



Remote Learning Packet

Fourth 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 100 and 120 minutes on my daily activities. <input type="checkbox"/> I read all the directions before I asked for more help. <input type="checkbox"/> If required, I wrote all my answers in complete sentences. <input type="checkbox"/> I used my neatest penmanship, and my writing can be read by both me and an adult. <input type="checkbox"/> I double-checked my written answers for correct capitalization, punctuation, and grammar. <input type="checkbox"/> I read for at least 20 minutes today. <input type="checkbox"/> My teacher will be proud of my hard work and perseverance.
	<input type="checkbox"/> I spent between 100 and 120 minutes on my daily activities. <input type="checkbox"/> I read all the directions before I asked for more help. <input type="checkbox"/> If required, I wrote all my answers in complete sentences. <input type="checkbox"/> I used my neatest penmanship, and my writing can be read by both me and an adult. <input type="checkbox"/> I double-checked my written answers for correct capitalization, punctuation, and grammar. <input type="checkbox"/> I read for at least 20 minutes today. <input type="checkbox"/> My teacher will be proud of my hard work and perseverance.
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Fourth Grade Remote Learning Plan 4/13-17

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

Subject		Mon. 4/13	Tue. 4/14	Wed. 4/15	Thu. 4/16	Fri. 4/17
Math ~25-35 min.		Estimation	Subtracting Tenths	Subtracting Hundredths Part I	Subtracting Hundredths Part II	Subtracting 1-place Decimals
English Language Arts ~25-35 min. total	Spalding 5 minutes	5 words	Latin Roots	5 words	Latin Roots	5 words
	Literature 15 minutes	Princess and the Goblin Ch. 6 part 2	Ch. 6 part 3	Paragraph Response	Ch. 7	Ch. 8 part 1
	Grammar/ Writing 10 minutes	Grammar Worksheet	Journal entry	Lit. and Writing combined	Grammar worksheet	Copy worksheet exercise
	Poetry 5 minutes	Memorize Stanza 3 Part III	Memorize Stanza 3 Part III	Memorize Stanza 3 Part III	Memorize Stanza 3 Part III	Memorize Stanza 3 Part III
History or Science ~20 min.		History	Science Solutions and Mixtures	History	Science Solutions and Mixtures	History

<p style="text-align: center;"><i>Art</i> or <i>Music</i> ~15 min.</p>	<p>Art: Proportions of the Face Part1</p>	<p>Music: Tchaikovsky bio and fact</p>	<p>Art: Proportions of the face part 2</p>	<p>Music: Warmups, singing Frere Jacques as a round.</p>	<p>Art: drawing the eyes</p>
<p style="text-align: center;"><i>Latin</i> or <i>P.E.</i> ~15 min.</p>	<p>P.E. 5-minute workout followed by a 10-minute run</p>	<p>Latin Days of the week; weekly calendar cut-out</p>	<p>P.E. 5 minute warm up followed by a game called the stuffed animal/pillow relay</p>	<p>Latin Cp. VI, lines 18-20, reading and comprehension questions</p>	<p>P.E. A 5-minute warm-up followed by an article and a poem about the History of the marathon. Start a log of how much you run while away from school.</p>

Day 1 Instructions and Resources

Monday, 4/13

Math (about 35 minutes)

- Complete the math facts and daily word problem as a warm-up.
- Read through the notes and complete each task as directed.
- Complete the task, and practice as directed.

Math Facts:

$4 \times 6 =$	$9 \times 2 =$	$2 \times 9 =$	$4 \times 4 =$	$30 \div 6 =$
$3 + 3 =$	$8 \times 7 =$	$5 \times 3 =$	$2 \times 3 =$	$2 \times 4 =$
$30 \div 10 =$	$4 \times 10 =$	$24 \div 3 =$	$42 \div 6 =$	$9 + 6 =$
$4 \times 8 =$	$70 \div 7 =$	$20 \div 10 =$	$6 \times 10 =$	$10 - 6 =$

Daily Word Problem: Solve the following problem. Include a bar model, sentence, and equation.

John was packing up his old toys. He filled 5 boxes with tin toys and 8 boxes with board games. How many boxes did he pack total?

Notes:

What is wrong with the problem below? Look at where the decimals are.

$$\begin{array}{r} 244.3 \\ + 39.02 \\ \hline \end{array}$$

They need to be aligned so that you add the correct place values together. Now add them correctly, ensuring the decimals are aligned in the space below: $244.3 + 39.02$

$$\begin{array}{r} 1 \\ 244.3 \\ + 39.02 \\ \hline 283.32 \end{array}$$


A way to check if you added the numbers correctly is to estimate each number and then add them. $244.3 + 39.02 \approx 240 + 40 = 280$. That is close to the original sum, 283.32, which makes it a reasonable estimate and also means you probably added the number correctly the first time.

Round to a place value that is close to the original number, but still simple to add. In the first example, we rounded to the tens place. In the example below, we rounded to the ones place.

$$\begin{array}{r} 34.26 \\ + 10.82 \\ \hline 45.08 \end{array}$$

12. Estimate the value of $34.26 + 10.82$.

$34 + 11 = 45$



Task: Add each of the following exactly. Then estimate each of the following by rounding to the nearest whole number and then add. Compare and see if your answer is reasonable.

- a) $2.96 + 6.8 =$ b) $3.64 + 2.7 =$ c) $3.2 + 3.98 =$

$$\begin{array}{r} 2.96 \\ + 6.8 \\ \hline \end{array}$$

$$\begin{array}{r} 2.96 + 6.8 = \\ \downarrow \quad \downarrow \\ 3 + 7 = \end{array}$$

- d) $3.54 + 2.38 =$ e) $6.57 + 2.86 =$ f) $8.92 + 4.16 =$

Practice

For each of the following, estimate the value. Then add.

$15 + 30 =$			
$\begin{array}{r} 14.74 \\ + 28.16 \\ \hline \end{array}$	$\begin{array}{r} 8.65 \\ + 11.86 \\ \hline \end{array}$	$\begin{array}{r} 41.8 \\ + 2.29 \\ \hline \end{array}$	$\begin{array}{r} 66.19 \\ + 23.81 \\ \hline \end{array}$
A	L	H	C

$\begin{array}{r} 5.06 \\ + 6.3 \\ \hline \end{array}$	$\begin{array}{r} 27.8 \\ + 39.1 \\ \hline \end{array}$	$\begin{array}{r} 21 \\ + 12.6 \\ \hline \end{array}$	$\begin{array}{r} 54.45 \\ + 8.55 \\ \hline \end{array}$
A	E	W	I

Write the letters which match the answers.
You will find the world's longest man-made structure.

$\begin{array}{r} 24.81 \\ + 2.54 \\ \hline \end{array}$	$\begin{array}{r} 31.4 \\ + 57.35 \\ \hline \end{array}$	$\begin{array}{r} 60 \\ + 8.05 \\ \hline \end{array}$	$\begin{array}{r} 77.99 \\ + 4.01 \\ \hline \end{array}$
T	N	R	G

82	68.05	66.9	42.9	27.35	33.6	42.9	20.51	20.51	
OF					90	44.09	63	88.75	11.36

Challenge (not required): If I have 168 rubber bands, can I tie them into 3, 4, or 7 equal bundles? Please show your work.

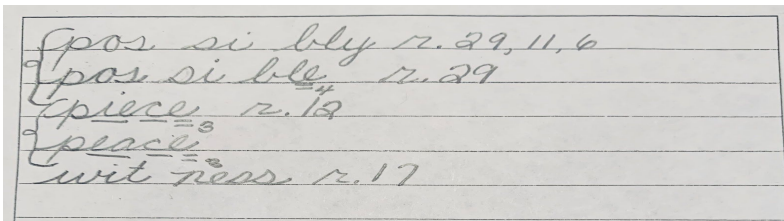
Spalding

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: possibly, possible, piece, peace, witness



Sentence

--

Literature

Read chapter 6 part 2 of *Princess and the Goblin* from the book, or the worksheet included below. Answer the comprehension question below the chapter. (about 15 minutes):

As you read...

1. Be sure to read slowly and carefully. If you have to sound out many words, go back and read the sentence again.

2. Make sure that your voice follows all punctuation!
3. Parents: *Your children should read from a book at or below his or her reading level in order to allow for practice in fluency and expression.*
4. When you are finished reading, answer the comprehension question below the text provided.

CHAPTER 6 part 2

The terror Lootie 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.

Now Irene did not know what good reason there was for her nurse's terror, for the servants had all strict orders never to mention the goblins to her, but it was very discomposing to see her nurse in such a fright. Before, however, she had time to grow thoroughly alarmed like her, she heard the sound of whistling, and that revived her. Presently she saw a boy coming up the road from the valley to meet them. He was the whistler; but before they met his whistling changed to singing. And this is something like what he sang:

'Ring! dod! bang!

Go the hammers' clang!

Hit and turn and bore!

Whizz and puff and roar!

Thus we rive the rocks,

Force the goblin locks.—

See the shining ore!

One, two, three—

Bright as gold can be!

Four, five, six—

Shovels, mattocks, picks!

Seven, eight, nine—

Light your lamp at mine.

Ten, eleven, twelve—

Loosely hold the helve.

We're the merry miner-boys,

Make the goblins hold their noise.'

'I wish YOU would hold your noise,' said the nurse rudely, for the very word GOBLIN at such a time and in such a place made her tremble. It would bring the goblins upon them to a certainty, she thought, to defy them in that way. But whether the boy heard her or not, he did not stop his singing.

'Thirteen, fourteen, fifteen—

This is worth the siftin';

Sixteen, seventeen, eighteen—

There's the match, and lay't in.

Nineteen, twenty—

Goblins in a plenty.'

'Do be quiet,' cried the nurse, in a whispered shriek. But the boy, who was now close at hand, still went on.

'Hush! scush! scurry!

There you go in a hurry!

Gobble! gobble! goblin!

There you go a wobblin';

Hobble, hobble, hobblin'—

Cobble! cobble! cobblin'!

Hob-bob-goblin!—

Huuuuuh!'

'There!' said the boy, as he stood still opposite them. 'There! that'll do for them. They can't bear singing, and they can't stand that song. They can't sing themselves, for they have no more voice than a crow; and they don't like other people to sing.'

The boy was dressed in a miner's dress, with a curious cap on his head. He was a very nice-looking boy, with eyes as dark as the mines in which he worked and as sparkling as the crystals in their rocks. He was about twelve years old. His face was almost too pale for beauty, which came of his being so little in the open air and the sunlight—for even vegetables grown in the dark are white; but he looked happy, merry indeed—perhaps at the thought of having routed the goblins; and his bearing as he stood before them had nothing clownish or rude about it.

'I saw them,' he went on, 'as I came up; and I'm very glad I did. I knew they were after somebody, but I couldn't see who it was. They won't touch you so long as I'm with you.'

'Why, who are you?' asked the nurse, offended at the freedom with which he spoke to them.

'I'm Peter's son.'

'Who's Peter?'

'Peter the miner.'

'I don't know him.' 'I'm his son, though.'

'And why should the goblins mind you, pray?'

'Because I don't mind them. I'm used to them.'

'What difference does that make?'

'If you're not afraid of them, they're afraid of you. I'm not afraid of them. That's all. But it's all that's wanted—up here, that is. It's a different thing down there. They won't always mind that song even, down there. And if anyone sings it, they stand grinning at him awfully; and if he gets frightened, and misses a word, or says a wrong one, they—oh! don't they give it him!'

'What do they do to him?' asked Irene, with a trembling voice.

'Don't go frightening the princess,' said the nurse.

'The princess!' repeated the little miner, taking off his curious cap. 'I beg your pardon; but you oughtn't to be out so late. Everybody knows that's against the law.'

'Yes, indeed it is!' said the nurse, beginning to cry again. 'And I shall have to suffer for it.'

'What does that matter?' said the boy. 'It must be your fault. It is the princess who will suffer for it. I hope they didn't hear you call her the princess. If they did, they're sure to know her again: they're awfully sharp.'

'Lootie! Lootie!' cried the princess. 'Take me home.'

'Don't go on like that,' said the nurse to the boy, almost fiercely. 'How could I help it? I lost my way.'

'You shouldn't have been out so late. You wouldn't have lost your way if you hadn't been frightened,' said the boy.

'Come along. I'll soon set you right again. Shall I carry your little Highness?'

'Impertinence!' murmured the nurse, but she did not say it aloud, for she thought if she made him angry he might take his revenge by telling someone belonging to the house, and then it would be sure to come to the king's ears.

'No, thank you,' said Irene. 'I can walk very well, though I can't run so fast as nursie. If you will give me one hand, Lootie will give me another, and then I shall get on famously.'

They soon had her between them, holding a hand of each.

'Now let's run,' said the nurse.

'No, no!' said the little miner. 'That's the worst thing you can do. If you hadn't run before, you would not have lost your way. And if you run now, they will be after you in a moment.'

'I don't want to run,' said Irene.

'You don't think of me,' said the nurse.

'Yes, I do, Lootie. The boy says they won't touch us if we don't run.'

'Yes, but if they know at the house that I've kept you out so late I shall be turned away, and that would break my heart.'

'Turned away, Lootie! Who would turn you away?'

'Your papa, child.'

'But I'll tell him it was all my fault. And you know it was, Lootie.'

'He won't mind that. I'm sure he won't.'

'Then I'll cry, and go down on my knees to him, and beg him not to take away my own dear Lootie.'

The nurse was comforted at hearing this, and said no more. They went on, walking pretty fast, but taking care not to run a step.

'I want to talk to you,' said Irene to the little miner; 'but it's so awkward! I don't know your name.'

'My name's Curdie, little princess.'

'What a funny name! Curdie! What more?'

'Curdie Peterson. What's your name, please?'

'Irene.'

'What more?'

'I don't know what more. What more is my name, Lootie?'

'Princesses haven't got more than one name. They don't want it.'

'Oh, then, Curdie, you must call me just Irene and no more.'

'No, indeed,' said the nurse indignantly. 'He shall do no such thing.'

'What shall he call me, then, Lootie?'

'Your Royal Highness.' 'My Royal Highness! What's that? No, no, Lootie. I won't be called names. I don't like them. You told me once yourself it's only rude children that call names; and I'm sure Curdie wouldn't be rude. Curdie, my name's Irene.'

'Well, Irene,' said Curdie, with a glance at the nurse which showed he enjoyed teasing her; 'it is very kind of you to let me call you anything. I like your name very much.'

He expected the nurse to interfere again; but he soon saw that she was too frightened to speak. She was staring at something a few yards before them in the middle of the path, where it narrowed between rocks so that only one could pass at a time.

Chapter 6 part 2 Princess and the Goblin Question: (Write in a complete sentence with beautiful penmanship.)

Ch. 6 part 2: Why does the boy say that the goblins will not touch the princess as long as she is with him?

Grammar (about 10 minutes)



Use this Norman Rockwell painting to compose sentences for this grammar exercise.

Write two sentences with a linking verb to connect a predicate adjective or predicate nominative to your subject. Label the subject, linking verb, and predicate nominative or predicate adjective.

SN LV PN

SN LV PN

A simple example: The dog is a singer. A more detailed sentence: The dog is a better singer than the boy.

1. _____

2. _____

Adjectives answer the questions: What kind? Which one? How many? Whose?

Write two sentences with adjectives describing nouns by saying *whose* they are.

E.g. The little girl is covering her ears. (Whose ears are they? *Her* ears.)

1. _____

2. _____

Write a sentence with an adverb describing *how* the boy sings.

The boy sings _____.

Write two sentences with prepositions. Label each preposition and its object.

P OP

E.g. The little girl is standing behind the singers.

1. _____

2. _____

(If you zipped through this grammar exercise, go ahead and add an extra sentence to each section!)

Poetry

Practice reciting “Paul Revere’s Ride” Part III Stanza 3 (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 two by the village clock,
When he came to the bridge in Concord town.
He heard the bleating of the flock,
And the twitter of birds among the trees,
And felt the breath of the morning breeze
Blowing over the meadows brown.
And one was safe and asleep in his bed
Who at the bridge would be first to fall,
Who that day would be lying dead,
Pierced by a British musket-ball.**

History (about 20 min.)

Lesson 3: State Government and National Government

So far, you have read that the Articles of Confederation laid out the plan for the first government of the United States. It is important for you to know the difference between state government and national government before you can understand some trouble with the Articles of Confederation. Can you tell the difference from the words themselves? Each state can make its own laws through its state government, but each state still has to follow

the laws that are for all the states in the nation. The government that makes the laws for the whole nation is called the national government.

When the thirteen states were the thirteen colonies, each colony had its own government, though they still had to follow British laws. Britain had a very strong national government. Can you remember some of the powerful acts Britain performed over the colonies when the colonies started to resist Britain? Britain had the power to shut down Boston Harbor and to replace the governor of Massachusetts with someone else. These are just a few examples of how powerful Britain's national government was.

The states remembered the time when they were colonies *before* Britain started to interfere with their colonial governments. At first, each colony had a great deal of freedom to make its own laws within its own colony. In third grade you learned how different each colony could be from one another. Massachusetts, for example, had a law that every child had to learn how to read. This was unique to the Massachusetts colony. In Maryland, people from any religion were welcome according to Maryland law. This was not the case in every colony. The colonists became angry when Britain started to take away the freedom to run their own colonial governments, such as when Britain changed the governor of Massachusetts that the people of Massachusetts had chosen. When the states had the opportunity to come together and decide on the kind of national government they wanted, they wanted to avoid giving it too much power. The states were afraid that if their national government had too much power, it would start to make too many decisions for the state governments.

What is a state government?

What is a national government?

Did Britain have a strong national government? What is an example?

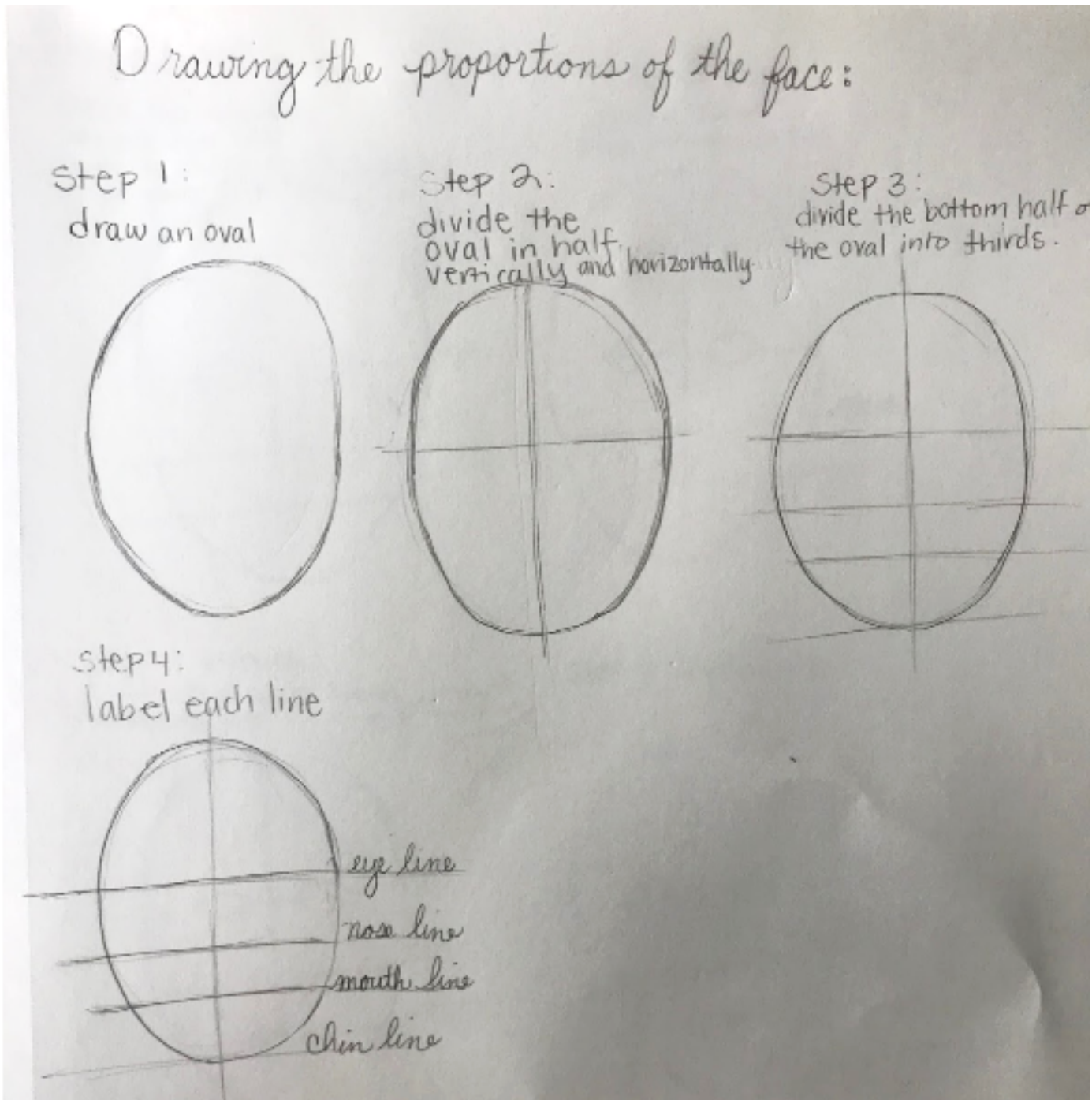
Why were the states afraid to give their own national government too much power?

Art

Portraiture: Proportions of the face

Materials: piece of paper, pencil

Directions: follow the steps provided below. Use a full sheet of paper and draw each step. Hold on to the piece of paper you use as we will be continuing this lesson next art class.



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

10 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!

Day 2 Instructions and Resources

Tuesday, 4/14

Math (about 35 minutes)

- Complete the math facts and daily word problem as a warm-up.
- Read through the notes and complete each task as directed.
- Complete the task, and practice as directed.

Math Facts

$2 \times 2 =$	$3 + 6 =$	$7 \times 3 =$	$10 + 8 =$	$35 \div 5 =$
$5 + 2 =$	$16 - 8 =$	$7 \times 4 =$	$10 + 5 =$	$2 + 6 =$
$16 \div 2 =$	$3 \times 5 =$	$2 \times 10 =$	$2 + 8 =$	$6 \times 7 =$
$7 \times 3 =$	$16 - 10 =$	$17 - 9 =$	$14 \div 7 =$	$16 - 7 =$

Daily Word Problem: Solve the following problem. Include a bar model, sentence, and equation.

There are 36 people attending a luncheon. If a table can hold 6 people, how many tables do they need?

Notes: In (a) we simply subtract tenths from tenths. There is no need to rename since they are in the same place value. Subtract the following.

15. (a) Subtract 0.2 from 0.8.

8 tenths $-$ 2 tenths = 6 tenths

$0.8 - 0.2 =$

In (b) we have to subtract tenths from 1 whole. Since they are different place values, we have to rename 1 whole as 10 tenths. Subtract the following.

(b) Subtract 0.2 from 1.

1 one = 10 tenths
10 tenths - 2 tenths = 8 tenths

$1 - 0.2 = \square$

In (c) we are subtracting tenths from more than 1 whole. We can take one of the wholes and rename it as 10 tenths so we have something to subtract from. We can leave the other 2 wholes the same. To the right of the arrow are the 3 wholes after renaming it.

(c) Subtract 0.2 from 3.

$3 - 0.2 =$

$3 - 0.2 = 2 + 0.8 = 2.8$

This is how you can break up a number using number bonds in order to subtract.

$$\begin{array}{l} 3 \\ \swarrow \searrow \\ 2 \quad 1 \\ 1 - 0.2 = 0.8 \end{array}$$

You can also stack the number and subtract that way.

$$\begin{array}{r} 2 \\ \cancel{3} \cdot 10 \\ - 0.2 \\ \hline \end{array}$$

16. Subtract 0.8 from 4.2.

$$\begin{array}{r} 3 \quad 12 \\ \cancel{4} \cdot 2 \\ - 0.8 \\ \hline 3.4 \end{array}$$

To subtract tenths from a number that has wholes and tenths, take 1 whole from the wholes and put it with your tenths by renaming it. Here we took 1 whole from 4 and put it with the 2 tenths, making it 12 tenths.

$4.2 - 0.8 = 3 + 0.4 = 3.4$

$$\begin{array}{l} 4.2 \\ \swarrow \searrow \\ 3 \quad 1.2 \\ 1.2 - 0.8 = 0.4 \end{array}$$

Task: 1. Find the value of each of the following using number bonds if needed.

a) $0.5 - 0.3 =$

b) $2 - 0.4 =$

c) $1.4 - 0.8 =$

2. Find the value of each of the following by stacking the numbers.

a) $0.7 - 0.5 =$

b) $4 - 0.9 =$

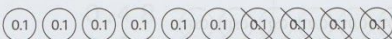
c) $4.7 - 0.6 =$

$$\begin{array}{r} 0.7 \\ - 0.5 \\ \hline \end{array}$$

Practice:

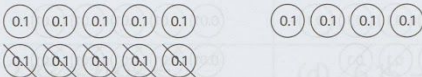
1. Subtract.

(a)



$1 - 0.4 =$

(b)



$1.4 - 0.5 =$

(c)

$1.2 - 0.9 =$

(d)

$4.3 - 0.4 =$

2. Subtract.

(a) $5.7 - 0.4 =$

$$\begin{array}{r} 5.7 \\ - 0.4 \\ \hline \end{array}$$

(b) $3.1 - 0.5 =$

(c) $4.06 - 0.9 =$

(d) $3 - 0.8 =$

Challenge (not required): I am a number between 20 and 30, a multiple of 4 and also a multiple of 7. What number am I?

Latin Roots (about 5 min.)

- Read through the definitions.

Man = Hand

Word	Definition
emancipate	To set free; to release from someone's hands
manacles	handcuffs
manager	The person who has the upper hand; someone in charge
mandate	An order placed in one's hands
maneuver	Handily or skillfully to go around something

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

Word

emancipate

manacles

manager

mandate

maneuver

Definition

The person who has the upper hand; someone in charge

Handily or skillfully to go around something

An order placed in one's hands

To set free; to release from someone's hands

handcuffs

Literature

Read chapter 6 part 3 of *Princess and the Goblin* from the book, or the worksheet included below. Answer the comprehension question below the chapter (about 15 minutes):

As you read...

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 6 part 3

'It is very much kinder of you to go out of your way to take us home,' said Irene.

'I'm not going out of my way yet,' said Curdie. 'It's on the other side of those rocks the path turns off to my father's.'

'You wouldn't think of leaving us till we're safe home, I'm sure,' gasped the nurse.

'Of course not,' said Curdie.

'You dear, good, kind Curdie! I'll give you a kiss when we get home,' said the princess.

The nurse gave her a great pull by the hand she held. But at that instant the something in the middle of the way, which had looked like a great lump of earth brought down by the rain, began to move. One after another it shot out four long things, like two arms and two legs, but it was now too dark to tell what they were. The nurse began to tremble from head to foot. Irene clasped Curdie's hand yet faster, and Curdie began to sing again:

'One, two—

Hit and hew!

Three, four—

Blast and bore!

Five, six—

There's a fix!

Seven, eight—

Hold it straight!

Nine, ten—

Hit again!

Hurry! scurry!

Bother! smother!

There's a toad

In the road!

Smash it!

Squash it!

Fry it!

Dry it!

You're another!

Up and off!

There's enough!—

Huuuuuh!'

As he uttered the last words, Curdie let go his hold of his companion, and rushed at the thing in the road as if he would trample it under his feet. It gave a great spring, and ran straight up one of the rocks like a huge spider.

Curdie turned back laughing, and took Irene's hand again. She grasped his very tight, but said nothing till they had passed the rocks. A few yards more and she found herself on a part of the road she knew, and was able to speak again.

'Do you know, Curdie, I don't quite like your song: it sounds to me rather rude,' she said.

'Well, perhaps it is,' answered Curdie. 'I never thought of that; it's a way we have. We do it because they don't like it.'

'Who don't like it?'

'The cobs, as we call them.'

'Don't!' said the nurse.

'Why not?' said Curdie.

'I beg you won't. Please don't.'

'Oh! if you ask me that way, of course, I won't; though I don't a bit know why. Look! there are the lights of your great house down below. You'll be at home in five minutes now.'

Nothing more happened. They reached home in safety. Nobody had missed them, or even known they had gone out; and they arrived at the door belonging to their part of the house without anyone seeing them. The nurse was rushing in with a hurried and not over-gracious good night to Curdie; but the princess pulled her hand from hers, and was just throwing her arms round Curdie's neck, when she caught her again and dragged her away.

'Lootie! Lootie! I promised a kiss,' cried Irene.

'A princess mustn't give kisses. It's not at all proper,' said Lootie.

'But I promised,' said the princess.

'There's no occasion; he's only a miner-boy.'

'He's a good boy, and a brave boy, and he has been very kind to us. Lootie! Lootie! I promised.'

'Then you shouldn't have promised.'

'Lootie, I promised him a kiss.'

'Your Royal Highness,' said Lootie, suddenly grown very respectful, 'must come in directly.'

'Nurse, a princess must not break her word,' said Irene, drawing herself up and standing stock-still.

Lootie did not know which the king might count the worst—to let the princess be out after sunset, or to let her kiss a miner-boy. She did not know that, being a gentleman, as many kings have been, he would have counted neither of them the worse. However much he might have disliked his daughter to kiss the miner-boy, he would not have had her break her word for all the goblins in creation. But, as I say, the nurse was not lady enough to understand this, and so she was in a great difficulty, for, if she insisted, someone might hear the princess cry and run to see, and then all would come out. But here Curdie came again to the rescue.

'Never mind, Princess Irene,' he said. 'You mustn't kiss me tonight. But you shan't break your word. I will come another time. You may be sure I will.'

'Oh, thank you, Curdie!' said the princess, and stopped crying.

'Good night, Irene; good night, Lootie,' said Curdie, and turned and was out of sight in a moment.

'I should like to see him!' muttered the nurse, as she carried the princess to the nursery.

'You will see him,' said Irene. 'You may be sure Curdie will keep his word. He's sure to come again.'

'I should like to see him!' repeated the nurse, and said no more. She did not want to open a new cause of strife with the princess by saying more plainly what she meant. Glad enough that she had succeeded both in getting home unseen, and in keeping the princess from kissing the miner's boy, she resolved to watch her far better in future. Her carelessness had already doubled the danger she was in. Formerly the goblins were her only fear; now she had to protect her charge from Curdie as well.

Chapter 6 part 3 Princess and the Goblin Question: (Write in a complete sentence with beautiful penmanship.)

Ch. 6 part 3: What does Irene promise to Curdie in exchange for his help?

Writing/ Journal Entry

Write four sentences describing a person or pet in your home that you spend a lot of time with. Explain what activities this person or pet does with you and why you like spending time with them. 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 3 (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 two by the village clock,
When he came to the bridge in Concord town.
He heard the bleating of the flock,
And the twitter of birds among the trees,
And felt the breath of the morning breeze
Blowing over the meadows brown.
And one was safe and asleep in his bed
Who at the bridge would be first to fall,
Who that day would be lying dead,
Pierced by a British musket-ball.**

Science

Lesson 6 Mixtures and solutions

Optional: Salt Crystal Experiment

What you'll need:

- ½ cup (120 ml) of tap water or distilled water
- ½ cup (120 ml) of non-iodized table salt or sea salt
- One small pan
- String
- Pencil or popsicle stick
- A helpful adult

Directions:

1. Have a parent heat a pan of water just until it begins to bubble.
2. Stir in as much salt as you can. Take the pan off the heat source.
 - Table salt takes a few days to grow. “Iodized salt” won’t work as well, but will still form crystals.
3. Pour in about ¼–½ cup of salt and stir until the water is clear. If you don’t see any salt grains in the water, stir in another spoonful. Keep stirring in salt until you see salt grains that won’t dissolve when stirred.
4. Have your parents slowly pour the hot water into a clean jar or another clear, heat-safe container. Stop before the salt grains fall into the jar. If there are undissolved salt grains in the jar, the crystals might grow around those grains instead of your string.
5. Tie a string around a pencil or popsicle stick. The string should have tiny grooves and rough edges so that the salt can latch on. The pencil or popsicle stick should be long enough to lie across the top of the jar.
6. Cut the string to the correct size to dangle in the water. Only a portion of the string underneath the water will grow crystals. Cut it short enough to avoid touching the bottom of the jar, and try not to have the string touch the side of the jar.
7. Balance the pencil on top of the glass jar. The string should hang inside the jar and extend into the water. If the pencil won’t stay still, tape it against the jar.
8. Move the jar to a safe place where it will be undisturbed.
 - To grow a lumpy mass of crystals, keep the jar in the sun or a fan blowing near it on the lowest setting. These crystals might stop growing at a small size.
 - To grow a single, large crystal, keep the jar in a cool shaded place. Keep it on Styrofoam or a similar material to absorb vibrations.
9. Wait for crystals to form. Check back regularly to see if salt crystals have grown on the string. Once you see little crystals growing on the string, they will usually keep growing bigger over the next couple of weeks.
 - Table salt takes a day or two to start growing and sometimes up to a week.

Take a picture every day and send it to your teacher after a week to show off your experiment.

Lesson 6

Imagine you roll out some dough, add tomato sauce, sprinkle cheese on top, add toppings like green pepper, hot chilis, and mushrooms. What have you made? If you guessed a pizza, you know how to tell apart different dough creations. You have also created something special, a mixture.

Mixtures

A mixture is a combination of two or more substances that are not chemically combined. This means that in a mixture, two or more substances are combined physically like two objects bound together with velcro. When

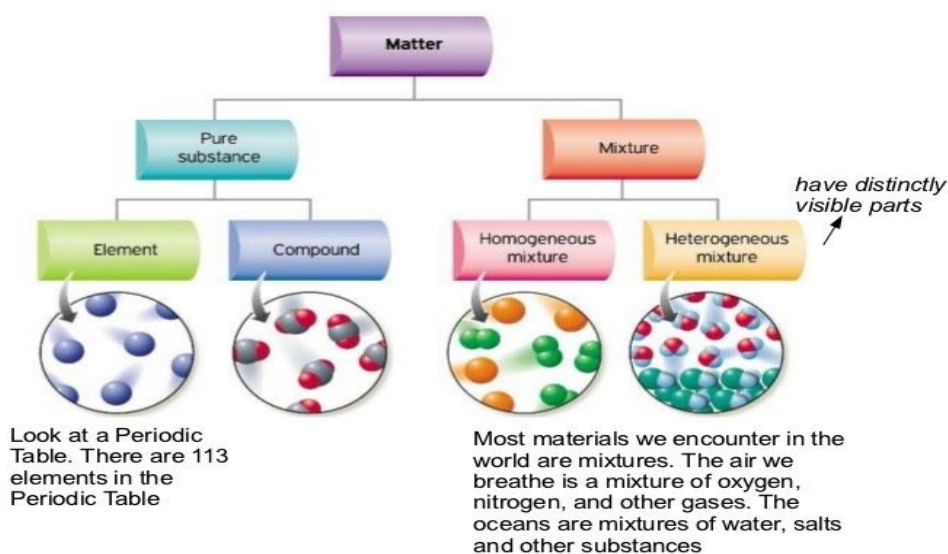
two or more substances are put together, they form a mixture if they do not react to form a compound. This means that the two or more substances in a mixture, if separated, would maintain the same structure as they had before being mixed.

Mixtures	Compounds
Made of elements, compounds, or both	Made of elements
No change in original properties of components	Change in original properties of components
Separated by physical means	Separated by chemical means
Formed using any ratio of components	Formed using a set ratio of components

What is the difference between a mixture and a compound? How are they similar? (answer in complete sentences)

Solutions

Mixtures as you can see can be separated physically, but some mixtures are more difficult to separate than others. A solution is a mixture that appears to be a single substance. Mixtures that appear as a single substance are called homogeneous (same kind) mixtures, while mixtures that do not appear to be a single substance are called heterogeneous (different kind) mixtures. An example of a heterogeneous mixture would be a pizza while for a homogeneous mixture, or a solution, would be salt water.

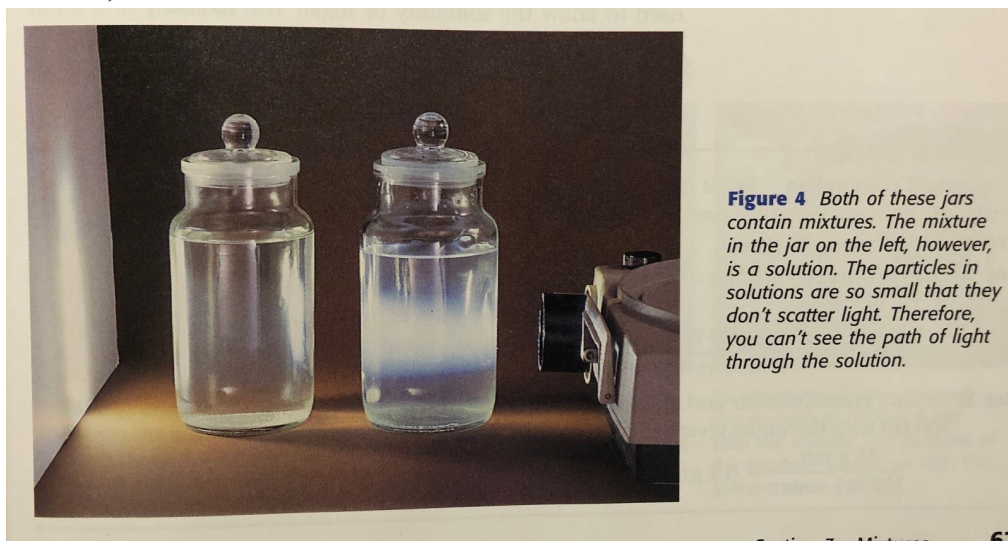


What solutions do you have in your house? (answer in a complete sentence)

Solutes and Solvents

Now in order to create a solution you need two things: a solute and a solvent.

In a solution, a solute is the substance that is dissolved. The solvent is the substance in which the solute is dissolved. A solute must be *soluble*, or able to dissolve, in the solvent. If a substance is *insoluble*, or unable to dissolve, it forms a mixture that is not a solution.



If a substance is *insoluble* and forms a mixture that is not a solution, what kind of a mixture would it create, a homogeneous mixture or a heterogeneous mixture? (answer in a complete sentence)

Music (about 15 minutes)

- 1) Read through Tchaikovsky's biography once.
- 2) Read through it a second time, and as you do, underline or write down TEN 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 "Pathetic." 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

52

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. (Pronunciation hint: the word *diēs* looks a lot like the English word “dies,” but the Latin *diēs* is actually two syllables! *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. (Can you name the Greek versions of these gods? Check your answers in the solutions section at the end of the packet.)

Activity (5-7 min.):

- Once you have read this lesson, 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 (about 35 minutes)

- Complete the math facts and daily word problem as a warm-up.
- Read through the notes and complete each task as directed.
- Complete the task, and practice as directed.

Math Facts

$15 - 9 =$

$10 \div 2 =$

$5 + 9 =$

$18 \div 3 =$

$6 \times 4 =$

$3 \times 6 =$

$72 \div 9 =$

$4 \times 5 =$

$14 \div 2 =$

$14 \div 2 =$

$30 \div 10 =$

$4 \times 7 =$

$6 \times 6 =$

$54 \div 9 =$

$16 \div 8 =$

$3 \times 6 =$

$10 \times 7 =$

$48 \div 8 =$

$10 - 3 =$

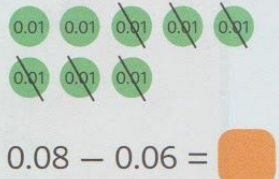
$42 \div 6 =$

Daily Word Problem: Solve the following problem. Include a bar model, sentence, and equation.

Cody and Gwen were comparing their Halloween candy. Cody received 2 times as much candy as Gwen. If Gwen received 45 ounces of candy, how much candy did Cody receive?


Notes:

18. (a) Subtract 0.06 from 0.08.



0.08 - 0.06 =

8 hundredths
- 6 hundredths
= 2 hundredths



In (a) you can simply subtract hundredths from hundredths since it is the same place value.

(b) Subtract 0.06 from 0.1.

$0.1 - 0.06 =$

In (b) you have to rename the 1 tenth as 10 hundredths so that you can subtract the 6 tenths. You should always subtract from the same place value.

(c) Subtract 0.06 from 1.

$1 - 0.06 =$

1 tenth = 10 hundredths

In (c) you first have to make the 1 whole ten tenths. It is still not the same place value as the 6 hundredths, so you must take 1 of the tenths and rename it as 10 hundredths. Then you can subtract the 6 hundredths from the 10 hundredths. What you see towards the right of the red arrow is what is the difference.

$$\begin{array}{r} 9 \\ \cancel{1} \cancel{0}^1 0 \\ - 0.06 \\ \hline 0.94 \end{array}$$

Here is how you can subtract while stacking the numbers. You are doing the same as above, just written in a different way.

19. Subtract 0.23 from 1.

$1 - 0.23 =$

1 one = 9 tenths 10 hundredths

To subtract a number with values in both the tenths and hundredths place from 1, we rename the 1 as 9 tenths and 10 hundredths.

$$\begin{array}{r} 9 \\ \cancel{1} \cancel{0}^1 0 \\ - 0.23 \\ \hline 0.77 \end{array}$$

Task: Subtract either using number bonds or stacking.

a) $0.09 - 0.02$

b) $3.49 - 0.02$

c) $0.3 - 0.04$

d) $2.3 - 0.04$

e) $1 - 0.07$

f) $4 - 0.09$

g) $3 - 0.45$

h) $4 - 0.86$

Practice: Subtract.

a) $0.08 - 0.03$

b) $1 - 0.35$

c) $0.9 - 0.05$

d) $1 - 0.08$

Challenge (not required): I am an odd number smaller than 50 but greater than 30. I am a multiple of 7. I am not a multiple of 5. What number am I?

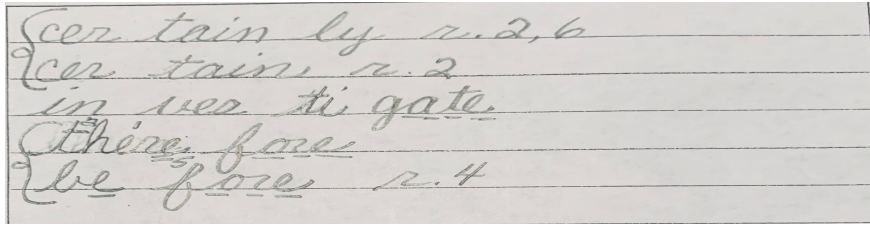
Spalding

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: certainly, certain, investigate, therefore, before



Sentence

--

Literature/Writing

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

When a knight wished to show his loyalty to his lord or king, he would give a ceremonial kiss on the hand, foot, or cheek. This kiss was not a romantic gesture, but rather a sign of the knight's charity and trust. Irene promises Curdie a kiss for his kindness towards Lottie and herself. Lottie is horrified that Irene has promised a kiss to Curdie. Lottie is not horrified because she fears Irene loves a boy, but for another reason related to Irene being a princess.

In 5 sentences, explain 1) what the promised kiss symbolizes in this story, 2) why Lottie does not want Irene to give Curdie a kiss, and 3) what this promise tells us about Irene and her character.

Grammar

You will observe many proper nouns in this grammar lesson. Remember that a proper noun is one noun, even if there is more than one word in the proper noun. George Washington is one proper noun, becomes the two words George and Washington name one person. Similarly, The United States of America is one noun. It is made of five words, but you would parse or diagram it as one. That means that it could have any of a noun's five jobs: a subject noun, a direct object, an indirect object, an object of the preposition, or a predicate nominative.

The Constitutional Convention: Many Men, Many Opinions

Please parse at least 5 of the 7 sentences. Choose two sentences to diagram.

- | | | | | | |
|----|----|----|------|------|----|
| SN | AV | AA | adj. | adj. | DO |
|----|----|----|------|------|----|
1. Alexander Hamilton wanted a strong, national government.

 2. Governor Edmund Randolph and others in Virginia certainly leaned in that direction.

 3. Patrick Henry liked the government under the Articles of Confederation.

 4. He preferred a loose union of states.

5. James Madison of Virginia had written a plan for a strong national government.

6. James Madison was a little man with a small face.

7. He had a vast knowledge of political science.

8. Every delegate had come with strong ideas and opinions.

Poetry

Practice reciting “Paul Revere’s Ride” Part III Stanza 3 (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 two by the village clock,
When he came to the bridge in Concord town.
He heard the bleating of the flock,
And the twitter of birds among the trees,
And felt the breath of the morning breeze
Blowing over the meadows brown.
And one was safe and asleep in his bed
Who at the bridge would be first to fall,
Who that day would be lying dead,
Pierced by a British musket-ball.**

History (about 20 minutes)

Lesson 4: Problems with a Weak National Government

After learning in the last lesson why the states feared a powerful national government, you might wonder why the states would want a national government at all. Or can you see already why a government over all the states is necessary?

Without a national government, the states would really be their own countries. They wouldn't be united states. They would be separate states. (*State* can also be another word for *nation*.) You might say, "What's wrong with the states being little nations?"

Could the thirteen colonies have defeated such a powerful country as England if they had not banded together as one force? It would have been nearly impossible.

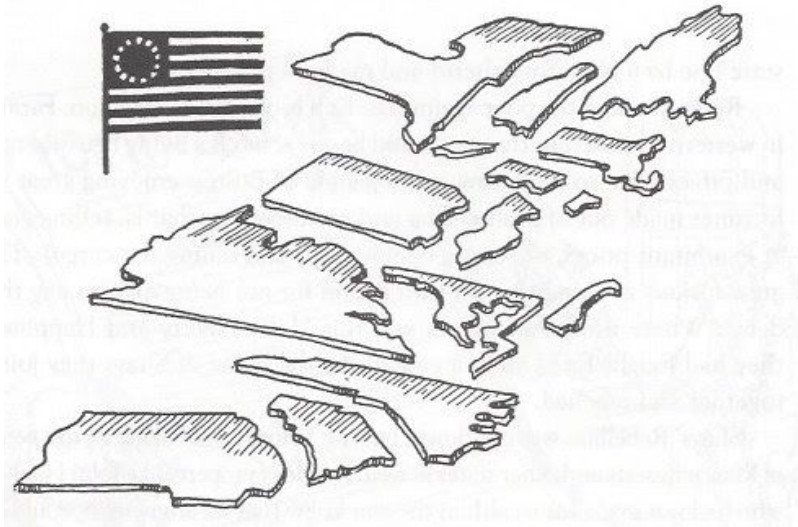
You might also be wondering about the option of being separate nations that can agree to be allies if England or another country goes to war against one of them. While this is a good thought, it probably wouldn't work because sometimes a country decides not to help its ally for various reasons. Also, states might start fighting *each other*.

So, the states wanted to stay together as one country of The United States, which meant having a national government, but they made sure it wasn't very powerful. The government under the Articles of Confederation was a weak national government. Unlike Britain with its strong national government, the national government could not tax to pay its debts from the Revolutionary War. (The United States had agreed in the Treaty of Paris of 1783, the peace treaty that followed the war, to pay Britain the money the colonies had owed before the war.) States could tax, but the states did not give the full amounts needed to pay off the war debts. The national government also depended on the states to contribute soldiers for the national army, but again, the states seemed to consider their duties to the national government more like options because they didn't give as many soldiers as the national government asked of them. Because the national government couldn't tax, and because the states didn't give it enough money, the national government couldn't pay its army. Without a strong standing army, the United States would be vulnerable to attack from other nations. (Since the United States owed money to Britain but didn't have the power to tax to pay Britain, it was possible that Britain might attack.) The government under the Articles of Confederation was not working. This is why George Washington called it "a half-starved, limping government, always moving upon crutches and tottering at every step."

George Washington is using personification to describe the U.S. government under the Articles of Confederation. Personification means to describe something that isn't a person, as if it were a person. For example, only a person can walk on crutches, not a government. Based on George Washington's personification of the Articles of Confederation, draw a sketch of what the Articles of Confederation would look like if it were a person.

What are the weaknesses of the Articles of Confederation?

Based on what you read in today's lesson, how is this picture a good representation of the thirteen states under the Articles of Confederation?

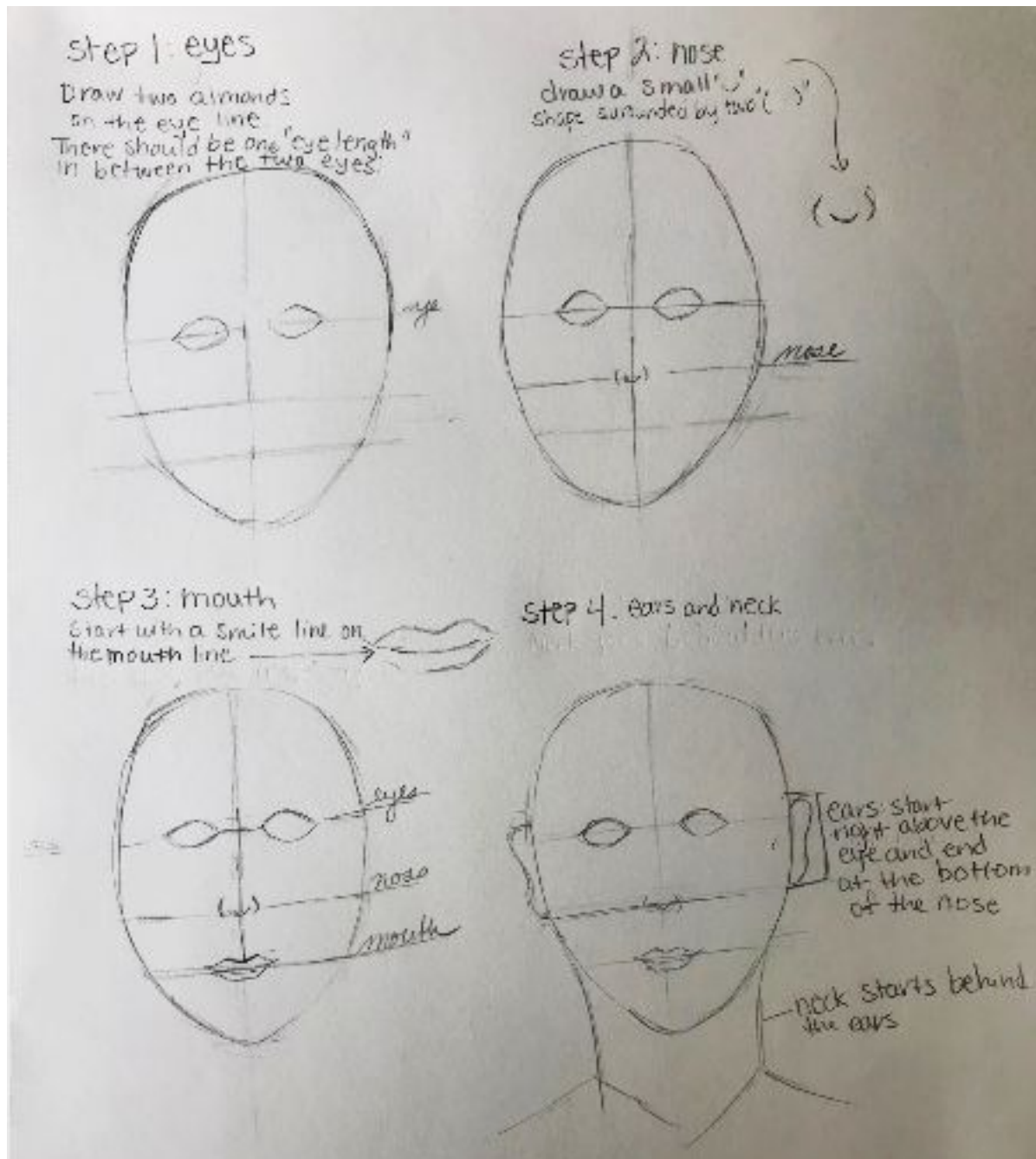


Art

Portraiture: Proportions of the face part 2

Materials: piece of paper from last class, pencil

Directions: follow the steps provided below. Do your best to draw each facial feature as I have drawn them. We will be going over how to draw each facial feature in more detail in the future.



P.E.

Short warm-up:

- 60 seconds of jumping-jacks
- 60 seconds of karaoke
- 30 second rest
- 10 burpees (remember your burpee ABC's!)
- 30 second rest
- 60 seconds of duck-walking

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 (about 35 minutes)

- Complete the math facts and daily word problem as a warm-up.
- Read through the notes and complete each task as directed.
- Complete the task, and practice as directed.

Math Facts

$3 \times 4 =$	$3 \times 8 =$	$12 - 3 =$	$5 \times 9 =$	$8 - 2 =$
$9 + 2 =$	$10 \times 4 =$	$10 + 9 =$	$12 - 9 =$	$40 \div 5 =$
$24 \div 8 =$	$8 + 7 =$	$3 \times 9 =$	$10 + 10 =$	$7 + 8 =$
$14 \div 7 =$	$10 + 6 =$	$15 - 10 =$	$42 \div 7 =$	$8 - 2 =$

Daily Word Problem: Solve the following problem. Include a bar model, sentence, and equation.

Luke won 14 tickets playing games at the arcade. If he spent 8 tickets buying a water gun, how many tickets did he still have?

Notes: To subtract a number with hundredths from a number with more than 1 whole, take one whole and rename it as 10 tenths, then take one tenth from that and rename it as 10 hundredths.

$$\begin{array}{r} 3 \\ \swarrow \searrow \\ 2 \quad 1 \end{array} - 0.06 = 2 + 0.94 = 2.94$$

$$1 - 0.06 = 0.94$$

$$\begin{array}{r} 2 \quad 9 \\ \cancel{3} \quad \cancel{0}^{10} \\ - 0.06 \\ \hline 2.94 \end{array}$$

Here we take 1 whole from 3 and rename it as 10 tenths. Then we take 1 tenth and rename it as 10 hundredths. We can then subtract the 6 tenths.

$$3.2 - 0.06 = 3 + 0.14 = 3.14$$

$$3 \begin{array}{l} \swarrow \\ 0.2 \end{array} \quad 0.20 - 0.06 = 0.14$$

$$\begin{array}{r} 1 \\ 3.\cancel{2}^{10} \\ - 0.06 \\ \hline 3.14 \end{array}$$

Say the whole we are taking from has both a ones and tenths place. In this case, we can break up the number into ones and tenths and then subtract.

When stacking, all we would have to do is to rename 2 tenths as 1 tenth and 10 hundredths and subtract the 6 hundredths from the 10 hundredths.

$$3.24 - 0.06 = 3 + 0.18 = 3.18$$

$$3 \begin{array}{l} \swarrow \\ 0.24 \end{array} \quad 0.24 - 0.06 = 0.18$$

$$\begin{array}{r} 1 \\ 3.\cancel{2}^{14} \\ - 0.06 \\ \hline 3.18 \end{array}$$

If the whole has a value in the ones, tenths and hundredths, and you are subtracting hundredths, first see if you can simply subtract without renaming. In this example, you cannot subtract 6 hundredths from 4 hundredths because 6 is greater. You need to take 1 tenth and rename it as 10 tenths, then subtract.

Task: Subtract either using number bonds or stacking.

a) $3.29 - 1.3$

b) $5.2 - 1.7$

c) $5.5 - 2.8$

d) $4.1 - 1.6$

e) $5 - 2.4$

f) $8 - 3.2$

Practice:

(a) $0.48 - 0.06 =$	(b) $3.27 - 0.03 =$
(c) $2.83 - 0.05 =$	(d) $6.15 - 0.09 =$
(e) $2.7 - 0.08 =$	(f) $4.3 - 0.07 =$
(g) $5.1 - 0.06 =$	(h) $4 - 0.09 =$

Challenge (not required): If 28 girls have 273 beads each, what is the estimated number of beads they have total? Please show your work.

Latin Roots (about 5 min.)

- Read through the definitions.

Man = Hand

Word	Definition
manicure	A hand treatment
manipulate	To operate skillfully by hand
manual	A handbook; a book of directions

manufacture To make by hand or machine

manuscript A handwritten document

- Match the correct definition to the word.

Word	Definition
manicure	To operate skillfully by hand
manipulate	A handbook; a book of directions
manual	A hand treatment
manufacture	A handwritten document
manuscript	To make by hand or machine

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 7

The Mines

Curdie went home whistling. He resolved to say nothing about the princess for fear of getting the nurse into trouble, for while he enjoyed teasing her because of her absurdity, he was careful not to do her any harm. He saw no more of the goblins, and was soon fast asleep in his bed.

He woke in the middle of the night, and thought he heard curious noises outside. He sat up and listened; then got up, and, opening the door very quietly, went out. When he peeped round the corner, he saw, under his own window, a group of stumpy creatures, whom he at once recognized by their shape. Hardly, however, had he begun his 'One, two, three!' when they broke asunder, scurried away, and were out of sight. He returned laughing, got into bed again, and was fast asleep in a moment.

Reflecting a little over the matter in the morning, he came to the conclusion that, as nothing of the kind had ever happened before, they must be annoyed with him for interfering to protect the princess. By the time he was dressed, however, he was thinking of something quite different, for he did not value the enmity of the goblins in the least. As soon as they had had breakfast, he set off with his father for the mine.

They entered the hill by a natural opening under a huge rock, where a little stream rushed out. They followed its course for a few yards, when the passage took a turn, and sloped steeply into the heart of the hill. With many angles and windings and branchings-off, and sometimes with steps where it came upon a natural gulf, it led them deep into the hill before they arrived at the place where they were at present digging out the precious ore. This was of various kinds, for the mountain was very rich in the better sorts of metals. With flint and steel, and tinder-box, they lighted their lamps, then fixed them on their heads, and were soon hard at work with their pickaxes and shovels and hammers. Father and son were at work near each other, but not in the same gang—the passages out of which the ore was dug, they called gangs—for when the lode, or vein of ore, was small, one miner would have to dig away alone in a passage no bigger than gave him just room to work—sometimes in uncomfortable cramped positions. If they stopped for a moment they could hear everywhere around them, some nearer, some farther off, the sounds of their companions burrowing away in all directions in the inside of the great mountain—some boring holes in the rock in order to blow it up with gunpowder, others shovelling the broken ore into baskets to be carried to the mouth of the mine, others hitting away with their pickaxes. Sometimes, if the miner was in a very lonely part, he would hear only a tap-tapping, no louder than that of a woodpecker, for the sound would come from a great distance off through the solid mountain rock.

The work was hard at best, for it is very warm underground; but it was not particularly unpleasant, and some of the miners, when they wanted to earn a little more money for a particular purpose, would stop behind the rest and work all night. But you could not tell night from day down there, except from feeling tired and sleepy; for no light of the sun ever came into those gloomy regions. Some who had thus remained behind during the night, although certain there were none of their companions at work, would declare the next morning that they heard, every time they halted for a moment to take breath, a tap-tapping all about them, as if the mountain were then more full of miners than ever it was during the day; and some in consequence would never stay overnight, for all knew those were the sounds of the goblins. They worked only at night, for the miners' night was the goblins' day. Indeed, the greater number of the miners were afraid of the goblins; for there were strange stories well known amongst them of the treatment some had received whom the goblins had surprised at their work during the night. The more courageous of them, however, amongst them Peter Peterson and Curdie, who in this took after his father, had stayed in the mine all night again and again, and although they had several times encountered a few stray goblins, had never yet failed in driving them away. As I have indicated already, the chief defence against them was verse, for they hated verse of every kind, and some kinds they could not endure at all. I suspect they could not make any themselves, and that was why they disliked it so much. At all events, those who were most afraid of them were those who could neither make verses themselves nor remember the verses that other people made for them; while those who were never afraid were those who could make verses for themselves; for although there were certain old rhymes which were very effectual,

yet it was well known that a new rhyme, if of the right sort, was even more distasteful to them, and therefore more effectual in putting them to flight.

Perhaps my readers may be wondering what the goblins could be about, working all night long, seeing they never carried up the ore and sold it; but when I have informed them concerning what Curdie learned the very next night, they will be able to understand.

For Curdie had determined, if his father would permit him, to remain there alone this night—and that for two reasons: first, he wanted to get extra wages that he might buy a very warm red petticoat for his mother, who had begun to complain of the cold of the mountain air sooner than usual this autumn; and second, he had just a faint hope of finding out what the goblins were about under his window the night before.

When he told his father, he made no objection, for he had great confidence in his boy's courage and resources.

'I'm sorry I can't stay with you,' said Peter; 'but I want to go and pay the parson a visit this evening, and besides I've had a bit of a headache all day.'

'I'm sorry for that, father,' said Curdie.

'Oh, it's not much. You'll be sure to take care of yourself, won't you?'

'Yes, father; I will. I'll keep a sharp look-out, I promise you.' Curdie was the only one who remained in the mine. About six o'clock the rest went away, everyone bidding him good night, and telling him to take care of himself; for he was a great favourite with them all.

'Don't forget your rhymes,' said one.

'No, no,' answered Curdie.

'It's no matter if he does,' said another, 'for he'll only have to make a new one.'

'Yes: but he mightn't be able to make it fast enough,' said another; 'and while it was cooking in his head, they might take a mean advantage and set upon him.'

'I'll do my best,' said Curdie. 'I'm not afraid.' 'We all know that,' they returned, and left him.

Chapter 7 Princess and the Goblin Question: (Write in a complete sentence with beautiful penmanship)

Ch. 7: Why does Curdie want to remain alone in the mines that night?

Poetry

Practice reciting “Paul Revere’s Ride” Part III Stanza 3 (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 two by the village clock,
When he came to the bridge in Concord town.
He heard the bleating of the flock,
And the twitter of birds among the trees,
And felt the breath of the morning breeze
Blowing over the meadows brown.
And one was safe and asleep in his bed
Who at the bridge would be first to fall,
Who that day would be lying dead,
Pierced by a British musket-ball.**

Science (about 20 minutes)

Mixtures and Solutions Worksheet

A. Matter	_____ made up of visible parts
B. Properties	_____ a mixture that appears the same all over and the individual materials are not visible
C. Mixture	_____ the change from a liquid state to a gas state
D. Heterogeneous	_____ not able to be dissolved in a particular solvent
E. Homogeneous	_____ any material that occupies space and has mass
F. Homogeneous mixture (solution)	_____ a material that has more than one set of properties
G. Pure substance	_____ any material made up of only one kind of extremely small particle
H. Dissolving	_____ the characteristics used to describe matter
I. Evaporation	_____ forming a solution by mixing two or more materials
J. Solute	_____ every part of the material is the same (only one set of properties)
K. Solvent	_____ the substance that dissolves in a solvent to form a solution
L. Soluble	_____ able to be dissolved in a particular solvent
M. Insoluble	_____ the substance that dissolves a solute to form a solution

State, with a reason, whether each of the following is a homogeneous mixture (solution) or a Heterogeneous mixture (mechanical mixture):

a. Hotdog relish

b. Freshly squeezed grapefruit juice

D. granola

F. vegetable soup

Notes:

Lesson 6 Mixtures and Solutions

Mixtures are formed when elements or compounds are combined physically without changing their properties.

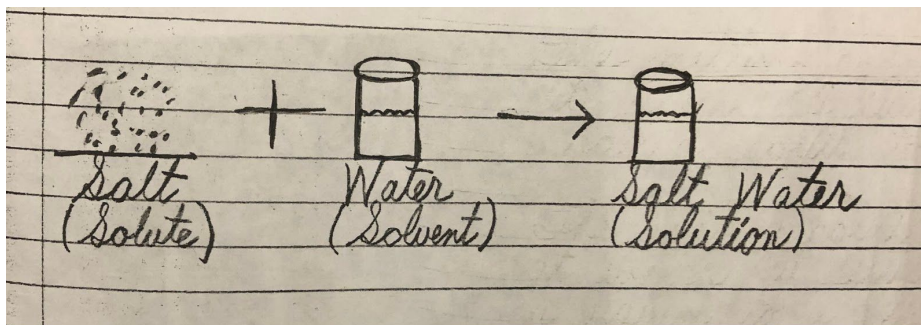
- New substances are not formed

Solutions are homogeneous mixtures of two or more substances.

Ex: Salt Water

Solute is the smaller part of the solution that gets dissolved into the solvent.

Solvent is the larger part of the solution that dissolves the solute.



Music (about 15 minutes)

- 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 “Frère Jacques” by yourself. Ask a sibling or parent to join you, and sing it as a round! Try starting first, then have your partner start first. Below are the four lines and a guide for the French pronunciation.

Frère Jacques, frère Jacques (Frayr-uh zshak-uh)

Dormez-vous? Dormez-vous? (Door-may voo)

Sonnez les matines, sonnez les matines! (so-nay lay mah-teen-uh)

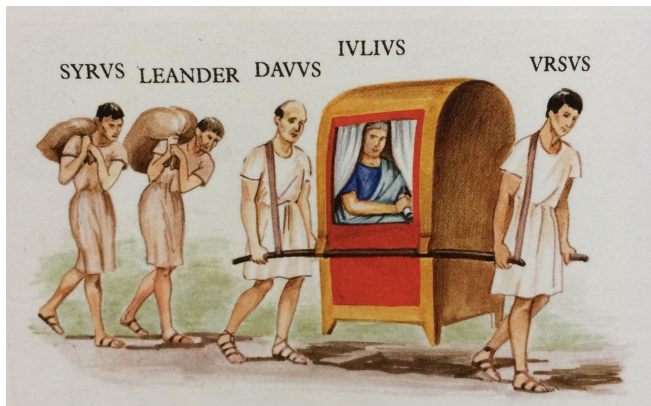
Ding, dang, dong. Ding, dang, dong.

- 5) Enrichment (not required): Listen to *The Christmas Tree* by Tchaikovsky. What do you picture in your mind when you hear the music? How does the title influence what you picture? <https://safeYouTube.net/w/iSN4>

Latin

Reading (2-3min.): Read the following sentences aloud in Latin. Then answer the comprehension questions.

Vīlla Iūliī est prope Tūsculum. Ab oppidō Tūsculō ad vīllam Iūliī nōn longa via est. Ecce Iūlius et quattor servī in viā. Dominus in lectīcā est.



- New vocabulary: A *lectīcā* is a box with a seat in it that is carried by other people. In English, this is called a litter. You can see the *lectīcā* in the picture above.

Questions(8-10 min.): Write *sīc* (yes) or *nōn* (no) to answer the comprehension questions below. You may reread the sentences above, and use the word bank below to check the meanings of words.

1. Estne vīlla Iūliī procul ab Tūsculō?
2. Suntne in viā ad Tūsculum?

Word Bank

vīlla, -ae: villa, country house
prope (prep.+Acc.): near
ab (prep.+Abl.): from
procul ab (prep.+Abl.): far from
ad (prep.+Acc.): to, toward
longus, -a, -um: long
via, -ae: road, way
ecce: look at
quattor: four
servus, -ī: servant, slave
dominus, -ī: master

Checking Solutions (2-3 min.):

Once you are finished, you may check your answers in the solutions section at the end of the packet. Use a red pencil to mark any corrections you make.

Day 5 Instructions and Resources

Friday, 4/17

Math (about 35 minutes)

- Complete the math facts and daily word problem as a warm-up.
- Read through the notes and complete each task as directed.
- Complete the task, and practice as directed.

Math Facts

$24 \div 8 =$

$8 + 7 =$

$3 \times 9 =$

$10 + 10 =$

$7 + 8 =$

$14 \div 7 =$

$10 + 6 =$

$15 - 10 =$

$42 \div 7 =$

$8 - 2 =$

$8 \times 9 =$

$8 \times 10 =$

$12 - 8 =$

$15 \div 3 =$

$6 \times 5 =$

$4 + 9 =$

$11 - 7 =$

$10 \times 4 =$

$27 \div 3 =$

$80 \div 8 =$

Daily Word Problem: Solve the following problem. Include a bar model, sentence, and equation.

Vanessa was buying sodas for her and her friends. They needed 6 sodas, but Vanessa bought 9 extra. How many did she buy?

$$\begin{array}{r} 3 \\ \cancel{4}.13 \\ - 1.8 \\ \hline 5 \end{array}$$



$$\begin{array}{r} 3 \\ \cancel{4}.13 \\ - 1.8 \\ \hline 2.5 \end{array}$$

In this problem there are not enough tenths to subtract from. We need to take one whole from the 4 and rename it as 10 tenths. That now makes 13 tenths. This is greater than 8 tenths so now we can subtract in the tenths place.

Then we simply subtract 1 whole from the 3 wholes we have left in the ones place.

Remember to write in the decimal in the correct place once you are done subtracting!

23. Subtract 2.7 from 6.

Look at this example. When one number has only ones and another number has other place values, to subtract stacking you need to insert 0s and decimals. Here we put a 0 in the tenths place and a decimal so that there is a place value to subtract from.

In the tenths place 0 is less than 7, so we need to take

one whole from 6 and rename it as 10 tenths. Now we can subtract 7 tenths from 10 tenths.

After taking one whole from the ones place, we are left with 5 ones. Then we subtract in the ones place.

Remember to write in the decimal in the correct place once you are done subtracting!

Task: Find the value of each of the following by stacking.

a) $4.9 - 1.3 =$

b) $5.2 - 1.7 =$

c) $5.5 - 2.8 =$

d) $4.1 - 1.6 =$

e) $5 - 2.4 =$

f) $8 - 3.2 =$

Practice: Subtract

(a) $3.7 - 1.6 =$ $\begin{array}{r} 3.7 \\ - 1.6 \\ \hline \end{array}$	(b) $5.6 - 2.9 =$ $\begin{array}{r} 5.6 \\ - 2.9 \\ \hline \end{array}$
(c) $7.4 - 3.8 =$	(d) $4.3 - 2.7 =$
(e) $4 - 1.8 =$	(f) $7 - 5.6 =$
(g) $8 - 3.9 =$	(h) $6 - 2.4 =$

Challenge (not required):

Of the 64,000 people who visited an exhibition, 30,450 were men and 18,131 were women. How many more adults than children visited the exhibition? Please show your work.

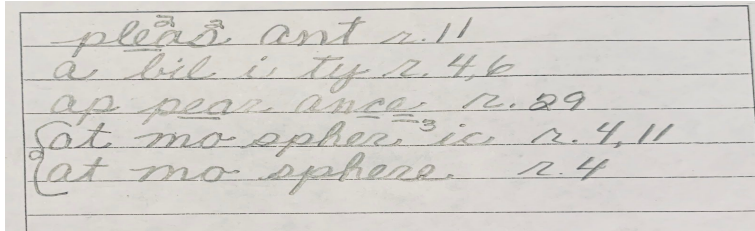
Spalding**New words (about 5 minutes):**

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: pleasant, ability, appearance, atmospheric, atmosphere



Sentence

Literature

Read chapter 8 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...

5. Be sure to read slowly and carefully. If you have to sound out many words, go back and read the sentence again.
6. Make sure that your voice follows all punctuation!
7. 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.*
8. When you are finished reading, answer the comprehension question below the text provided.

CHAPTER 8

The Goblins

For some time Curdie worked away briskly, throwing all the ore he had disengaged on one side

behind him, to be ready for carrying out in the morning. He heard a good deal of goblin-tapping, but it all sounded far away in the hill, and he paid it little heed. Towards midnight he began to feel rather hungry; so he dropped his pickaxe, got out a lump of bread which in the morning he had laid in a damp hole in the rock, sat down on a heap of ore, and ate his supper. Then he leaned back for five minutes' rest before beginning his work again, and laid his head against the rock. He had not kept the position for one minute before he heard something which made him sharpen his ears. It sounded like a voice inside the rock. After a while he heard it again. It was a goblin voice—there could be no doubt about that—and this time he could make out the words.

'Hadn't we better be moving?' it said.

A rougher and deeper voice replied:

'There's no hurry. That wretched little mole won't be through tonight, if he work ever so hard. He's not by any means at the thinnest place.'

'But you still think the lode does come through into our house?' said the first voice.

'Yes, but a good bit farther on than he has got to yet. If he had struck a stroke more to the side just here,' said the goblin, tapping the very stone, as it seemed to Curdie, against which his head lay, 'he would have been through; but he's a couple of yards past it now, and if he follow the lode it will be a week before it leads him in. You see it back there—a long way. Still, perhaps, in case of accident it would be as well to be getting out of this. Helfer, you'll take the great chest. That's your business, you know.'

'Yes, dad,' said a third voice. 'But you must help me to get it on my back. It's awfully heavy, you know.'

'Well, it isn't just a bag of smoke, I admit. But you're as strong as a mountain, Helfer.'

'You say so, dad. I think myself I'm all right. But I could carry ten times as much if it wasn't for my feet.'

'That is your weak point, I confess, my boy.' 'Ain't it yours too, father?'

'Well, to be honest, it's a goblin weakness. Why they come so soft, I declare I haven't an idea.'

'Specially when your head's so hard, you know, father.'

'Yes my boy. The goblin's glory is his head. To think how the fellows up above there have to put on helmets and things when they go fighting! Ha! ha!'

'But why don't we wear shoes like them, father? I should like it—especially when I've got a chest like that on my head.'

'Well, you see, it's not the fashion. The king never wears shoes.'

'The queen does.'

'Yes; but that's for distinction. The first queen, you see—I mean the king's first wife—wore shoes, of course, because she came from upstairs; and so, when she died, the next queen would not be inferior to her as she called it, and would wear shoes too. It was all pride. She is the hardest in

forbidding them to the rest of the women.'

'I'm sure I wouldn't wear them—no, not for—that I wouldn't!' said the first voice, which was evidently that of the mother of the family. 'I can't think why either of them should.'

'Didn't I tell you the first was from upstairs?' said the other. 'That was the only silly thing I ever knew His Majesty guilty of. Why should he marry an outlandish woman like that—one of our natural enemies too?'

'I suppose he fell in love with her.' 'Pooh! pooh! He's just as happy now with one of his own people.'

'Did she die very soon? They didn't tease her to death, did they?'

'Oh, dear, no! The king worshipped her very footmarks.'

'What made her die, then? Didn't the air agree with her?'

'She died when the young prince was born.'

'How silly of her! We never do that. It must have been because she wore shoes.'

'I don't know that.'

'Why do they wear shoes up there?'

'Ah, now that's a sensible question, and I will answer it. But in order to do so, I must first tell you a secret. I once saw the queen's feet.'

'Without her shoes?'

'Yes—without her shoes.'

'No! Did you? How was it?'

'Never you mind how it was. She didn't know I saw them. And what do you think!—they had toes!'

'Toes! What's that?'

'You may well ask! I should never have known if I had not seen the queen's feet. Just imagine! the ends of her feet were split up into five or six thin pieces!'

'Oh, horrid! How could the king have fallen in love with her?'

'You forget that she wore shoes. That is just why she wore them. That is why all the men, and women too, upstairs wear shoes. They can't bear the sight of their own feet without them.'

'Ah! now I understand. If ever you wish for shoes again, Helper, I'll hit your feet—I will.'

'No, no, mother; pray don't.'

'Then don't you.'

'But with such a big box on my head—'

A horrid scream followed, which Curdie interpreted as in reply to a blow from his mother upon the feet of her eldest goblin.

'Well, I never knew so much before!' remarked a fourth voice.

'Your knowledge is not universal quite yet,' said the father. 'You were only fifty last month. Mind you see to the bed and bedding. As soon as we've finished our supper, we'll be up and going. Ha! ha! ha!'

'What are you laughing at, husband?'

'I'm laughing to think what a mess the miners will find themselves in—somewhere before this day ten years.'

'Why, what do you mean?'

'Oh, nothing.'

'Oh, yes, you do mean something. You always do mean something.'

'It's more than you do, then, wife.' 'That may be; but it's not more than I find out, you know.'

'Ha! ha! You're a sharp one. What a mother you've got, Helfer!'

'Yes, father.'

'Well, I suppose I must tell you. They're all at the palace consulting about it tonight; and as soon as we've got away from this thin place I'm going there to hear what night they fix upon. I should like to see that young ruffian there on the other side, struggling in the agonies of—'

He dropped his voice so low that Curdie could hear only a growl. The growl went on in the low bass for a good while, as inarticulate as if the goblin's tongue had been a sausage; and it was not until his wife spoke again that it rose to its former pitch.

'But what shall we do when you are at the palace?' she asked.

'I will see you safe in the new house I've been digging for you for the last two months. Podge, you mind the table and chairs. I commit them to your care. The table has seven legs—each chair three. I shall require them all at your hands.'

After this arose a confused conversation about the various household goods and their transport; and Curdie heard nothing more that was of any importance.

Chapter 8 part 1 Princess and the Goblin Question: (Write in a complete sentence with beautiful penmanship)

Ch. 8 part 1: *Whose* conversation is Curdie listening to? Who are they talking about?

Copywork (about 10 min.)

1. Read the Preamble to the Constitution below aloud to yourself.
2. Notice capital letters. Do they indicate the beginning of the sentence or a proper noun? Why do you think the founding fathers capitalized certain words in the Preamble?
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?

Preamble (n.)	introduction
Domestic (adj.)	happening in a country
Tranquility (n.)	peace
Defence (n.)	protection
Promote (v.)	share
Welfare (n.)	happiness
Posterity (n.)	descendents, children

Sentence to copy:

We the People of the United States, in Order to form a more perfect Union, establish Justice, insure domestic Tranquility, provide for the common defence, promote the general Welfare, and secure the Blessings of Liberty to ourselves and our Posterity, do ordain and establish this Constitution for the United States of America.

Poetry

Practice reciting “Paul Revere’s Ride” Part III Stanza 3 (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 two by the village clock,
When he came to the bridge in Concord town.
He heard the bleating of the flock,
And the twitter of birds among the trees,
And felt the breath of the morning breeze
Blowing over the meadows brown.
And one was safe and asleep in his bed
Who at the bridge would be first to fall,
Who that day would be lying dead,
Pierced by a British musket-ball.**

History (about 20 minutes)

Lesson 5: The Constitutional Convention- How Should States Be Represented?

Many of the leading men of the United States could clearly see that they needed to come together to resolve the problems of the Articles of Confederation. In 1787, fifty-five of the best educated and most influential men in America came to a convention in Philadelphia to improve the Articles of Confederation (*convention* comes from Latin, meaning “a coming together,” or a meeting). There were delegates from each of the thirteen states except Rhode Island. Patrick Henry refused to come as a delegate from Virginia, because he had heard talk of making a stronger national government, and few were as passionate about states’ rights as Patrick Henry. Some of the delegates, such as James Madison and Alexander Hamilton, aimed to draw up a whole new form of government. They didn’t think the Articles of Confederation were worth

revising.

One of the issues that came up at this convention, called the Constitutional Convention, was how states should be represented in the national government. Under the Articles of Confederation, each state had one vote in decisions. However, larger states with more people in it, like Virginia, didn't think it was fair for smaller, less populated states, like Rhode Island, to get the same vote. Delegates from bigger states wanted more votes for their states. Delegates from smaller states were concerned that if the bigger states had more votes, they would become too powerful and decide everything. What would your opinion be at the Constitutional Convention?

The men at the Constitutional Convention devised a solution to the problem of fair state representation. It was called the Great Compromise. The delegates agreed that there would be two different law-making groups of state representatives in the national government. In one law-making group, the Senate, each state would be represented equally. States with more people, like Virginia, would have the same amount of votes as states with fewer people, such as New Jersey. To satisfy the larger states, there would be in the new government, a second law-making body called the House of Representatives. In this group, the states with more people had more votes, and states with fewer people had fewer votes. Now you know that having two law-making bodies, the Senate and the House of Representatives, in the U.S. national government resolved an early conflict among the states in U.S. history.

What was the name of the meeting of important Americans who came together in 1787 to solve the problems of the Articles of Confederation?

Different states had different opinions about how they should be represented in the national government. How did small states wish to be represented?

How did larger states with more people wish to be represented in the national government?

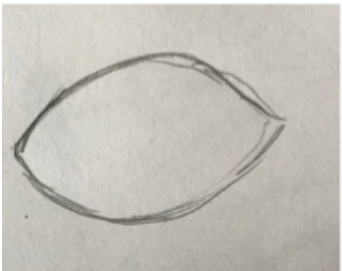
How did the Great Compromise satisfy the desires of the large and the small states?

Art

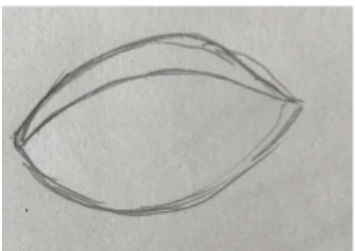
Portraiture: The Eye

Materials: A piece of paper and a pencil

Follow the steps below to draw an eye. Practice drawing an eye 5 times.



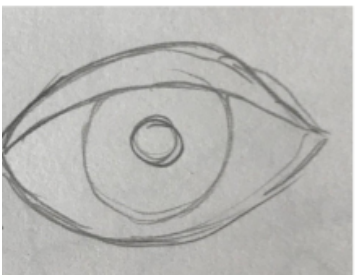
Step 1: Start by drawing an almond shape



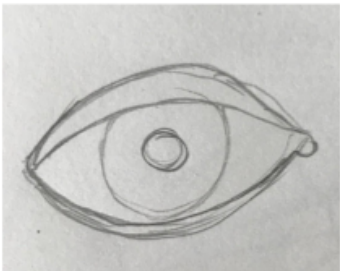
Step 2: Next, draw a curved line below the top of the almond shape to create an eyelid.



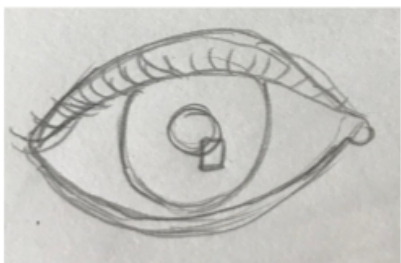
Step 3: Draw a semi circle under the curved line. This is the Iris.



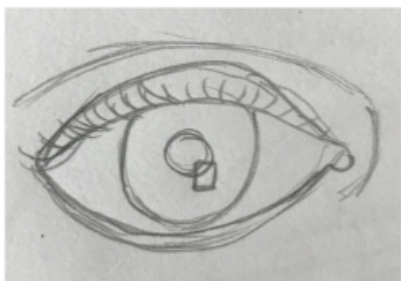
Step 4: Draw a smaller circle in the center for the pupil.



Step 5: Draw a small circle in the corner of the eye. This is called the caruncle. Draw a thin line above the bottom of the eye for the lower lid.



Step 6: Draw lashes on the top lid. Add a small square on the iris to show the reflection of light.



Step 7: Add a curved line right above the eye. This is the eye socket.



Step 8: Add value and detail to the Iris. The top part of the Iris is shaded darker due to the shadow cast by the upper lid.

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 this article from History.com about the history of the marathon race. After that, there is a part of a poem by Robert Browning about Pheidippides, the famous Greek messenger whose long run inspired the Marathon. After you read both, 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.

The marathon may have ancient roots, but the foot race's official length of 26.2 miles wasn't established until the 20th century. The first organized marathon was held in Athens at the 1896 Olympics, the start of the Games' modern era. The ancient games, which took place in Greece from around 776 B.C. to A.D. 393, never included such long-distance races. The idea for the modern marathon was inspired by the legend of an ancient Greek messenger who raced from the site of Marathon to Athens, a distance of about 40 kilometers, or nearly 25 miles, with the news of an important Greek victory over an invading army of Persians in 490 B.C. After making his announcement, the exhausted messenger collapsed and died. To commemorate his dramatic run, the distance of the 1896 Olympic marathon was set at 40 kilometers.

For the next few Olympics, the length of the marathon remained close to 25 miles, but at the 1908 Games in London the course was extended, allegedly to accommodate the British royal family. As the story goes, Queen Alexandra requested that the race start on the lawn of Windsor Castle (so the littlest royals could watch from the window of their nursery, according to some accounts) and finish in front of the royal box at the Olympic stadium—a distance that happened to be 26.2 miles (26 miles and 385 yards). The random boost in mileage ended up sticking, and in 1921 the length for a marathon was formally standardized at 26.2 miles (42.195 kilometers).

Today, marathon races take place everywhere from the North Pole to the Great Wall of China. In America alone, there are now more than 1,100 marathons each year. For decades, marathons were only open to male athletes. The Boston Marathon, which kicked off in 1897 and is the world's oldest annual marathon, began allowing female competitors in 1972, while the first Olympic marathon for women wasn't held until 1984. In 1976, an estimated 25,000 runners finished marathons in the United States; by 2013, the estimated number of competitors who completed a 26.2-mile course had soared to 541,000.

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!

SPECIALS PARTICIPATION ACKNOWLEDGMENT

Name of student _____

Date _____

By signing this page I confirm my scholar completed the assigned activities this week for the specials classes listed.

Art : _____

Music : _____

Latin : _____

P.E : _____

Answer Key

Math	<p>Word Problem: 13 boxes</p> <p>Task: a) 9.76 b) 6.34 c) 7.18 d) 5.92 e) 9.43 f) 13.08</p> <p>Practice (estimates may vary): A) 45, 42.9 L) 20, 20.51 H) 44, 44.09 C) 90, 90 A) 11, 11.36 E) 68, 66.9 W) 33, 33.6 J) 64, 63 T) 28, 27.35 N) 87, 88.75 R) 68, 68.05 G) 82, 82 GREAT WALL OF CHINA</p> <p>Challenge: yes for each</p>	<p>WP: 6 people</p> <p>Task: 1 a) 0.2 b) 1.6 c) 0.6 2 a) 0.2 b) 3.1 c) 4.1</p> <p>Practice: 1 a) 0.6 b) 0.9 c) 0.3 d) 3.9 2 a) 5.3 b) 2.6 c) 3.16 d) 2.2</p> <p>Challenge: 28</p>	<p>WP: 90 ounces</p> <p>Task: a) 0.07 b) 3.47 c) 0.26 d) 2.26 e) 0.93 f) 3.91 g) 2.55 h) 3.14</p> <p>Practice: a) 0.05 b) 0.65 c) 0.85 d) 0.92</p> <p>Challenge: 49</p>	<p>WP: 6 tickets</p> <p>Task: a) 1.99 b) 3.5 c) 2.7 d) 2.5 e) 2.6 f) 4.8</p> <p>Practice: a) 0.42 b) 3.24 c) 2.78 d) 6.06 e) 2.62 f) 4.23 g) 5.04 h) 3.91</p> <p>Challenge: 8100 beads</p>	<p>WP: 15 sodas</p> <p>Task: a) 3.6 b) 3.5 c) 2.7 d) 2.5 e) 2.6 f) 4.8</p> <p>Practice: a) 2.1 b) 2.7 c) 3.6 d) 1.6 e) 2.2 f) 1.4 g) 4.1 h) 3.6</p> <p>Challenge: 15, 419</p>
Literature	<p>Ch. 6 part 2: He says that the goblins will not touch her if she is with him because he doesn't mind the goblins. He also explains the goblins hate rhymes and poetry.</p>	<p>Ch. 6 part 3: Irene promises Curdie a kiss.</p>	<p>Paragraph answers may vary. Example answers 1) The kiss symbolizes Irene's charity, trust and loyalty to Curdie. 2) Lootie does not want Irene to lower herself in showing respect to a commoner. 3) Irene treats all virtuous people as nobility.</p>	<p>Ch. 7: One, he wants to earn extra wages so that he can buy his mother a warm red petticoat, and two, he wants to find out what the goblins are up to.</p>	<p>Ch. 8 part 1: Curdie overhears a family of goblins talking. They are talking about the Goblin king, queen and prince. They also mention a secret plan formed against Irene's father and his kingdom.</p>
History	<p>A state makes its own laws under its state government, but it still has to follow national laws. A national government is the government that makes laws for the whole nation. Britain had a strong national government. For example, it closed Boston harbor and changed the governor of Massachusetts. The states were afraid to give the national government much power because they didn't want it to interfere with their decisions, like Britain had.</p>	<p>Your picture should demonstrate that you were attentive to George Washington's words.</p> <p>Weaknesses of the Articles of Confederation were having to ask states for money and soldiers.</p> <p>The picture is a good representation of the states under the Articles of</p>	<p>The name of the meeting was the Constitutional Convention.</p> <p>Small states wished to have a vote equal to that of large states. Large states wished to have more votes than smaller states. The Great Compromise satisfied all the states because it suggested two groups that would make laws: a law-making</p>		

Confederation because it shows the states as being far away from one another, even though we know they are close to one another on the map. The states were not able to feel or act as one country because their national government was so weak.

group in which each state had an equal vote, and a second law making group in which states with more people had more votes.

Latin

Mars=Ares
Mercury=Herme
s
love=Zeus
Venus=Aphrodit
e
Saturn=Kronos

Reading passage translation: The villa of Iulius is near Tusculum. The road from the town Tusculum to the villa of Iulius is not long. Look at Iulius and the four slaves in the road. The master is in the litter. Questions:
1. Is the villa of Iulius far from Tusculum?
Answer: *nōn*
2. Are they on the road toward Tusculum?
Answer: *nōn*

Grammar Day 3 - SN or Subject Noun, AV (Action Verb), AA (article adjective), PN (Predicate Nominative), conj. (conjunction), DO (Direct Object), HV (helping verb), LV (linking verb) OP (Object of the Preposition), adv. (adverb), prep. (preposition)

Subject Noun AV AA adj. Adj. DO

1. Alexander Hamilton wanted a strong, national government.

Subject Noun conj. SN prep. OP adv. AV prep adj. OP

2. Governor Edmund Randolph and others in Virginia certainly leaned in that direction.

Subject Noun AV AA DO prep. AA Direct Object

3. Patrick Henry liked the government under the Articles of Confederation.

SN AV AA adj. DO prep DO

4. He preferred a loose union of states.

Subject Noun prep. OP HV AV AA DO prep AA adj. adj. OP

5. James Madison of Virginia had written a plan for a strong national government.

Subject Noun LV AA adj. PN prep. AA adj. OP

6. James Madison was a little man with a small face.

SN AV AA adj. DO prep. adj. OP

7. He had a vast knowledge of political science.

Adj. SN HV AV prep. Adj. OP conj. OP

8. Every delegate had come with strong ideas and opinions.

1. Alexander Hamilton | wanted | government
a strong national

2. Dr. E. Randolph | feared |
others | via Virginia | certainly | in direction | that

3. Patrick H. | liked | government
the | under the Articles of Confederation

4. He | preferred | union
a loose of states

5. James Madison | had written | plan
a for

6. James M. | was | man
a | with | face | a small | a strong national

7. He | had | knowledge
a vast of science political

8. delegate | had come
Every | with | ideas | strong opinions