

Name: _____

Week of 10/25 - 11/1

Due Date: 11/1



**For students to receive credit,*

parents must initial in each box.

4th Grade Homework Howler

Choose a total of 5 boxes. At least 1 must come from Math, ELA, and Science.

Homework is given on Friday and is due the following Friday.

Math	ELA/Writing	Science/SS	Moral Focus
<p>Complete the worksheet on the back of this howler. If you work out problems on another sheet, please turn that in too. <u>Have a parent check your answers! :)</u></p> <div data-bbox="102 892 204 972" style="border: 1px solid black; width: 60px; height: 38px; margin-left: 60px;"></div>	<p><u>Compare & Contrast Point of View Across Text</u></p> <ol style="list-style-type: none"> 1. Read <i>Three's a Crowd</i> attached to this howler. 2. Answer all the questions on the answer sheet. IT IS TWO-SIDED. <p><i>***Have a parent check your work</i></p> <div data-bbox="459 892 561 972" style="border: 1px solid black; width: 60px; height: 38px; margin-left: 60px;"></div>	<p style="text-align: center;">***Required***</p> <p style="text-align: center;">Complete the attached Interview sheet. Follow the directions that we went over together in class.</p>	<p>Create a T chart labeling one side "What respect LOOKS like" and the other side "What respect SOUNDS like." Write 5 examples for each section.</p> <div data-bbox="1161 892 1263 972" style="border: 1px solid black; width: 60px; height: 38px; margin-left: 60px;"></div>
<p>1st/2nd Period:***REQUIRED*** Complete the study guide attached to this homework howler. Have a parent check all your work. Math test on 11/1</p> <p>MUM: Create an anchor chart on multiplying fractions. Remember to <u>write neatly</u> and <u>use color!</u> Pinterest has some great anchor charts you can copy!</p> <div data-bbox="102 1400 204 1480" style="border: 1px solid black; width: 60px; height: 38px; margin-left: 60px;"></div>	<p><u>Vocabulary</u> Complete both sides of the It Means What??? sheet. Use the vocabulary words we are studying. Complete all 7 sections using 7 of the vocabulary words.</p> <p><i>***Use our vocabulary words attached to this packet and your flashcards to help</i></p> <div data-bbox="459 1400 561 1480" style="border: 1px solid black; width: 60px; height: 38px; margin-left: 60px;"></div>	<p style="text-align: center;">Attach this sheet to your written/typed assignment and turn them in to Mrs. Garvin.</p>	<p style="text-align: center;"><u>SELF RESPECT</u> Write 5 compliments to YOURSELF on a sheet of paper and read them aloud to yourself. Write these 5 compliments on your mirror and practice saying them aloud to yourself every time you look in the mirror.</p> <div data-bbox="1161 1400 1263 1480" style="border: 1px solid black; width: 60px; height: 38px; margin-left: 60px;"></div>
<p>Log in to MOBY MAX at least THREE TIMES this week at home for at least 20 minutes. You may only do the MATH lessons. Games do not count as Moby Max Math time! Have a parent sign saying you did at least 3 days of Moby Max. Remember to have paper and pencil out to complete the lessons & assignments.</p> <div data-bbox="102 1824 204 1904" style="border: 1px solid black; width: 60px; height: 38px; margin-left: 60px;"></div>	<p><u>Achieve 3000</u> Log in to Achieve 3000 and complete one Article & Activity Lesson or 5-Step Lesson. You MUST score a 75% or above to receive credit.</p> <p><i>***You will only get credit for doing this at home or after school.</i></p> <div data-bbox="459 1824 561 1904" style="border: 1px solid black; width: 60px; height: 38px; margin-left: 60px;"></div>	<div data-bbox="820 1623 922 1703" style="border: 1px solid black; width: 60px; height: 38px; margin-left: 60px;"></div>	<p>Draw a picture of yourself and write 10 things around your picture that you like about yourself as a person, or things you are proud of! Turn in this picture so we can see all the amazing things you are proud of and respect yourself for!</p> <div data-bbox="1161 1824 1263 1904" style="border: 1px solid black; width: 60px; height: 38px; margin-left: 60px;"></div>

Remembering

MUM

Show your work.

Solve.

1. During a movie, Kelley eats $12\frac{2}{7}$ ounces of snack mix and Madison eats $15\frac{3}{4}$ ounces of snack mix. How much did they eat altogether?
-

2. Caleb practices the piano for $15\frac{2}{3}$ minutes on Monday and $21\frac{1}{2}$ minutes on Tuesday. How much longer did he practice on Tuesday?
-

Estimate each sum or difference.

3. $13.2 + 52.7$

4. $19.454 + 1.897$

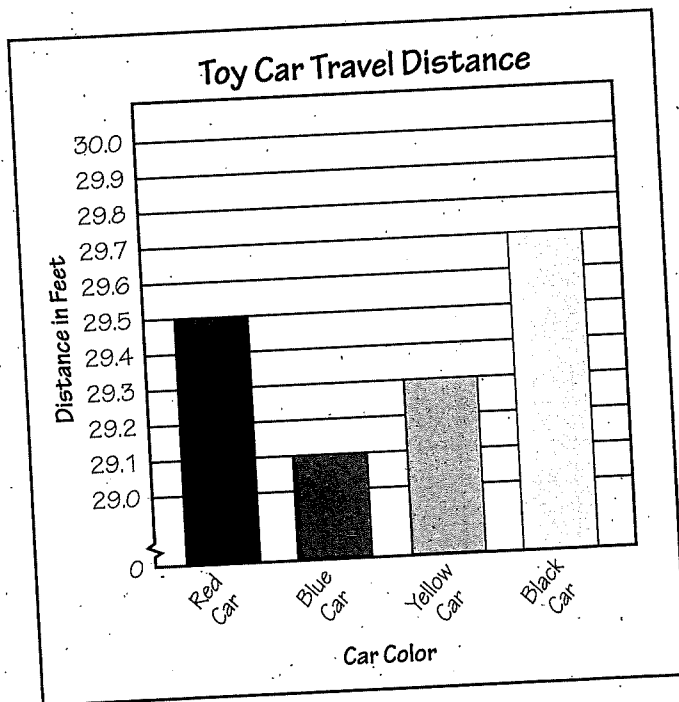
5. $\$33.03 - \10.78

Carly made a bar graph to show how far each of her toy cars traveled.

6. How much farther did Carly's yellow car travel than her blue car?
-

7. What is the greatest and least distance traveled? What is the difference between the two distances?
-

8. **Stretch Your Thinking** Brad has 32 ounces of mixed fruit to share with three friends. He gives 7.65 ounces to Carrie, 8.02 ounces to Joshua, and 6.88 ounces to Terrell. How much mixed fruit is left for Brad?
-



Homework1st / 2nd Period

Solve using any method and show your work. Check your work with estimation.

1. 6×88

2. 62×32

3. $3 \times 3,719$

4. $\begin{array}{r} 63 \\ \times 4 \\ \hline \end{array}$

5. $\begin{array}{r} 523 \\ \times 8 \\ \hline \end{array}$

6. $\begin{array}{r} 39 \\ \times 19 \\ \hline \end{array}$

7. $\begin{array}{r} 84 \\ \times 47 \\ \hline \end{array}$

8. $\begin{array}{r} 2,858 \\ \times 9 \\ \hline \end{array}$

9. $\begin{array}{r} 541 \\ \times 6 \\ \hline \end{array}$

Solve.

10. Mr. Jackson goes on vacation for 22 days. He pays \$17 each day he is gone for Holly's Home Service to get the mail, walk the dog, and water the plants. How much does Mr. Jackson pay Holly's Home Service for the time he is on vacation?
- _____

11. A contractor needs to know the area of a sidewalk that is 2,381 feet long and 7 feet wide. What is the area of the sidewalk?
- _____

Mary planted tomatoes in her garden. She planted 25 rows with 46 tomatoes in each row. Which expression shows the total number of tomatoes she planted?

- A) $(20 \times 40) - (5 \times 6)$
- B) $(20 \times 5) + (20 \times 2)$
- C) $(25 \times 40) \times (25 \times 6)$
- D) $(25 \times 40) + (25 \times 6)$

What multiplication equation is shown by the area model?

- A) 10×20
- B) 23×24
- C) 24×13
- D) 10×24

	10	10	3
20	200	200	60
4	40	40	12

Solve and show your work:

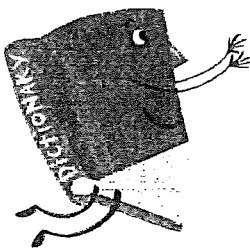
- A) $70 \times 30 =$
- B) $29 \times 87 =$
- C) $8 \times 49 =$
- D) $482 \times 5 =$
- E) $93 \times 40 =$
- F) $7 \times 4,294 =$

A city has 3,093 apartment buildings in one block. How many apartments are in 4 city blocks? Solve using the expanded form. (**Remember expanded form of 392 would be $300 + 90 + 2$. This is just an example...it won't help you solve!)

Study Guide

* Required! *

Have an adult check your work!
♡ ♡



Dive Into the Dictionary! Word entries are followed by their pronunciations. The pronunciation guide at the front of the dictionary explains which letters represent which sounds.

- ① **glimpse (glimps)** verb To see something very briefly. ▷ **glimpsing, glimpsed**
▷ noun **glimpse**
- ② **grief (grief)** noun A feeling of great sadness.
- ③ **hes-i-tate (hez-uh-tate)** verb To pause before you do something. *Zoe hesitated before diving into the freezing-cold water.*
▷ **hesitating, hesitated**
▷ noun **hesitation**
▷ adjective **hesitant**
- ④ **im-press (im-press)** verb
1. To make people think highly of you. *Charlie's work impressed his teacher.*
2. To have an effect on someone's mind. *The Statue of Liberty impressed the group.*
▷ verb **impresses, impressing, impressed**
▷ adjective **impressive**
- ⑤ **in-crease (in-kreess)** verb To grow in size or number. ▷ **increasing, increased**
▷ noun **increase (in-kreess)** ▷ adverb **increasingly**
- ⑥ **in-de-pend-ent (in-di-pen-duhnt)**
1. adjective Free from the control of other people or things. *The colonists wanted to be independent of England.*
2. adjective If someone is **independent**, the person does not want or need much help from other people.
- ⑦ **in-gre-di-ent (in-gree-dee-uhnt)** noun One of the items that something is made from, such as an item of food in a recipe.
- ⑧ **in-no-cent (in-uh-suhnt)** adjective
1. Not guilty.
2. Not knowing about something. *Tanya was innocent of her aunt's plans.*
▷ noun **innocence** ▷ adverb **innocently**
- ⑨ **in-quire (in-kwire)** verb To ask about someone or something. *Monica inquired about the time of the next commuter train.*
▷ **inquiring, inquired** ▷ adjective **inquiring** ▷ adverb **inquiringly**
- ⑩ **in-spire (in-spire)** verb
1. To fill someone with an emotion, an idea, or an attitude. *Maggie's attitude inspired confidence in her fellow workers.*
2. To influence and encourage someone to do something. *The rock concert inspired me to take guitar lessons.*
▷ verb **inspiring, inspired**
▷ noun **inspiration (in-spihr-ay-shuhn)**
▷ adjective **inspiring, inspirational (in-spihr-ay-shuhn-uhl)**

Use one of the 10 words defined above to answer this rhyming riddle.

What do you call a passing sorrow?

Brief _____

it means what???

WORD: _____

DICTIONARY DEFINITION: _____

PARTS OF SPEECH:

- NOUN
- VERB
- ADJECTIVE
- ADVERB

SYNONYM: _____

ANTONYM: _____

YOUR OWN SENTENCE: _____

WORD: _____

DICTIONARY DEFINITION: _____

PARTS OF SPEECH:

- NOUN
- VERB
- ADJECTIVE
- ADVERB

SYNONYM: _____

ANTONYM: _____

YOUR OWN SENTENCE: _____

WORD: _____

DICTIONARY DEFINITION: _____

PARTS OF SPEECH:

- NOUN
- VERB
- ADJECTIVE
- ADVERB

SYNONYM: _____

ANTONYM: _____

YOUR OWN SENTENCE: _____

Three's a Crowd

Skye and I had been best friends since we were four years old. We first met in the garden at preschool when we were both chasing the same butterfly. From that day on, we were as close as twins, bonded by our love for animals, chocolate, and the beach.

I always thought that two was the perfect number. Skye and I shared the same seat on the bus every day. We were always partners for school assignments. When we went on the Ferris wheel at the fun fair, we sat side by side. It had always been the two of us, and that had always worked perfectly.

However, something happened in fifth grade that threatened our perfect pairing. A new girl arrived in town. She moved in next door to Skye and was in the same grade as us. Her name was Maya, and she and Skye *had* to be friends at school because they were next-door neighbors.

The trouble started with the science project. Mrs. Beecham asked us to split into pairs, and I turned immediately to Skye, like always. I was irritated to see that Maya had rushed to Skye's side first, exclaiming, "We'll be partners, right, Skye? We can work on the project together at my house; it's just next door, remember!"

Skye looked over at me guiltily, but Mrs. Beecham interrupted before I could protest. "How wonderful that Maya has a friend already!" she said. "It's not easy being new."

If I argued after that, *I* would have been the bad guy. I had no choice but to let Skye and Maya be partners. I got stuck with Chucky Cooper, who always managed to glue his fingers together no matter what the project was.

That was bad enough, but then I climbed onto the school bus that afternoon to find that Skye and Maya were already sitting together...in the same seat that Skye and I had always shared!

They both waved to me enthusiastically, but I deliberately went and sat all the way at the back by myself. I saw them frowning at me from their seater, but I refused to look. They had each other now.



It only got worse from there. Skye and Maya paired up in sports lessons and in theatre group. They sat together on the bus every day, and I was stuck in the back seat by myself, staring out the window and remembering when it was just the two of us, Skye and me.

I headed to school on Monday, dreading seeing Skye and Maya together. I suffered through science class with Chucky Cooper, who, no surprise, glued his fingers together within the first half hour.

At lunchtime, I considered going to the library to read by myself because it was pouring rain outside, but surprisingly, Maya came and found me first.

"Hey!" she said, in her annoyingly bright tone. "Skye and I want to play Clue, but it's not fun with only two players! Will you come and join us?"

I thought about saying no as payback for the last lonely week I'd spent by myself. However, I really wanted to spend my lunchtime with Skye again, and I did love Clue. I begrudgingly went to join them.

We actually had a lot of fun. As we got further into the game, I realized that Maya was smart, funny, and kind...not the wicked witch I'd imagined her as in my head. Skye ended up winning the game, and Maya and I both cheered for her victory. As lunchtime came to a close, the sun started peeking through the rain clouds outside.

On the bus home that afternoon, I went to head to my regular new spot in the back, but I saw that I was no longer alone in the back row. Maya and Skye were already sitting there, and they had left the third seat by the window for me.

"We thought that this was better," said Maya. "This way, we can all sit together!"

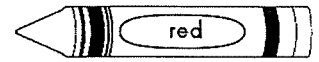
Now, Maya, Skye, and I have become a trio. We take turns pairing up with each other in different lessons, and I don't actually mind when I get paired with someone else. Chucky Cooper isn't all that bad, and I get to make new friends in class by rotating partners. When I'm paired with Skye, it's as great as always, but Maya also makes a pretty good partner.

The fun fair came to town last week, and the three of us went together. We decided against going on the Ferris wheel since it only had enough room for two people in each carriage. Instead, we went on the big roller coaster that fit three people neatly into the car. We strapped ourselves in and linked hands together as the roller coaster went up, up, up the tracks. As it hurtled down the first drop, I heard my two best friends squeal with delight, and I felt very lucky indeed.

Compare & Contrast Point of View

Answer the following questions. Underline the text evidence in the color indicated.

1. Read this sentence from the story.

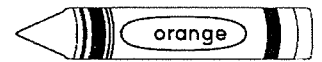


“Skye and I had been best friends since we were four years old.”

What does this sentence tell you about whose point of view is used to tell this story?

- a. Skye is telling the story.
- b. It is told from Maya’s point of view.
- c. A young girl is telling the story from her point of view.
- d. The story is told from an outside narrator’s point of view.

2. In the first few paragraphs, how does the narrator of the story help the reader understand the main character?



- a. by telling what she says
- b. by describing what she feels
- c. by describing the way she looks
- d. by telling what other characters say about her

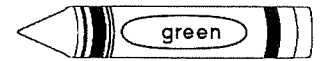
3. How do the main character’s feelings change from the beginning of the story to the end?
(Choose all that apply.)



- a. In the beginning, the main character is excited to have a new friend. In the end, the main character misses Skye.
- b. In the beginning, the main character is lonely. In the end, the main character is happy that she has two friends.
- c. In the beginning, the main character is jealous of Maya. In the end, the main character realizes that Maya can be her friend, too.
- d. In the beginning, the main character wants to have more friends. In the end, the main character realizes that having two friends is perfect.

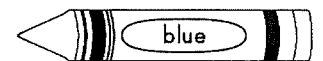
Compare & Contrast Point of View

4. How does the point of view shape the story?



- a. The narrator is telling the story from the outside, which makes the story unbiased.
- b. The narrator is telling the story from the outside, which makes the story unbelievable.
- c. The narrator is telling the story from her perspective, which makes the story relatable.
- d. The narrator is telling the story from her perspective, which makes the story mysterious.

5. Look at the table below. Label which version of the story is told from first person narration and which version is told from third person narration. Fill in the blanks to show how the point of view may change in each version.



_____ Person Narration	_____ Person Narration
We first met in the garden at preschool when we were both chasing the same butterfly.	
	She thought about saying no as payback for the last lonely week she'd spent by herself.
I heard my two best friends squeal with delight, and I felt very lucky indeed.	

How are these versions different? Why do you think the author chose to use this narration?



Taking a Look at the Past



In North Carolina

Directions: Interview a person who has lived in North Carolina for many years. The longer the person has lived in the state, and the older the person is, the more you are going to find out about North Carolina. Use the interview questions below to find out as much information about our state as you can. Once you have gathered your research, turn your information into two strong paragraphs. You may use your best handwriting OR type your paper and print it out.

You do not have to write about every question that you ask, but all questions must be answered on the interview sheet. Feel free to use addition paper if needed. This will be a **GRADED** assignment in addition to being homework. The interview sheet and the written paragraphs should be turned into Mrs. Garvin on Friday, Nov 1st.

• (Do NOT staple this assignment to your homework) •

I am interviewing _____ Date: _____

1. Where were you born? _____

2. Where do you live now? _____

3. How long have you lived in North Carolina? _____

4. How are things different now, compared to the way they were when you were little?

5. Where did you go to school? _____

6. How did you get there? _____

7. How many students were in your class? _____

8. Do you miss anything that you can no longer find in North Carolina? _____

9. What change in North Carolina has affected your life the most? _____

10. Do you personally remember any historically significant events that happened here in North Carolina?

11. Do you have any interesting stories that you would like to include in our interview?

