



American Syllabus (SY 2016-2017)  
International Jubilee Private School

**Term 1**

English H.W List: 8

Date: Oct 30, 2016

Grade/Section: 4 A & B

WEEK: 8

### Reading Comprehension/ Compare and Contrast/ A Fishy Tale

Comparison and contrast are ways of looking at objects and thinking about how they are alike and different. Open the link and do the given exercises.....

<file:///C:/Users/tosh/Desktop/A%20Fishy%20Tale.pdf>

### Grammar/ NOUNS

Open the link below, and do page 55, and 56 (Lesson 5)

[https://www-k6.thinkcentral.com/content/hsp/reading/journeys/na/gr4/Online\\_Journeys\\_practice\\_book\\_SE\\_9780547354934\\_/launch.html](https://www-k6.thinkcentral.com/content/hsp/reading/journeys/na/gr4/Online_Journeys_practice_book_SE_9780547354934_/launch.html)

### Social Studies / Seven Wonders of the World

Write in your social studies a brief summary about each one of World's Wonder. You should write for what reason it was built? And in which era was built? Be ready to present your knowledge in the class?


### Spelling Quiz

**Sunday:** Review for a Spelling Quiz on Oct30th, 2016 Sunday on vocabulary words & sentences (battle, exploding, hideous, hired, immense, invisible, refused, rescue, warrior, wealthy).

## Decoding / Homophones

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**Homophones are words that sound the same but are spelt differently and have different meanings.** e.g. to, too and two.

 Read the following story and find the homophones, replace each homophone with the correct spelling and meaning. You can use a dictionary to help you.

It was late **won/one** Sunday **knight/night** and a young **boy/buoy** with ridiculously long **hair/hare** and who was **heir/air** to the throne sitting in his father's palace.

He was eating his favourite **serial/cereal** **which/witch** all his servants thought was weird because it contains **currents/currants**, a huge **steak/stake**, a spoonful of **muscles/mussels** and the **tail/tale** of a fish called **plaice/place**. When suddenly he **herd/heard** a smashing noise coming from another room.

The young prince shouted out **aloud/allowed** words that were very **foul/fowl** "I **need/knead** to **know/no** **which/witch** windows did they **break/brake**." He ran to **where/wear** the noise came from and felt quite **faint/feint** at the **sight/site** he **saw/sore**, which was. . . . .

 Continue the story using your own homophones.

Here are some ideas:

- check/cheque
- beach beech
- sew/sow
- root/route

## Descriptive Writing/ Choose one of these topics and follow instructions:

Choose one of the following topics, and apply the rules of descriptive writing as shown in the rubric below. (3 Paragraphs, Indention, use the traits below)

- 1- Imagine you are going on a field trip in a bus created especially for kids. Describe this bus and explain why kids will like it.
- 2- Think about a favorite toy you have now or had when you were younger. Describe the toy and tell why it is your favorite.
- 3- Imagine one day at school you are allowed to create a rule for students to follow. Explain the rule you create and why you choose to make that rule. Be sure to include details.

| CATEGORY                               | 4  | 3   | 2  | 1  |
|--|--|---|--|--|
| <b>Introduction</b>                    | Introductory paragraph clearly states subject of essay and captures reader's attention.  | Introductory paragraph states subject of essay but is not particularly inviting to the reader.  | Introductory paragraph attempts to state subject of essay but does not capture reader's attention. | No attempt is made to state the subject of the essay in an introductory paragraph.   |
| <b>Sensory Details</b>                 | Essay includes details that appeal to at least three of the five senses (taste, touch, sound, sight, smell).   | Includes details that appeal to fewer than three of the five senses.  | Includes details that appeal to only one of the five senses.                                       | Includes no details that appeal to one of the five senses.   |
| <b>Word Choice</b>                     | Writer uses vivid words and phrases that linger or draw pictures in the reader's mind, and the choice and placement of the words seems accurate, natural and not forced. | Writer uses vivid words and phrases that linger or draw pictures in the reader's mind, but occasionally the words are used inaccurately or seem overdone. | Writer uses words that communicate clearly, but the writing lacks variety, punch or flair.         | Writer uses a limited vocabulary that does not communicate strongly or capture the reader's interest. Jargon or clichés may be present and detract from the meaning. |
| <b>Simile/Metaphor/Personification</b> | Writer effectively uses simile, metaphor, and personification to describe the subject.   | Writer uses one example of simile, metaphor, or personification to describe the subject.  | Writer may try to use simile, metaphor, and personification but does so incorrectly.               | Writer does not include simile, metaphor, or personification in essay.   |