



Remote Learning Packet

Fourth Grade

March 30–April 3, 2020

Student Name: _____ Teacher: _____

GreatHearts

Irving

Dear Fourth Grade Parents,

While we firmly believe in the irreplaceable value of the person-to-person instruction and discussion that a classroom setting provides, this unprecedented situation requires us to provide for student learning to continue at home to the greatest extent possible. This packet is organized by day. Each day contains a collection of instructions and resources that you and your student will need to complete their at-home tasks. These may be completed in any order.

The next page of this packet is an Attendance Affidavit for you to sign and digitally return to the school. Please do so by scanning/taking a photo of the page and emailing it to attendance@greatheartsirving.org. Also included is a page titled “My Learning This Week” which your child should complete at the end of his/her work each day. At the end of the week, please retain your child’s completed packet. Further instructions about how to return at-home student work will be published soon.

As always, if you have questions about the materials you may reach your child’s teacher by email and they will do their best to reply as quickly as they can during normal school hours (7:15–3:45). The most up-to-date information and answers to general questions regarding Great Hearts’s response to the COVID-19 situation can be found at greatheartamerica.org/coronavirus.

Sincerely,

Angela McFadden, 4A Lead Teacher
angela.mcfadden@greatheartsirving.org

Clara Defilippis, 4B Lead Teacher and Fourth Grade Team Lead
clara.defilippis@greatheartsirving.org

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Student Attendance Affidavit

March 30–April 3, 2020

My Great Hearts Irving Student, _____, to the best of my knowledge, attended to his/her remote learning assignments on the following days:

- Monday, March 30, 2020
- Tuesday, March 31, 2020
- Wednesday, April 1, 2020
- Thursday, April 2, 2020
- Friday, April 3, 2020

Parent Name (printed): _____

Parent Signature: _____ Date: _____

Student Name: _____ Teacher: _____

My Learning This Week

Directions: Write the date in the box on the left; then put a check mark in each box when all of your hard work is done. We miss you, and hope to see you at school again very soon!

Date	My Daily Learning
	<input type="checkbox"/> I spent between 100 and 120 minutes on my daily activities. <input type="checkbox"/> I read all the directions before I asked for more help. <input type="checkbox"/> If required, I wrote all my answers in complete sentences. <input type="checkbox"/> I used my neatest penmanship, and my writing can be read by both me and an adult. <input type="checkbox"/> I double-checked my written answers for correct capitalization, punctuation, and grammar. <input type="checkbox"/> I read for at least 20 minutes today. <input type="checkbox"/> My teacher will be proud of my hard work and perseverance.
	<input type="checkbox"/> I spent between 100 and 120 minutes on my daily activities. <input type="checkbox"/> I read all the directions before I asked for more help. <input type="checkbox"/> If required, I wrote all my answers in complete sentences. <input type="checkbox"/> I used my neatest penmanship, and my writing can be read by both me and an adult. <input type="checkbox"/> I double-checked my written answers for correct capitalization, punctuation, and grammar. <input type="checkbox"/> I read for at least 20 minutes today. <input type="checkbox"/> My teacher will be proud of my hard work and perseverance.
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	<input type="checkbox"/> I spent between 100 and 120 minutes on my daily activities. <input type="checkbox"/> I read all the directions before I asked for more help. <input type="checkbox"/> If required, I wrote all my answers in complete sentences. <input type="checkbox"/> I used my neatest penmanship, and my writing can be read by both me and an adult. <input type="checkbox"/> I double-checked my written answers for correct capitalization, punctuation, and grammar. <input type="checkbox"/> I read for at least 20 minutes today. <input type="checkbox"/> My teacher will be proud of my hard work and perseverance.

Fourth Grade Remote Learning Plan 3/30–4/3

At-home work for Fourth Grade is limited to approximately 2 hours per day.

Subject		Mon. 3/30	Tue. 3/31	Wed. 4/1	Thu. 4/2	Fri. 4/3
Math ~25–35 min.		Review Worksheet 10 problems	Review Worksheet 10 problems	Review Worksheet 10 problems	Review Worksheet 10 problems	Review Worksheet 10 problems
English Language Arts ~25–35 min. total	<i>Spalding</i> 5 minutes	5 words	Cursive Practice	5 words	Cursive Practice	5 words
	<i>Literature</i> 15 minutes	Princess and the Goblin Ch. 1	Drawing and composition on goblins ch. 1	Ch. 2	Ch. 3 part 1	Ch. 3 part 2
	<i>Grammar/ Writing</i> 10 minutes	Grammar Worksheet	Lit and writing combined	Grammar worksheet	Journal entry	Grammar worksheet
	<i>Poetry</i> 5 minutes	Memorize Stanza 1 Part III	Memorize Stanza 1 Part III	Memorize Stanza 1 Part III	Memorize Stanza 1 Part III	Memorize Stanza 1 Part III
History or Science ~20 min.		States of Matter Experiment	American Revolution Map Worksheet	States of Matter	American Revolution Picture Analysis	Atom Structure Review

<p style="text-align: center;"><i>Art</i> or <i>Music</i> ~15 min.</p>	<p>Music: Treble clef notation</p>	<p>Art: Portrait of George Washington by Gilbert Stuart. View and sketch</p>	<p>Music: Galway Bay + rhythm</p>	<p>Art: battle map from the Battle of Trenton. View and sketch</p>	<p>Music: Sirens' Song + rhythm</p>
<p style="text-align: center;"><i>Latin</i> or <i>P.E.</i> ~15 min.</p>	<p>P.E. 5-minute workout and then 10 minutes of a hand-eye coordination ball game: "roof ball"</p>	<p>Latin Reading and noting prepositions</p>	<p>P.E. 3-minute stretch and then the "home-made pacer test."</p>	<p>Latin Flashcard practice and scavenger hunt</p>	<p>P.E. 5 Minute workout and 10 minutes of free outside time.</p>

Day 1 Instructions and Resources

Monday, 3/30

Math (about 25 minutes)

- Complete the worksheet below reviewing material from previous units.
- Using a timer for 5 minutes, fill out the 5 minute frenzy attached.

$\begin{array}{r} 24 \\ \times 3 \\ \hline \end{array}$	$\begin{array}{r} 33 \\ \times 3 \\ \hline \end{array}$	$\begin{array}{r} 16 \\ \times 6 \\ \hline \end{array}$	$\begin{array}{r} 44 \\ \times 5 \\ \hline \end{array}$	$\begin{array}{r} 16 \\ \times 6 \\ \hline \end{array}$	$\begin{array}{r} 52 \\ \times 3 \\ \hline \end{array}$	$\begin{array}{r} 74 \\ \times 4 \\ \hline \end{array}$	$\begin{array}{r} 14 \\ \times 9 \\ \hline \end{array}$	$\begin{array}{r} 85 \\ \times 5 \\ \hline \end{array}$	$\begin{array}{r} 25 \\ \times 8 \\ \hline \end{array}$
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1. Write the missing number in each blank.

a) $45,700 = \underline{\hspace{2cm}} + 40,000$

b) $35,000 = \underline{\hspace{2cm}} + 5,000$

c) $91,548 = 91,000 + \underline{\hspace{2cm}}$

d) $67,320 = 67,000 + \underline{\hspace{2cm}}$

2. Write the missing number in each blank.

a) $57.02 = 57 + \underline{\hspace{2cm}}$

b) $9.62 = 9 + \underline{\hspace{2cm}}$

c) $2.53 = 2 + \frac{5}{10} + \frac{\hspace{1cm}}{100}$

d) $26.4 = 26 + \frac{\hspace{1cm}}{10}$

3. Arrange the numbers in **decreasing** order.

a) 3.03, 0.3, 0.03, 3.3

b) 0.05, 0.29, 0.3, 0.09

Five Minute Multiplying Frenzy (A)

Name: _____

Date: _____

Multiply each row number by each column number.
(Range 2 to 12)

×	6	8	7	4	10	2	3	9	5	12
2										
11										
6										
8										
5										
12										
7										
3										
9										
10										

Time: _____

Score: _____ /100

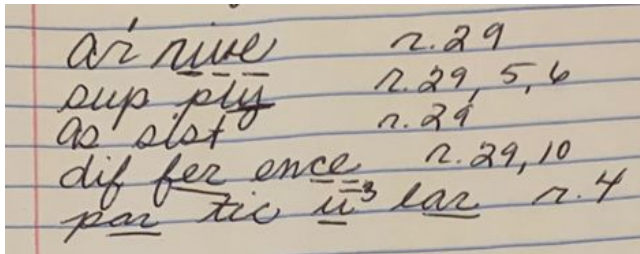
Spalding

New words (about 10 minutes):

On the worksheet below, write the assigned words in the following way:

1. Say the word.
2. Use the word in a sentence.
3. Show syllables and finger spelling for the word.
4. Write the word. *Remember to say the phonograms aloud as you write.*
5. Mark the word with the correct spelling rules.
6. Repeat for each assigned word.
7. When you have finished the word list, read for spelling (read only individual sounds in each word).
8. Read for reading (read the whole word).
9. Choose 1 of the words, and write a sentence.

Today's words: arrive, supply, assist, difference, particular



Sentence

--

Literature

Read chapter 1 of *Princess and the Goblin* from the book, or the worksheet included below. Answer the comprehension question below the chapter. (about 15 minutes):

As you read...

1. Be sure to read slowly and carefully. If you have to sound out many words, go back and read the sentence again.
2. Make sure that your voice follows all punctuation!
3. Parents: *Your children should read from a book at or below his or her reading level in order to allow for practice in fluency and expression.*
4. When you are finished reading, answer the comprehension question below the text provided.

CHAPTER 1

Why the Princess Has a Story About Her

There was once a little princess whose father was king over a great country full of mountains and valleys. His palace was built upon one of the mountains, and was very grand and beautiful. The princess, whose name was Irene, was born there, but she was sent soon after her birth, because her mother was not very strong, to be brought up by country people in a large house, half castle, half farmhouse, on the side of another mountain, about half-way between its base and its peak.

The princess was a sweet little creature, and at the time my story begins was about eight years old, I think, but she got older very fast. Her face was fair and pretty, with eyes like two bits of night sky, each with a star dissolved in the blue. Those eyes you would have thought must have known they came from there, so often were they turned up in that direction. The ceiling of her nursery was blue, with stars in it, as like the sky as they could make it. But I doubt if ever she saw the real sky with the stars in it, for a reason which I had better mention at once.

These mountains were full of hollow places underneath; huge caverns, and winding ways, some with water running through them, and some shining with all colours of the rainbow when a light was taken in. There would not have been much known about them, had there not been mines there, great deep pits, with long galleries and passages running off from them, which had been dug to get at the ore of which the mountains were full. In the course of digging, the miners came upon many of these natural caverns. A few of them had far-off openings out on the side of a mountain, or into a ravine.

Now in these subterranean caverns lived a strange race of beings, called by some gnomes, by some kobolds, by some goblins. There was a legend current in the country that at one time they lived above ground, and were very like other people. But for some reason or other, concerning which there were different legendary theories, the king had laid what they thought too severe taxes upon them, or had required observances of them they did not like, or had begun to treat them with more severity, in some way or other, and impose stricter laws; and the consequence was that they had all disappeared from the face of the country.

According to the legend, however, instead of going to some other country, they had all taken refuge in the subterranean caverns, whence they never came out but at night, and then seldom showed themselves in any numbers, and never to many people at once. It was only in the least frequented and most difficult parts of the mountains that they were said to gather even at night in the open air. Those who had caught sight of any of them said that they had greatly altered in the course of generations; and no wonder, seeing they lived away from the sun, in cold and wet and dark places. They were now, not ordinarily ugly, but either absolutely hideous, or ludicrously grotesque both in face and form. There was no invention, they said, of the most lawless imagination expressed by pen or pencil, that could surpass the extravagance of their appearance. But I suspect those who said so had mistaken some of their animal companions for the goblins themselves—of which more by and by.

The goblins themselves were not so far removed from the human as such a description would imply. And as they grew misshapen in body they had grown in knowledge and cleverness, and now were able to do things no mortal could see the possibility of. But as they grew in cunning, they grew in mischief, and their great delight was in every way they could think of to annoy the people who lived in the open-air storey above them.

They had enough of affection left for each other to preserve them from being absolutely cruel for cruelty's sake to those that came in their way; but still they so heartily cherished the ancestral grudge against those who occupied their former possessions and especially against the descendants of the king who had caused their expulsion, that they sought every opportunity of tormenting them in ways that were as odd as their inventors; and although dwarfed and misshapen, they had strength equal to their cunning.

In the process of time they had got a king and a government of their own, whose chief business, beyond their own simple affairs, was to devise trouble for their neighbours. It will now be pretty evident why the little princess had never seen the sky at night. They were much too afraid of the goblins to let her out of the house then, even in company with ever so many attendants; and they had good reason, as we shall see by and by.

Chapter 1 Princess and the Goblin Question: (Write in a complete sentence with beautiful penmanship)

Why has the princess never seen the sky at night?

Grammar

- Read the grammar review sheet and complete the worksheet attached, parsing the parts of speech and diagramming the sentences. (about 10 minutes)

Poetry

Practice reciting “Paul Revere’s Ride” Part III Stanza 1 (about 5 minutes):

As you recite...

1. Recite with good volume.
2. Speak clearly so that your audience can understand the words you are saying.
3. See if you can remember when to slow down, when to speed up, when to speak quietly, and other expressions we discussed in class.
4. Try to say the stanza without looking, striving to memorize it.

**It was twelve by the village clock
When he crossed the bridge into Medford town.
He heard the crowing of the cock,
And the barking of the farmer’s dog,
And felt the damp of the river-fog,
That rises when the sun goes down.**

Science

Answer the questions below and complete the simple experiment. (about 20 minutes)

Three States of Matter

You are standing over a stove and you see water in a pot begin to bubble. Steam rises from the pot. You make tea with the hot water, but it’s too hot to drink. You don’t want to wait until it cools so you add an ice cube. You observe the ice melt in the hot liquid until your tea is at the right temperature for you to drink.

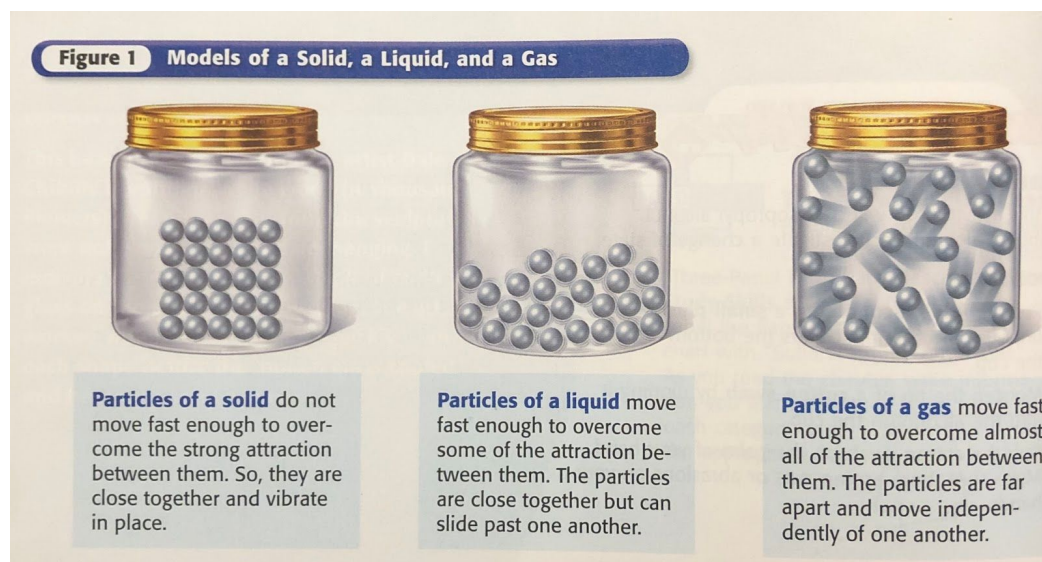
From what you read in this scene, what has happened to the water? In what ways did the water change?

This scene described has examples of the three most common states of matter: solid, liquid, and gas.

States of matter are physical forms in which a substance can exist.

Matter, if you remember, is composed of atoms. These atoms join together to make molecules. The molecules could be just of one type of atom or of multiple types of atoms making compounds. All these particles interact with each other, and the way they interact determines the state of matter the substance will form.

The figure below shows how particles interact with each other, and the states of matter they form.



States of Matter

Solids

Imagine dropping a marble into a bottle. Would anything happen to the shape or size of the marble? If dropped into a larger bottle, would the marble change in size? (Discuss with parents.)

A solid is a state of matter that has a definite shape and volume. The particles of a substance in a solid are very close together. The particles vibrate and move a little, but they do not move fast enough to push themselves apart from the other particles in the solid. Each particle is locked in place by the particles around it.

What solids are in your house? (Answer in a complete sentence.)

Liquids

Experiment:

- 1) Pour 1 cup of water into a tall glass.
- 2) Pour 1 cup of water into a flower vase.

Does the amount of water change because of the shape of the container?

A liquid is a state of matter that has a definite volume (amount of water) but takes the shape of the container it is in. The particles in liquids move fast enough to not be locked in one place, but not fast enough to be completely separated from each other. Instead they slide past each other until the liquid takes the shape of its container.

What liquids are in your house? (Answer in a complete sentence.)

Gases

Have you ever seen a small tank of helium fill balloons? Would you believe that one small tank of helium can fill almost 700 balloons?

Helium is a gas. A gas is the state of matter that has no definite shape or volume. The particles of gas move very quickly. They are not locked in place by other particles like in a solid, but they move faster than the particles in a liquid that they break away from each other. The particles are less attracted to each other.

What gases make up the atmosphere? (Answer in a complete sentence.)

Music

- 1) Draw five parallel lines horizontally across a sheet of paper.
- 2) Draw the treble clef five times. Make sure that you draw the whole clef in one motion. Make them as uniform as possible. If needed, use a picture of the treble clef as your model.
- 3) Using treble clef notes, spell CAB, FADE, and LEDGE.
- 4) Challenge: Spell your own 6-letter word!

P.E.

5 Minute workout:

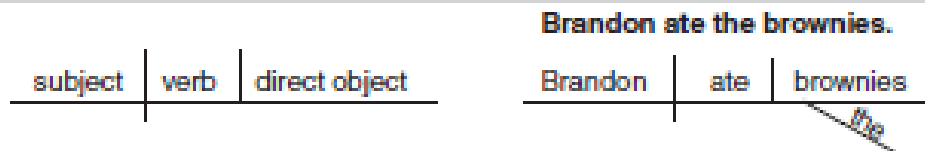
- 60 seconds of slow push ups.
- 30 second break
- 60 seconds of walking lunges
- 30 second break
- 60 seconds of resting squats. This means staying in a low squat for a whole minute with your feet flat on the ground and parallel to each other.
- 60 seconds of wall-walks. For this one, start in a push up position with your feet pushed up against a blank wall. Start taking little steps up the wall with your legs straight. As you get higher up the wall, start taking little steps backwards with your hands. Go as high as you feel you can. Go up and down like this for 60 seconds.

10 minute game: Roof ball

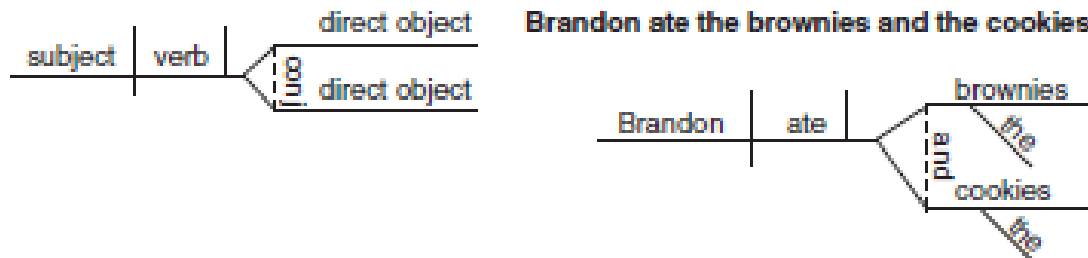
Get a ball that is bouncy of any size and take it outside. What this game consists of is throwing the ball on the roof of your house and trying to catch it with both hands as it comes down. If the roof is too high, find a blank, outside wall and practice throwing it against the wall and catching it. Once you master it, use your left hand. Try clapping as many times as possible in between throwing and catching. Try throwing close and then far away...

Diagramming Adjectives, Adverbs, Direct Objects, Indirect Objects (cont.)

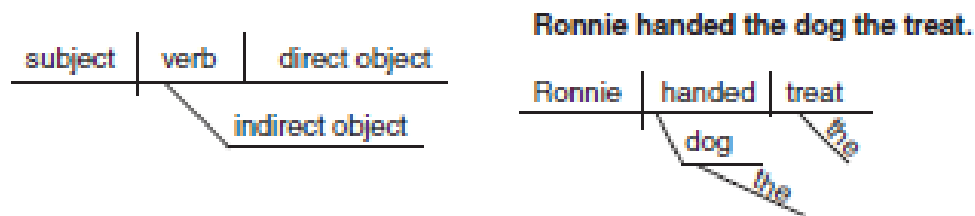
When diagramming sentences, the direct object is written on the base line to the right of the verb. The dividing line does not cross the base line.



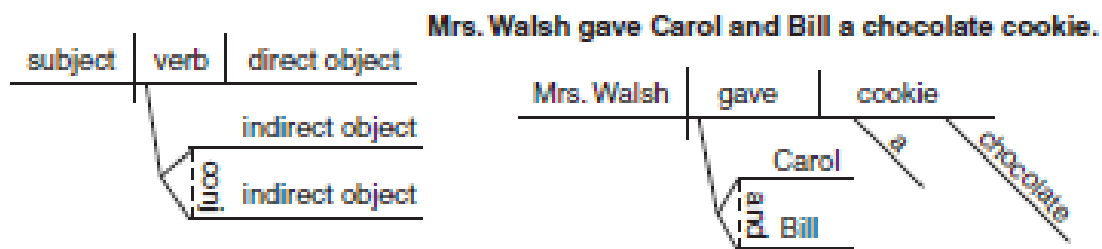
Compound direct objects are written on the base line to the right of the verb. Each direct object is written on its own line connected to each other by the conjunction, which is written on a dotted line.



When diagramming sentences, the indirect object is written on a line under the verb.



Compound indirect objects are written under the verb on two lines connected by the conjunction on a dotted line.

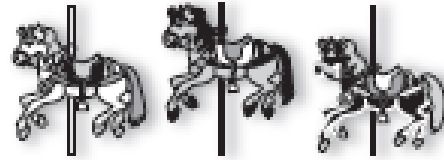


Teacher Note: Prepositional phrases, predicate nominatives, and predicate adjectives are used in some of the following exercises. You may want students to review the material on prepositional phrases on page 16 before beginning this section. Predicate nominatives and predicate adjectives are on page 26.

Name: _____ Date: _____

Diagramming Adjectives: Practice Activity

Directions: Diagram the following sentences in the space provided. Use the correct form. An example is given.



<p>1. Joseph ate an apple.</p> <div style="text-align: center; margin-top: 20px;"> <table style="margin: auto; border-collapse: collapse;"> <tr> <td style="border-right: 1px solid black; padding: 5px 10px;">Joseph</td> <td style="padding: 5px 10px;">ate</td> <td style="border-right: 1px solid black; padding: 5px 10px;">apple</td> </tr> <tr> <td style="border-right: 1px solid black; height: 20px;"></td> <td style="height: 20px;"></td> <td style="border-right: 1px solid black; text-align: center; padding: 5px 10px;">an</td> </tr> </table> </div>	Joseph	ate	apple			an	<p>5. The beautiful white swans floated.</p>
Joseph	ate	apple					
		an					
<p>2. Kelsey rode the blue merry-go-round horse.</p>	<p>6. Randy owns a blue and white skateboard.</p>						
<p>3. Sonja held my orange cat.</p>	<p>7. Did you eat the chocolate cake?</p>						
<p>4. Hold the green water pitcher.</p>	<p>8. Dirty water filled the swimming pool.</p>						

Day 2 Instructions and Resources

Tuesday, 3/31

Math (about 25 minutes)

- Complete the worksheet below reviewing material from previous units.
- Using a timer for 5 minutes, fill out the 5 minute frenzy attached.

$\begin{array}{r} 72 \\ \times 5 \\ \hline \end{array}$	$\begin{array}{r} 84 \\ \times 3 \\ \hline \end{array}$	$\begin{array}{r} 66 \\ \times 4 \\ \hline \end{array}$	$\begin{array}{r} 23 \\ \times 9 \\ \hline \end{array}$	$\begin{array}{r} 54 \\ \times 3 \\ \hline \end{array}$	$\begin{array}{r} 27 \\ \times 5 \\ \hline \end{array}$	$\begin{array}{r} 45 \\ \times 6 \\ \hline \end{array}$	$\begin{array}{r} 18 \\ \times 4 \\ \hline \end{array}$	$\begin{array}{r} 34 \\ \times 7 \\ \hline \end{array}$	$\begin{array}{r} 83 \\ \times 2 \\ \hline \end{array}$
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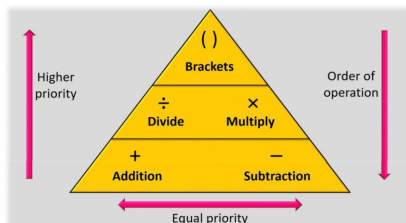
E.g. The factors of 12 are 1,2,3,4,6 and 12. The first five multiples of 2 are 2, 4, 6, 8, and 10.

1.

What are the factors of 14?	What are the factors of 35?	What are the common factors of 14 and 35?

2.

What are the first 6 multiples of 4?	What are the first 5 multiples of 6?	What are the first 2 common multiples of 4 and 6?



3. Solve each of the following problems. Please show all your work.

a) $24 + 12 \times 5 =$

b) $(24+12) \times 5 =$

c) $7 \times 3 + 5 =$

d) $2 \times (3+16) =$

Five Minute Multiplying Frenzy (B)

Name: _____

Date: _____

Multiply each row number by each column number.
(Range 2 to 12)

×	2	7	12	5	4	10	3	8	11	9
10										
7										
8										
3										
12										
11										
4										
2										
9										
5										

Time: _____

Score: _____ /100

Penmanship

- **Complete the cursive pages attached.** (about 10 minutes):
 1. Make sure that you are slowly and carefully writing the letters to the best of your ability
 2. Optional: Listen to Vivaldi's *Four Seasons: **Spring*** while completing the assignment.

Literature/Writing

Read, draw, and write (about 25 minutes)

1. Read the passage from ch. 1 below.
2. Draw a picture of the goblins.
3. Describe in your own words the goblins' appearance in 4 sentences, using capitalization, punctuation, strong vocabulary, and beautiful penmanship.

Those who had caught sight of any of them said that they had greatly altered in the course of generations; and no wonder, seeing they lived away from the sun, in cold and wet and dark places. They were now, not ordinarily ugly, but either absolutely hideous, or ludicrously grotesque both in face and form. There was no invention, they said, of the most lawless imagination expressed by pen or pencil, that could surpass the extravagance of their appearance. But I suspect those who said so had mistaken some of their animal companions for the goblins themselves—of which more by and by. The goblins themselves were not so far removed from the human as such a description would imply. And as they grew misshapen in body they had grown in knowledge and cleverness, and now were able to do things no mortal could see the possibility of.

Draw a picture below of the goblins, using the description above.

Describe the goblins in 4 sentences, using your own words.

Poetry

Practice reciting “Paul Revere’s Ride” Part III Stanza 1 (about 5 minutes):

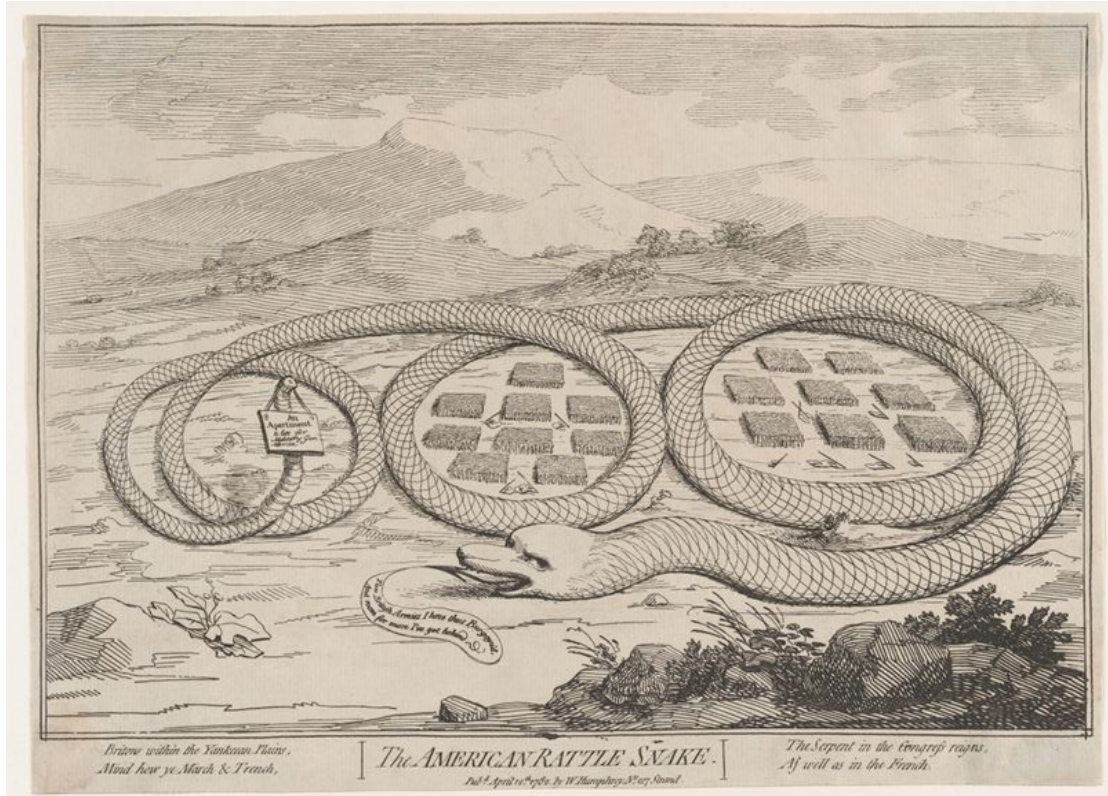
As you recite...

1. Recite with good volume.
2. Speak clearly so that your audience can understand the words you are saying.
3. See if you can remember when to slow down, when to speed up, when to speak quietly, and other expressions we discussed in class.
4. Try to say the stanza without looking, striving to memorize it.

**It was twelve by the village clock
When he crossed the bridge into Medford town.
He heard the crowing of the cock,
And the barking of the farmer’s dog,
And felt the damp of the river-fog,
That rises when the sun goes down.**

History

- Examine the picture below and answer the questions in complete sentences with beautiful handwriting. (about 15 minutes)



What is the title of this 1783 cartoon on the American Revolution?

The snake in the picture is a symbol of something else. Based on the title, what is the snake a symbol of?

What does the snake appear to be doing?

There are two armies from two battles represented in the picture. Which battles do you think they are? (If you need help, you may look in your notes for the battle that ended in 1777, and another that ended in 1781.)

Art

View and study this portrait of George Washington by the artist Gilbert Stuart.



1. Paying close attention to his clothes, his stance and his facial expression, what do you think the artist was trying to show us about George Washington?

2. What symbols do you notice in the painting? What could these symbols mean?

*hint—look at the chair, desk, and out the window

3. Draw a quick 5 minute gesture sketch of George Washington below, making sure to find the line of action and sketching lightly with your pencil.

Latin

(10 min.) Reading practice: read Cp. VI, lines 1-17 attached below.

- Read this page aloud once. Focus on pronouncing the words clearly and confidently. Remember that in classical Latin
 - All C's make a "k" sound, as in "king."
 - All V's make a "w" sound, as in "wow."
 - All G's make a "g" sound, as in "go," never a "j" sound as in "genius."
- Spend 5 min. underlining or writing down all the prepositions you can find in this passage. There are five different prepositions in this passage. As always, you may use your notebook and/or vocabulary sheets to check the meanings of words.

CAPITVLVM SEXTVM

ROMA

Porta Capena

Tiberis

Via Latina

Via Appia

Tusculum

villa *

VIA LATINA

CAP. VI

mūrus

porta

7 In Italiā multae et magnae viae sunt: via Appia, via Latina, via Flāminia, via Aurēlia, via Aemilia. Via Appia est inter Rōmam et Brundisium; via Latīna inter Rōmam et Capuam; via Flāminia inter Rōmam et Arīminum; via Aurēlia inter Rōmam et Genuam; via Aemilia inter Arīminum et Placentiam. Brundisium, Capua, Arīminum, Genua, Placentia, Ōstia magna oppida sunt. Ubi est Ōstia? Ōstia est prope Rōmam. Tūsculum quoque prope Rōmam est. Brundisium nōn est prope Rōmam, sed procul ab Rōmā: via Appia longa est. Via Latīna nōn tam longa est quam via Appia. Quam longa est via Flāminia? Neque ea tam longa est quam via Appia. Tiberis fluvius nōn tam longus est quam fluvius Padus.

10 Circum oppida mūrī sunt. Circum Rōmam est mūrus antiquus. In mūrō Rōmānō duodecim portae sunt. Porta prīma Rōmāna est porta Capēna. Circum oppidum Tūsculum mūrus nōn tam longus est quam circum Rōmam.

inter Rōmam et Brundisium (acc)

prope Rōmam ↔
procul ab Rōmā

longus -a -um

circum oppidum (acc)

duo-decim = XII (12)
porta = magnum ōstium

41

Vocābula Disposita/Ōrdināta

Nōmina

1st

amīca, -ae	female friend
lectīca, -ae	litter, sedan
porta, -ae	gate
via, -ae	road, way, street

2nd

āctīvum, -ī (verbum)	active
amicus, -ī	friend
equus, -ī	horse
inimicus, -ī	(personal) enemy
locātivus (cāsus)	locative
mūrus, -ī	wall
passīvum (verbum)	passive
saccus, -ī	sack
umerus, -ī	shoulder

3rd (you will learn about this family of nouns later)

praepositiō (f.)	preposition
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Verba

-ā (1)

ambulat, ambulat	walk
intrat, intrant	enter
portat, portant	carry

-ē (2)

timet, timent	fear, be afraid (of)
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consonant (3)	
vehit, vehunt	carry, convey, ride, sail, travel

Irregular	
it/eunt	go

Adiectiva

1st/2nd (-us/er, -a, -um)	
duodecim	twelve
fessus, -a, -um	tired, weary
longus, -a, -um	long
malus, -a, -um	bad, wicked, evil

Adverbia

ante	in front of, before
autem	but, however
itaque	therefore
nam	for
procul	far (often combines with preposition ab)
quam	how, as, than
tam	so, as

Praepositionēs

ā (prp. + abl.)	from, of, since, by
ad (prp. + acc.)	to, toward, by, at, till
ante (prp. + acc.)	in front of, before
apud (prp. + acc.)	beside, near, by
circum (prp. + acc.)	around
inter (prp. + acc.)	between, among, during
per (prp. + acc.)	through, by, during
post (prp. + acc.)	behind, after, later
procul ab (+ abl.)	far from
prope (prp. + acc.)	near, nearly

Vocābula Interrogātiva

quam?	how?
quō?	where (to)?
unde?	from where? whence?

Key:

The five prepositions in this passage are *in*, *procul ab*, *prope*, *inter*, and *circum*.

a c d o q g q

add

gad

cad

dad

agua

age

gag

Copy each sentence.

I see a dad gag.

I see a cat add.

Do you see a cat?

I can see a cat.

The cat is fat.

Day 3 Instructions and Resources

Wednesday, 4/1

Math (about 25 minutes)

- Complete the worksheet below reviewing material from previous units.
- Using a timer for 5 minutes, fill out the 5 minute frenzy attached.

$\begin{array}{r} 13 \\ \times 6 \\ \hline \end{array}$	$\begin{array}{r} 77 \\ \times 6 \\ \hline \end{array}$	$\begin{array}{r} 34 \\ \times 9 \\ \hline \end{array}$	$\begin{array}{r} 98 \\ \times 2 \\ \hline \end{array}$	$\begin{array}{r} 58 \\ \times 5 \\ \hline \end{array}$	$\begin{array}{r} 20 \\ \times 7 \\ \hline \end{array}$	$\begin{array}{r} 59 \\ \times 2 \\ \hline \end{array}$	$\begin{array}{r} 63 \\ \times 8 \\ \hline \end{array}$	$\begin{array}{r} 12 \\ \times 3 \\ \hline \end{array}$	$\begin{array}{r} 79 \\ \times 9 \\ \hline \end{array}$
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1. Circle the numbers that are smaller than $\frac{1}{2}$?

$\frac{2}{2}$, $\frac{3}{8}$, $\frac{5}{12}$, $2\frac{9}{10}$, $\frac{1}{9}$, $1\frac{11}{12}$

2. Add each of the following fractions. Make sure each fraction has the same denominator (bottom number).

a) $\frac{2x3}{3x3} + \frac{2}{9} =$

↓
 $\frac{6}{9} + \frac{2}{9} =$

b) $\frac{5}{8} + \frac{1}{4} =$

3. Express each as a decimal.

a) $4\frac{3}{100} =$

b) $1\frac{6}{10} =$

c) $10\frac{2}{10} =$

d) $3\frac{8}{100} =$

4. Express each of the following as a fraction in its simplest form. Divide to simplify.

a) $0.8 =$

b) $1.05 =$

c) $4.4 =$

d) $6.06 =$

Five Minute Multiplying Frenzy (C)

Name: _____

Date: _____

Multiply each row number by each column number.
(Range 2 to 12)

×	3	4	9	8	2	6	10	5	7	11
3										
2										
4										
12										
8										
11										
5										
7										
6										
9										

Time: _____

Score: _____ /100

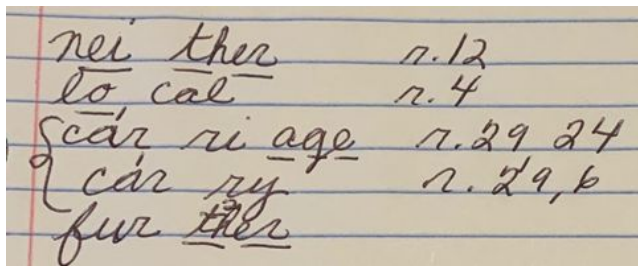
Spalding

New words (about 10 minutes):

On the attached Spalding page, write the assigned words in the following way:

1. Say the word.
2. Use the word in a sentence.
3. Show syllables and finger spelling for the word.
4. Write the word. *Remember to say the phonograms aloud as you write.*
5. Mark the word with the correct spelling rules.
6. Repeat for each assigned word.
7. When you have finished the word list, read for spelling (read only individual sounds in each word).
8. Read for reading (read the whole word).
9. Choose 1 of the words, and write a sentence. **T**

Today's words: Neither, local, carriage, carry, further



Sentence

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Literature

Read chapter 2 of *Princess and the Goblin* from the book, or the worksheet included below. Answer the comprehension question below the chapter. (about 15 minutes):

As you read...

1. Be sure to read slowly and carefully. If you have to sound out many words, go back and read the sentence again.
2. Make sure that your voice follows all punctuation!
3. Parents: *Your children should read from a book at or below his or her reading level in order to allow for practice in fluency and expression.*
4. When you are finished reading, answer the comprehension question below the text provided.

CHAPTER 2

The Princess Loses Herself

I have said the Princess Irene was about eight years old when my story begins. And this is how it begins.

One very wet day, when the mountain was covered with mist which was constantly gathering itself together into raindrops, and pouring down on the roofs of the great old house, whence it fell in a fringe of water from the eaves all round about it, the princess could not of course go out. She got very tired, so tired that even her toys could no longer amuse her. You would wonder at that if I had time to describe to you one half of the toys she had. But then, you wouldn't have the toys themselves, and that makes all the difference: you can't get tired of a thing before you have it. It was a picture, though, worth seeing—the princess sitting in the nursery with the sky ceiling over her head, at a great table covered with her toys. If the artist would like to draw this, I should advise him not to meddle with the toys. I am afraid of attempting to describe them, and I think he had better not try to draw them. He had better not. He can do a thousand things I can't, but I don't think he could draw those toys. No man could better make the princess herself than he could, though—leaning with her back bowed into the back of the chair, her head hanging down,

and her hands in her lap, very miserable as she would say herself, not even knowing what she would like, except it were to go out and get thoroughly wet, and catch a particularly nice cold, and have to go to bed and take gruel. The next moment after you see her sitting there, her nurse goes out of the room.

Even that is a change, and the princess wakes up a little, and looks about her. Then she tumbles off her chair and runs out of the door, not the same door the nurse went out of, but one which opened at the foot of a curious old stair of worm-eaten oak, which looked as if never anyone had set foot upon it. She had once before been up six steps, and that was sufficient reason, in such a day, for trying to find out what was at the top of it.

Up and up she ran—such a long way it seemed to her!—until she came to the top of the third flight. There she found the landing was the end of a long passage. Into this she ran. It was full of doors on each side. There were so many that she did not care to open any, but ran on to the end, where she turned into another passage, also full of doors. When she had turned twice more, and still saw doors and only doors about her, she began to get frightened. It was so silent! And all those doors must hide rooms with nobody in them! That was dreadful. Also the rain made a great trampling noise on the roof. She turned and started at full speed, her little footsteps echoing through the sounds of the rain—back for the stairs and her safe nursery. So she thought, but she had lost herself long ago. It doesn't follow that she was lost, because she had lost herself, though.

She ran for some distance, turned several times, and then began to be afraid. Very soon she was sure that she had lost the way back. Rooms everywhere, and no stair! Her little heart beat as fast as her little feet ran, and a lump of tears was growing in her throat. But she was too eager and perhaps too frightened to cry for some time. At last her hope failed her. Nothing but passages and doors everywhere! She threw herself on the floor, and burst into a wailing cry broken by sobs.

She did not cry long, however, for she was as brave as could be expected of a princess of her age. After a good cry, she got up, and brushed the dust from her frock. Oh, what old dust it was! Then she wiped her eyes with her hands, for princesses don't always have their handkerchiefs in their pockets, any more than some other little girls I know of. Next, like a true princess, she resolved on going wisely to work to find her way back: she would walk through the passages, and look in every direction for the stair. This she did, but without success. She went over the same ground again and again without knowing it, for the passages and doors were all alike. At last, in a corner, through a half-open door, she did see a stair. But alas! it went the wrong way: instead of going down, it went up. Frightened as she was, however, she could not help wishing to see where yet further the stair could lead.

It was very narrow, and so steep that she went on like a four-legged creature on her hands and feet.

Chapter 2 Princess and the Goblin Question: (Write in a complete sentence with beautiful penmanship)

Why does the princess throw herself down to the ground and cry?

Grammar

- **Complete the worksheet attached, parsing the parts of speech and diagramming the sentences.** (about 10 minutes)

Poetry

Practice reciting “Paul Revere’s Ride” Part III Stanza 1 (about 5 minutes):

As you recite...

1. Recite with good volume.
2. Speak clearly so that your audience can understand the words you are saying.
3. See if you can remember when to slow down, when to speed up, when to speak quietly, and other expressions we discussed in class.
4. Try to say the stanza without looking, striving to memorize it.

**It was twelve by the village clock
When he crossed the bridge into Medford town.
He heard the crowing of the cock,
And the barking of the farmer’s dog,
And felt the damp of the river-fog,
That rises when the sun goes down.**

Science

Name: _____

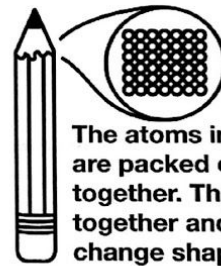
Why Does Matter Matter?

by Kelly Hashway

What do trees, air, and water have in common? They all have matter. That means they take up space. You might be wondering why these things look so different if they all have matter. Everything found on Earth can be grouped into one of three states of matter: solid, liquid, or gas. In order to figure out which state of matter an object fits in, we have to examine its properties. The properties we look at are shape, mass, and volume. Mass is the amount of matter an object has, and volume is the amount of space the matter takes up.

Solids are easy to recognize. They have definite shape, mass, and volume. Trees are solids. They are made up of tiny particles called atoms. These atoms are packed closely together, and they hold the solid in a definite shape that does not change. If you look around your house, you will see lots of solids. Televisions, beds, tables, chairs, and even the food you eat.

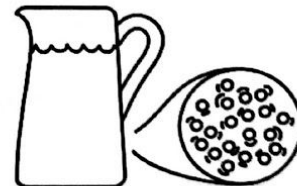
Solid



The atoms in a solid are packed closely together. They bond together and do not change shape.

Liquids do not have definite shape, but they do have definite mass and volume. Liquids are similar to solids because their atoms are close together, but what makes a liquid different is that those atoms can move around. Liquids can change shape by flowing. If you've ever spilled a glass of milk, then you know it spreads out across the floor. It does this because the milk is taking the shape of the floor. Since liquids do not have a definite shape of their own, they will take the shape of their containers. This is why the same amount of milk can look different in a tall glass, a wide mug, or spread out on your kitchen floor.

Liquid

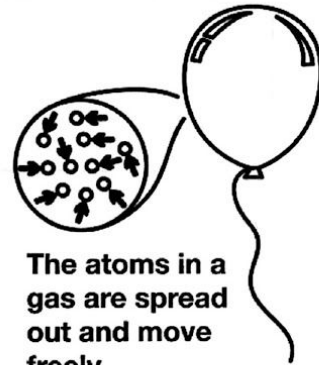


The atoms in a liquid are close together. They slide around.

Gases do not have definite shape or volume. Like liquids, gasses will take the shape of their containers. If a gas is not in a container, it will spread out indefinitely. This is because the atoms in a gas are spaced farther apart than in a solid or a liquid. And being spread out like this allows them to move around freely. Think about the air you breathe everyday. That air is spread across the empty space around the earth. You've probably also noticed that you usually cannot see the air. This is another property of gases. Even though we cannot see them, you come in contact with them everyday. There's air in the tires of your family car and your bicycle. There are many different types of gas in the earth's atmosphere, such as oxygen, carbon dioxide, nitrogen, water vapor, and helium.

When trying to remember the three states of matter, think about water. If it freezes into a solid, it becomes ice. Its atoms are packed together keeping its shape. Of course, we know water can also be a liquid. It flows in rivers or it can be poured from a glass. When water evaporates it becomes water vapor, a type of gas in the air. Try a little experiment of your own by placing an ice cube in a covered glass or container. You will be able to observe the ice first in its solid form and then watch as it melts into a liquid to become water. Eventually the water will turn to water vapor and your glass or container will be filled with this gas.

Gas



The atoms in a gas are spread out and move freely.



You can see three different states of matter in this picture. The pot is made of solid matter. The water inside the pot is liquid. When the liquid is heated it becomes water vapor, which is a gas.

Matter is everywhere! Can you find a solid, a liquid, and a gas around you right now?

Name: _____

Why Does Matter Matter?

by Kelly Hashway



solids	volume	container	matter	ice	juice
gases	mass	atoms	chair	oxygen	melting
liquids	shape	space	milk	helium	

Choose a word from the box to complete each sentence.

- The three basic properties of matter are _____,
_____, and _____.
- All matter is made up of tiny particles called _____.
- Volume is the amount of _____ that matter takes up.
- Mass is the amount of _____ an object has.
- Liquids take the shape of their _____.
- _____ do not have a definite shape or volume.
- _____ do not have a definite shape, but they do have a definite volume.
- _____ have a definite shape and volume.
- A _____ and _____ are examples of solids.
- _____ and _____ are examples of liquids.
- _____ and _____ are examples of gas.
- Solid ice is _____ when it is changing into a liquid.

Music

- 1) Recite the words to “Galway Bay.”
- 2) Write out the rhythm to a verse of Galway Bay. Once you have done this, sing the tune while saying the rhythm (ti-ti, ta, etc).
- 3) Sing Galway Bay at a *mezzo piano* dynamic, and at a *moderato* tempo. The song starts on middle C!

P.E.

3 minute stretch

- 60 seconds of Reaching for your toes. Make sure to hinge at the hip rather than making your back slump.
- 60 seconds of resting squats
- 60 seconds of butterfly stretch. This is where you sit criss-cross with the pads of your feet touching. Lean forwards while doing this.

12 minutes of the “home-made pacer test”

Go outside and mark two spots which are at least 30 feet away from each other. You can mark the spots using anything, a ball, a chalk line, a cone, etc... Start at one side and whenever your parents say “GO,” start jogging to the other spot. You have to make it to the other side before 12 seconds are up. Your parents could clap or make some other noise to let you know when 12 seconds are up. Repeat this process for as long as you can. However, every two minutes that go by, your parents are going to take off a second of your time. By the end, you should be trying to run from one spot to the next in 6 seconds. Count how many times you can make it back and forth. Coach Hess will report his results; try to beat me!

Name: _____ Date: _____

Diagramming Subjects and Predicates: Practice Activity 2

Directions: Diagram the following sentences in the space provided. Use the correct form. An example is given.



<p>1. Emily and Erica dance and sing.</p>	<p>5. She and I draw and paint.</p>
<p>2. Jamal skates.</p>	<p>6. Mother washes and dries.</p>
<p>3. Alexis, Pam, and Li sang.</p>	<p>7. Elena will dance.</p>
<p>4. Charles and William will work.</p> <div style="margin-top: 20px;"> </div>	<p>8. Tigger jumped and slid.</p>

Day 4 Instructions and Resources

Thursday, 4/2

Math (about 25 minutes)

- Complete the worksheet below reviewing material from previous units.
- Using a timer for 5 minutes, fill out the 5 minute frenzy attached.

$\begin{array}{r} 86 \\ \times 9 \\ \hline \end{array}$	$\begin{array}{r} 78 \\ \times 2 \\ \hline \end{array}$	$\begin{array}{r} 76 \\ \times 8 \\ \hline \end{array}$	$\begin{array}{r} 28 \\ \times 6 \\ \hline \end{array}$	$\begin{array}{r} 67 \\ \times 7 \\ \hline \end{array}$	$\begin{array}{r} 60 \\ \times 9 \\ \hline \end{array}$	$\begin{array}{r} 44 \\ \times 4 \\ \hline \end{array}$	$\begin{array}{r} 17 \\ \times 9 \\ \hline \end{array}$	$\begin{array}{r} 62 \\ \times 4 \\ \hline \end{array}$	$\begin{array}{r} 70 \\ \times 2 \\ \hline \end{array}$
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1. Simplify each of the following fractions by dividing both the numerator (top) and denominator (bottom) by a common factor. Please show all your work.

$\frac{3}{6} = \frac{\quad}{\quad}$	$\frac{2}{8} = \frac{1}{\quad}$	$\frac{5}{15} = \frac{\quad}{\quad}$
$\frac{12}{20} = \frac{\quad}{\quad}$	$\frac{3}{9} = \frac{\quad}{\quad}$	$\frac{2}{14} = \frac{\quad}{\quad}$

3. Circle the fraction that is equal to $\frac{2}{3}$.

$$\frac{8}{12}, \frac{6}{12}, \frac{3}{12}, \frac{2}{6}$$

4. Write two equivalent fractions for $\frac{4}{5}$.

_____ and _____

5. a) In 125,364, the digit 5 is in the _____ place.

b) In 92,405, the digit 4 is in the _____ place.

Five Minute Multiplying Frenzy (D)

Name: _____

Date: _____

Multiply each row number by each column number.
(Range 2 to 12)

×	9	12	2	6	7	8	5	11	10	4
8										
5										
7										
2										
11										
12										
3										
10										
9										
6										

Time: _____

Score: _____ /100

Penmanship

- **Complete the cursive pages attached.** (about 10 minutes):
- 3. Make sure that you are slowly and carefully writing the letters to the best of your ability
- 4. Optional: Listen to *Vivaldi's Four Seasons: Summer* while completing the assignment.

Literature

Read the first half of chapter 3 of *Princess and the Goblin* from the book, or the worksheet included below. Answer the comprehension question below the chapter.
(about 15 minutes):

As you read...

1. Be sure to read slowly and carefully. If you have to sound out many words, go back and read the sentence again.
2. Make sure that your voice follows all punctuation!
3. Parents: *Your children should read from a book at or below his or her reading level in order to allow for practice in fluency and expression.*
4. When you are finished reading, answer the comprehension question below the text provided.

CHAPTER 3

The Princess and—We Shall See Who

When she came to the top, she found herself in a little square place, with three doors, two opposite each other, and one opposite the top of the stair. She stood for a moment, without an idea in her little head what to do next. But as she stood, she began to hear a curious humming sound. Could it be the rain? No. It was much more gentle, and even monotonous than the sound of the rain, which now she scarcely heard. The low sweet humming sound went on, sometimes stopping for a little while and then beginning again. It was more like the hum of a very happy bee that had found a rich well of honey in some globular flower, than anything else I can think of at this moment. Where could it come from? She laid her ear first to one of the doors to hearken if it was there—then to another. When she laid her ear against the third door, there could be no doubt where it came from: it must be from something in that room. What could it be? She was rather afraid, but her curiosity was stronger than her fear, and she opened the door very gently and peeped in. What do you think she saw? A very old lady who sat spinning.

Perhaps you will wonder how the princess could tell that the old lady was an old lady, when I inform you that not only was she beautiful, but her skin was smooth and white. I will tell you more. Her hair was combed back from her forehead and face, and hung loose far down and all over her back. That is not much like an old lady—is it? Ah! but it was white almost as snow. And although her face was so smooth, her eyes looked so wise that you could not have helped seeing she must be old. The princess, though she could not have told you why, did think her very old indeed—quite fifty, she said to herself. But she was rather older than that, as you shall hear.

While the princess stared bewildered, with her head just inside the door, the old lady lifted hers, and said, in a sweet, but old and rather shaky voice, which mingled very pleasantly with the continued hum of her wheel:

'Come in, my dear; come in. I am glad to see you.'

That the princess was a real princess you might see now quite plainly; for she didn't hang on to the handle of the door, and stare without moving, as I have known some do who ought to have been princesses but were only rather vulgar little girls. She did as she was told, stepped inside the door at once, and shut it gently behind her.

'Come to me, my dear,' said the old lady.

And again the princess did as she was told. She approached the old lady—rather slowly, I confess—but did not stop until she stood by her side, and looked up in her face with her blue eyes and the two melted stars in them.

'Why, what have you been doing with your eyes, child?' asked the old lady.

'Crying,' answered the princess.

'Why, child?'

'Because I couldn't find my way down again.'

'But you could find your way up.'

'Not at first—not for a long time.'

'But your face is streaked like the back of a zebra. Hadn't you a handkerchief to wipe your eyes with?'

'No.'

'Then why didn't you come to me to wipe them for you?'

'Please, I didn't know you were here. I will next time.'

'There's a good child!' said the old lady.

Then she stopped her wheel, and rose, and, going out of the room, returned with a little silver basin and a soft white towel, with which she washed and wiped the bright little face. And the princess thought her hands were so smooth and nice!

When she carried away the basin and towel, the little princess wondered to see how straight and tall she was, for, although she was so old, she didn't stoop a bit. She was dressed in black velvet with thick white heavy-looking lace about it; and on the black dress her hair shone like silver. There was hardly any more furniture in the room than there might have been in that of the poorest old woman who made her bread by her spinning. There was no carpet on the floor—no table anywhere—nothing but the spinning-wheel and the chair beside it. When she came back, she sat down and without a word began her spinning once more, while Irene, who had never seen a spinning-wheel, stood by her side and looked on. When the old lady had got her thread fairly going again, she said to the princess, but without looking at her:

'Do you know my name, child?'

'No, I don't know it,' answered the princess.

'My name is Irene.'

'That's my name!' cried the princess.

'I know that. I let you have mine. I haven't got your name. You've got mine.'

'How can that be?' asked the princess, bewildered. 'I've always had my name.'

'Your papa, the king, asked me if I had any objection to your having it; and, of course, I hadn't. I let you have it with pleasure.'

'It was very kind of you to give me your name—and such a pretty one,' said the princess.

'Oh, not so very kind!' said the old lady. 'A name is one of those things one can give away and keep all the same. I have a good many such things. Wouldn't you like to know who I am, child?'

Chapter 3 Princess and the Goblin Question: (Write in a complete sentence with beautiful penmanship)

What was the humming noise that the princess heard?

Writing/ Journal Entry

Write 4 sentences describing one fun event or activity you participated in during spring break. Make sure to write in complete sentences, using strong vocabulary, and specific examples. (about 10 minutes)

Poetry

Practice reciting “Paul Revere’s Ride” Part III Stanza 1 (about 5 minutes):

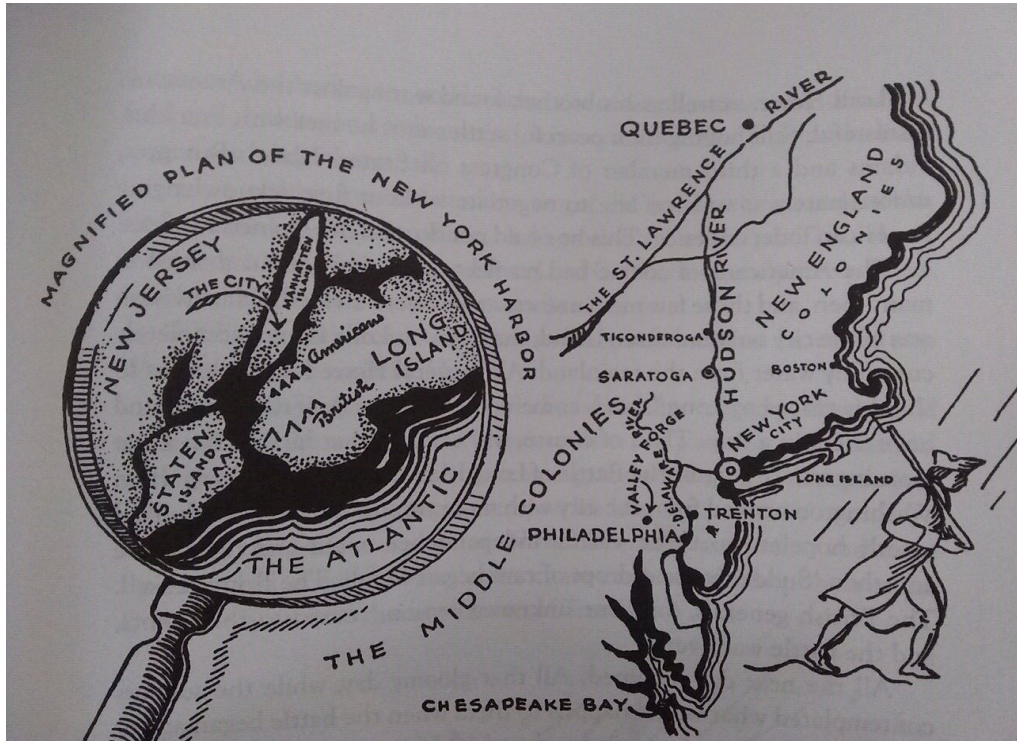
As you recite...

1. Recite with good volume.
2. Speak clearly so that your audience can understand the words you are saying.
3. See if you can remember when to slow down, when to speed up, when to speak quietly, and other expressions we discussed in class.
4. Try to say the stanza without looking, striving to memorize it.

**It was twelve by the village clock
When he crossed the bridge into Medford town.
He heard the crowing of the cock,
And the barking of the farmer’s dog,
And felt the damp of the river-fog,
That rises when the sun goes down.**

History

Examine the American Revolution map and complete the questions below. (about 15 min.)



Answer all questions in complete sentences. (All dots reference major battles or important campaigns.)

What major city is being shown in the magnifying glass?

What river runs near Valley Forge, Philadelphia, and Trenton?

What important battles occurred next to the Hudson River?

Did more major battles happen in the New England or the Middle Colonies based on this map?

What battles shown on the map occurred near the coast of the Atlantic Ocean?

Latin

Activity 1: Flashcards (5 min.)

Spend five minutes practicing vocabulary from chapters five and six with your flashcards. You may do this by yourself, or with someone else. Look at the Latin side, say the word aloud, and then try to say the English meaning of the word without looking at the back of the card.

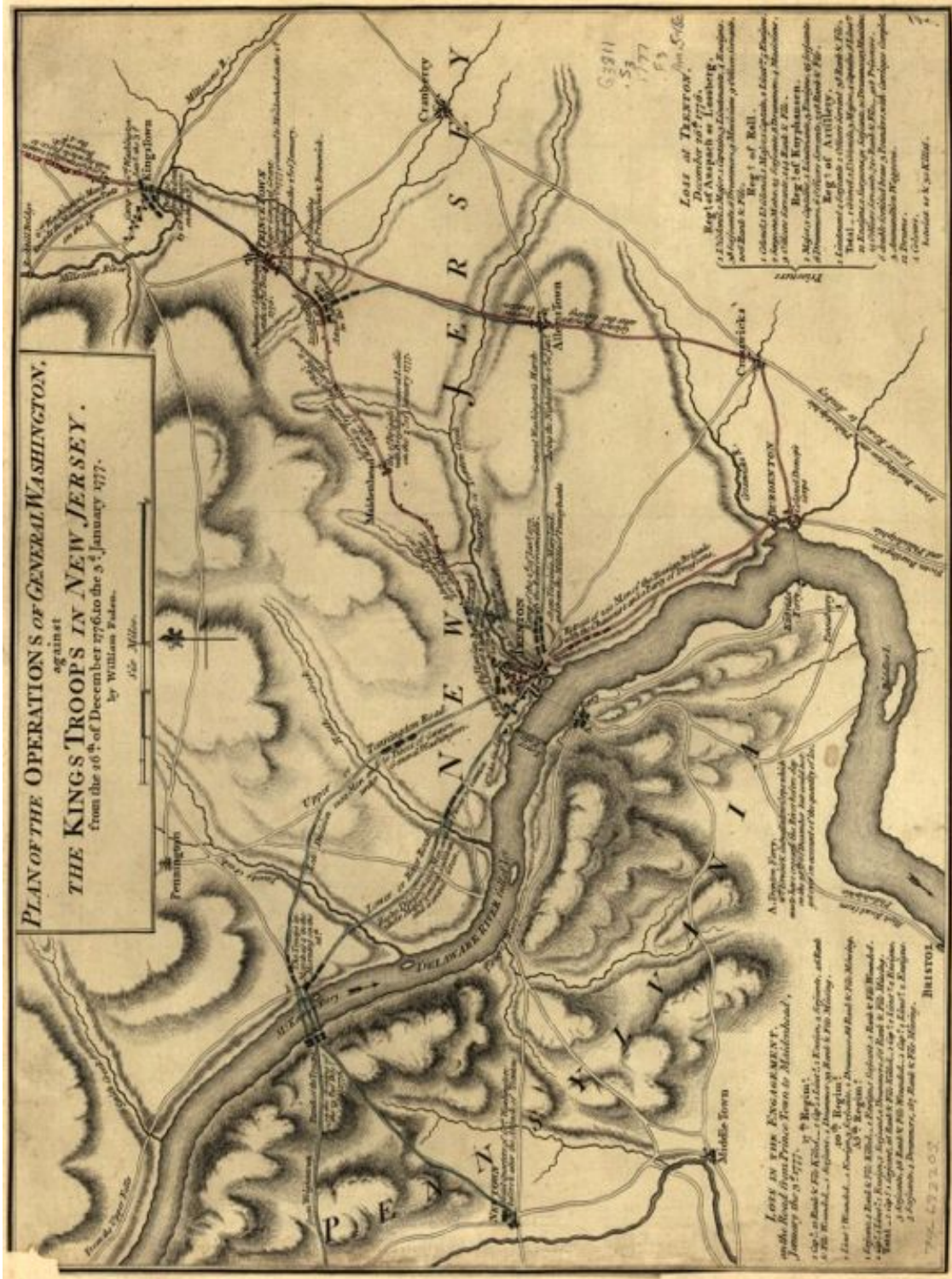
Activity 2: Latin Scavenger Hunt (5-10 min.)

Look for an example of each vocabulary word. Put a check mark by each word once you have found it.

LATIN	ENGLISH
<i>sella, -ae</i>	chair
<i>stylus, -ī</i>	stylus or pencil
<i>libellus, -ī</i>	notebook
<i>mūrus, -ī</i>	wall
<i>ōstium, -ī</i>	door, entrance
<i>fenestra, -ae</i>	window
<i>nubes, nubis</i>	cloud
<i>aqua, -ae</i>	water
<i>nummus, -ī</i>	coin
<i>saccus, -ī</i>	bag
<i>mēnsa, -ae</i>	table

Art

Below is a copy of the Battle Map from the Battle of Trenton. Using a blank sheet of paper and a pencil, sketch out the map to the best of your abilities. Make sure to pay close attention to the Delaware River and to the lines that show the plan of attack.



Stop at the * on r and s before descending toward the writing line.

j

p

r

s

jaw

pig

rut

sis

oat

i t u v w y

yes

wan

it

wit

await

dug

cut

wig

be

Day 5 Instructions and Resources

Friday, 4/3

Math (about 25 minutes)

- Complete the worksheet below reviewing material from previous units.
- Using a timer for 5 minutes, fill out the 5 minute frenzy attached.

$\begin{array}{r} 25 \\ \times 7 \\ \hline \end{array}$	$\begin{array}{r} 81 \\ \times 6 \\ \hline \end{array}$	$\begin{array}{r} 94 \\ \times 9 \\ \hline \end{array}$	$\begin{array}{r} 51 \\ \times 6 \\ \hline \end{array}$	$\begin{array}{r} 93 \\ \times 4 \\ \hline \end{array}$	$\begin{array}{r} 43 \\ \times 7 \\ \hline \end{array}$	$\begin{array}{r} 21 \\ \times 7 \\ \hline \end{array}$	$\begin{array}{r} 40 \\ \times 7 \\ \hline \end{array}$	$\begin{array}{r} 23 \\ \times 2 \\ \hline \end{array}$	$\begin{array}{r} 96 \\ \times 4 \\ \hline \end{array}$
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1. Write the next number in the following regular number pattern.

26,495 31,495 36,495 41,495 _____

2. Complete the following number pattern.

3.5 4 _____ _____ 5.5

3. Write the missing number in each of the following

a) $56,180 = 50,000 + \underline{\hspace{2cm}} + 100 + 80$

b) $40,000 + 2,000 + 90 + 6 = \underline{\hspace{2cm}}$

4. Write the value of each bolded digit in the blank e.g. 23,4**5**2 50

23, 4 22 _____	7 89 ,068 _____
3, 4 92 _____	2 53 ,090 _____

Five Minute Multiplying Frenzy (E)

Name: _____

Date: _____

Multiply each row number by each column number.
(Range 2 to 12)

×	9	7	3	2	12	6	11	8	10	4
6										
9										
12										
8										
4										
2										
3										
11										
10										
5										

Time: _____

Score: _____ /100

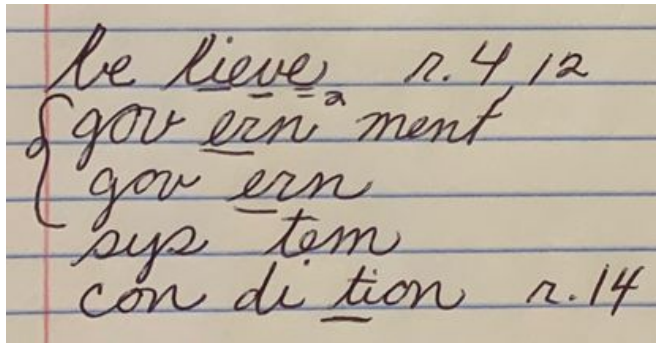
Spalding

New words (about 10 minutes):

On space below, write the assigned words in the following way:

1. Say the word.
2. Use the word in a sentence.
3. Show syllables and finger spelling for the word.
4. Write the word. *Remember to say the phonograms aloud as you write.*
5. Mark the word with the correct spelling rules.
6. Repeat for each assigned word.
7. When you have finished the word list, read for spelling (read only individual sounds in each word).
8. Read for reading (read the whole word).
10. Choose 3 of the words, and write a sentence for each one.

Today's words: government, govern, believe, system, condition



Sentence

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Literature

Read the second part of chapter 3 of *Princess and the Goblin* from the book, or the worksheet included below. Answer the comprehension question below the chapter.
(about 15 minutes):

As you read...

1. Be sure to read slowly and carefully. If you have to sound out many words, go back and read the sentence again.
2. Make sure that your voice follows all punctuation!
3. Parents: *Your children should read from a book at or below his or her reading level in order to allow for practice in fluency and expression.*
4. When you are finished reading, answer the comprehension question below the text.

CHAPTER 3 The Princess and—We Shall See Who(continued)

'Yes, that I should—very much.' 'I'm your great-great-grandmother,' said the lady. 'What's that?' asked the princess. 'I'm your father's mother's father's mother.'

'Oh, dear! I can't understand that,' said the princess. 'I dare say not. I didn't expect you would. But that's no reason why I shouldn't say it.' 'Oh, no!' answered the princess.

'I will explain it all to you when you are older,' the lady went on. 'But you will be able to understand this much now: I came here to take care of you.'

'Is it long since you came? Was it yesterday? Or was it today, because it was so wet that I couldn't get out?'

'I've been here ever since you came yourself.' 'What a long time!' said the princess. 'I don't remember it at all.' 'No. I suppose not.' 'But I never saw you before.' 'No. But you shall see me again.' 'Do you live in this room always?' 'I don't sleep in it. I sleep on the opposite side of the landing. I sit here most of the day.'

'I shouldn't like it. My nursery is much prettier. You must be a queen too, if you are my great big grand-mother.' 'Yes, I am a queen.' 'Where is your crown, then?' 'In my bedroom.'

'I should like to see it.' 'You shall some day—not today.' 'I wonder why nursie never told me.' 'Nursie doesn't know. She never saw me.'

'But somebody knows that you are in the house?' 'No; nobody.' 'How do you get your dinner, then?' 'I keep poultry—of a sort.' 'Where do you keep them?' 'I will show you.' 'And who makes the chicken broth for you?' 'I never kill any of MY chickens.' 'Then I can't understand.' 'What did you have for breakfast this morning?' asked the lady.

'Oh! I had bread and milk, and an egg—I dare say you eat their eggs.' 'Yes, that's it. I eat their eggs.' 'Is that what makes your hair so white?' 'No, my dear. It's old age. I am very old.'

'I thought so. Are you fifty?' 'Yes—more than that.' 'Are you a hundred?' 'Yes—more than that. I am too old for you to guess. Come and see my chickens.'

Again she stopped her spinning. She rose, took the princess by the hand, led her out of the room, and opened the door opposite the stair. The princess expected to see a lot of hens and chickens, but instead of that, she saw the blue sky first, and then the roofs of the house, with a multitude of the loveliest pigeons, mostly white, but of all colours, walking about, making bows to each other, and talking a language she could not understand. She clapped her hands with delight, and up rose such a flapping of wings that she in her turn was startled.

'You've frightened my poultry,' said the old lady, smiling. 'And they've frightened me,' said the princess, smiling too. 'But what very nice poultry! Are the eggs nice?' 'Yes, very nice.' 'What a small egg-spoon you must have! Wouldn't it be better to keep hens, and get bigger eggs?'

'How should I feed them, though?' 'I see,' said the princess. 'The pigeons feed themselves. They've got wings.' 'Just so. If they couldn't fly, I couldn't eat their eggs.' 'But how do you get at the eggs? Where are their nests?'

The lady took hold of a little loop of string in the wall at the side of the door and, lifting a shutter, showed a great many pigeon-holes with nests, some with young ones and some with eggs in them. The birds came in at the other side, and she took out the eggs on this side. She closed it again quickly, lest the young ones should be frightened.

'Oh, what a nice way!' cried the princess. 'Will you give me an egg to eat? I'm rather hungry.' 'I will some day, but now you must go back, or nursie will be miserable about you. I dare say she's looking for you everywhere.' 'Except here,' answered the princess. 'Oh, how surprised she will be when I tell her about my great big grand-grand-mother!'

'Yes, that she will!' said the old lady with a curious smile. 'Mind you tell her all about it exactly.' 'That I will. Please will you take me back to her?' 'I can't go all the way, but I will take you to the top of the stair, and then you must run down quite fast into your own room.'

The little princess put her hand in the old lady's, who, looking this way and that, brought her to the top of the first stair, and thence to the bottom of the second, and did not leave her till she saw her half-way down the third. When she heard the cry of her nurse's pleasure at finding her, she turned and walked up the stairs again, very fast indeed for such a very great grandmother, and sat down to her spinning with another strange smile on her sweet old face.

About this spinning of hers I will tell you more another time.

Guess what she was spinning.

Chapter 3 Princess and the Goblin Question: (Write in a complete sentence with beautiful penmanship)

What is the princess' name and what is the name of the old lady she meets at the top of the stairs?

Grammar

- **Complete the worksheet attached, parsing the parts of speech and diagramming the sentences.** (about 10 minutes)

Poetry

Practice reciting "Paul Revere's Ride" Part III Stanza 1 (about 5 minutes):

As you recite...

1. Recite with good volume.
2. Speak clearly so that your audience can understand the words you are saying.
3. See if you can remember when to slow down, when to speed up, when to speak quietly, and other expressions we discussed in class.
4. Try to say the stanza without looking, striving to memorize it.

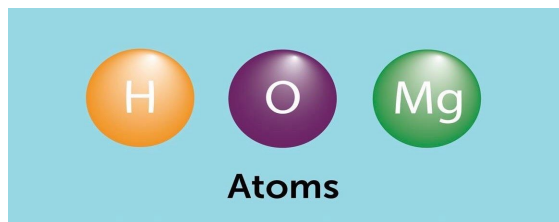
**It was twelve by the village clock
When he crossed the bridge into Medford town.
He heard the crowing of the cock,
And the barking of the farmer's dog,
And felt the damp of the river-fog,
That rises when the sun goes down.**

Science

Review

Atoms

Atoms are the basic building blocks of all matter. They are the smallest unit of an element that maintains the properties of that element. An element is a substance that cannot be separated or broken down into simpler substances by any chemical means. An atom is made up of three things: Protons, Neutrons, and Electrons.



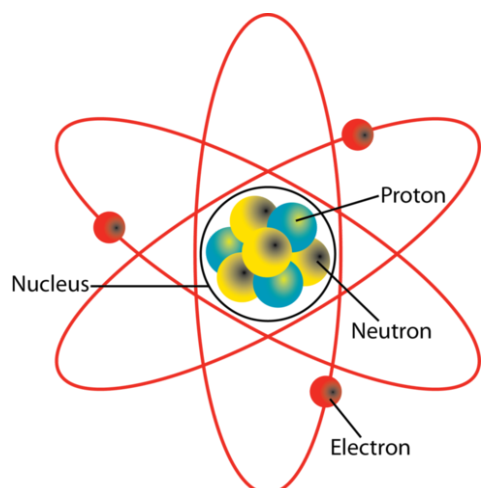
Protons are subatomic particles that have a positive charge and are found in the nucleus of an atom. The number of protons in the nucleus of an atom determines what kind of an element is formed. Adding another proton creates another kind of atom making another kind of element.

Example: Hydrogen has only 1 proton, but Carbon has 6.

Neutrons are subatomic particles that have no charge and are found in the nucleus of an atom. Protons and Neutrons together make the central part of the atom called the nucleus.

Electrons are subatomic particles that have a negative charge and are found rotating around the nucleus of an atom. There are an equal number of electrons around an atom as there are protons.

Example: Oxygen has 8 protons which means it has 8 electrons.



Compounds

A compound is a substance that is made up of atoms of two or more different elements joined by chemical bonds.

Figure 2 Forming Sodium Chloride

The photograph shows a chemical reaction. On the left, a piece of silvery metal sits on a glass plate. In the center, a plus sign is followed by a flask containing a greenish-yellow gas. A red arrow points to the right, where a glass jar filled with white powder sits on a glass plate.

Sodium is a soft, silvery white metal that reacts violently with water.

Chlorine is a poisonous, greenish yellow gas.

Sodium chloride, or table salt, is a white solid. It dissolves easily in water and is safe to eat.

Molecules

A molecule is a substance made from two or more atoms of the same element, or different elements.

Molecules of Elements



Molecule of hydrogen

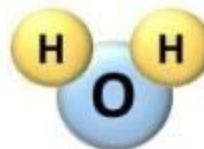


Molecule of oxygen

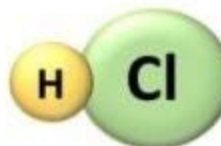


Molecule of chlorine

Molecules of Compounds



Molecule of water



Molecule of hydrogen
chloride

THE PERIODIC TABLE OF ELEMENTS

The Periodic Table is how the elements are listed. The elements are listed by their atomic structure, which includes the number of protons and the number of electrons contained in their outer shell. They are listed left to right and top to bottom in order by their atomic number, the number of protons contained in each atom.

Periodic Table of the Elements

Each square on the table includes an element's name, chemical symbol, atomic number, and atomic mass.

The color of the chemical symbol indicates the physical state at room temperature. Carbon is a solid.

6
C
Carbon
12.0

Atomic number
Chemical symbol
Element name
Atomic mass

The background color indicates the type of element. Carbon is a nonmetal.

Background

Metals

Metalloids

Nonmetals

Chemical symbol

Solid

Liquid

Gas

This zigzag line reminds you where the metals, nonmetals, and metalloids are.

The discovery of elements 113, 114, and 115 has been reported but not confirmed.

The names and three-letter symbols of elements are temporary. They are based on the atomic numbers of the elements. Official names and symbols will be approved by an international committee of scientists.

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Music

- 1) Recite the words to "The Sirens' Song."
- 2) Write out the rhythm to a verse and chorus of The Sirens' Song. Once you have done this, sing the tune while saying the rhythm (ti-ti, ta, etc).
- 3) Sing The Siren's Song at a *forte* dynamic, and at an *allegro* tempo. The song starts on a high E!

P.E.

5 minute workout

- 60 seconds of Seated ab circles. 30 seconds going clockwise and 30 seconds counter-clockwise.
- 30 second break
- 60 second plank
- 30 second break
- 60 seconds of mountain climbers
- 30 second break
- 30 second wall-sit.

10 minutes of active outdoor play. Play tag, practice throwing or kicking. Make sure that you are being active rather than only sitting or laying down. Go have fun! If you do not know what to do, I would like you to imagine that you are a character from *The Princess and the Goblin*. Can you see any pigeons outside? Can you find their nests?

Name: _____ Date: _____

Diagramming Direct Objects: Practice Activity 1

Directions: Diagram the following sentences in the space provided. Use the correct form. An example is given.



<p>1. Mom made dinner.</p>	<p>5. Grandmother grows beautiful flowers.</p>						
<p>2. The state has many parks.</p> <div style="text-align: center; margin-top: 20px;"> <table style="margin: auto; border-collapse: collapse;"> <tr> <td style="border-right: 1px solid black; padding: 0 10px;">state</td> <td style="padding: 0 10px;">has</td> <td style="padding: 0 10px;">parks</td> </tr> <tr> <td style="border-right: 1px solid black; padding: 0 10px; text-align: center;"><i>The</i></td> <td></td> <td style="padding: 0 10px; text-align: center;"><i>many</i></td> </tr> </table> </div>	state	has	parks	<i>The</i>		<i>many</i>	<p>6. Alex and Clair are making a map.</p>
state	has	parks					
<i>The</i>		<i>many</i>					
<p>3. Annie eats peanut butter and jelly.</p>	<p>7. Mrs. Evans collected the tests.</p>						
<p>4. The snow covered the yards.</p>	<p>8. Rusty chased a rabbit.</p>						