



# Remote Learning Packet

## Fourth Grade

April 20–April 24, 2020

Student Name: \_\_\_\_\_ Teacher: \_\_\_\_\_





## Student Attendance Affidavit

April 20–April 24, 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 20, 2020
- Tuesday, April 21, 2020
- Wednesday, April 22, 2020
- Thursday, April 23, 2020
- Friday, April 24, 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.
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## Fourth Grade Remote Learning Plan 4/20-24

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

Subject		Mon. 4/20	Tue. 4/21	Wed. 4/22	Thu. 4/23	Fri. 4/24
Math ~25-35 min.		Subtracting 2-place decimals	Estimation	Word Problems	Review	Review
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. 8 part 2	Ch. 9 part 1	Ch. 9 part 2	Ch. 10	Persuasive Paragraph
	Grammar/ Writing 10 minutes	Poetry and Writing Combined	Grammar worksheet	Journal Entry	Grammar worksheet	Lit and Writing Combined
	Poetry 5 minutes	Poetry writing exercise	Memorize Stanza 1-3 Part III	Memorize Stanza 1-3 Part III	Memorize Stanza 1-3 Part III	Memorize Stanza 1-3 Part III
History or Science ~20 min.		Science Lesson 1 Energy	History	Science Potential and Kinetic energy Worksheet and notes	History	Science Experiment

<p><i>Art</i> or <i>Music</i> ~15 min.</p>	<p>Music: Time signatures</p>	<p>Art: Drawing practice with different types of eyes</p>	<p>Music: Sight-reading rhythm</p>	<p>Art: How to draw the nose</p>	<p>Music: Songs review</p>
<p><i>Latin</i> or <i>P.E.</i> ~15 min.</p>	<p>Latin Reading and making flashcards</p>	<p>P.E. 5 minute warm-up and an introduction to the "Marathon Map."</p>	<p>Latin Review of grammar sentences. Reading and activity: weather log</p>	<p>P.E. 5 minute warm-up followed by a "trash can sock toss game"</p>	<p>Reading, making flashcards, and practicing translation</p>

# Day 1 Instructions and Resources

Monday, 4/20

## 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.

### Math Facts

$2 \times 3 =$        $2 \times 6 =$        $3 \times 8 =$        $4 \times 10 =$        $5 \times 12 =$

$6 \times 3 =$        $7 \times 5 =$        $8 \times 8 =$        $9 \times 10 =$        $11 \times 4 =$

$12 \times 5 =$        $12 \times 7 =$        $2 \times 5 =$        $3 \times 5 =$        $4 \times 6 =$

$5 \times 7 =$        $6 \times 9 =$        $7 \times 11 =$        $8 \times 12 =$        $10 \times 5 =$

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

Mrs. Spiotta has 106 chickens. Mrs. Kirsch has 29 fewer chickens than Mrs. Spiotta. How many chickens does Mrs. Kirsch have?

**When subtracting vertically:**

- 1) Always start with the smallest place value (furthest to the right).
- 2) Subtract one place value at a time moving from right to left.
- 3) If the number you are subtracting from is less than what you are taking away, take from the next place value and rename so that you have enough to subtract from.
- 4) Mark your work. Cross out and rewrite the numbers to show how you rename.

25. Subtract 2.53 from 4.27.

Subtract the hundredths.

$$\begin{array}{r} 4.27 \\ - 2.53 \\ \hline 4 \end{array}$$

Subtract the tenths.

$$\begin{array}{r} 3 \quad 12 \\ 4.27 \\ - 2.53 \\ \hline 74 \end{array}$$

Subtract the ones.

$$\begin{array}{r} 3 \quad 12 \\ 4.27 \\ - 2.53 \\ \hline 1.74 \end{array}$$

5

Here the smallest place value is the hundredths, so we start there. 7 is greater than 3 so we can subtract normally without renaming.

Looking at the tenths place, 2 is less than 5, so we need to take 1 whole from the ones place and rename it as 10 tenths. In total we now have 12 tenths and can subtract 5 tenths.

There are 3 ones left and we subtract 2 ones and are left with 1 in the ones place.

Make sure you cross out the number and write how you rename each number.

$$\begin{array}{r}
 5 \ 9 \\
 \cancel{6} \cdot \cancel{0}^{12} \\
 - 2.49 \\
 \hline
 3.53
 \end{array}$$

There may be times when you have to rename more than once or there is nothing to take from in the next place value. Looking at the hundredths place in this example, we cannot subtract because 2 tenths is less than 9 tenths. **There are no tenths in the tenths place, though!!!!** So, we need to go to the next place value.

We can take 1 whole from the ones place and rename it as 10 tenths. We now have 5 ones in the ones place and 10 tenths in the tenths place. We still need to keep renaming until we can subtract from the hundredths place.

We now take one tenth from the tenths place and rename it as 10 hundredths. We now have 9 tenths in the tenths place and 12 hundredths in the hundredths place. Now we can subtract.

**Task:** Subtract each of the following.

c)  $5 - 1.27 =$

d)  $6.2 - 3.54 =$

e)  $0.85 - 0.43 =$

f)  $0.64 - 0.39 =$

g)  $1.54 - 0.66 =$

h)  $4.72 - 1.32 =$

**Practice:** Subtract each of the following.

(a) $8.74 - 6.3 =$ $  \begin{array}{r}  8.74 \\  - 6.30 \\  \hline  \end{array}  $	(b) $6.45 - 3.9 =$
(c) $0.6 - 0.53 =$	(d) $9.5 - 0.72 =$



(e) $4.86 - 1.62 =$	(f) $8.41 - 3.65 =$
(g) $7 - 0.85 =$	(h) $10 - 4.57 =$

### Challenge (optional):

The magic square consists of sixteen different numbers from 1 to 16 such that the sum of the four numbers in any horizontal, vertical and diagonal directions is the same. Fill in the missing numbers to complete the magic square.

		7	12
	4	9	
	5	16	3
8	11		

## Spalding

### New words (about 5 minutes):

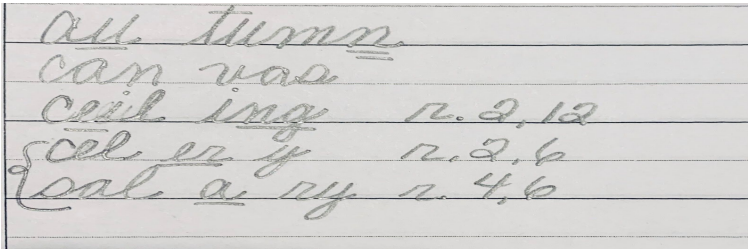
On the worksheet below, write the assigned words in the following way:

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:** autumn, canvas, ceiling, celery, salary

Below is a video link of the Spalding words and explanations for Week 4 Day 1

<https://cloud.swivl.com/v/ab5582f48f43719eb84e3e4fcb017c3a>




Sentence

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## Literature

**Read chapter 8, part 2 of *The 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 8 part 2

*Summary of ch. 8, part 1: Curdie was working late in the mines, and he heard a group of goblins moving their home on the other side of a stone wall. This family of goblins began to talk about the King Goblin who long ago married a human, and they had a son, Prince Hairlip. This human queen died, and the king remarried another goblin who is the queen now. Curdie discovered that the goblins have a weakness. He also learned that the goblins think humans wear shoes because the humans' feet are too ugly to show due to their toes. When listening, he hears the goblin family mention a plan that will upset the miners.*

He now knew at least one of the reasons for the constant sound of the goblin hammers and pickaxes at night. They were making new houses for themselves, to which they might retreat when the miners should threaten to break into their dwellings. But he had learned two things of far greater importance. The first was, that some grievous calamity was preparing, and almost ready to fall upon the heads of the miners; the second was—the one weak point of a goblin's body; he had not known that their feet were so tender as he had now reason to suspect. He had heard it said that they had no toes: he had never had opportunity of inspecting them closely enough, in the dusk in which they always appeared, to satisfy himself whether it was a correct report. Indeed, he had not been able even to satisfy himself as to whether they had no fingers, although that also was commonly said to be the fact. One of the miners, indeed, who had had more schooling than the rest, was wont to argue that such must have been the primordial condition of humanity, and that education and handicraft had developed both toes and fingers—with which proposition Curdie had once heard his father sarcastically agree, alleging in support of it the probability that babies' gloves were a traditional remnant of the old state of things; while the stockings of all ages, no regard being paid in them to the toes, pointed in the same direction. But what was of importance was the fact concerning the softness of the goblin feet, which he foresaw might be useful to all miners. What he had to do in the meantime, however, was to discover, if possible, the special evil design the goblins had now in their heads.

Although he knew all the gangs and all the natural galleries with which they communicated in the mined part of the mountain, he had not the least idea where the palace of the king of the gnomes was; otherwise he would have set out at once on the enterprise of discovering what the said design was. He judged, and rightly, that it must lie in a farther part of the mountain, between which and the mine there was as yet no communication. There must be one nearly completed, however; for it could be but a thin partition which now separated them. If only he could get through in time to follow the goblins as they retreated! A few blows would doubtless be sufficient—just where his ear now lay; but if he attempted to strike there with his pickaxe, he would only hasten the departure of the family, put them on their guard, and perhaps lose their involuntary guidance. He therefore began to feel the wall with his hands, and soon found that some of the stones were loose enough to be drawn out with little noise.

Laying hold of a large one with both his hands, he drew it gently out, and let it down softly.

'What was that noise?' said the goblin father.

Curdie blew out his light, lest it should shine through.

'It must be that one miner that stayed behind the rest,' said the mother.

'No; he's been gone a good while. I haven't heard a blow for an hour. Besides, it wasn't like that.'

'Then I suppose it must have been a stone carried down the brook inside.'

'Perhaps. It will have more room by and by.'

Curdie kept quite still. After a little while, hearing nothing but the sounds of their preparations for departure, mingled with an occasional word of direction, and anxious to know whether the removal of the stone had made an opening into the goblins' house, he put in his hand to feel. It went in a good way, and then came in contact with something soft. He had but a moment to feel it over, it was so quickly withdrawn: it was one of the toeless goblin feet. The owner of it gave a cry of fright.

'What's the matter, Helfer?' asked his mother.

'A beast came out of the wall and licked my foot.'

'Nonsense! There are no wild beasts in our country,' said his father.

'But it was, father. I felt it.'

'Nonsense, I say. Will you malign your native realms and reduce them to a level with the country upstairs? That is swarming with wild beasts of every description.'

'But I did feel it, father.'

'I tell you to hold your tongue. You are no patriot.'

Curdie suppressed his laughter, and lay still as a mouse—but no stiller, for every moment he kept nibbling away with his fingers at the edges of the hole. He was slowly making it bigger, for here the rock had been very much shattered with the blasting.

There seemed to be a good many in the family, to judge from the mass of confused talk which now and then came through the hole; but when all were speaking together, and just as if they had bottle-brushes—each at least one—in their throats, it was not easy to make out much that was said. At length he heard once more what the father goblin was saying.

'Now, then,' he said, 'get your bundles on your backs. Here, Helfer, I'll help you up with your chest.'

'I wish it was my chest, father.'

'Your turn will come in good time enough! Make haste. I must go to the meeting at the palace tonight. When that's over, we can come back and clear out the last of the things before our enemies return in the morning. Now light your torches, and come along. What a distinction it is, to provide our own light, instead of being dependent on a thing hung up in the air—a most disagreeable contrivance—intended no doubt to blind us when we venture out under its baleful influence! Quite glaring and vulgar, I call it, though no doubt useful to poor creatures who haven't the wit to make light for themselves.'

Curdie could hardly keep himself from calling through to know whether they made the fire to light their torches by. But a moment's reflection showed him that they would have said they did, inasmuch as they struck two stones together, and the fire came.

**Chapter 8 part 2 Princess and the Goblin Question:** (Write in a complete sentence with beautiful penmanship.)

**Ch. 8 part 2: What is the goblins' weakness?**

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## Paul Revere's Ride Part III Stanzas 1-3

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

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

**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.**

Poetry/ Writing (about 15 minutes)

Read through the first three stanzas of this section of the poem. What is happening as Paul Revere rides through the countryside? What does he see? Where does he go? What will happen the next day in these places that he visits?

Write **four sentences** describing the events and location presented in these three stanzas. Write complete sentences with strong vocabulary and beautiful descriptions.

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### Science (about 20 min.)

#### Unit : Physics

Physics is the field of science which is concerned with the study of matter and energy.

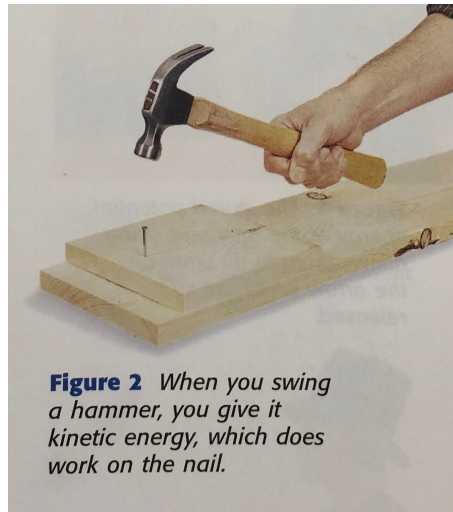
#### What is Energy?

It's match point and the crowd is silent. The tennis player tosses the ball into the air and then slams it with his racket. The ball flies to the opponent, hits the ground and bounces up, and as the other player is about to swing he misses! Every action described here--the ball being tossed, the swinging of the racket, the ball bouncing--all took energy to do. Energy is around you all the time.

Energy can be defined as the ability to do work. Work is done when a force causes an object to move in a direction. When work is done to one object energy is transferred from the first object to the second object. Energy is a property of matter, and all matter has energy. All energy is measured in units called joules (J).

#### Kinetic Energy

The energy that causes the tennis ball to move is called kinetic energy. Kinetic energy is the energy of motion. All things that are moving have kinetic energy. Objects moving faster have more kinetic energy than objects moving more slowly.

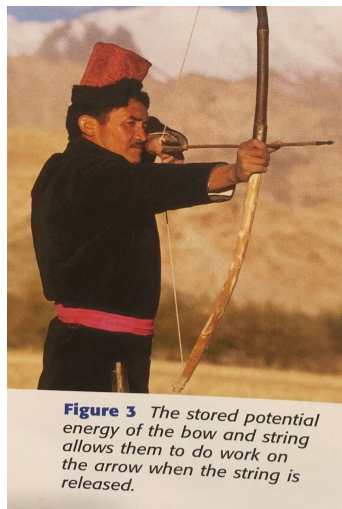


**Figure 2** When you swing a hammer, you give it kinetic energy, which does work on the nail.

1. A red car is driving at 20 mph down a road, and a blue car is driving at 30 mph. Which car has more kinetic energy? (Answer in a complete sentence.)

## Potential Energy

Not all energy has to do with motion. Potential energy is the energy an object has because of its position. For example, in figure 3 the stretched bow has potential energy. The bow has energy because work was done to it. The energy to pull back the bow turned into potential energy.



**Figure 3** The stored potential energy of the bow and string allows them to do work on the arrow when the string is released.

There are different kinds of potential energy. Whenever you lift an object into the air you are working against gravity and increasing the *gravitational potential energy*. For example a rock sitting on top of a mountain will have more gravitational potential energy than a rock sitting on a small hill. You can measure gravitational potential energy with this equation:

$$\text{Gravitational potential energy} = \text{weight} \times \text{height}$$

## Mechanical Energy

When you lift an object into the air, you do work on it. You use force that is against the force of gravity. In doing this you are creating potential energy, but if you drop the ball that potential energy transforms from potential energy to kinetic energy. Mechanical energy can be all potential energy, all kinetic energy, or some of each. The following equation can be used to find mechanical energy:

$$\text{Mechanical Energy} = \text{Potential Energy} + \text{Kinetic Energy}$$

The mechanical energy of an object stays the same unless it transfers some energy to another object. But even if the mechanical energy of an object stays the same, the potential energy or kinetic energy it has can increase or decrease. For example a juggler moving the pins with his hands is doing work on the pins giving them more kinetic energy. But when the pins leave his hands, the kinetic energy of the pins starts changing into potential energy. You can tell the kinetic energy is decreasing because the pins are slowing down in the air. Eventually all the kinetic energy turns into potential energy and stops moving upward.

As the pin starts to fall back down, its potential energy starts changing back into kinetic energy. You can tell this is happening because the pin speeds up as it falls towards the ground.



2. What two kinds of energy make up the mechanical energy of an object? (Answer in a complete sentence.)
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## Music

- 1) **Warm-up:** Sing Me-Ay-Ah, starting at the pitch of your natural speaking voice. Go up 6 times!
- 2) **Time signatures review:** A time signature has two numbers stacked on one another, like this:





The bottom number tells what note gets the beat (4 for the quarter note, 8 for the eighth note). The top number tells how many beats there are per measure. Look at the time signature above. What note gets the beat? How many beats are there per measure?

- 3) Writing music:** Using the rhythms that you know (in any arrangement that works!), write 3 measures' worth of rhythms in 3/4, then 3 measures in 4/4, and finally 3 measures in 6/8.  
Hint: Music that is in 6/8 often uses dotted quarter notes. One dotted quarter note has the same number of beats as 3 eighth notes!
- 4) Extra enrichment:** Listen to 10 minutes of the first movement of the Tchaikovsky Piano Concerto. See how many instruments in the symphony you can identify. Pay attention to when the soloist has the melody and when the symphony has the melody. This recording is of Van Cliburn, a Texan, who played this piece in 1958 at the international Tchaikovsky Competition in Russia and beat the Soviets at the height of the Cold War.

<https://safeYouTube.net/w/tRb6>

## Latin

### Making Flashcards (3-4 min.)

Make flashcards for the following new words:

<i>it</i>	he/she/it goes
<i>eunt</i>	they go
<i>ambulat</i>	he/she/it walks
<i>portat</i>	he/she/it carries

### Reading (4-6 min.)

- Read the section below aloud, slowly, taking care with your pronunciation. You may look up any words you need to in your vocab sheet, notebook, or in the wordbank below.
- If you would like to see a video of this passage being read, visit <https://cloud.swivl.com/v/da593a461c30981c21a6262f36c2fece>

Iūlius ab oppidō ad vīllam suam it. Dominus et servī ab oppidō ad vīllam eunt.

Duo servī lectīcam cum dominō portant. Servī quī lectīcam portant sunt Ursus et Dāvus. Iūlius non in viā ambulat, servī eum portant.

- Comprehension question: Who is the new servant who is mentioned by name in this passage?

Word Bank

*ab* (*prep. + Abl.*): from, away from

*ad* (*prep. + Acc.*): to, toward

*cum* (*prep.+Abl.*): with

*oppidum, -ī*: town, city

*vīlla, -ae*: villa, country house

*via, -ae*: road, way

*lectīca, -ae*: litter

*suus, sua, suum*: his own, her own, its own

*eum*: him (Acc. Sg.)

*it*: he/she/it goes

*ambulat*: he/she/it walks

*eunt*: they go

*portant*: they carry



Estimate the value of  $27.82 - 8.3$ .

$$28 - 8 = 20$$



$$\begin{array}{r} 27.82 \\ - 8.30 \\ \hline 19.52 \end{array}$$

In this example, we rounded the numbers to the nearest one, so we look to the tenths place to see if we should round up or down. For 27.82 we see that there is an 8 in the tenths place which means we should round up to 28. For 8.3 we see that there is a 3 in the tenths place so we should round down to 8. When estimating, the final answer is 20 which is close to the exact answer, 19.52. This makes both reasonable answers.

**Task:** Estimate each of the following by first rounding and then adding or subtracting. Then find the exact value.

a)  $8.67 + 7.2$

$$\begin{array}{cc} \downarrow & \downarrow \\ 9 & + & 7 = \end{array}$$

b)  $42.36 + 7.65$

c)  $20.81 + 18.76$

$$\begin{array}{r} 8.67 \\ + 7.20 \\ \hline \end{array}$$

d)  $7.23 - 4.6$

e)  $30.45 - 8.56$

f)  $52.36 - 24.82$

### Practice:

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

(a) $6.81 + 2.98 =$	$7 + 3 =$
(b) $8.69 + 1.95 =$	

3. For each of the following, estimate the value. Then subtract.

(a) $8.25 - 3.99 =$	
(b) $7.53 - 2.95 =$	

### Challenge (optional):

Wilson, his wife and his daughter are to be seated on a bench in a studio for a family photo to be taken. How many photos can be taken, each with a different seating arrangement?

## Latin Roots (about 5 min.)

- Read through the definitions.

spec = look, see

Word	Definition
circumspect	careful to look at all possibilities before acting; cautious
inspect	to look at carefully in search of flaws
introspection	the act of looking into one's own thoughts and feelings
perspective	one way of looking at things
respect	to look up to someone; to show honor

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

### Word

circumspect

inspect

introspection

perspective

respect

### Definition

careful to look at all possibilities before acting; cautious

one way of looking at things

the act of looking into one's own thoughts and feelings

to look up to someone; to show honor

to look at carefully in search of flaws

## Literature

**Read chapter 9 part 1 of *The 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 9

### The Hall of the Goblin Palace

A sound of many soft feet followed, but soon ceased. Then Curdie flew at the hole like a tiger, and tore and pulled. The sides gave way, and it was soon large enough for him to crawl through. He would not betray himself by rekindling his lamp, but the torches of the retreating company, which he found departing in a straight line up a long avenue from the door of their cave, threw back light enough to afford him a glance round the deserted home of the goblins. To his surprise, he could discover nothing to distinguish it from an ordinary natural cave in the rock, upon many of which he had come with the rest of the miners in the progress of their excavations. The goblins had talked of coming back for the rest of their household gear: he saw nothing that would have made him suspect a family had taken shelter there for a single night. The floor was rough and stony; the walls full of projecting corners; the roof in one place twenty feet high, in another endangering his forehead; while on one side a stream, no thicker than a needle, it is true, but still sufficient to spread a wide dampness over the wall, flowed down the face of the rock. But the troop in front of him was toiling under heavy burdens. He could distinguish Helfer now and then, in the flickering light and shade, with his heavy chest on his bending shoulders; while the second brother was almost buried in what looked like a great feather bed. 'Where do they get the feathers?' thought Curdie; but in a moment the troop disappeared at a turn of the way, and it was now both safe and necessary for Curdie to follow them, lest they should be round the next turning before he saw them again, for so he might lose them altogether. He darted after them like a greyhound. When he reached the corner and looked cautiously round, he saw them again at some distance down another long passage. None of the galleries he saw that night bore signs of the work of man—or of goblin either. Stalactites, far older than the mines, hung from their roofs; and their floors were rough with boulders and large round stones, showing that there water must have once run. He waited again at this corner till they had disappeared round the next, and so followed them a long way through one passage after another. The passages grew more and more lofty, and were more and more covered in the roof with shining stalactites.

It was a strange enough procession which he followed. But the strangest part of it was the household animals which crowded amongst the feet of the goblins. It was true they had no wild animals down there—at least they did not know of any; but they had a wonderful number of tame ones. I must, however, reserve any contributions towards the natural history of these for a later position in my story.

At length, turning a corner too abruptly, he had almost rushed into the middle of the goblin family; for there they had already set down all their burdens on the floor of a cave considerably larger than that which they had left. They were as yet too breathless to speak, else he would have had warning of their arrest. He started back, however, before anyone saw him, and retreating a good way, stood watching till the father should come out to go to the palace.

Before very long, both he and his son Helfer appeared and kept on in the same direction as before, while Curdie followed them again with renewed precaution. For a long time he heard no sound except something like the rush of a river inside the rock; but at length what seemed the far-off noise of a great shouting reached his ears, which, however, presently ceased. After advancing a good way farther, he thought he heard a single voice. It sounded clearer and clearer as he went on, until at last he could almost distinguish the words. In a moment or two, keeping after the goblins round another corner, he once more started back—this time in amazement.

He was at the entrance of a magnificent cavern, of an oval shape, once probably a huge natural reservoir of water,

now the great palace hall of the goblins. It rose to a tremendous height, but the roof was composed of such shining materials, and the multitude of torches carried by the goblins who crowded the floor lighted up the place so brilliantly, that Curdie could see to the top quite well. But he had no idea how immense the place was until his eyes had got accustomed to it, which was not for a good many minutes. The rough projections on the walls, and the shadows thrown upwards from them by the torches, made the sides of the chamber look as if they were crowded with statues upon brackets and pedestals, reaching in irregular tiers from floor to roof. The walls themselves were, in many parts, of gloriously shining substances, some of them gorgeously coloured besides, which powerfully contrasted with the shadows. Curdie could not help wondering whether his rhymes would be of any use against such a multitude of goblins as filled the floor of the hall, and indeed felt considerably tempted to begin his shout of 'One, two, three!', but as there was no reason for routing them and much for endeavouring to discover their designs, he kept himself perfectly quiet, and peering round the edge of the doorway, listened with both his sharp ears.

At the other end of the hall, high above the heads of the multitude, was a terrace-like ledge of considerable height, caused by the receding of the upper part of the cavern-wall. Upon this sat the king and his court: the king on a throne hollowed out of a huge block of green copper ore, and his court upon lower seats around it. The king had been making them a speech, and the applause which followed it was what Curdie had heard. One of the court was now addressing the multitude. What he heard him say was to the following effect: 'Hence it appears that two plans have been for some time together working in the strong head of His Majesty for the deliverance of his people. Regardless of the fact that we were the first possessors of the regions they now inhabit; regardless equally of the fact that we abandoned that region from the loftiest motives; regardless also of the self-evident fact that we excel them so far in mental ability as they excel us in stature, they look upon us as a degraded race and make a mockery of all our finer feelings. But, the time has almost arrived when—thanks to His Majesty's inventive genius—it will be in our power to take a thorough revenge upon them once for all, in respect of their unfriendly behaviour.'

**Chapter 9, part 1 *The Princess and the Goblin* Question:** (Write in a complete sentence with beautiful penmanship.)

**Ch. 9, part 1: How many plans do the goblins have and what is the reason for these plans?**

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### Grammar (about 10 minutes)

If you need a prepositions review, sing the preposition song aloud or quietly to yourself. It will help you in today's exercise.

**Preposition Song** (to the tune of "If You're Happy, and You Know It"): Aboard, about, above, across, after, / Against, along, among, around, at, / Before, behind, below, beneath, beside, between, beyond, by, down, during, except. / For, from, in, inside, into, like, near, / Of, off,

on, over, past, since, / Through, throughout, to, toward, under, underneath, until, up, upon, with, within. /  
Without!

*In Alfred Lord Tennyson's poem, circle each preposition and underline each object of the preposition.*

The splendor falls on castle walls  
And snowy summits old in story;  
The long light shakes across the lakes,  
And the wild cataract leaps in glory.  
Blow, bugle, blow, set the wild echoes flying,  
Blow, bugle; answer, echoes, dying, dying, dying.

O, hark, O, hear! how thin and clear,  
And thinner, clearer, farther going!  
O, sweet and far from cliff and scar  
The horns of Elfland faintly blowing!  
Blow, let us hear the purple glens replying,  
Blow, bugles; answer, echoes, dying, dying, dying.

O love, they die in yon rich sky,  
They faint on hill or field or river;  
Our echoes roll from soul to soul,  
And grow forever and forever.  
Blow, bugle, blow, set the wild echoes flying,  
And answer, echoes, answer, dying, dying, dying.

## Poetry

**Practice reciting “Paul Revere’s Ride” Part III Stanza 1-3** (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.

**See day 1 for Stanzas 1-3**

History (about 20 minutes)



*Please always answer questions in complete sentences to show your clear thinking.*

### Lesson 6: The Constitutional Convention, Continued-*How to Make the National Government Strong but Not Too Strong?*

The men meeting in Philadelphia for the Constitutional Convention in 1787 had a great deal of work to do to fix the government under the Articles of Confederation. They met in May 1787 and would work until September to make a new constitution. So far you have read about the good work the men at the convention did to come to the Great Compromise. It satisfied both the states with large populations and small populations by having two houses that would work together to make laws: the Senate, which represented smaller states best, and the House of Representatives, which had more representatives from larger states. All these changes would be written into the new constitution.

Remember that Americans enjoyed making laws unique to their particular states. Since they wanted to remain one country, they still needed a national, or central government. However, they had made their first national government *too* weak. It depended on state government for money and soldiers. Most of the men at the convention, such as James Madison and Alexander Hamilton, knew they had to increase the national government's power, but the goal was to make it stronger without making it too powerful.

The solution was to give the national government more power, but to divide it into three sections. One part could make laws, one part could enforce the laws (have the power to make the laws happen), and the other part would judge the laws (interpret what the laws mean). This way, more power could be given to the national government, but because the power would be divided into three parts, it would be less powerful. A king of England, for example, before the creation of Parliament, historically was the law maker, law enforcer, and judge of the laws. We have a president, and he is not as powerful as those kings of England were, because, for example, the president cannot make laws. The framers of the Constitution were very careful that one person, or even one group of people, like the law-making groups, the Senate and the House of Representatives, would not be too powerful. The concept of dividing the government's power into three sections, or three branches, is called *the separation of powers*.

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1. The passage simply states that the Senate represents smaller states well. As a challenge, do you remember from last week how each state is represented in the Senate?

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2. After the Great Compromise, what was another important goal of the men at the Constitutional Convention?

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3. What was the way that the national government could be given more power, while making sure it didn't become too powerful?

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4. What was the name of this idea? (If you only gave the name in the last question, please explain how it works as well.)

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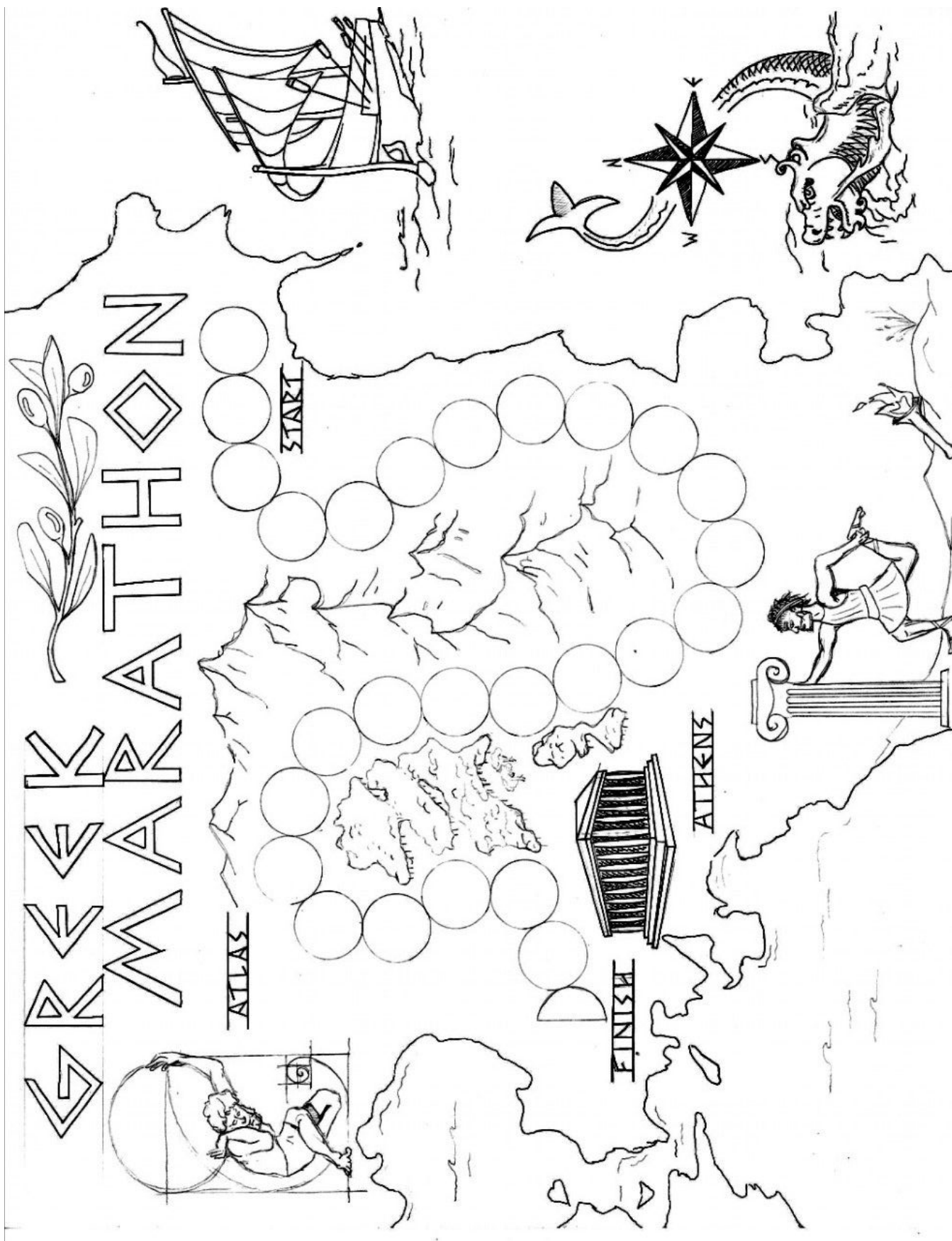
5. What can each of the three parts of the government do?

### Art (about 15 minutes)

Directions: Practice drawing different types of eyes in the box next to each image.. For each eye, start with a basic oval or "almond shape." Draw a semi-circle for the iris and a circle in the center for the pupil. Add the details of the corners of the eye and eye lashes. Lastly, see if you can identify which eye is most similar to your own eyes.



PE.



**5 minute Warm-up:**

- 60 seconds straight of jumping-jacks
- 30 second break
- 60 seconds straight of hopping on one foot
- 60 seconds of hopping on the other foot
- 30 second break
- 60 seconds of bear-crawls

**10 minute start on your Marathon Challenge!**

**Greek Marathon Challenge:** I'm challenging you to complete an entire marathon during the rest of this school year! That's 26.2 miles!

**Steps:**

1. Have a hard copy of the Greek marathon worksheet so you can color it in as you complete each mile! You can take this one out of the packet to put it up some place, like your fridge.
2. Each time you go for a walk or run make sure to measure how far you go so you can color it in when you get back.
3. Be sure to begin at the START and then only color in the sections you've completed. Remember to show *honesty*!
4. Continue filling in the rest of the Greek marathon map until you've colored in all 26.2 miles on the Greek marathon worksheet!

**Tips:**

1. Each circle = 1 mile, so if you run half a mile only color in  $\frac{1}{2}$  the circle. If you complete  $\frac{1}{4}$  of a mile, only color in one small section of the circle.
2. Make sure an entire circle is completed before you begin coloring the next circle, that way when you FINISH the entire map is filled.
3. You can also color in all the images around the map!

# Day 3 Instructions and Resources

Wednesday, 4/22

## 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.

### Math Facts

$10 \times 6 =$

$3 \times 4 =$

$7 \times 10 =$

$2 \times 10 =$

$11 \times 9 =$

$9 \times 7 =$

$11 \times 8 =$

$2 \times 12 =$

$6 \times 6 =$

$9 \times 6 =$

$4 \times 3 =$

$6 \times 8 =$

$5 \times 10 =$

$9 \times 11 =$

$10 \times 12 =$

$6 \times 7 =$

$8 \times 9 =$

$5 \times 6 =$

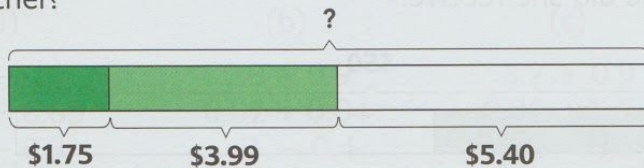
$3 \times 3 =$

$10 \times 7 =$

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

Mr. Zayas had 966 stamps. He gave them equally to 6 friends. How many stamps does each friend get?

At a store, Mrs. Lee paid \$1.75 for a pen, \$3.99 for a pair of slippers and \$5.40 for a book. How much did she spend altogether?



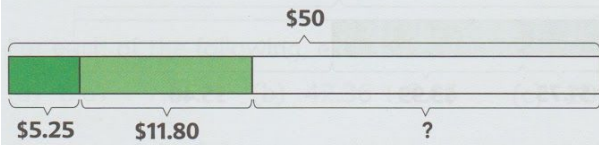
$$\$1.75 + \$3.99 + \$5.40 = \$$$

She spent \$ altogether.

### Notes:

This is an example of a part-whole bar model. The parts are what she paid for the pen, slippers, and book. The whole is what she spent altogether. To find the total (whole) you need to use **addition**.

Samantha bought a fish for \$5.25. She also bought some flowers for \$11.80. She paid with a \$50 bill. How much change did she receive?



**Method 1:**

$$\$50 - \$5.25 - \$11.80 = \$$$

She received \$ change.

I subtract \$5.25 and \$11.80 from \$50.



**Method 2:**

$$\$5.25 + \$11.80 = \$17.05$$

She spent \$17.05 altogether.

$$\$50 - \$17.05 = \$$$

She received \$ change.

First, I find the total amount of money Samantha spent.



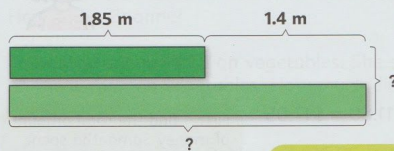
This is another example of a whole-part bar model. In this case we are given the whole \$50 and 2 parts. We have to find the other part. To find a missing part, we need to use subtraction.

We can solve it two ways.

1) We could subtract \$5.25 from \$50 which gives us \$44.75, and then subtract \$11.80 from \$44.75 = \$32.95.

2) We could add the two parts together first which = \$17.05 and then subtract that from \$50 which gives us the same answer.

Emily has a white ribbon and a blue ribbon. The white ribbon is 1.85 m long. The blue ribbon is 1.4 m longer than the white ribbon. Find the total length of the two ribbons.



$$1.85 + 1.4 = 3.25$$

The length of the blue ribbon is 3.25 m.

$$1.85 + 3.25 =$$

The total length is m.

First, I find the length of the blue ribbon.



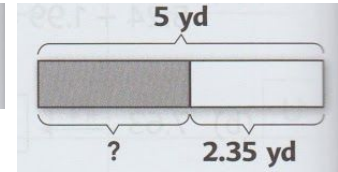
In this example we are comparing two different lengths so we need two separate bars.

We know the length of the white ribbon (1.85m) and the difference in length between the two ribbons (1.4), but we do not know the length of the blue ribbon.

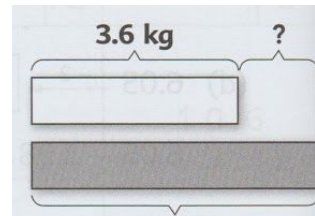
To find the length of the blue ribbon we add the length of the white ribbon and the difference between the two ribbons.

**Practice:** Solve each of the following problems. Please include a bar model (if not included), sentence, and equation.

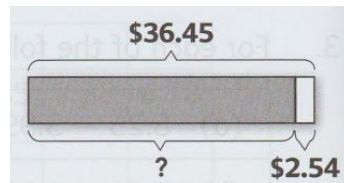
1. Mitchell had a wire 5 yd long. After using a length of it, he had 2.35 yd of the wire left. How much wire did he use?



2. A baby boy weighed 3.6 kg at birth. After a month, he weighed 5 kg. How much weight did he gain?



3. Mr. Smith brought \$36.45 to a mall. He came home with \$2.54. How much did he spend at the mall?



4. Sally had \$13.50. She spent \$1.40 on bus fare and \$2.50 on lunch. How much did she have left?

5. Betty bought a vase for \$12 and a bunch of flowers for \$4.50. She gave the salesgirl \$20. How much change did she receive?



There are two big baskets A and B. Basket A contains 192 apples and basket B contains 24 apples. Each time, 6 apples are removed from basket A and placed in basket B. How many times must this be done so that the two baskets contain the same number of apples each?

**Challenge (optional):**

### Spalding

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

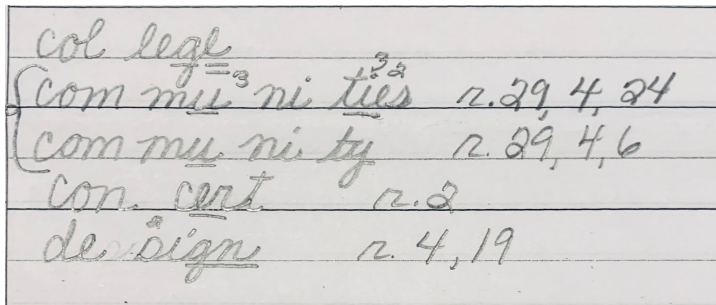
On the attached Spalding page, write the assigned words in the following way:

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:** college, communities, community, concert, design

Below is a video link of the Spalding words and explanations for Week 4 Day 3

<https://cloud.swivl.com/v/9abbd7d2e21d1f6a9776c0bd9154fa6e>




Sentence

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## Literature

**Read chapter part 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 9, Part 2

'May it please Your Majesty—' cried a voice close by the door, which Curdie recognized as that of the goblin he had followed.

'Who is he that interrupts the Chancellor?' cried another from near the throne.

'Glump,' answered several voices.

'He is our trusty subject,' said the king himself, in a slow and stately voice: 'let him come forward and speak.'

A lane was parted through the crowd, and Glump, having ascended the platform and bowed to the king, spoke as follows:

'Sire, I would have held my peace, had I not known that I only knew how near was the moment, to which the Chancellor had just referred.

In all probability, before another day is past, the enemy will have broken through into my house—the partition between being even now not more than a foot in thickness.'

'Not quite so much,' thought Curdie to himself.

'This very evening I have had to remove my household effects; therefore the sooner we are ready to carry out the plan, for the execution of which His Majesty has been making such magnificent preparations, the better. I may just add, that within the last few days I have perceived a small outbreak in my dining-room, which, combined with observations upon the course of the river escaping where the evil men enter, has convinced me that close to the spot must be a deep gulf in its

channel. This discovery will, I trust, add considerably to the otherwise immense forces at His Majesty's disposal.'

He ceased, and the king graciously acknowledged his speech with a bend of his head; whereupon Glump, after a bow to His Majesty, slid down amongst the rest of the undistinguished multitude. Then the Chancellor rose and resumed.

'The information which the worthy Glump has given us,' he said, 'might have been of considerable import at the present moment, but for that other design already referred to, which naturally takes precedence. His Majesty, unwilling to proceed to extremities, and well aware that such measures sooner or later result in violent reactions, has excogitated a more fundamental and comprehensive measure, of which I need say no more. Should His Majesty be successful—as who dares to doubt?—then a peace, all to the advantage of the goblin kingdom, will be established for a generation at least, rendered absolutely secure by the pledge which His Royal Highness the prince will have and hold for the good behaviour of her relatives. Should His Majesty fail—which who shall dare even to imagine in his most secret thoughts?—then will be the time for carrying out with rigour the design to which Glump referred, and for which our preparations are even now all but completed. The failure of the former will render the latter imperative.'

Curdie, perceiving that the assembly was drawing to a close and that there was little chance of either plan being more fully discovered, now thought it prudent to make his escape before the goblins began to disperse, and slipped quietly away.

There was not much danger of meeting any goblins, for all the men at least were left behind him in the palace; but there was considerable danger of his taking a wrong turning, for he had now no light, and had therefore to depend upon his memory and his hands. After he had left behind him the glow that issued from the door of Glump's new abode, he was utterly without guide, so far as his eyes were concerned.

He was most anxious to get back through the hole before the goblins should return to fetch the remains of their furniture. It was not that he was in the least afraid of them, but, as it was of the utmost importance that he should thoroughly discover what the plans they were cherishing were, he must not occasion the slightest suspicion that they were watched by a miner.

He hurried on, feeling his way along the walls of rock. Had he not been very courageous, he must have been very anxious, for he could not but know that if he lost his way it would be the most difficult thing in the world to find it again. Morning would bring no light into these regions; and towards him least of all, who was known as a special rhymester and persecutor, could goblins be expected to exercise courtesy. Well might he wish that he had brought his lamp and tinder-box with him, of which he had not thought when he crept so eagerly after the goblins! He wished it all the more when, after a while, he found his way blocked up, and could get no farther. It was of no use to turn back, for he had not the least idea where he had begun to go wrong. Mechanically, however, he kept feeling about the walls that hemmed him in. His hand came upon a place where a tiny stream of water was running down the face of the rock. 'What a stupid I am!' he said to himself. 'I am

actually at the end of my journey! And there are the goblins coming back to fetch their things!' he added, as the red glimmer of their torches appeared at the end of the long avenue that led up to the cave. In a moment he had thrown himself on the floor, and wriggled backwards through the hole. The floor on the other side was several feet lower, which made it easier to get back. It was all he could do to lift the largest stone he had taken out of the hole, but he did manage to shove it in again. He sat down on the ore-heap and thought.

He was pretty sure that the latter plan of the goblins was to inundate the mine by breaking outlets for the water accumulated in the natural reservoirs of the mountain, as well as running through portions of it. While the part hollowed by the miners remained shut off from that inhabited by the goblins, they had had no opportunity of injuring them thus; but now that a passage was broken through, and the goblins' part proved the higher in the mountain, it was clear to Curdie that the mine could be destroyed in an hour. Water was always the chief danger to which the miners were exposed. They met with a little choke-damp sometimes, but never with the explosive firedamp so common in coal-mines. Hence they were careful as soon as they saw any appearance of water. As the result of his reflections while the goblins were busy in their old home, it seemed to Curdie that it would be best to build up the whole of this gang, filling it with stone, and clay or lie, so that there should be no smallest channel for the water to get into. There was not, however, any immediate danger, for the execution of the goblins' plan was contingent upon the failure of that unknown design which was to take precedence of it; and he was most anxious to keep the door of communication open, that he might if possible discover what the former plan was. At the same time they could not resume their intermitted labours for the inundation without his finding it out; when by putting all hands to the work, the one existing outlet might in a single night be rendered impenetrable to any weight of water; for by filling the gang entirely up, their embankment would be buttressed by the sides of the mountain itself.

As soon as he found that the goblins had again retired, he lighted his lamp, and proceeded to fill the hole he had made with such stones as he could withdraw when he pleased. He then thought it better, as he might have occasion to be up a good many nights after this, to go home and have some sleep.

How pleasant the night air felt upon the outside of the mountain after what he had gone through in the inside of it! He hurried up the hill without meeting a single goblin on the way, and called and tapped at the window until he woke his father, who soon rose and let him in. He told him the whole story; and, just as he had expected, his father thought it best to work that lode no farther, but at the same time to pretend occasionally to be at work there still in order that the goblins might have no suspicions. Both father and son then went to bed and slept soundly until the morning.

**Chapter 9, part 2: Princess and the Goblin Question:** (Write in a complete sentence with beautiful penmanship.)

**Ch. 9, part 2: What does Curdie discover that the goblins plan to do to the mine?**

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Writing/ Journal Entry

**Go outside and describe the weather and scenery in your backyard, balcony, etc. in four sentences. Use adjectives to answer the questions “what kind, which one, how many or whose” to explain what the area outside of your house looks like. Make sure to write in complete sentences, using strong vocabulary and specific examples (about 10 minutes).**

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Poetry

**Practice reciting “Paul Revere’s Ride” Part III Stanza 1-3 (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.

- See if you can remember when to slow down, when to speed up, when to speak quietly, and other expressions we discussed in class.
- 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.

See day 1 for Stanzas 1-3.

Science (about 20 minutes)

## POTENTIAL VERSUS KINETIC ENERGY

Take a look at the chart to see some examples of potential and kinetic energy.

POTENTIAL ENERGY	KINETIC ENERGY
A car sitting in the driveway	A car driving down the street
A ball in a basketball player's hands	A ball bouncing down the court
A sleeping child	A child jumping on the bed
A log in a fireplace	A burning log
A lamp	A lamp turned on

Look at the pictures below, and label them potential or kinetic based on what type of energy they are showing.

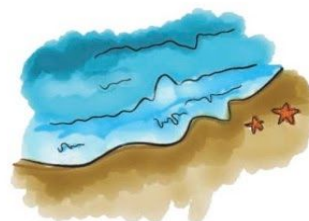












Notes:

First page:

(Greek)

Physics - Physikos (Natural)

Physics is the field of science which is concerned with the study of matter and energy.

Second page:

Lesson 1: Energy

Energy is the ability to do work.

Work is the transfer of energy to an object by using a force that causes the object to move in a direction.

Energy is a property of matter, and all matter has it.

Every change or action is caused by some form of energy.

Mechanical Energy = Potential Energy + Kinetic Energy

Potential Energy

is the energy an object has because of the position, shape, or condition of the object.

Kinetic Energy

is the energy of an object that is due to the objects motion.

## Music

- 1) **Warm-up:** Sing *Deep River*. If you have a tuner or instrument at home, the song starts on a F sharp! Sing at a mezzo-piano dynamic for the first part, and at a mezzo-forte dynamic for the middle section. The last part is back to mezzo-piano.

2) Here's a quick rundown of the most common rhythms that we've learned so far:

**Stick Notation**

The image shows five examples of stick notation on a green background. From top to bottom: a single vertical line; a square shape; a vertical line with a wavy line extending from its base; a vertical line with a hook at its base; and a vertical line with four vertical bars extending from its base.

Above we have a quarter note (ta), two eighth notes (ti-ti), a quarter rest (one beat of silence!), a half note (tu), and 4 sixteenth notes (tika-tika). Count each of these rhythms individually while saying the syllables. Then, sight read the rhythm of this song!

## John Kanaka

Sea Shanty

The musical score is written in G major (one sharp) and 2/4 time. It consists of three staves of music. The lyrics are: "I heard, I heard the old man say, John Ka-na-ka-na-ka tu-lai-e! To-day, to-day, is a ho-li-day. John Ka-na-ka-na-ka tu-lai-e! Tu-lai-e, oh, tu-lai-e! John Ka-na-ka-na-ka tu-lai-e!". Chords D, A, Bm, and D are indicated above the notes.



## Latin

### Review: Grammar Sentences (2-3 min.)

1. Read through the following grammar sentences aloud, slowly. Be sure to read both the English and the Latin versions.
  - Latin nouns have case, number, and gender.
  - Three genders: masculine, feminine, and neuter; *masculinum, femininum, et neutrum*.
  - Two numbers: singular and plural; *singularis et pluralis*.
  - Singular is only one. Plural is more than one. *Singularis est solum unum. Pluralis est plus quam uno.*
  - Five main cases, in order: Nominative, genitive, dative, accusative, and ablative. *Nominativus, genitivus, dativus, accusativus, et ablativus.*

If you would like to check your pronunciation, ask a parent to help you visit <https://cloud.swivl.com/v/4d911475738f50ab3752ee7ff9483db7> .

### Reading: Weather Vocabulary (4-6 min.)

From exercises we have done in past quarters, you already have some vocabulary at your disposal for talking about weather. Take a look at the list below--see if you recognize any of the words.

#### Weather Vocabulary

<u>Adjectives</u>	<u>Nouns</u>	<u>Adverbs</u>	<u>Verbs</u>
<i>gelidus, -a, -um</i> : cold, icy	<i>aer</i> (neuter): weather, air	<i>heri</i> : yesterday	<i>erat</i> : he/she/it was
<i>frigus, -a, -um</i> : cold		<i>hodie</i> : today	
<i>frigidulus, -a, -um</i> : cool			
<i>calidus, -a, -um</i> : warm, hot			
<i>apertus, -a, -um</i> : sunny			
<i>nubilus, -a, -um</i> : cloudy			
<i>subnubilus, -a, -um</i> : slightly cloudy			
<i>nubilosus, -a, -um</i> : foggy, misty			

For a video of how these words are pronounced, visit <https://cloud.swivl.com/v/315ccf4b985ba68cd7d39cd984331855>

**Weather Log Activity (3-5 min.)**

1. Pick at least one of the adjectives to describe today's weather accurately. Write it on today's weekday, in your Latin weekly calendar that you cut out and labeled last week.
2. After you have put today's weather description on your Latin weekly calendar, fill out this mad-lib sentence with the day of the week and the weather adjective you chose.

Hodiē est \_\_\_\_\_, et aer est \_\_\_\_\_.  
(day of the week) (neuter adjective)

Herī erat \_\_\_\_\_, et aer erat \_\_\_\_\_.  
(day of the week) (neuter adjective)

**Optional Challenge:** As the week goes on, see if you can fill in at least one adjective for each day's weather to make a full weather log for the whole week!

# Day 4 Instructions and Resources

Thursday, 4/23

## Math (about 35 minutes)

- Complete the math facts and daily word problem as a warm-up.
- Complete the review below.

### Math Facts

$6 \times 12 =$	$3 \times 12 =$	$8 \times 7 =$	$9 \times 9 =$	$6 \times 10 =$
$11 \times 6 =$	$9 \times 4 =$	$4 \times 7 =$	$3 \times 9 =$	$12 \times 12 =$
$10 \times 10 =$	$4 \times 11 =$	$8 \times 3 =$	$8 \times 6 =$	$5 \times 9 =$
$10 \times 11 =$	$9 \times 5 =$	$12 \times 8 =$	$3 \times 7 =$	$4 \times 4 =$

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

Miss Wright walked  $\frac{4}{7}$  of the journey to the library. What fraction of the journey did she still have to walk?

### Review

1. Find the value of each of the following. Pay close attention to whether you are adding or subtracting. You may stack or use number bonds.

a)  $0.5 + 0.4$                       b)  $0.8 + 0.9$                       c)  $3.2 + 0.9$                       d)  $0.02 + 0.08$

e)  $0.07 + 0.04$                       f)  $0.76 + 0.5$                       g)  $0.9 - 0.8$                       h)  $2 - 0.4$

i)  $3.2 - 0.6$

j)  $0.06 - 0.03$

k)  $1 - 0.07$

l)  $4 - 0.65$

2. Round the numbers to the nearest whole number and then find the value of each of the following.

a)  $2.56 + 6.29$

b)  $1.08 + 6.5$

c)  $16.39 + 3.65$

d)  $3.56 - 0.76$

e)  $9.31 - 4.8$

f)  $5.62 - 1.98$

Include a bar model, sentence, and equation for each of the following. Make sure you include units of measurement and dollar signs (\$).

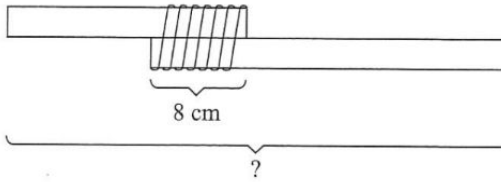
3. Tracy is 1.32m tall. She is 0.07m taller than Brianne. How tall is Brianne?

4. Samantha spent \$5.75 on vegetables. She spent \$7.50 more on meat than on vegetables. How much did she spend on meat?

5. After spending \$3.60, Pablo had \$16.80 left. How much money did he have at first?

**Challenge  
(optional):**

Two sticks of lengths 30 cm and 45 cm are tied together as shown.



What is the new length formed?

**Latin Roots (about 5 min.)**

- Read through the definitions.

spec = look, see

Word	Definition
retrospective	looking back at past things
spectacle	something displayed for the public to see
spectacles	glasses that help someone see better
spectator	a person who watches something
speculate	to look at and think about something from different points of view

- Match the correct definition to the word.

<u>Word</u>	<u>Definition</u>
retrospective	something displayed for the public to see
spectacle	a person who watches something
spectacles	to look at and think about something from different points of view
spectator	looking back at past things
speculate	glasses that help someone see better

## Literature

**Read chapter 10 of *The 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 10

#### The Princess's King-Papa

The weather continued fine for weeks, and the little princess went out every day. So long a period of fine weather had indeed never been known upon that mountain. The only uncomfortable thing was that her nurse was so nervous and particular about being in before the sun was down that often she would take to her heels when nothing worse than a fleecy cloud crossing the sun threw a shadow on the hillside; and many an evening they were home a full hour before the sunlight had left the weather-cock on the stables. If it had not been for such odd behaviour Irene would by this time have almost forgotten the goblins. She never forgot Curdie, but him she remembered for his own sake, and indeed would have remembered him if only because a princess never forgets her debts until they are paid.

One splendid sunshiny day, about an hour after noon, Irene, who was playing on a lawn in the garden, heard the distant blast of a bugle. She jumped up with a cry of joy, for she knew by that particular blast that her father was on his way to see her. This part of the garden lay on the slope of the hill and allowed a full view of the country below. So she shaded her eyes with her hand and looked far away to catch the first glimpse of shining armour. In a few moments a little troop came glittering round the shoulder of a hill. Spears and helmets were sparkling and gleaming, banners were flying, horses prancing, and again came the bugle-blast which was to her like the voice of her father calling across the distance: 'Irene, I'm coming.'

On and on they came until she could clearly distinguish the king. He rode a white horse and was taller than any of the men with him. He wore a narrow circle of gold set with jewels around his helmet, and as he came still nearer Irene could discern the flashing of the stones in the sun. It was a long time since he had been to see her, and her little heart beat faster and faster as the shining troop approached, for she loved her king-papa very dearly and was nowhere so happy as in his arms. When they reached a certain point, after which she could see them no more from the garden, she ran to the gate, and there stood till up they came, clanging and stamping, with one more bright

bugle-blast which said: 'Irene, I am come.'

By this time the people of the house were all gathered at the gate, but Irene stood alone in front of them. When the horsemen pulled up she ran to the side of the white horse and held up her arms. The king stopped and took her hands. In an instant she was on the saddle and clasped in his great strong arms.

I wish I could describe the king so that you could see him in your mind. He had gentle, blue eyes, but a nose that made him look like an eagle. A long dark beard, streaked with silvery lines, flowed from his mouth almost to his waist, and as Irene sat on the saddle and hid her glad face upon his bosom it mingled with the golden hair which her mother had given her, and the two together were like a cloud with streaks of the sun woven through it. After he had held her to his heart for a minute he spoke to his white horse, and the great beautiful creature, which had been prancing so proudly a little while before, walked as gently as a lady—for he knew he had a little lady on his back—through the gate and up to the door of the house. Then the king set her on the ground and, dismounting, took her hand and walked with her into the great hall, which was hardly ever entered except when he came to see his little princess. There he sat down, with two of his counsellors who had accompanied him, to have some refreshment, and Irene sat on his right hand and drank her milk out of a wooden bowl curiously carved.

After the king had eaten and drunk he turned to the princess and said, stroking her hair:

'Now, my child, what shall we do next?'

This was the question he almost always put to her first after their meal together; and Irene had been waiting for it with some impatience, for now, she thought, she should be able to settle a question which constantly perplexed her.

'I should like you to take me to see my great old grandmother.'

The king looked grave And said:

'What does my little daughter mean?'

'I mean the Queen Irene that lives up in the tower—the very old lady, you know, with the long hair of silver.'

The king only gazed at his little princess with a look which she could not understand.

'She's got her crown in her bedroom,' she went on; 'but I've not been in there yet. You know she's there, don't you?'

'No,' said the king, very quietly.

'Then it must all be a dream,' said Irene. 'I half thought it was; but I couldn't be sure. Now I am sure

of it. Besides, I couldn't find her the next time I went up.'

At that moment a snow-white pigeon flew in at an open window and settled upon Irene's head. She broke into a merry laugh, cowered a little, and put up her hands to her head, saying:

'Dear dovey, don't peck me. You'll pull out my hair with your long claws if you don't mind.'

The king stretched out his hand to take the pigeon, but it spread its wings and flew again through the open window, when its Whiteness made one flash in the sun and vanished. The king laid his hand on his princess's head, held it back a little, gazed in her face, smiled half a smile, and sighed half a sigh.

'Come, my child; we'll have a walk in the garden together,' he said.

'You won't come up and see my huge, great, beautiful grandmother, then, king-papa?' said the princess.

'Not this time,' said the king very gently. 'She has not invited me, you know, and great old ladies like her do not choose to be visited without leave asked and given.'

The garden was a very lovely place. Being upon a Mountainside there were parts in it where the rocks came through in great masses, and all immediately about them remained quite wild. Tufts of heather grew upon them, and other hardy mountain plants and flowers, while near them would be lovely roses and lilies and all pleasant garden flowers. This mingling of the wild mountain with the civilized garden was very quaint, and it was impossible for any number of gardeners to make such a garden look formal and stiff.

Against one of these rocks was a garden seat, shadowed from the afternoon sun by the overhanging of the rock itself. There was a little winding path up to the top of the rock, and on top another seat; but they sat on the seat at its foot because the sun was hot; and there they talked together of many things. At length the king said:

'You were out late one evening, Irene.'

'Yes, papa. It was my fault; and Lootie was very sorry.'

'I must talk to Lootie about it,' said the king.

'Don't speak loud to her, please, papa,' said Irene. 'She's been so afraid of being late ever since! Indeed she has not been naughty. It was only a mistake for once.'

'Once might be too often,' murmured the king to himself, as he stroked his child's head.

I can't tell you how he had come to know. I am sure Curdie had not told him. Someone about the



palace must have seen them, after all.

He sat for a good while thinking. There was no sound to be heard except that of a little stream which ran merrily out of an opening in the rock by where they sat, and sped away down the hill through the garden. Then he rose and, leaving Irene where she was, went into the house and sent for Lottie, with whom he had a talk that made her cry.

When in the evening he rode away upon his great white horse, he left six of his attendants behind him, with orders that three of them should watch outside the house every night, walking round and round it from sunset to sunrise. It was clear he was not quite comfortable about the princess.

**Chapter 10 *The Princess and the Goblin* Question:** (Write in a complete sentence with beautiful penmanship.)

**Ch. 10: What flies down and lands on the princess' head after she decides that Queen Irene in the tower is a dream?**

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## Grammar

Nouns are names of persons, places, things, or ideas. Nouns can be proper or common. Thomas Jefferson, for example, has many names. Some of his common names are lawyer, architect, scholar, son, or president. He has these names in common with other people, so they are called common. He has his own name that is proper to him, and that is *Thomas Jefferson*. It is not common to be called by that name, since it names a specific person. Always capitalize proper nouns, and do not capitalize common nouns.

1. What is your proper name? \_\_\_\_\_
2. What are some of your common names? \_\_\_\_\_
3. What is the proper name of your favorite historical person?  
\_\_\_\_\_
4. What are some of that person's common names?

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### More Proper Nouns

Nine states had to vote approval of the new Constitution for it to become the “law of the land” and for the new government to get started. It was no easy task to convince people to support this new Constitution. James Madison, Alexander Hamilton, and John Jay wrote article after article for the newspapers explaining the Constitution and how it would work. These articles, which became known as “The Federalist Papers,” were widely read and made a great impression. Delaware was the first state to ratify the Constitution; New Hampshire was the ninth. The new government set up according to the Constitution began its work in March 1789.

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Make a list of all the proper nouns in the above paragraph from *George Washington’s World* by Genevieve Foster. Then, since every proper noun also has a common name, try to think of a common name of each proper noun. The first one is done for you, leaving seven more proper nouns for you to find. Do not list “Constitution” again.

#### Proper Noun

#### Common Noun

1. Constitution

A common name for Constitution is document.

2.

3.

4.

5.

6.

7.

8.

## Poetry

### Practice reciting “Paul Revere’s Ride” Part III Stanza 1-3 (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.

### See day 1 for Stanzas 1-3

## History (about 20 minutes)

### Lesson 7: Three Branches of Government

In your last history lesson you learned about the clever way the men at the Constitutional Convention planned to give the national government more power, while guarding against too much power, by dividing the new powers into three branches. This method of limiting governmental power is called the separation of powers. Each of the three branches of government has its own job.

There is a branch that makes the laws, called the legislative branch. This new word *legislative* makes sense with the knowledge that *lex, legis* is the Latin word for *law*. Knowing the Latin word for law can help you to remember that the legislative branch is the part of the national government that makes the laws. In the picture below of the three branches of government, the middle branch has the word *legislative* written on it. On top of the branch is the Capitol building. It is the place in Washington D.C. where the law-makers discuss and vote upon new laws. Congress is the name of the law-making group that meets in the Capitol Building. Remember though, that Congress has two houses: the Senate, and the House of Representatives. The purpose of making two houses in Congress was to satisfy the big states in one, and the small states in the other. (You may remember when we were studying Medieval history that England’s legislative government, Parliament, also had two houses: the House of Lords and the House of Commons.) This is an ample amount of new information for you to start organizing in your minds, so we will cover the next two branches in the next lessons.

If you would like to see a step-by-step video to help you draw a picture of the Capitol Building to help you think of where national legislators, or law-makers meet, go to this link:

<https://safeYouTube.net/w/1Zn6>



1. The U.S. national government is separated into how many branches? What is each branch called?

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2. Today you learned about the legislative branch of the national government. What Latin word is helpful for understanding the word *legislative*? What does that Latin word mean?

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3. What is the special power and job of the legislative branch?

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4. What is the name of the general group of people who meets in the Capitol Building to make laws?

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5. What are the names of the two houses that make up Congress?

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**Art (about 15 minutes)**

Watch and draw along with Ms. Davis in this video:

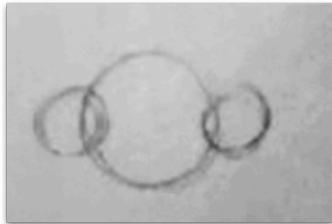
<https://cloud.swivl.com/v/b85a2368df521164dbe32aa01f9fa138>

## How To Draw the Nose

Directions: On a piece of paper, copy the following steps using a pencil. Make sure to sketch lightly so you can erase guidelines or mistakes. Practice drawing the nose three times.



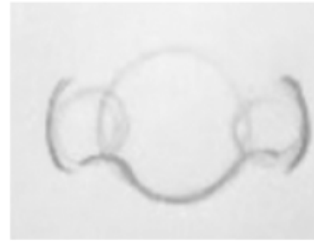
Step 1: Draw a circle



Step 2: Draw two smaller circle on either side of the first circle. These circles are the nostrils



Step 3: Draw two curved lines or parenthesis ( ) on either side of the nostrils.



Step 4: Draw a curved "u" shape underneath the circle that curves up under the nostrils.



Step 5: Draw two leaf shapes under the nostrils.



Step 6: draw a line that extends from the eyebrow bone down to center of the middle circle. This is the bridge of the nose. Erase any leftover guidelines.

## P.E.

### 5 minute Warm-up:

- 60 seconds straight of crab-walking (upside-down bear crawls)
- 30 seconds straight of push-ups
- 30 second rest
- 60 seconds straight of bear-crawls
- 30 second break
- 60 seconds straight of duck-walks
- 30 seconds of jumping-jacks

### 10 minute game of the "Trash Can Sock Toss" game:

For this game you will need:

- A partner
- A rolled up pair of socks
- Two empty trash cans, or any other type of bin

**Rules:** To begin with, offer to take out the trash for your parents; we need those trash cans to be clean! You and your partner (a parent or sibling will do) will place the two trash-cans about a foot away from each other. Make sure that, wherever you decide to play this game, you have plenty of room. Both you and your partner will start right in front of your trash cans. Whenever you start, you must do 10 beautiful squats and then toss your rolled-up socks into the trash can. If you make it, you will go get the socks from the can, take one big step back from the last place you tossed from and repeat. You are trying to get as far away from the trash can as possible. If you miss, however, you must go get the socks and return to the spot you missed from to do an extra 10 squats before you toss again. This is a race. The first person to go as far away from the can as possible, wins! You may switch the exercise from squats to something else if you wish. Have fun, and don't forget to work on your Marathon Maps!

# Day 5 Instructions and Resources

Friday, 4/24

## Math (about 35 minutes)

- Complete the math facts and daily word problem as a warm-up.
- Complete the review below.

### Math Facts

$2 \times 11 =$

$7 \times 9 =$

$6 \times 5 =$

$8 \times 10 =$

$11 \times 7 =$

$7 \times 4 =$

$5 \times 3 =$

$5 \times 8 =$

$3 \times 10 =$

$12 \times 10 =$

$2 \times 9 =$

$9 \times 8 =$

$12 \times 6 =$

$10 \times 4 =$

$3 \times 6 =$

$4 \times 12 =$

$5 \times 4 =$

$11 \times 3 =$

$11 \times 5 =$

$7 \times 3 =$

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

Ms. Combs and Miss Petruccelli shared a pizza. Ms. Combs ate  $\frac{1}{12}$  of the pizza and Miss Petruccelli ate  $\frac{4}{12}$  of the pizza. How much of the pizza did they each all together?

### Review

1. Find the exact value of each of the following.

a)  $40.23 + 8.45$

b)  $18.06 + 1.37$

c)  $26.29 + 13.73$

d)  $24.9 + 3.7$

e)  $10.99 + 6.32$

f)  $13.58 - 0.25$

g)  $24.5 - 2.27$

h)  $39.45 - 2.8$

i)  $16.04 - 4.99$



j)  $12.99 + 6.99$

k)  $17.02 - 12.13$

l)  $25.6 - 14.99$

2. A pineapple weighs 1.69 lb. A watermelon is 2.51 lb heavier than the pineapple. How much does the watermelon weigh?

3. Kate bought 3 liters of milk. She drank 0.5 liter and gave 0.25 liter to her cat. How many liters of milk did she have left?

4. Mitchell jogged 5.85km on Saturday. He jogged 1.7 km less on Sunday than on Saturday. How much did he jog on Sunday?

**Challenge  
(optional):**

Find the value of

$$1 + 2 + 3 + 4 + \dots + 97 + 98 + 99 + 100.$$

## Spalding

### New words (about 5 minutes):

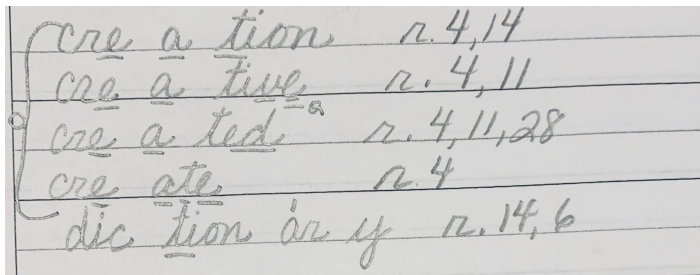
On the worksheet below, write the assigned words in the following way:

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:** creation, creative, created, create, dictionary

Below is a video link of the Spalding words and explanations for Week 4 Day 5

<https://cloud.swivl.com/v/235761da4626d95ec66b2a4542e6dbb8>




Sentence

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## Literature/Writing

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

'I should like you to take me to see my great old grandmother.'

The king looked grave And said:

'What does my little daughter mean?'

'I mean the Queen Irene that lives up in the tower—the very old lady, you know, with the long hair of silver.'

The king only gazed at his little princess with a look which she could not understand.

'She's got her crown in her bedroom,' she went on; 'but I've not been in there yet. You know she's there, don't you?'

'No,' said the king, very quietly.

'Then it must all be a dream,' said Irene. 'I half thought it was; but I couldn't be sure. Now I am sure of it. Besides, I couldn't find her the next time I went up.'

At that moment a snow-white pigeon flew in at an open window and settled upon Irene's head. She broke into a merry laugh, cowered a little, and put up her hands to her head, saying:

'Dear dovey, don't peck me. You'll pull out my hair with your long claws if you don't mind.'

The king stretched out his hand to take the pigeon, but it spread its wings and flew again through the open window, when its Whiteness made one flash in the sun and vanished. The king laid his hand on his princess's head, held it back a little, gazed in her face, smiled half a smile, and sighed half a sigh.

**Write in 5 sentences *whether* you think the King knows and believes in the old lady in the tower. Use examples and specific reasons from the text above. Remember to write in complete sentences using strong vocabulary and beautiful penmanship.**

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## Poetry

**Practice reciting “Paul Revere’s Ride” Part III Stanza 1-3** (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.

**See day 1 for stanzas 1-3**

## Science (about 20 minutes)

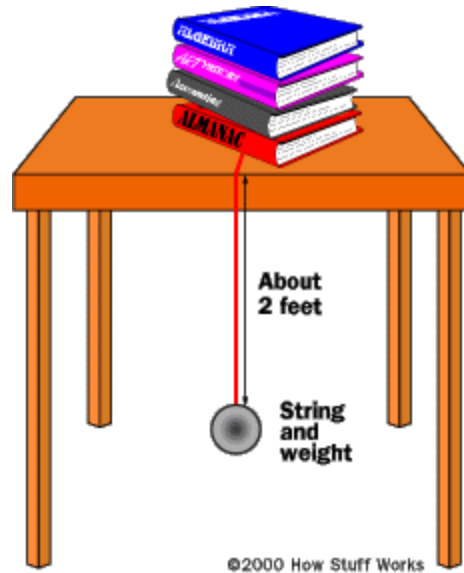
### Pendulum Experiment

Materials Needed:

1. Pieces of string: 3 feet in length
2. Heavy books
3. A table
4. A weight
5. A stopwatch or timer

Procedures:

1. The weight you can use in a pinch: a coffee mug.
2. Tie the string to the weight.
3. Suspend your pendulum over the edge of the table so that the length of the pendulum is about 2 feet, as shown here:



4. Set the books on top of the string to hold it in place on the table.
5. Lift the weight to the top of the table and let go.
6. Count how many times the weight swings back and forth for 60 seconds and document on the worksheet.
7. Repeat the experiment twice with the string at 2 feet in length and document.
8. Now pull the string up on the table until the length of the string until the weight is 1 foot in length.
9. Repeat step 5 and 6 twice for the string at 1 foot in length.

**Experiment Worksheet**  
**Documentation table**

Number of times the weight goes back and forth.

	Trial 1	Trail 2	Average
String at 2 feet in length			
String at 1 foot in length			

In order to find the average of each trial add trial 1 and trial 2, then divide by two.

$$(\text{Trial 1} + \text{Trial 2}) \div 2 = \text{Average}$$

## Questions

(Answer in complete sentences.)

1. What is the average for the string at 2 feet in length?

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2. What is the average for the string at 1 foot in length?

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3. At which string length did the weight go back and forth more times?

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4. Does the pendulum have more potential energy at the top of the table or at the bottom?

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5. How does changing the length of the string affect the amount of times the weight went back and forth?

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## Music

- 1) **Stretching:** Roll your shoulders forward 5 times, then backwards 5 times. Raise both hands to the sky as high as you can, then slowly bring them down to your sides. Keep your chest in place as you do so. Next is the motion of yawning! Flex and relax the muscles around your mouth and cheekbones.
- 2) **Singing:** Sing through *Galway Bay* (it starts on middle C!). Make sure that the notes are smooth and connected. Try to sing it all from memory! "If you ever go across the sea..."
- 3) **Singing, continued:** Sing through *The Sirens' Song* (it starts on a high E!). Pay extra attention to your tones. The lyrics are below.

On an island far away  
So the old world legends say  
Sat wicked Sirens all day long

Singing their sweet deceitful song  
Mariners came sailing near  
Heard that song so soft and clear  
Answered the call that lured them all  
And upon the reef came straight to grief

Come to us, we've waited so long for you  
Ev'ry day we'll make a new song for you  
Come, come, to us we love you so  
Leave behind the world and its fretting  
And we will give you rest and forgetting  
So sang the Sirens ages and ages ago  
Come to us, we've waited so long for you  
We'll make life a beautiful song for you  
Come, come to us, we love you so  
Leave behind the world and its fretting  
And we will give you rest and forgetting  
So sang the Sirens ages and ages ago

Now long years have passed away  
Sirens are a myth they say  
But you still find them none the less  
Singing today in modern dress  
Just the same they set their snare  
Sweetly smiling, false and fair  
Turn a deaf ear when you are near  
Or upon the reef you'll come to grief

Come to us, we've waited so long for you  
We'll make life one beautiful song for you  
Come, come, to us we love you so  
That's the song the sirens will sing you  
And if you hark to shipwreck they'll bring you  
Just as they used to ages and ages ago  
Come to us, we've waited so long for you  
We'll make life a beautiful song for you

Come, come to us. We love you so  
 Leave behind the world and its fretting  
 And we will give you rest and forgetting  
 So sang the Sirens ages and ages ago

## Latin

### Reading and Translation (6-10 min.)

Today, we return to our reading in Chapter Six. Read the Latin below aloud, slowly, then read the section on new vocabulary and answer the translation question.

Syrus et Lēander ambulant. Syrus saccum portat et Lēander quoque saccum portat: Syrus et Lēander duōs saccōs in umerīs portant.

### New Vocabulary

1. The word *saccus*, -ī is very similar to a word we saw in Chapter Four: *sacculus*, -ī, a purse or little sack. This is because *sacculus* is what is known as the **diminutive** (dim-IN-you-tiv) form of *saccus*: it's the little version of a *saccus*! So, where *sacculus* means "purse" or "little sack," *saccus* will just mean "sack" or "bag."
2. The word *umerus*, -ī means shoulder. You can remember this more easily if you know the name of the bone that connects the arm to the shoulder: the "humerus".

### Translation

Translate this sentence into a complete English sentence in the space below. When you are done, you may check your answer in the solutions section of the packet, and make corrections in red pencil.

Syrus et Lēander ambulant.

### Flashcards (4-5 min.)

Make two new flashcards for *saccus* and *umerus*. Then spend a few minutes practicing with your flashcards. See if you can get through all your Chapter Six flashcards with no mistakes!



**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** (See grammar answers below the grid.)

Math	WP: 77 chickens Task: a) 3.74 b) 0.31 c) 3.73 d) 2.66 e) 0.42 f) 0.25 g) 0.88 h) 3.4 Practice: a) 2.44 b) 2.55 c) 0.07 d) 8.78 e) 3.24 f) 4.76 g) 6.15 h) 5.43 Challenge: <table border="1" style="margin-left: auto; margin-right: auto;"> <tr><td>1</td><td>14</td><td>7</td><td>12</td></tr> <tr><td>15</td><td>4</td><td>9</td><td>6</td></tr> <tr><td>10</td><td>5</td><td>16</td><td>3</td></tr> <tr><td>8</td><td>11</td><td>2</td><td>13</td></tr> </table>	1	14	7	12	15	4	9	6	10	5	16	3	8	11	2	13	WP: 26, 736 children Task : a) 16, 15.87 b) 50, 50.01 c) 40, 39.57 d) 2, 2.23 e) 21, 21.89 f) 27, 27.54 Practice: 2 a) 10 b) 11 3 a)4 b)5 Challenge: 6 photos	WP: 161 stamps Practice: 1) 2.65 yd. 2) 1.4 kg 3) \$33.91 4) \$9.60 5) \$3.50 Challenge: 14 apples	WP: 3/7 of the journey Review: 1 a) 0.9 b) 1.7 c) 4.1 d) 0.1 e) 0.11 f) 1.26 g) 0.1 h) 1.6 i) 2.6 j) 0.03 k) 0.93 l) 3.35 2. a) 9 b) 8 c) 20 d) 3 e) 4 f) 4 3. 1.25m 4. \$13.25 5. \$20.40 Challenge: 67cm	WP: 5/12 of the pizza Review: 1 a)48.68 b) 19.43 c) 40.02 d) 28.6 e) 17.31 f)13.33 g) 22.23 h) 36.65 i) 11.05 j) 19.98 k) 4.89 l) 10.61 2. 4.2lb 3. 2.25 L 4. 4.15 km Challenge: 5050
1	14	7	12																		
15	4	9	6																		
10	5	16	3																		
8	11	2	13																		
Literature	The goblins have very tender feet, but do not wear shoes.	The goblins have two plans to take revenge on the humans above.	Curdie discovers that the goblins plan to release water and flood the mine	After the princess decides that Queen Irene was a dream, a snow-white pigeon flies in at the window and lands on her head.	The question could be answered with a yes or a no. The paragraph should include reasons for the student's opinion.																
History/Science	Science 1. The blue car	1. In the Senate, each state is represented	Science Batteries=	1. The U.S. national government is	Science 1. Average																

	<p>has more kinetic energy than the red car.                  2. Kinetic energy and Potential energy make up the Mechanical energy of an object</p>	<p>equally.                  2. Another important goal was to increase the power of the national government while limiting its power.                  3. The national government could be given more power without becoming too powerful, by dividing its power into different sections with different jobs.                  4. This idea is called the separation of powers.                  5. One part makes the laws, one part enforces the laws, and one part judges or interprets the laws.</p>	<p>Potential                  Windmill=                  Kinetic energy                  Running=                  Kinetic energy                  Dog=                  Potential energy                  Faucet=                  Potential energy                  Ocean=                  Kinetic energy</p>	<p>separated into three branches: the executive branch, the legislative branch, and the judicial branch. 2. The Latin word legis is helpful for understanding the word legislative. It means law. 3. The special job of the legislative branch is to make laws.                  4. The name of the group of people that meets in the Capitol Building to make laws is called Congress. 5. The two houses that make up Congress are the Senate and the House of Representatives.</p>	<p>2. Average                  3. The One foot length average went back and forth more.                  4. The pendulum has more energy at the top than at the bottom                  5. The length changes the amount of times the weight went back and forth.</p>
Latin	<p><u>Comprehension question:</u> The new servant named is Ursus.</p>				<p><u>Passage translation:</u> Syrus and Leander walk. Syrus carries a bag and Leander also carries a bag: Syrus and Leander carry two bags on their shoulders.   <u>Sentence translation:</u> Syrus and Leander walk.</p>

Grammar Answers

Day 2: (on) walls, (in) story, (across) lakes, (in) glory, (from) cliff/scar, (of) Elfland, (in) sky, (on) hill/field/river, (from) soul, (to) soul

Day 4: 1. Answers vary.

My proper name is Mrs. Spiotta. Some of my common names are: woman, teacher, and wife.

2-4. Answers vary.

Proper Noun  
 James Madison  
 Alexander Hamilton  
 John Jay  
 “The Federalist Papers”  
 Delaware  
 New Hampshire  
 March

Common Noun  
 A common name for James Madison is man.  
 A common name for Alexander Hamilton is man.  
 A common name for John Jay is man.  
 A common name for “The Federalist Papers” is articles.  
 A common name for Delaware is state.  
 A common name for New Hampshire is state.  
 A common name for March is month.