

# Tucson International Academy

## *Academia Internacional de Tucson*

图森国际学校

### Homework Packet for Fourth Grade

Week 6

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 \_\_\_\_\_

## Bridge Connectors

oa

be

oe

bo

oo

bi

oi

br

or

by

oy

bu

ou

baby

book

bubble

bus

bumble

oar

bee

oat

bump

out

## Bridge Connectors

was

we

we

we

we

we

who

we

what

we

when

we

where

we

why

we

wow

we

wild

we

woolly

## 4<sup>th</sup> 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.			

# Spelling Word Sort

**Stormalong**  
Spelling: Homophones

Write each Basic Word beside the correct heading.

/ā/ sound	<p>Basic Words:</p> <p>Challenge Words:</p> <p>Possible Selection Words:</p>
/ĕ/ sound	<p>Basic Words:</p>
/ē/ sound	<p>Basic Words:</p> <p>Possible Selection Words:</p>
/ī/ sound	<p>Basic Words:</p>
Other homophones	<p>Basic Words:</p> <p>Challenge Words:</p> <p>Possible Selection Words:</p>

## Spelling Words

1. wait
2. weight
3. heard
4. herd
5. days
6. daze
7. heel
8. heal
9. peak
10. peek
11. sent
12. cent
13. scent
14. feet
15. feat
16. vain
17. vane
18. vein
19. miner
20. minor

### Challenge

- raise  
raze  
rays  
principal  
principle

**Challenge** Add the Challenge Words to your Word Sort.

**Connect to Reading** Look through *Stormalong*. Find words that sound alike but have different spellings and meanings. 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. \_\_\_\_\_

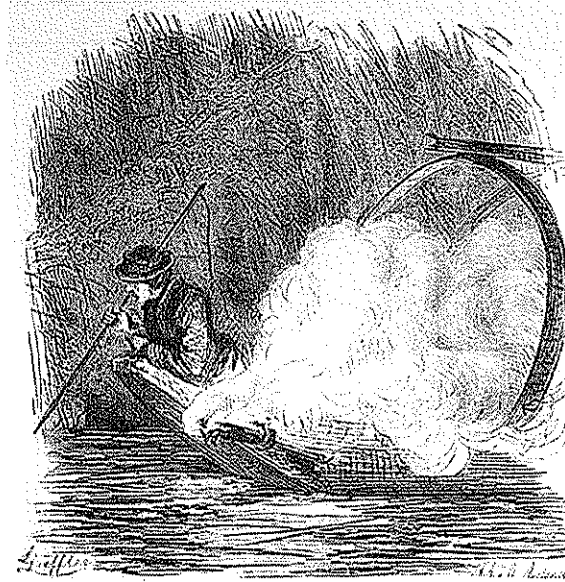
8. \_\_\_\_\_

9. \_\_\_\_\_

10. \_\_\_\_\_

## Lessons from Fishing

By ReadWorks



Morgan has always loved fishing. He is about to graduate from high school and has been fishing his entire life. His entire family loves to go fishing—even his grandmother! Morgan started learning how to fish before he could even walk.

“My dad would have to hold the pole,” he said, “and I’d reel.”

By the time Morgan was two, he could hold the fishing pole all by himself. Now he is eighteen years old and still goes fishing a lot. He tries to make sure he can go at least once every few months. He has gotten even better at it than his father and his grandfather!

When Morgan was ten years old, he caught the biggest fish of his life. It was 4:45 a.m., and he was out in his boat at his favorite fishing spot. But he just wasn’t catching anything. Suddenly, he felt his fishing pole bend forward, and the reel started spinning! He had caught a fish, and it was trying to get away! The fish kept trying and trying to get away, but Morgan held on tight. He struggled with the fish for 45 minutes before he finally caught it! When Morgan finally pulled the fish into the boat, it was almost as big as he was!

The fish was 42 inches long, just 5 inches shorter than Morgan, and wider than him. The fish was so big, Morgan even got to have his picture on the cover of a magazine!

However, Morgan says not every fishing experience turns out so well. Once, when he was 12, he had a fishing experience he will never forget! He was out fishing one morning, and it was very cold. To make matters worse, he also wasn't wearing enough clothes. However, he had caught a fish, and it was one of the largest he had ever caught. After catching it, he attached it to his boat using a stringer, which is a device used to attach the fish to the boat while still keeping it in the water.

When Morgan went to pull the fish out of the water, it escaped with the stringer and started swimming away! He immediately jumped in after it, right into the cold water! Of course, he couldn't outswim the fish, so it got away. "We never saw the fish again; I was freezing, and I lost my stringer," said Morgan. "But it's funny if you think about it." Morgan always tries to have a positive attitude when he is fishing. He thinks being a fisherman has also taught him some important lessons about life. "Fishing has created the person I am," he said. "It brings out the better in me, and it shows me there's more to life than what goes on immediately. Some days you'll get nothing, and the next day you'll go out and catch the biggest fish."



Name: \_\_\_\_\_ Date: \_\_\_\_\_

1. When did Morgan start learning to fish?

- A when he was two years old
- B before he could walk
- C when he was 10 years old
- D when he was about to graduate from high school

2. In the passage, the author compares which two events?

- A a fishing trip when Morgan caught a fish AND a fishing trip when he caught a fish and then lost it
- B a fishing trip with his father AND a fishing trip with his grandfather
- C a fishing trip when Morgan fell off the boat AND a fishing trip when Morgan went swimming
- D a fishing trip with a big, strong fish AND a fishing trip with a small, fast fish

3. In the passage, the author says that Morgan "goes fishing a lot" and that he "has gotten even better at it than his father and his grandfather." Based on this evidence, what can be concluded about the sport of fishing?

- A Fishing can be learned in less than a week.
- B Being good at fishing takes a lot of practice.
- C Only teenagers are good at fishing.
- D Fishing is best taught by family members.

4. Read the following sentences from the passage:

"The fish kept trying and trying to get away, but Morgan held on tight. He struggled with the fish for 45 minutes before he finally caught it!"

Based on this evidence, how can Morgan best be described?

- A determined
- B lazy
- C angry
- D uncertain

5. What is the main theme of the story?

- A Learning how to fish is a good way to learn how to swim.
- B Fishing makes you strong if you hold onto the pole.
- C Fishing is a good family activity.
- D Fishing is like life, with some days that are a success and other days that are not.

6. Read the following sentences: "When Morgan went to pull the fish out of the water, it escaped with the stringer and started swimming away! He immediately jumped in after it, right into the cold water! Of course, he couldn't **outswim** the fish, so it got away."

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

- A to get out of the water
- B to swim faster than
- C to swim slower than
- D to swim past the boat

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

Morgan jumped in the water \_\_\_\_\_ it was cold.

- A after
- B because
- C when
- D even though

8. Explain how Morgan caught the biggest fish of his life when he was ten years old.

---

---

---

---

9. Why does Morgan like fishing so much? Use evidence from the passage to support your answer.

---

---

---

---

10. Morgan thinks that being a fisherman has taught him important life lessons. Identify one of these important life lessons that Morgan may have learned from being a fisherman by using evidence in the text.

---

---

---

---

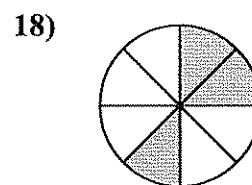
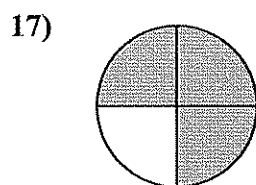
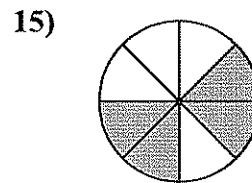
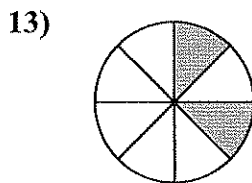
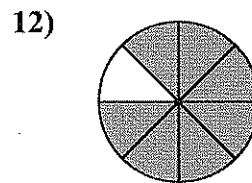
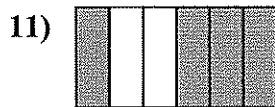
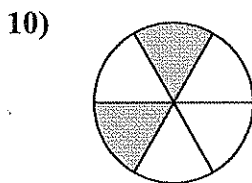
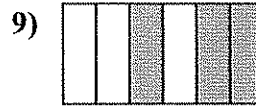
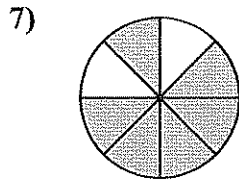
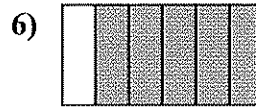
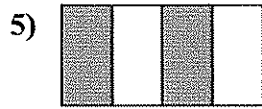
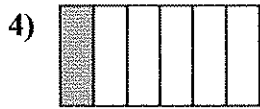
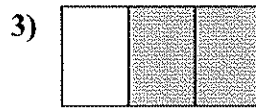
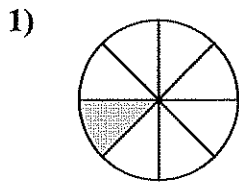








Write the shaded amount as a fraction of the whole amount.



Answers

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_
11. \_\_\_\_\_
12. \_\_\_\_\_
13. \_\_\_\_\_
14. \_\_\_\_\_
15. \_\_\_\_\_
16. \_\_\_\_\_
17. \_\_\_\_\_
18. \_\_\_\_\_

---

**Q1:** During a class trip to an apple farm, a group of students picked 2,436 apples. They packed them into 6 boxes to take to the local food bank. If each box held the same number of apples, how many apples were in each box?

- A 46 apples
  - B 406 apples
  - C 460 apples
  - D 4,060 apples
-



**Q2: Part A**

A school's art teacher needs 200 sticks of clay. An art shop donates 9 small boxes of clay and 6 large boxes of clay.

Box Size	Number of Sticks of Clay in Each Box
small	7
large	10

How many more sticks of clay will the art teacher need?

Enter your answer in the box.

sticks of clay

**Part B**

The art teacher buys the rest of the clay he needs in large boxes. The cost of 1 large box of clay is \$14. What is the total cost for these boxes of clay? Show or explain your work.

Enter your answer and your work or explanation in the space provided.

---

**Q3:** Maria bought wood, paper, and string to make one kite. The list shows the amount and the unit cost of each item she bought.

- 12 square feet of paper at \$1 per square foot
- 4 feet of wood at \$3 per foot
- 14 yards of string at \$2 per yard.

**Part A**

What was the total cost of the items Maria bought? Show all the steps you took to find your answer. Be sure to label your answer.

Enter your answer and show your work in the space provided.

**Part B**

Maria will make 4 more kites for her friends. Determine how much paper, wood, and string are needed and the total cost to make the 4 kites. Show all the steps you took to find your answer. Be sure to label your answer.

Enter your answer and show your work in the space provided.

---

**Q4:** Simplify the numerical expression  $(15 \div 3) \times 2 + 10$

---

**Q5:** Fill in the blank column by solving the expression  $x \div y$  for different values of  $x$  and  $y$ .

x	y	Solution
48	8	<input type="text"/>
54	6	<input type="text"/>
30	6	<input type="text"/>
14	7	<input type="text"/>

---