

Tucson International Academy

Academia Internacional de Tucson

图森国际学校

Homework Packet for Fourth Grade

Week 4

Name _____

Week starts on _____ Due on _____

Each week you are to complete your homework packet and turn it on the day the teacher assigns. Part of the homework is reading 30 minutes a day. This can be done in after school care and they can read to a younger sibling or an adult as well. Weekend reading is encouraged, each week students can get credit for reading on Saturday and/or Sunday. Reading each day is very important to help each student get better at this skill.

☺ *Reading is Fun!!* ☺

Weekly Home Reading Record

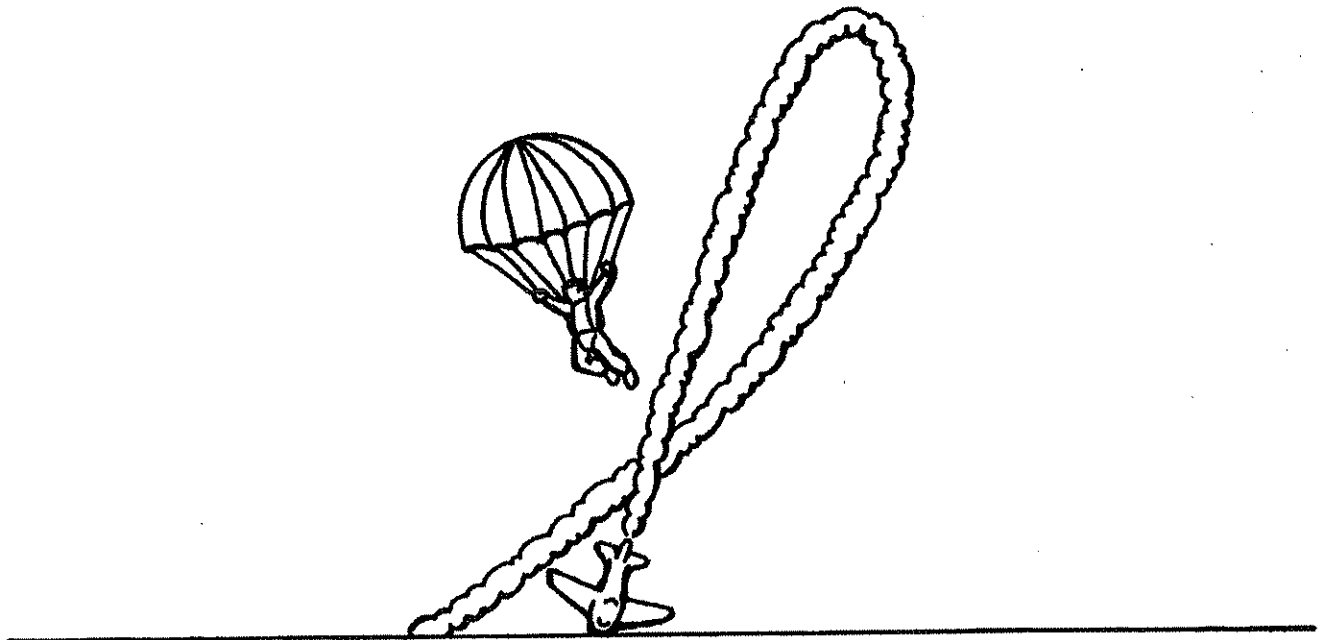
Day	Reading Material	Amount of Time	How many pages
Weekend			
Monday			
Tuesday			
Wednesday			
Thursday			

Total Time Reading: Hours _____ Minutes _____

Student Signature _____ Date _____

Parent Signature _____ Date _____

Loop Group



Practice this long kite string, which loops as it approaches the top line. Learn to “slant a lot and loop over the top.” This pattern will be adapted for the remainder of the letters in this group.

Cross lead-in stroke at middle divider. Cross lead-in low.

h k h f l v

how

kit

bib

far

lap

elf

4th Grade Writing Homework

Write two synonyms and one antonym for each spelling word.

Spelling Words	Synonym	Synonym	Antonym
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			
11.			
12.			
13.			
14.			
15.			
16.			
17.			
18.			
19.			
20.			

Name _____ Date _____

Spelling Word Sort

**How Tía Lola
Came to Stay**
Spelling: Short *i* and Long *i*

Write each Basic Word beside the correct heading.

<p>/ ĭ / spelled <i>i</i> followed by a consonant</p>	<p>Basic Words:</p> <p>Challenge Words:</p> <p>Possible Selection Words:</p>
<p>/ ĭ / spelled <i>ui</i></p>	<p>Basic Words:</p>
<p>/ ī / spelled <i>i</i>-consonant-<i>e</i></p>	<p>Basic Words:</p> <p>Challenge Words:</p>
<p>/ ī / spelled <i>igh</i></p>	<p>Basic Words:</p> <p>Challenge Words:</p> <p>Possible Selection Words:</p>
<p>/ ī / spelled <i>i</i> followed by a consonant</p>	<p>Basic Words:</p>
<p>can be pronounced / ĭ / or / ī /</p>	<p>Basic Words:</p>

Spelling Words

1. skill
2. crime
3. grind
4. tonight
5. brick
6. flight
7. live
8. chill
9. delight
10. build
11. ditch
12. decide
13. witness
14. wind
15. district
16. inch
17. sigh
18. fright
19. remind
20. split

Challenge

- ignorant
recognize
advice
twilight
rigid

Challenge Add the Challenge Words to your Word Sort.

Connect to Reading Look through *How Tía Lola Came to Stay*. Find words that have / ĭ / and / ī /. Add them to your Word Sort.

Write 10 complete sentences each containing at least one spelling word. You must **underline or highlight** the spelling word used in each sentence. Challenge: use all 20 spelling words in your sentences, remembering to **underline or highlight** each spelling word. You may attach another piece of paper if you need additional space.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

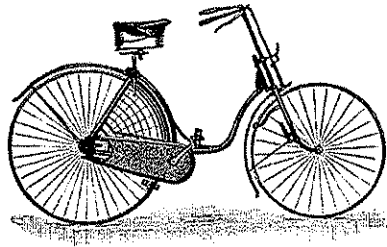
8. _____

9. _____

10. _____

Fixing My Sister's Bike

Kyria Abrahams



I love to fix things. I'm only eight years old, but I can figure lots of stuff out by myself. I want to be a scientist when I grow up.

Last week, the red, shiny reflector came off my sister's bicycle seat. My sister Ariel said she wanted to take it to the bicycle repair shop to be fixed.

"No way!" I stopped her. "I know how to fix things, so I'll fix this too!"

"Well, it had better work!" Ariel said. She looked like she didn't believe me.

I got some rope from the closet, and I tied the reflector right back onto the bike. It dangled a little bit, but it still worked just fine.

"It looks messy," Ariel said.

When my dad came home, I showed him how I had fixed the bike.

"Do you think that's the best solution?" he asked me.

I looked over at the reflector. On second glance, it didn't look that secure after all. There were some pieces of rope hanging off.

I shrugged.

"Yes! It's fine!" I said.

I thought it was the best solution. I had come up with it, after all, so it had to be the best.

"Okay," he said. "Let's see how long it stays attached to the bike."

My dad said he was proud of me for taking initiative. That means I see something that needs to be fixed and do it without being told!

"I think I have a new lesson for you, though," Dad said. "I want to show you how to conduct an experiment."

I had come up with a solution to a problem, and now the second step was to test it under different conditions.

I asked my sister when she was planning to go for a bike ride. She said at 2:00 p.m.

I grabbed a pen and a piece of paper and made two columns on the paper. One column said GOOD, and one column said BAD. At 2:00, I went outside to watch her ride.

First, she rode down the sidewalk and the reflector stayed on. I made a checkmark in the GOOD column.

Next, she went over a bump and the reflector stayed on. I made another checkmark. Good again!

Then, she rode underneath a tree. *Uh oh!* I knew what was coming next.

One of the branches from the tree swept across the back of her bike, and the next thing I knew the whole reflector was untied and on the ground!

Ariel cried out, "My reflector!"

I made another checkmark, this time in the column that said BAD.

"Back to the drawing board!" I said.

"Grrr!" said Ariel.

Later that night, my dad and I sat down with my paper to look at the checkmarks.

"Under what conditions did the reflector stay on the bike?" he asked me.

I looked. "Well, it stayed on when the bike was riding normally, but it fell off when it was hit by that tree branch."

"What you have on that sheet of paper is called *scientific data*," Dad said. "What do you think you can learn from this?"

"I don't think the rope worked very well," I said.

"I don't think so, either," he said. "But you did have to test it first to be sure."

"Well, I tested it and now I know."

"What will hold the reflector on a little bit better?"

"Let's use glue!" I said.

We went downstairs, where the family keeps all our tools. Dad pulled the bike up onto the bench and took out the Super Glue.

I'm not allowed to use strong glue by myself. So we did this part together.

We let the glue dry overnight, and the next day I conducted my experiment all over again.

"You're not going to break my reflector again, are you?" my sister asked. She looked a little mad and suspicious.

"Well, I don't think so," I told her. "But that's what this experiment is for. Do you trust me?"

"I guess so," Ariel said. "But mainly because Dad helped this time!" She stuck her tongue out at me.

I made her ride the bike exactly the same way she had the last time so that we could try to recreate the conditions. This is important in a scientific experiment.

She rode down the sidewalk. The reflector stayed on. So far, so good!

Then, I had her go over the bump again. The reflector stayed on. I made another checkmark. But now it was time for the final test.

"Okay, get ready!" I yelled. "It's time to ride under the tree!"

Just like last time, my sister rode under the tree. However, this time, the reflector stayed on the bike.

"Yay! It didn't fall off!" Ariel squealed happily.

I was pretty proud myself. I made a great big checkmark in the GOOD column, and then drew a smiley face just for fun.

I turned around to see that my dad had been watching the entire time.

"Excellent work, little scientist," he said. "You recreated the experiment and found the solution to your sister's bike problem."

"And I saved us a trip to the bike shop!" I said.

"You sure did," Ariel said. And then she gave me a great big hug.

Name: _____ Date: _____

1. What keeps falling off Ariel's bicycle?

- A the front wheel
- B the back wheel
- C the reflector
- D the seat

2. The narrator is the person who is telling the story. In this story, the narrator is Ariel's sibling. How does the narrator finally solve the problem of the reflector falling off Ariel's bike?

- A by taking Ariel's bike to a repair shop
- B by tying the reflector on with some rope from a closet
- C by asking their dad to fix the reflector by himself
- D by gluing the reflector on with help from their dad

3. Rope does not keep the reflector on the bike as well as glue does.

What evidence from the passage supports this statement?

- A Ariel's father helps to glue the reflector onto the bike after the reflector falls off a second time.
- B After the reflector is tied onto the bike with rope, it stays on when Ariel rides down the sidewalk.
- C After the reflector is tied onto the bike with rope, it stays on when Ariel rides over a bump.
- D The reflector falls off after being tied onto the bike, but it does not fall off after being glued on.

4. Why does Ariel give the narrator a hug at the end of the story?

- A Ariel is upset about how long it has taken to fix the bike.
- B Ariel is happy that the narrator has fixed the bike.
- C Ariel is excited to take her bike to a repair shop.
- D Ariel is confused because she does not understand how the narrator fixed the bike.

5. What is this story mainly about?

- A two siblings who do not get along until their dad makes them be nice to each other
- B a bike that is unsafe to ride because it is falling apart
- C a problem with a bike and what the narrator does to solve it
- D a girl whose bike breaks and what happens when she takes it to a repair shop

6. Read the following sentence: "Last week, the red, shiny **reflector** came off my sister's bicycle seat."

What does the word "**reflector**" mean?

- A a wheel that turns very slowly
- B something that shines when light hits it
- C a type of metal that is worth a lot of money
- D a safety pad that someone riding a bicycle wears

7. Choose the answer that best completes the sentence below.

The narrator tries fixing the reflector with glue _____ rope does not work.

- A after
- B although
- C before
- D so

8. What causes the reflector to fall off Ariel's bike after it has been tied on with rope?

9. What are the three bike riding conditions that the narrator has Ariel recreate after gluing the reflector on Ariel's bike?

10. Why is recreating these conditions important to the narrator's experiment?



Fill in the blanks.

Number	Word Form	Expanded Form
1) _____	seven hundred eighty-two	_____
2) 9,209	_____	_____
3) _____	_____	30+8
4) _____	one hundred twenty-six	_____
5) _____	seven thousand, seven hundred sixty-seven	_____
6) _____	twenty-six	_____
7) 596	_____	_____
8) _____	six thousand, six hundred thirteen	_____
9) _____	_____	90+2
10) _____	_____	100+80+1
11) _____	three thousand, four hundred forty-two	_____
12) 16	_____	_____
13) 962	_____	_____
14) _____	four thousand, three hundred eighty-eight	_____
15) _____	thirty-seven	_____
16) _____	three hundred sixty-six	_____
17) _____	_____	6000+500+20
18) _____	_____	70+9
19) 413	_____	_____
20) _____	_____	300+40+6

Q1: Which number when rounded to the nearest ten thousand has a value of 290,000?

- A** 286,314
- B** 298,947
- C** 281,769
- D** 295,986

Q2: What is 2,349 rounded to the nearest hundred?

Answer:

Q3: The area of a building is 709,650 square feet.

What is this number rounded to the nearest thousand square feet?

- A** 700,000
- B** 709,000
- C** 709,700
- D** 710,000

Q4: Select the numbers below that have a value of 950,000 when rounded to the nearest ten thousand.

- A** 944,806
 - B** 953,782
 - C** 956,270
 - D** 945,867
 - E** 947,603
-

Q5: Which number is the product of 232×29 closest to?

Solve by rounding and using place value.

- A** 5800
 - B** 6900
 - C** 8000
 - D** 9000
-