.
- We will save money because we won't have to bus the students to different schools.
- It is cheaper than building a new school.

- _____
- _____
- _____

Against

- It will cost the school district more money.
- Construction will interrupt the learning at the school.
- It will cover up some existing playground space.

- _____
- _____
- _____



What do you think? Should the school expand the building? Use the details above and your own ideas to write a paragraph for or against the expansion.



Fact Finder - Answer Key

Activity Sheet

Name: _____ Class: _____

Look at Stig and Rosa's graphic organizer about the school addition. They made the organizer after they read all their sources. Think about the two texts you read in the Activity. Add one detail from the texts to the "For" side and one to the "Against" side.

For

- It will make classes smaller so kids can get more attention from the teacher.
- We will save money because we won't have to bus the students to different schools.
- It is cheaper than building a new school.
- The district will build new sports fields.

Against

- It will cost the school district more money.
- Construction will interrupt the learning at the school.
- It will cover up some existing playground space.
- The school is already very large.



What do you think? Should the school expand the building? Use the details above and your own ideas to write a paragraph for or against the expansion.

RUBRIC

3 points: Clearly states a position, uses several details to support the position, and has an opening and closing sentence.

2 points: Clearly states a position, uses only one detail to support the position, and has either an opening or closing sentence.

1 point: Fails to state a position, uses one or no details, and fails to include an opening or closing sentence.

0 points: Writing is not on topic or the student fails to complete the assignment.

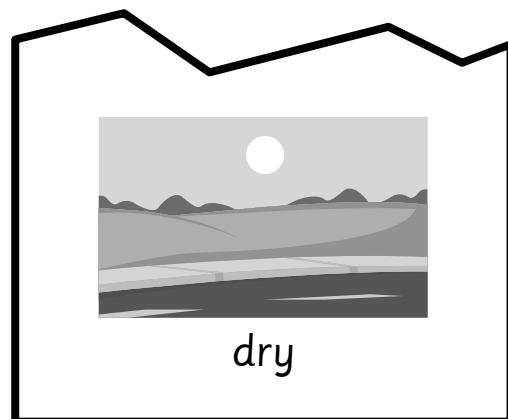
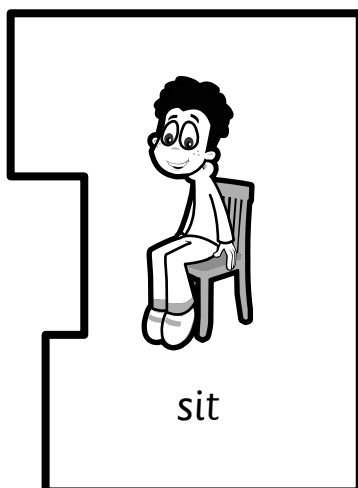
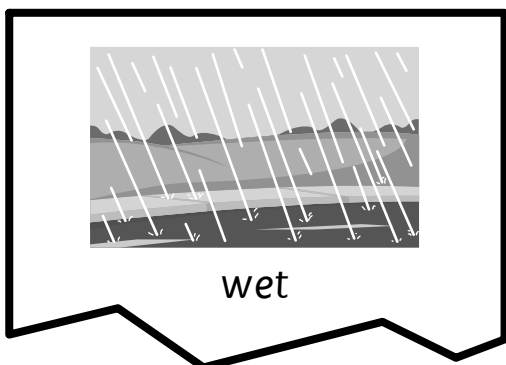
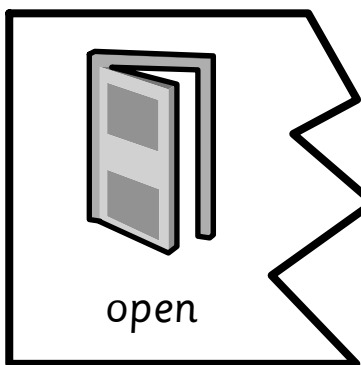
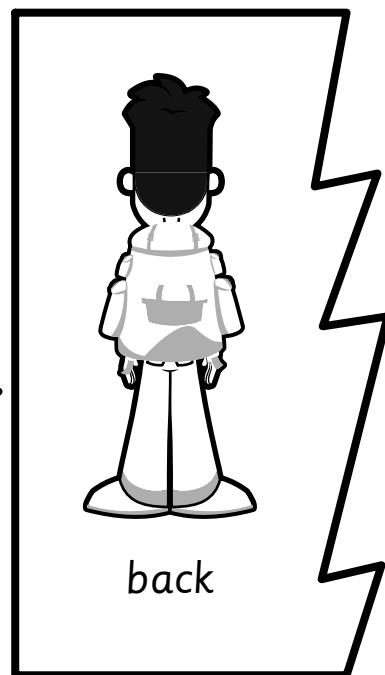
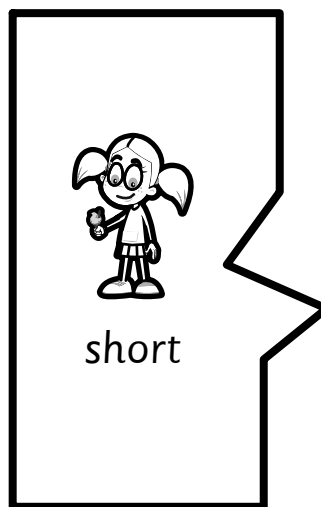
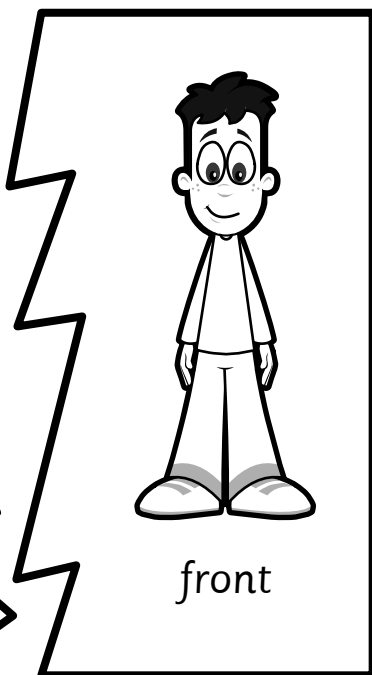
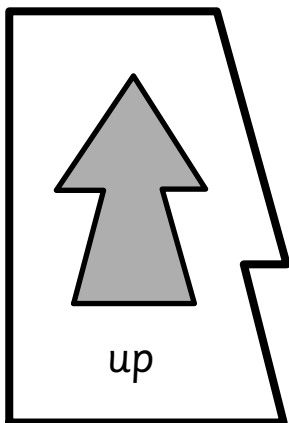
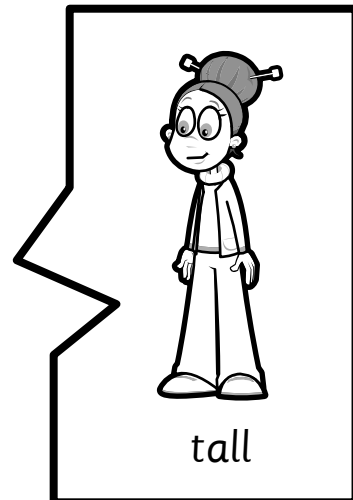
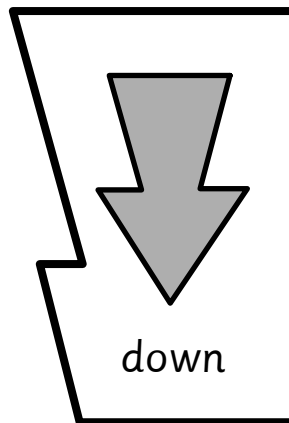
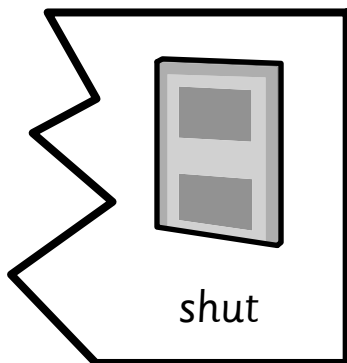
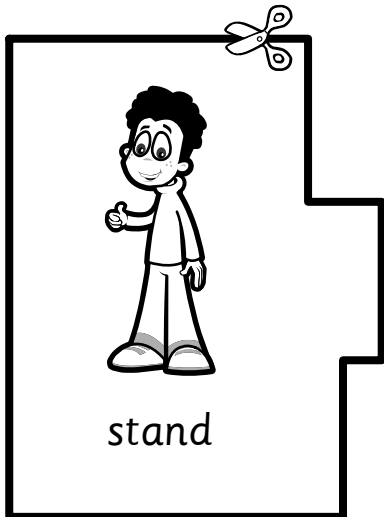


Manu in the Mirror

Activity Sheet

Name: _____ Class: _____

Cut out the puzzle pieces.
Read the words and look at the pictures.
Put the antonym pairs together to make a puzzle.
There are six puzzles to complete.



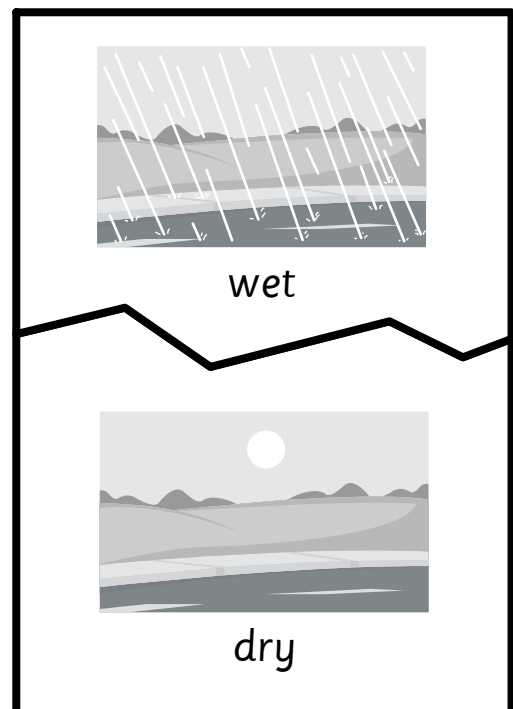
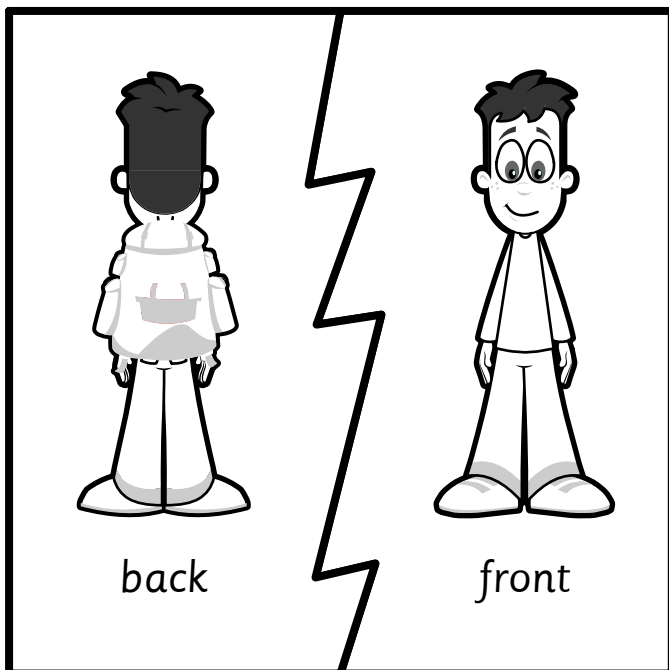
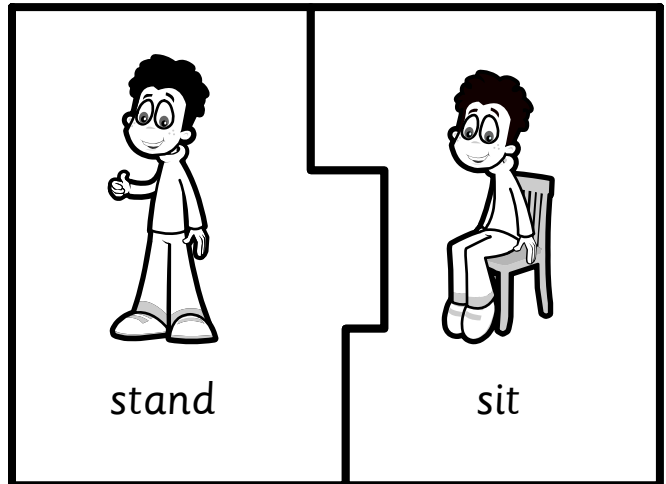
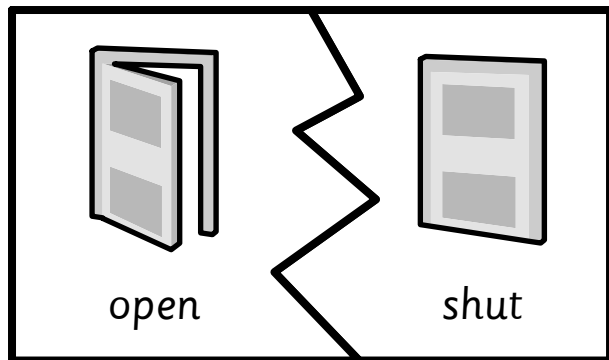
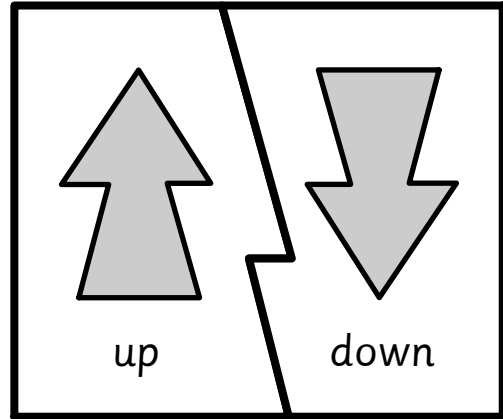
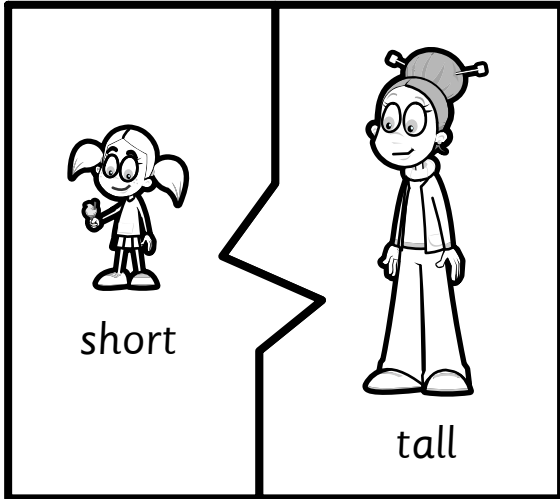


Manu in the Mirror - Answer Key

Activity Sheet

Name: _____ Class: _____

Cut out the puzzle pieces.
Read the words and look at the pictures.
Put the antonym pairs together to make a puzzle.
There are six puzzles to complete.





Mystery Manor

Activity Sheet

Name: _____ Class: _____

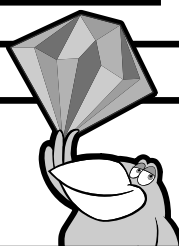
Read each word.

Look at the letter given and think of a synonym that begins with that letter.

Write the synonym on the line.

- | | | | | | |
|-------------------|--------------|----------------|--------------|-----------------|--------------|
| 1 mad | <u> a </u> | 5 start | <u> b </u> | 9 ill | <u> s </u> |
| 2 talk | <u> c </u> | 6 touch | <u> f </u> | 10 trash | <u> g </u> |
| 3 laugh | <u> g </u> | 7 big | <u> l </u> | 11 small | <u> l </u> |
| 4 cheerful | <u> h </u> | 8 throw | <u> t </u> | 12 cry | <u> w </u> |

Now search for the synonyms in the puzzle below.



e	y	q	l	b	e	h	u	v	s	h	w	c	i	k
b	q	r	e	u	g	p	y	s	w	c	a	e	k	p
c	c	g	e	k	a	q	o	z	r	l	v	p	e	d
k	i	w	f	u	b	t	i	q	b	v	q	q	p	p
n	m	o	a	c	r	y	k	a	c	t	y	b	d	y
k	b	x	h	b	a	y	r	y	f	l	t	w	r	e
r	l	y	r	h	g	u	o	g	v	g	d	e	l	n
g	i	g	g	l	e	q	o	h	n	c	f	t	d	w
p	j	y	u	c	l	l	t	g	z	a	t	b	k	b
s	q	f	o	u	b	k	w	j	a	i	p	o	x	x
i	u	i	g	n	z	z	h	y	l	j	i	b	q	p
c	r	e	e	n	o	v	r	a	j	p	w	e	z	v
k	h	r	e	g	r	a	l	k	c	u	i	d	b	d
j	c	h	a	t	f	d	g	z	o	u	q	d	g	j
z	z	m	m	n	e	q	a	e	p	k	a	s	o	c



Mystery Manor - Answer Key

Activity Sheet

Name: _____ Class: _____

Read each word.

Look at the letter given and think of a synonym that begins with that letter.

Write the synonym on the line.

- | | | | | | |
|-------------------|---------------|----------------|--------------|-----------------|----------------|
| 1 mad | <u>angry</u> | 5 start | <u>begin</u> | 9 ill | <u>sick</u> |
| 2 talk | <u>chat</u> | 6 touch | <u>feel</u> | 10 trash | <u>garbage</u> |
| 3 laugh | <u>giggle</u> | 7 big | <u>large</u> | 11 small | <u>little</u> |
| 4 cheerful | <u>happy</u> | 8 throw | <u>toss</u> | 12 cry | <u>weep</u> |

Now search for the synonyms in the puzzle below.



e	y	q	l	b	e	h	u	v	s	h	w	c	i	k
b	q	r	e	u	g	p	y	s	w	c	a	e	k	p
c	c	g	e	k	a	q	o	z	r	l	v	p	e	d
k	i	w	f	u	b	t	i	q	b	v	q	q	p	p
n	m	o	a	c	r	y	k	a	c	t	y	b	d	y
k	b	x	h	b	a	y	r	y	f	l	t	w	r	e
r	l	y	r	h	g	u	o	g	v	g	d	e	l	n
g	i	g	g	l	e	q	o	h	n	c	f	t	d	w
p	j	y	u	c	l	l	t	g	z	a	t	b	k	b
s	q	f	o	u	b	k	w	j	a	i	p	o	x	x
i	u	i	g	n	z	z	h	y	l	j	i	b	q	p
c	r	e	e	n	o	v	r	a	j	p	w	e	z	v
k	h	r	e	g	r	a	l	k	c	u	i	d	b	d
j	c	h	a	t	f	d	g	z	o	u	q	d	g	j
z	z	m	m	n	e	q	a	e	p	k	a	s	o	c



Proverbial Comics

Activity Sheet

Name: _____ Class: _____

Underline the idiom, proverb, or adage.

- 1 Klara woke up feeling bright-eyed and bushy-tailed.
- 2 For Stig, winning an award was the icing on the cake.
- 3 Chip should keep quiet and let sleeping dogs lie.
- 4 Manu volunteered to help because actions speak louder than words.
- 5 Emma was on pins and needles waiting to hear if she won the election.
- 6 Mr. Card always bends over backwards to help his students.

Choose one of the idioms, proverbs, or adages from above and write its meaning in your own words.

Done





Proverbial Comics - Answer Key

Activity Sheet

Name: _____ Class: _____

Underline the idiom, proverb, or adage.

- 1 Klara woke up feeling bright-eyed and bushy-tailed.
- 2 For Stig, winning an award was the icing on the cake.
- 3 Chip should keep quiet and let sleeping dogs lie.
- 4 Manu volunteered to help because actions speak louder than words.
- 5 Emma was on pins and needles waiting to hear if she won the election.
- 6 Mr. Card always bends over backwards to help his students.

Choose one of the idioms, proverbs, or adages from above and write its meaning in your own words.

Accept all reasonable responses





Spooky Stories

Activity Sheet

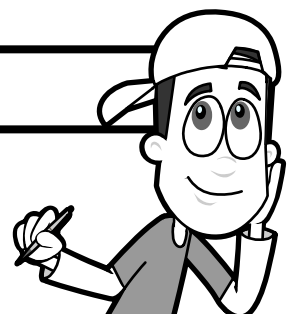
Name: _____ Class: _____

Complete the chart to compare and contrast first-person and third-person point of view.

	First-Person Point of View	Third-Person Point of View
Who tells the story?		
What are clue words to look for?		

Write the beginning of a story told from first-person point of view.

Write the beginning of the same story from third-person point of view.





Spooky Stories - Answer Key

Activity Sheet

Name: _____ Class: _____

Complete the chart to compare and contrast first-person and third-person point of view.

	First-Person Point of View	Third-Person Point of View
Who tells the story?	a character	a narrator
What are clue words to look for?	I, me, mine, ours	they, them, he, she

Write the beginning of a story told from first-person point of view.

It was a cold, brisk morning as I rode my bike down the street. I saw a leaf flutter to the ground and suddenly something hit me on the helmet. It was a nut. Why would a nut fall on my head?

Accept all reasonable responses

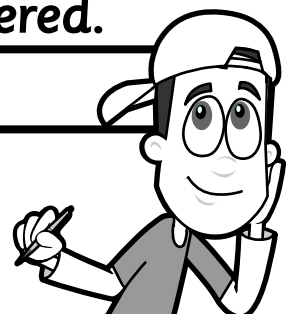
Suggested answers

Write the beginning of the same story from third-person point of view.

It was a cold, brisk morning as Stig rode his bike down the street. He saw a leaf flutter to the ground and suddenly something hit him on the helmet. It was a nut. "Why would a nut fall on my head?" he wondered.

Accept all reasonable responses

Suggested answers





Weepers Creepers

Activity Sheet

Name: _____ Class: _____

Create words by connecting all the Greek or Latin prefix to all of the base words.

Prefix

bi

tele

trans

circum

auto

fer

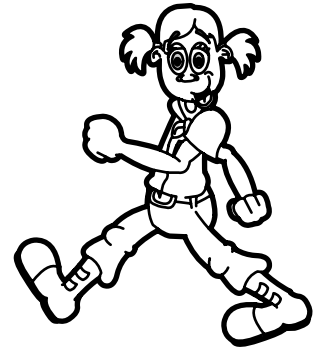
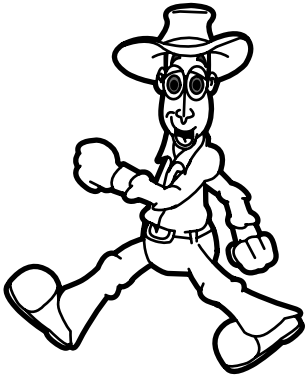
graph

navigate

sect

vision

Base word



Use the words you made to solve these riddles.

1 You might ask a famous person to write this :

2 You might do this to a piece of cake :

3 You do this when you change schools :

4 You may watch this after school :

5 You do this when you see a blocked road :



Weepers Creepers - Answer Key

Activity Sheet

Name: _____ Class: _____

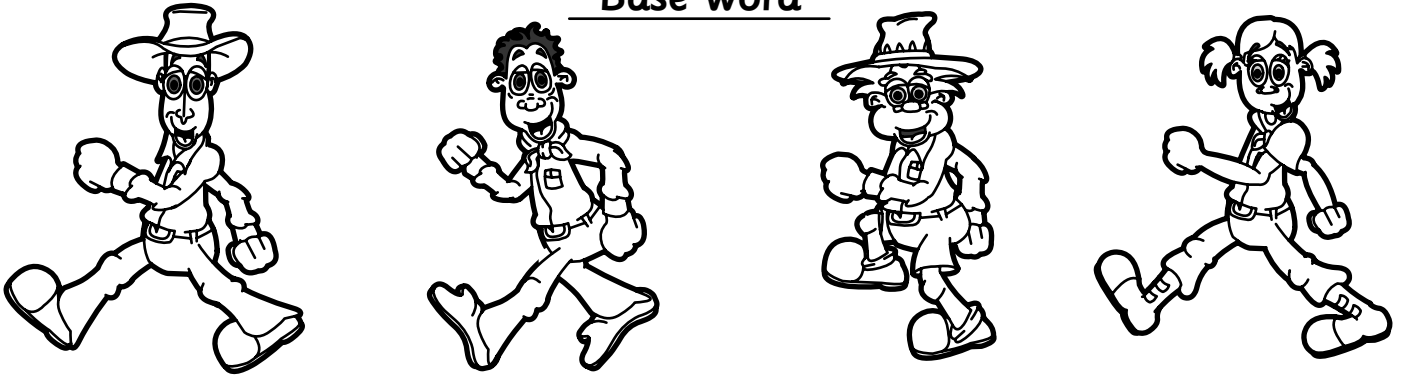
Create words by connecting all the Greek or Latin prefix to all of the base words.

Prefix

bi	tele	trans	circum	auto
----	------	-------	--------	------

fer	graph	navigate	sect	vision
-----	-------	----------	------	--------

Base word



Use the words you made to solve these riddles.

1 You might ask a famous person to write this :

autograph

2 You might do this to a piece of cake :

bisect

3 You do this when you change schools :

transfer

4 You may watch this after school :

television

5 You do this when you see a blocked road :

circumnavigate