

Tucson International Academy

Academia Internacional de Tucson

图森国际学校

Homework Packet for Fourth Grade

Week 34

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 _____

Name _____ Date _____

Word Sort

Amphibian Alert!

Spelling:
Final Schwa + /l/ Sounds

Write each Basic Word next to the correct heading.

<p>Final /l/ or /əl/ spelled <i>e/</i></p>	<p>Basic Words: Challenge Words:</p>
<p>Final /l/ or /əl/ spelled <i>a/</i></p>	<p>Basic Words: Challenge Words: Possible Selection Word:</p>
<p>Final /l/ or /əl/ spelled <i>ie</i></p>	<p>Basic Words: Challenge Word: Possible Selection Words:</p>

Spelling Words

Basic

1. title
2. towel
3. battle
4. pedal
5. metal
6. simple
7. eagle
8. special
9. total
10. trouble
11. nickel
12. gentle
13. barrel
14. model
15. tangle
16. ankle
17. marvel
18. juggle
19. squirrel
20. riddle

Challenge

- cancel
decimal
material
pretzel
triangle

Challenge: Add the Challenge Words to your Word Sort.

Connect to Reading: Look through “Amphibian Alert!” Find words that have the final schwa + /l/ spelling patterns on this page. Add them to your Word Sort.

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.			

Cursive practice with spelling words.

Write each of your spelling words 3 times in your best cursive handwriting.

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

Bonus words

21. _____
22. _____
23. _____
24. _____
25. _____

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. _____

Kick It!

Martial arts teach focus over fighting.

Action star Jackie Chan flies through the air. He lands like a cat. He throws a dozen punches before the bad guy can move. Buffy the Vampire Slayer spins and kicks. She knocks demons cold.

That's how *martial* (MAHR-she) arts look in the movies and on TV. In real life, though, they are much different.

An Ancient Skill

What are martial arts? *Martial* means having to do with war or fighting. Martial arts are forms of self-defense and combat.

Experts say that martial arts started in China. The oldest martial arts are believed to be roughly 6,000 to 8,000 years old.

Training Teens

Teens can get a lot out of martial arts, its teachers say. "In martial arts, teens and children who wouldn't be the best players in other sports do very well," said Christopher Rappold, a Massachusetts karate teacher. "We teach not only the moves, but core values as well."

"The first thing we teach here is respect," said Joseph Pina, another teacher. "Respect for the school, for others, and for yourself."

Some students say they get a lot out of martial arts. "The best part about learning a martial art is that it gives you confidence," said Randy Blount, 13.

Keeping Focused

Paul Sookdar teaches karate in New York. His young students learn how to stay calm and

focus on hard moves. He says those skills have helped students who have trouble focusing in their school classes.

John Mazzone is one of Sookdar's students. He is 11 years old. He has *attention deficit disorder* (ADD). Young people with ADD have a hard time keeping their minds on their work.

"Before I took karate, I couldn't focus all that well," Mazzone said. "But after I started, I learned that you have to concentrate on the teacher and yourself to get the moves right. And that just carried over into school."

Some doctors and groups say that martial arts can help kids with ADD. "It's not a cure," said Dr. John Ratey, an ADD expert. "But it's certainly useful."

Think About It

How could exercise help both your body and your mind?

Styles of Martial Arts

Here are facts about some forms of martial arts:

Karate

Karate comes from eastern Asia. Experts fight with their hands, feet, elbows, and knees.

Kung fu

Kung fu is from China. It began thousands of years ago. Kung fu styles are named after animals. They have names such as tiger, snake, and dragon.

Tae kwon do (tigh-KWAHN-DOH)

This style comes from Korea. Fighters kick and punch.

Aikido (igh-kee-DOH)

Aikido is a martial art from Japan. Experts often grab limbs and joints as they fight.

Judo

Judo experts throw and pin rivals. Japanese judo was the first martial art to become an Olympic medal sport.

Name: _____ Date: _____

1. What is one thing that judo and aikido have in common?

- A. Judo and Aikido are both from China.
- B. Judo and Aikido are both Olympic sports.
- C. Judo and Aikido both involve kicking and punching.
- D. Judo and Aikido are both from Japan.

2. Which of the following does the author describe last in the passage?

- A. The author describes what martial arts are and where they began.
- B. The author describes some different kinds of martial arts.
- C. The author describes some action heroes doing martial arts.
- D. The author describes how martial arts are good for teens.

3. It can be inferred from the passage that

- A. martial arts are not helpful for children with ADD
- B. martial arts are too dangerous for children
- C. people of all ages can do martial arts
- D. only teens can benefit from martial arts

4. Read the following sentence from the passage:

"Judo experts throw and pin rivals."

As used in the sentence, **rivals** means

- A. people who are fighting each other
- B. people who are on the same team
- C. people who are learning together
- D. people who are good at martial arts

5. This passage deals primarily with

- A. the different styles of martial arts
- B. how to become an action movie star
- C. the benefits of martial arts
- D. the importance of respect in martial arts

6. Where and when did martial arts begin?

7. How can martial arts help young people with Attention Deficit Disorder (ADD)?

8. The question below is an incomplete sentence. Choose the word that best completes the sentence.

Before Joey took karate, he could not focus well, _____ after he started, he learned that you have to concentrate on the teacher and yourself to get the moves right.

- A. since
- B. because
- C. although
- D. but

9. Which person might you see in combat?



10. If you get a group of friends to play ball together at recess, is that an example of combat? Why or why not?

How Extreme Should Sports Be?

Do some sports cross the line between fun and danger?

Bungee jumpers drop from great heights. Mountain bikers dash down rocky hills. Street luge riders race downhill on wheeled sleds at speeds of more than 80 miles per hour.

Those are some examples of *extreme sports*. They all have thrills, excitement--and danger.

Extreme athletes say they love taking risks. But others say that extreme sports are too dangerous. They say those sports shouldn't be played.

Are extreme sports too extreme? Read the following arguments. Then decide for yourself.

Yes! Extreme Sports Go Too Far!

People can become seriously injured while playing extreme sports. Risking serious injury to play a sport is foolish.

Take snow bikers, for instance. These riders fly down snowy hills at speeds of up to 60 miles per hour. Some snow bikers get the same kinds of injuries "that you might see in high-speed auto accidents," said one doctor.

Some rock climbers climb without using ropes. Some bungee jumpers leap out of helicopters. Athletes called *base jumpers* parachute from bridges and cliffs. There is no good reason for people to risk their lives doing those things.

Extreme sports set a bad example. Kids who see those sports on TV might want to try them at home. But they might not know how to play those sports safely.

When people play extreme sports, they are no longer playing games. They're being irresponsible.

No! Extreme Sports Don't Go Too Far!

Extreme sports have picked up a bad name. Some people just aren't used to the things extreme sports athletes can do.

Every sport comes with the risk of injury. Sometimes those injuries can be serious. Injuries in regular sports can be far worse than those that happen in extreme sports.

"I've seen two people killed in boxing rings. And I've seen two deaths in football," said Dr. Clifford Amenduri of Louisiana. "But I've never seen those kinds of injuries in extreme sports."

Extreme sports also have benefits that other sports don't have. Extreme sports can help young athletes build courage, some doctors say.

What about the thrills that come with playing extreme sports? "I like the risk," said Alex Dunand of Ottawa, Canada, a 14-year-old downhill skier. "If you didn't take risks, life would be boring."

Name: _____ Date: _____

1. Which of the following is *not* mentioned as an example of an extreme sport?
 - A. Snow biking
 - B. Boxing
 - C. Mountain biking
 - D. Bungee jumping

2. How does the author organize the information in this passage?
 - A. The author presents similarities and differences between two or more ideas.
 - B. The author explains a problem and provides examples of possible solutions.
 - C. The author provides convincing evidence to persuade the reader of his or her viewpoint.
 - D. The author explains an argument and then provides evidence both for and against the argument.

3. Dr. Clifford Amenduri would most likely agree with which statement?
 - A. Extreme sports are much easier to play than regular sports.
 - B. Extreme sports are never on television.
 - C. Extreme sports might actually be safer than regular sports.
 - D. Regular sports cause many deaths every year.

4. From information in the section "Yes! Extreme Sports Go Too Far!," it can be concluded that a major concern may be
 - A. the lack of game-playing in extreme sports
 - B. the injuries from high-speed auto accidents
 - C. the influence extreme sports may have on kids
 - D. the cost of the rehabilitation from injuries

5. In paragraph six, the author writes, "Take snow bikers, for instance" to suggest that
 - A. the author is about to use snow bikers as an example.
 - B. snow bikers should be taken seriously.
 - C. the reader should take up, or learn, snow biking.
 - D. the reader should reference an illustration.

6. This passage is mostly about

- A. arguments for and against extreme sports
- B. the medical profession's opinion of extreme sports
- C. the differences between extreme sports
- D. care for extreme sport athletes

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

Extreme sports have a bad reputation _____ they are dangerous.

- A. if
- B. but
- C. although
- D. because

8. Summarize the benefits of extreme sports that the author suggests.

9. Why are boxing and football included in this passage?

10. Read the following statement: "Extreme sports should be for adult-only viewing."

A person who agrees with the statement above would most likely agree with which side of the argument presented in the passage? Support your answer with evidence from the text.

Adding Fractions (B)

Find the value of each expression in lowest terms.

1. $\frac{11}{17} + \frac{8}{17}$

5. $\frac{1}{14} + \frac{5}{7}$

9. $\frac{3}{8} + \frac{1}{2}$

2. $\frac{7}{10} + \frac{3}{10}$

6. $\frac{2}{3} + \frac{5}{9}$

10. $\frac{3}{16} + \frac{13}{16}$

3. $\frac{13}{18} + \frac{5}{9}$

7. $\frac{1}{2} + \frac{1}{14}$

11. $\frac{13}{16} + \frac{7}{16}$

4. $\frac{3}{14} + \frac{1}{2}$

8. $\frac{1}{3} + \frac{2}{3}$

12. $\frac{13}{18} + \frac{1}{2}$

Division Facts (D)

Find each quotient.

$11 \div 1 =$

$42 \div 6 =$

$36 \div 4 =$

$10 \div 1 =$

$60 \div 6 =$

$33 \div 11 =$

$15 \div 3 =$

$21 \div 3 =$

$56 \div 7 =$

$55 \div 11 =$

$18 \div 3 =$

$40 \div 8 =$

$5 \div 1 =$

$5 \div 5 =$

$4 \div 4 =$

$40 \div 4 =$

$30 \div 10 =$

$44 \div 11 =$

$10 \div 10 =$

$28 \div 4 =$

$60 \div 10 =$

$24 \div 6 =$

$27 \div 3 =$

$42 \div 7 =$

$44 \div 4 =$

$48 \div 8 =$

$8 \div 1 =$

$14 \div 7 =$

$99 \div 9 =$

$32 \div 4 =$

$3 \div 3 =$

$45 \div 9 =$

$50 \div 10 =$

$25 \div 5 =$

$32 \div 8 =$

$40 \div 5 =$

$8 \div 4 =$

$54 \div 9 =$

$15 \div 5 =$

$90 \div 10 =$

$63 \div 9 =$

$64 \div 8 =$

$56 \div 8 =$

$40 \div 10 =$

$80 \div 10 =$

$16 \div 4 =$

$90 \div 9 =$

$6 \div 6 =$

$24 \div 8 =$

$36 \div 6 =$

$30 \div 3 =$

$16 \div 8 =$

$33 \div 3 =$

$12 \div 6 =$

$9 \div 9 =$

$66 \div 6 =$

$12 \div 3 =$

$24 \div 3 =$

$30 \div 5 =$

$55 \div 5 =$

$35 \div 5 =$

$27 \div 9 =$

$50 \div 5 =$

$4 \div 4 =$

$30 \div 6 =$

$7 \div 7 =$

$32 \div 4 =$

$9 \div 1 =$

$18 \div 2 =$

$50 \div 10 =$

$8 \div 8 =$

$40 \div 5 =$

$7 \div 1 =$

$9 \div 9 =$

$16 \div 8 =$

$12 \div 2 =$

$24 \div 6 =$

$48 \div 6 =$

$2 \div 1 =$

$42 \div 7 =$

$5 \div 1 =$

$6 \div 2 =$

$21 \div 7 =$

$66 \div 6 =$

$99 \div 11 =$

$16 \div 4 =$

$60 \div 6 =$

$36 \div 6 =$

$77 \div 7 =$

$3 \div 1 =$

$77 \div 11 =$

$18 \div 6 =$

$32 \div 8 =$

$54 \div 6 =$

$54 \div 9 =$

$1 \div 1 =$

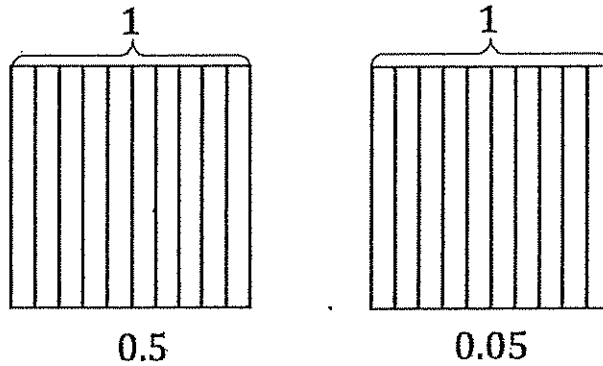
$66 \div 11 =$

$110 \div 11 =$

$49 \div 7 =$

$22 \div 2 =$

Q1: a. Shade the area models to represent the decimal numbers. Decompose tenths as needed. Use Scratchpad to show your work.



b. Compare the values using $<$, $>$, or $=$.

0.5 0.05

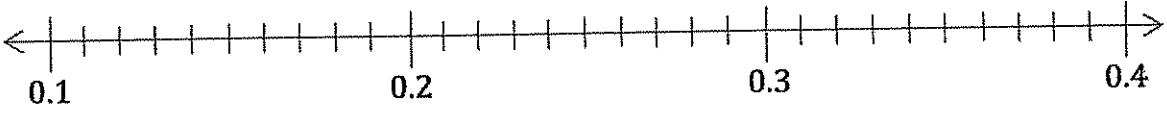
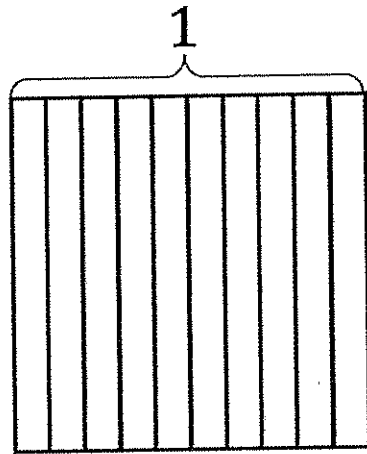
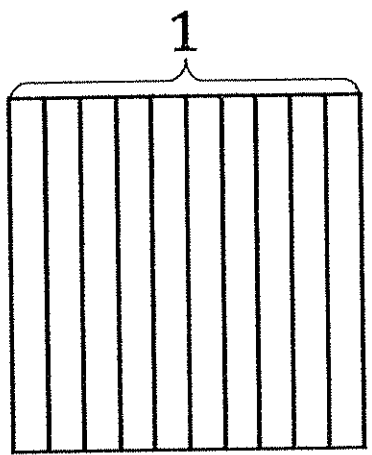
Q2: Compare the values using $<$, $>$, or $=$. Explain your reasoning on paper using pictures, numbers, or words.

a. 0.7 L 0.70 L

b. 0.3 22 hundredths

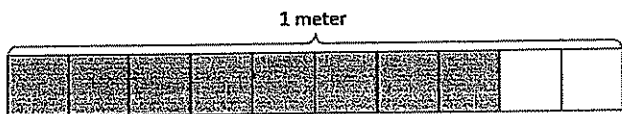
c. $2\frac{3}{10}$ cm 2.03 cm

Q3: Rico says, "0.27 is greater than 0.3 because 27 is greater than 3." Do you agree? Choose the area model or number line to help explain your answer. Then, ^{write} your explanation in the box below.

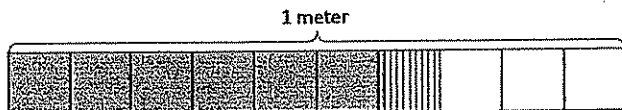


A large empty rectangular box provided for writing an explanation.

Q4: a. Express the lengths of the shaded parts in decimal form.



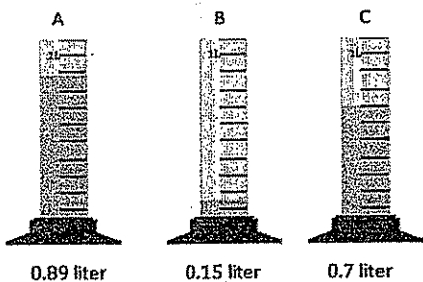
The length is meter.



The length is meter.

b. Use words to compare the two lengths from part (a). Use *longer than* or *shorter than* in your sentence.

Q5: a. Record the volume of water in each graduated cylinder on the place value chart.



Volume of Water (in liters)

Cylinder	ones	•	tenths	hundredths
A	<input type="text"/>	•	<input type="text"/>	<input type="text"/>
B	<input type="text"/>	•	<input type="text"/>	<input type="text"/>
C	<input type="text"/>	•	<input type="text"/>	<input type="text"/>

Compare the values using $<$, $>$, or $=$.

b. 0.7 L 0.89 L

c. 0.15 L 0.7 L