



Remote Learning Packet

Third Grade

April 13–April 17, 2020

Student Name: _____ Teacher: _____



Student Attendance Affidavit

April 13–April 17, 2020

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

- Monday, April 13, 2020
- Tuesday, April 14, 2020
- Wednesday, April 15, 2020
- Thursday, April 16, 2020
- Friday, April 17, 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 75 and 95 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 75 and 95 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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Day 1 Instructions and Resources

Monday, 4/13

Math

Warm-up (5 minutes)

Play the game 24 using digits 1, 3, 3, 7

Object of the game: Make the number 24 from the four numbers shown. You can add, subtract, multiply and divide. Use all four numbers on the card, but use each number only once. You do not have to use all four operations.

Anchor Activity (15-20 minutes)

Cut out 4 equal strips of paper.

Look at the first strip. *What fraction does it represent?*

It shows 1 part out of 1 and it can be written as $\frac{1}{1}$.

Now fold the second strip of paper exactly in **half** by lining up the edges. *How many parts do you need to have a whole?*

*2 parts out of _____ make a **whole**. This can be written as $\frac{2}{2}$.*

Consider the following statement:

$\frac{1}{1} = \frac{2}{2}$ Is $\frac{1}{1}$ equivalent to $\frac{2}{2}$?	Circle your answer: yes no
--	----------------------------------

Draw a line where you folded and shade-in one side in red. Label the shaded side $\frac{1}{2}$ because it is 1 part of 2 pieces that make up a **whole**.

Fold the third strip in **half**, and in **half** again. Draw lines where you folded in orange.

*How many parts do you have? You have 4 parts. How big is each part? Each part is 1 **fourth** or 1 **quarter**.*

*How many **fourths** are in a **whole**? There are _____ **fourths** in a **whole**.*

Line up your paper labelled $\frac{1}{2}$ and your fourths. Color in orange two parts of the **fourths**. Label it as $\frac{2}{4}$.

Consider the following statement.

$\frac{1}{2} = \frac{2}{4}$ Is $\frac{1}{2}$ equivalent to $\frac{2}{4}$?	Circle your answer: yes no
--	----------------------------------

Fold the fourth strip in **half**, in **half** again, and in **half** again. Draw lines where you folded in yellow.

*How many parts do you have? You have 8 parts. How big is each part? Each part is 1 **eighth**.*

*How many **eighths** are in a **whole**? There are _____ **eighths** in a **whole**.*

Line up your papers labelled $\frac{1}{2}$ and $\frac{2}{4}$ and eights. Color in yellow four parts of the **eighths**. Label it as $\frac{4}{8}$.

Consider the following statements:

$\frac{1}{2} = \frac{4}{8}$ Is $\frac{1}{2}$ equivalent to $\frac{4}{8}$?	Circle your answer: yes no
$\frac{2}{4} = \frac{4}{8}$ Is $\frac{2}{4}$ equivalent to $\frac{4}{8}$?	Circle your answer: yes no
$\frac{1}{2} = \frac{2}{4} = \frac{4}{8}$ Are $\frac{1}{2}$, $\frac{2}{4}$, $\frac{4}{8}$ all equivalent to each other?	Circle your answer: yes no

Color in light blue 2 **thirds** of the following circle.



What fraction of the circle is shaded? $\frac{2}{3}$ of the circle is shaded.

Now divide each **third** in half by drawing a dark line from the center of each piece to the edge. Your circle should



look like this:

There are now parts in a **whole**. One piece of the whole is called a **sixth**.

What fraction of the circle is shaded? $\frac{2}{6}$ of the circle is shaded.

Now divide each **sixth** in half by drawing a dark line from the center of each piece to the edge. Your circle should



look like this:

There are now parts in a **whole**. One piece of the whole is called a **twelfth**.

What fraction of the circle is shaded? $\frac{2}{12}$ of the circle is shaded.

Consider the following statements:

$\frac{2}{3} = \frac{4}{6}$ Is $\frac{2}{3}$ equivalent to $\frac{4}{6}$?	Circle your answer: yes no
--	----------------------------------

$\frac{2}{3} = \frac{8}{12}$ Is $\frac{2}{3}$ equivalent to $\frac{8}{12}$?	Circle your answer: <i>yes</i> <i>no</i>
$\frac{2}{3} = \frac{4}{6} = \frac{8}{12}$ Are $\frac{2}{3}$, $\frac{4}{6}$, $\frac{8}{12}$ all equivalent to each other?	Circle your answer: <i>yes</i> <i>no</i>

Wrap-up (5-10 minutes)

Use the fraction bars to help you find the missing numerators.

$\frac{1}{2}$	$\frac{1}{2}$										
$\frac{1}{3}$	$\frac{1}{3}$	$\frac{1}{3}$									
$\frac{1}{4}$	$\frac{1}{4}$	$\frac{1}{4}$	$\frac{1}{4}$								
$\frac{1}{5}$	$\frac{1}{5}$	$\frac{1}{5}$	$\frac{1}{5}$	$\frac{1}{5}$							
$\frac{1}{6}$	$\frac{1}{6}$	$\frac{1}{6}$	$\frac{1}{6}$	$\frac{1}{6}$	$\frac{1}{6}$						
$\frac{1}{8}$	$\frac{1}{8}$	$\frac{1}{8}$	$\frac{1}{8}$	$\frac{1}{8}$	$\frac{1}{8}$	$\frac{1}{8}$	$\frac{1}{8}$				
$\frac{1}{10}$	$\frac{1}{10}$	$\frac{1}{10}$	$\frac{1}{10}$	$\frac{1}{10}$	$\frac{1}{10}$	$\frac{1}{10}$	$\frac{1}{10}$	$\frac{1}{10}$	$\frac{1}{10}$		
$\frac{1}{12}$	$\frac{1}{12}$	$\frac{1}{12}$	$\frac{1}{12}$	$\frac{1}{12}$	$\frac{1}{12}$	$\frac{1}{12}$	$\frac{1}{12}$	$\frac{1}{12}$	$\frac{1}{12}$	$\frac{1}{12}$	$\frac{1}{12}$

a. $\frac{1}{2} = \frac{\quad}{4}$	b. $\frac{1}{2} = \frac{\quad}{6}$	c. $\frac{1}{2} = \frac{\quad}{10}$
d. $\frac{1}{3} = \frac{\quad}{6}$	e. $\frac{2}{3} = \frac{\quad}{6}$	f. $\frac{3}{3} = \frac{\quad}{10}$
g. $\frac{1}{4} = \frac{\quad}{8}$	h. $\frac{2}{4} = \frac{\quad}{8}$	i. $\frac{3}{4} = \frac{\quad}{8}$
j. $\frac{1}{5} = \frac{\quad}{10}$	k. $\frac{2}{5} = \frac{\quad}{10}$	l. $\frac{4}{5} = \frac{\quad}{10}$

Literature

Read chapters 24 and 25 of Pinocchio out loud, in a whisper, or in your head (about 15 minutes):

As you read...

1. Read the text carefully (text below).
2. Make sure that your voice follows all punctuation!
3. Practice using the proper tone of voice to convey, or show, what the author's meaning is.
4. Look up the definition for the words "benefactress" in your own dictionary or from the attached page. Then, write each word, its part of speech, and its definition below.

- a. The word “benefactress” may not be in the dictionary because it has the ending *-ess*. Think: what is the difference between a waiter and a waitress? Or an actor and an actress?

Word: _____ Part of Speech: _____

Definition: _____

Discuss with a parent the following questions (about 5 minutes):

- Is Pinocchio able to swim to his father? Where does he end up?
- What had Gepetto told Pinocchio about begging? Does he listen to his father’s words?
- Who comes to Pinocchio’s aid?
- What does Pinocchio desire and what does the Fairy say he must do to achieve that?

Chapter 24

Pinocchio reaches the Island of the Busy Bees and finds the Fairy once more.

Pinocchio, spurred on by the hope of finding his father and of being in time to save him, swam all night long. And what a horrible night it was! It poured rain, it hailed, it thundered, and the lightning was so bright that it turned the night into day.

At dawn, he saw, not far away from him, a long stretch of sand. It was an island in the middle of the sea.

Pinocchio tried his best to get there, but he couldn't. The waves played with him and tossed him about as if he were a twig or a bit of straw. At last, and luckily for him, a tremendous wave tossed him to the very spot where he wanted to be. The blow from the wave was so strong that, as he fell to the ground, his joints cracked and almost broke. But, nothing daunted, he jumped to his feet and cried:

"Once more I have escaped with my life!"

Little by little the sky cleared. The sun came out in full splendor and the sea became as calm as a lake.

Then the Marionette took off his clothes and laid them on the sand to dry. He looked over the waters to see whether he might catch sight of a boat with a little man in it. He searched and he searched, but he saw nothing except sea and sky and far away a few sails, so small that they might have been birds.

"If only I knew the name of this island!" he said to himself. "If I even knew what kind of people I would find here! But whom shall I ask? There is no one here."

The idea of finding himself in so lonesome a spot made him so sad that he was about to cry, but just then he saw a big Fish swimming near-by, with his head far out of the water.

Not knowing what to call him, the Marionette said to him:

"Hey there, Mr. Fish, may I have a word with you?"

"Even two, if you want," answered the fish, who happened to be a very polite Dolphin.

"Will you please tell me if, on this island, there are places where one may eat without necessarily being eaten?"

"Surely, there are," answered the Dolphin. "In fact you'll find one not far from this spot."

"And how shall I get there?"

"Take that path on your left and follow your nose. You can't go wrong."

"Tell me another thing. You who travel day and night through the sea, did you not perhaps meet a little boat with my father in it?"

"And who is your father?"

"He is the best father in the world, even as I am the worst son that can be found."

"In the storm of last night," answered the Dolphin, "the little boat must have been swamped."

"And my father?"

"By this time, he must have been swallowed by the Terrible Shark, which, for the last few days, has been bringing terror to these waters."

"Is this Shark very big?" asked Pinocchio, who was beginning to tremble with fright.

"Is he big?" replied the Dolphin. "Just to give you an idea of his size, let me tell you that he is larger than a five story building and that he has a mouth so big and so deep, that a whole train and engine could easily get into it."

"Mother mine!" cried the Marionette, scared to death; and dressing himself as fast as he could, he turned to the Dolphin and said:

"Farewell, Mr. Fish. Pardon the bother, and many thanks for your kindness."

This said, he took the path at so swift a gait that he seemed to fly, and at every small sound he heard, he turned in fear to see whether the Terrible Shark, five stories high and with a train in his mouth, was following him.

After walking a half hour, he came to a small country called the Land of the Busy Bees. The streets were filled with people running to and fro about their tasks. Everyone worked, everyone had something to do. Even if one were to search with a lantern, not one idle man or one tramp could have been found.

"I understand," said Pinocchio at once wearily, "this is no place for me! I was not born for work."

But in the meantime, he began to feel hungry, for it was twenty-four hours since he had eaten.

What was to be done?

There were only two means left to him in order to get a bite to eat. He had either to work or to beg.

He was ashamed to beg, because his father had always preached to him that begging should be done only by the sick or the old. He had said that the real poor in this world, deserving of our pity and help, were only those who, either through age or sickness, had lost the means of earning their bread with their own hands. All others should work, and if they didn't, and went hungry, so much the worse for them.

Just then a man passed by, worn out and wet with perspiration, pulling, with difficulty, two heavy carts filled with coal.

Pinocchio looked at him and, judging him by his looks to be a kind man, said to him with eyes downcast in shame:

"Will you be so good as to give me a penny, for I am faint with hunger?"

"Not only one penny," answered the Coal Man. "I'll give you four if you will help me pull these two wagons."

"I am surprised!" answered the Marionette, very much offended. "I wish you to know that I never have been a donkey, nor have I ever pulled a wagon."

"So much the better for you!" answered the Coal Man. "Then, my boy, if you are really faint with hunger, eat two slices of your pride; and I hope they don't give you indigestion."

A few minutes after, a Bricklayer passed by, carrying a pail full of plaster on his shoulder.

"Good man, will you be kind enough to give a penny to a poor boy who is yawning from hunger?"

"Gladly," answered the Bricklayer. "Come with me and carry some plaster, and instead of one penny, I'll give you five."

"But the plaster is heavy," answered Pinocchio, "and the work too hard for me."

"If the work is too hard for you, my boy, enjoy your yawns and may they bring you luck!"

In less than a half hour, at least twenty people passed and Pinocchio begged of each one, but they all answered:

"Aren't you ashamed? Instead of being a beggar in the streets, why don't you look for work and earn your own bread?"

Finally a little woman went by carrying two water jugs.

"Good woman, will you allow me to have a drink from one of your jugs?" asked Pinocchio, who was burning up with thirst.

"With pleasure, my boy!" she answered, setting the two jugs on the ground before him.

When Pinocchio had had his fill, he grumbled, as he wiped his mouth:

"My thirst is gone. If I could only as easily get rid of my hunger!" On hearing these words, the good little woman immediately said:

"If you help me to carry these jugs home, I'll give you a slice of bread."

Pinocchio looked at the jug and said neither yes nor no.

"And with the bread, I'll give you a nice dish of cauliflower with white sauce on it."

Pinocchio gave the jug another look and said neither yes nor no.

"And after the cauliflower, some cake and jam."

At this last bribery, Pinocchio could no longer resist and said firmly: "Very well. I'll take the jug home for you."

The jug was very heavy, and the Marionette, not being strong enough to carry it with his hands, had to put it on his head.

When they arrived home, the little woman made Pinocchio sit down at a small table and placed before him the bread, the cauliflower, and the cake. Pinocchio did not eat; he devoured. His stomach seemed a bottomless pit.

His hunger finally appeased, he raised his head to thank his kind benefactress. But he had not looked at her long when he gave a cry of surprise and sat there with his eyes wide open, his fork in the air, and his mouth filled with bread and cauliflower.

"Why all this surprise?" asked the good woman, laughing.

"Because--" answered Pinocchio, stammering and stuttering, "because--you look like--you remind me of--yes, yes, the same voice, the same eyes, the same hair--yes, yes, yes, you also have the same azure hair she had--Oh, my little Fairy, my little Fairy! Tell me that it is you! Don't make me cry any longer! If you only knew! I have cried so much, I have suffered so!"

And Pinocchio threw himself on the floor and clasped the knees of the mysterious little woman.

Chapter 25

Pinocchio promises the Fairy to be good and to study, as he is growing tired of being a Marionette, and wishes to become a real boy.

If Pinocchio cried much longer, the little woman thought he would melt away, so she finally admitted that she was the little Fairy with Azure Hair.

"You rascal of a Marionette! How did you know it was I?" she asked, laughing.

"My love for you told me who you were."

"Do you remember? You left me when I was a little girl and now you find me a grown woman. I am so old, I could almost be your mother!"

"I am very glad of that, for then I can call you mother instead of sister. For a long time I have wanted a mother, just like other boys. But how did you grow so quickly?"

"That's a secret!"

"Tell it to me. I also want to grow a little. Look at me! I have never grown higher than a penny's worth of cheese."

"But you can't grow," answered the Fairy.

"Why not?"

"Because Marionettes never grow. They are born Marionettes, they live Marionettes, and they die Marionettes."

"Oh, I'm tired of always being a Marionette!" cried Pinocchio disgustedly.

"It's about time for me to grow into a man as everyone else does."

"And you will if you deserve it--"

"Really? What can I do to deserve it?"

"It's a very simple matter. Try to act like a well-behaved child."

"Don't you think I do?"

"Far from it! Good boys are obedient, and you, on the contrary--"

"And I never obey."

"Good boys love study and work, but you--"

"And I, on the contrary, am a lazy fellow and a tramp all year round."

"Good boys always tell the truth."

"And I always tell lies."

"Good boys go gladly to school."

"And I get sick if I go to school. From now on I'll be different."

"Do you promise?"

"I promise. I want to become a good boy and be a comfort to my father. Where is my poor father now?"

"I do not know."

"Will I ever be lucky enough to find him and embrace him once more?"

"I think so. Indeed, I am sure of it."

At this answer, Pinocchio's happiness was very great. He grasped the Fairy's hands and kissed them so hard that it looked as if he had lost his head. Then lifting his face, he looked at her lovingly and asked:

"Tell me, little Mother, it isn't true that you are dead, is it?"

"It doesn't seem so," answered the Fairy, smiling.

"If you only knew how I suffered and how I wept when I read 'Here lies- -'"

"I know it, and for that I have forgiven you. The depth of your sorrow made me see that you have a kind heart. There is always hope for boys with hearts such as yours, though they may often be very mischievous. This is the reason why I have come so far to look for you. From now on, I'll be your own little mother."

"Oh! How lovely!" cried Pinocchio, jumping with joy.

"You will obey me always and do as I wish?"

"Gladly, very gladly, more than gladly!"

"Beginning tomorrow," said the Fairy, "you'll go to school every day."

Pinocchio's face fell a little.

"Then you will choose the trade you like best."

Pinocchio became more serious.

"What are you mumbling to yourself?" asked the Fairy.

"I was just saying," whined the Marionette in a whisper, "that it seems too late for me to go to school now."

"No, indeed. Remember it is never too late to learn."

"But I don't want either trade or profession."

"Why?"

"Because work wearies me!"

"My dear boy," said the Fairy, "people who speak as you do usually end their days either in a prison or in a hospital. A man, remember, whether rich or poor, should do something in this world. No one can find happiness without work. Woe betide the lazy fellow! Laziness is a serious illness and one must cure it immediately; yes, even from early childhood. If not, it will kill you in the end."

These words touched Pinocchio's heart. He lifted his eyes to his Fairy and said seriously:

"I'll work; I'll study; I'll do all you tell me. After all, the life of a Marionette has grown very tiresome to me and I want to become a boy, no matter how hard it is. You promise that, do you not?"

"Yes, I promise, and now it is up to you."

Writing

Copywork (about 5 minutes):

1. Read the sentences below aloud to yourself.
2. Notice capital letters. Do they indicate the beginning of the sentence or a proper noun?
3. What punctuation do you notice? What do these punctuation marks tell us to do with our voices as we read?
4. Copy the sentence in your best Spalding cursive.
5. Read your writing back to yourself. Did you spell the words correctly and use the correct punctuation? Is your writing neat with the short letters to the midpoint and the tall letters almost to the top line?

Sentence to copy:

A man, remember, whether rich or poor, should do something in this world. No one can find happiness without work. Woe betide the lazy fellow! Laziness is a serious illness and one must cure it immediately; yes, even from early childhood. If not, it will kill you in the end.

History

Finish the sentence aloud. Underline the verb in each sentence. (2 minutes)

- The Age of Exploration unveils...
- Prince Henry the Navigator launched...
- Bartolomeu Dias discovered...
- Vasco da Gama discovered...
- Amerigo Vespucci showed...
- Vasco Nunez de Balboa discovered...
- Ponce de Leon discovered...

Read for understanding. Put a box around names of places and people. (10 minutes)

Spain conquered the island of Cuba in 1513. Previously the Spaniards had conquered both Hispaniola and Puerto Rico. Cuba would become the main base of operations for the Spaniards in the Americas. This means that expeditions to explore and conquer new lands would start here. One of the most important expeditions that started in Cuba was that of Hernan Cortes. Cortes helped conquer Hispaniola in 1506 and Cuba in 1511. Over the next few

years he became wealthy and powerful in Cuba all the while hearing stories of great riches in the lands we now know as Mexico.

In 1519 the governor of Cuba put Cortez in charge of an expedition to explore Mexico but at the last minute decided that he did not think it was worth the risk and tried to stop the expedition. Cortez and his 630 men were so confident in their success that they ignored the governor and decided to go anyway.

When they landed in Mexico Cortez and his men unknowingly landed in the lands of the Aztec Empire, the largest and most powerful civilization in America. When the Aztecs first saw Cortez and his men, they thought he might be their god Quetzacoatl who had left them long ago by sailing east. Quetzalcoatl is the same god whose shadow appears on the Mayan temple at Chichen Itza every year during the spring equinox. As Cortez and his men explored Mexico, they heard about how the Aztecs practiced human sacrifice and cannibalism to honor their gods. Cortez was horrified by these practices and vowed to put an end to the Aztecs' evil ways. As the Spaniards made their way to the Aztec capital of Tenochtitlan, they met the Tlaxcalans who were enemies of the Aztecs. The Aztecs would wage war against the Tlaxcalans to obtain prisoners to use as human sacrifices. The Tlaxcalans and the Spaniards joined forces against the Aztecs and marched to the Tenochtitlan. By 1521, the Spanish had totally conquered the Aztecs. On the ruins of the Aztec capital, the Spanish immediately started building a new city which would one day become Mexico City. In just three years Cortez and 500 other Spaniards had conquered a civilization larger than any in Europe at the time making Cortez the most famous conquistador to ever live.

What did Cortez do? ***Cortez conquered the Aztecs.***

Do the map work. (3 minutes)



1. Write "Mesoamerica in 1519" above the map.
2. Add a compass rose to the map. (The arrow for North should put up.)

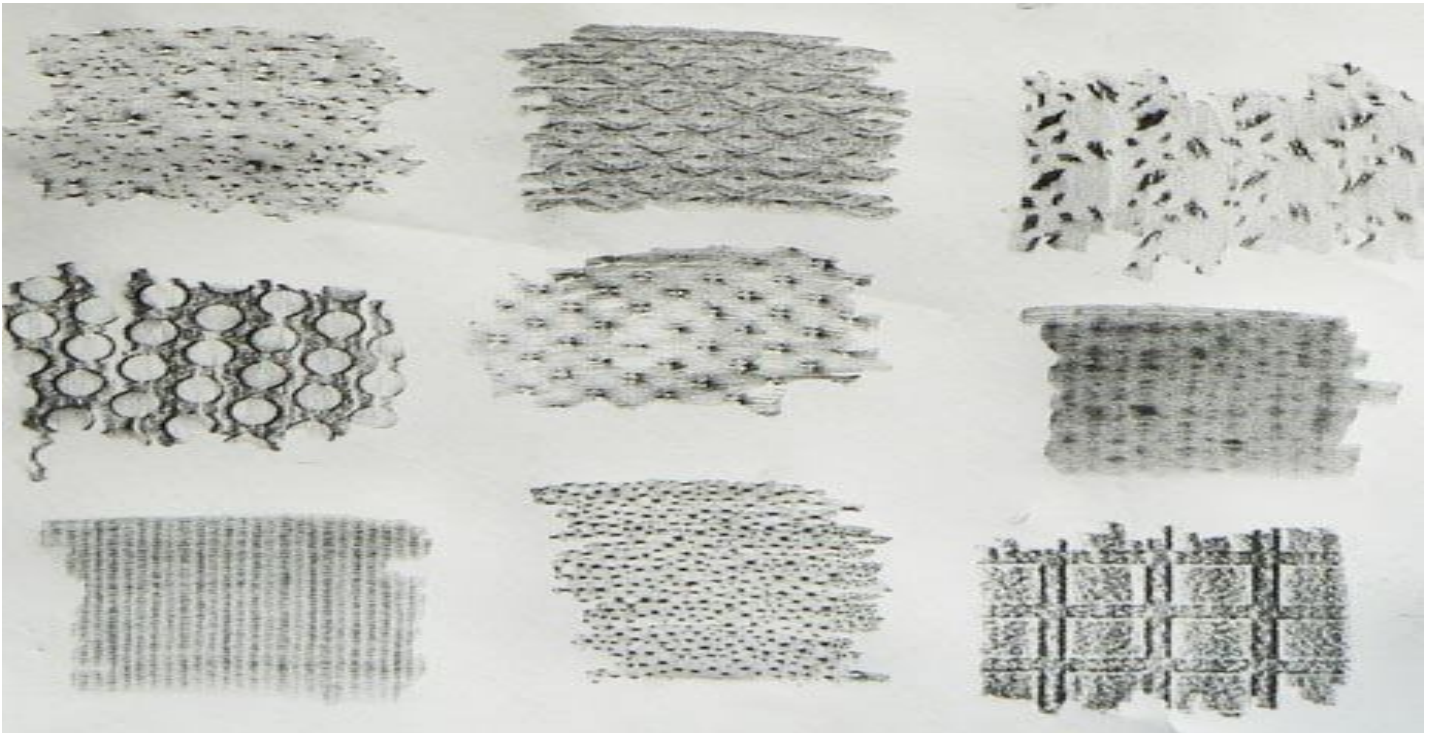
3. Label the tiny bit of land where Cortes started “Cuba.” You can not see the rest of the island on this map.
4. Trace Cortes’ route from Cuba to Tenochtitlan.
5. Circle the area where the Aztecs lived

Art

Texture- Rubbings Scavenger Hunt

Materials: Pencil, paper, textured materials. optional: crayons

Look around your house and outside for materials with texture. Think about objects that are bumpy, smooth, rough and soft. Bark and bricks make great texture rubbings! Once you have found your texture, place your paper on top of the textured area. Using the edge of the tip of your pencil (or a crayon) shade over the textured area. The texture will show up on your paper. Collect ten or more texture samples. Keep these rubbings safe because they will be used in the next lesson. Attached below is an example of what your paper should look like.



P.E.

5 minute workout:

- 60 seconds of duck walking
- 30 minute rest
- 60 seconds of frog-hopping
- 30 second rest
- 60 seconds of walking lunges (keep those hands behind your head!)

- ❑ 60 seconds of bear-crawls

5 minutes of run time:

This quarter, we are continuing to work on track and field as well as racing. For P.E. today, I would like you to do some running. If you can, please run outside at a park or in your yard. Remember to pace yourself so that you can run for the whole time! If you cannot run outside, then set up a safe area inside. Put two objects, such as water bottles or pillows, as far apart from each other as you can. Pretend that the two objects represent your squad-cone and your squad's hula-hoop. Run back and forth between the two objects until your five minutes are up. Good luck, and don't forget to stretch at the end!

years and below. **prep** lower down than
The temperature was below freezing. In
Singapore, the temperature never goes below
25°C. Do not write anything below this
line. These tablets should not be given to
children below the age of twelve. Can you
see below the surface of the water?

② **belt** /bɛlt/ **noun** 1. a strap which goes
round your waist to hold up
a skirt or trousers

She wore a bright red belt. This silver

belt comes from Thailand. 2. a person
who wears a particular coloured belt
worn when playing judo, karate, etc. He's
a black belt. 3. a zone around something
verb 1. to travel fast The car was belting
along the motorway at over 100 miles an
hour. 2. to belt out to sing very loudly
The fans were belting out football songs.
belt up / **belt p** / **verb** (informal) 1. to
stop talking belt up! be quiet! 2. to attach
your seat belt Make sure everyone in the
car belts up.

bemoan /bɪ'məʊn/ **verb** to complain
about something. **Synonym** lament.

Antonym applaud

bemused /bɪ'mju:zd/ **adj** puzzled and
confused. **Synonym** confused

② **bench** /bentʃ/ **noun** 1. a long wooden
seat We sat down on one of the park
benches. (work) **bench** table in a work-
shop at which someone works The carpen-
ter was standing at his bench. 2. the bench
magistrates sitting in court He was up be-
fore the bench for speeding. 3. (in Parlia-
ment) the long seats in the House of Com-
mons. **back benches**, **front bench**
benchmark /'bentʃmɑ:k/ **noun** a standard
for testing against

② **bend** /bend/ **noun** 1. a curve, especially
in a road, line, etc. Don't drive too fast,
there's a sudden bend in the road. The pipe
under the sink has an awkward S-bend. 2.
round the bend insane, annoyed or upset (in-
formal) He's completely round the bend.
She'll go round the bend when she hears
that. That music is driving me round the
bend. **verb** 1. to make something curve
You will have to bend the pipe to fit round the
corner. 2. to move a jointed part of your
body to bend your knees slightly Bend
your arm to see if the coat fits. 3. to curve
The road bends sharply after the bridge.
(NOTE: **bending** – **bent** /bent/)

② **bend down** /'bend'daʊn/, **bend over**
/'əʊvə/ **verb** to stoop, so that your head is
lower than your waist. **backwards**

bendy /'bendi/ **adj** 1. easily bent a bendy
toy. **Synonym** flexible. **Antonym** rigid 2.
having many bends a bendy road. **Ant-**
onym straight (NOTE: **bendy** – **bendier**
– **bendiest**)

② **beneath** /bɪ'ni:θ/ **adv** underneath
(formal) From the bridge we watched
the river flowing beneath. **Synonym** un-
derneath. **Antonym** above **prep** 1. under
There are dangerous rocks beneath the
surface of the lake. The river flows very
fast beneath the bridge. 2. not suitable, not
important enough He thinks it is beneath
him to make the coffee himself.

benefactor /'benɪf ktə/, **benefactress**
/'benɪf ktrəs/ **noun** a person who gives
money to an organization such as a charity.

Synonym patron

beneficent /bə'nefɪsənt/ **adj** helping or
showing kindness to others (literary)

beneficial /benɪ'fɪʃ(ə)l/ **adj** which helps.

Synonym helpful. **Antonym** detrimental

③ **beneficiary** /benɪ'fɪʃəri/ **noun** 1. a per-
son who inherits something in a will The
main beneficiaries were his three children. 2.
someone, or a group, who is helped by some-
thing Who will be the main beneficiaries of
this new law? (NOTE: The plural is **benefi-**
ciaries.)

① **benefit** /'benɪft/ **noun** 1. an advantage

What benefit would I get from joining the
club? **for someone's benefit** specially for
someone You are not doing it just for my
benefit, are you? 2. payment by the state
unemployment benefit maternity benefit
verb 1. to be useful to someone The book
will benefit anyone who is planning to do
some house repairs. 2. to benefit from, by
something to get an advantage from Brit-
ish tourists will benefit from the strong
pound. Pensioners can benefit from free
bus passes.

Benelux /'benɪl ks/ **noun** Belgium, the
Netherlands and Luxembourg together as a
group

benevolence /bɪ'nevələns/ **noun** being
good and kind. **Antonym** malevolence

benevolent /bə'nev(ə)lənt/ **adj** good and
kind. **Antonym** malevolent

benign /bə'naɪn/ **adj** 1. kind and pleasant
2. a benign growth a harmless or
non-cancerous growth At first they thought
the growth was benign, but in fact it was
malignant.

② **bent** /bent/ **adj** 1. curved These nails
are bent so we can't use them. 2. to be
bent on to be very keen on doing something
He is bent on buying the car even if he
can't afford it. 3. dishonest a bent police
officer **noun** a natural ability for doing a
particular activity a scientific bent She
discovered a bent for nursing. **Synonym**

aptitude

bent /benzē/ bend

benzene /'benzi:n/ **noun** a simple liquid
hydrocarbon used in making plastic and

Day 2 Instructions and Resources

Tuesday, 4/14

Math

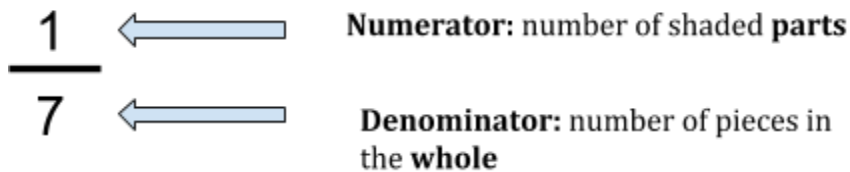
Warm-up (5-10 minutes)

Solve the following word problem. Be sure to write an answer sentence, information, bar model, and number sentence.

Gary collected 48 postcards. He collected 4 times as many as Ryan. How many postcards did Ryan collect?

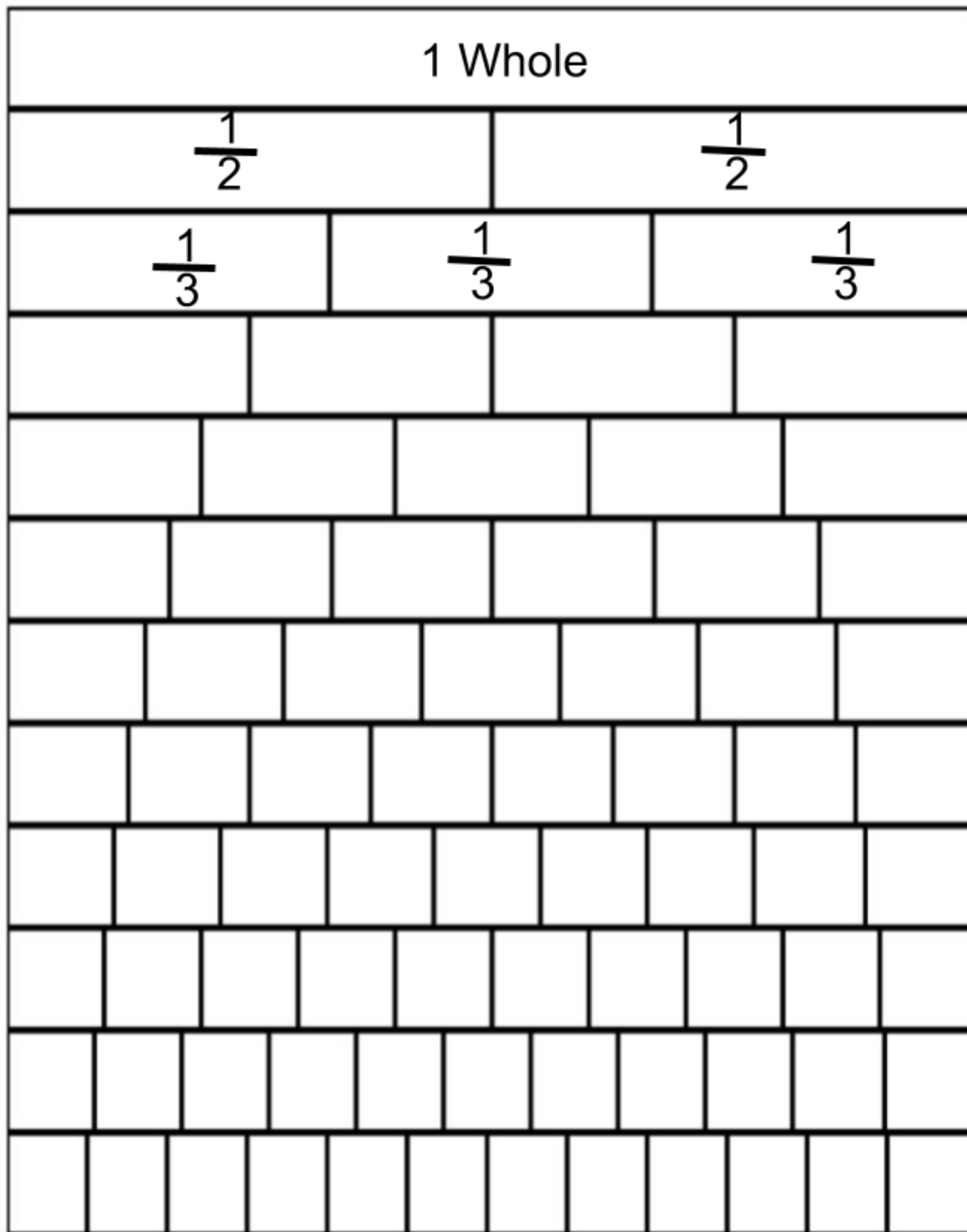
Anchor Activity (10-15 minutes)

Review the parts of a fraction:



On the following page finish labelling the fraction strips. Then color each strip a different color. Cut out each row. Using the fraction strips, find and list all of the **equivalent** fractions for the following fractions:

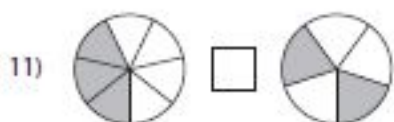
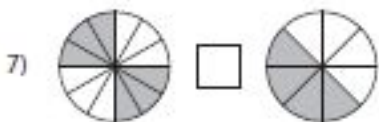
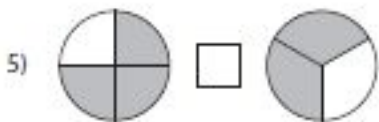
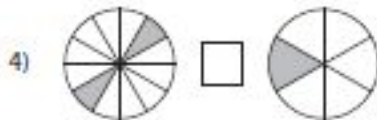
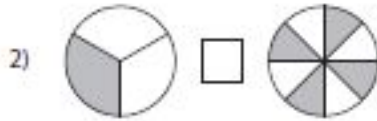
a. $\frac{1}{2}$ is equivalent to $\frac{1}{4}, \frac{1}{6}, \frac{1}{8}, \frac{1}{10}, \frac{1}{12}$.	b. $\frac{2}{3}$ is equivalent to $\frac{2}{6}, \frac{2}{9}, \frac{2}{12}$.
c. $\frac{6}{8}$ is equivalent to $\frac{6}{4}, \frac{6}{12}$.	d. $\frac{2}{5}$ is equivalent to $\frac{2}{10}$.
e. $\frac{5}{6}$ is equivalent to $\frac{5}{12}$.	f. $\frac{3}{12}$ is equivalent to $\frac{3}{4}, \frac{3}{8}$.
g. $\frac{2}{8}$ is equivalent to $\frac{2}{4}, \frac{2}{12}$.	h. $\frac{3}{9}$ is equivalent to $\frac{3}{3}, \frac{3}{6}, \frac{3}{12}$



Save your fraction strips for future lessons!

Wrap-up (5-10 minutes)

Fill in the box with = if the fractions are equivalent, put an X if they are not equivalent.



Literature

Read chapters 26 and 27 of Pinocchio out loud, in a whisper, or in your head (about 10-15 minutes):

As you read...

1. Read the text carefully (text below).
2. Make sure that your voice follows all punctuation!
3. Practice using the proper tone of voice to convey, or show, what the author's meaning is.

4. As you read, look up words you don't know in the dictionary.

Discuss with a parent the following questions (about 5 minutes):

- What were some of the challenges Pinocchio faced when he first started going to school? How did he respond to those challenges?
- Where are the school boys going? What are the pros and cons of Pinocchio going with them?
- Why did Pinocchio's so-called "friends" play a trick on him? How would you describe their behavior?
- What causes Pinocchio to realize that going to the shore was a bad decision?
- Why do the Carabineers say Pinocchio has to come with them?

Chapter 26

Pinocchio goes to the seashore with his friends to see the Terrible Shark.

In the morning, bright and early, Pinocchio started for school.

Imagine what the boys said when they saw a Marionette enter the classroom! They laughed until they cried. Everyone played tricks on him. One pulled his hat off, another tugged at his coat, a third tried to paint a mustache under his nose. One even attempted to tie strings to his feet and his hands to make him dance.

For a while Pinocchio was very calm and quiet. Finally, however, he lost all patience and turning to his tormentors, he said to them threateningly:

"Careful, boys, I haven't come here to be made fun of. I'll respect you and I want you to respect me."

"Hurrah for Dr. Know-all! You have spoken like a printed book!" howled the boys, bursting with laughter. One of them, more impudent than the rest, put out his hand to pull the Marionette's nose.

But he was not quick enough, for Pinocchio stretched his leg under the table and kicked him hard on the shin.

"Oh, what hard feet!" cried the boy, rubbing the spot where the Marionette had kicked him.

"And what elbows! They are even harder than the feet!" shouted another one, who, because of some other trick, had received a blow in the stomach.

With that kick and that blow Pinocchio gained everybody's favor. Everyone admired him, danced attendance upon him, petted and caressed him.

As the days passed into weeks, even the teacher praised him, for he saw him attentive, hard working, and wide awake, always the first to come in the morning, and the last to leave when school was over.

Pinocchio's only fault was that he had too many friends. Among these were many well-known rascals, who cared not a jot for study or for success.

The teacher warned him each day, and even the good Fairy repeated to him many times:

"Take care, Pinocchio! Those bad companions will sooner or later make you lose your love for study. Some day they will lead you astray."

"There's no such danger," answered the Marionette, shrugging his shoulders and pointing to his forehead as if to say, "I'm too wise."

So it happened that one day, as he was walking to school, he met some boys who ran up to him and said:

"Have you heard the news?"

"No!"

"A Shark as big as a mountain has been seen near the shore."

"Really? I wonder if it could be the same one I heard of when my father was drowned?"

"We are going to see it. Are you coming?"

"No, not I. I must go to school."

"What do you care about school? You can go there tomorrow. With a lesson more or less, we are always the same donkeys."

"And what will the teacher say?"

"Let him talk. He is paid to grumble all day long."

"And my mother?"

"Mothers don't know anything," answered those scamps.

"Do you know what I'll do?" said Pinocchio.

"For certain reasons of mine, I, too, want to see that Shark; but I'll go after school. I can see him then as well as now."

"Poor simpleton!" cried one of the boys. "Do you think that a fish of that size will stand there waiting for you? He turns and off he goes, and no one will ever be the wiser."

"How long does it take from here to the shore?" asked the Marionette.

"One hour there and back."

"Very well, then. Let's see who gets there first!" cried Pinocchio.

At the signal, the little troop, with books under their arms, dashed across the fields. Pinocchio led the way, running as if on wings, the others following as fast as they could.

Now and again, he looked back and, seeing his followers hot and tired, and with tongues hanging out, he laughed out heartily. Unhappy boy! If he had only known then the dreadful things that were to happen to him on account of his disobedience!

Chapter 27

The great battle between Pinocchio and his playmates. One is wounded. Pinocchio is arrested.

Going like the wind, Pinocchio took but a very short time to reach the shore. He glanced all about him, but there was no sign of a Shark. The sea was as smooth as glass.

"Hey there, boys! Where's that Shark?" he asked, turning to his playmates.

"He may have gone for his breakfast," said one of them, laughing.

"Or, perhaps, he went to bed for a little nap," said another, laughing also.

From the answers and the laughter which followed them, Pinocchio understood that the boys had played a trick on him.

"What now?" he said angrily to them. "What's the joke?"

"Oh, the joke's on you!" cried his tormentors, laughing more heartily than ever, and dancing gayly around the Marionette.

"And that is--?"

"That we have made you stay out of school to come with us. Aren't you ashamed of being such a goody-goody, and of studying so hard? You never have a bit of enjoyment."

"And what is it to you, if I do study?"

"What does the teacher think of us, you mean?"

"Why?"

"Don't you see? If you study and we don't, we pay for it. After all, it's only fair to look out for ourselves."

"What do you want me to do?"

"Hate school and books and teachers, as we all do. They are your worst enemies, you know, and they like to make you as unhappy as they can."

"And if I go on studying, what will you do to me?"

"You'll pay for it!"

"Really, you amuse me," answered the Marionette, nodding his head.

"Hey, Pinocchio," cried the tallest of them all, "that will do. We are tired of hearing you bragging about yourself, you little turkey cock! You may not be afraid of us, but remember we are not afraid of you, either! You are alone, you know, and we are seven."

"Like the seven sins," said Pinocchio, still laughing.

"Did you hear that? He has insulted us all. He has called us sins."

"Pinocchio, apologize for that, or look out!"

"Cuck--oo!" said the Marionette, mocking them with his thumb to his nose.

"You'll be sorry!"

"Cuck--oo!"

"We'll whip you soundly!"

"Cuck--oo!"

"You'll go home with a broken nose!"

"Cuck--oo!"

"Very well, then! Take that, and keep it for your supper," called out the boldest of his tormentors.

And with the words, he gave Pinocchio a terrible blow on the head.

Pinocchio answered with another blow, and that was the signal for the beginning of the fray. In a few moments, the fight raged hot and heavy on both sides. Pinocchio, although alone, defended himself bravely. With those two wooden feet of his, he worked so fast that his opponents kept at a respectful distance. Wherever they landed, they left their painful mark and the boys could only run away and howl.

Enraged at not being able to fight the Marionette at close quarters, they started to throw all kinds of books at him. Readers, geographies, histories, grammars flew in all directions. But Pinocchio was keen of eye and swift of movement, and the books only passed over his head, landed in the sea, and disappeared.

The fish, thinking they might be good to eat, came to the top of the water in great numbers. Some took a nibble, some took a bite, but no sooner had they tasted a page or two, than they spat them out with a wry face, as if to say:

"What a horrid taste! Our own food is so much better!"

Meanwhile, the battle waxed more and more furious. At the noise, a large Crab crawled slowly out of the water and, with a voice that sounded like a trombone suffering from a cold, he cried out:

"Stop fighting, you rascals! These battles between boys rarely end well. Trouble is sure to come to you!"

Poor Crab! He might as well have spoken to the wind. Instead of listening to his good advice, Pinocchio turned to him and said as roughly as he knew how:

"Keep quiet, ugly Gab! It would be better for you to chew a few cough drops to get rid of that cold you have. Go to bed and sleep! You will feel better in the morning."

In the meantime, the boys, having used all their books, looked around for new ammunition. Seeing Pinocchio's bundle lying idle near-by, they somehow managed to get hold of it.

One of the books was a very large volume, an arithmetic text, heavily bound in leather. It was Pinocchio's pride. Among all his books, he liked that one the best.

Thinking it would make a fine missile, one of the boys took hold of it and threw it with all his strength at Pinocchio's head. But instead of hitting the Marionette, the book struck one of the other boys, who, as pale as a ghost, cried out faintly:

"Oh, Mother, help! I'm dying!" and fell senseless to the ground.

At the sight of that pale little corpse, the boys were so frightened that they turned tail and ran. In a few moments, all had disappeared.

All except Pinocchio. Although scared to death by the horror of what had been done, he ran to the sea and soaked his handkerchief in the cool water and with it bathed the head of his poor little schoolmate. Sobbing bitterly, he called to him, saying:

"Eugene! My poor Eugene! Open your eyes and look at me! Why don't you answer? I was not the one who hit you, you know. Believe me, I didn't do it. Open your eyes, Eugene? If you keep them shut, I'll die, too. Oh, dear me, how shall I ever go home now? How shall I ever look at my little mother again? What will happen to me? Where shall I go? Where shall I hide? Oh, how much better it would have been, a thousand times better, if only I had gone to school! Why did I listen to those boys? They always were a bad influence! And to think that the teacher had told me--and my mother, too!--'Beware of bad company!' That's what she said. But I'm stubborn and proud. I listen, but always I do as I wish. And then I pay. I've never had a moment's peace since I've been born! Oh, dear! What will become of me? What will become of me?"

Pinocchio went on crying and moaning and beating his head. Again and again he called to his little friend, when suddenly he heard heavy steps approaching.

He looked up and saw two tall Carabineers near him.

"What are you doing stretched out on the ground?" they asked Pinocchio.

"I'm helping this schoolfellow of mine."

"Has he fainted?"

"I should say so," said one of the Carabineers, bending to look at Eugene. "This boy has been wounded on the temple. Who has hurt him?"

"Not I," stammered the Marionette, who had hardly a breath left in his whole body.

"If it wasn't you, who was it, then?"

"Not I," repeated Pinocchio.

"And with what was he wounded?"

"With this book," and the Marionette picked up the arithmetic text to show it to the officer.

"And whose book is this?"

"Mine."

"Enough."

"Not another word! Get up as quickly as you can and come along with us."

"But I--"

"Come with us!"

"But I am innocent."

"Come with us!"

Before starting out, the officers called out to several fishermen passing by in a boat and said to them:

"Take care of this little fellow who has been hurt. Take him home and bind his wounds. Tomorrow we'll come after him."

They then took hold of Pinocchio and, putting him between them, said to him in a rough voice: "March! And go quickly, or it will be the worse for you!"

They did not have to repeat their words. The Marionette walked swiftly along the road to the village. But the poor fellow hardly knew what he was about. He thought he had a nightmare. He felt ill. His eyes saw everything double, his legs trembled, his tongue was dry, and, try as he might, he could not utter a single word. Yet, in spite of this numbness of feeling, he suffered keenly at the thought of passing under the windows of his good little Fairy's house. What would she say on seeing him between two Carabineers?

They had just reached the village, when a sudden gust of wind blew off Pinocchio's cap and made it go sailing far down the street.

"Would you allow me," the Marionette asked the Carabineers, "to run after my cap?"

"Very well, go; but hurry."

The Marionette went, picked up his cap--but instead of putting it on his head, he stuck it between his teeth and then raced toward the sea.

He went like a bullet out of a gun.

The Carabineers, judging that it would be very difficult to catch him, sent a large Mastiff after him, one that had won first prize in all the dog races. Pinocchio ran fast and the Dog ran faster. At so much noise, the people hung out of the windows or gathered in the street, anxious to see the end of the contest. But they were disappointed, for the Dog and Pinocchio raised so much dust on the road that, after a few moments, it was impossible to see them.

Grammar

Say the definitions of these parts of speech. (1 minute)

What is a verb?

What is an adverb?

What is an interjection?

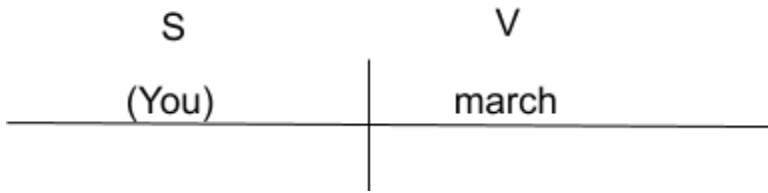
Write the answers. (3 minutes)

What are the other five parts of speech? _____

What are the four different types of sentences? _____

Read. (2 minutes)

We have talked about the four different kinds of sentences: declarative, interrogative, imperative, and exclamatory. Today we are going to focus on imperative sentences. Remember, an imperative is a command such as "Come with us" or "March!" What is the subject of these sentences? Often, the subject of an imperative sentence isn't written down in the sentence. When the officers told Pinocchio to march, they didn't say, "You march!" However, that is what they meant. Therefore, we diagram the sentence "March!" like this:



“You” is the subject even though it was not actually written into the text and “march” is the action verb.

Parse and diagram these imperatives from *Pinocchio*. (5 minutes)

Go!

Believe me.

Open your eyes!

Read the example. Transform the declarative sentence into three other kinds of sentences. (4 minutes)

Declarative: Pinocchio started for school.

Exclamatory: Pinocchio started for school!

Interrogative: Did Pinocchio start for school?

Imperative: Pinocchio, start to school!

Declarative: The teacher praised Pinocchio.

Exclamatory: _____

Interrogative: _____

Imperative:

Science

Warm Up (1 minute)

Whisper to yourself:

What is light?

What do we call objects that allow light to pass through?

What do we call objects that do not allow any light to pass through?

What do we call objects that let some, but not all, light pass through?

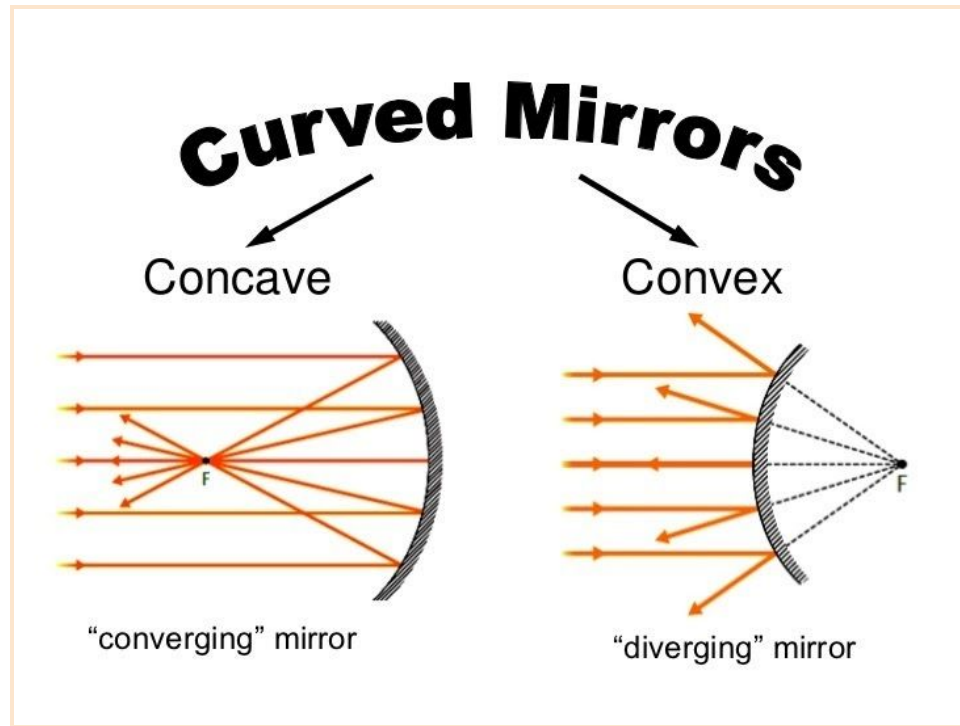
Lesson (15 minutes)

Last week, we talked about the difference between transparent, translucent, and opaque objects. Things like a window allow light to pass through, and are transparent. Other objects, like a chair or a wooden door, do not allow light to pass through and are called opaque. Translucent objects like lace curtains or a lamp shade allow some light to pass through, but not all. Well, what if we had an object with a very shiny opaque surface, like a mirror? (Find a mirror around your house to experiment with, if you can!) A mirror is an opaque object--you cannot see the light go through the other side. But, what happens when you look at a mirror? You see yourself! This is because there is light (energy that we can see) bouncing around all over the room, and when light hits the shiny, smooth surface of the mirror, it bounces off and travels to your eye. We call this bouncing off *reflection*. **Reflection is when light bounces off an object and comes back.**

If you have a flashlight, you can try shining the light at a mirror and making an observation. Light doesn't always reflect straight back and forth--if you hold the mirror at different angles, the light will reflect in different directions. This is how a funhouse mirror will give you a comical image of your body stretched out and scrunched up! Funhouse mirrors are curved like a wave, and the light bounces off in different directions, which distorts the reflection.

Let's look at another smooth, shiny surface--a spoon! Hold the spoon at arm's length from your face and look for your reflection in the spoon. You'll notice your image is upside down! That is because the surface of the inside of the spoon is curved. The light bounces back in the different angles of the curve (look at the picture below). When a surface curves inward, we call it a *concave* surface. Now, slowly move the spoon closer to your eye and watch your reflection. You might notice that at a certain distance, your reflection flips right-side up! That is because when the light rays bounce off the concave surface, they travel towards each other and meet at a point--the focal point!

Next, hold the spoon with the back side at arm's length. The curve on this side of the spoon is reversed--we call it *convex* when it is curved outward. In the convex reflection, your image is widened and stretched. That's because the rays of light bouncing off are spreading out in different directions, and do not meet at a point.



Music

- 1) Read through Tchaikovsky's biography once.
- 2) Read through it a second time, and as you do, underline or write down EIGHT facts about his life.

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The Story of Peter Ilyich Tchaikovsky

(1840–1893)

The son of a mining inspector, Peter Ilyich Tchaikovsky was born in Russia in 1840. His parents loved music, and were able to offer their talented son a good education. Peter studied piano from his fourth to his tenth year, and while his parents were pleased with his talent, they did not expect him to have a serious musical career. They wanted him to be a lawyer. He graduated from law school when he was nineteen, and went to work as a clerk for the government.

But music was foremost in his mind. When he was twenty-two he decided to enter the Conservatory at St. Petersburg where he studied organ and flute. He also studied harmony, composition and orchestration with the school's director, the great Anton Rubinstein. He wrote to his sister that while he did not dream of becoming a great artist, he felt he must work in the field of music where his talent and interest lay. In 1866 Rubinstein hired Tchaikovsky as professor of harmony at the Moscow Conservatory. Here Tchaikovsky had time to compose his first symphonies and some other shorter works. In addition to his composing and teaching, he also wrote about music and was a music critic for a Moscow paper.



Mrs. Nadezhda von Meck supported Tchaikovsky for many years.

Soon after moving to Moscow, Tchaikovsky's unusual friendship began with Mrs. Nadezhda von Meck, a wealthy widow. Mrs. von Meck paid him large sums of money for composing. This was not unusual for the time, but while most patrons of the arts liked to visit with those they supported, she insisted that they never meet! Yet they were close, and corresponded almost every day. Tchaikovsky often stayed at her various estates but only when she was not there. One of his most popular works, the fourth symphony, was dedicated to this mysterious friend.

Tchaikovsky became a great conductor. After a concert tour in Europe, he visited the United States where he conducted at the dedication of Carnegie Hall in New York City. Andrew Carnegie introduced Tchaikovsky to his guests as the uncrowned but true king of music. Tchaikovsky wrote to a friend that he was sure that he was ten times more famous in the United States than in Europe. After a successful concert tour of six American cities, he returned home to work on *The Nutcracker* ballet.

One of his most famous works, the *1812 Overture*, features cannons going off at the end. His last work was Symphony No. 6, the "Pathétique." Soon after its first performance in 1893, he died. This symphony was played at his memorial service; Tchaikovsky had written his own Requiem.

Tchaikovsky's beautiful Symphony No. 1, the ballets and the Concerto in B-flat Minor are some of the most popular classical pieces of today.

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MEET THE GREAT COMPOSERS

Latin

Reading (5-6 min.): Read through the following lesson on the days of the week.

Around the year 100 C.E., the Romans began to use a seven-day weekly calendar (before, they had used an eight-day week). The names of the Roman weekdays, and their corresponding English weekdays, are here:

Diēs Sōlis: Sunday

Diēs Lūnae: Monday

Diēs Mārtis: Tuesday

Diēs Mercuriī: Wednesday

Diēs Iovis: Thursday

Diēs Veneris: Friday

Diēs Saturnī: Saturday

Read the Latin names aloud.

- Remember: “v” always makes a “w” sound, and “c” always makes a “k” sound.
- Pronunciation hint: the word *diēs* looks a lot like the English word “dies,” but the Latin *diēs* is actually two syllables! So, *Diēs*=DEE-ehs

As you might guess, *Diēs Sōlis* means “Day of the Sun,” and *Diēs Lūnae* means “Day of the Moon.” The other days of the week are named after the Roman deities Mars, Mercury, Jove, Venus, and Saturn.

Optional Enrichment Question: Can you name the Greek versions of these gods? Check your answers in the solutions section at the end of the packet.

Activity: Weekly Calendar (4-5 min.):

- Once you have read this lesson, use it to fill out the weekly calendar below with the correct Latin name for each day.
- Cut it out and paste it in the vocab section of your notebook (or, if you do not have your notebook, cut it out and keep it in a safe place with your other school materials). We will be using this weekly calendar for an assignment next week!

Sunday:
Monday:
Tuesday:
Wednesday:
Thursday:
Friday:
Saturday:

Day 3 Instructions and Resources

Wednesday, 4/15

Math

Warm-up (5 minutes)

$\begin{array}{r} 8 \\ \times 9 \\ \hline \end{array}$	$\begin{array}{r} 9 \\ \times 5 \\ \hline \end{array}$	$\begin{array}{r} 10 \\ \times 4 \\ \hline \end{array}$	$\begin{array}{r} 9 \\ \times 4 \\ \hline \end{array}$	$\begin{array}{r} 10 \\ \times 5 \\ \hline \end{array}$	$\begin{array}{r} 5 \\ \times 5 \\ \hline \end{array}$	$\begin{array}{r} 5 \\ \times 9 \\ \hline \end{array}$	$\begin{array}{r} 1 \\ \times 8 \\ \hline \end{array}$	$\begin{array}{r} 3 \\ \times 8 \\ \hline \end{array}$	$\begin{array}{r} 10 \\ \times 6 \\ \hline \end{array}$
$\begin{array}{r} 9 \\ \times 10 \\ \hline \end{array}$	$\begin{array}{r} 10 \\ \times 3 \\ \hline \end{array}$	$\begin{array}{r} 4 \\ \times 5 \\ \hline \end{array}$	$\begin{array}{r} 2 \\ \times 2 \\ \hline \end{array}$	$\begin{array}{r} 3 \\ \times 4 \\ \hline \end{array}$	$\begin{array}{r} 3 \\ \times 3 \\ \hline \end{array}$	$\begin{array}{r} 7 \\ \times 3 \\ \hline \end{array}$	$\begin{array}{r} 1 \\ \times 4 \\ \hline \end{array}$	$\begin{array}{r} 10 \\ \times 10 \\ \hline \end{array}$	$\begin{array}{r} 8 \\ \times 5 \\ \hline \end{array}$
$\begin{array}{r} 8 \\ \times 7 \\ \hline \end{array}$	$\begin{array}{r} 10 \\ \times 8 \\ \hline \end{array}$	$\begin{array}{r} 6 \\ \times 1 \\ \hline \end{array}$	$\begin{array}{r} 2 \\ \times 4 \\ \hline \end{array}$	$\begin{array}{r} 2 \\ \times 10 \\ \hline \end{array}$	$\begin{array}{r} 8 \\ \times 10 \\ \hline \end{array}$	$\begin{array}{r} 7 \\ \times 2 \\ \hline \end{array}$	$\begin{array}{r} 8 \\ \times 3 \\ \hline \end{array}$	$\begin{array}{r} 2 \\ \times 3 \\ \hline \end{array}$	$\begin{array}{r} 7 \\ \times 4 \\ \hline \end{array}$
$\begin{array}{r} 3 \\ \times 2 \\ \hline \end{array}$	$\begin{array}{r} 4 \\ \times 1 \\ \hline \end{array}$	$\begin{array}{r} 7 \\ \times 1 \\ \hline \end{array}$	$\begin{array}{r} 5 \\ \times 2 \\ \hline \end{array}$	$\begin{array}{r} 2 \\ \times 6 \\ \hline \end{array}$	$\begin{array}{r} 5 \\ \times 8 \\ \hline \end{array}$	$\begin{array}{r} 6 \\ \times 3 \\ \hline \end{array}$	$\begin{array}{r} 2 \\ \times 5 \\ \hline \end{array}$	$\begin{array}{r} 5 \\ \times 3 \\ \hline \end{array}$	$\begin{array}{r} 4 \\ \times 4 \\ \hline \end{array}$
$\begin{array}{r} 3 \\ \times 1 \\ \hline \end{array}$	$\begin{array}{r} 6 \\ \times 9 \\ \hline \end{array}$	$\begin{array}{r} 2 \\ \times 9 \\ \hline \end{array}$	$\begin{array}{r} 8 \\ \times 2 \\ \hline \end{array}$	$\begin{array}{r} 6 \\ \times 6 \\ \hline \end{array}$	$\begin{array}{r} 6 \\ \times 4 \\ \hline \end{array}$	$\begin{array}{r} 5 \\ \times 6 \\ \hline \end{array}$	$\begin{array}{r} 1 \\ \times 7 \\ \hline \end{array}$	$\begin{array}{r} 8 \\ \times 4 \\ \hline \end{array}$	$\begin{array}{r} 9 \\ \times 3 \\ \hline \end{array}$

Anchor Activity (10-15 minutes)

If you still have them, take out the fraction strips from yesterday. Take out the **halves**, **fourths**, and **eighths**. Line up the halves and fourths.

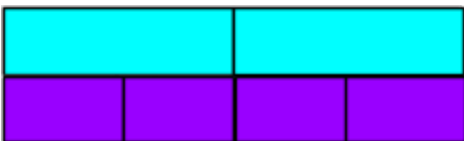
How many parts are there in total for the bar showing **halves**?

There are _____ parts.

How many parts are there in total for the bar showing **quarters**?

There are _____ parts.

How many **fourths** are needed to make halves? $\frac{1}{2} = \frac{\quad}{4}$



Because we need twice as many fourths to have an equal amount, that means the total number of parts is also doubled, or multiplied by 2.

$$\begin{array}{ccc} 1 & \xrightarrow{\times 2} & 2 \\ \hline 2 & \xrightarrow{\quad} & 4 \\ & \times 2 & \end{array}$$

Whatever you do to the *top* you have to do to the *bottom*!

Think about it. What happens when you multiply a number by 1? *It stays the same.* So what happens when I multiply by the fraction $\frac{2}{2}$? Is $\frac{2}{2}$ equivalent to 1? *Yes!* So did it change the value of $\frac{1}{2}$? *No!*

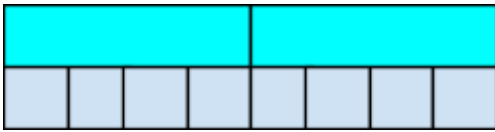
We can use our fraction strips and multiplication to see that $\frac{1}{2} = \frac{2}{4}$.

List all of the fractions you can think of that are equivalent to 1:

How many fractions are equivalent to 1? (circle your answer) ten 1,000 1,000,000 an infinite amount

Now let's look at **eighths** and **halves**. Looking at your fraction strips, *how many eighths are in $\frac{1}{2}$?*

 eighths is equivalent to $\frac{1}{2}$.



Because the total number of parts is 4 times that of halves ($2 \times 4 = 8$), that means that we also need 4 times as many eighths to have an equal amount ($1 \times 4 = 4$).

$$\begin{array}{ccc} 1 & \xrightarrow{\times 4} & 4 \\ \hline 2 & \xrightarrow{\quad} & 8 \\ & \times 4 & \end{array}$$

Whatever you do to the *top* you have to do to the *bottom*!

So what happens when I multiply by the fraction $\frac{4}{4}$? Is $\frac{4}{4}$ equivalent to 1? *Yes!* So did it change the value of $\frac{1}{2}$? *No!*

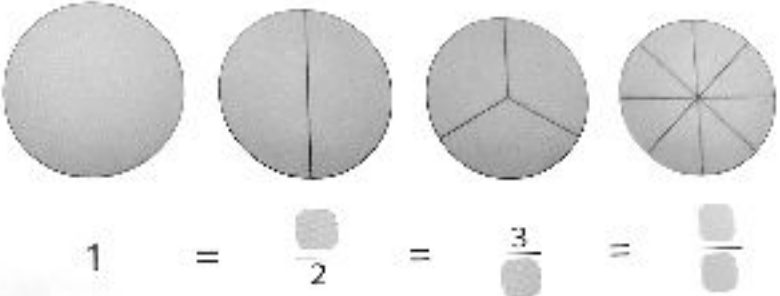
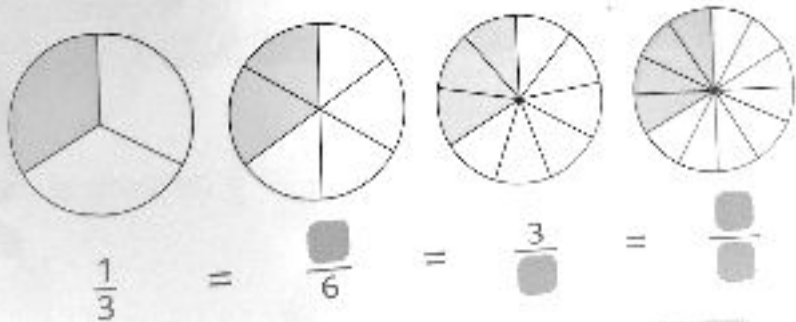
No! I can use multiplication to find equivalent fractions to $\frac{1}{2}$ and any and all fractions! There is just one rule.

Fill in the blank:

Whatever you do to the _____ you have to do to the _____! This way we are always multiplying by a fraction that is equivalent to _____.

Wrap-up (5-10 minutes)

What are the missing numerators and denominators? Fill in the blanks.

 <p>1 = $\frac{1}{2}$ = $\frac{3}{4}$ = $\frac{6}{8}$</p>	<p>1a. How many parts is the whole divided into for each of the circles? _____, _____, _____</p> <p>b. How many parts make a whole for each of the circles? _____, _____, _____</p> <p>c. Fill in the missing numbers.</p>
 <p>$\frac{1}{3}$ = $\frac{2}{6}$ = $\frac{4}{12}$ = $\frac{8}{24}$</p>	<p>2a. What number was multiplied with the first denominator to get to the second denominator? $3 \times \underline{\quad} = 6$</p> <p>b. What number sentences should you use to find the second denominator? $1 \times \underline{\quad} = \underline{\quad}$</p> <p>c. What number was multiplied to the first numerator to get the third numerator? $1 \times \underline{\quad} = 3$</p> <p>d. What number sentence should you use to find the third denominator? $3 \times \underline{\quad} = \underline{\quad}$</p> <p>e. How many parts is the last fraction circle divided into? _____ parts</p> <p>f. What number sentence should you use to find the last numerator? $1 \times \underline{\quad} = \underline{\quad}$</p> <p>g. Fill in the missing numbers.</p>

Literature

Read chapter 28 of *Pinocchio* out loud, in a whisper, or in your head (about 10 minutes):

As you read...

1. Read the text carefully (text below).
2. Make sure that your voice follows all punctuation!

3. Practice using the proper tone of voice to convey, or show, what the author's meaning is.
4. As you read, look up words you don't know in the dictionary.

Discuss with a parent the following questions (about 5 minutes):

- How does Pinocchio escape the Mastiff Alidoro? What good deed does the Marionette do?
- Why does Pinocchio believe he has reached a safe place when he lands on the beach?
- What does the fisherman plan to do with Pinocchio? Why?
- How does Pinocchio try to convince the fisherman to let him go?

Chapter 28

Pinocchio runs the danger of being fried in a pan like a fish.

During that wild chase, Pinocchio lived through a terrible moment when he almost gave himself up as lost. This was when Alidoro (that was the Mastiff's name), in a frenzy of running, came so near that he was on the very point of reaching him.

The Marionette heard, close behind him, the labored breathing of the beast who was fast on his trail, and now and again even felt his hot breath blow over him.

Luckily, by this time, he was very near the shore, and the sea was in sight; in fact, only a few short steps away.

As soon as he set foot on the beach, Pinocchio gave a leap and fell into the water. Alidoro tried to stop, but as he was running very fast, he couldn't, and he, too, landed far out in the sea. Strange though it may seem, the Dog could not swim. He beat the water with his paws to hold himself up, but the harder he tried, the deeper he sank. As he stuck his head out once more, the poor fellow's eyes were bulging and he barked out wildly, "I drown! I drown!"

"Drown!" answered Pinocchio from afar, happy at his escape.

"Help, Pinocchio, dear little Pinocchio! Save me from death!"

At those cries of suffering, the Marionette, who after all had a very kind heart, was moved to compassion. He turned toward the poor animal and said to him:

"But if I help you, will you promise not to bother me again by running after me?"

"I promise! I promise! Only hurry, for if you wait another second, I'll be dead and gone!"

Pinocchio hesitated still another minute. Then, remembering how his father had often told him that a kind deed is never lost, he swam to Alidoro and, catching hold of his tail, dragged him to the shore.

The poor Dog was so weak he could not stand. He had swallowed so much salt water that he was swollen like a balloon. However, Pinocchio, not wishing to trust him too much, threw himself once again into the sea. As he swam away, he called out:

"Good-by, Alidoro, good luck and remember me to the family!"

"Good-by, little Pinocchio," answered the Dog. "A thousand thanks for having saved me from death. You did me a good turn, and, in this world, what is given is always returned. If the chance comes, I shall be there."

Pinocchio went on swimming close to shore. At last he thought he had reached a safe place. Glancing up and down the beach, he saw the opening of a cave out of which rose a spiral of smoke.

"In that cave," he said to himself, "there must be a fire. So much the better. I'll dry my clothes and warm myself, and then--well--"

His mind made up, Pinocchio swam to the rocks, but as he started to climb, he felt something under him lifting him up higher and higher. He tried to escape, but he was too late. To his great surprise, he found himself in a huge net, amid a crowd of fish of all kinds and sizes, who were fighting and struggling desperately to free themselves.

At the same time, he saw a Fisherman come out of the cave, a Fisherman so ugly that Pinocchio thought he was a sea monster. In place of hair, his head was covered by a thick bush of green grass. Green was the skin of his body, green were his eyes, green was the long, long beard that reached down to his feet. He looked like a giant lizard with legs and arms.

When the Fisherman pulled the net out of the sea, he cried out joyfully:

"Blessed Providence! Once more I'll have a fine meal of fish!"

"Thank Heaven, I'm not a fish!" said Pinocchio to himself, trying with these words to find a little courage.

The Fisherman took the net and the fish to the cave, a dark, gloomy, smoky place. In the middle of it, a pan full of oil sizzled over a smoky fire, sending out a repelling odor of tallow that took away one's breath.

"Now, let's see what kind of fish we have caught today," said the Green Fisherman. He put a hand as big as a spade into the net and pulled out a handful of mullets.

"Fine mullets, these!" he said, after looking at them and smelling them with pleasure. After that, he threw them into a large, empty tub.

Many times he repeated this performance. As he pulled each fish out of the net, his mouth watered with the thought of the good dinner coming, and he said:

"Fine fish, these bass!"

"Very tasty, these whitefish!"

"Delicious flounders, these!"

"What splendid crabs!"

"And these dear little anchovies, with their heads still on!"

As you can well imagine, the bass, the flounders, the whitefish, and even the little anchovies all went together into the tub to keep the mullets company. The last to come out of the net was Pinocchio.

As soon as the Fisherman pulled him out, his green eyes opened wide with surprise, and he cried out in fear:

"What kind of fish is this? I don't remember ever eating anything like it."

He looked at him closely and after turning him over and over, he said at last:

"I understand. He must be a crab!"

Pinocchio, mortified at being taken for a crab, said resentfully:

"What nonsense! A crab indeed! I am no such thing. Beware how you deal with me! I am a Marionette, I want you to know."

"A Marionette?" asked the Fisherman. "I must admit that a Marionette fish is, for me, an entirely new kind of fish. So much the better. I'll eat you with greater relish."

"Eat me? But can't you understand that I'm not a fish? Can't you hear that I speak and think as you do?"

"It's true," answered the Fisherman; "but since I see that you are a fish, well able to talk and think as I do, I'll treat you with all due respect."

"And that is--"

"That, as a sign of my particular esteem, I'll leave to you the choice of the manner in which you are to be cooked. Do you wish to be fried in a pan, or do you prefer to be cooked with tomato sauce?"

"To tell you the truth," answered Pinocchio, "if I must choose, I should much rather go free so I may return home!"

"Are you fooling? Do you think that I want to lose the opportunity to taste such a rare fish? A Marionette fish does not come very often to these seas. Leave it to me. I'll fry you in the pan with the others. I know you'll like it. It's always a comfort to find oneself in good company."

The unlucky Marionette, hearing this, began to cry and wail and beg. With tears streaming down his cheeks, he said:

"How much better it would have been for me to go to school! I did listen to my playmates and now I am paying for it! Oh! Oh! Oh!"

And as he struggled and squirmed like an eel to escape from him, the Green Fisherman took a stout cord and tied him hand and foot, and threw him into the bottom of the tub with the others.

Then he pulled a wooden bowl full of flour out of a cupboard and started to roll the fish into it, one by one. When they were white with it, he threw them into the pan. The first to dance in the hot oil were the mullets, the bass followed, then the whitefish, the flounders, and the anchovies. Pinocchio's turn came last. Seeing himself so near to death (and such a horrible death!) he began to tremble so with fright that he had no voice left with which to beg for his life.

The poor boy beseeched only with his eyes. But the Green Fisherman, not even noticing that it was he, turned him over and over in the flour until he looked like a Marionette made of chalk.

Then he took him by the head and--

Writing

Narration (about 15 minutes):

Write a summary of chapter 28 following the steps below.

1. Our topic sentence states the major problem or conflict and should answer the question: *After escaping from Alidoro, what is the next tragedy to befall Pinocchio?*
 - a. Be sure to indent the first line of your paragraph. Go all the way back to the left margin for every line afterwards.
 - b. Each question must be answered in a complete sentence. Check that your sentences have subjects, verbs, and are complete thoughts.
2. In the body we say what the problem looks like. Use two or three detail sentences to answer the questions below.
 - a. *What does the fisherman plan to do to Pinocchio?*
 - b. *How does Pinocchio try to save himself? Does it seem like his attempts are successful?*
3. In our conclusion sentence we put the effect or result of the conflict. The conclusion should answer the question: *What lesson does Pinocchio learn from this event?*
4. When you have finished, read over your paragraph. Make sure all sentences and proper nouns are capitalized, all sentences have punctuation at the end and all words are spelled correctly. Ensure that your handwriting is neat and clear.

History

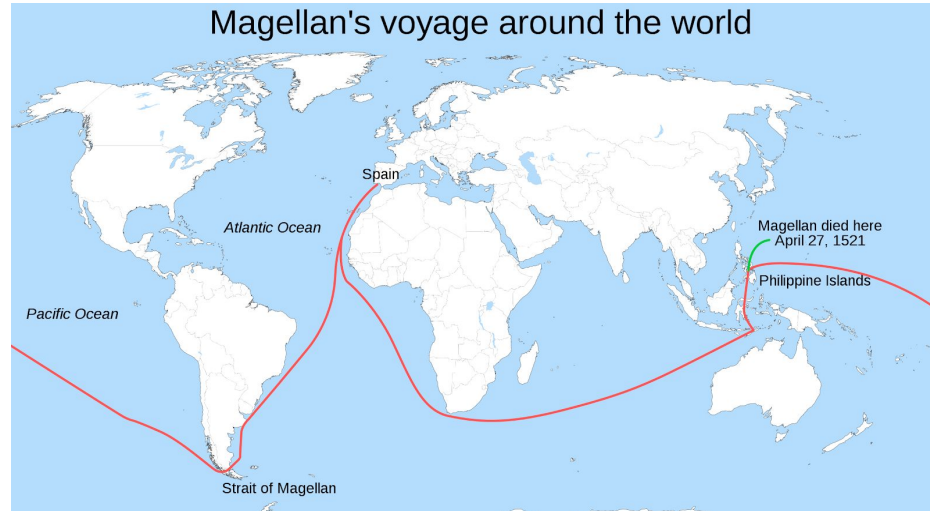
Match. (2 minutes)

Columbus sailed...	...that America was a new world.
Bartolomeu Dias discovered...	...the Aztecs.
Vasco da Gama discovered...	...the Cape of Good Hope.
Amerigo Vespucci showed...	...the ocean blue in 1492.
Vasco Nunez de Balboa discovered...	...a route to India.
Ponce de Leon discovered...	...Florida.
Cortes conquered...	...the Pacific Ocean.

Read for understanding. Put a box around names of places and people. (8 minutes)

Vasca de Gama had discovered a route to India and this route made Portugal very rich since they were able to get spices from India that no one else could. Then, Spain started using the route, which caused strife between Portugal and Spain. In response to their fighting, the very powerful Pope made it illegal for anyone but Portugal to trade with India by going around the Cape of Good Hope. This kept Spain from getting the Indian spices that they wanted so badly. The Spanish knew that India got its spices from Islands to the East that were called the East Indies but the Spanish still did not know of a way to get there.

A Portugese man named Ferdinand Magellan went to Spain and offered to find a route to the East Indies, which the Spanish happily agreed to. Magellan wanted to sail west to get to the East Indies like Columbus originally planned. Magellan launched his famous expedition the same year that Cortez landed in Mexico with five ships and 270 men, which was 1519.



Magellan and his men would sail down to South America from Spain sneaking past the Portuguese who had land in modern day Brazil. He would sail through a strait at the bottom of South America which today is named the Strait of Magellan. (Can you guess why it is named that?) Even today this is one of the most dangerous places in the ocean for ships to navigate through but Magellan managed to do it. On the other side of the strait, Magellan saw that the waters were very peaceful and named it Mar Pacifico or “peaceful ocean.” This is how the Pacific Ocean got its name! Over the next four months, Magellan sailed across the Pacific Ocean and landed in the Philippines. Magellan died in battle trying to help the King of the Philippines defeat an enemy tribe. The men left of Magellan’s crew started to sail back to Spain, but had to scuttle all but one of their ships because they didn’t have enough men to crew them all anymore. To scuttle means to intentionally destroy something so no one else can use it. After a long and difficult voyage they were running out of food and all but 18 men had either gotten ill and died or starved to death. Three years after the voyage began, the remaining men returned to the Spanish harbor. These men were the first men to travel around the entire world!

What did Magellan do? ***Magellan circled the world.***

Answer in complete sentences. (5 minutes)

Why could Spain not use the Portuguese route to India? _____

How did Magellan come up with the name for the Pacific Ocean? _____

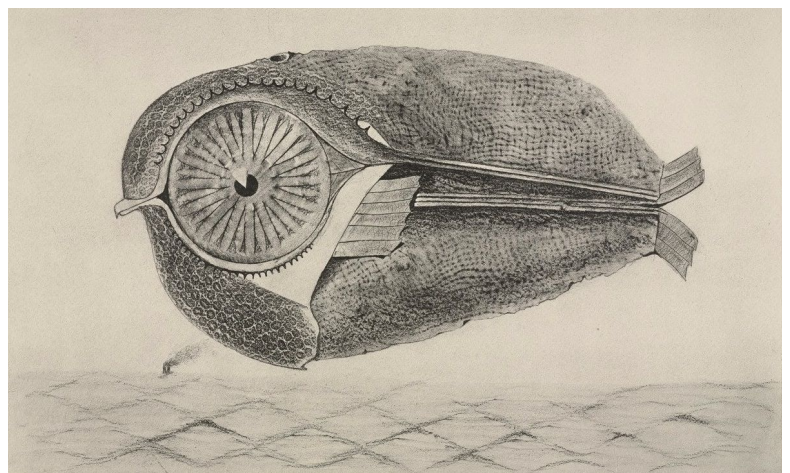
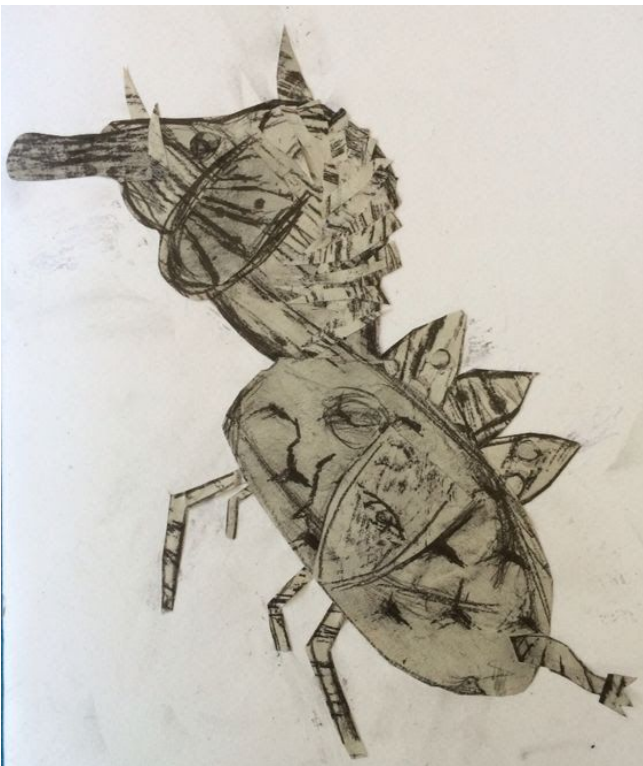
Where did Magellan die? _____

What did Magellan do? _____

Art

Texture- Max Ernst Collage

The Surrealist artist Max Ernst created collages (artwork with pieces of paper glued together on another piece of paper) using rubbings. With your rubbings from last class, cut up the pieces into smaller pieces and arrange them on a new piece of paper. See if you can create a unique animal or design. Once you have created a creature, glue it down. Attached below are some examples.



P.E.

Short warm-up:

- 60 seconds of jumping-jacks
- 60 seconds of karaoke

8 minutes of a stuffed animal/pillow relay:

For this incredibly fun relay you will need a few materials:

- 2 plastic bowls or cups
- 1 piece of paper torn into 15 strips
- 15 stuffed animals or pillows or pairs of socks, etc.... (anything you can find)
- Some sort of stop-watch (a parent will do)

You can play this game inside or outside, though outside is best. Here are the rules! Place your two bowls as far apart from each other as you like (at least 10 feet). In one of the bowls, place all of the torn strips of paper. Stack all of the stuffed animals in a pile, right next to that same bowl. You start the relay by the opposite bowl. You have 60 seconds. The object of the relay is to get all of the torn strips of paper into the other bowl before the clock runs out. When your parents yell "Go!," run and grab one stuffed animal, and then grab one strip of paper. After you have both, run back to the bowl you started at. Drop the strip of paper into the bowl and then repeat the process. Remember, you must continue holding every stuffed animal you pick up until the end of the game. If you drop one of the animals, you cannot continue until you pick it up. By the end of the game, you should be holding an incredible fifteen stuffed animals! Respectfully beg and implore your parents to take a picture of you holding all of your animals so that Coach Hess can be amazed!

Day 4 Instructions and Resources

Thursday, 4/16

Math

Warm-up (5-10 minutes)

Using a vertical algorithm, solve the following multiplication sentences. Set a timer and solve them as fast as you can!

$534 \times 6 =$

$987 \times 8 =$

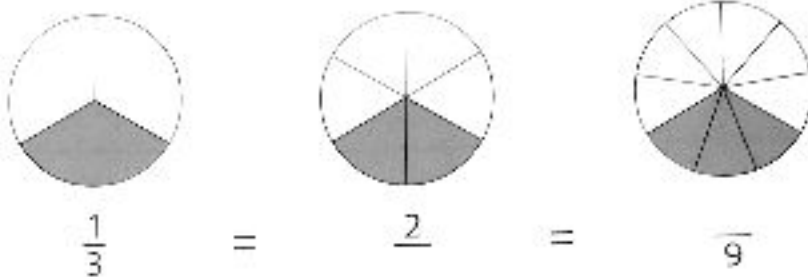
$865 \times 9 =$

$598 \times 7 =$

$879 \times 8 =$

I solved them in _____ minutes and _____ seconds.

Anchor Activity (5-10 minutes)



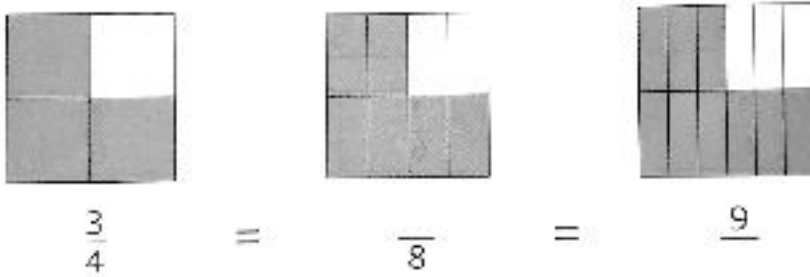
1.a. What number was multiplied with the first numerator to get to the second numerator? $1 \times \underline{\quad} = 2$

b. What number sentence should you use to find the second denominator? $3 \times \underline{\quad} = \underline{\quad}$

c. What number was multiplied to the first denominator to get the third denominator? $3 \times \underline{\quad} = 9$

d. What number sentence should you use to find the third numerator? $1 \times \underline{\quad} = \underline{\quad}$

g. Fill in the missing numbers.



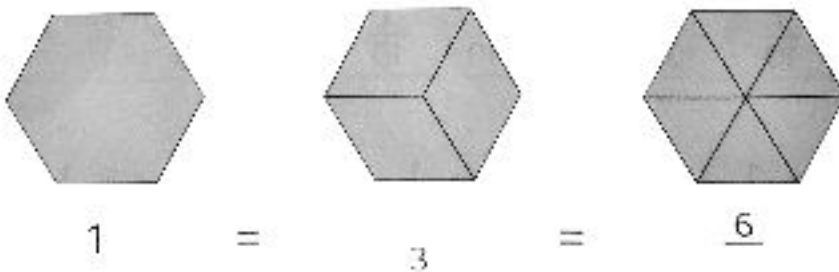
2.a. What number was multiplied with the first denominator to get to the second denominator? $4 \times \underline{\quad} = 8$

b. What number sentence should you use to find the second numerator?
 $3 \times \underline{\quad} = \underline{\quad}$

c. What number was multiplied to the first numerator to get the third numerator?
 $3 \times \underline{\quad} = 9$

d. What number sentence should you use to find the third denominator?
 $4 \times \underline{\quad} = \underline{\quad}$

g. Fill in the missing numbers.



3.a. What number was multiplied with the first denominator to get to the second denominator? $1 \times \underline{\quad} = 3$

b. What number sentence should you use to find the second numerator?
 $1 \times \underline{\quad} = \underline{\quad}$

c. What number was multiplied to the first numerator to get the third numerator?
 $1 \times \underline{\quad} = 6$

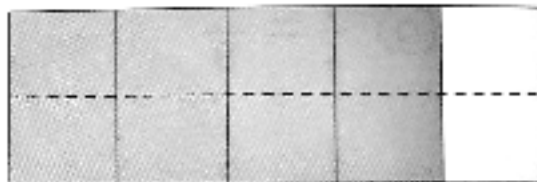
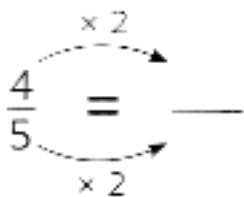
d. What number sentence should you use to find the third denominator?
 $1 \times \underline{\quad} = \underline{\quad}$

g. Fill in the missing numbers.

Wrap-Up (10-15 minutes)

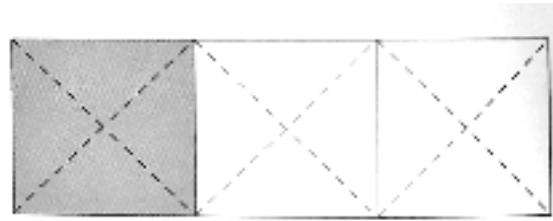
Practice makes perfect! Try these on your own!

1.a.



1.b.

$$\frac{1}{3} \begin{array}{c} \xrightarrow{\times 4} \\ = \\ \xrightarrow{\times 4} \end{array} \frac{\quad}{\quad}$$



2.

$$(a) \quad \frac{3}{4} \begin{array}{c} \xrightarrow{\times 3} \\ = \\ \xrightarrow{\times 3} \end{array} \frac{\square}{\square}$$

$$(b) \quad \frac{5}{6} \begin{array}{c} \xrightarrow{\times 2} \\ = \\ \xrightarrow{\times 2} \end{array} \frac{\square}{\square}$$

$$(c) \quad \frac{2}{3} \begin{array}{c} \xrightarrow{\times 4} \\ = \\ \xrightarrow{\times 4} \end{array} \frac{\square}{\square}$$

$$(d) \quad \frac{1}{2} \begin{array}{c} \xrightarrow{\times 5} \\ = \\ \xrightarrow{\times 5} \end{array} \frac{\square}{\square}$$

3. What is the one rule when finding an equivalent fraction using multiplication? (Hint: look at yesterday's lesson.)

4. Find the missing numerators and denominators.

a. $\frac{1}{4} = \frac{\quad}{12}$

b. $\frac{2}{3} = \frac{\quad}{9}$

c. $\frac{1}{5} = \frac{\quad}{10}$

d. $\frac{1}{6} = \frac{\quad}{3}$

e. $\frac{3}{5} = \frac{\quad}{6}$

f. $\frac{3}{4} = \frac{\quad}{6}$

Literature

Read chapter 29 of Pinocchio out loud, in a whisper, or in your head (about 10-15 minutes):

As you read...

1. Read the text carefully (text below).
2. Make sure that your voice follows all punctuation!
3. Practice using the proper tone of voice to convey, or show, what the author's meaning is.
4. As you read, look up words you don't know in the dictionary.

Discuss with a parent the following questions (about 5 minutes):

- How does Pinocchio escape the clutches of the fisherman?
- Alidoro says, "What is given is always returned." When did Alidoro first say this to Pinocchio?
- What is Pinocchio doing when he is "feigning ignorance"? (If needed, ask a family member or use a dictionary.)
- Who answers when Pinocchio knocks at the door? What frustrations does this cause Pinocchio?
- At the end of the chapter, what does the Fairy plan to do for Pinocchio?

Chapter 29

Pinocchio returns to the Fairy's house and she promises him that, on the morrow, he will cease to be a Marionette and become a boy. A wonderful party of coffee-and-milk to celebrate the great event.

Mindful of what the Fisherman had said, Pinocchio knew that all hope of being saved had gone. He closed his eyes and waited for the final moment.

Suddenly, a large Dog, attracted by the odor of the boiling oil, came running into the cave.

"Get out!" cried the Fisherman threateningly and still holding onto the Marionette, who was all covered with flour.

But the poor Dog was very hungry, and whining and wagging his tail, he tried to say:

"Give me a bite of the fish and I'll go in peace."

"Get out, I say!" repeated the Fisherman.

And he drew back his foot to give the Dog a kick.

Then the Dog, who, being really hungry, would take no refusal, turned in a rage toward the Fisherman and bared his terrible fangs. And at that moment, a pitiful little voice was heard saying: "Save me, Alidoro; if you don't, I fry!"

The Dog immediately recognized Pinocchio's voice. Great was his surprise to find that the voice came from the little flour-covered bundle that the Fisherman held in his hand.

Then what did he do? With one great leap, he grasped that bundle in his mouth and, holding it lightly between his teeth, ran through the door and disappeared like a flash!

The Fisherman, angry at seeing his meal snatched from under his nose, ran after the Dog, but a bad fit of coughing made him stop and turn back.

Meanwhile, Alidoro, as soon as he had found the road which led to the village, stopped and dropped Pinocchio softly to the ground.

"How much I do thank you!" said the Marionette.

"It is not necessary," answered the Dog. "You saved me once, and what is given is always returned. We are in this world to help one another."

"But how did you get in that cave?"

"I was lying here on the sand more dead than alive, when an appetizing odor of fried fish came to me. That odor tickled my hunger and I followed it. Oh, if I had come a moment later!"

"Don't speak about it," wailed Pinocchio, still trembling with fright. "Don't say a word. If you had come a moment later, I would be fried, eaten, and digested by this time. Brrrrrr! I shiver at the mere thought of it."

Alidoro laughingly held out his paw to the Marionette, who shook it heartily, feeling that now he and the Dog were good friends. Then they bid each other good-by and the Dog went home.

Pinocchio, left alone, walked toward a little hut near by, where an old man sat at the door sunning himself, and asked:

"Tell me, good man, have you heard anything of a poor boy with a wounded head, whose name was Eugene?"

"The boy was brought to this hut and now--"

"Now he is dead?" Pinocchio interrupted sorrowfully.

"No, he is now alive and he has already returned home."

"Really? Really?" cried the Marionette, jumping around with joy. "Then the wound was not serious?"

"But it might have been--and even mortal," answered the old man, "for a heavy book was thrown at his head."

"And who threw it?"

"A schoolmate of his, a certain Pinocchio."

"And who is this Pinocchio?" asked the Marionette, feigning ignorance.

"They say he is a mischief-maker, a tramp, a street urchin--"

"Calumnies! All calumnies!"

"Do you know this Pinocchio?"

"By sight!" answered the Marionette.

"And what do you think of him?" asked the old man.

"I think he's a very good boy, fond of study, obedient, kind to his Father, and to his whole family--"

As he was telling all these enormous lies about himself, Pinocchio touched his nose and found it twice as long as it should be. Scared out of his wits, he cried out:

"Don't listen to me, good man! All the wonderful things I have said are not true at all. I know Pinocchio well and he is indeed a very wicked fellow, lazy and disobedient, who instead of going to school, runs away with his playmates to have a good time."

At this speech, his nose returned to its natural size. "Why are you so pale?" the old man asked suddenly.

"Let me tell you. Without knowing it, I rubbed myself against a newly painted wall," he lied, ashamed to say that he had been made ready for the frying pan.

"What have you done with your coat and your hat and your breeches?"

"I met thieves and they robbed me. Tell me, my good man, have you not, perhaps, a little suit to give me, so that I may go home?"

"My boy, as for clothes, I have only a bag in which I keep hops. If you want it, take it. There it is."

Pinocchio did not wait for him to repeat his words. He took the bag, which happened to be empty, and after cutting a big hole at the top and two at the sides, he slipped into it as if it were a shirt. Lightly clad as he was, he started out toward the village.

Along the way he felt very uneasy. In fact he was so unhappy that he went along taking two steps forward and one back, and as he went he said to himself:

"How shall I ever face my good little Fairy? What will she say when she sees me? Will she forgive this last trick of mine? I am sure she won't. Oh, no, she won't. And I deserve it, as usual! For I am a rascal, fine on promises which I never keep!"

He came to the village late at night. It was so dark he could see nothing and it was raining pitchforks.

Pinocchio went straight to the Fairy's house, firmly resolved to knock at the door.

When he found himself there, he lost courage and ran back a few steps. A second time he came to the door and again he ran back. A third time he repeated his performance. The fourth time, before he had time to lose his courage, he grasped the knocker and made a faint sound with it.

He waited and waited and waited. Finally, after a full half hour, a top-floor window (the house had four stories) opened and Pinocchio saw a large Snail look out. A tiny light glowed on top of her head. "Who knocks at this late hour?" she called.

"Is the Fairy home?" asked the Marionette.

"The Fairy is asleep and does not wish to be disturbed. Who are you?"

"It is I."

"Who's I?"

"Pinocchio."

"Who is Pinocchio?"

"The Marionette; the one who lives in the Fairy's house."

"Oh, I understand," said the Snail. "Wait for me there. I'll come down to open the door for you."

"Hurry, I beg of you, for I am dying of cold."

"My boy, I am a snail and snails are never in a hurry."

An hour passed, two hours; and the door was still closed. Pinocchio, who was trembling with fear and shivering from the cold rain on his back, knocked a second time, this time louder than before.

At that second knock, a window on the third floor opened and the same Snail looked out.

"Dear little Snail," cried Pinocchio from the street. "I have been waiting two hours for you! And two hours on a dreadful night like this are as long as two years. Hurry, please!"

"My boy," answered the Snail in a calm, peaceful voice, "my dear boy, I am a snail and snails are never in a hurry." And the window closed.

A few minutes later midnight struck; then one o'clock --two o'clock. And the door still remained closed!

Then Pinocchio, losing all patience, grabbed the knocker with both hands, fully determined to awaken the whole house and street with it. As soon as he touched the knocker, however, it became an eel and wiggled away into the darkness.

"Really?" cried Pinocchio, blind with rage. "If the knocker is gone, I can still use my feet."

He stepped back and gave the door a most solemn kick. He kicked so hard that his foot went straight through the door and his leg followed almost to the knee. No matter how he pulled and tugged, he could not pull it out. There he stayed as if nailed to the door.

Poor Pinocchio! The rest of the night he had to spend with one foot through the door and the other one in the air.

As dawn was breaking, the door finally opened. That brave little animal, the Snail, had taken exactly nine hours to go from the fourth floor to the street. How she must have raced!

"What are you doing with your foot through the door?" she asked the Marionette, laughing.

"It was a misfortune. Won't you try, pretty little Snail, to free me from this terrible torture?"

"My boy, we need a carpenter here and I have never been one."

"Ask the Fairy to help me!"

"The Fairy is asleep and does not want to be disturbed."

"But what do you want me to do, nailed to the door like this?"

"Enjoy yourself counting the ants which are passing by."

"Bring me something to eat, at least, for I am faint with hunger."

"Immediately!"

In fact, after three hours and a half, Pinocchio saw her return with a silver tray on her head. On the tray there was bread, roast chicken, fruit.

"Here is the breakfast the Fairy sends to you," said the Snail.

At the sight of all these good things, the Marionette felt much better.

What was his disgust, however, when on tasting the food, he found the bread to be made of chalk, the chicken of cardboard, and the brilliant fruit of colored alabaster!

He wanted to cry, he wanted to give himself up to despair, he wanted to throw away the tray and all that was on it. Instead, either from pain or weakness, he fell to the floor in a dead faint.

When he regained his senses, he found himself stretched out on a sofa and the Fairy was seated near him.

"This time also I forgive you," said the Fairy to him. "But be careful not to get into mischief again."

Pinocchio promised to study and to behave himself. And he kept his word for the remainder of the year. At the end of it, he passed first in all his examinations, and his report was so good that the Fairy said to him happily:

"Tomorrow your wish will come true."

"And what is it?"

"Tomorrow you will cease to be a Marionette and will become a real boy."

Pinocchio was beside himself with joy. All his friends and schoolmates must be invited to celebrate the great event! The Fairy promised to prepare two hundred cups of coffee-and-milk and four hundred slices of toast buttered on both sides.

The day promised to be a very gay and happy one, but--

Unluckily, in a Marionette's life there's always a BUT which is apt to spoil everything.

Grammar

Say the definitions of these parts of speech. (1 minute)

What is a noun?

What is an adjective?

What is an interjection?

Write the answers. (3 minutes)

What are the other five parts of speech? _____

Write an example of an imperative sentence that your teacher might say to you: _____

Read. (2 minutes)

Today we are going to talk more about pronouns. **A pronoun is a word that takes the place of a noun.**
(Memorize the definition of a pronoun.) Pronouns help us to avoid repeating the same noun over and over.

Read these two sentences:

“The Fisherman, angry at seeing the Fisherman’s meal snatched from under the Fisherman’s nose, ran after the Dog, but a bad fit of coughing made the Fisherman stop and turn back.”

The Fisherman, angry at seeing his meal snatched from under his nose, ran after the Dog, but a bad fit of coughing made him stop and turn back.

Which sentence sounds better? The first sentence repeats the word Fisherman four times, which is wearisome to our ears. The second sentence uses other words in the place of Fisherman: his and him. His and him are pronouns, generic words that take the place of a noun in order to avoid repetition. Here are some other pronouns:

Subject pronouns: I, you, he, she, it, we, you all, they.

Possessive pronouns: my, your, his, her, its, ours, your, their.

Object pronouns: me, you, him, her, it, us, you all, them.

What do you think is the difference between subject, possessive, and object pronouns?

Replace each crossed out noun with a pronoun. (5 minutes)

Pinocchio _____ went straight to the Fairy's _____ house, firmly resolved to knock at the door.

The fish, thinking the books _____ might be good to eat, came to the top of the water in great numbers.

Pinocchio _____ was beside himself with joy. All his friends and schoolmates _____ must be invited to celebrate the great event! The Fairy _____ promised to prepare two hundred cups of coffee-and-milk and four hundred slices of toast buttered on both sides.

Transform the declarative sentence into three other kinds of sentences. (4 minutes)

Declarative: Pinocchio promised to behave himself.

Exclamatory: _____

Interrogative: _____

Imperative:

Science

Warm Up (1 minute)

Recall and repeat in a whisper:

Light is energy that we can see.

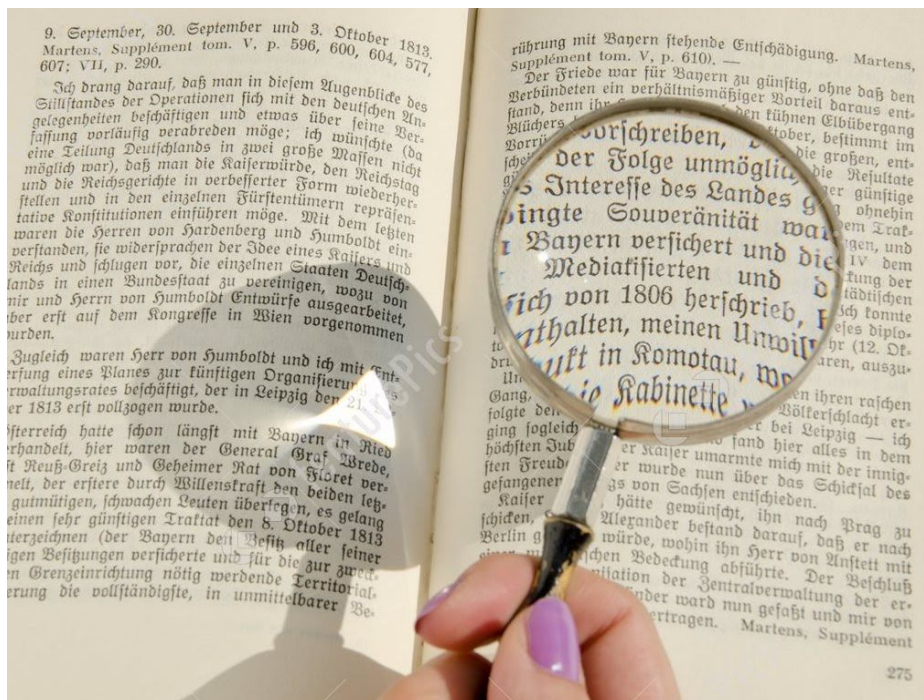
Opaque objects do NOT allow light to pass through.

Transparent objects DO allow light to pass through.

Reflection is when light bounces off something.

Lesson (12 minutes)

On Tuesday, we learned that when light travels around, it can hit objects and travel back to our eye by reflection. That is how you can see images of yourself and your surroundings when you look into a mirror. Remember, a mirror is a shiny and smooth opaque object, so light reflects very clearly back to you. Well, let's observe how light acts with a transparent object. We already know that the light will be allowed to pass through. Look at the picture below.



This is a magnifying glass. It is a tool with two convex surfaces on both sides. As you can see, it allows objects on the other side to appear larger. Yesterday we learned that when light reflects off one kind of curved mirror, it bounces away at different angles and spreads out. The same thing is happening here, except now instead of reflecting off the surface of an object and spreading out, it's spreading out after passing through the object. A piece of glass or other transparent object that is curved is called a *lens*. This is a convex lens because it curves outwards.

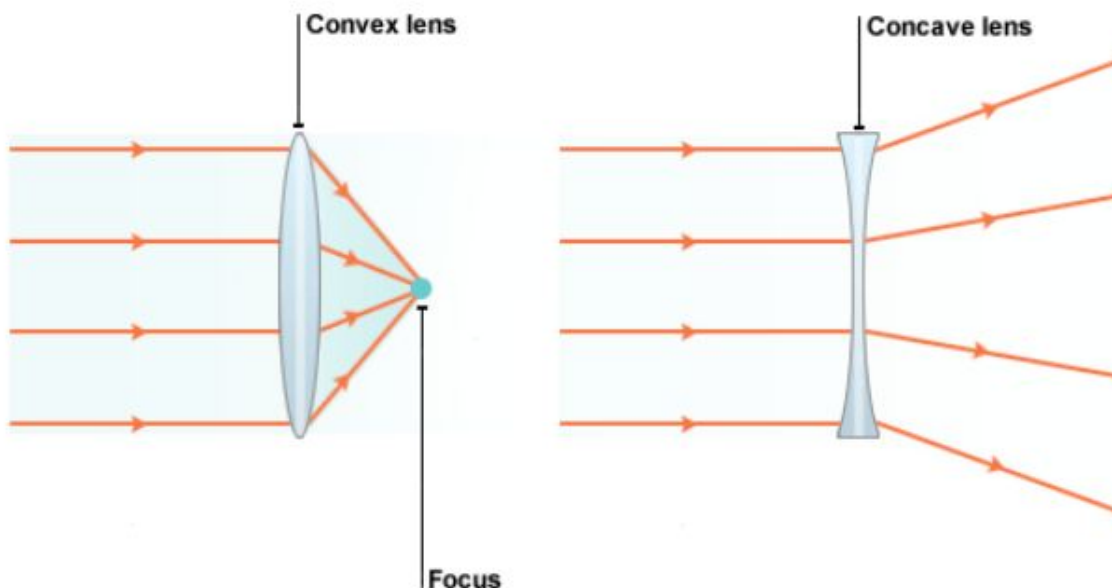
When light passes through a convex lens the rays bend inward causing the light to converge, or meet at a single point called the focal point.

So when light passes through a convex lens, the rays bend inward and converge (meet) on a single point. When light passes through a concave lens, it's the opposite--the rays bend outward, spreading out. When light bends as it passes through a curved transparent object like a lens it is called *refraction*. **Refraction is when light bends as it passes through something.** Repeat that quietly to yourself twice!

Wrap Up (2 minutes)

Look at the diagram below. The red lines represent the path the rays of light will take as they pass through the lenses. With your pencil, carefully **add three more** rays of light to **each** lens to accurately show their path.

Convex and Concave Lenses



Music

- 1) Neck stretch: Look as far left as you can, then right. Repeat while facing your chin downwards and upwards.
- 2) Shoulders stretch: Rotate your shoulders forwards, and then backwards. Then squeeze them upwards, and release.
- 3) Sing "Me Ay Ah" to warm up. Start at your regular speaking level, then increase the pitch!
- 4) Sing through "Row, Row, Row your Boat." Ask a sibling or parent to join you, and sing it as a round! Try starting first, then have your partner start first.
- 5) Enrichment (not required): Listen to *Tea (Chinese Dance)* by Tchaikovsky. It's from his famous ballet, *The Nutcracker*! Consider: what do you picture in your mind when you hear the music? How does the title influence what you picture? <https://safeYouTube.net/w/ho04>

Latin

New Vocabulary (3-5 min.): In the section of *Lingua Latina* we will read next week (the start of Chapter Four!), there are *quattor* (4) new words! Read them below, taking time to say each Latin word and its English meaning aloud.

<i>sacculus, -ī</i>	Purse, little sack
<i>eius</i>	his
<i>pecūnia, -ae</i>	money
<i>habet</i>	he/she/it has

If you are not sure how to pronounce one of these Latin words, here is a quick pronunciation guide:

- *sacculus*: SAH-coo-loos
- *eius*: EY-oos
- *pecūnia*: pih-COO-nee-uh
- *habet*: HA-bet

Flashcards (3-5 min.): Once you have read our new words, make a flashcard for each one (4 flashcards total), and use them to start memorizing these words' meanings.

Day 5 Instructions and Resources

Friday, 4/17

Math

Warm-up (5 minutes)

Set a timer and complete these division facts as fast as you can!

$\frac{10}{\div 5}$	$\frac{9}{\div 9}$	$\frac{33}{\div 11}$	$\frac{96}{\div 12}$	$\frac{24}{\div 2}$	$\frac{88}{\div 8}$	$\frac{72}{\div 6}$	$\frac{50}{\div 5}$	$\frac{15}{\div 3}$	$\frac{32}{\div 4}$
$\frac{16}{\div 8}$	$\frac{35}{\div 5}$	$\frac{18}{\div 6}$	$\frac{88}{\div 8}$	$\frac{56}{\div 7}$	$\frac{4}{\div 4}$	$\frac{16}{\div 8}$	$\frac{144}{\div 12}$	$\frac{4}{\div 4}$	$\frac{8}{\div 1}$
$\frac{100}{\div 10}$	$\frac{24}{\div 3}$	$\frac{4}{\div 1}$	$\frac{36}{\div 9}$	$\frac{24}{\div 4}$	$\frac{40}{\div 10}$	$\frac{25}{\div 5}$	$\frac{49}{\div 7}$	$\frac{36}{\div 12}$	$\frac{5}{\div 1}$
$\frac{60}{\div 12}$	$\frac{6}{\div 3}$	$\frac{50}{\div 5}$	$\frac{35}{\div 5}$	$\frac{96}{\div 12}$	$\frac{4}{\div 4}$	$\frac{36}{\div 3}$	$\frac{32}{\div 4}$	$\frac{12}{\div 3}$	$\frac{80}{\div 8}$
$\frac{56}{\div 8}$	$\frac{60}{\div 10}$	$\frac{5}{\div 5}$	$\frac{66}{\div 6}$	$\frac{35}{\div 5}$	$\frac{121}{\div 11}$	$\frac{22}{\div 11}$	$\frac{60}{\div 12}$	$\frac{8}{\div 8}$	$\frac{88}{\div 8}$

I finished these division facts in _____ minutes _____ seconds.

Anchor Activity (10-15 minutes)

Take out your fraction strips and compare $\frac{4}{8}$ and $\frac{1}{2}$.



What is a way to simplify the fraction, and get from $\frac{4}{8}$ to the **equivalent fraction** $\frac{1}{2}$? We can divide!

$$\begin{array}{ccc} 4 & \xrightarrow{\div 2} & 1 \\ \hline 8 & \xrightarrow{\div 2} & 2 \end{array}$$

Whatever you do to the *top* you have to do to the *bottom*!

Think about it. What happens when you divide a number by 1? *It stays the same.* So what happens when I divide by the fraction $\frac{2}{2}$? Is $\frac{2}{2}$ equivalent to 1? *Yes!* So did it change the value of $\frac{4}{8}$? *No!*

What is the rule when finding **equivalent fractions**?

Whatever you do to the _____ you have to do to the _____! That way we are always multiplying or dividing by a fraction that is equivalent to ____.

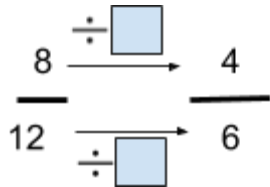
Label each fraction.



We can see from the fraction bars that $\frac{8}{12} = \frac{4}{6} = \frac{2}{3}$.

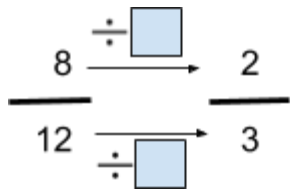
How can I get from $\frac{8}{12}$ to $\frac{4}{6}$? What number should be used to divide the numerator and denominator? Look at the denominator. How can I get from 12ths to 6ths? $12 \div \underline{\quad} = 6$ How can I get from 8 to 4? $8 \div \underline{\quad} = 4$

Fill in the figure below.



Whatever you do to the *top*
you have to do to the *bottom*!

How can I get from $\frac{8}{12}$ to $\frac{2}{3}$? What number should be used to divide the numerator and denominator? How can I get from 12ths to 3rds? $12 \div \underline{\quad} = 3$ Fill in the figure below.



Whatever you do to the *top*
you have to do to the *bottom*!

Consider the following statement: $\frac{8}{10} = \frac{\quad}{5}$

What number is 10 divided by to get 5? $10 \div \underline{\quad} = 5$

What number sentence should be used to find the numerator? $8 \div \underline{\quad} = \underline{\quad}$

Wrap-up (5-10 minutes)

Find the missing numerators and denominators:

1.
$$\frac{6}{8} \begin{array}{c} \xrightarrow{\div 2} \\ \xrightarrow{\div 2} \end{array} = \frac{\square}{\square}$$

2.
$$\frac{3}{9} \begin{array}{c} \xrightarrow{\div 3} \\ \xrightarrow{\div 3} \end{array} = \frac{\square}{\square}$$

3.
$$\frac{6}{12} \begin{array}{c} \xrightarrow{\div 6} \\ \xrightarrow{\div 6} \end{array} = \frac{\square}{\square}$$

4.
$$\frac{4}{12} \begin{array}{c} \xrightarrow{\div 4} \\ \xrightarrow{\div 4} \end{array} = \frac{\square}{\square}$$

5. $\frac{4}{8} = 2$

6. $\frac{6}{9} = 3$

7. $\frac{6}{9} = 2$

8. $\frac{9}{12} = 3$

9. $\frac{10}{12} = 5$

10. $3 = \frac{12}{18}$

Poetry

Read “There was an Indian” aloud in front of a mirror three times. Remember to stand up straight, look at your audience (yourself in the mirror!), and speak clearly. Remember to follow punctuation by pausing at periods and making your voice go up at question marks and exclamation points. If you can, try and say it like Ms. Schweizer does in the youtube video.

Now mark **enjambment** with a green arrow. Remember enjambment is when one line runs into another because there is *no* punctuation at the end of the line.

Now mark **caesura** with two red lines. Remember that caesura is when you have to pause in the middle of a line because there *is* punctuation.

Now mark the **rhyme scheme**. You may use different colors for each rhyme! Remember to start with “a.” The first stanza is done for you as an example.

Does the poem have a pattern? (circle your answer) yes no

List the words you are unsure about their meaning:

In the boxes next to each stanza draw a small picture of what is happening in each stanza.

Who do you think the innocent and surprised Native American might have seen coming into the bay? (Hint: he sailed the ocean blue in 1492)

There was an Indian

Sir C. J. Squire

There was an Indian, who had known no change, A
 Who strayed content along a sunlit beach B
 Gathering shells. He heard a sudden strange A
Commingled noise: looked up; and gasped for speech. B

For in the bay, where nothing was before,
 Moved on the sea, by magic, huge canoes
With bellying cloths on poles, and not one oar,
And fluttering coloured signs and clambering crews.

And he, in fear, this naked man alone,
His fallen hands forgetting all their shells,
His lips gone pale, knelt low behind a stone,
And stared, and saw, and did not understand,
 Columbus's doom-burdened caravels
Slant to the shore, and all their seaman land.

History

The Age of Exploration unveils the world.

Make a timeline. (15 minutes)

On a separate sheet of paper, use a ruler to make a timeline across your paper that is 7 inches long. Draw a short vertical line at each end of the line and at every inch in between. Each mark should represent 10 years. Mark the

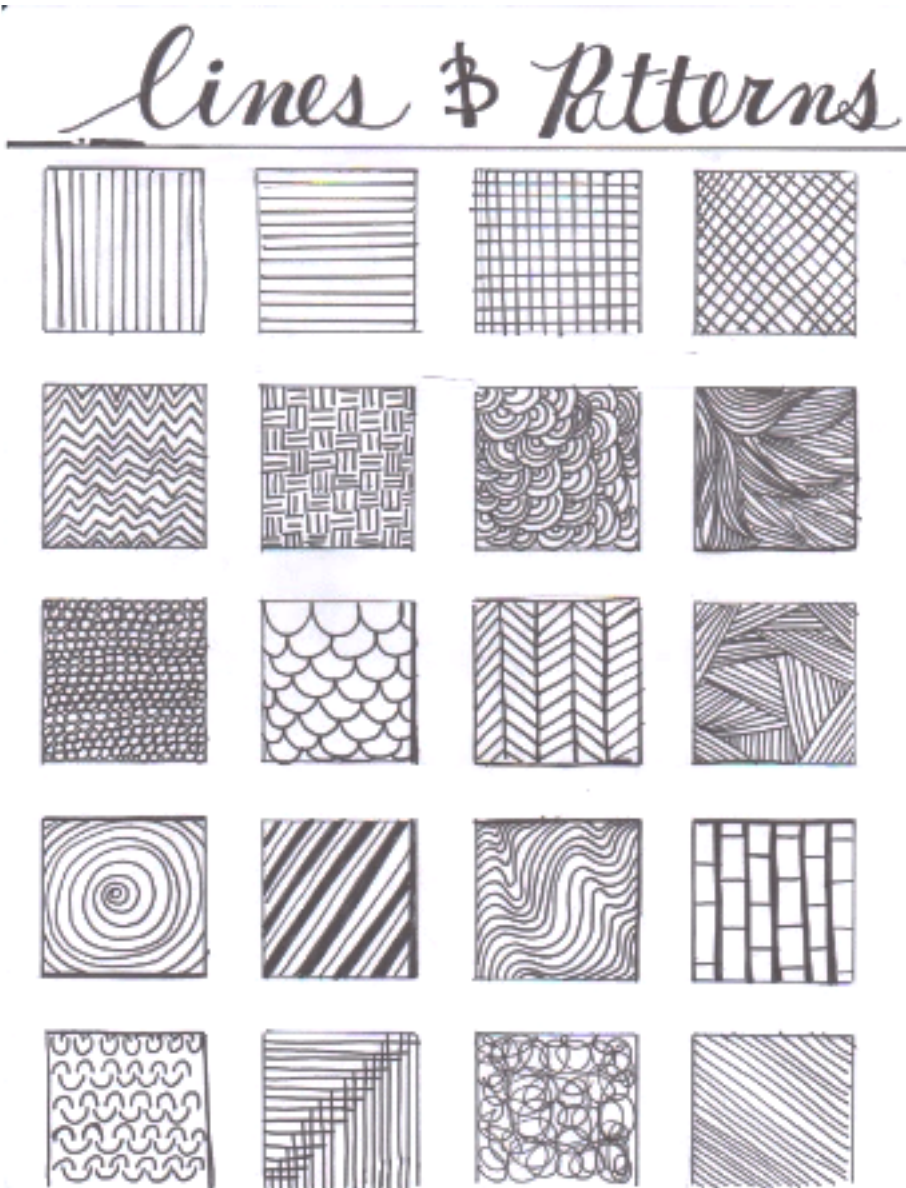
date 1450 on the left side of your timeline and end with 1520, labeling every 10 years in between. Put the names of the explorers on your timeline according to the date given below.

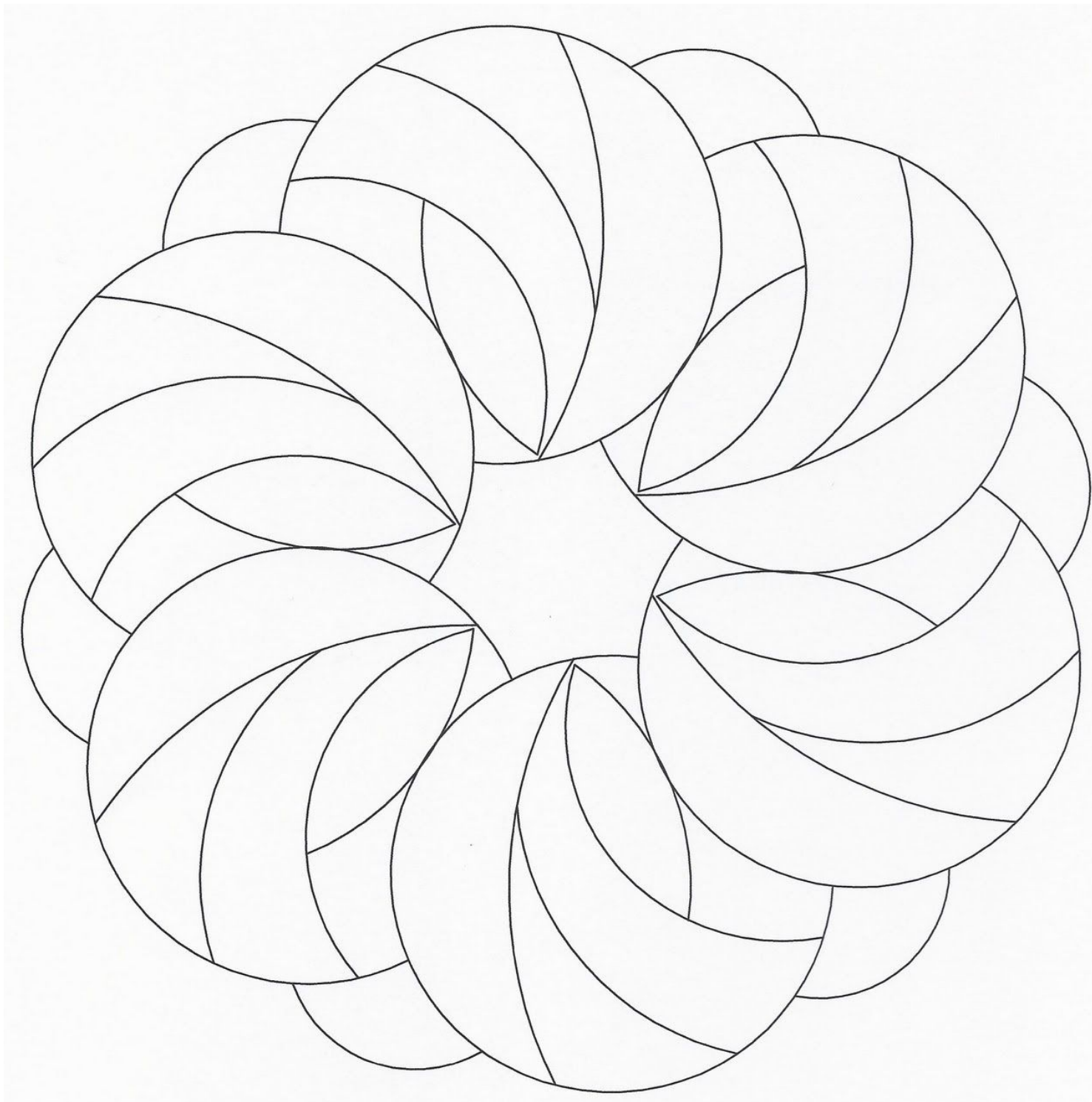
- Constantinople fell to the Turks in 1453 A.D. (There is no explorer in the this sentence so just write "Constantinople.")
- Prince Henry the Navigator died in 1460.
- Bartolomeu Dias discovered the Cape of Good Hope in 1488.
- Columbus sailed the ocean blue in 1492.
- Vasco da Gama discovered the route to India in 1497.
- Amerigo Vespucci showed that America was a New World circa 1504.
- Vasco Nunez de Balboa discovered the Pacific Ocean in 1513.
- Ponce de Leon discovered Florida in 1513.
- Magellan began his expedition in 1519 and circled the world.
- Cortes conquered the Aztecs in 1521.

Art

Texture and Pattern-

Using the patterns from the following "Lines and Patterns" worksheet, fill in the blank shapes in the Mandala (following page) with lines and patterns. You may repeat patterns, but you must use each line and pattern at least once.





P.E.

Short warm up:

- 60 seconds of jumping jacks
- 30 seconds of standing clam-curls
- 30 second rest
- 60 seconds straight of push-ups

After your warm up, I would like you to read a part of a poem by Robert Browning about Pheidippides, the famous Greek messenger whose long run inspired the Marathon. After you read the poem, I would like you to make a sheet of paper where you can start writing down how long and how far you run while you are out of school. Next week, Coach Hess and Coach Taft will be sending you a fun way to track your own marathon!

Pheidippides by Robert Browning

So, when Persia was dust, all cried, "To Acropolis!

Run, Pheidippides, one race more! the meed is thy due!

Athens is saved, thank Pan, go shout!" He flung down his shield

Ran like fire once more: and the space 'twixt the fennel-field

And Athens was stubble again, a field which a fire runs through,

Till in he broke: "Rejoice, we conquer!" Like wine through clay,

Joy in his blood bursting his heart, - the bliss!

Answer Key

Monday

Math Wrap-up

a.2 b. 3 c.5d.2 e. 4 f.10 g.2 h. 4 i.6 j.2 k. 4 l.8

Literature: Benefactress (n.) a person [or woman] who gives money to an organization such as a charity

History: The Age of Exploration unveils the world. Prince Henry the Navigator launched the Age of Exploration. Bartolomeu Dias discovered the Cape of Good Hope. Vasco da Gama discovered the route to India. Amerigo Vespucci showed that America was a New World. Vasco Nunez de Balboa discovered the Pacific Ocean. Ponce de Leon discovered Florida.

Latin: Mars=Ares, Mercury=Hermes, Jove=Zeus, Saturn=Kronos

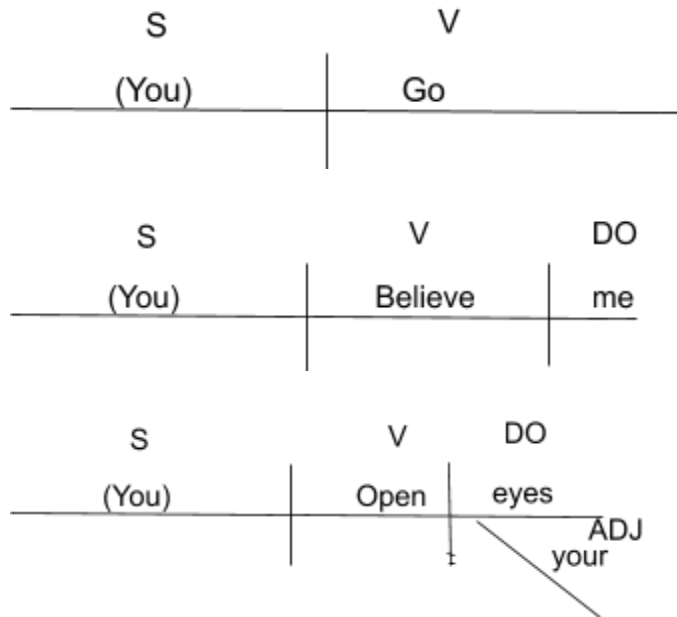
Tuesday

Math Warm-up/Wrap-up

12 postcards

1.= 2.X 3.= 4.= 5.X 6.= 7.= 8.X 9.= 10.X 11.X 12.=

Grammar: A verb is a word that does an action, shows a state of being, links two words together, and helps another verb. An adverb is a word that describes a verb, adverb, or another adjective. An interjection is a word that shows sudden or strong emotion. The five other parts of speech are noun, pronoun, conjunction, preposition, adjective. The four difference types of sentences are declarative, interrogative, imperative, and exclamatory.



The teacher praised Pinocchio!

Did the teacher praise Pinocchio?

Teacher, praise Pinocchio.

Wednesday

Math Wrap-up

1. $1 = \frac{2}{2} = \frac{3}{3} = \frac{8}{8}$ 2. $\frac{1}{3} = \frac{2}{6} = \frac{3}{9} = \frac{4}{12}$

History: Prince Henry the Navigator launched the Age of Exploration.

Bartolomeu Dias discovered the Cape of Good Hope. Vasco da Gama discovered the route to India. Amerigo Vespucci showed that America was a New World. Vasco Nunez de Balboa discovered the Pacific Ocean. Ponce de Leon discovered Florida.

Cortes conquered the Aztecs.

The Pope made it illegal for Spain to use the Portuguese route to India. Magellan called the Ocean “peaceful” because the water was so much calmer than it was in the Strait of Magellan. Magellan died in the Philippines. Magellan circled the globe.

Thursday

Math Wrap-up

1a. $\frac{8}{10}$ b. $\frac{4}{12}$ 2a. $\frac{9}{12}$ b. $\frac{10}{12}$ c. $\frac{8}{12}$ d. $\frac{5}{10}$ 3. Whatever you do to the top you have to do to the bottom. 4a. $\frac{3}{12}$ B. $\frac{6}{9}$ c. $\frac{2}{10}$ d. $\frac{3}{18}$ e. $\frac{8}{10}$ f. $\frac{6}{8}$

Grammar A noun is a word that names a person, place, thing, or idea. An adjective is a word that describes a noun or pronoun. An interjection is a word that shows sudden or strong emotion. The other parts of speech are pronoun, verb, adverb, conjunction, and preposition. Answers may vary: “Please have a seat.” “Stand up for uniform check.” “Please get out a pencil and your history notebook.” (Not required: A subjective pronoun is used as a subject. A possessive pronoun takes the place of a possessive noun (the owner of something). An objective pronoun can be a direct object, for example.) He, her. They. He. They. She. Pinocchio promised to behave himself! Did Pinocchio promise to behave himself? Pinocchio, promise to behave yourself!

Friday

Math Wrap-up

1. $\frac{3}{4}$ 2. $\frac{1}{3}$ 3. $\frac{1}{2}$ 4. $\frac{1}{3}$ 5. $\frac{1}{2}$ 6. $\frac{2}{3}$ 7. $\frac{2}{3}$ 8. $\frac{3}{4}$ 9. $\frac{5}{6}$ 10. $\frac{2}{3}$