

Name: _____

ELA Grade 4 Homework

In an effort to help students stay organized, I will be sending home weekly packets, so that students will have all of their learning materials in one place. Students should complete the attached homework pages for each day of the week. The homework packet **must** come back and forth between school and home every day in your child's take-home English folder. Please do not work ahead in the packet. I will collect the completed packets at the end of every week. If a packet is lost, another may be printed from the classroom page under "assignments."

This week, there will be a quiz over the words at the bottom of the page on Friday. **On Wednesday, there will be a quiz over the grammar points covered on the first two pages of this packet.**

| Day | Nightly Homework (due the next class period) | Minutes of Reading (average of 30 minutes/day) | Title/Author |
|-----------------|---|---|--------------|
| Friday 01/23 | 4 A, B, C: p.1-7 | | |
| Saturday 01/24 | 4 A, B, C: p.1-7 | | |
| Sunday 01/25 | 4 A, B, C: p.1-7 | | |
| Monday 01/26 | 4 C: p.8 | | |
| Tuesday 01/27 | 4 A, B: p.8-9 | | |
| Wednesday 01/28 | 4 A, B, C: p.9-11 | | |
| Thursday 01/29 | 4 A, B, C: p.9, p.12 | | |

1. Circle one of the books you read this week and respond to the prompt using **3-5 complete sentences**. Describe an event in the book that reminds you of something you have experienced in real life.

Spelling Words Words with *ar*, *or*

| | | | |
|-----------|---------|---------|-------|
| alarm | corner | forward | sharp |
| apartment | Florida | garbage | sport |
| argue | force | garden | start |
| Arkansas | forest | morning | storm |
| backyard | form | partner | story |

Name _____

Common, Proper, and Collective Nouns

Directions Write the proper noun from the box that matches each common noun.
Add capital letters where they are needed.

| | | |
|---------------------------|---------------|--------------|
| empire state building | mount everest | aunt lucinda |
| <i>the dark is rising</i> | ms. simpson | |

Common Noun

Proper Noun

- | | |
|-------------|-------|
| 1. teacher | _____ |
| 2. building | _____ |
| 3. mountain | _____ |
| 4. book | _____ |
| 5. relative | _____ |

Directions Rewrite each sentence. Capitalize all proper nouns.

6. Americans in new york had good train service.

7. People in san francisco and other parts of california needed better transportation.

8. A group of workers from china was led by mr. charles crocker.

9. The eastern and western tracks were joined in promontory, utah, on may 10, 1869.

10. The tracks met near aunt joan's house: 491 e. 1st st., ogden, ut 84404.

Singular Possessive Nouns

Directions Write the possessive form of each underlined noun.

1. animal hoof _____
2. desert heat _____
3. station distance _____
4. Lincoln speech _____
5. traveler route _____
6. hero welcome _____
7. herd members _____
8. cowboy outfit _____
9. Trigger fame _____
10. Hollywood horse _____

Directions Write a singular possessive noun to complete each sentence.

11. Each ____ bravery was impressive. _____
12. The ____ journey was risky. _____
13. The ____ mountains and deserts could be dangerous. _____
14. The ____ enemies included snakes and crocodiles. _____
15. We still remember that ____ talents. _____



Home Activity Your child reviewed singular possessive nouns. Look at a newspaper or magazine article with your child. Have him or her identify singular possessive nouns.

*This weekend, you will start writing a draft of your autobiographical essay. We will be writing this essay in steps. The first step is to write a **paragraph** about your family. Use the notes you took in your organizer to help you get started!*

Use this list to check your paragraph. Make any corrections needed!

- Does your paragraph have a **topic sentence**?
 - Does the body of your paragraph have at least three sentences?
 - Does your paragraph have a **concluding sentence**?
 - "**Travel with your pen**" to check for any mistakes you can catch.
- If you are unsure about anything, circle it.

Dear Students,

Starting next week, we will begin reading *Number the Stars* by Lois Lowry. I am excited to read this book together! In her novel, Lois Lowry writes a story about an important historical event. I'm sure you'll enjoy reading this book because Lois Lowry is such an imaginative writer.

Read the following pages that introduce the author and the novel. While you are reading, **underline five facts** that you find interesting. Be prepared to share your facts with the class next week.

You can log your time spent reading this for your reading log on the front page of the packet.

See you next week!

Ms. Padilla

Meet Lois Lowry



I would be a terrible newspaper reporter because I can't write well about huge events . . . As a writer, I find that I can only cover the small and the ordinary—the mittens on a shivering child—and hope that they evoke the larger events.

—Lois Lowry, in her acceptance speech for the Newbery Medal she received for *Number the Stars*

Lois Lowry was born in 1937 in Hawaii. When she was just four years old, she says she knew she wanted to be a writer. Her year-book prediction read “future novelist.” That prediction came true.

Lowry attended Brown University, where she studied writing. She later had four children but never lost sight of her original ambition. She explains that when her children were young “there was a well-worn path between the typewriter and the washing machine.”

Today, Lowry is a successful writer and the winner of Newbery medals for her novels *Number the Stars* and *The Giver*. The Newbery is presented to authors of outstanding books for young people.

Lowry's novels are sometimes humorous, but they also delve into serious topics such as war and death. She draws from her own

experiences or the experiences of people she knows. She says that all of her books deal with one general theme—“the importance of human connections.”

Lowry's first novel, *A Summer to Die*, was published in 1977 and was partly autobiographical. It tells the story of a thirteen-year-old girl's efforts to deal with the death of an older sister. Lowry, whose beloved older sister had died, drew on her own emotions and sense of loss to create her character in this novel.

Lowry wrote *Number the Stars* in 1988. She was inspired by a friend who had grown up in Denmark during World War II, when the country was occupied by Nazi Germany. At that time, Jewish people all over Europe were being arrested and then killed by Germans. In Denmark the Danish people banded together to save their Jewish population. According to Lowry:

The Danish people were the only entire nation of people in the world who heard the splash and the cry and did not . . . turn away from the disaster.

Lowry's novel is based on hours of conversations with her friend and others who experienced the hardships of World War II. She says these conversations helped her to realize “for the first time . . . that historic events and day-to-day life are not separate things.”

In much of her writing, Lowry tries to tell the big story by relating small details. Lowry uses this technique in *Number the Stars*. She tells the large story of life in Denmark during World War II through the everyday lives of two young girls. Lowry says if she has a goal in her writing, it is to focus on:

the vital need for humans to be aware of their interdependence, not only with each other, but with the world and its environment.

Introducing the Novel

Lowry creates suspense and tension without wavering from the viewpoint of Annemarie, a child who shows the true meaning of courage.

—Newbery Committee Chair Caroline Ward

Annemarie is the main character in *Number the Stars*, a novel set in Denmark during World War II (1939–1945). In its simplest form, this historical novel is the story of two ten-year-old girls and the hardships they face while their country is occupied by German Nazis. In a much broader sense, it is a story of the entire Danish nation and its people.

Annemarie Johansen lives with her younger sister Kirsti and their parents in an apartment in Copenhagen. Annemarie's best friend Ellen Rosen, who is Jewish, lives with her parents in the same apartment building. As the novel unfolds, both families are learning to adapt to the German soldiers who have taken control of their country. Both Annemarie and Ellen try to ignore the soldiers on the streets as they walk home from school.

In an effort to adjust to the stress brought on by the Germans, Annemarie often loses herself in the fairy tales she creates for her sister. But the danger heightens, and fairy tales can no longer mask the horrible reality, as German soldiers begin arresting Danish Jews.

Lowry's inspiration for *Number the Stars* was her friend Annelise. The two women were friends for many years, and Lowry heard many stories about Annelise's childhood in Denmark. However, it was not until they were on a vacation together in 1988 that her friend shared with her some of the things she had experienced as a child during the war. Annelise remembered being so cold that she had to wear mittens to bed. She even remembered the high, shiny boots of the German soldiers who occupied her homeland.

Lowry makes many references to the soldier's boots in *Number the Stars*. When Lowry submit-

ted her finished manuscript, her editor thought there were too many references to the boots. Lowry might have removed some of those references if, soon afterward, she hadn't met a Dutch woman whose Jewish mother had been killed by the Nazis. The woman, just a toddler at the time of the Holocaust, remembered only one detail about the soldiers who took her mother away—their boots. Lowry told her editor to keep the references. She said she decided that:

if any reviewer should call attention to the overuse of that image—none ever has—I would simply tell them that those high shiny boots had trampled on several million childhoods and I was sorry I hadn't had several million more pages on which to mention that.

THE TIME AND PLACE

Number the Stars is set mainly in Copenhagen, Denmark, in 1943. It is a time when war is raging through Europe and parts of Asia. German forces, commanded by Adolf Hitler, have invaded the lands around Germany, and Japan is attacking nations in the Pacific. Great Britain, France—and later the United States—join forces to stop the aggression.

Adolf Hitler was the leader of the German aggression and was obsessed by the concept of "racial purity." He believed that the German people were members of a master race and destined to take over the world. The German Nazis believed that peoples such as Slavs and those of African descent were members of inferior races. Nazis also believed that Jews were members of the lowest and most dangerous race of all.

Immediately after his rise to power, Hitler embarked on a slow and steady campaign to rid Germany of Jews. In 1935 German Jews lost their citizenship, and marriage between Jews and "citizens of German . . . blood" was forbidden. In 1938 more than 1,000 synagogues were burned, thousands of Jewish businesses were looted, and 30,000 Jews were arrested. Jews began fleeing Germany, but many nations

refused to take them in as refugees. As a result of Germany's expansion, soon not only German Jews but Jews throughout Europe were at risk. It was in Eastern Europe that the Germans began the final and most horrific stage of their anti-Jew campaign. They moved Jews out of their homes and into special sections of the city called ghettos. They established death camps and embarked on a campaign of mass murder.

In early 1942, senior officials of the German government met to devise a "Final Solution" to the "Jewish Question." These men decided that Jews would be transported to concentration camps. There they would either be worked to death or murdered. As a result of this decision, millions of Jews were killed in gas chambers.

In 1940 the country of Denmark, knowing it was too small to defend itself against the large Nazi forces, surrendered to Germany. At the time when *Number the Stars* takes place, there were about 8,000 Jews living in Denmark. Most were the descendants of Jews who had immigrated to Denmark hundreds of years earlier from Spain, Portugal, Germany, and Russia. There were also about 1,500 Jewish refugees who had fled to Denmark in the early 1930s.

In Denmark laws protected Jews from anti-Semitism. This tradition went back to 1690, when a Danish police chief was fired for suggesting that Denmark should imitate other European countries and establish a ghetto where Jews would be forced to live. In 1814 the Danish Parliament passed a bill making racial or religious discrimination a crime.

When the Germans first occupied Denmark in 1940, the former German ambassador to Denmark warned his superiors back in Berlin that it would be dangerous to limit the civil rights of Danish Jews in any way. Later, a Gestapo colonel visited Denmark and complained that the Danes' tolerant attitude toward Jews was beginning to influence the German soldiers stationed in Denmark. He feared that if a crackdown against Jews was ordered, some of these soldiers might not be willing to enforce it.

In 1943 when the Danish people heard that the Germans had decided to arrest their Jewish citizens, they banded together to form the Danish Resistance. Members of the resistance helped nearly 7,000 people—almost the entire population of Danish Jews—cross the sea to freedom in Sweden.

Did You Know?

Jews were not the only victims of Adolf Hitler's desire to create a master race. The Nazis also killed

- Gypsies
- elderly people
- mentally handicapped and physically challenged adults, children, and babies
- people with epilepsy
- people with a history of mental illness
- people too ill to work
- Jehovah's Witnesses
- people of Slavic nationality, including Russian prisoners of war

Words with *ar*, *or*

Spelling Words

| | | | | |
|---------|---------|---------|-----------|----------|
| morning | forest | garbage | form | alarm |
| corner | story | argue | backyard | start |
| partner | storm | Florida | apartment | sport |
| force | forward | sharp | garden | Arkansas |

Missing Words Write a list word to finish each chapter title. Use capital letters.

Household Ecology

- Chapter 1: Make Nature Your (1)_____ 1. _____
- Chapter 2: Grow a Healthy (2)_____ 2. _____
- Chapter 3: Birds as (3)_____ Visitors 3. _____
- Chapter 4: Turn Kitchen (4)_____ into Gold 4. _____
- Chapter 5: Your Own Woody (5)_____ 5. _____

Stories from the South

- Chapter 1: "The (6)_____ Traveler" 6. _____
- Chapter 2: "(7)_____ Swamps" 7. _____
- Chapter 3: "Early (8)_____ Fishing in the Carolinas" 8. _____

Your New Apartment

- Chapter 1: House or (9)_____? 9. _____
- Chapter 2: How NOT to (10)_____ with Your Landlord 10. _____

Multiple Meanings Read the definitions. Write the list word that fits both meanings.

11. _____ a shape or to make
12. _____ sudden fear or a warning device
13. _____ the place where two walls come together or to trap
14. _____ to begin or to jump in surprise or fright
15. _____ one floor of a building or a tale
16. _____ strong wind with heavy rain or snow or to show anger
17. _____ a game or contest or to wear
18. _____ ahead or bold
19. _____ having a thin, cutting edge or smart
20. _____ active power or to make someone act against his or her will



Home Activity Your child wrote words with *ar* and *or*. Spell a list word. Ask your child to say the word and then use it in a sentence.

Active Reading

***Number the Stars* Chapters 1-5**

Two families are introduced in this section of the book—the Rosens and the Johansens. As you read Chapters 1 through 5, you will see how close the two families are. On the diagram below, list actions, facts, and events that illustrate their closeness and friendship.

| | | |
|------------|--|---------------|
| The Rosens | Annemarie and Ellen are friends and schoolmates. | The Johansens |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |

Writing Good Sentences

Writing Complete Sentences You have learned that a group of words is not a sentence unless it tells a complete thought. Sometimes you can fix an incomplete sentence by adding it to a complete sentence.

Many clues to American history
lie buried underwater.
In old shipwrecks.

Many clues to American history lie
buried underwater in old shipwrecks.

Sometimes you can fix two incomplete sentences by combining them.

Many amazing sights.
Are found in national parks.

Many amazing sights are found in
national parks.

Apply It

**We will do this part in class!*

1-4. Rewrite the picture captions below to make complete sentences.

Revising

National Park Highlights



The saguaro cactus can survive
in the Arizona desert. Because
it can hold two tons of water.



Have you ever seen caribou
grazing? Near Alaska's
tallest mountain?



A national park ranger. Explores
a historical underwater site.



A river inside Mammoth Cave.
Flows 360 feet underground.

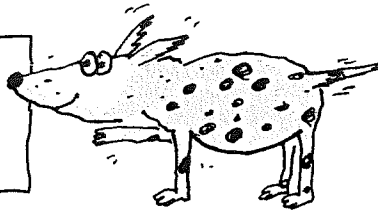
When you write, make sure your sentences state a complete thought. Incomplete sentences can confuse your reader.

The saguaro produces white flowers. In May and June. Its juicy red fruits are good to eat.

The incomplete sentence above makes the meaning unclear. Does the saguaro produce white flowers or good fruit in May and June? The writer can revise by adding the incomplete sentence to the first sentence.

The saguaro produces white flowers in May and June.

Be sure your
new sentences
make sense.

**Apply It**

5-10. Rewrite this part of a report. Fix each incomplete sentence by adding it to a complete sentence or to another incomplete sentence.

Do this on a separate piece of paper!

Revising**Cactus****Desert Survival**

How does a cactus survive in the desert? With so little water? It can usually find enough water because its roots are very long. Cactus stems are hollow or spongy inside. For storing the water. A waxy coating. Makes them waterproof. The stems may also have sharp thorns that keep thirsty animals away.

One fascinating kind of cactus. Is the giant saguaro. Don't expect to see the saguaro's lovely blossoms. Until it is at least fifty years old! The saguaro may still be less than an inch tall. When it is ten years old. However, it reaches a height of at least thirty feet when it is about one hundred years old! The largest saguaros live to be 200 years old. They can reach fifty feet in height. This is as tall as a five-story building!



Words with *ar*, *or*

Proofread a Travel Brochure Check the brochure before it goes to the printer. Circle six misspelled words. Write the words correctly. Then correct the sentence fragment.

All aboard! Daily sightseeing trains leave Tallahassee at six o'clock in the morening. Start your day right. With some delicious Flarida orange juice. Enjoy the view from the top storry of our observation car. Have lunch in everyone's favarit tearoom in Theodore, Alabama, and tour the graden. There's just time to hike in the forest around the Buffalo River before our last stop at Little Rock, Arkansaw.

- | | |
|----------|----------|
| 1. _____ | 2. _____ |
| 3. _____ | 4. _____ |
| 5. _____ | 6. _____ |
| 7. _____ | |

Spelling Words

morning
forest
garbage
form
alarm
corner
story
argue
backyard
start

partner
storm
Florida
apartment
sport
force
forward
sharp
garden
Arkansas

Missing Letters Chose *ar* or *or* to complete each word. Then write the word.

- | | |
|-----------------|-----------|
| 8. _ _ gue | 8. _____ |
| 9. ap _ _ tment | 9. _____ |
| 10. sh _ _ p | 10. _____ |
| 11. p _ _ tner | 11. _____ |
| 12. g _ _ bage | 12. _____ |
| 13. f _ _ ward | 13. _____ |
| 14. sp _ _ t | 14. _____ |
| 15. st _ _ m | 15. _____ |
| 16. f _ _ ce | 16. _____ |
| 17. g _ _ den | 17. _____ |
| 18. al _ _ m | 18. _____ |

Frequently Misspelled Words

favorite
morning



Home Activity Your child identified misspelled words with *ar* or *or*. Say list words and spell them incorrectly. Have your child correct your mistakes.