



Remote Learning Packet

Fourth Grade

April 27–May 1, 2020

Student Name: _____ Teacher: _____



Student Attendance Affidavit

April 27–May 1, 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 27, 2020
- Tuesday, April 28, 2020
- Wednesday, April 29, 2020
- Thursday, April 30, 2020
- Friday, May 1, 2020

Parent Name (printed): _____

Parent Signature: _____ Date: _____

Student Name: _____ Teacher: _____

My Learning This Week

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

Date	My Daily Learning
	<input type="checkbox"/> I spent between 100 and 120 minutes on my daily activities. <input type="checkbox"/> I read all the directions before I asked for more help. <input type="checkbox"/> If required, I wrote all my answers in complete sentences. <input type="checkbox"/> I used my neatest penmanship, and my writing can be read by both me and an adult. <input type="checkbox"/> I double-checked my written answers for correct capitalization, punctuation, and grammar. <input type="checkbox"/> I read for at least 20 minutes today. <input type="checkbox"/> My teacher will be proud of my hard work and perseverance.
	<input type="checkbox"/> I spent between 100 and 120 minutes on my daily activities. <input type="checkbox"/> I read all the directions before I asked for more help. <input type="checkbox"/> If required, I wrote all my answers in complete sentences. <input type="checkbox"/> I used my neatest penmanship, and my writing can be read by both me and an adult. <input type="checkbox"/> I double-checked my written answers for correct capitalization, punctuation, and grammar. <input type="checkbox"/> I read for at least 20 minutes today. <input type="checkbox"/> My teacher will be proud of my hard work and perseverance.
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Fourth Grade Remote Learning Plan 4/27-5/1

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

Subject		Mon. 4/2	Tue. 4/2	Wed. 4/2	Thu.	Fri.
<i>Math</i> ~25-35 min.		Median	Mode	Review	Bar Graphs	Review
<i>English Language Arts</i> ~25-35 min. total	<i>Spalding</i> 5 minutes	5 Words	Latin Roots	5 Words	Latin Roots	5 Words
	<i>Literature</i> 15 minutes	Princess and the Goblin Ch. 11 part 1	Ch. 11 part 2	Ch. 12	Ch. 13	Ch. 14
	<i>Grammar/ Writing</i> 10 minutes	Grammar Worksheet	Short Writing Prompt	Grammar Worksheet	Journal Entry	Copywork
	<i>Poetry</i> 5 minutes	Paul Revere's Ride Stanza 4	Stanza 4	Stanza 4	Stanza 4	Stanza 4
<i>History or Science</i> ~20 min.		History Lesson 8 The Executive Branch	Science Lesson 2 Other Forms of Energy	History Lesson 9 The Judicial Branch	Science Forms of Energy Worksheet and Notes	History Lesson 10 Checks and Balances

<p style="text-align: center;"><i>Art</i> or <i>Music</i> ~15 min.</p>	<p>Art: Practice Drawing Different Types of Noses</p>	<p>Music: Introduction to the Keyboard</p>	<p>Art: How to Draw the Mouth</p>	<p>Music: Half Steps and Whole Steps</p>	<p>Art: Practice Drawing Different Types of Mouths</p>
<p style="text-align: center;"><i>Latin</i> or <i>P.E.</i> ~15 min.</p>	<p>P.E. 5-minute Workout followed by the “Ski-jump basketball-shot” Game</p>	<p>Latin Reading and Activity: Illustrating Prepositions</p>	<p>P.E. 5-minute Workout followed by working on our “Marathon Map.”</p>	<p>Latin Reading and Comprehension Questions from Chapter 6</p>	<p>P.E. 5-minute Workout followed by the “Magic Carpet” Relay.</p>

Day 1 Instructions and Resources

Monday, 4/27

Begin the day by saying the poem "Nobility" by Alice Cary which 4th grade recites after the pledge each day. Below is a video link of Ms. Defilippis reciting the poem. You can also find this link in our weekly newsletter.

<https://safeYouTube.net/w/d3a8>

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. Below is a video link of Ms. Petrucci explaining median and range. You can also find this link in our weekly newsletter.

<https://cloud.swivl.com/v/d731975122d2cf0f18383f3f36bb8dc1>

- Please complete the task and practice.

Friendly Notes (for parents)

Organizing and Analyzing Data

The results of surveys can be organized in different ways to help us analyze the data more easily. For example, we can organize the data from the least value to the largest value or we can use a line plot to present the data. The middle number of a set of data is called the **median**. The value that appears most often in a set of data is the **mode** of the data. There can be more than one mode.

A survey was conducted to find the number of fruits 20 students eat in a day. The data collected is recorded in the tally chart.

Number of fruits eaten	Tally
0	////
1	### /
2	### //
3	///

We organize the data from least to most.

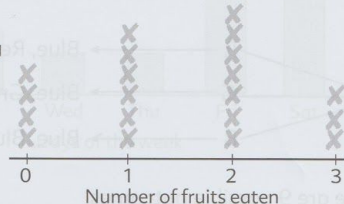
0, 0, 0, 0, 1, 1, 1, 1, 1, 1, 2, 2, 2, 2, 2, 2, 2, 3, 3, 3

middle numbers

$$\text{Median} = \frac{1+2}{2} = 1.5$$

Mode = 2

The data is shown on a line plot as follows:

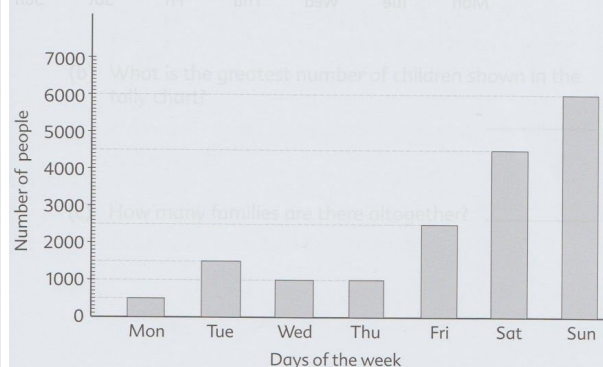


Bar Graphs

A **bar graph** makes comparison of data easy.

The table below shows the number of people who went to a concert during a week.

Day	Number of people
Monday	500
Tuesday	1500
Wednesday	1000
Thursday	1000
Friday	2500
Saturday	4500
Sunday	6000



Math Facts:

$2 \times 4 =$

$5 \times 7 =$

$6 \times 9 =$

$40 \div 4 =$

$12 \times 4 =$

20 ÷ 5 =

30 ÷ 6 =

3 × 8 =

9 × 9 =

10 × 6 =

18 ÷ 3 =

8 × 5 =

36 ÷ 6 =

6 × 5 =

24 ÷ 4 =

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

Mr. Zayas had 12 loaves of bread he wanted to share equally among 4 neighbors. How many loaves of bread did each neighbor receive?

Lila did a survey to find the number of TV sets her friends have in their homes. She recorded the results in a tally chart.

Number of TV sets in the home	Number of friends
0	
1	
2	
3	
4	
5	

How can Lila organize the data?

The data can be organized from the **least** to the **most**.

0, 1, 2, 2, 3, 3, 4, 4, 4, 4, 5

- (a) What is the lowest number of TV sets?
- (b) What is the highest number of TV sets?
- (c) What is the middle number of the set of data?

0, 1, 2, 2, 3, 3, 4, 4, 4, 4, 5

To find the middle number, mark off pairs of data starting at the ends.

The middle number of a set of data is called the **median**.

Half of her friends have at most 3 TV sets and half of her friends have at least 3 TV sets.



Notes:

There are different ways of looking at and collecting data. Here we have all the information arranged in a chart.

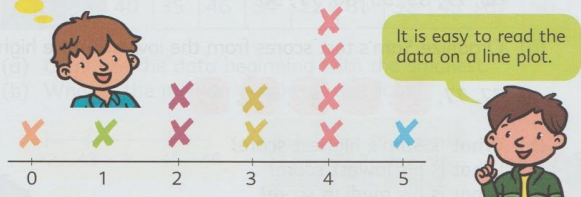
It is helpful to lay out each piece of information. Each digit lined up on the left represents one person and tells us how many friends that person had.

The difference between the highest and the lowest value is called the **range**. We take the greatest number of TVs-- here it is 5, and the lowest number 0-- and subtract 5-0 = 5. 5 is the range.

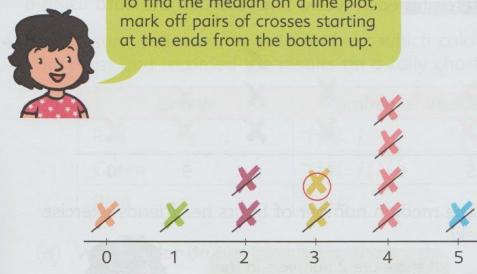
The middle number of a set of data is called the **median**. If there are two numbers in the middle, the median is the number half-way between the two numbers.

The data can also be recorded and shown on a **line plot**.

x = 1 TV set



To find the median on a line plot, mark off pairs of crosses starting at the ends from the bottom up.




Here is the same information, just presented differently.

Task

1. Sam had the following scores for his last seven mathematics tests,

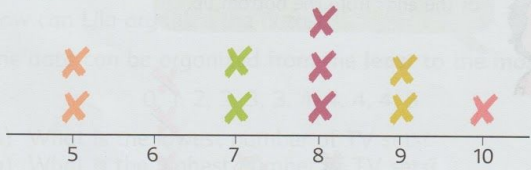
85, 77, 83, 95, 86, 77, 90

(a) Organize Sam's test scores from the lowest to the highest.

77, 77, 


- b) What is Sam's highest score? _____
- c) What is his lowest score? _____
- d) What is his median score? _____
- e) What is the range of his scores? Subtract the lowest number from the highest number. _____ - _____ = _____

2. Gayle surveyed her friends to find the number of hours they spend exercising each week. She recorded the data using a line plot.



What is the median number of hours her friends exercise each week?

If there are 2 numbers in the middle that are equal, then that value is the median.



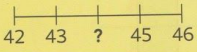
Hint: cross out the x's as shown in the notes.

The median of hours her friends exercise each week is _____.


3. John weighed the dogs at the veterinarian's clinic and recorded the data in the table below.

Weight in lb	40	35	46	54	22	61	32	45	67	50
--------------	----	----	----	----	----	----	----	----	----	----

(a) Organize the data beginning with the smallest.
 (b) What is the median weight of the dogs?



If there are 2 numbers in the middle that are different, the number that is halfway between them is the median.



a) _____

b) The median weight of the dogs is _____.

Practice 1. Lisa made a survey among her friends to find their ages. She recorded the results in a tally chart.

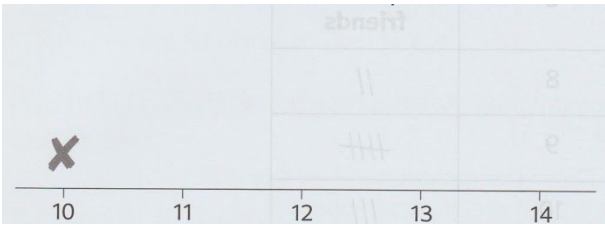
Age	Number of friends
8	//
9	###
10	///
11	//
12	

(a) Organize the data beginning with the smallest.
 8, 8, 9, _____, _____, _____, _____
 _____, _____, _____, _____
 _____, _____

- (b) Her youngest friends are _____ years old.
- (c) Her oldest friend is _____ years old.
- (d) The difference between the oldest and youngest is _____ - _____ = _____ years.
- (e) Her friends' median age is _____ years old.

2. Curtis scored the following points in his last seven basketball games: 10, 14, 12, 13, 12, 12, 14.

a) Record Curtis' scores on the line plot below.

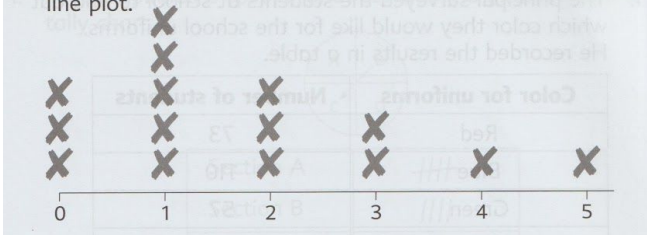


b) The least number of points Curtis scored is _____.

c) The highest number of points Curtis scored is _____.

d) His median score is _____ points.

3. Juan carried out a survey among his friends to find out the numbers of siblings they have. He recorded the data on a line plot.



a) Juan surveyed _____ friends.

b) The highest number of siblings is _____.

c) The lowest number of siblings is _____.

d) The difference between the highest and lowest numbers of siblings is _____ - _____ = _____.

e) The median number of siblings is _____. (Hint: cross out the xs as shown in the notes)

Challenge: I am a number between 20 and 30, a multiple of 4 and also a multiple of 7. What am I? _____

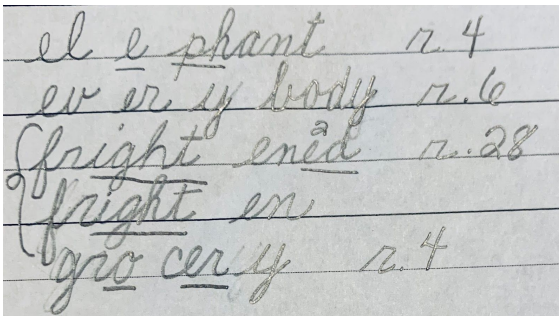
Spalding

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: elephant, everybody, frightened, frighten, grocery



Below is a video link of the Spalding words and explanations for Week 5, Day 1. You can also find this link in our weekly newsletter.

<https://cloud.swivl.com/v/f5fc167c7cd07fc24bf8bd396263d788>

Sentence

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Literature

Read chapter 11, 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...

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 11

The Old Lady's Bedroom

Nothing more happened worth telling for some time. The autumn came and went by. There were no more flowers in the

garden. The wind blew strong, and howled among the rocks. The rain fell, and drenched the few yellow and red leaves that could not get off the bare branches. Again and again there would be a glorious morning followed by a pouring afternoon, and sometimes, for a week together, there would be rain, nothing but rain, all day, and then the most lovely cloudless night, with the sky all out in full-blown stars—not one missing. But the princess could not see much of them, for she went to bed early. The winter drew on, and she found things growing dreary. When it was too stormy to go out, and she had got tired of her toys, Lottie would take her about the house, sometimes to the housekeeper's room, where the housekeeper, who was a good, kind old woman, made much of her—sometimes to the servants' hall or the kitchen, where she was not princess merely, but absolute queen, and ran a great risk of being spoiled. Sometimes she would run off herself to the room where the men-at-arms whom the king had left sat, and they showed her their arms and accoutrements and did what they could to amuse her. Still at times she found it very dreary, and often and often wished that her huge great grandmother had not been a dream.

One morning the nurse left her with the housekeeper for a while. To amuse her she turned out the contents of an old cabinet upon the table. The little princess found her treasures, queer ancient ornaments, and many things the use of which she could not imagine, far more interesting than her own toys, and sat playing with them for two hours or more. But, at length, in handling a curious old-fashioned brooch, she ran the pin of it into her thumb, and gave a little scream with the sharpness of the pain, but would have thought little more of it had not the pain increased and her thumb begun to swell. This alarmed the housekeeper greatly. The nurse was fetched; the doctor was sent for; her hand was poulticed, and long before her usual time she was put to bed. The pain still continued, and although she fell asleep and dreamed a good many dreams, there was the pain always in every dream. At last it woke her UP.

The moon was shining brightly into the room. The poultice had fallen off her hand and it was burning hot. She fancied if she could hold it into the moonlight that would cool it. So she got out of bed, without waking the nurse who lay at the other end of the room, and went to the window. When she looked out she saw one of the men-at-arms walking in the garden with the moonlight glancing on his armour. She was just going to tap on the window and call him, for she wanted to tell him all about it, when she bethought herself that that might wake Lottie, and she would put her into her bed again. So she resolved to go to the window of another room, and call him from there. It was so much nicer to have somebody to talk to than to lie awake in bed with the burning pain in her hand. She opened the door very gently and went through the nursery, which did not look into the garden, to go to the other window. But when she came to the foot of the old staircase there was the moon shining down from some window high up, and making the worm-eaten oak look very strange and delicate and lovely. In a moment she was putting her little feet one after the other in the silvery path up the stair, looking behind as she went, to see the shadow they made in the middle of the silver. Some little girls would have been afraid to find themselves thus alone in the middle of the night, but Irene was a princess.

As she went slowly up the stairs, not quite sure that she was not dreaming, suddenly a great longing woke up in her heart to try once more whether she could not find the old lady with the silvery hair. 'If she is a dream,' she said to herself, 'then I am the likelier to find her, if I am dreaming.'

So up and up she went, stair after stair, until she came to the many rooms—all just as she had seen them before. Through passage after passage she softly sped, comforting herself that if she should lose her way it would not matter much, because when she woke she would find herself in her own bed with Lottie not far off. But, as if she had known every step of the way, she walked straight to the door at the foot of the narrow stair that led to the tower.

'What if I should really find my beautiful old grandmother up there!' she said to herself as she crept up the steep steps.

When she reached the top she stood a moment listening in the dark, for there was no moon there. Yes! it was! it was the hum of the spinning-wheel! What a diligent grandmother to work both day and night! She tapped gently at the door.

'Come in, Irene,' said the sweet voice.

The princess opened the door and entered. There was the moonlight streaming in at the window, and in the middle of the

moonlight sat the old lady in her black dress with the white lace, and her silvery hair mingling with the moonlight, so that you could not have told which was which. 'Come in, Irene,' she said again. 'Can you tell me what I am spinning?'

'She speaks,' thought Irene, 'just as if she had seen me five minutes ago, or yesterday at the farthest. —No,' she answered; 'I don't know what you are spinning. Please, I thought you were a dream. Why couldn't I find you before, great-great-grandmother?'

'That you are hardly old enough to understand. But you would have found me sooner if you hadn't come to think I was a dream. I will give you one reason though why you couldn't find me. I didn't want you to find me.'

'Why, please?'

'Because I did not want Lootie to know I was here.'

'But you told me to tell Lootie.'

'Yes. But I knew Lootie would not believe you. If she were to see me sitting spinning here, she wouldn't believe me, either.'

'Why?'

'Because she couldn't. She would rub her eyes, and go away and say she felt queer, and forget half of it and more, and then say it had been all a dream.'

'Just like me,' said Irene, feeling very much ashamed of herself.

'Yes, a good deal like you, but not just like you; for you've come again; and Lootie wouldn't have come again. She would have said, No, no—she had had enough of such nonsense.'

'Is it naughty of Lootie, then?'

'It would be naughty of you. I've never done anything for Lootie.'

'And you did wash my face and hands for me,' said Irene, beginning to cry.

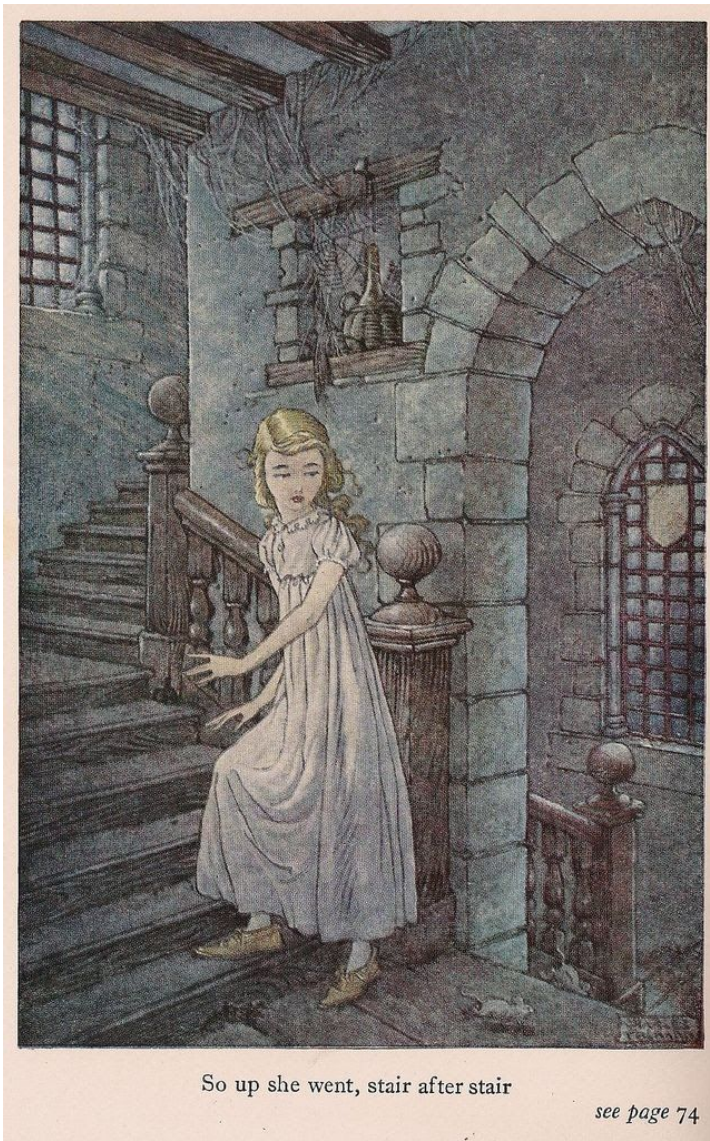
The old lady smiled a sweet smile and said:

'I'm not vexed with you, my child—nor with Lootie either. But I don't want you to say anything more to Lootie about me. If she should ask you, you must just be silent. But I do not think she will ask you.'

Chapter 11, part 1 *The Princess and the Goblin* Question: (Write in a complete sentence with beautiful penmanship.)

Ch. 11, part 1: What does the Old Lady say Irene should have done to see her grandmother sooner?

Grammar (about 20 minutes)



1. Using this picture of Princess Irene, write a sentence with an adverb telling *how* she is going up the stairs. Underline the adverb.

2. Write a sentence with an adjective describing any noun in the picture. Underline the adjective.

3. Still using the picture, write a sentence with a proper noun as the subject.

4. Write a sentence with a common noun from the picture as the subject.

5. Using the picture, write a sentence with a preposition and an object of the preposition (a prepositional phrase). Underline the preposition and circle its object.

Poetry

Practice reciting “Paul Revere’s Ride” Part III Stanza 4 (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.

Video Link: Below is a video link of Ms. Defilippis reciting *Paul Revere’s Ride Part III*. You can also find this link in our weekly newsletter.

<https://safeYouTube.net/w/iTA7>

**You know the rest. In the books you have read,
How the British Regulars fired and fled,—
How the farmers gave them ball for ball,
From behind each fence and farmyard-wall,
Chasing the red-coats down the lane,
Then crossing the fields to emerge again
Under the trees at the turn of the road,
And only pausing to fire and load.**

History (about 20 minutes)

Lesson 8: The Executive Branch

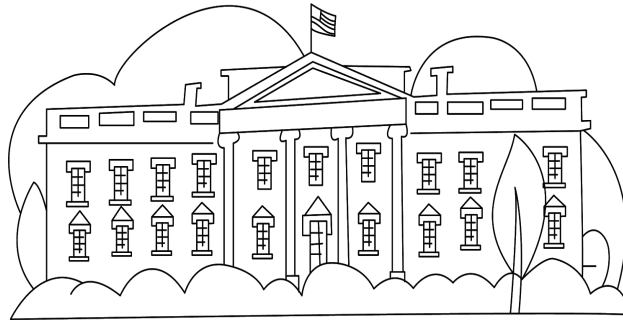
Today we continue the discussion of the way in which the new Constitution outlined a more powerful national government divided into three branches. The first branch the Constitution describes is the legislative, or law-making branch. Congress is the name of the group who has the power in the legislative branch. Congress has two groups within it: the Senate and the House of Representatives. All Congress members meet in the Capitol Building in Washington D.C. to make and vote upon laws.

After the legislative branch, the next branch described in the Constitution is the executive branch. Since *executive* is probably an unfamiliar word to you, it’s worth spending a little time with the word itself. You probably know one meaning of the verb *to execute*. It can mean “to put someone to death as a punishment.” However, this is not the main meaning of the word. The chief meaning of the word *to execute* is “to put into action.” An example sentence is: “It’s good to think good thoughts, but it’s even better to execute them also.” Or, “In our family, Sally has ideas for games, and George executes them.”

The executive branch has the job of making sure that the laws passed by Congress are put into action. Something unique about the executive branch compared to the other two branches is that there is one main person at the head of it. It's the president! He is in charge of making sure that national laws happen.

There's someone you know at our school who has a job a bit like the president's. Ms. Finn, for example, is the executive of Great Hearts Irving. Often she doesn't come up with her own plans, rules, or ideas, but she is our leader who makes sure the plans given to her by the Great Hearts Network actually happen. The Great Hearts Network, for example, made the rule that all its schools have to provide packets for their students. Ms. Finn is the executive of our school, so she makes sure that Great Hearts Irving provides packets for all its students.

The president works in the White House. If you would like to draw a picture of the White House that looks like the picture below with a helpful video, go to this link: <https://safeYouTube.net/w/H1y6>



To see Mrs. Spiotta give a summary of all three branches of the national government, go to: <https://cloud.swivl.com/v/4b08d25b82625cce42198fefb614acad>. This link is in the newsletter also.

1. What is the main meaning of the word *to execute*?

2. Try putting the main meaning of *execute* in a sentence.

3. What is the main job or power of the executive branch?

4. What do Ms. Finn and the president have in common?

5. **Challenge:** The men at the Constitutional Convention considered having two or more people in the executive branch—two or more presidents! They were concerned about giving all the executive power to one person. Why do you think they decided on one president?

Art (15 Minutes)

Portraiture: Drawing the Nose

Directions: Practice drawing each nose in the box to the right. Look at your nose in the mirror and draw it in the last box. Make sure to break down the nose into shapes.



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Look at your nose in the mirror. Does your nose look like any of the noses you have drawn? Draw your own nose in the final box.

P.E.

5-minute workout. Remember to check the box when you are done:

- 60 seconds of planks
- 30 second break
- 30 seconds straight of crunches
- 60 seconds straight of clam-curls
- 30 second break
- 90 seconds of crab-walking

“Ski-Jump Basketball-shot” game:

Hello, Fourth Graders! It is good to review what we have done thus far this year so that we do not forget. This game will mix a new exercise with some old basketball skills. You will need:

- 1 laundry basket (or any kind of basket or box)
- 1 chair
- 5 items, such as stuffed animals
- 1 foam ball (a pair of rolled-up socks will do)

Here is how you set up! First, offer to do the laundry so that you can use the laundry basket. Once this is done, place the basket on top of the chair. Now, take three huge steps away from the basket-chair and place your first item on the ground. Take two more steps back and place the next item on the ground. Place all the rest of the items two steps apart, in a straight line. The items stay on the ground to mark your spot. To play, you will start next to the item that is closest to the chair. You are going to do two “ski-jumps” over the item, and then quickly take a shot at the basket. To do a ski-jump, pretend that you have skis on and jump sideways over the item. Remember that both feet should jump at the same time. If you make the shot, go grab the ball, move to the next item and try again. If you miss from a certain spot, then you have to try again until you make it. Once you have the rules down, then make it timed! For example, ask your parents to count to 60 seconds to see if you can complete the whole course. Have fun!

Day 2 Instructions and Resources

Tuesday, 4/28

Begin the day by saying the poem “Nobility” which 4th grade recites after the pledge each day. Below is a video link of Ms. Defilippis reciting the poem. You can also find this link in our weekly newsletter.

<https://safeYouTube.net/w/d3a8>

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. Below is a video link of Ms. Petrucci explaining mode. You can also find this link in our weekly newsletter.

<https://cloud.swivl.com/v/7813c9c71003fa660a752652c6b0ee91>

- Please complete the task and practice.

Math Facts

$10 \div 2 =$	$11 \times 4 =$	$5 \times 10 =$	$2 \times 5 =$	$21 \div 3 =$
$40 \div 5 =$	$12 \times 4 =$	$9 \times 5 =$	$20 \div 2 =$	$8 \times 6 =$
$9 \times 8 =$	$15 \div 3 =$	$33 \div 3 =$	$8 \times 4 =$	$6 \times 8 =$

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

Miss Defilippis gave each of the 5 dogs she saw 4 treats. How many treats did she give away in all?

Notes:

4. Sarah surveyed her friends to find out which color they like the most and recorded the results on a tally chart.

Colour	Number of friends
Red	
Green	
Blue	

The value that appears the most often in a set of data is called the **mode**.

The color that appears the most often in this example is green, so green is the mode.

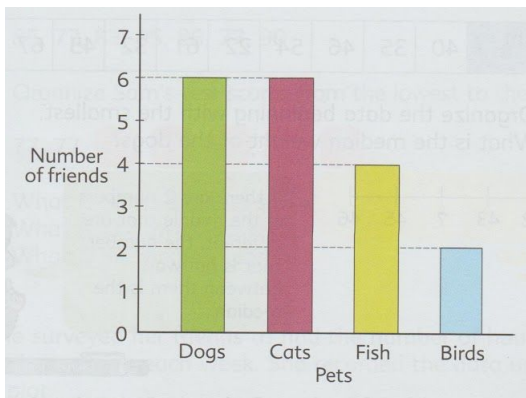
Billy did a survey among his friends to find the number of pets they have. He recorded the results in a tally chart.

Number of pets	Number of friends
0	
1	
2	

Before we were counting colors. Here we are counting numbers. What amount of pets did most of his friends have? Most of his friends had 2 pets. 2 is the value that appears the most often, so **2 is the mode**. Remember, the mode is the value that appears the most often which would be 2, not *how* often that thing appears which would be 4.

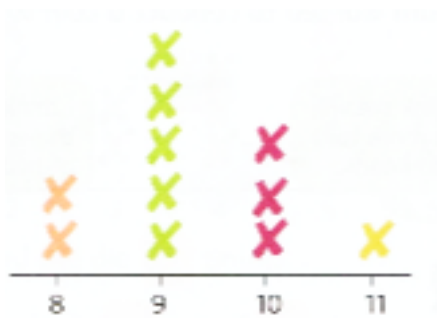
Task

1. Timothy asked his classmates what kind of pets they like the most and recorded the data in a bar graph. (Hint: there can be more than one mode.)



- a) Timothy surveyed _____ students. (Add to find the total.)
- b) _____ more friends like dogs than birds.
(Subtract to find the answer.)
- c) _____ fewer friends like fish than cats.
(Subtract to find the answer.)
- d) _____ and _____ are their favorite pets.

2. Josh asked some of his friends their ages and recorded the data in a line plot.



- a) Josh surveyed _____ friends.
- b) His two youngest friends are both _____ years old.
- c) His oldest friend is _____ years old.
- d) The age difference between his oldest and youngest friends is _____ years.
- e) The median age of his friends is _____ years.
- f) The mode of the data is _____ years.

Practice

1. The principal surveyed the students at school to find out which color they would like for the school uniforms. He recorded the results in a table.

Color for uniforms	Number of students
Red	73
Blue	110
Green	57
Black	44

- a) Most students want the color _____ for their uniforms.
- b) The color that the least number of students want is _____.
- c) The mode of the data is the color _____.

2. Timothy recorded the number of cars, trucks and motorcycles that passed in front of his school in a one-hour period. He recorded the data in the table below.

Vehicle type	Number of vehicles
Car	21
Truck	6
Motorcycle	3

- a) Most of the vehicles that passed by were _____.
- b) The mode of the set of data is _____.
- c) The kind of vehicle that passed by the least was _____.
- d) _____ more cars than trucks passed by.
_____ - _____ = _____
- e) _____ fewer motorcycles passed by than cars.
_____ - _____ = _____

Challenge: Roxanne and May share a sum of money equally. Roxanne's share is a multiple of \$8 and May's share is a multiple of \$12. What is the largest possible sum of money shared by them if it does not exceed \$200?

Latin Roots (about 5 min.)

- Read through the definitions.

dict = speak

Word	Definition
contradict	to speak against; to say the opposite
dictation	what is written down as someone says it
dictator	a leader who speaks and rules with total power
diction	the manner in which something is spoken in words
dictionary	a reference book in which spoken words are defined

- Match the correct definition to the word.

Word	Definition
contradict	what is written down as someone says it
dictation	to speak against; to say the opposite
dictator	a leader who speaks and rules with total power
diction	a reference book in which spoken words are defined
dictionary	the manner in which something is spoken in words

Literature

Read chapter 11, 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...

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 11, Part 2

All the time they talked the old lady kept on spinning.

'You haven't told me yet what I am spinning,' she said.

'Because I don't know. It's very pretty stuff.'

It was indeed very pretty stuff. There was a good bunch of it on the distaff attached to the spinning-wheel, and in the moonlight it shone like—what shall I say it was like? It was not white enough for silver—yes, it was like silver, but shone grey rather than white, and glittered only a little. And the thread the old lady drew out from it was so fine that Irene could hardly see it. 'I am spinning this for you, my child.'

'For me! What am I to do with it, please?'

'I will tell you by and by. But first I will tell you what it is. It is spider-web—of a particular kind. My pigeons bring it me from over the great sea. There is only one forest where the spiders live who make this particular kind—the finest and strongest of any. I have nearly finished my present job. What is on the rock now will be enough. I have a week's work there yet, though,' she added, looking at the bunch.

'Do you work all day and all night, too, great-great-great-great-grandmother?' said the princess, thinking to be very polite with so many greats.

'I am not quite so great as all that,' she answered, smiling almost merrily. 'If you call me grandmother, that will do. No, I don't work every night—only moonlit nights, and then no longer than the moon shines upon my wheel. I shan't work much longer tonight.'

'And what will you do next, grandmother?' 'Go to bed. Would you like to see my bedroom?'

'Yes, that I should.'

'Then I think I won't work any longer tonight. I shall be in good time.'

The old lady rose, and left her wheel standing just as it was. You see there was no good in putting it away, for where there was not any furniture there was no danger of being untidy.

Then she took Irene by the hand, but it was her bad hand and Irene gave a little cry of pain. 'My child!' said her grandmother, 'what is the matter?'

Irene held her hand into the moonlight, that the old lady might see it, and told her all about it, at which she looked grave. But she only said: 'Give me your other hand'; and, having led her out upon the little dark landing, opened the door on the opposite side of it. What was Irene's surprise to see the loveliest room she had ever seen in her life! It was large and lofty, and dome-shaped. From the centre hung a lamp as round as a ball, shining as if with the brightest moonlight, which made everything visible in the room, though not so clearly that the princess could tell what many of the things were. A large oval bed stood in the middle, with a coverlid of rose colour, and velvet curtains all round it of a lovely pale blue. The walls were also blue—spangled all over with what looked like stars of silver.

The old lady left her and, going to a strange-looking cabinet, opened it and took out a curious silver casket. Then she sat down on a low chair and, calling Irene, made her kneel before her while she looked at her hand. Having examined it, she opened the casket, and took from it a little ointment. The sweetest odour filled the room—like that of roses and lilies—as she rubbed the ointment gently all over the hot swollen hand. Her touch was so pleasant and cool that it seemed to drive away the pain and heat wherever it came.

'Oh, grandmother! it is so nice!' said Irene. 'Thank you; thank you.'

Then the old lady went to a chest of drawers, and took out a large handkerchief of gossamer-like cambric, which she tied round her hand.

'I don't think I can let you go away tonight,' she said. 'Would you like to sleep with me?'

'Oh, yes, yes, dear grandmother,' said Irene, and would have clapped her hands, forgetting that she could not.

'You won't be afraid, then, to go to bed with such an old woman?'

'No. You are so beautiful, grandmother.'

'But I am very old.'

'And I suppose I am very young. You won't mind sleeping with such a very young woman, grandmother?'

'You sweet little pertness!' said the old lady, and drew her towards her, and kissed her on the forehead and the cheek and the mouth. Then she got a large silver basin, and having poured some water into it made Irene sit on the chair, and washed her feet. This done, she was ready for bed. And oh, what a delicious bed it was into which her grandmother laid her! She hardly could have told she was lying on anything: she felt nothing but the softness.

The old lady having undressed herself lay down beside her.

'Why don't you put out your moon?' asked the princess.

'That never goes out, night or day,' she answered. 'In the darkest night, if any of my pigeons are out on a message, they always see my moon and know where to fly to.'

'But if somebody besides the pigeons were to see it—somebody about the house, I mean—they would come to look what it was and find you.'

'The better for them, then,' said the old lady. 'But it does not happen above five times in a hundred years that anyone does see it.'

The greater part of those who do take it for a meteor, wink their eyes, and forget it again. Besides, nobody could find the room except I pleased. Besides, again—I will tell you a secret—if that light were to go out you would fancy yourself lying in a bare garret, on a heap of old straw, and would not see one of the pleasant things round about you all the time.'

'I hope it will never go out,' said the princess.

'I hope not. But it is time we both went to sleep. Shall I take you in my arms?'

The little princess nestled close up to the old lady, who took her in both her arms and held her close to her bosom.

'Oh, dear! this is so nice!' said the princess. 'I didn't know anything in the world could be so comfortable. I should like to lie here for ever.'

'You may if you will,' said the old lady. 'But I must put you to one trial—not a very hard one, I hope. This night week you must come back to me. If you don't, I do not know when you may find me again, and you will soon want me very much.'

'Oh! please, don't let me forget.'

'You shall not forget. The only question is whether you will believe I am anywhere—whether you will believe I am anything but a dream. You may be sure I will do all I can to help you to come. But it will rest with yourself, after all. On the night of next Friday, you must come to me. Mind now.'

'I will try,' said the princess.

'Then good night,' said the old lady, and kissed the forehead which lay in her bosom.

In a moment more the little princess was dreaming in the midst of the loveliest dreams—of summer seas and moonlight and mossy springs and great murmuring trees, and beds of wild flowers with such odours as she had never smelled before. But, after all, no dream could be more lovely than what she had left behind when she fell asleep.

In the morning she found herself in her own bed. There was no handkerchief or anything else on her hand, only a sweet odour lingered about it. The swelling had all gone down; the prick of the brooch had vanished—in fact, her hand was perfectly well.

Chapter 11, part 2 *The Princess and the Goblin* Question: (Write in a complete sentence with beautiful penmanship.)

Ch. 11, part 2: What is the one trial the old lady gives to Irene?

Writing (about 10 minutes)

Read the passage below from chapter 11.

The old lady left her and, going to a strange-looking cabinet, opened it and took out a curious silver casket. Then she sat down on a low chair and, calling Irene, made her kneel before her while she looked at her hand. Having examined it, she opened the casket, and took from it a little ointment. The sweetest odour filled the room—like that of roses and lilies—as she rubbed the ointment gently all over the hot swollen hand. Her touch was so pleasant and cool that it seemed to drive away the pain and heat wherever it came.

C.S. Lewis loved *The Princess and the Goblin* by George MacDonald, and this story about Irene inspired Lewis when writing the Narnia books. In 3 sentences, write about how this above moment in *The Princess and the Goblin* is similar to the Narnia books.

Poetry

Practice reciting “Paul Revere’s Ride” Part III Stanza 4 (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.

Video Link: Below is a video link of Ms. Defilippis reciting *Paul Revere’s Ride Part III*. You can also find this link in our weekly newsletter.

<https://safeYouTube.net/w/iTA7>

See Day 1 for Stanza 4.

Science (about 20 min.)

Below is a video link of Mr. Zayas explaining different forms of energy. You can also find this link in our weekly newsletter.

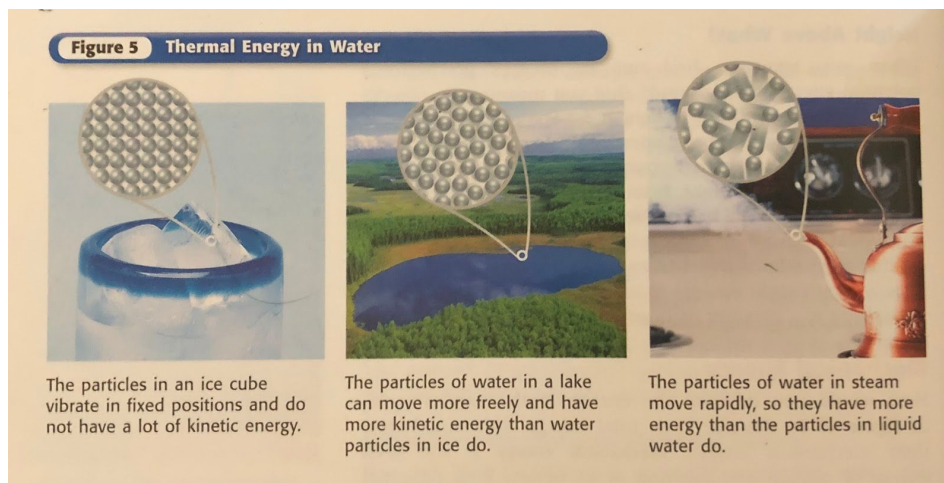
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Lesson 2 Other Forms of Energy

Energy comes in a number of forms besides mechanical energy. These forms of energy include thermal, chemical, electrical, sound, light, and nuclear energy.

Thermal Energy

All matter is made of particles that are always in random motion. This motion produces heat by its kinetic energy. *Thermal energy* is all the kinetic energy due to random motion of the particles that make up an object. Particles move fast at higher temperatures and slower at lower temperatures. The faster the particles move, the greater their kinetic energy and the greater the object's thermal energy.

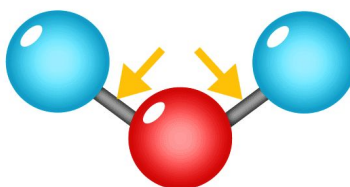


1. In the picture above which state of matter has the most thermal energy? (Answer in a complete sentence.)

Chemical Energy

Where does the energy in food come from? Food is made of chemical compounds. Chemical compounds had work done on it to form them. *Chemical energy* is the energy of a compound that changes as its atoms are rearranged. Chemical energy is a form of potential energy because it depends on the position and arrangement of the atoms in a compound.

a bond that holds two or more atoms together



chemical bond

2. Is chemical energy a form of potential or kinetic energy? (Answer in a complete sentence.)

Electrical Energy

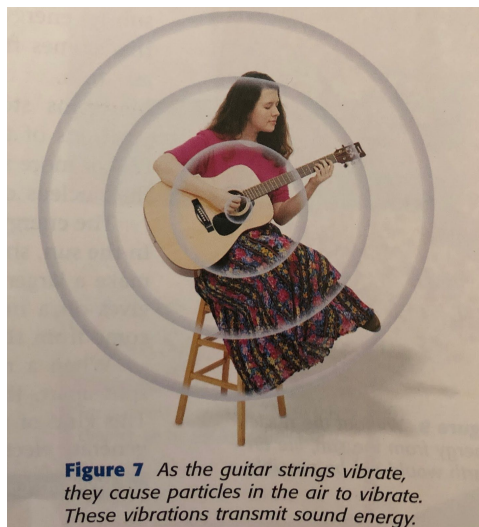
Electrical energy is the energy of moving electrons. Electrons are negatively charged particles of atoms. The electrons in wires transfer energy to different parts in electrical appliances. The electrical energy of moving electrons is used to do work that makes machines function.



3. List three things in your house that use electrical energy. (Answer in a complete sentence.)

Sound Energy

Sound energy is caused by an object's vibrations. When you stretch a guitar string, the string stores potential energy. When you pluck the string, the potential energy is turned into kinetic energy, which makes the string vibrate. The string transfers this kinetic energy to the air around it causing the particles in the air to also vibrate, which transmits this energy to your ear. When sound energy reaches your ear, you hear the sound of the guitar.



4. What causes sound energy ? (Answer in a complete sentence.)

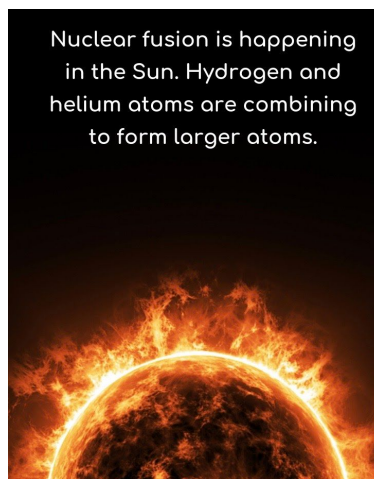
Light Energy

Light allows you to see, but that is not all light allows you to do. *Light energy* is produced by the vibrations of electrically charged particles. Like sound vibrations, light vibrations cause energy to be transmitted. The vibrations that light energy transmit does not need to be carried through matter. Light energy can move through a vacuum (an area where there is no matter).



Nuclear Energy

There is a form of energy that comes from a tiny amount of matter. This energy is called nuclear energy. *Nuclear energy* is the energy that comes from changes in the nucleus of an atom. Atoms store large amounts of potential energy, because of the positions of the particles in the nucleus of the atom. When two or more nuclei join together or split apart, nuclear energy is given off. The energy given off by the sun comes from nuclear energy which we call fusion.



5. Where does nuclear energy come from? (Answer in a complete sentence.)

Music

Hello, fourth grade! This week we are learning about the keyboard. Some of you may already know all about the keyboard, and some of you may have never touched one before. Both levels of experience are totally fine! Find a partner (parent, sibling, cat, frog, whatever) and tell him or her everything that you currently know about the keyboard/piano. Now that we've done so, let's start with some basic facts.

- 1) The piano developed over centuries, and keyboard instruments over millennia. (In graduate school I wrote a paper about the hydraulis, the earliest keyboard instrument, which was invented by a Greek man named

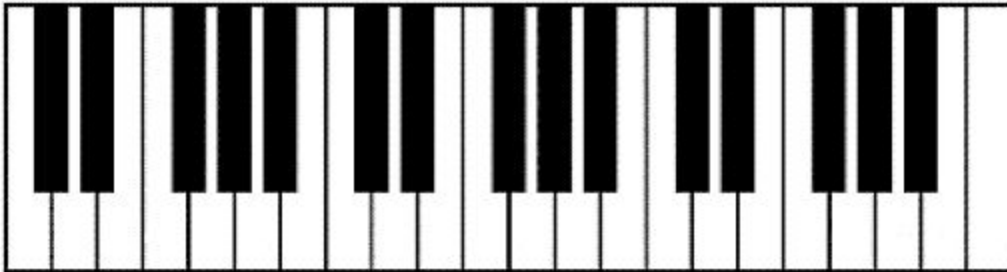
Ctesibius in Alexandria in the 3rd century BC. He was a barber. Yes, really.)

- 2) Full modern pianos have a row of 88 keys, 52 white and 36 black.
- 3) The piano's musical versatility (i.e., its wide pitch range, ability to play chords, louder or softer notes and two or more independent musical lines at the same time), the large number of musicians and amateurs trained in playing it, and its wide availability in performance venues, schools and rehearsal spaces have made it one of the Western world's most familiar musical instruments.
- 4) The basic layout of the keyboard is thus:



And then it starts over. This pattern of keys is repeated from end to end of the keyboard. Fortunately, this makes note identification somewhat easy! An **A** is always in the position you see it in above.

- 5) Write down the name of each white key upon it. If you can, do so without referencing the above chart. Cover it up, then use it to check your work. (Tip: There are 4 **C** keys here!)



Latin

Illustrating Definitions: Reading and Activity (10-15 min.)

The main way we have memorized the meanings of Latin words has been by memorizing their English meanings. Another way we can remember words is by remembering an image that illustrates what they mean: picturing a girl when we see the word *puella*, or picturing someone carrying something when we see the word *portat*.

Many of the words we have learned recently (like *ante*, *inter*, *sine*, *cum*....) have been prepositions. As we know, prepositions tell us *where* something is in space or time. This can make them a bit trickier to picture something for: we know what *mūrus*, -ī, "wall", looks like, but how do you draw the idea of *inter*, "between"?

Challenging ourselves to illustrate prepositions can help us focus on these words and their meanings, and give us a new way to think in and about Latin words.

Instructions

- Under each preposition below, draw a picture that illustrates what the preposition means. Try to draw pictures that would make the prepositions' meanings clear to someone who has never taken Latin before.
- (If someone in your family doesn't know Latin, you could even show your work to them to see if they can guess what the Latin prepositions mean.)

- For example, for the preposition *inter*, “between”, I might draw three stick figures, and label the middle one “*inter*”. Or, for *ante*, “before,” I might draw two cats walking in a line, and label the one in front as *ante*.

<i>inter</i>	<i>ante</i>
<i>ad</i>	<i>circum</i>
<i>post</i>	<i>ā/ab</i>

Prepositions Key:

inter: between

ante: before, in front of

post: behind, after

ad: toward, to

ab/ā: from, away from

circum: around

Day 3 Instructions and Resources

Wednesday, 4/29

Begin the day by saying the poem “Nobility” which 4th grade recites after the pledge each day. Below is a video link of Ms. Defilippis reciting the poem. You can also find this link in our weekly newsletter.

<https://safeYouTube.net/w/d3a8>

Math (about 35 minutes)

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

Math Facts

$2 \times 3 =$	$7 \times 8 =$	$50 \div 5 =$	$12 \times 3 =$	$63 \div 7 =$
$12 \times 9 =$	$16 \div 2 =$	$10 \times 11 =$	$3 \times 6 =$	$32 \div 4 =$
$3 \times 7 =$	$30 \div 5 =$	$12 \times 6 =$	$12 \div 3 =$	$7 \times 7 =$

Word Problem Include a bar model, a sentence, and an equation.

Dr. Galin saw 13 patients on Monday, 11 patients on Tuesday, and 7 patients on Wednesday. How many patients did Dr. Galin see altogether?

Review

1. Charles did a survey among his friends to find the number of brothers they have. He recorded the results in a tally chart.

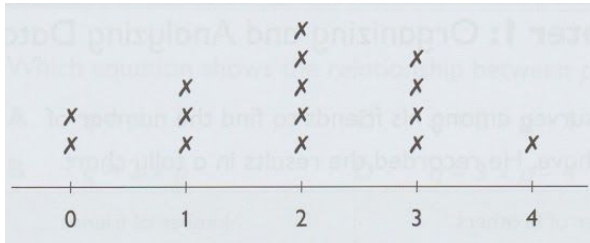
Number of brothers	Number of friends
0	///
1	////
2	///
3	/

a) _____ of his friends have 2 brothers.

b) He surveyed _____ friends.

c) List the results from the least to the most and circle the median.

2. The line plot shows the number of stars students received for their tests.



- a) A total of _____ students were surveyed.
- b) Most students received _____ stars.
- c) The least number of stars students received was _____ stars.
- d) The median number of stars students received is _____.

3. The table shows the number of books read by some students in a month.

No. of books read	12	20	13	12	15	17	13	16	15	20	15	19
-------------------	----	----	----	----	----	----	----	----	----	----	----	----

- a) How many students were surveyed? _____
- b) The median number of books read by the students is _____.

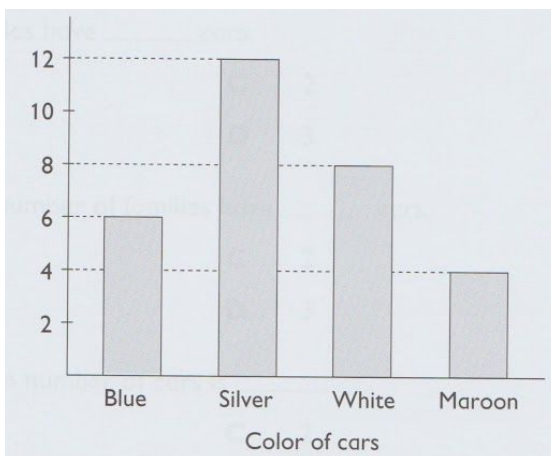
(You may organize your data here. Circle the median and write your answer above.)

4. The table shows the number of students in four different classes.

Class	Number of students
Dolphin	25
Marlin	20
Starfish	28
Seagull	21

- a) The class with the most number of students is _____.
- b) The least number of students in a class is _____.
- c) Which class is the mode of the data?

5. The bar graph shows the number of different colored cars Alex saw while he was on a bus.



- a) Alex saw _____ more white cars than maroon cars.
_____ - _____ = _____
- b) The mode of the data is the color _____.

Challenge (optional): Bill's age this year is a multiple of 5. Next year, his age will be a multiple of 7. How old will Bill be next year?

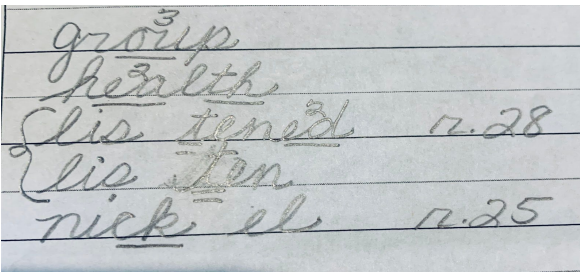
Spalding

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: group, health, listened, listen, nickel



Below is a video link of the Spalding words and explanations for Week 5, Day 3. You can also find this link in our weekly newsletter.

<https://cloud.swivl.com/v/782fd9861bede05fc041255c453c8034>

Sentence

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Literature

Read chapter 12 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 12

A Short Chapter About Curdie

Curdie spent many nights in the mine. His father and he had taken Mrs. Peterson into the secret, for they knew mother could hold her tongue, which was more than could be said of all the miners' wives.

But Curdie did not tell her that every night he spent in the mine, part of it went in earning a new red petticoat for her.

Mrs. Peterson was such a nice good mother! All mothers are nice and good more or less, but Mrs. Peterson was nice and good all more and no less. She made and kept a little heaven in that poor cottage on the high hillside for her husband and son to go home to out of the low and rather dreary earth in which they worked. I doubt if the princess was very much happier even in the arms of her huge great-grandmother than Peter and Curdie were in the arms of Mrs. Peterson. True, her hands were hard and chapped and large, but it was with work for them; and therefore, in the sight of the angels, her hands were so much the more beautiful. And if Curdie worked hard to get her a petticoat, she worked hard every day to get him comforts which he would have missed much more than she would a new petticoat even in winter. Not that she and Curdie ever thought of how much they worked for each other: that would have spoiled everything.

When left alone in the mine Curdie always worked on for an hour or two at first, following the lode which, according to Glump, would lead at last into the deserted habitation. After that, he would set out on a reconnoitring expedition. In order to manage this, or rather the return from it, better than the first time, he had bought a huge ball of fine string, having learned the trick from Hop-o'-my-Thumb, whose history his mother had often told him. Not that Hop-o'-my-Thumb had ever used a ball of string—I should be sorry to be supposed so far out in my classics—but the principle was the same as that of the pebbles. The end of this string he fastened to his pickaxe, which figured no bad anchor, and then, with the ball in his hand, unrolling it as he went, set out in the dark through the natural gangs of the goblins' territory. The first night or two he came upon nothing worth remembering; saw only a little of the home-life of the cobs in the various caves they called houses; failed in coming upon anything to cast light upon the foregoing design which kept the inundation for the present in the background. But at length, I think on the third or fourth night, he found, partly guided by the noise of their implements, a company of evidently the best sappers and miners amongst them, hard at work. What were they about? It could not well be the inundation, seeing that had in the meantime been postponed to something else. Then what was it? He lurked and watched, every now and then in the greatest risk of being detected, but without success. He had again and again to retreat in haste, a proceeding rendered the more difficult that he had to gather up his string as he returned upon its course. It was not that he was afraid of the goblins, but that he was afraid of their finding out that they were watched, which might have prevented the discovery at which he aimed. Sometimes his haste had to be such that, when he reached home towards morning, his string, for lack of time to wind it up as he 'dodged the cobs', would be in what seemed most hopeless entanglement; but after a good sleep, though a short one, he always found his mother had got it right again. There it was, wound in a most respectable ball, ready for use the moment he should want it!

'I can't think how you do it, mother,' he would say.

'I follow the thread,' she would answer—'just as you do in the mine.' She never had more to say about it; but the less clever she was with her words, the more clever she was with her hands; and the less his mother said, the more Curdie believed she had to

say. But still he had made no discovery as to what the goblin miners were about.

Chapter 12: Princess and the Goblin Question: (Write in a complete sentence with beautiful penmanship.)

Ch. 12: How does Curdie find his way through the mines without light?

Grammar

Enjoy reading the Aesop's fable. You will be asked grammatical questions about the highlighted words.

THE FARMER AND THE STORK

A Stork of a very **simple** and trusting nature had been asked by a rowdy party of Cranes to visit a field that had been newly planted. But the party ended **dismally** **with** all the birds entangled in the meshes of the Farmer's net.

The Stork begged the Farmer to spare him.

"Please let me go," he pleaded. "I belong to the Stork family who you know are honest and birds of good character. Besides, I did not know the Cranes were going to steal."

"You may be a very good bird," answered the Farmer, "but I caught you with the thieving Cranes and you will have to share the same punishment with them."



You are judged by the company you keep.

1. What part of speech is “simple”? _____
 2. Which noun is it describing? _____
 3. What part of speech is “with”? _____
 4. What is its object? _____
 5. What is the subject of the highlighted sentence? _____
 6. What is the main verb (what did the subject do)? _____
 7. **Stretch your mind:** The moral of this Aesop’s fable is stated at the end in italics: *You are judged by the company you keep.* Based on your reading of the story, restate the fable in your own words.
-

Poetry

Practice reciting “Paul Revere’s Ride” Part III Stanza 4 (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.

Video Link: Below is a video link of Ms. Defilippis reciting *Paul Revere’s Ride Part III*. You can also find this link in our weekly newsletter.

<https://safeYouTube.net/w/iTA7>

See Day 1 for Stanza 4.

History (about 20 minutes)

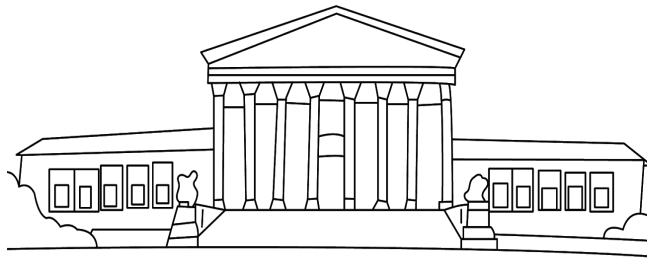
Lesson 9: The Judicial Branch

After explaining the powers given to the legislative and executive branches of the national government, the Constitution then gives the national government the power to judge and interpret the laws. The branch with the power to judge is called the judicial branch, because it comes from the Latin word *iudex, iudicis*, which means “judge.” (If you turn the *i* into a *j*, you might see how then *iudicis* looks like *judicial*.)

The judicial branch is important because people sometimes disagree about what is meant in the Constitution or in the laws passed by Congress. When people or organizations have opposite viewpoints about what is allowed in the Constitution or in other national laws, they go to a federal court to settle the problem. If the case is important enough, a disagreement may be heard by the highest court in the United States government: the Supreme Court. *Supreme* means “highest,” and, yes, it also comes from Latin! The Supreme

Court has the final say on the interpretation or judgment on what the law means.

The Constitution says that there are to be nine judges in the Supreme Court. Even though the Constitution calls them judges, today they are more often called justices. (I'm still trying to discover why that is! Let me know if you find out.) These nine judges may remain judges for many years. They have lifetime appointments. This means Supreme Court justices don't have time limits to their jobs like the president or the members of Congress. For example, you may know that a president can only serve for four years at time, and for no more than eight. Compare that to how long Supreme Court Associate Justice Clarence Thomas has been a member of the Supreme Court--29 years! The nine Supreme Court justices meet to judge cases in the Supreme Court Building in Washington D.C. If you would like to watch a video that shows how to draw the picture below of the Supreme Court Building, go to this link: <https://safeYouTube.net/w/qxy6>



1. The word *judicial* comes from what Latin word?

2. What does that Latin word mean?

3. What is the job and power of the judicial branch?

4. Why is the judicial branch important?

5. How many Supreme Court justices are there?

6. Think a little further: why is it important that there's an odd number of justices?

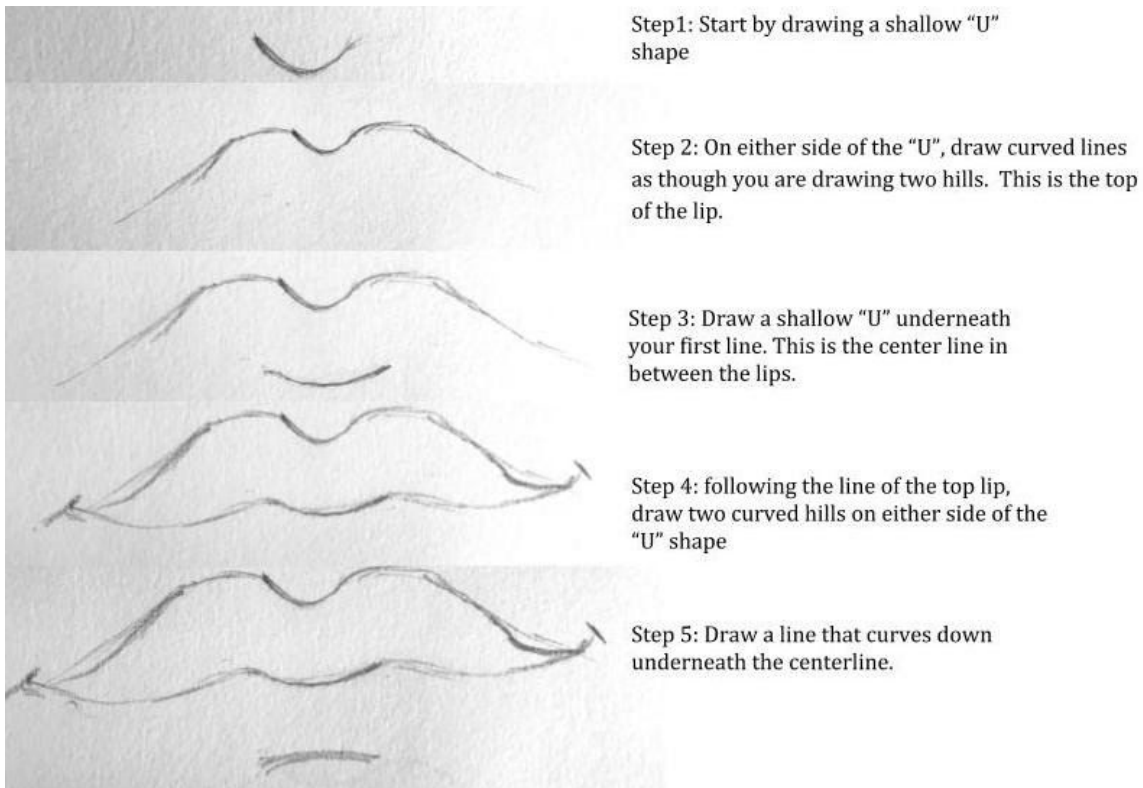
If you have time, draw a picture of a tree with three branches of government, and label each branch.

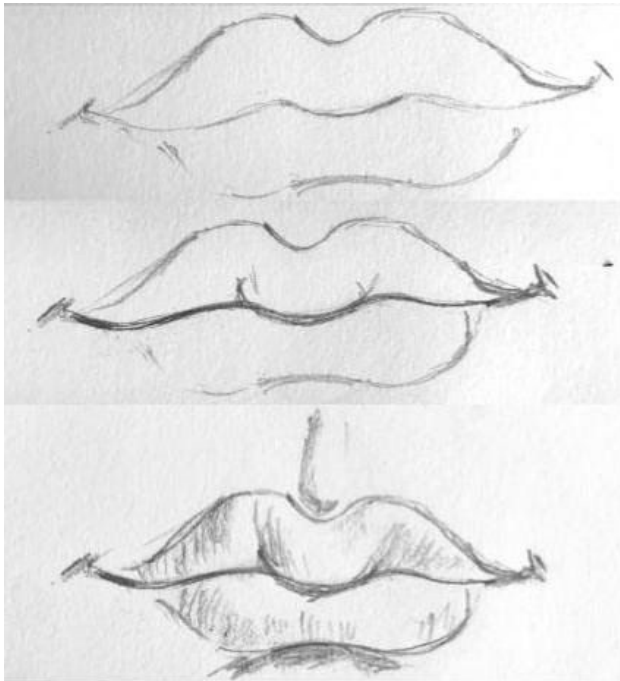
Art (15 Minutes)

Portraiture: Drawing the Mouth

Directions: In a sketchbook or on a separate piece of paper practice sketching the mouth using the step-by-step instruction. Practice drawing this mouth three times. For further enrichment you may view my tutorial video:

<https://cloud.swivl.com/v/d19a1ae340cbcba18b85f46934447341>





Step 6: draw two valleys on either side of the curved line. This is the bottom lip.

Step 7: add some details to the top lip and to the corners of the mouth.

Step 8: Add shading and add the little lines and details of the lips.

P.E.

5-minute Workout:

- 60 seconds of jumping-jacks
- 30 second break
- 60 more seconds of jumping jacks
- 30 second break
- 60 seconds of frog-jumping
- 30 second break
- 30 seconds of burpees

Working on our "Marathon Maps"

You have seven more minutes to work on your Marathon Map! Remember, you can walk, jog or run. If you would like to spend more time working on your marathon, please do! As of today (April 20, 2020), Coach Hess has four circles colored in. Can you beat me?

Day 4 Instructions and Resources

Thursday, 4/30

Begin the day by saying the poem “Nobility” which 4th grade recites after the pledge each day. Below is a video link of Ms. Defilippis reciting the poem. You can also find this link in our weekly newsletter.

<https://safeYouTube.net/w/d3a8>

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.
- Please complete the task and practice.

Math Facts

$27 \div 3 =$	$10 \times 8 =$	$20 \div 4 =$	$5 \times 8 =$	$9 \div 3 =$
$70 \div 7 =$	$24 \div 6 =$	$11 \times 6 =$	$36 \div 4 =$	$4 \times 4 =$
$10 \times 5 =$	$6 \div 2 =$	$9 \times 3 =$	$35 \div 5 =$	$8 \times 8 =$

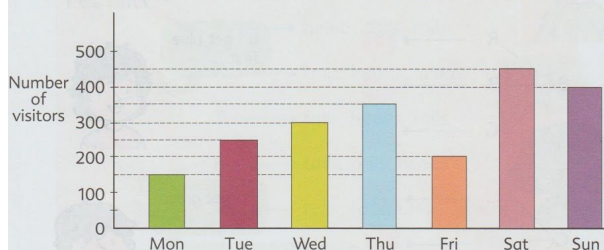
Word Problem Include a bar model, sentence, and equation.

Miss Petruccelli had 54 books on her shelf. Mrs. Spiotta had 35 more books than Miss Petruccelli. How many books did Mrs. Spiotta have?

This table shows the number of people who visited an art exhibition during a week.

Day	Number of visitors
Monday	150
Tuesday	250
Wednesday	300
Thursday	350
Friday	200
Saturday	450
Sunday	400

The data can also be presented in a bar graph.



On which day were there 3 times as many visitors as on Monday?

For how many days were there at least twice as many visitors as on Monday?

Another way of showing information is a **bar graph**. It is very similar to a line plot. Instead of x's the information is marked with a bar.

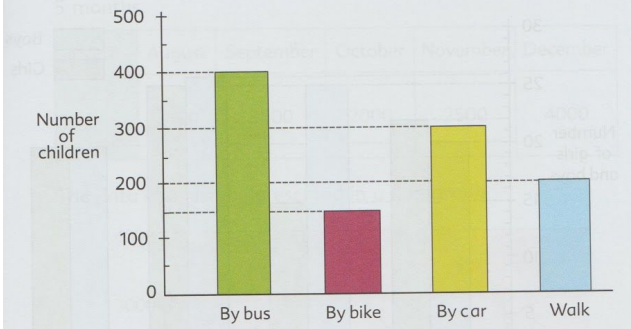
Bar graphs are often used for data that is in categories like days of the week.

Here the data is showing the relationship between the number of visitors and the day of the week they visited.

On the line on the left of this bar graph, the tick marks divide it into 100s. The dotted lines coming from the bars that fall between these tick marks represent 50s.

Task

1. The bar graph shows how a group of children travel to school. Use the graph to answer the questions which follow.

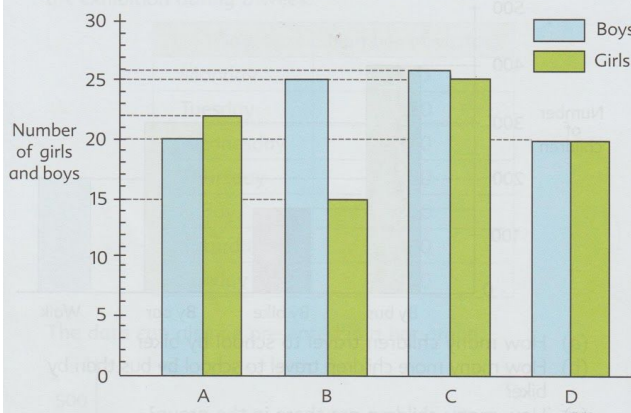


a) How many children travel to school by bike?

b) How many more children travel to school by bus than by bike?
_____ - _____ = _____

c) How many children are there in the whole group?

2. The bar graph shows the number of girls and boys in four groups A, B, C and D. Use the graph to answer the questions which follow.



a) Which groups have more boys than girls?

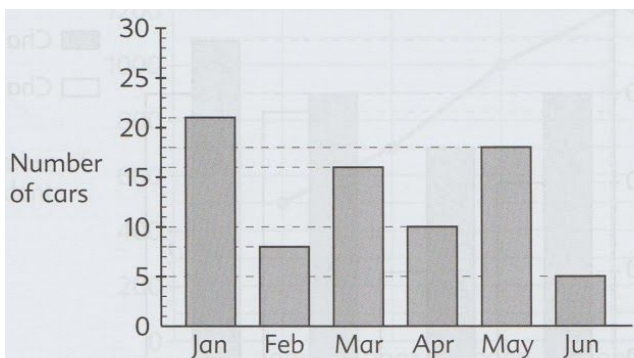
b) Which group has the same number of boys as girls?

c) What is the total number of children in Group A?

d) How many children are there altogether?

Practice

1. The bar graph shows the number of cars sold by Mr. Wang in six months. Study the graph and answer the questions which follow.



a) In which months did Mr. Wang sell the greatest number of cars? _____

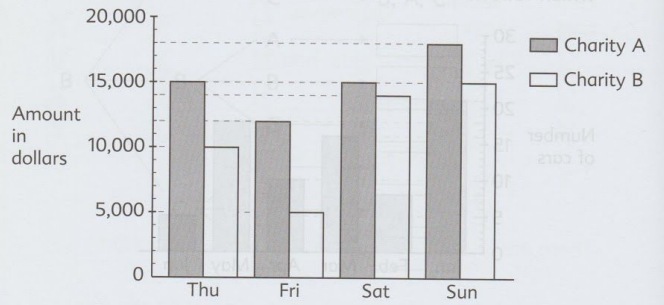
b) In which month did he sell the smallest number of cars?

c) How many cars did he sell in May? _____ cars

d) How many more cars did he sell in January than in April?

e) Find the total number of cars sold in the six months. _____

2. The bar graph shows the amount of money collected for two charities in four days. Study the graph and answer the questions which follow.



a) How much money was collected on Sunday for each of the two charities?

Charity A _____

Charity B _____

b) On which day was the total amount of money collected greater than \$30,000?

c) How much more money was collected for Charity A than for Charity B on Thursday?

_____ - _____ = _____

Challenge: I am a number greater than 10 but smaller than 40. I am a factor of 56 but not a multiple of 4.

Latin Roots (about 5 min.)

- Read through the definitions.

dict = speak

Word	Definition
dictum	a judge's ruling or statement
edict	public words issued by an official that explain a law
indictment	formal words spoken or written by a jury that charge a person with a crime
predict	to say what will happen before it occurs
verdict	the decision a jury makes or says in a trial

- Match the correct definition to the word.

<u>Word</u>	<u>Definition</u>
dictum	the decision a jury makes or says in a trial
edict	to say what will happen before it occurs
indictment	public words issued by an official that explain a law
predict	formal words spoken or written by a jury that charge a person with a crime
verdict	a judge's ruling or statement

Literature

Read chapter 13 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 13

The Cobs' Creatures

About this time the gentlemen whom the king had left behind him to watch over the princess had each occasion to doubt the testimony of his own eyes, for more than strange were the objects to which they would bear witness. They were of one sort—creatures—but so grotesque and misshapen as to be more like a child's drawings upon his slate than anything natural. They saw them only at night, while on guard about the house. The testimony of the man who first reported having seen one of them was that, as he was walking slowly round the house, while yet in the shadow, he caught sight of a creature standing on its hind legs in the moonlight, with its forefeet upon a window-ledge, staring in at the window. Its body might have been that of a dog or wolf, he thought, but he declared on his honour that its head was twice the size it ought to have been for the size of its body, and as round as a ball, while the face, which it turned upon him as it fled, was more like one carved by a boy upon the turnip inside which he is going to put a candle than anything else he could think of. It rushed into the garden. He sent an arrow after it, and thought he must have struck it; for it gave an unearthly howl, and he could not find his arrow any more than the

beast, although he searched all about the place where it vanished. They laughed at him until he was driven to hold his tongue, and said he must have taken too long a pull at the ale-jug.

But before two nights were over he had one to side with him, for he, too, had seen something strange, only quite different from that reported by the other. The description the second man gave of the creature he had seen was yet more grotesque and unlikely. They were both laughed at by the rest; but night after night another came over to their side, until at last there was only one left to laugh at all his companions. Two nights more passed, and he saw nothing; but on the third he came rushing from the garden to the other two before the house, in such an agitation that they declared—for it was their turn now—that the band of his helmet was cracking under his chin with the rising of his hair inside it. Running with him into that part of the garden which I have already described, they saw a score of creatures, to not one of which they could give a name, and not one of which was like another, hideous and ludicrous at once, gambolling on the lawn in the moonlight. The supernatural or rather subnatural ugliness of their faces, the length of legs and necks in some, the apparent absence of both or either in others, made the spectators, although in one consent as to what they saw, yet doubtful, as I have said, of the evidence of their own eyes—and ears as well; for the noises they made, although not loud, were as uncouth and varied as their forms, and could be described neither as grunts nor squeaks nor roars nor howls nor barks nor yells nor screams nor croaks nor hisses nor mews nor shrieks, but only as something like all of them mingled in one horrible dissonance. Keeping in the shade, the watchers had a few moments to recover themselves before the hideous assembly suspected their presence; but all at once, as if by common consent, they scampered off in the direction of a great rock, and vanished before the men had come to themselves sufficiently to think of following them.

My readers will suspect what these were; but I will now give them full information concerning them. They were, of course, household animals belonging to the goblins, whose ancestors had taken their ancestors many centuries before from the upper regions of light into the lower regions of darkness. The original stocks of these horrible creatures were very much the same as the animals now seen about farms and homes in the country, with the exception of a few of them, which had been wild creatures, such as foxes, and indeed wolves and small bears, which the goblins, from their proclivity towards the animal creation, had caught when cubs and tamed. But in the course of time all had undergone even greater changes than had passed upon their owners. They had altered—that is, their descendants had altered—into such creatures as I have not attempted to describe except in the vaguest manner—the various parts of their bodies assuming, in an apparently arbitrary and self-willed manner, the most abnormal developments. Indeed, so little did any distinct type predominate in some of the bewildering results, that you could only have guessed at any known animal as the original, and even then, what likeness remained would be more one of general expression than of definable conformation. But what increased the gruesomeness tenfold was that, from constant domestic, or indeed rather family association with the goblins, their countenances had grown in grotesque resemblance to the human.

No one understands animals who does not see that every one of them, even amongst the fishes, it may be with a dimness and vagueness infinitely remote, yet shadows the human: in the case of these the human resemblance had greatly increased: while their owners had sunk towards them, they had risen towards their owners. But the conditions of subterranean life being equally unnatural for both, while the goblins were worse, the creatures had not improved by the approximation, and its result would have appeared far more ludicrous than consoling to the warmest lover of animal nature. I shall now explain how it was that just then these animals began to show themselves about the king's country house.

The goblins, as Curdie had discovered, were mining on—at work both day and night, in divisions, urging the scheme after which he lay in wait. In the course of their tunnelling they had broken into the channel of a small stream, but the break being in the top of it, no water had escaped to interfere with their work. Some of the creatures, hovering as they often did about their masters, had found the hole, and had, with the curiosity which had grown to a passion from the restraints of their unnatural circumstances, proceeded to explore the channel. The stream was the same which ran out by the seat on which Irene and her king-papa had sat as I have told, and the goblin creatures found it jolly fun to get out for a romp on a smooth lawn such as they had never seen in all their poor miserable lives. But although they had partaken enough of the nature of their owners to delight

in annoying and alarming any of the people whom they met on the mountain, they were, of course, incapable of designs of their own, or of intentionally furthering those of their masters.

For several nights after the men-at-arms were at length of one mind as to the fact of the visits of some horrible creatures, whether bodily or spectral they could not yet say, they watched with special attention that part of the garden where they had last seen them. Perhaps indeed they gave in consequence too little attention to the house. But the creatures were too cunning to be easily caught; nor were the watchers quick-eyed enough to descry the head, or the keen eyes in it, which, from the opening whence the stream issued, would watch them in turn, ready, the moment they should leave the lawn, to report the place clear.

Chapter 13 *The Princess and the Goblin* Question: (Write in a complete sentence with beautiful penmanship.)

Ch. 13: What are the strange creatures the watchmen begin to see at night?

Writing/ Journal Entry

Write four sentences about a favorite dish your family eats at home. If you help cook the dish, talk about how it is prepared. Explain why you like the dish, and help the reader understand what it looks and tastes like. Remember to write in complete sentences, using strong descriptive vocabulary. (about 10 minutes)

Poetry

Practice reciting “Paul Revere’s Ride” Part III, Stanza 4 (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.

Video Link: Below is a video link of Ms. Defilippis reciting *Paul Revere's Ride Part III*. You can also find this link in our weekly newsletter. <https://safeYouTube.net/w/iTA7>







See Day 1 for Stanza 4.

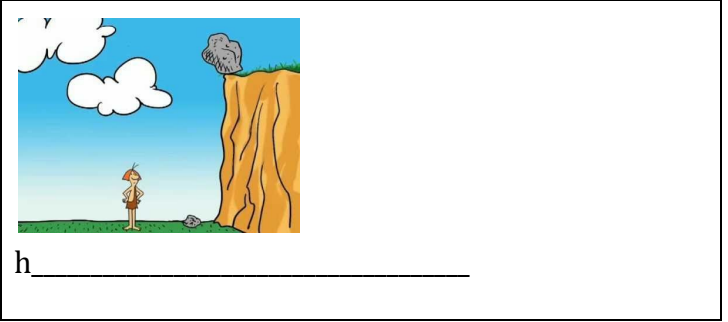
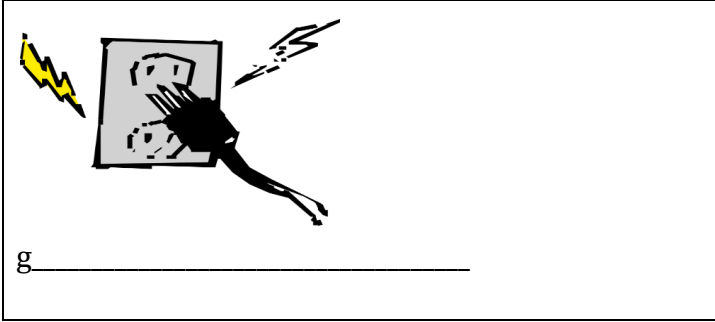
Science (about 20 minutes)

1. What is Energy? (Answer in a complete sentence.)

2: What are the different forms of energy illustrated in each of the pictures below? Write your answers under each picture using the word bank. There may be more than one form of energy illustrated in each picture.

Nuclear Energy	Kinetic Energy	Chemical Energy	Sound Energy
Light Energy	Potential Energy	Thermal Energy	Electrical Energy

 <p>a _____</p>	 <p>b _____</p>
 <p>c _____</p>	 <p>d _____</p>
 <p>e _____</p>	 <p>f _____</p>



Notes

Lesson 2: Forms of Energy

Energy comes in many different forms.

Forms of Energy:

Chemical energy is energy stored in chemical bonds.

Sound energy is energy carried by sound waves.

Light energy is energy carried by light particles and vibrations.

Electrical energy is the energy of moving electrons.

- This includes **electromagnetic energy**.

Nuclear energy is energy contained in the nuclei of atoms.

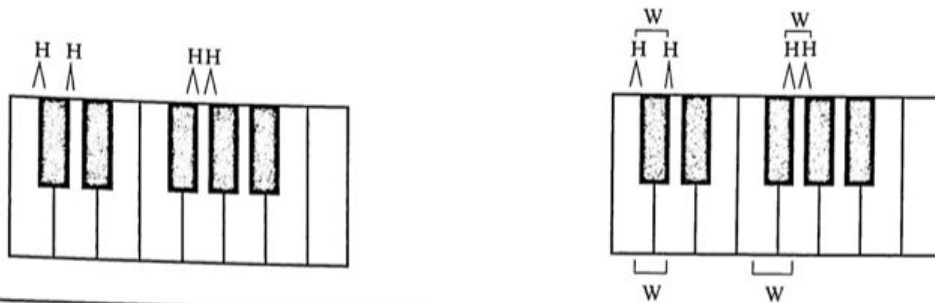
Thermal energy is energy related to the temperature of a substance.

Music

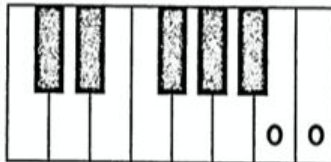
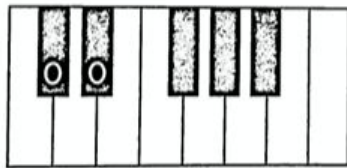
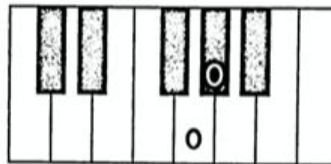
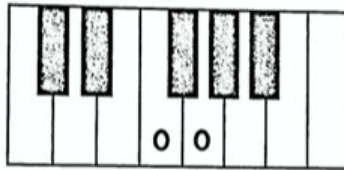
- 1) Welcome back to music. Today we are going to review the keyboard and learn the difference between whole and half steps! Complete the worksheet below. (It should be noted that the only pairs of white keys that are naturally a half step apart are B and C, and E and F.)

The **half step (H)** is the smallest interval used in traditional Western music. On a piano keyboard, a half step is represented by two adjacent keys.

The **whole step (W)** is an interval made by combining two half steps.



1. On the line beneath each piano keyboard, write whether the interval indicated by the Os are a half step (H) or whole step (W).



- 2) If you have a piano or keyboard instrument or app at home, try playing some of these notes so you can hear the difference between going up a half step and going up a whole step.
- 3) ENRICHMENT (optional): Listen to a bit (or all!) of “The 1812 Overture” by Tchaikovsky. It was written to commemorate the successful Russian defense against Napoleon's invading Grande Armée in 1812. The 15 minute overture is best known for its climactic volley of cannon fire, ringing chimes, and brass fanfare finale. It has also become a common accompaniment to fireworks displays on the United States' Independence Day. <https://safeYouTube.net/w/6aF7> You can also find this link in our weekly newsletter.

Latin

Reading and Comprehension Questions (8-12 min.)

Today we will continue reading in Chapter Six. The passage below talks about where Iulius and his slaves are going, and what order they are traveling in.

- Read the passage aloud in Latin, taking care with your pronunciation. (If you would like to listen to a video of this passage being read, visit <https://cloud.swivl.com/v/17455205ec2da05a6a610a88bfc20fa6> .) You can also find this link in our weekly newsletter.
- You may look up words you do not understand in the word bank at the end of the lesson.

Quattor servī dominum et duōs saccōs ab oppidō ad vīllam vehunt. Iūlius in lectīcā est inter Ursum et Dāvum. Ursus est ante Iūlium, Dāvus post eum est. Syrus et Lēander nōn ante lectīcam, sed post lectīcam ambulant. Venitne Iūlius ā vīllā? Nōn ā vīllā venit.

- **Comprehension Question:** Circle the letter of the answer that correctly lists the order in which Iulius and his slaves are traveling.
 - A. Ursus, Iulius (riding in the litter), Davus, Leander and Syrus
 - B. Iulius (riding in the litter), Ursus, Leander, Davus, and Syrus

Word Bank

quattor: four

servus, -ī: servant, slave

dominus, -ī: master

duō: two

saccus, -ī: sack, bag

ab/ā (prep.+Abl.) from, away from

oppidum, -ī: town, city

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

vīlla, -ae: villa, country house

vehunt: they carry, convey, travel

lectīca, -ae: litter, sedan

inter (prep.+Acc.): between

ante (prep.+Acc.): before, in front of

post (prep. + Acc.): behind

eum: him (Acc. M. Sg.)

ambulant: they walk

venit: he/she/it comes

Day 5 Instructions and Resources

Friday, 5/1

Begin the day by saying the poem “Nobility” which 4th grade recites after the pledge each day. Below is a video link of Ms. Defilippis reciting the poem. You can also find this link in our weekly newsletter.

<https://safeYouTube.net/w/d3a8>

Math (about 35 minutes)

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

Math Facts

$11 \times 8 =$	$42 \div 6 =$	$9 \times 10 =$	$45 \div 5 =$	$12 \times 12 =$
$24 \div 3 =$	$8 \times 7 =$	$28 \div 4 =$	$8 \times 9 =$	$2 \times 7 =$
$11 \times 7 =$	$8 \div 2 =$	$4 \times 6 =$	$18 \div 2 =$	$16 \div 4 =$

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

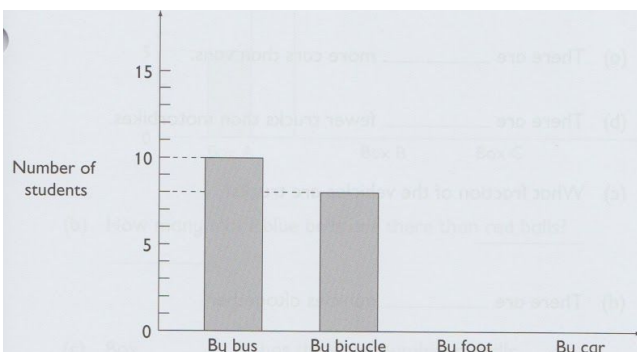
Mrs. McFadden needs 12 yd. of string for her project. She already has 5 yd. How many more yards of string does she need?

Review

1. The table shows the different ways students travel to school.

Way of traveling	Number of students
By bus	10
By bicycle	8
By foot	6
By car	12

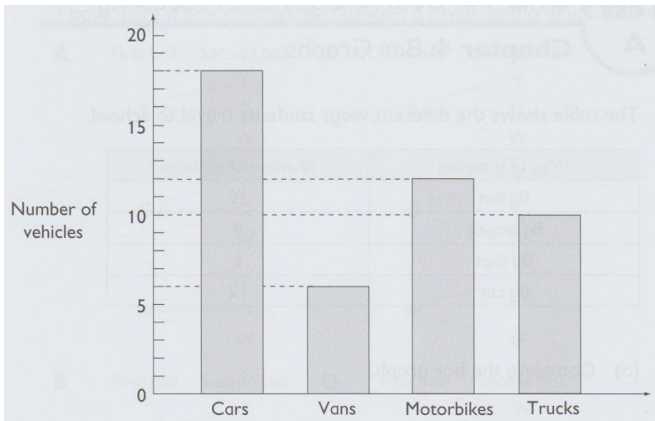
a) Complete the bar graph.



b) Most of the students travel to school by _____.

c) _____ students do not walk to school.

2. The bar graph shows the number of vehicles at a parking lot.

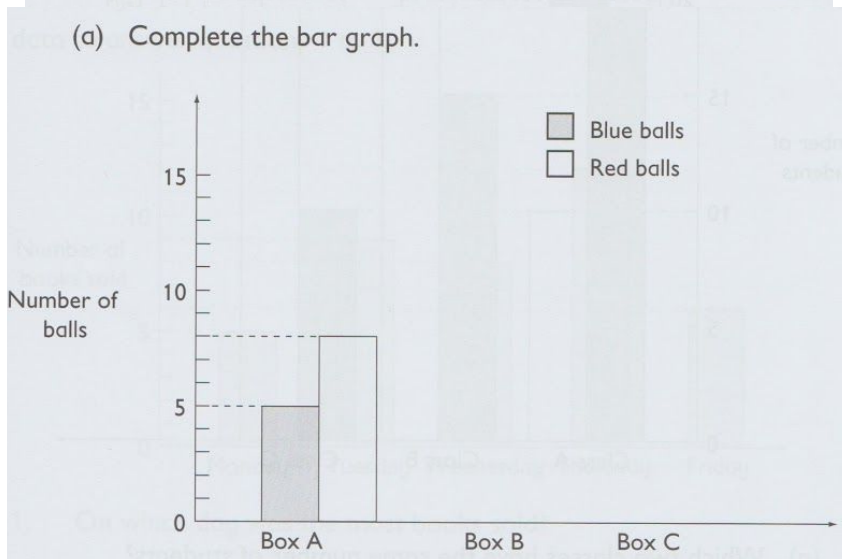


- a) There are _____ more cars than vans.
- b) There are _____ fewer trucks than motorbikes.
- c) There are _____ vehicles altogether.

3. The table shows the number of blue and red balls in 3 boxes.

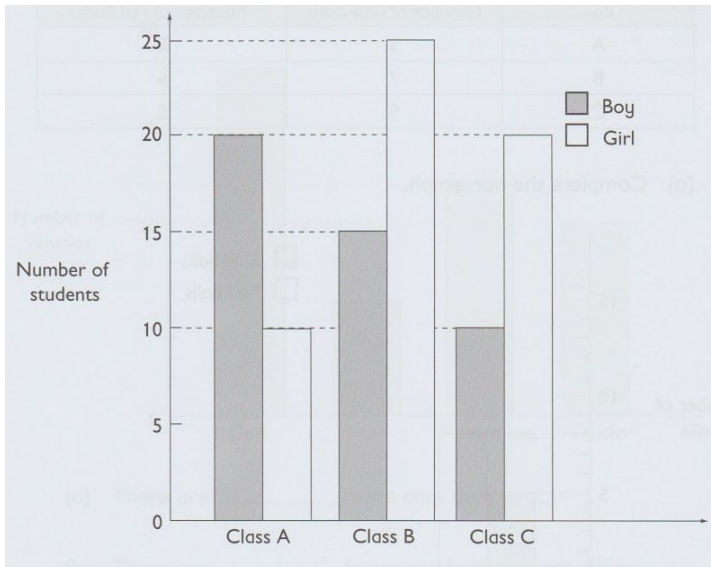
Box	Number of blue balls	Number of red balls
A	5	8
B	7	6
C	9	5

(a) Complete the bar graph.



- b) How many more blue balls are there than red balls in all? Show your work _____
- c) Box _____ has the most number of balls.

4. The bar graph shows the number of boys and girls in 3 classes.



a) There are half as many boys as girls in Class ____.

b) What fraction of the students are girls in class C?

$$\frac{20}{30} =$$

c) How many more boys are there than girls in Class A?

$$\underline{\quad} - \underline{\quad} = \underline{\quad}$$

Challenge (optional): A baker made some muffins yesterday. He needed to put them all into round boxes that came in two sizes. A small box can hold 7 muffins while a big box can hold 13 muffins. There were a total of 106 muffins. How many small boxes and big boxes did the baker use?

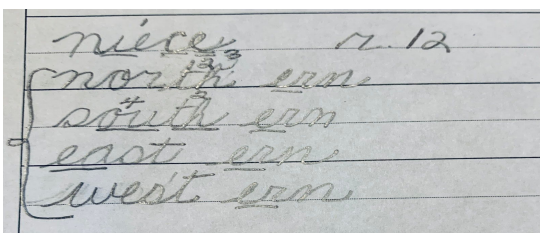
Spalding

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: niece, northern, southern, eastern, western



Below is a video link of the Spalding words and explanations for Week 4 Day 5. You can also find this link in our weekly newsletter.

<https://cloud.swivl.com/v/f05ec781b5fb1e68be7837c5cf27682>

Sentence

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Literature

Read chapter 14 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.

Below is a video link of Dr. Galin reading Chapter 14. You can also find this link in our weekly newsletter.

<https://cloud.swivl.com/v/da709ad607935d992adb44927340be7f>

CHAPTER 14

That Night Week

During the whole of the week Irene had been thinking every other moment of her promise to the old lady, although even now she could not feel quite sure that she had not been dreaming. Could it really be that an old lady lived up in the top of the house, with pigeons and a spinning-wheel, and a lamp that never went out? She was, however, none the less determined, on the coming Friday, to ascend the three stairs, walk through the passages with the many doors, and try to find the tower in which she had either seen or dreamed her grandmother.

Her nurse could not help wondering what had come to the child—she would sit so thoughtfully silent, and even in the midst of a game with her would so suddenly fall into a dreamy mood. But Irene took care to betray nothing, whatever efforts Lottie might make to get at her thoughts. And Lottie had to say to herself: 'What an odd child she is!' and give it up.

At length the longed-for Friday arrived, and lest Lottie should be moved to watch her, Irene endeavoured to keep herself as quiet as possible. In the afternoon she asked for her doll's house, and went on arranging and rearranging the various rooms and their inhabitants for a whole hour. Then she gave a sigh and threw herself back in her chair. One of the dolls would not sit, and another would not stand, and they were all very tiresome. Indeed, there was one would not even lie down, which was too bad. But it was now getting dark, and the darker it got the more excited Irene became, and the more she felt it necessary to be composed.

'I see you want your tea, princess,' said the nurse: 'I will go and get it. The room feels close: I will open the window a little. The evening is mild: it won't hurt you.'

'There's no fear of that, Lottie,' said Irene, wishing she had put off going for the tea till it was darker, when she might have made her attempt with every advantage.

I fancy Lottie was longer in returning than she had intended; for when Irene, who had been lost in thought, looked up, she saw it was nearly dark, and at the same moment caught sight of a pair of eyes, bright with a green light, glowering at her through the open window. The next instant something leaped into the room. It was like a cat, with legs as long as a horse's, Irene said, but its body no bigger and its legs no thicker than those of a cat. She was too frightened to cry out, but not too frightened to jump from her chair and run from the room.

It is plain enough to every one of my readers what she ought to have done—and indeed, Irene thought of it herself; but when she came to the foot of the old stair, just outside the nursery door, she imagined the creature running up those long ascents after her, and pursuing her through the dark passages—which, after all, might lead to no tower! That thought was too much. Her heart failed her, and, turning from the stair, she rushed along to the hall, whence, finding the front door open, she darted into the court pursued—at least she thought so—by the creature. No one happening to see her, on she ran, unable to think for fear, and ready to run anywhere to elude the awful creature with the stilt-legs. Not daring to look behind her, she rushed straight out of the gate and up the mountain. It was foolish indeed—thus to run farther and farther from all who could help her, as if she had been seeking a fit spot for the goblin creature to eat her in his leisure; but that is the way fear serves us: it always sides with the thing we are afraid of.

The princess was soon out of breath with running uphill; but she ran on, for she fancied the horrible creature just behind her, forgetting that, had it been after her such long legs as those must have overtaken her long ago. At last she could run no longer, and fell, unable even to scream, by the roadside, where she lay for some time half dead with terror. But finding nothing lay hold of her, and her breath beginning to come back, she ventured at length to get half up and peer anxiously about her. It was now so dark she could see nothing. Not a single star was out. She could not even tell in what direction the house lay, and between her and home she fancied the dreadful creature lying ready to pounce upon her. She saw now that she ought to have run up the stairs at once. It was well she did not scream; for, although very few of the goblins had come out for weeks, a stray idler or two might have heard her. She sat down upon a stone, and nobody but one who had done something wrong could have been more miserable. She had quite forgotten her promise to visit her grandmother. A raindrop fell on her face. She looked up, and for a moment her terror was lost in astonishment. At first she thought the rising moon had left her place, and drawn nigh to see what could be the matter with the little girl, sitting alone, without hat or cloak, on the dark bare mountain; but she soon saw she was mistaken, for there was no light on the ground at her feet, and no shadow anywhere. But a great silver globe was hanging in the air; and as she gazed at the lovely thing, her courage revived. If she were but indoors again, she would fear nothing, not even the terrible creature with the long legs! But how was she to find her way back? What could that light be? Could it be—? No, it couldn't. But what if it should be—yes—it must be—her great-great-grandmother's lamp, which guided her pigeons home through the darkest night! She jumped up: she had but to keep that light in view and she must find the house. Her heart grew strong. Speedily, yet softly, she walked down the hill, hoping to pass the watching creature unseen. Dark as it was, there was little danger now of choosing the wrong road. And—which was most strange—the light that filled her eyes

from the lamp, instead of blinding them for a moment to the object upon which they next fell, enabled her for a moment to see it, despite the darkness. By looking at the lamp and then dropping her eyes, she could see the road for a yard or two in front of her, and this saved her from several falls, for the road was very rough. But all at once, to her dismay, it vanished, and the terror of the beast, which had left her the moment she began to return, again laid hold of her heart. The same instant, however, she caught the light of the windows, and knew exactly where she was. It was too dark to run, but she made what haste she could, and reached the gate in safety. She found the house door still open, ran through the hall, and, without even looking into the nursery, bounded straight up the stair, and the next, and the next; then turning to the right, ran through the long avenue of silent rooms, and found her way at once to the door at the foot of the tower stair.

When first the nurse missed her, she fancied she was playing her a trick, and for some time took no trouble about her; but at last, getting frightened, she had begun to search; and when the princess entered, the whole household was hither and thither over the house, hunting for her. A few seconds after she reached the stair of the tower they had even begun to search the neglected rooms, in which they would never have thought of looking had they not already searched every other place they could think of in vain. But by this time she was knocking at the old lady's door.

Chapter 14 *The Princess and the Goblin* Question: (Write in a complete sentence with beautiful penmanship.)

Ch. 14: Does Irene keep her promise and find her grandmother by the end of the week?

Copywork (about 10 minutes)

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

Title and Sentence to copy:

The Constitution

Section 1 of Article 1:

All legislative powers herein granted shall be vested in a Congress of the United States which shall consist of a Senate and House of Representatives.

Poetry

Practice reciting “Paul Revere’s Ride” Part III Stanza 4 (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.

Video Link: Below is a video link of Ms. Defilippis reciting *Paul Revere’s Ride Part III*. You can also find this link in our weekly newsletter.

<https://safeYouTube.net/w/iTA7>

See Day 1 for Stanza 4.

History (about 20 minutes)

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

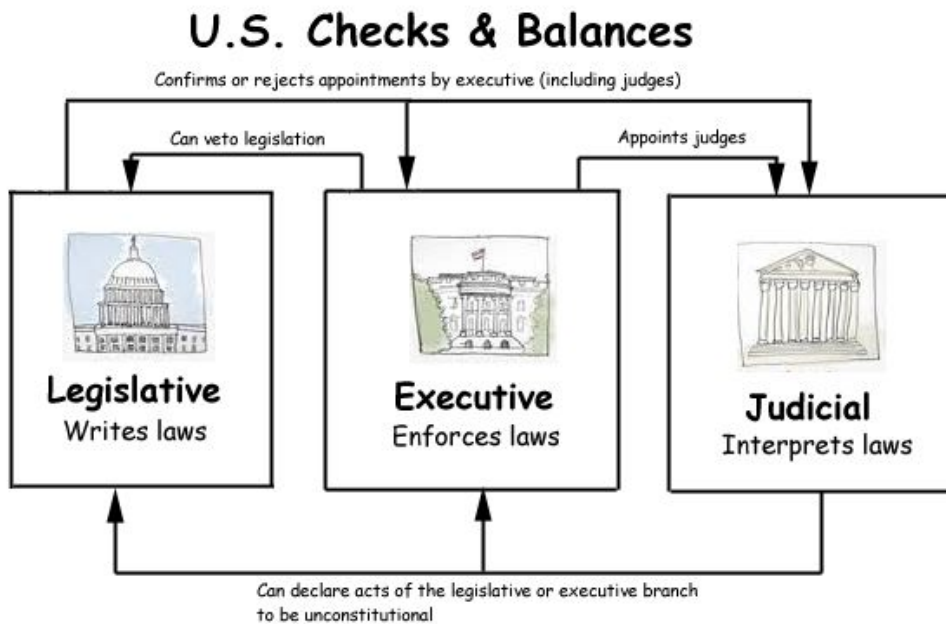
Lesson 10: Checks and Balances

The men at the Constitutional Convention of 1787 wanted to increase the power of the national government without making it too powerful, so they designed a national government that had executive, legislative, and judicial powers. However, they didn’t give all that power to one group of people. They gave it to three parts with three different jobs. The legislative branch has the power to make laws, the executive branch has the power to enforce the laws, and the judicial branch judges the laws.

Even though each branch has its own main power or job, there are more special powers each one has that I haven’t mentioned yet. They are powers they can use against one another if one branch doesn’t think another branch is acting well. For example, if Congress makes a law that the president thinks is a bad law, he has the power to veto, or cancel the law. It seems really powerful, and it is, but Congress can also revote, and if even more people vote for it, the law passes, and the president cannot veto it again. The president has a special power of deciding who should be the next Supreme Court Justice if one of the nine retires or dies. However, if enough people in Congress think that the president has chosen someone who wouldn’t be a good judge in the Supreme Court, they have the special power to prevent the person appointed by the president from joining. The judicial branch keeps watch over the other two branches to make sure what they do matches their powers as

described in the Constitution. That’s because the judicial branch has the power to stop the actions of the president or Congress if what they’re doing is unconstitutional.

What do you think about these powers that each branch has against the other branches? Does it seem like they could be fighting with one another, or do you think it is important? It is possible that they could fight with one another, but the crafters of the Constitution believed it was important that each branch could guard the other branches from becoming too powerful. It’s called “checking” and “balancing” the other branches. You could think of a chess example. What does it mean to “check” the king? In a way, you’re keeping the king from going wherever he wants to go. You’re limiting the power of the king. You could also think of “checking on” the other branches. Sometimes your parents “check on” you to make sure that you are behaving well. This strategy of giving extra, special powers to each branch of the national government to check and balance each other is called “checks and balances.” Like the separation of powers, it is another strategy to limit the power of the national government.



Name one special power of the executive branch (that is not its main power of enforcing the law).

Name one special power of the legislative branch (that is not its main power of law-making).

Name one special power of the judicial branch (that is not its main power of judging the laws).

What is “checks and balances”?

Art (15 Minutes)

Portraiture: Drawing the Mouth

Directions: Practice drawing each mouth. Make sure to break down the mouth into simple shapes.



Look at your mouth in the mirror.
Does your mouth look like any of
the mouths you have drawn?
Draw your own mouth in the final
box.

P.E.

5-minute Workout:

- 60 seconds straight of push-ups
- 30 second break
- 60 seconds of crab-crawls
- 30 second break
- 60 seconds of bear-crawls
- 30 second break
- 30 seconds straight of burpees

“Magic Carpet Relay:”

You will need:

- 1 towel (the kind you might take to the beach)
- 5 items, such as stuffed animals or balls
- 2 pairs of shoes
- yourself

Here is how you set the relay up: your two pairs of shoes are going to mark the “start” line and the “finish” line. Place your two pairs of shoes about ten feet away from each other. Pile all of your items by one of the pairs of shoes. By the opposite pair of shoes, lay your towel flat on the ground, as if you were at the beach. To do this relay, you will have to get all of the items from the one side and take them to the other. However, you can only travel between the two sides by having both hands and both feet on your towel. In other words, you have to scoot yourself on the ground with both feet and hands staying on the towel. The only time you can take your hand off of the towel is to grab the item from one side, and to place it on the other side. You can only take one item at a time. You also have to place the item down on the other side. No throwing. To complete the relay, you have three minutes. To make it more difficult, give yourself less time. Good luck and have fun!

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 sent through email.