GreatHearts
Irving

Remote Learning Packet

Fourth Grade

April 6–April 10, 2020

Student Name: _____ Teacher: _____

GreatHearts
Irving

Student Attendance Affidavit

April 6–April 10, 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 6, 2020
- ❑ Tuesday, April 7, 2020
- ❑ Wednesday, April 8, 2020
- ❑ Thursday, April 9, 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
	❏ I spent between 100 and 120 minutes on my daily activities. ❏ I read all the directions before I asked for more help. ❏ If required, I wrote all my answers in complete sentences. ❏ I used my neatest penmanship, and my writing can be read by both me and an adult. ❏ I double-checked my written answers for correct capitalization, punctuation, and grammar. ❏ I read for at least 20 minutes today. ❏ My teacher will be proud of my hard work and perseverance.
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Fourth Grade Remote Learning Plan 4/6–4/10

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

Subject		Mon. 4/6	Tue. 4/7	Wed. 4/8	Thu. 4/9	Fri. 4/10
Math ~25–35 min.		Adding Tenths and Hundredths	Adding 1-place Decimals	Adding 2-place Decimals (day 1)	Adding 2-place Decimals (day 2)	Day off
English Language Arts ~25–35 min. total	*Spalding* *5 minutes*	5 words	Latin Roots	5 words	Latin Roots	Day off
	Literature *15 minutes*	Princess and the Goblin Ch. 4	Ch 5	Ch 6 part 1	Persuasive paragraph on ch 6	Day off
	Grammar/ Writing *10 minutes*	Grammar Worksheet	Journal entry	Grammar worksheet	Lit and Writing combined	Day off
	Poetry *5 minutes*	Memorize Stanza 2 Part III	Memorize Stanza 2 Part III	Memorize Stanza 2 Part III	Memorize Stanza 2 Part III	Day off
History or *Science* ~20 min.		Articles of Confederation	Science Lesson 5 Physical Properties	Articles of Confederation pt 2	Science Lesson 5 Physical Properties finished	Day off

Art or *Music* ~15 min.	Music: Dotted rhythms	Art: Compare and contrast Portraits of Benjamin Franklin and Paul Revere	Music: All terms reivew	Art: Baseline Self Portrait	Day off
Latin or *P.E.* ~15 min.	Latin Numbers: cardinal numbers, ordinal numbers, and numeral adverbs	P.E. 5 minute workout followed by 5 minutes of sprints, runs and jogs. End with five minutes of a stretching and breathing exercise.	Latin Practicing declension endings. "Be the teacher": numerical vocabulary	P.E. 5 minute workout followed by 10 minutes of "crazy Hopscotch."	Day off

Day 1 Instructions and Resources

Monday, 4/6

Math (about 35 minutes)

- Parents, please read the Friendly Notes below to help your scholar with any questions they may have this week.
- Complete the math facts and the daily word problem below as a warm up.
- Read through the notes and complete each task as directed.
- Please complete the practice questions in your packet.

Friendly Notes

Addition and Subtraction

We add and subtract decimals in the same way as whole numbers. We have to put the decimal point correctly.

1. Find the value of

(a) $2.9 + 3.6$

$$\begin{array}{r} {\scriptstyle 1} \\ 2.9 \\ +\ 3.6 \\ \hline 6.5 \end{array}$$

(b) $3.65 - 0.32$

$$\begin{array}{r} 3.65 \\ -\ 0.32 \\ \hline 3.33 \end{array}$$

2. Estimate each value. Then add.

$12.61 + 8.9 \approx 13 + 9$
$= 22$
The answer is reasonable.

$$\begin{array}{r} {\scriptstyle 1\ 1} \\ 12.61 \\ +\ 8.9 \\ \hline 21.51 \end{array}$$

3. Estimate the value. Then subtract.

$15.94 - 6.03 \approx 16 - 6$
$= 10$
The answer is reasonable.

$$\begin{array}{r} {\scriptstyle 0\ 15} \\ 15.94 \\ -\ 6.03 \\ \hline 9.91 \end{array}$$

Math Facts

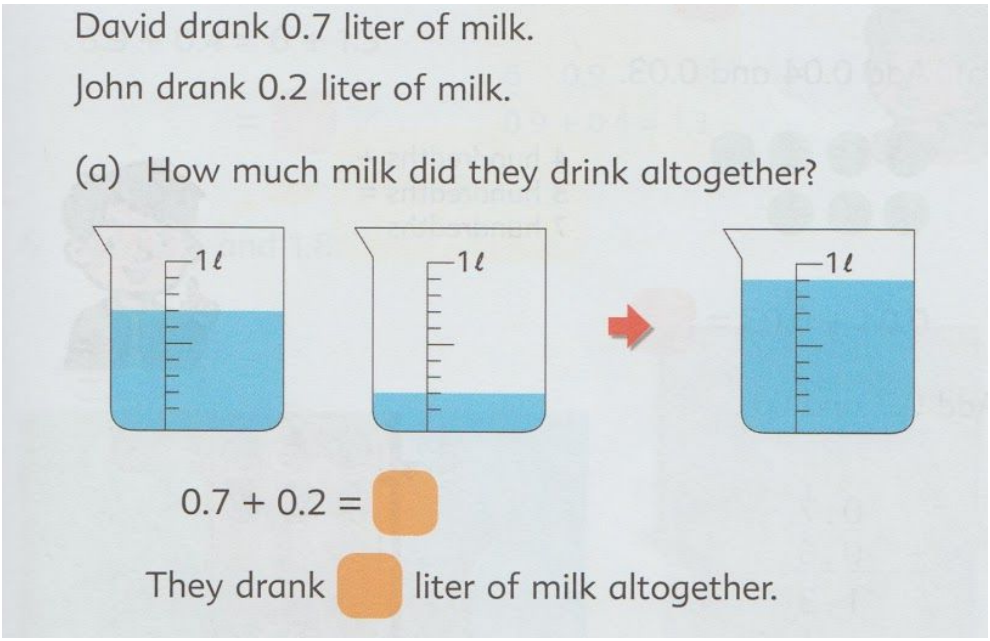
6 X 2 =	6 x 11 =	6 x 6 =	6 x 8 =	6 x 5 =
6 x 12 =	6 x 7 =	6 x 3 =	6 x 9 =	6 x 10 =
4 x 2 =	4 x 11 =	4 x 6 =	4 x 8 =	4 x 5 =
4 x 12 =	4 x 7 =	4 x 3 =	4 x 9 =	4 x 10 =

Daily Word Problem

Make sure to include a bar model, a sentence, and an equation.

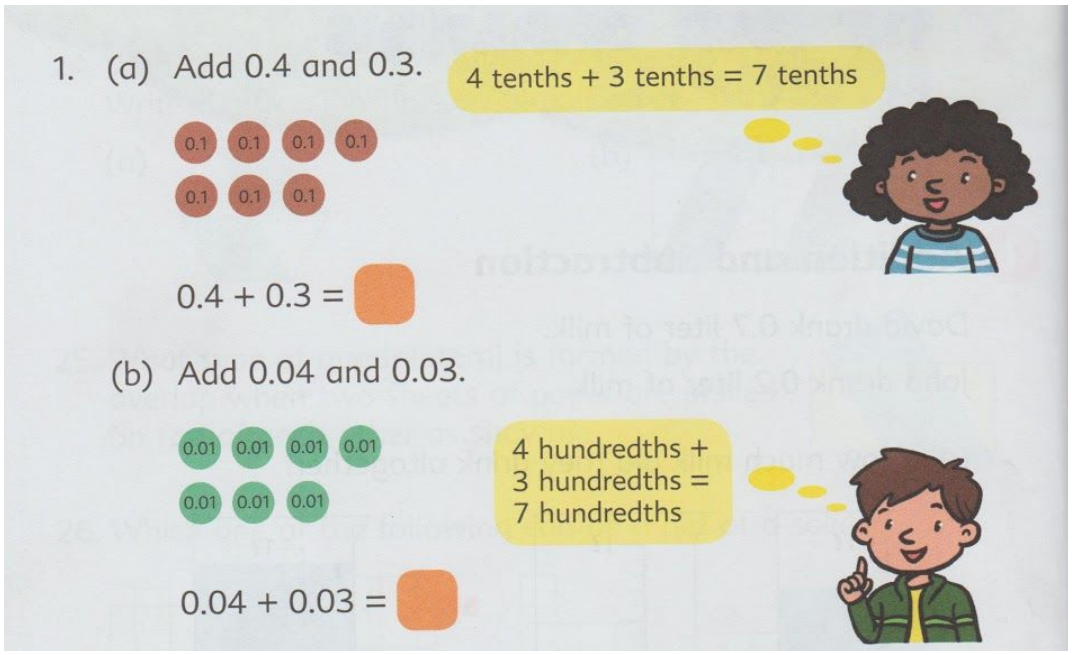
Dr. Galin baked 12 scones. She gave 3 to Miss Defilippis and 3 to Mrs. Spiotta. How many scones did she have left?

Notes:

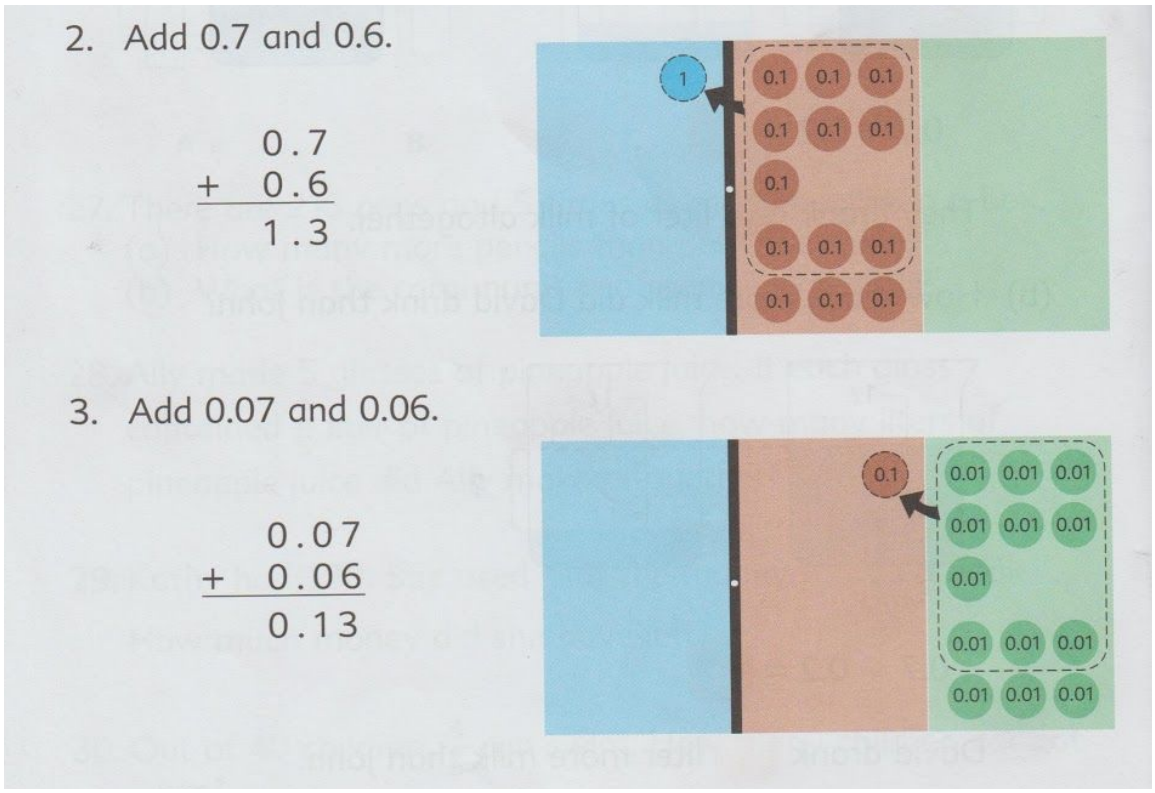


If the sum is less than ten, you do not have to rename the tenths. They are simply 9 tenths (0.9).

Solve 1a and 1b.



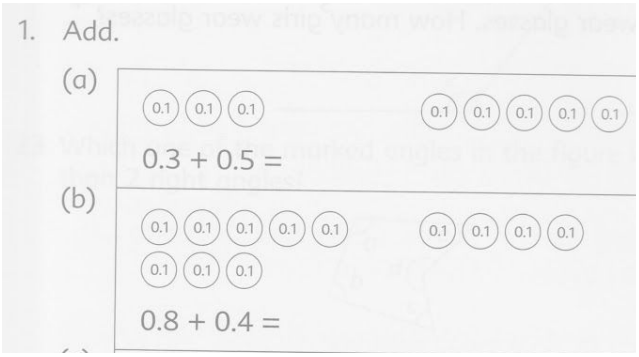
1. If you add and you have ten tenths or ten hundredths, you have to **rename them**.
2. 10 tenths becomes 1 whole. 10 hundredths becomes 1 tenth.



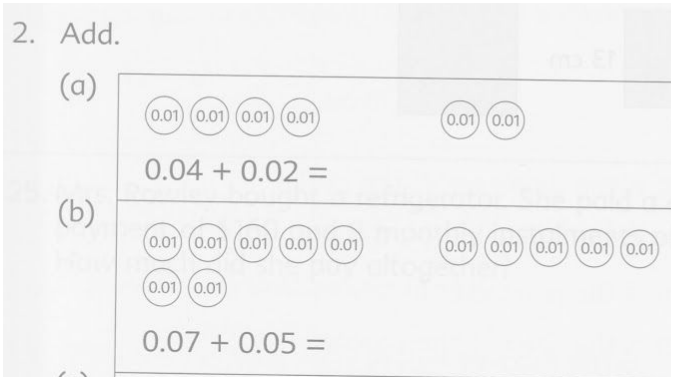
Task: Add each of the following. Stack them in the box below to add more easily.

a) 0.6 + 0.2 =	b) 0.8 + 0.5=	c) 0.3 + 0.9 =	d) 0.02 + 0.04=	e) 0.07 + 0.03 =
0.6 + 0.2				

Practice: Find the value of each of the following.



c) 0.2 + 0.4 = d) 0.9 + 0.1 = e) 0.5 + 0.9 =



c) 0.03 + 0.05 = d) 0.09 + 0.01 = e) 0.07 + 0.04 =

Spalding

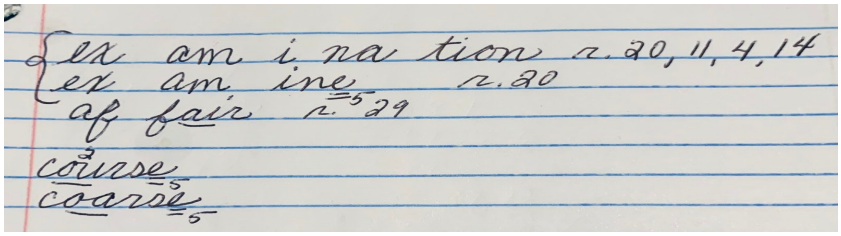
New words (about 5 minutes):

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

1. Say the word.
2. Use the word in a sentence.
3. Show syllables and finger spelling for the word.

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

Today's words: examination, examine, affair, course, coarse



Sentence

Literature

Read chapter 4 of *Princess and the Goblin* from the book, or the worksheet included below. Answer the comprehension question below the chapter. (about 15 minutes):

As you read…

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

CHAPTER 4

What the Nurse Thought of It

'Why, where can you have been, princess?' asked the nurse, taking her in her arms. 'It's very unkind of you to hide away so long. I began to be afraid—' Here she checked herself.

'What were you afraid of, nursie?' asked the princess.

'Never mind,' she answered. 'Perhaps I will tell you another day. Now tell me where you have been.'

'I've been up a long way to see my very great, huge, old grandmother,' said the princess.

'What do you mean by that?' asked the nurse, who thought she was making fun.

'I mean that I've been a long way up and up to see My GREAT grandmother. Ah, nursie, you don't know what a beautiful mother of grandmothers I've got upstairs. She is such an old lady, with such lovely white hair—as white as my silver cup. Now, when I think of it, I think her hair must be silver.'

'What nonsense you are talking, princess!' said the nurse.

'I'm not talking nonsense,' returned Irene, rather offended. 'I will tell you all about her. She's much taller than you, and much prettier.'

'Oh, I dare say!' remarked the nurse.

'And she lives upon pigeons' eggs.'

'Most likely,' said the nurse.

'And she sits in an empty room, spin-spinning all day long.'

'Not a doubt of it,' said the nurse.

'And she keeps her crown in her bedroom.'

'Of course—quite the proper place to keep her crown in. She wears it in bed, I'll be bound.'

'She didn't say that. And I don't think she does. That wouldn't be comfortable—would it? I don't think my papa wears his crown for a night-cap. Does he, nursie?'

'I never asked him. I dare say he does.'

'And she's been there ever since I came here—ever so many years.'

'Anybody could have told you that,' said the nurse, who did not believe a word Irene was saying.

'Why didn't you tell me, then?'

'There was no necessity. You could make it all up for yourself.'

'You don't believe me, then!' exclaimed the princess, astonished and angry, as she well might be.

'Did you expect me to believe you, princess?' asked the nurse coldly. 'I know princesses are in the habit of telling make-believes, but you are the first I ever heard of who expected to have them believed,' she added, seeing that the child was strangely in earnest.

The princess burst into tears.

'Well, I must say,' remarked the nurse, now thoroughly vexed with her for crying, 'it is not at all becoming in a princess to tell stories and expect to be believed just because she is a princess.'

'But it's quite true, I tell you.'

'You've dreamt it, then, child.'

'No, I didn't dream it. I went upstairs, and I lost myself, and if I hadn't found the beautiful lady, I should never have found myself.'

'Oh, I dare say!'

'Well, you just come up with me, and see if I'm not telling the truth.'

'Indeed I have other work to do. It's your dinnertime, and I won't have any more such nonsense.'

The princess wiped her eyes, and her face grew so hot that they were soon quite dry. She sat down to her dinner, but ate next to nothing. Not to be believed does not at all agree with princesses: for a real princess cannot tell a lie. So all the afternoon she did not speak a word. Only when the nurse spoke to her, she answered her, for a real princess is never rude—even when she does well to be offended.

Of course the nurse was not comfortable in her mind—not that she suspected the least truth in Irene's story, but that she loved her dearly, and was vexed with herself for having been cross to her. She thought her crossness was the cause of the princess's unhappiness, and had no idea that she was really and deeply hurt at not being believed. But, as it became more and more plain during the evening in her every motion and look, that, although she tried to amuse herself with her toys, her heart was too vexed and troubled to enjoy them, her nurse's discomfort grew and grew. When bedtime came, she undressed and laid her down, but the child, instead of holding up her little mouth to be kissed, turned away from her and lay still. Then nursie's heart gave way altogether, and she began to cry. At the sound of her first sob the princess turned again, and held her face to kiss her as usual. But the nurse had her handkerchief to her eyes, and did not see the movement.

'Nursie,' said the princess, 'why won't you believe me?'

'Because I can't believe you,' said the nurse, getting angry again.

'Ah! then, you can't help it,' said Irene, 'and I will not be vexed with you any more. I will give you a kiss and go to sleep.'

'You little angel!' cried the nurse, and caught her out of bed, and walked about the room with her in her arms, kissing and hugging her.

'You will let me take you to see my dear old great big grandmother, won't you?' said the princess, as she laid her down again.

'And you won't say I'm ugly, any more—will you, princess?' 'Nursie, I never said you were ugly. What can you mean?'

'Well, if you didn't say it, you meant it.'

'Indeed, I never did.'

'You said I wasn't so pretty as that—'

'As my beautiful grandmother—yes, I did say that; and I say it again, for it's quite true.'

'Then I do think you are unkind!' said the nurse, and put her handkerchief to her eyes again.

'Nursie, dear, everybody can't be as beautiful as every other body, you know. You are very nice-looking, but if you had been as beautiful as my grandmother—'

'Bother your grandmother!' said the nurse.

'Nurse, that's very rude. You are not fit to be spoken to till you can behave better.'

The princess turned away once more, and again the nurse was ashamed of herself.

'I'm sure I beg your pardon, princess,' she said, though still in an offended tone. But the princess let the tone pass, and heeded only the words.

'You won't say it again, I am sure,' she answered, once more turning towards her nurse. 'I was only going to say that if you had been twice as nice-looking as you are, some king or other would have married you, and then what would have become of me?'

'You are an angel!' repeated the nurse, again embracing her. 'Now,' insisted Irene, 'you will come and see my grandmother—won't you?'

'I will go with you anywhere you like, my cherub,' she answered; and in two minutes the weary little princess was fast asleep

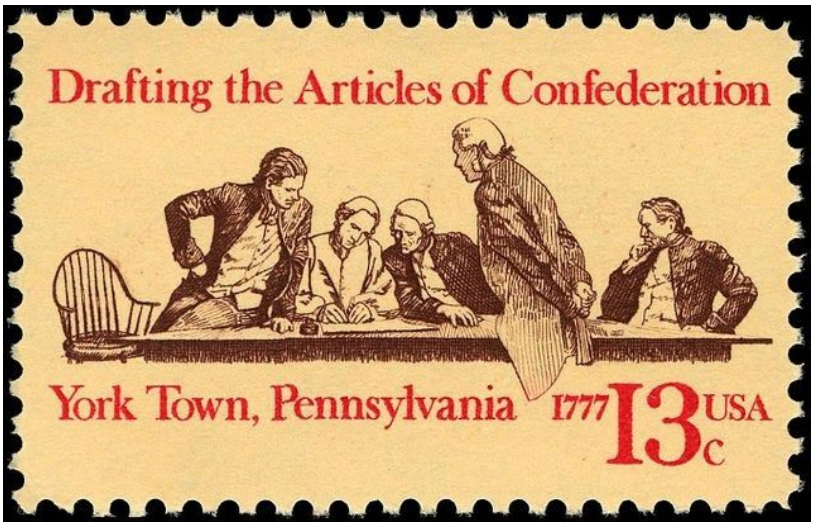
Chapter 4 Princess and the Goblin Question: (Write in a complete sentence with beautiful penmanship.)

Ch. 4: Why is the princess so vexed (upset) with her nurse at first?

_____

_____

Grammar (about 10 minutes)



This is a 1977 13-cent U.S. Postage stamp that commemorates the 200 year anniversary of the writing of the Articles of Confederation in York Town.

For this grammar lesson, please observe the picture on the stamp to follow the instructions.

Write two sentences using and underlining different propositions. (E.g. The man rested his hand <u>on</u> the table.)

1._____

2.._____

Write a sentence about this picture using an action verb. Underline the action verb.

1.._____

Write two sentences using adverbs. Underline the adverbs. (Think about the different adverbs that answer different questions: how, when, where, how often, and to what extent.)

1._____

2._____

Why are York Town and Pennsylvania capitalized?

_____

Poetry

Practice reciting "Paul Revere's Ride" Part III Stanza 2 (about 5 minutes):

As you recite…

1. Recite with good volume.
2. Speak clearly so that your audience can understand the words you are saying.
3. See if you can remember when to slow down, when to speed up, when to speak quietly, and other expressions we discussed in class.
4. Try to say the stanza without looking, striving to memorize it.
   Optional: Listen and recite along with the audio recording of the poem, emailed as an attachment with the Monday Newsletter.

It was one by the village clock,
When he galloped into Lexington.
He saw the gilded weathercock
Swim in the moonlight as he passed,
And the meeting-house windows, blank and bare,
Gaze at him with a spectral glare,
As if they already stood aghast
At the bloody work they would look upon.

History (about 20 min.)

New Unit: The Constitution

Lesson 1: Before the Constitution

Before break, we had just finished our unit on the American Revolution. That unit also included some notes explaining a little of what happened after the Americans won the revolution. The notes spoke of something called a constitution, and of a few of America's first presidents. Your notes said this about the Constitution:[1]

"After the war, the Americans began working on the rules of the government of the United States of America. From 1787-1790, a constitution was debated and agreed upon by delegates that laid out the roles of different parts of the government."

A constitution, then, is something that explains *rules of government* and that lays out *the roles of different parts of the government*. The next fourth grade history topic focuses on the Constitution of the United States, because there is much more to say about it. In fact, it was a struggle for our country to finally arrive at the Constitution. Notice when the notes say a constitution was agreed upon. Then think about the year of the battle that won the war for the Americans, the Battle of Yorktown, in 1781. During the

years between the end of the war and the new Constitution, there was a different set of rules in place, rules outlined in a document called the Articles of Confederation.

- **Using the passage above, answer the questions below.**

About how many years passed between the end of the Revolutionary War and when the Constitution was agreed upon?

_____

What was the set of rules in place for America after the Revolutionary War and before the Constitution?

_____

Was it important for America to come up with a government over all its thirteen colonies? What do you think would happen without one?

_____

_____

Bonus: Are the Articles of Confederation a constitution? Which line(s) in the text above makes you think that?

_____

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[1] Perhaps you have noticed that sometimes I capitalize the word "constitution" and sometimes I do not—well done! The word can either be a proper noun or a common noun. Any country can have a constitution. Our country calls its own proper constitution by that name, so when Americans say "the Constitution," it names our country's very own constitution.

Music

1) Write the shorthand symbols for the whole note, half note, quarter note, eighth notes (2 connected), and sixteenth notes (4 connected). Write the number of beats above their shorthand symbols. For eighth and sixteenth notes, also add the number of beats that each individual note has.
2) Add a dot and give the new number of beats for the whole note, half note, quarter note, eighth notes (dotted eighth + one sixteenth).
3) Challenge: Write your own rhythm combinations! Write one combination that has 4 beats total, then one that has 8 beats total, then one that has 12 beats total. Use as many different types of rhythms as you can in each combination.

4) ENRICHMENT: If you are able, and need some more classical music in your life, give a listen to this performance of Brahms' Academic Festival Overture!
https://www.youtube.com/watch?v=Y1E6FBi-AJw

This overture was composed by Brahms on the occasion of his receiving an honorary doctorate of music from the University of Breslau (now the University of Wrocław in Wrocław, Poland). The work was composed in 1880 and first performed on January 4, 1881. Brahms crafted what he described as a "rollicking potpourri of student songs," in this case mostly drinking songs. It is easy to imagine the amusement of the assembled

Parent Signature: _____

Latin

Reviewing and Practicing Numerical Vocabulary
Review (5-6 min.)

- *Cardinal numbers* are the names of numbers: one, two, three…
- Cardinal numbers are nouns.
- Below is a list of the cardinal numbers one through ten in Latin. Read them aloud.

ūnus	1
duo	2
trēs	3
quattor	4
quīnque	5
sex	6
septem	7
octō	8
novem	9
decem	10

- *Ordinal numbers* are the numbers that tell the order of something: first, second, third…
- Ordinal numbers are adjectives.
- Below is a list of the first ten ordinal numbers in Latin. Read them aloud.

prīmus, -a, -um	first
secundus, -a, -um	second

tertius, -a, -um	third
quārtus, -a, -um	fourth
quīntus, -a, -um	fifth
sextus, -a, -um	sixth
septimus, -a, -um	seventh
octāvus, -a, -um	eighth
nōnus, -a, -um	ninth
decimus, -a, -um	tenth

- *Numeral adverbs* tell how often something happens: once, twice…
- Below are the first three numeral adverbs in Latin. Read them aloud.

semel	once
bis	twice
ter	thrice, three times

Practice (9-10 min.)

1. **Reading:** Read the sentences below aloud, in Latin. Try to understand what they mean (you may look up words if you need to). Then write the correct Latin cardinal number to answer the question in the space below.

Davus quīnque nummōs habet. Davus unum nummum ponit in sacculō Dēliae. Iam, habet Davus quot nummōs?

_____

2. **Translating:** Write down the English meaning of this Latin sentence in the space below.

Syra bis Davum vocat: "Dave! Daaave!"

_____

3. **Bonus**: Recall the words *centum* (100) and *mīlle* (1,000). Are *centum* and *mīlle* cardinal numbers, ordinal numbers, or numeral adverbs? Write your answer in the space below.

_____

Parent signature:_____

Day 2 Instructions and Resources

Tuesday, 4/7

Math (about 35 minutes)

- Complete the math facts and daily word problem below as a warm up.
- Read through the notes and complete each task as directed.
- Please complete the practice questions in your packet.

Math Facts

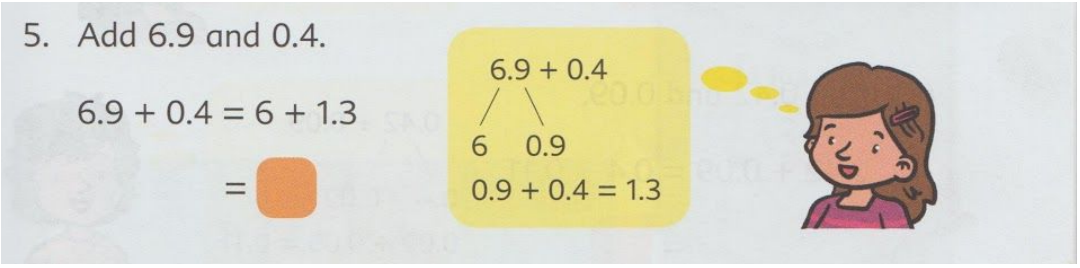
2 x 3 =	24 ÷ 2 =	12 x 3 =	4 x 7 =	16 ÷ 4 =
7 x 3 =	4 x 9 =	15 ÷ 3 =	4 x 11 =	4 x 3 =
4 x 12 =	9 ÷ 3 =	12 x 5 =	4 x 10 =	4 x 8 =
8 x 3 =	4 x 5 =	3 x 9 =	7 x 7 =	9 x 5 =

Daily Word Problem: Include a bar model, sentence, and equation.

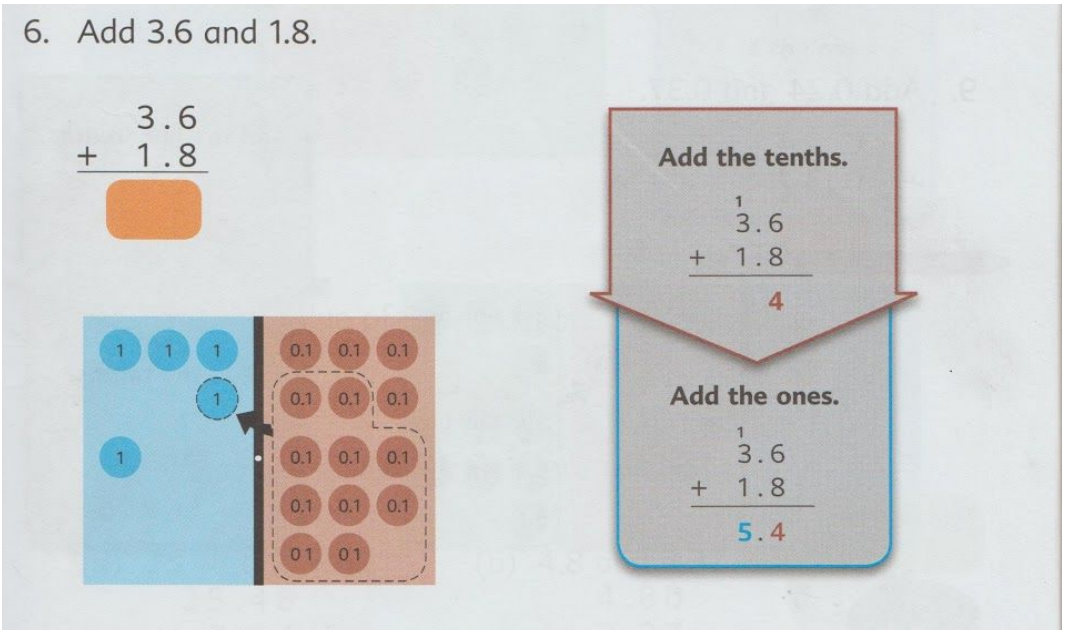
Mrs. McFadden had 7 pens in one container and 14 in another container. She then put them altogether in a jar. How many pens did she have in the jar?

Notes:

When you add horizontally: 1. Use number bonds to break up a number into ones and tenths. 2. Add the tenths together 3. Add all parts together



When you add vertically (stacking the numbers), remember that after adding the tenths, you may have to **rename** the sum if it is 10 or more, e.g. 6 tenths + 8 tenths = 14 tenths. We take 14 tenths and rename it 1 whole and 4 tenths. Make sure everything is aligned and remember to put in the decimal at the end. If there is no decimal it will be a very different number!

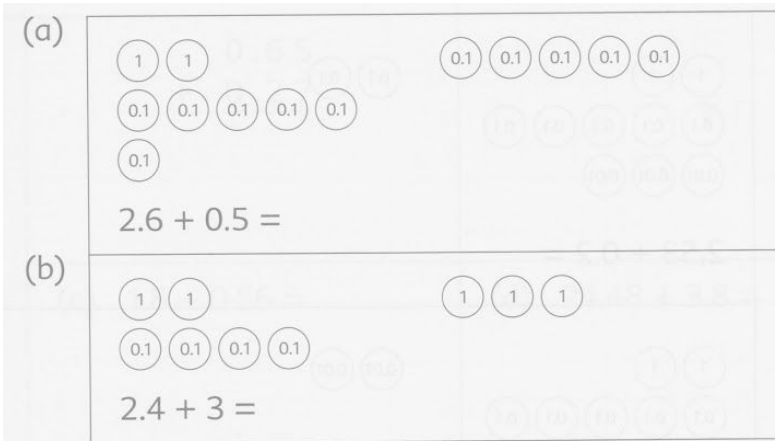


Task: Add the numbers below either vertically or horizontally. Please show all your work.

a) 8 + 0.5	b) 2.8 + 0.7	c) 3.4 + 0.6	d) 2.6 + 7	e) 3.7 + 2.3

Practice

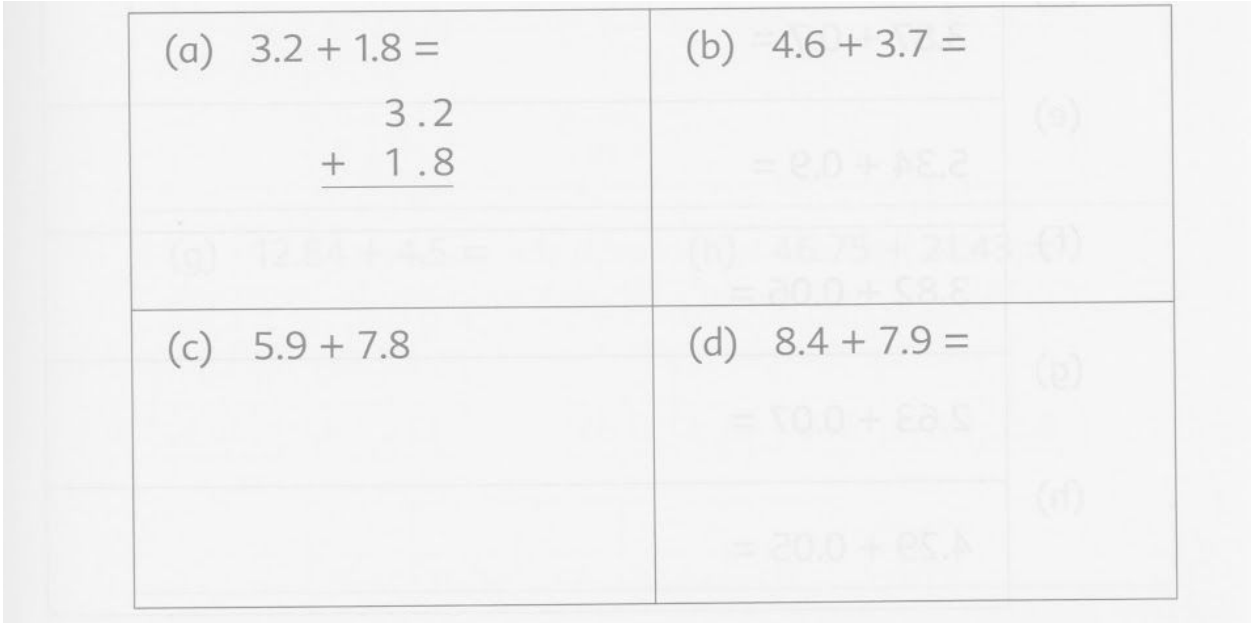
1. Add the following horizontally using number bonds.



c) 4.5 + 6 =

d) 5.4 + 0.8 =

2. Add vertically, stacking the numbers below.



Latin Roots (about 5 min.)

- Read through the definitions.

Ped = Feet

Word	Definition
biped	A creature with two feet
centipede	A creature with 100 feet
millipede	A creature with 1,000 feet
quadruped	A four-footed creature
tripod	A three-footed stand

- ***Optional Enrichment*:** Remember the Latin lesson from Day 1 of this week. Some of the numerical words we reviewed are the roots of these prefixes! You can go back and review the numerical words (like *centum*) in that lesson to help you recognize the English words that come from them.

- **Match the correct definition to the word.**

Word	**Definition**
biped	A creature with 1,000 feet
centipede	A creature with 2 feet
millipede	A three-footed stand
quadruped	A creature with 100 feet
tripod	A four- footed creature

Literature

Read chapter 4 of *Princess and the Goblin* from the book, or the worksheet included below. Answer the comprehension question below the chapter (about 15 minutes):

As you read…

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

CHAPTER 5

The Princess Lets Well Alone

When she woke the next morning, the first thing she heard was the rain still falling. Indeed, this day was so like the last that it would have been difficult to tell where was the use of it. The first thing she thought of, however, was not the rain, but the lady in the tower; and the first question that occupied her thoughts was whether she should not ask the nurse to fulfil her promise this very morning, and go with her to find her grandmother as soon as she had had her breakfast. But she came to the conclusion that perhaps the lady would not be pleased if she took anyone to see her without first asking leave; especially as it was pretty evident, seeing she lived on pigeons' eggs, and cooked them herself, that she did not want the household to know she was there. So the princess resolved to take the first opportunity of running up alone and asking whether she might bring her nurse. She believed the fact that she could not otherwise

convince her she was telling the truth would have much weight with her grandmother.

The princess and her nurse were the best of friends all dressing-time, and the princess in consequence ate an enormous little breakfast.

'I wonder, Lootie'—that was her pet name for her nurse—'what pigeons' eggs taste like?' she said, as she was eating her egg—not quite a common one, for they always picked out the pinky ones for her.

'We'll get you a pigeon's egg, and you shall judge for yourself,' said the nurse.

'Oh, no, no!' returned Irene, suddenly reflecting they might disturb the old lady in getting it, and that even if they did not, she would have one less in consequence.

'What a strange creature you are,' said the nurse—'first to want a thing and then to refuse it!'

But she did not say it crossly, and the princess never minded any remarks that were not unfriendly.

'Well, you see, Lootie, there are reasons,' she returned, and said no more, for she did not want to bring up the subject of their former strife, lest her nurse should offer to go before she had had her grandmother's permission to bring her. Of course she could refuse to take her, but then she would believe her less than ever.

Now the nurse, as she said herself afterwards, could not be every moment in the room; and as never before yesterday had the princess given her the smallest reason for anxiety, it had not yet come into her head to watch her more closely. So she soon gave her a chance, and, the very first that offered, Irene was off and up the stairs again.

This day's adventure, however, did not turn out like yesterday's, although it began like it; and indeed to-day is very seldom like yesterday, if people would note the differences—even when it rains. The princess ran through passage after passage, and could not find the stair of the tower. My own suspicion is that she had not gone up high enough, and was searching on the second instead of the third floor. When she turned to go back, she failed equally in her search after the stair. She was lost once more.

Something made it even worse to bear this time, and it was no wonder that she cried again. Suddenly it occurred to her that it was after having cried before that she had found her grandmother's stair. She got up at once, wiped her eyes, and started upon a fresh quest.

This time, although she did not find what she hoped, she found what was next best: she did not come on a stair that went up, but she came upon one that went down. It was evidently not the stair she had come up, yet it was a good deal better than none; so down she went, and was singing merrily before she reached the bottom. There, to her surprise, she found herself in the kitchen. Although she was not allowed to go there alone, her nurse had often taken her, and she was a great favourite with the servants. So there was a general rush at her the moment she appeared, for every one wanted to have her; and the report of where she was soon reached the nurse's ears. She came at once to fetch her; but she never suspected how she had got there, and the princess kept her own counsel.

Her failure to find the old lady not only disappointed her, but made her very thoughtful. Sometimes she came almost to the nurse's opinion that she had dreamed all about her; but that fancy never lasted very long. She wondered much whether she should ever see her again, and thought it very sad not to have

been able to find her when she particularly wanted her. She resolved to say nothing more to her nurse on the subject, seeing it was so little in her power to prove her words.

Chapter 5 Princess and the Goblin Question: (Write in a complete sentence with beautiful penmanship.)

Ch. 5: What does the princess find when she goes looking for her grandmother?

_____

_____

Writing/ Journal Entry

Write four sentences describing the place in your house where you spend the most time. Explain what it looks like and what you do in this room or section of the house. Make sure to write in complete sentences, using strong vocabulary and specific examples (about 10 minutes).

_____

_____

_____

_____

_____

Poetry

Practice reciting "Paul Revere's Ride" Part III Stanza 2 (about 5 minutes):

As you recite… 1) Recite with good volume. 2) Speak clearly so that your audience can understand the words you are saying. 3) Try to say the stanza without looking, striving to memorize it.

> **Optional:** Listen and recite along with the audio recording of the poem, emailed as an attachment with the Monday Newsletter.

It was one by the village clock,
When he galloped into Lexington.
He saw the gilded weathercock
Swim in the moonlight as he passed,
And the meeting-house windows, blank and bare,
Gaze at him with a spectral glare,
As if they already stood aghast
At the bloody work they would look upon.

Science

Physical Properties of Matter

***Experiment*: (Optional) Ask permission from your parents first and do the experiment with them.**

Materials

- Light corn syrup or maple syrup
- Concentrated dish soap – like Dawn
- Water
- Rubbing alcohol
- Canola Oil (or another liquid oil)
- Large jar or clear glass cylinder
- Food coloring (optional)

Hints & Tips:

- Supervise children carefully during this experiment. For children under the age of 12, it might be best for the adult to do the pouring. Use your best judgement.
- The canola oil layer will go after the water layer, and the rubbing alcohol layer will be the final layer at the top of the density tower.

How to Build Your Density Tower:

1. Begin by pouring the light corn syrup into the bottom of the jar. The layer should be about an inch tall.

2. If you wish to color the light corn syrup, add a few drops of food coloring now, and stir with a fork or other object.

3. Next, pour the dish soap into the jar to layer on top of the oil.

For best results – each time you pour a new liquid into the jar, tip the jar to the side slightly and pour the liquid down the inside wall of the jar. Alternatively, use a turkey baster to put the liquid into the jar, again pouring the liquid down the inside wall. This will keep the pouring liquids from disturbing the liquids already in the density tower.

4. Mix a few drops of blue food coloring into some water and pour it into the jar. This will form your third layer.

5. Add a few drops of food coloring to your Rubbing alcohol. We used purple but you may want to use a different color if you want there to be a drastic difference between your layers. Pour the alcohol into the jar to create the fourth layer.

6. Top off the density tower with canola oil. You can color this with food coloring too if you wish.

7. Place a lid tightly on the jar, so that none of the contents will leak out.

8. Let kids have fun tipping the jar upside down and on its side, and then watch as the layers of the tower separate themselves once the jar has been placed face up again on a flat surface. Do not shake the jar, as this may cause some of the layers to combine.

What did you notice happens in the jar before tipping it over? (answer in a complete sentence)

_____

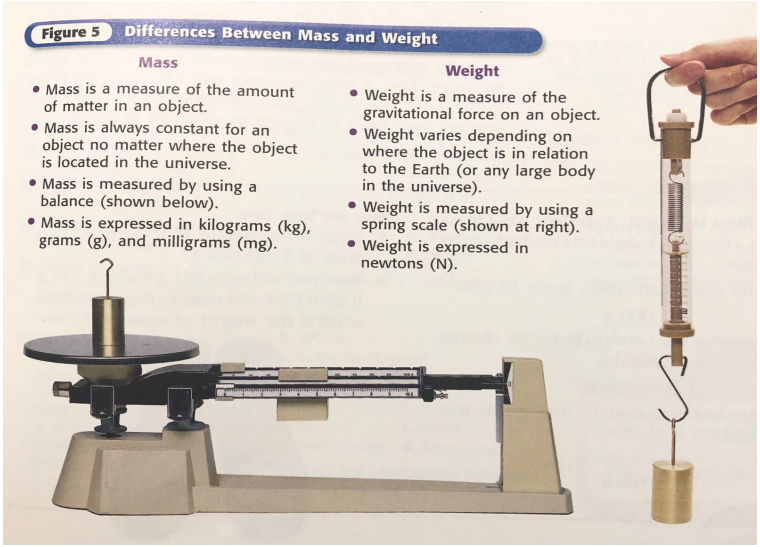
Which liquid is at the bottom (most dense) and which liquid is at the top (least dense)?

_____

Lesson 5 (part 1)

Mass

A characteristic of all matter is mass. Mass is the amount of matter that an object has. For example, you and a peanut are made of matter but you are made of more matter than a peanut. Therefore you have more mass than the peanut. The amount of mass you have is the same no matter where you are in the universe.



Volume

All matter takes up space. The amount of space taken up, or occupied, by an object is known as its volume. All objects that take up space have volume. Examples of things that have volume are fingernails, plates, eyelashes, etc.

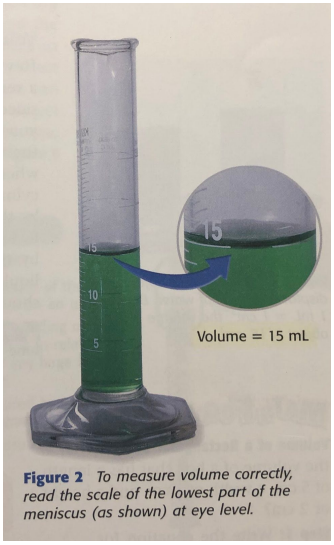


Figure 2 *To measure volume correctly, read the scale of the lowest part of the meniscus (as shown) at eye level.*

1. What things in your house have volume? (Answer in a complete sentence.)

_____

You can find the volume of an object with a definite shape with this formula:

volume= length x width x height

If the object does not have a definite shape you can find its volume by using a graduated cylinder (a cylinder with measured lines) and seeing how much the water in the cylinder moved from one line to another as shown in the figure below.

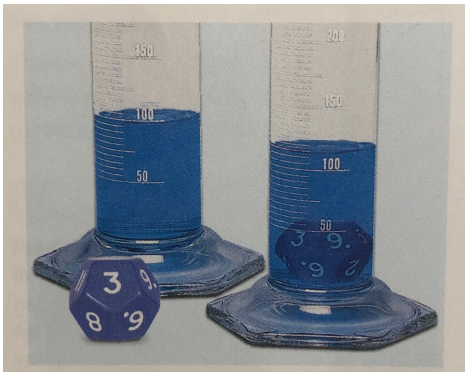


Figure 4 *The 12-sided object displaced 15 mL of water. Because 1 mL = 1 cm³, the volume of the object is 15 cm³.*

Density

The density of an object is the amount of *matter* in a certain space, or *volume.* Density could be defined as the degree of compactness of a substance. The way you can find the density of an object is with this formula: Density= Mass ÷ Volume

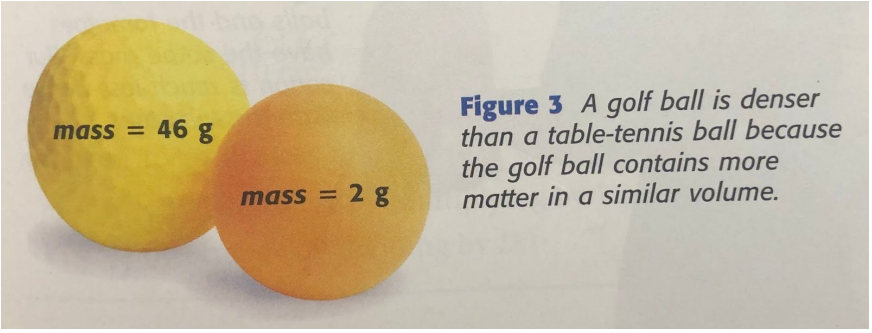


Figure 3 *A golf ball is denser than a table-tennis ball because the golf ball contains more matter in a similar volume.*

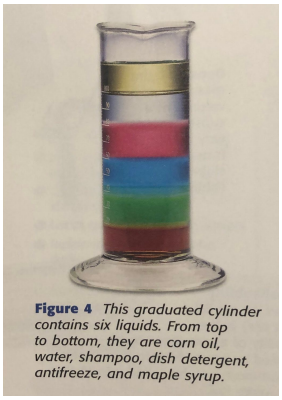


Figure 4 *This graduated cylinder contains six liquids. From top to bottom, they are corn oil, water, shampoo, dish detergent, antifreeze, and maple syrup.*

2. Question:

What is the density of a watermelon whose mass is 25g and whose volume is 5 cm^2? Use the density equation (Density= Mass ÷ Volume) to find the density of the object.

2a. Density= _____ ÷ _____ = _____ g/cm^2

2b. In a complete sentence tell me what the density of the watermelon is.

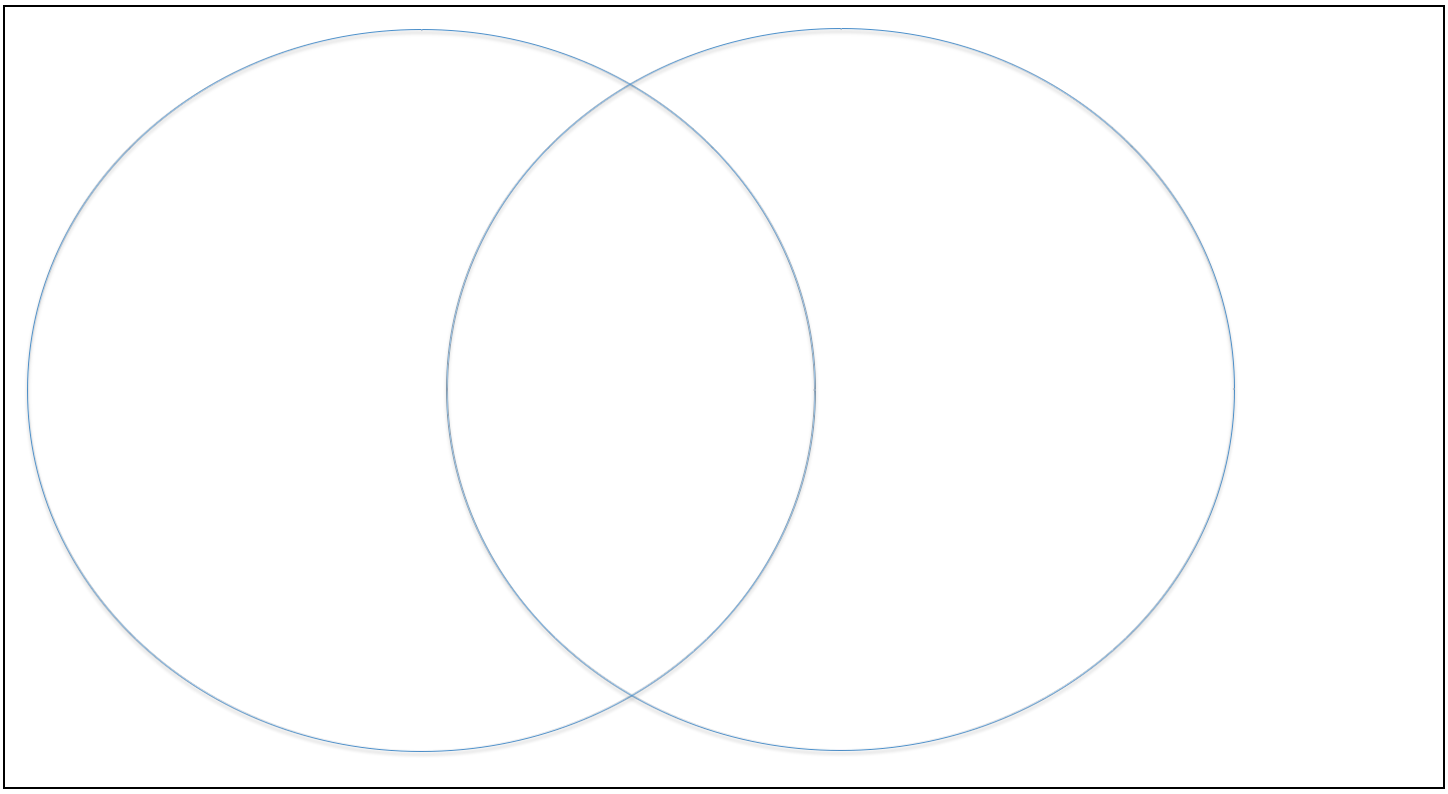
_____

Art

The paintings below are portraits of Benjamin Franklin (left) and Paul Revere (right). They were painted to honor two well-respected Americans. Often, portrait artists will paint a person with objects or symbols that relate to that person's life. Looking at these two famous Americans, compare and contrast what you see in the paintings, using the venn diagram below. What is similar about these two paintings? What is different? Hints: Look at what each person is holding. What does that tell the viewer about what these two people are famous for? How are the backgrounds different?

Benjamin Franklin Drawing Electricity from the Sky, Benjamin West, 1816

Paul Revere, John Singleton Copley, 1770



P.E.

Make sure that you put a checkmark in every box after you complete the task.

5 Minute Workout:

- ❑ 60 seconds of bear crawling
- ❑ 30 second break
- ❑ 30 seconds of duck-walking
- ❑ 60 seconds straight of push ups (can you do more than last week?)
- ❑ 30 second break
- ❑ 90 seconds straight of lunges

5 minutes of sprinting, running and then jogging:

There are plenty of ways to move our bodies from one place to another, way more than just walking or running! Either at a park, a backyard, a garage or, with your parents permission, inside the house, I would like you to progress down from a sprint to a walk, making sure that you go from sprinting, to running, to jogging, to walking.

- ❑ 30 seconds of sprinting (running as fast as you can)
- ❑ 30 second break
- ❑ 60 seconds of running (pace yourself.)
- ❑ 30 second break
- ❑ 90 seconds of jogging (slowest run you can manage without walking)

- ❑ 60 seconds of walking (never a bad idea after you run).

5 minutes of stretching and breathing

- ❑ 60 seconds of toe touches (keep those legs straight!)
- ❑ 60 seconds of reaching for your toes while sitting on the floor (keep those legs straight!)
- ❑ 60 seconds of resting squat (try and keep those feet flat, from toes to heel)
- ❑ 60 seconds of butterfly stretches
- ❑ 60 seconds of laying flat on your back, completely still with your eyes closed. I want you to breathe in deeply and slowly the whole time.

Parent Signature: _____

Day 3 Instructions and Resources

Wednesday, 4/8

Math (about 35 minutes)

- Complete the math facts and daily word problem below as a warm up.
- Read through the notes and complete each task as directed.
- Please complete the practice questions in your packet.

Math Facts

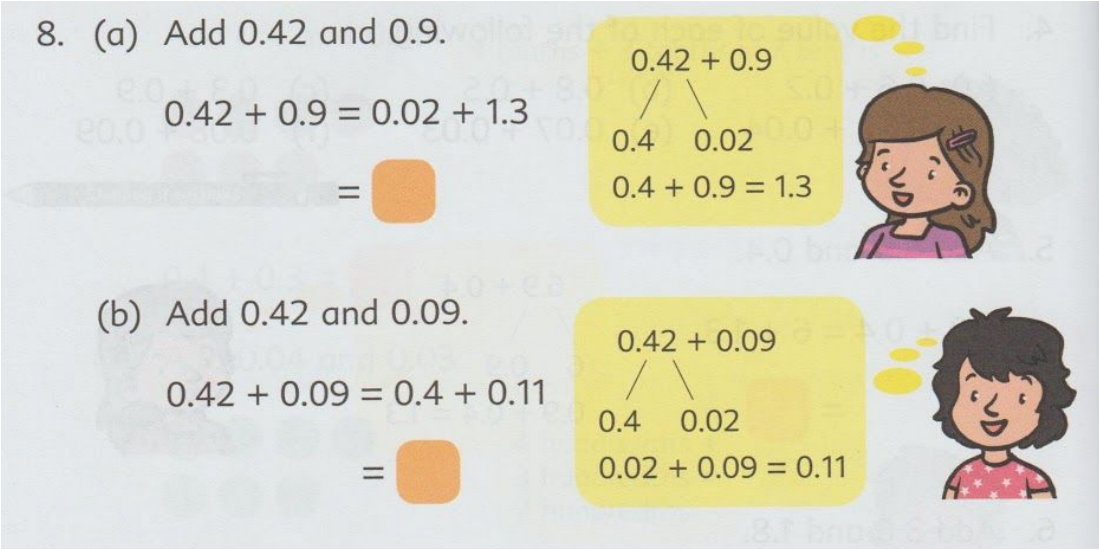
77 ÷ 11 =	7 x 2 =	7 x 6 =	25 ÷ 5 =	110 ÷ 10 =
10 x 6 =	4 x 5 =	3 x 8 =	18 ÷ 3 =	9 x 2 =
24 ÷ 3 =	7 x 3 =	3 x 9 =	9 x 5 =	35 ÷ 5 =
5 x 8 =	55 ÷ 5 =	3 x 12 =	9 x 9 =	100 ÷ 10 =

Daily Word Problem: Include a bar model, sentence, and equation.

Miss Petruccelli went to the store to buy soap. She bought 3 packs and each pack had 4 bars of soap. How many bars of soap did she buy?

Notes: When you are adding two different numbers with decimals

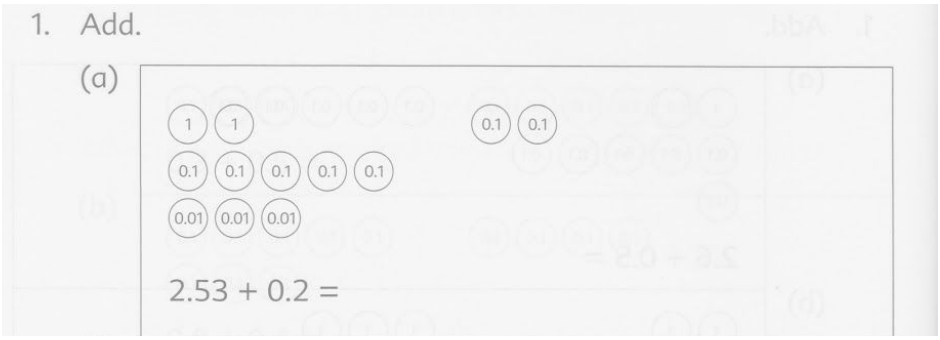
1) Identify any numbers that have both tenths and hundredths (like 0.42)
2) Break up that number into tenths and hundredths using number bonds as seen below (0.42 becomes 0.4 and 0.02)
3) Add any tenths with other tenths, and any hundredths with other hundredths (0.4 + 0.9=1.3)
4) Add all parts together (0.02 + 1.3 = 1.32)



Task: Break up the numbers with more than one place value with number bonds as shown above. Add the hundredths with any hundredths and the tenths with any tenths. Then add it all together.

a) 0.84 + 0.3 b) 0.56 + 0.4 c) 0.37 + 0.03 d) 0.97 + 0.06

Practice: Add the numbers below using numbers bonds.



c) 4.65 + 0.4 d) 3.87 + 0.7 e) 5.34 + 0.9 f) 3.82 + 0.06

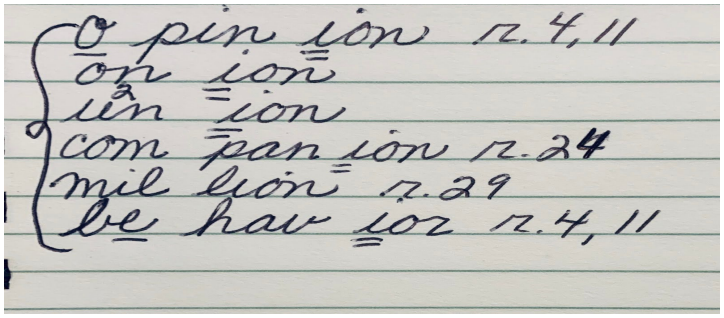
Spalding

New words (about 5 minutes):

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

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

Today's words: opinion, onion, union, companion, million, behavior



Sentence

Literature

Read chapter 6 part 1 of *Princess and the Goblin* from the book, or the worksheet included below. Answer the comprehension question below the chapter. (about 15 minutes):

As you read…

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

CHAPTER 6

The Little Miner

The next day the great cloud still hung over the mountain, and the rain poured like water from a full sponge. The princess was very fond of being out of doors, and she nearly cried when she saw that the weather was no better. But the mist was not of such a dark dingy grey; there was light in it; and as the hours went on it grew brighter and brighter, until it was almost too brilliant to look at; and late in the afternoon the sun broke out so gloriously that Irene clapped her hands, crying:

'See, see, Lootie! The sun has had his face washed. Look how bright he is! Do get my hat, and let us go out for a walk. Oh, dear! oh, dear! how happy I am!'

Lootie was very glad to please the princess. She got her hat and cloak, and they set out together for a walk up the mountain; for the road was so hard and steep that the water could not rest upon it, and it was always dry enough for walking a few minutes after the rain ceased. The clouds were rolling away in broken pieces, like great, overwoolly sheep, whose wool the sun had bleached till it was almost too white for the eyes to bear. Between them the sky shone with a deeper and purer blue, because of the rain. The trees on the roadside were hung all over with drops, which sparkled in the sun like jewels. The only things that were no brighter for the rain were the brooks that ran down the mountain; they had changed from the clearness of crystal to a muddy brown; but what they lost in colour they gained in sound—or at least in noise, for a brook when it is swollen is not so musical as before. But Irene was in raptures with the great brown streams tumbling down everywhere; and Lootie shared in her delight, for she too had been confined to the house for three days.

At length she observed that the sun was getting low, and said it was time to be going back. She made the remark again and again, but, every time, the princess begged her to go on just a little farther and a little farther; reminding her that it was much easier to go downhill, and saying that when they did turn they would be at home in a moment. So on and on they did go, now to look at a group of ferns over whose tops a stream was pouring in a watery arch, now to pick a shining stone from a rock by the wayside, now to watch the flight of some bird. Suddenly the shadow of a great mountain peak came up from behind, and shot in front of them. When the nurse saw it, she started and shook, and catching hold of the princess's hand turned and began to run down the hill.

'What's all the haste, nursie?' asked Irene, running alongside of her.

'We must not be out a moment longer.'

'But we can't help being out a good many moments longer.'

It was too true. The nurse almost cried. They were much too far from home. It was against express orders to be out with the princess one moment after the sun was down; and they were nearly a mile up the mountain! If His Majesty, Irene's papa, were to hear of it, Lootie would certainly be dismissed; and to leave the princess would break her heart. It was no wonder she ran. But Irene was not in the least frightened, not knowing anything to be frightened at. She kept on chattering as well as she could, but it was not easy.

'Lootie! Lootie! why do you run so fast? It shakes my teeth when I talk.'

'Then don't talk,' said Lootie.

'But the princess went on talking. She was always saying: 'Look, look, Lootie!' but Lootie paid no more heed to anything she said, only ran on.

'Look, look, Lootie! Don't you see that funny man peeping over the rock?'

Lootie only ran the faster. They had to pass the rock, and when they came nearer, the princess saw it was only a lump of the rock itself that she had taken for a man.

'Look, look, Lootie! There's such a curious creature at the foot of that old tree. Look at it, Lootie! It's making faces at us, I do think.'

Lootie gave a stifled cry, and ran faster still—so fast that Irene's little legs could not keep up with her, and she fell with a crash. It was a hard downhill road, and she had been running very fast—so it was no wonder she began to cry. This put the nurse nearly beside herself; but all she could do was to run on, the moment she got the princess on her feet again.

'Who's that laughing at me?' said the princess, trying to keep in her sobs, and running too fast for her grazed knees.

'Nobody, child,' said the nurse, almost angrily.

But that instant there came a burst of coarse tittering from somewhere near, and a hoarse indistinct voice that seemed to say: 'Lies! lies! lies!'

'Oh!' cried the nurse with a sigh that was almost a scream, and ran on faster than ever.

'Nursie! Lootie! I can't run any more. Do let us walk a bit.'

'What am I to do?' said the nurse. 'Here, I will carry you.'

She caught her up; but found her much too heavy to run with, and had to set her down again. Then she looked wildly about her, gave a great cry, and said:

'We've taken the wrong turning somewhere, and I don't know where we are. We are lost, lost!'

The terror she was in had quite bewildered her. It was true enough they had lost the way.

They had been running down into a little valley in which there was no house to be seen.

Chapter 6 part 1 Princess and the Goblin Question: (Write in a complete sentence with beautiful penmanship)

Ch. 6 part 1: Why doesn't the princess know about the goblins?

_____

_____

Grammar (about 10 min.)

U.S. Government under the Articles of Confederation

"I predict the worst consequences from a half-starved, limping government, always moving upon crutches and tottering at every step."

How many prepositions are in the above sentence from George Washington? _____

What are they? _____

Identify the main subject: _____ Identify the main verb:_____

What part of speech is "consequences"? _____

Parse the following sentences. The first one is done for you.

P OP adj. adj. SN HV AV adj. adj. DO

In 1787, the new nation was having a desperate struggle.

It was tottering at every step.

The central government of the United States was extremely weak.

Over in England John Adams' honest face was red with shame.

The states did not pay their debts.

England attacked American trading ships.

Poor farmers rebelled under the heavy taxes.

Poetry

Practice reciting "Paul Revere's Ride" Part III Stanza 2 (about 5 minutes):

As you recite…

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

Optional: Listen and recite along with the audio recording of the poem, emailed as an attachment with the Monday Newsletter.

It was one by the village clock,
When he galloped into Lexington.
He saw the gilded weathercock
Swim in the moonlight as he passed,
And the meeting-house windows, blank and bare,
Gaze at him with a spectral glare,
As if they already stood aghast
At the bloody work they would look upon.

History (about 20 minutes)

Lesson 2

The Articles of Confederation was a constitution, or set of rules for all the thirteen states, decided upon by a group that you heard about in the last unit. It was the same group that decided to make George Washington commander-in-chief of the Continental Army, and to officially declare independence from Britain and declare war. It was the Second Continental Congress, a meeting of representatives from the thirteen colonies to make decisions together. (It was the Second Continental Congress that decided to call the colonies, states instead. It was decided soon after the Declaration of Independence that the thirteen colonies would be called "The United States.") The men in the Second Continental Congress knew that since they were separating from England, the thirteen states would need a new government of their own.

Have you been suspicious at all, about this first government designed by the Second Continental Congress, the Articles of Confederation? You might think to yourself, there must have been something wrong with it, since we don't have the Articles of Confederation anymore, but have a different constitution today. Why even learn about the Articles of Confederation, if it's gone? One important reason to learn about the Articles of Confederation, even though it was soon replaced, is that we can learn from the problems with it, just like the Americans did when they decided to try again with a new constitution. We will discuss the problems with the Articles of Confederation in the next lesson.

Which group decided upon the Articles of Confederation?

_____

Why should anyone learn about the Articles of Confederation, since the United States does not use it as a constitution anymore?

_____

_____

Two more challenging questions:

Why do you think the Second Continental Congress decided to start saying "states" instead of "colonies"? (Remember that a colony is land under the control of another country.)

_____

Continued….

This lesson does not have a title. Based on what the lesson is about, can you give it an appropriate title?

Music

1) Write down all the tempos that we have learned, from slowest to fastest. (There are five!)
2) Write down all the dynamics that we have learned, from loudest to softest. (There are six!)
3) Write down the dynamic change terms that we have learned, and what each one means. (There are two!)

Parent Signature: _____

Latin

Warm-up (1-2 min.)
Review our declension endings by singing all three sets to the tune of "Row, Row, Row Your Boat." If you need a reminder of what the endings are, look at the charts below.

	1st Declension Singular	1st Declension Plural
Nominative	-a	-ae
Genitive	-ae	-ārum
Dative	-ae	-īs
Accusative	-am	-ās
Ablative	-ā	-īs

	2nd Declension Singular	2nd Declension Plural
N	-us	-ī
G	-ī	-ōrum
D	-ō	-īs
A	-um	-ōs
Ab.	-ō	-īs

	2nd Declension Neuter Singular	2nd Declension Neuter Plural
N	-um	-a
G	-ī	-ōrum
D	-ō	-īs
A	-um	-a
Ab	-ō	-īs

Numeral Adverbs: Making Flashcards (5 min.)

- Recall the three numeral adverbs introduced in the last lesson.

semel	once
bis	twice
ter	thrice, three times

- **Activity:** Using index cards or pieces of paper, make three flashcards for these words. Take one minute to practice with your flashcards.

Be the Teacher: Numerical Vocabulary (7-8 min.)

Pretend you are a Latin teacher! You can ask a parent or sibling to be your student, or you can do this with a pet or an imaginary friend your age.

- Explain to them the difference between cardinal numbers, ordinal numbers, and numeral adverbs.

- Teach them theLatin cardinal numbers *ūnus* through *decem*.
- **Enrichment idea:** Practice with your student! Use your knowledge of Latin cardinal numbers to count pencils, cups, or lamps, or even do some addition problems.

Parent signature: _____

Day 4 Instructions and Resources

Thursday, 4/9

Math (about 35 minutes)

- Complete the math facts and daily word problem below as a warm up.
- Read through the notes and complete each task as directed.
- Please complete the practice questions in your packet.

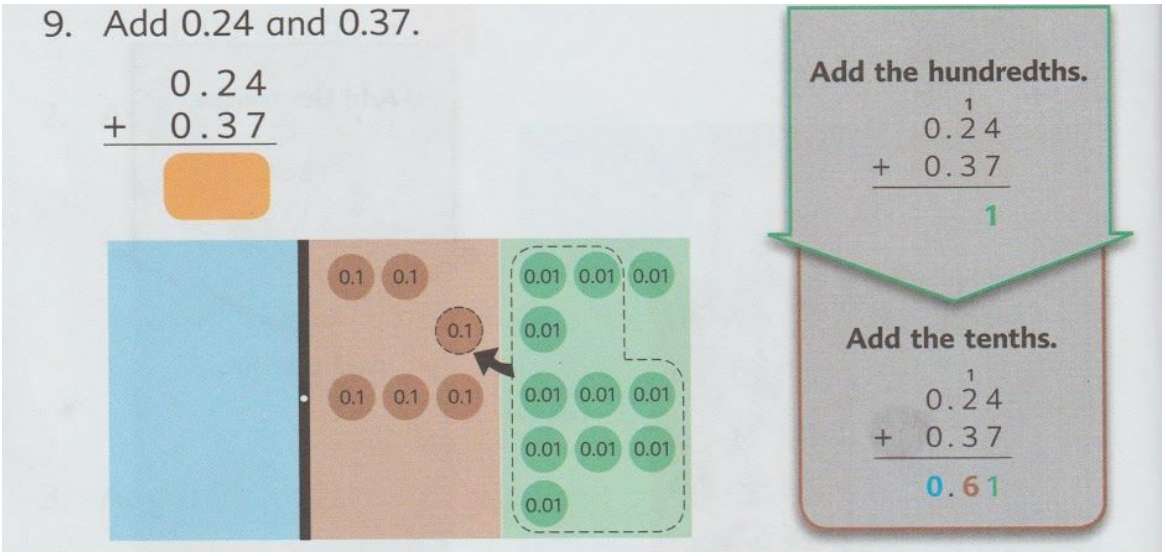
10 x 3 =	5 x 3 =	16 ÷ 8 =	12 x 3 =	48 ÷ 4 =
8 x 3 =	22 ÷ 11 =	8 x 8 =	24 ÷ 6 =	12 x 4 =
45 ÷ 9 =	6 x 8 =	30 ÷ 6 =	5 x 10 =	7 x 11 =
9 x 4 =	3 x 8 =	5 x 5 =	60 ÷ 5 =	9 x 8 =

Mr. Zayas was playing the ring toss at the carnival. All together he used 32 rings. If each game you get 8 rings, how many games did he play?

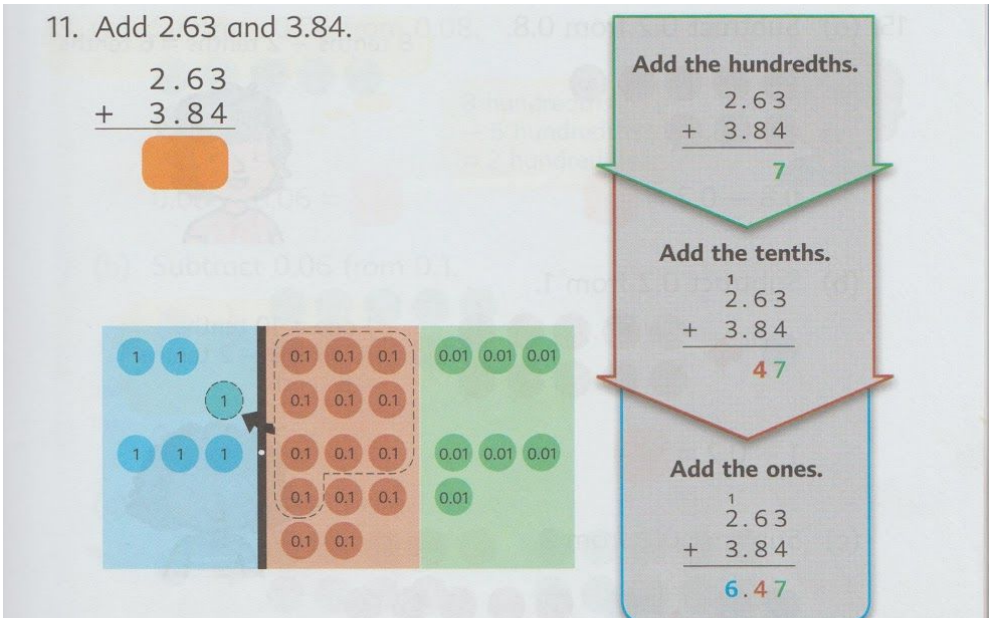
Notes: When adding vertically, make sure that the decimal and place values are aligned.

1. Add whatever is furthest to the right first. In this case that is the hundredths place.
2. If there are 10 hundredths in the sum, rename it as 1 tenth and write a "1" above the tenths column. If there are any other hundredths, write it at the bottom of the hundredths column (4 hundredths + 7 hundredths= 11 hundredths= 1 tenth + 1 hundredth)

3. Add all the digits in the next column.



You may have to rename when adding other place values. In the example below, 10 tenths would become 1 whole and there would be 4 tenths besides. Remember to write "4" at the bottom of the tenths column and a "1" at the top of the ones column.



Task: Add the following below vertically (stacking).

a) 0.65 + 0.53 b) 0.86 + 0.49 c) 3.94 + 0.06 d) 2.46 + 0.6

0.65
+ 0.53

Practice: Add the following vertically.

2. Add.

(a) 0.65 + 0.27 = 0.65 + 0.27	(b) 0.64 + 2.39 =
(c) 1.8 + 0.56 =	(d) 24.48 + 3.8 =
(e) 1.43 + 2.19 =	(f) 8.25 + 1.36 =
(g) 12.84 + 4.5 =	(h) 46.75 + 21.43 =

Latin Roots (about 5 min.)

- Read through the definitions.

Ped = Feet

Word	Definition
impediment	Something that stands in one's way
pedal	A lever that is moved with a foot
peddler	A person on foot who sells items door to door
pedestrian	A person who walks across the street on foot
pedicure	A foot treatment

- Match the correct definition to the word.

Word	Definition
impediment	A foot treatment
pedal	A lever that is moved with a foot
peddler	A person who walks across the street on foot
pedestrian	A person on foot who sells items door to door
pedicure	Something that stands in one's way

- Etymology note: When we first saw the word *sine*, "without," in Latin class, we mentioned it's English derivative, "sinecure," which means "without care." The English word "pedicure" works the same way! Pedicure = pedi+cure = foot-care!

Literature/Writing

Read the passage below and write a persuasive paragraph response (about 25 minutes).

Irene was in raptures with the great brown streams tumbling down everywhere; and Lootie shared in her delight, for she too had been confined to the house for three days. At length she observed that the sun was getting low, and said it was time to be going back. She made the remark again and again, but, every time, the princess begged her to go on just a little farther and a little farther; reminding her that it was much easier to go downhill, and saying that when they did turn they would be at home in a moment. So on and on they did go, now to look at a group of ferns over whose tops a stream was pouring in a watery arch, now to pick a shining stone from a rock by the wayside, now to watch the flight of some bird. Suddenly the shadow of a great mountain peak came up from behind, and shot in front of them. When the nurse saw it, she started and shook, and catching hold of the princess's hand turned and began to run down the hill.

Is it Irene or Lootie's fault that they stay out too late and will get back to the castle after dark?

1. Give your answer in 4 complete sentences with proper punctuation, capitalization, and penmanship.
2. Remember what the king's order is for Lootie in taking care of the princess.
3. Think about what Irene does not know.
4. Provide examples and reasons using strong vocabulary.

_____

_____

_____

_____

_____

_____

_____

Poetry

Practice reciting "Paul Revere's Ride" Part III Stanza 2 (about 5 minutes):

As you recite…

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

Optional: Listen and recite along with the audio recording of the poem, emailed as an attachment with the Monday Newsletter.

It was one by the village clock,
When he galloped into Lexington.
He saw the gilded weathercock
Swim in the moonlight as he passed,
And the meeting-house windows, blank and bare,
Gaze at him with a spectral glare,
As if they already stood aghast
At the bloody work they would look upon.

Science

Physical Properties of Matter Continued (about 20 minutes)
Lesson 5 (Part 2)

If you remember there are three states of matter solid, liquid, and gas. In order for all these states of matter to change to another state of matter, energy (heat) needs to be added or removed from the object.This is called a change of state. Whenever matter changes from each state of matter does not change the identity of the matter. Solid water (ice) and liquid water are still the same substance, just in a different state of matter. The particles are simply moving differently because of the amount of energy the particles have.

Melting Point
One change of state that happens when you add energy to a substance in melting. Melting is the change of state from solid to a liquid. The temperature at which a substance changes from a solid to a liquid is the *melting point* of the substance. Different substances have different melting points. For example, gallium melts at about 30 degrees celsius and your body temperature is about 37 degrees celsius. That means gallium will melt in your hand.

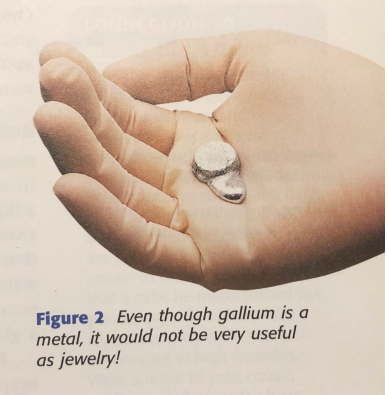


Figure 2 *Even though gallium is a metal, it would not be very useful as jewelry!*

1. Table salt has a melting point of 801 degrees celsius. Will table salt melt in your hand? (answer in a complete sentence)

_____

Freezing Point

The change of state from liquids to a solid is called freezing. This happens when energy is removed from a substance. The temperature at which a liquid changes into a solid is the liquid's *freezing point.* Just like for melting point, all substances have different freezing points.

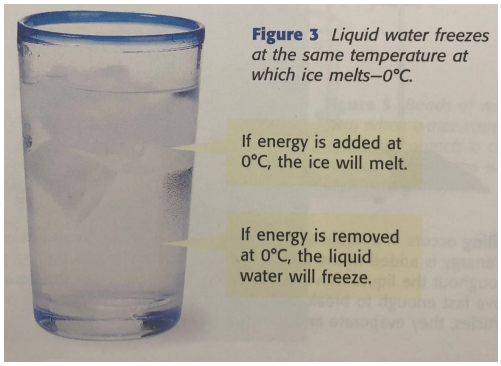


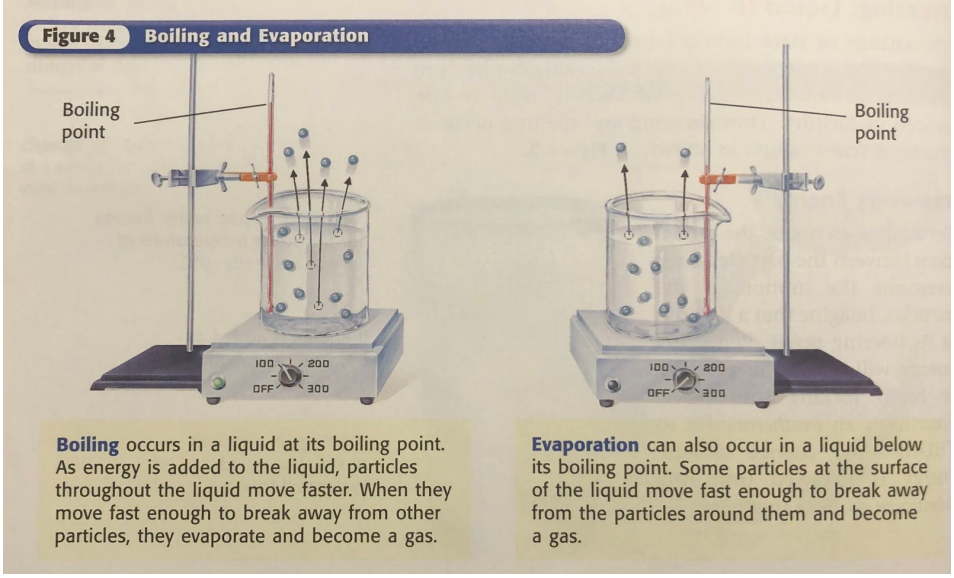
Figure 3 *Liquid water freezes at the same temperature at which ice melts—0°C.*

Looking at the image above (figure 3), what is the freezing point of water in celsius? (answer in a complete sentence)

_____

Boiling Point

The last change of state occurs when a liquid changes into a gas. This change is called evaporation, but when evaporation happens only the top part of the liquids is turned into a gas. Boiling is when a liquid changes into a vapor, or gas, throughout the liquid and not just the top layer. Look at the figure below. Figure 4 explains the difference between boiling and evaporation.



The temperature at which a liquid boils is called the *boiling point*. When a liquid reaches the boiling point, there is an equal amount of energy added throughout the entire liquid that causes all the particles of the liquid to move so fast they become a gas.

How are evaporation and boiling different? How are they similar?(answer in two complete sentences)

_____

_____

Notes

Lesson 5 - Physical Properties of Matter

Mass is the amount of matter in an object.

Volume is the amount of space that matter occupies

.

Density is the degree of compactness of a substance.

- It is the ratio of mass to volume or how much mass is in a certain volume

  Density= Mass ÷ Volume

The melting point is the temperature at which a substance changes from a solid to a liquid.

The boiling point is the temperature at which a substance changes from a liquid to a gas.

The freezing point is the temperature at which a substance changes from a liquid to a solid.

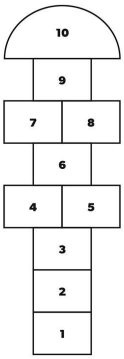
P.E.

Make sure to put a checkmark in every box after you complete the task.
5 minute workout:

- ❑ 30 seconds of burpee jumps
- ❑ 30 second break
- ❑ 60 seconds straight of push-ups (can you do more than last time?)
- ❑ 30 second break
- ❑ 60 seconds straight of mountain-climbers
- ❑ 30 second break
- ❑ 60 seconds straight of lunges

10 minutes of "crazy hopscotch."

Hopscotch is an ancient game which Roman soldiers used to play in order to test their strength and flexibility. Now, Coach Hess hands it on to you. Using chalk, tape, pieces of paper, string or whatever you can, create a hopscotch arena which looks like this:



Make sure that each box is numbered, and that they are large enough for your foot to fit in. I suggest doing this outdoors if you can. To play the game, begin right below the box marked "1." Using any object you want, (a stone, a toy, a button or a ball) throw the object onto box 1. Now hop from each box on one foot all the way to 10 and back. However, you can never step foot into the box which your object is in. Make sure to pick up the object on your way back. If you make it back without falling, stepping on a line or accidentally putting both feet down, then you can throw your object to box 2 and start again. Continue this until your object gets all the way to box 10. Remember, if your object does not land in the right square, you must start again from the beginning.

If this is too easy, I suggest you make the arena crazy. For example, make some squares huge and others tiny. You could also add huge lava-filled gaps in between squares, etc. If

you get tired of hopping, try frog jumping. There are endless possibilities but make sure to have fun! Parent signature: _____

Art

Base-Line Self Portrait (15 minutes)

Draw a self portrait or a drawing of yourself from the chest up. In the drawing include an object that is representative of you in some way, similar to the portrait of Benjamin Franklin and Paul Revere. Make sure you draw eyes, nose, mouth, ears, hair and a neck. This is a base-line self portrait, meaning it does not have to be perfect. Please use a pencil and if you have time color your portrait. Remember to sketch lightly!

Answer Key

Math	Word Problem: 6 scones Notes: 0.9l 1a) 0.7 1b) 0.07 Task: a) 0.8 b) 1.3 c) 1.2 d) 0.06 e) 0.1 Practice: 1 a) 0.8 b) 1.2 c) 0.6 d) 1.0 e) 1.4 2 a) 0.06 b) 0.12 c) 0.18 d) 0.1 e) 0.11	Word Problem: 21 pens Task: a) 8.5 b) 3.5 c) 4 d) 3.3 e) 6 Practice: 1 a) 3.1 b) 5.4 c) 10.5 d) 6.2 2 a) 5 b) 8.3 c) 13.7 d) 16.3	Word Problem: 12 bars Notes: 8 a) 1.32 b) 0.54 Task: a) 1.14 b) 0.96 c) 0.4 d) 1.03 Practice: 1 a) 2.73 b) 2.55 c) 5.05 d) 4.57 e) 6.24 f) 3.88	Word Problem: 4 games Task: a) 1.18 b) 1.35 c) 4.00 d) 3.06 Practice: a) 0.92 b) 3.03 c) 2.36 d) 28.28 e) 3.62 f) 9.61 g) 17.34 h) 68.18
Literature	Ch. 4: Her nurse does not believe her about meeting the beautiful lady.	Ch. 5:The princess does not find her grandmother this time; she only finds the kitchen.	Ch.6.1: The servants have orders not to tell her.	X The writing assignment should include examples and be in 4 sentences.
Grammar	Answers vary. More examples: Preposition: There's an empty chair <u>by</u> the table. Action verb:The men <u>drafted</u> the Articles of Confederation. Adverb: The men were gathered <u>indoors</u>. The men were all looking <u>down</u>. They hoped the Articles of Confederation would work <u>well</u>. They considered the document <u>carefully</u>. York Town and Pennsylvania are the specific names of place, which makes them proper nouns. Proper nouns should be capitalized.		Nouns: **SN**-it, government, face, states, England, farmers **DO**-debts, ships **IO**-none **PN**-none **OP-**at the end of the answers Verbs: **AV**-tottering, pay, attacked, rebelled **HV**-was (tottering), did(not pay) **LV**-was(extremely weak), was(red) *SBV-none* Adjectives: every, the, central, the, John Adams', honest, the, their, American, trading, poor, the, heavy Predicate adjectives: red, weak Adverbs: extremely, not Prepositions: at, of, in, with, under Objects of the Prepositions: step, United States, England, shame, taxes	

History	1. 6-7 years 2. Articles of Confederation 3. Answers vary. It was important for America to make a government; without a government there would be chaos; the thirteen states might fight with one another. 4. It is a constitution because a constitution is a set or rules to govern the country.		1. The Second Continental Congress 2.It is important because we can learn from what didn't go well under the Articles of Confederation. 3. Colonies belong to another country, and the Second Continental Congress declared independence from Britain. 4. Answers vary. This question is to prompt the child to think about the lesson as a whole.	
Science		Physical Properties of Matter Part 1 1. Complete sentence with examples of things that have volume: cup, chairs, faucet, etc. 2a. D=25g/5cm^3=5g/cm^3 2b. The watermelon has a density of 5g/cm^3.		Physical Properties of Matter Part 2 1. Table salt will not melt in your hand, because your body temperature is not hot enough to reach the melting point of salt. 2. The freezing point of water is 0℃. 3. Evaporation is different from boiling because only particles on the surface have enough energy to break away from the liquid. Boiling and evaporation at the similar because they are both explaining how particles become a gas.
Latin	1. Davus has five coins. Davus puts one coin in Delia's purse. How many coins does Davus have now? (*Answer*: quattor) 2. Translation: Syra calls Davus twice: "Davus! Daaaaavus!" 3. They are cardinal numbers.			