

Tucson International Academy

Academia International de Tucson

图森国际学院



Homework Packet 4th Grade, Week 6

Name _____

Week begins _____ Due on _____

Each week, you are to complete your entire homework packet and turn it in the day your teacher assigns. You and your parent/guardian must also sign below, confirming you have completed and finished your homework to the best of your ability.

Student Signature _____ Date _____

Parent/Guardian Signature _____ Date _____

UNIT 6

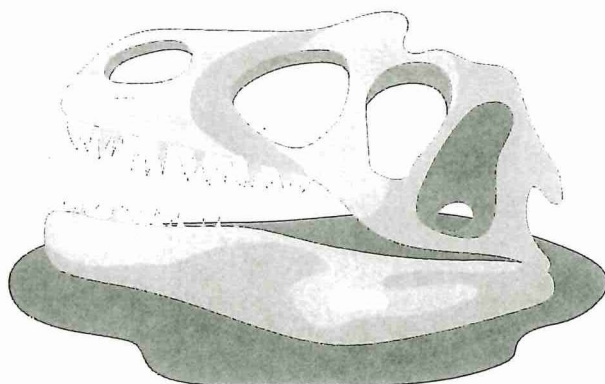
Final Blends with -act, -ect, -ict, -uct, -inct

Focus

This week's focus is on two-syllable words with prefixes (*con-*, *dis-*, *pro-*) followed by *-ct* blends (*-nect*, *-tract*, *-tect*). When the first syllable is stressed, the word is usually a noun. When the second syllable is stressed, the word is usually a verb.

Helpful Hint

Notice that every word on the list begins with a prefix (*at-*, *col-*, *con-*, *dis-*, *ef-*, *ex-*, *in-*, *pre-*, *pro-*, *sub-*). The second syllable of each word is usually stressed, but there are exceptions (*contact*, *product*, *instinct*). In some cases, the noun form of the word is stressed on the first syllable, and the verb form of the word is stressed on the second syllable (*contract*, *subject*).



WEEK 6

- attract
- collect
- connect
- contact
- contract
- distinct
- distract
- effect
- extinct
- instinct
- predict
- product
- protect
- subject
- subtract

Spelling word practice

In the space provided write each of your 15 spelling words 5 times, focus on writing legibly and spelling correctly.

[illegible]

Name: _____ Date: _____

Directions: Use a word from the Word Bank to complete each sentence.**Word Bank**

attract	collect	contact	contract	distinct	distract
extinct	instinct	predicts	product	protect	subject

1. I have to wear a brace on my ankle to _____ it from sprains.
2. Dinosaurs used to roam Earth, but now they're _____.
3. Clean up all these crumbs so they don't _____ ants.
4. Alexei has a _____ laugh. You can recognize it from across a crowded room.
5. The Farmers' Almanac _____ that next winter will be very cold and snowy.
6. A cat's _____ is to hunt for prey such as mice and lizards.
7. I saw a commercial for a new cleaning _____. I wonder how well it works.
8. Which phone number should I use to _____ your parents about your behavior?
9. Let's take a walk on the beach and _____ some seashells!
10. We need to sign a _____ before the builder can start working on our house.

Name: _____ Date: _____

Directions: Use words from the Word Bank for each section.**Word Bank**

attract	collect	connect	contact	contract	distinct
effect	extinct	instinct	predict	protect	subtract

Write a synonym for each word.

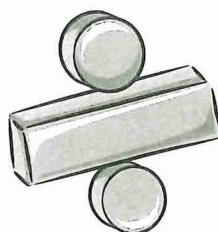
- gather together _____
- no longer existing _____
- unmistakable _____
- formal agreement _____

Write an antonym for each word.

- repel _____
- harm _____
- learned behavior _____
- take apart _____

Write a word that fits each category.

- add, multiply, divide, _____
- anticipate, foretell, forecast, _____
- result, outcome, consequence, _____
- reach out, get in touch, call, _____



Name: _____ Date: _____

Directions: *Tract* is a Latin root that means *pull*. Use a word from the Word Bank to match each definition.

Word Bank

attract	attraction	contract	contraction	detract
distract	extract	retract	subtract	tractor

1. _____ **pull** back inside, like a cat's claws (*verb*)
2. _____ **pull** someone's attention away by tapping or whistling (*verb*)
3. _____ a vehicle that is used on farms to **pull** or drag other things (*noun*)
4. _____ **pull** or draw things towards you, such as a magnet or a cute face (*verb*)
5. _____ something that **pulls** people to an amusement park, like a rollercoaster (*noun*)
6. _____ two words that are **pulled** together, such as *can't* or *they're* (*noun*)
7. _____ **pull** out, like a tooth (*verb*)
8. _____ **pull** in a muscle, making it shorter and tighter (*verb*)
9. _____ **pull** away something's value or nice appearance, like dirty fingernails (*verb*)
10. _____ make less; **pull** down something's value and make it smaller (*verb*)



Many English words are formed by taking a basic word or word chunk and adding a prefix, suffix, or both to it. These basic words are called *root words* (ex: *vent*). If word chunks cannot stand alone, they are called *roots* (ex: *ject*).

Name: _____ Date: _____

Directions: Study how the word changes when you add new endings. Add the same endings to each spelling word to create new words.

1. **correct** corrects correcting corrected correction

connect _____

collect _____

2. **contract** contracts contracting contracted contraction

attract _____

distract _____

subtract _____

Inflectional Endings

Directions: Find three words in the Word Bank related to each of the spelling words. Write the words on the correct lines.

Word Bank

instincts	effects	protective	productive	effective	instinctively
production	protection	effectively	produce	protected	instinctual

3. **product** _____

4. **protect** _____

5. **instinct** _____

6. **effect** _____

Sentence writing using spelling words

Write an original sentence for each of your 15 spelling words.

Underline or **highlight** the spelling word used in each sentence. Focus on proper grammar for each one, this includes capitalization, ending punctuation, spelling and a complete thought.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

11. _____

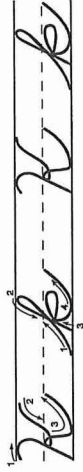
12. _____

13. _____

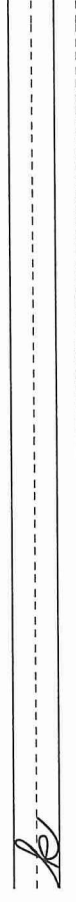
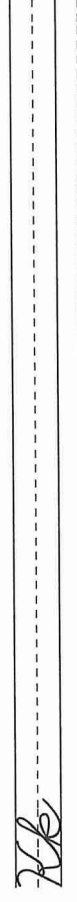
14. _____

15. _____

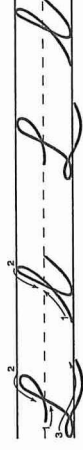
Name: _____ Date: _____

Cursive Guided Practice

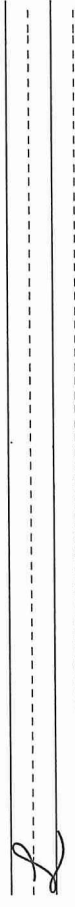
Directions: Trace the line of dotted letters. Then practice writing the uppercase or lowercase letters that follow.



Name: _____ Date: _____

Cursive Guided Practice

Directions: Trace the line of dotted letters. Then practice writing the uppercase and lowercase letters.



Multiplying by 4 (A)

Name: _____ Date: _____

Score: /100

Score: _____

Calculate each product.

$$\begin{array}{r} 6 \\ \times 4 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ \times 7 \\ \hline \end{array}$$

$$\times 10^4$$

$$\begin{array}{r} 4 \\ \times 12 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ \times 11 \\ \hline \end{array}$$

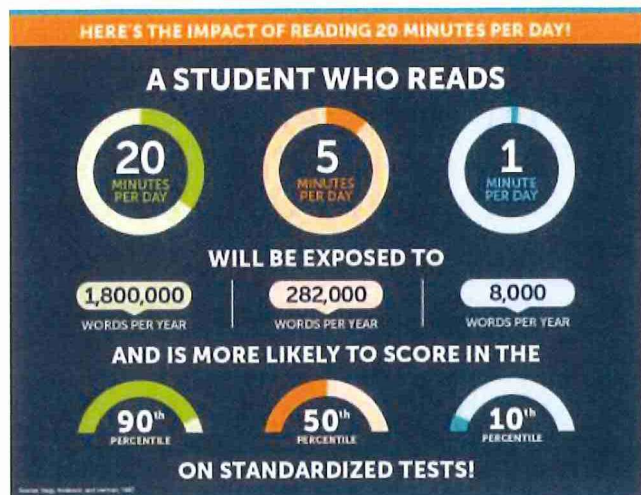
$$\begin{array}{r} 4 \\ \times 6 \\ \hline \end{array}$$

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

$$\begin{array}{r} 11 \\ \times 4 \\ \hline \end{array}$$

$$\times 10^4$$

$$\begin{array}{r} 6 \\ \times 4 \\ \hline \end{array}$$



Part of the homework includes reading 30 minutes a day. Weekend reading is encouraged and students can get credit for reading on Friday, Saturday and or Sunday. Reading each day is very important to help you become a better reader. Complete the log below each day you read.

Days I read:	What I read including book's title(s), chapter(s), or page number(s):	Amount of time I read: (Minutes)	Write a complete sentence explaining what you enjoyed, learned or read about.
Weekend			<hr/> <hr/>
Monday			<hr/> <hr/>
Tuesday			<hr/> <hr/>
Wednesday			<hr/> <hr/>
Thursday			<hr/> <hr/>
Total amount of time I read.		<hr/> Minutes	