GreatHearts
Irving

Remote Learning Packet

Fifth Grade

April 6–April 10, 2020

Student Name: _____ Teacher: _____

GreatHearts
Irving

Student Attendance Affidavit

April 6–April 10, 2020

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

- ❑ Monday, April 6, 2020
- ❑ Tuesday, April 7, 2020
- ❑ Wednesday, April 8, 2020
- ❑ Thursday, April 9, 2020

Parent Name (printed): _____

Parent Signature: _____ Date: _____

Student Name: _____ Teacher: _____

My Learning This Week

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

Date	My Daily Learning
	❑ I spent between 100 and 120 minutes on my daily activities. ❑ I read all the directions before I asked for more help. ❑ If required, I wrote all my answers in complete sentences. ❑ I used my neatest penmanship, and my writing can be read by both me and an adult. ❑ I double-checked my written answers for correct capitalization, punctuation, and grammar. ❑ I read for at least 20 minutes today. ❑ My teacher will be proud of my hard work and perseverance.
	❑ I spent between 100 and 120 minutes on my daily activities. ❑ I read all the directions before I asked for more help. ❑ If required, I wrote all my answers in complete sentences. ❑ I used my neatest penmanship, and my writing can be read by both me and an adult. ❑ I double-checked my written answers for correct capitalization, punctuation, and grammar. ❑ I read for at least 20 minutes today. ❑ My teacher will be proud of my hard work and perseverance.
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GreatHearts Irving

Fifth Grade Remote Learning Plan 4/6–4/10

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

Subject		**Mon. 4/6**	**Tue. 4/7**	**Wed. 4/8**	**Thu. 4/9**	**Fri. 4/10 No School**
Math ~25–35 min.		Comparing Fractions	Fractions and Division	Addition and Subtraction of Unlike Fractions	Dividing a Fraction by a Whole Number	
English Language Arts ~25–35 min. total	*Spalding*	Follow the instructions for your Spalding Review Page with the following words(5 min): **Anxiety, anxious, average, bicycle, triangle**	Follow the instructions for your Spalding Review Page with the following words(5 min): **Bouquet, calendar, centuries, century, climate**	Follow the instructions for your Spalding Review Page with the following words(5 min): **Composed, composition, consequence, corner, cotton**	Follow the instructions for your Spalding Review Page with the following words(5 min): **Countless, count, dependent, depends, depend**	
	Literature	Read Chp 26 (20 min.)	Read pages 337-346 (20 min.)	Read pages 346-358 (20 min)	Final Writing Activity (25 min.)	Celebrate the Secret Garden Enrichment
	Grammar/ Writing	Grammar (5 min): Review Column	Grammar (5 min): Review Column	Grammar (5 min): Review Column	Grammar (5 min): Review Column	

		Writing: Literature sentences. (5 min)	Writing: Literature sentences. (5 min)	Writing: Literature sentences. (5 min)	Writing: Literature Final Writing Activity (See above)	
	Poetry	Practice new poem: "A light exists in spring" (5 min)	Practice "A light exists in spring" (5 min)	Practice "A light exists in spring" (5 min)	Practice "A light exists in spring" (5 min)	
History or *Science* ~20 min.		Read "Changes in the Civil War" and answer the question.	Read pages 75-76 in FOSS and answer questions	Read "The Tide Turns" and answer the question.	Read pages 89-90 in FOSS and answer question.	
Art or *Music* ~15 min.		Music: All terms + etymology	Art: Albrecht Durer study of texture	Music: All rhythms review + write your own	Art: Texture study from images	
Latin or *P.E.* ~15 min.		Latin: Declension songs. Reviewing the ablative of means.	P.E.: 5 minute workout followed by 5 minutes of sprints, runs and jogs. End with five minutes of a stretching and breathing exercise.	Latin: Grammar sentences: the five main cases. Practicing translation with the ablative of means.	P.E. 5 minute workout followed by 10 minutes of "crazy Hopscotch."	

Day 1 Instructions and Resources

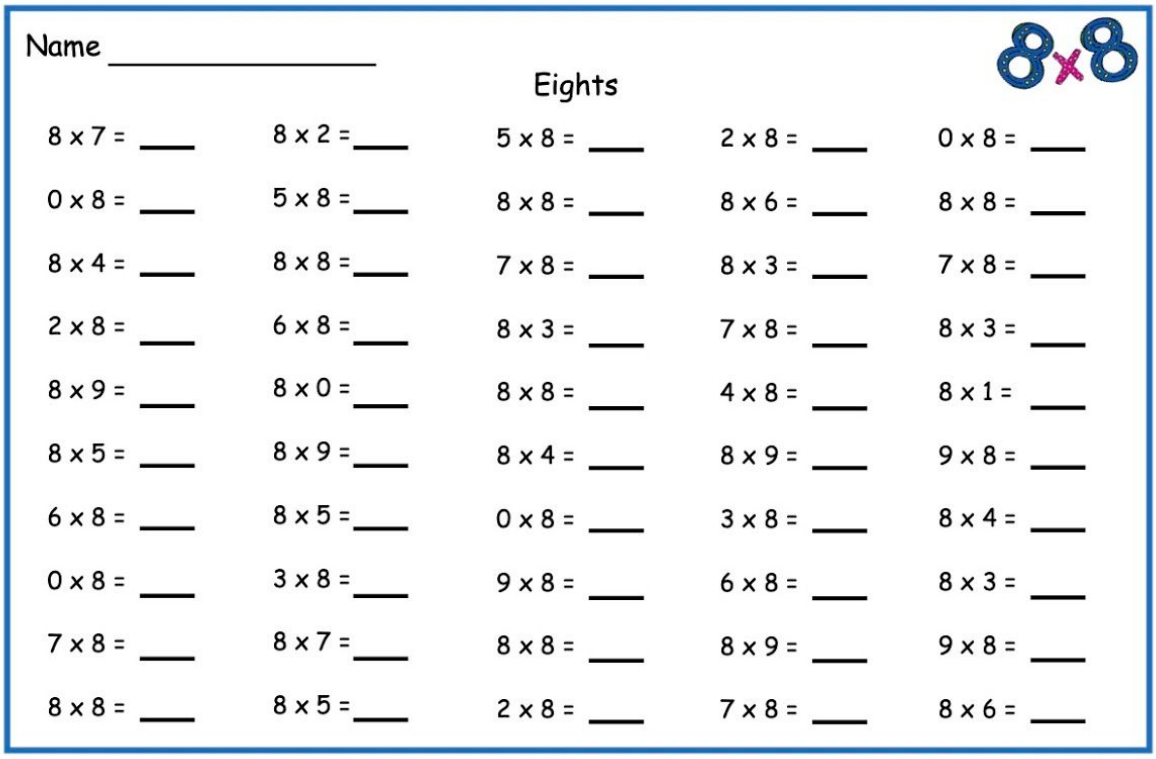
Monday, 4/6

Math

Review (5 Minutes): Using the flashcards you created, shuffle them into one large deck and select twenty from the shuffled deck. Test yourself on those twenty before taking the Math Fact Practice.

Math Fact Practice (5 Minutes): In 5 minutes or less, solve the Math Fact Practice sheet for multiplication of a mixture of numbers from 0 to 12.

Comparing Fractions:



Name _____

Eights

8 x 7 = ___	8 x 2 = ___	5 x 8 = ___	2 x 8 = ___	0 x 8 = ___
0 x 8 = ___	5 x 8 = ___	8 x 8 = ___	8 x 6 = ___	8 x 8 = ___
8 x 4 = ___	8 x 8 = ___	7 x 8 = ___	8 x 3 = ___	7 x 8 = ___
2 x 8 = ___	6 x 8 = ___	8 x 3 = ___	7 x 8 = ___	8 x 3 = ___
8 x 9 = ___	8 x 0 = ___	8 x 8 = ___	4 x 8 = ___	8 x 1 = ___
8 x 5 = ___	8 x 9 = ___	8 x 4 = ___	8 x 9 = ___	9 x 8 = ___
6 x 8 = ___	8 x 5 = ___	0 x 8 = ___	3 x 8 = ___	8 x 4 = ___
0 x 8 = ___	3 x 8 = ___	9 x 8 = ___	6 x 8 = ___	8 x 3 = ___
7 x 8 = ___	8 x 7 = ___	8 x 8 = ___	8 x 9 = ___	9 x 8 = ___
8 x 8 = ___	8 x 5 = ___	2 x 8 = ___	7 x 8 = ___	8 x 6 = ___

Comparing Fractions

To compare fractions, we change them to **like fractions**. Like fractions are fractions with a common denominator. For like fractions, the greater the numerator, the greater the fraction.

Which is greater, $\frac{4}{5}$ or $\frac{5}{6}$?

$$\frac{4}{5} \overset{\times 6}{=} \frac{24}{30}$$

$$\frac{5}{6} \overset{\times 5}{=} \frac{25}{30}$$

To change the fractions to like fractions, we find equivalent fractions which have the same denominator.

To change to like fractions, we find the common multiple of the denominators.
30 is a common multiple of 5 and 6.

$\frac{25}{30}$ is greater than $\frac{24}{30}$.

So, $\frac{5}{6}$ is greater than $\frac{4}{5}$.

Exercise 1 : Comparing Fractions

1. Circle the greater fraction.

(a) $\frac{8}{10}$, $\frac{3}{8}$

(b) $\frac{3}{4}$, $\frac{6}{7}$

(c) $\frac{1}{9}$, $\frac{2}{5}$

(d) $\frac{5}{6}$, $\frac{1}{4}$

(e) $\frac{9}{2}$, $\frac{5}{3}$

(f) $1\frac{2}{11}$, $1\frac{1}{4}$

2. Circle the smaller fraction.

(a) $\frac{5}{9}$, $\frac{4}{5}$

(b) $\frac{7}{10}$, $\frac{3}{4}$

(c) $\frac{7}{8}$, $\frac{4}{5}$

(d) $\frac{1}{6}$, $\frac{3}{5}$

(e) $\frac{11}{4}$, $\frac{13}{2}$

(f) $2\frac{2}{3}$, $2\frac{3}{7}$

3. Write > or < or = in each ◯.

   (a) $2\frac{4}{5} \bigcirc \frac{8}{3}$

   (b) $\frac{13}{4} \bigcirc \frac{15}{7}$

   (c) $4 \bigcirc \frac{24}{6}$

   (d) $\frac{5}{9} \bigcirc \frac{7}{12}$

4. Arrange the fractions in increasing order.

   (a) $\frac{11}{8}, \frac{6}{7}, \frac{3}{5}, 1\frac{1}{6}$

   _____

   (b) $\frac{2}{3}, \frac{1}{2}, \frac{16}{9}, 2\frac{4}{5}$

   _____

5. Arrange the fractions in decreasing order.

   (a) $\frac{5}{12}, \frac{1}{10}, \frac{2}{5}, \frac{13}{6}$

   _____

   (b) $\frac{5}{4}, \frac{3}{2}, 2\frac{1}{9}, \frac{19}{3}$

   _____

Spalding

Review (5 min): Use a piece of paper and write the assigned words in the following way:

1. Say the word.
2. Use the word in a sentence.
3. Show the 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).

Today's Words:

anxiety, anxious, average, bicycle, triangle

Literature and Writing

Read Chapter 26 "It's Mother!" in the Secret Garden (about 20 minutes):

As you read…

- Be sure to read slowly and carefully.
- If reading aloud, make sure that your voice follows all punctuation.

After reading...

- When you are finished reading, answer the following question using complete sentences and correct spelling and grammar.

1) Why do you think Colin and Mary get a "delightful feeling" (pg 333) from meeting and being with Mrs. Sowerby?

_____

_____

_____

Reading Accommodation: Listen to the audio book by clicking or typing in the link https://youtu.be/O_q7YUJaxp0?t=22298 and follow along with the text in your book.

Grammar

Parse this sentence. ***N**=Noun, **V**=Verb, **Adv**=Adverb **Adj** = Adjective, **PN**= Pronoun **P** = Preposition* Some people strongly dislike snakes, but I think they are amazing.
Correct the possessive noun in the sentence. The cobras hood will expand when the snake feels threatened.
Which word best completes this sentence? **their, there, they're** Cobras expand _____ hood so they can appear larger than they are.
Correct the sentence by adding a comma. King cobras usually stay away from people but they may bite if you startle them.
Name a synonym and antonym for the word *delicate.* Synonym: Antonym:
The root **sect** means cut. What does ***dissect*** mean? to cut apart to cut diagonally to cut down a tree
Place a comma after the introductory element. First preheat the oven to 350°.

History

Changes in the Civil War

One of the major changes that took place during the Civil War was in the area of technology. Warships had previously been made of wood. However, a new type of ship developed during the war: the ironclad, a ship that was covered with iron. These ships would be able to withstand gunfire better than wooden ships had. One of the first of these ironclads was a Confederate ship named the CSS *Virginia* (it had formerly been a U.S. ship, the USS *Merrimack*). The *Virginia* met another ironclad, the USS *Monitor*, at the **Battle of Hampton Roads**, in March 1862. The battle was ultimately a draw, with neither side

gaining a clear victory. The battle's true significance was its effect on naval warfare - the age of wooden warships was ending.

The tide began to turn for the Union in September 1862, at the **Battle of Antietam**. Lee was greatly encouraged by his success and decided to move into Maryland, which was Union territory. Lincoln was forced to put McClellan back in charge of the army to meet Lee's forces. The two sides met at Antietam Creek on September 17th. The battle became the bloodiest single-day battle of the war, with casualties of about 23,000. While the Union suffered higher losses than the Confederacy, they did manage to drive the Southerners back and keep Lee from moving forward, which made them consider the battle a victory. This had a great effect on the North because it was one of the first victories the Union had ever achieved in the Eastern part of the war.

However, many people, including Lincoln, believed that the Union could have achieved a greater victory if McClellan had attacked more forcefully. This led Lincoln to finally removing McClellan from command. Lincoln was now on the search for a general to lead the Army of the Potomac.

The Battle of Antietam is also significant because it paved the way for something even more important. For a long time, Lincoln had wanted to issue a document called the **Emancipation Proclamation**, a declaration that would free the slaves. However, he had not felt that he could do so until the Union had achieved a military victory, and the success at Antietam gave him the support he needed. In addition, Lincoln hoped this document would prevent any European countries (like England and France), who had already ended slavery, from siding with the Confederacy. Finally, Lincoln thought that freed slaves might be able to fight on the Union side. Shortly after Antietam, he issued the Emancipation Proclamation, which said that beginning on January 1, 1863, all slaves were free in the states in rebellion.

Why didn't Lincoln free the slaves in all the states? Remember that there were several states called border states. Border states continued the practice of slavery but remained part of the Union. Lincoln was concerned that if he ended slavery everywhere, the border states might decide to leave the Union as well.

In the South, the Emancipation Proclamation had little practical effect. The Southerners did not see themselves as obligated to obey the orders of the President and so slavery there continued. In the North, despite mixed opinions about the Proclamation, the document gave the war a higher, nobler meaning: the war was no longer only about preserving the Union. It was now a fight to end slavery.

Please answer the following question in at least one complete sentence (you are allowed to write more). Be sure to use correct spelling and grammar.

1. Name **two** reasons why the Battle of Antietam was a significant moment in the Civil War.

Poetry

We will begin learning a new poem: "A light exists in spring," by Emily Dickinson.

Please read through the poem once:

"A light exists in spring"

Emily Dickinson

A light exists in spring,
Not present on the year
At any other period.
When March is scarcely here

A color stands abroad
On solitary hills
That science cannot overtake,
But human nature feels.

It waits upon the lawn;
It shows the furthest tree
Upon the furthest slope we know;
It almost speaks to me.

Then, as horizons step,
Or noons report away,
Without the formula of sound,
It passes, and we stay.

A quality of loss
Affecting our content,
As trade had suddenly encroached
Upon a sacrament.

After reading through the poem, practice saying the entire poem out loud three times. Use feeling and expression! Please keep this copy to use for practice.

Latin

Warmup: Reviewing Declension Endings **(1-2 min.)**

Review our declension endings by singing all three sets to the tune of "Row, Row, Row Your Boat." If you need a reminder of what the endings are, look at the charts below.

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

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

	2nd Declension Neuter Singular	2nd Declension Neuter Plural
N	-um	-a

G	-ī	-ōrum
D	-ō	-īs
A	-um	-a
Ab	-ō	-īs

Ablative of Means Reading (5 min.)

Today we will revisit the ablative of means, which we first encountered in our last week before break. Read the summary below.

- The ablative of means is a noun or pronoun in the ablative case that tells us *with what* or *by what means* the subject of a sentence does something.
- English sentences use prepositional phrases to communicate this idea.
  For example:
  "Marcus hits the bag with a stick." "The boy goes to town by means of the road."
- In Latin, instead of saying a prepositional phrase such as "with a stick" or "by means of the road," we would simply change the ending of the word for "stick" or "road" into the ablative case.
  These sentences in Latin would read:
  "*Marcus saccum baculō pulsat.*" "*Puer ad oppidum viā it.*"

Ablative of Means Practice (8-9 min.)

1. Go back up to the declension charts in the review section of the lesson and circle all six ablative case endings.

2. The following sentence uses an ablative of means. Read the following sentences aloud in Latin, then take no more than five minutes to write their English translation. You may look up any definitions you need to in the vocabulary section below.

   Mater fīliam suam rosīs dēlectat.

Relevant Vocabulary:

mater: mother
fīliam: daughter
suam: her own
rosīs: roses
dēlectat: he/she/it delights

Parent signature: _____

Music

1) Write down all the tempos that we have learned, from slowest to fastest. (There are five!)
2) Write down all the dynamics that we have learned, from loudest to softest. (There are six!)
3) Write the dynamic change terms that we have learned, and what each one means. (There are two!)
4) Challenge: Using your Latin knowledge to show which words THREE of the Italian music terms come from. Example: *andante* comes from the Latin verb *andare*, which means "to go/walk." If you need help, look up the origins of the music words!
5) ENRICHMENT: If you are able, and need some more classical music in your life, give a listen to this performance of Brahms' Academic Festival Overture! https://www.youtube.com/watch?v=Y1E6FBi-AJw

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

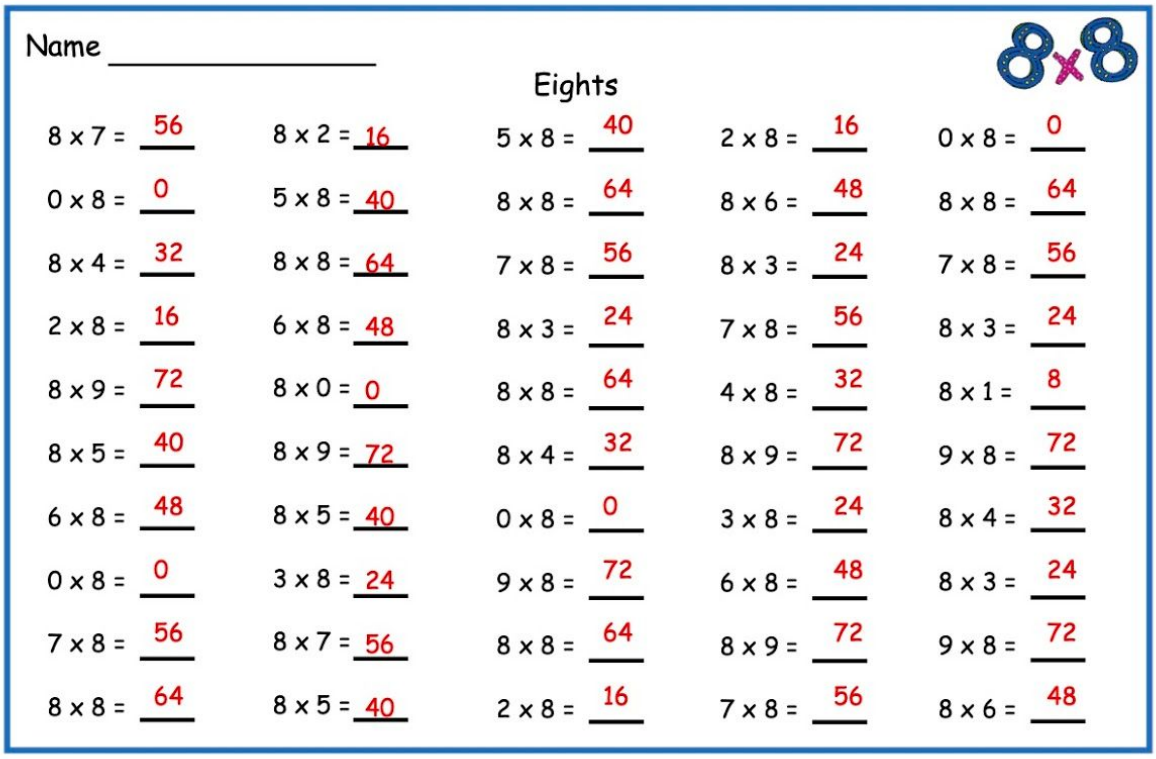
assembled students, as well as the somewhat less-amused reaction of the school dignitaries, to Brahms's lighthearted caprice.

Parent signature: _____

Day 1 Answer Key

Monday, 4/6

Math



Name _____

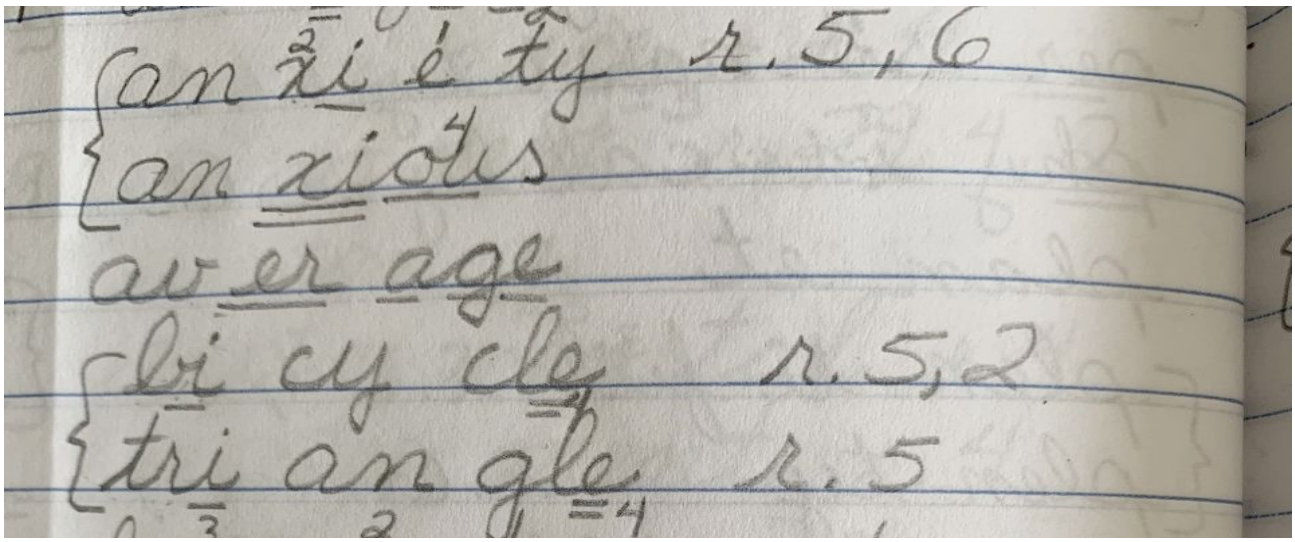
Eights

8 x 7 = 56	8 x 2 = 16	5 x 8 = 40	2 x 8 = 16	0 x 8 = 0
0 x 8 = 0	5 x 8 = 40	8 x 8 = 64	8 x 6 = 48	8 x 8 = 64
8 x 4 = 32	8 x 8 = 64	7 x 8 = 56	8 x 3 = 24	7 x 8 = 56
2 x 8 = 16	6 x 8 = 48	8 x 3 = 24	7 x 8 = 56	8 x 3 = 24
8 x 9 = 72	8 x 0 = 0	8 x 8 = 64	4 x 8 = 32	8 x 1 = 8
8 x 5 = 40	8 x 9 = 72	8 x 4 = 32	8 x 9 = 72	9 x 8 = 72
6 x 8 = 48	8 x 5 = 40	0 x 8 = 0	3 x 8 = 24	8 x 4 = 32
0 x 8 = 0	3 x 8 = 24	9 x 8 = 72	6 x 8 = 48	8 x 3 = 24
7 x 8 = 56	8 x 7 = 56	8 x 8 = 64	8 x 9 = 72	9 x 8 = 72
8 x 8 = 64	8 x 5 = 40	2 x 8 = 16	7 x 8 = 56	8 x 6 = 48

1.a. 8/10	1.b. 6/7	1.c. 2/5	1.d. 5/6	1.e. 9/2
1.f. 1 1/4	2.a. 5/9	2.b. 7/10	2.c. 4/5	2.d. 1/6

2.e. 11/4	2.f. 2 3/7	3.a. >	3.b. >	3.c. =
3.d. <	4.a. 3/5; 6/7; 1 1/6; 11/8	4.b. 1/2; 2/3; 16/9; 2 4/5	5.a. 13/6; 5/12; 2/5; 1/10	5.b. 19/3; 2 1/9; 3/2; 5/4

Spalding



Literature and Writing

1) Mary and Colin get a "delightful feeling" from being with Mrs. Sowerby because she is a good mother and cares for them like the mother they each never had.

Grammar

Some people strongly dislike snakes, but I think they are amazing.
Correct the possessive noun in the sentence. The cobra's hood will expand when the snake feels threatened.
their, there, they're

King cobras usually stay away from people, but they may bite if you startle them.	
Synonym: gentle	Antonym: rough
to cut apart	
First, preheat the oven to 350°.	

History

1. *Answer should be similar to the following*: The Battle of Antietam was significant because it was one of the first Union victories in the Eastern part of the war. It was also significant because it allowed Lincoln to issue the Emancipation Proclamation.

Latin

Sentence key: The mother delights her daughter with roses.

Day 2 Instructions and Resources

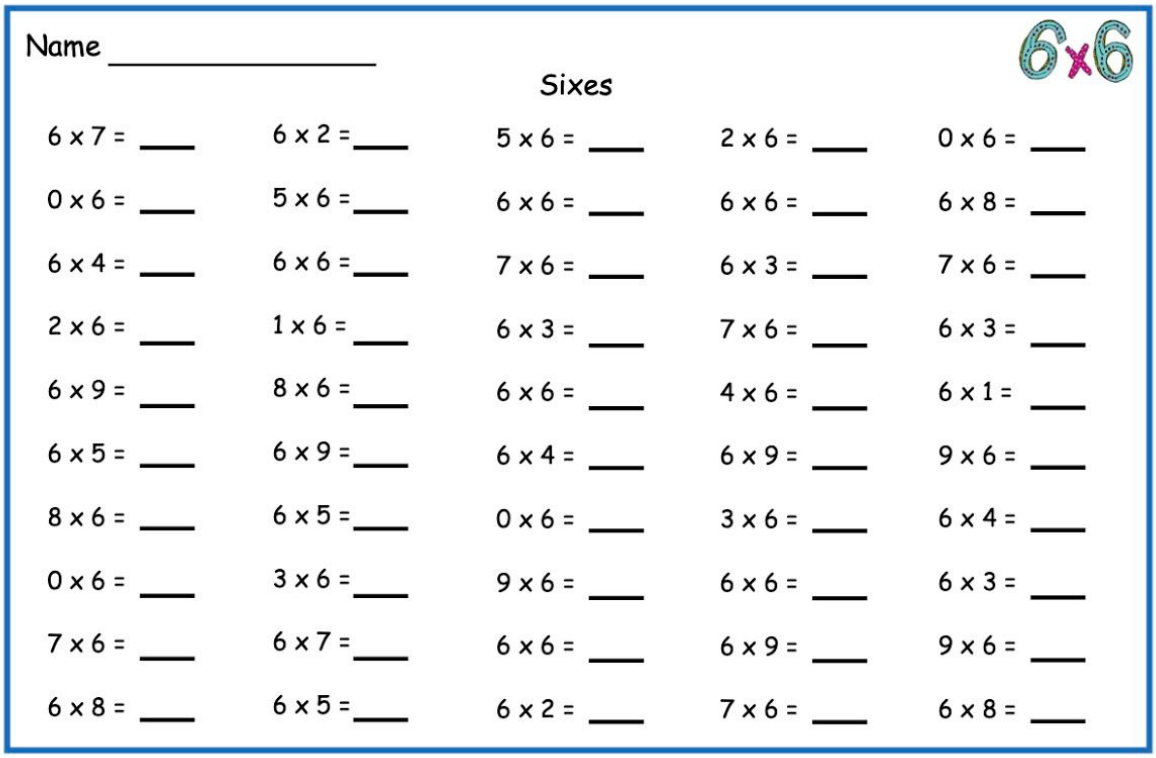
Tuesday, 4/7

Math

Review (5 Minutes): Using the flashcards you created, shuffle them into one large deck and select twenty from the shuffled deck. Test yourself on those twenty before taking the Math Fact Practice.

Math Fact Practice (5 Minutes): In 5 minutes or less, solve the Math Fact Practice sheet for multiplication of a mixture of numbers from 0 to 12.

Fraction and Division: Be sure to treat number 3 as a Word Problem, solving with all four parts (part-group-whole, bar model, answer sentence, and equation)



Name _____ 6x6

Sixes

6 x 7 = ___	6 x 2 = ___	5 x 6 = ___	2 x 6 = ___	0 x 6 = ___
0 x 6 = ___	5 x 6 = ___	6 x 6 = ___	6 x 6 = ___	6 x 8 = ___
6 x 4 = ___	6 x 6 = ___	7 x 6 = ___	6 x 3 = ___	7 x 6 = ___
2 x 6 = ___	1 x 6 = ___	6 x 3 = ___	7 x 6 = ___	6 x 3 = ___
6 x 9 = ___	8 x 6 = ___	6 x 6 = ___	4 x 6 = ___	6 x 1 = ___
6 x 5 = ___	6 x 9 = ___	6 x 4 = ___	6 x 9 = ___	9 x 6 = ___
8 x 6 = ___	6 x 5 = ___	0 x 6 = ___	3 x 6 = ___	6 x 4 = ___
0 x 6 = ___	3 x 6 = ___	9 x 6 = ___	6 x 6 = ___	6 x 3 = ___
7 x 6 = ___	6 x 7 = ___	6 x 6 = ___	6 x 9 = ___	9 x 6 = ___
6 x 8 = ___	6 x 5 = ___	6 x 2 = ___	7 x 6 = ___	6 x 8 = ___

Fraction and Division

Find the value of $34 \div 8$.

Method 1:

$$34 \div 8 = 4\frac{2}{8}$$
$$= 4\frac{1}{4}$$

$$\begin{array}{r} 4 \\ 8\overline{)\,34} \\ \underline{32} \\ 2 \end{array}$$

Method 2:

$$34 \div 8 = \frac{34}{8}$$
$$= \frac{17}{4}$$
$$= \frac{16}{4} + \frac{1}{4}$$
$$= 4\frac{1}{4}$$

Reduce $\frac{34}{8}$ to its simplest form.

Exercise 2 : Fraction and Division

1. Express each of the following as a mixed number in its simplest form.

(a) $16 \div 3$ =	(b) $23 \div 4$ =
(c) $37 \div 5$ =	(d) $19 \div 6$ =

2. Express each of the following as a whole number or a mixed number in its simplest form.

(a) $\frac{15}{4}$ =	(b) $\frac{27}{8}$ =
(c) $\frac{48}{6}$ =	(d) $\frac{35}{10}$ =

3. Do these. Show all your work clearly.

(a) There were 30 cookies in a jar. Eileen divided the cookies into 12 equal shares. How many cookies were there in each share? Give your answer as a mixed number.

(b) A gallon of milk was poured equally into 9 glasses. How many cups of milk are there in each glass? Give your answer as a mixed number.

Spalding

Review (5 min): Use a piece of paper and write the assigned words in the following way:

9. Say the word.
10. Use the word in a sentence.
11. Show the syllables and finger spelling for the word.
12. Write the word. Remember to say the phonograms aloud as you write.
13. Mark the word with the correct spelling rules.
14. Repeat for each assigned word.
15. When you have finished the word list, read for spelling (read only individual sounds in each word).
16. Read for reading (read the whole word).

Today's Words:

bouquet, calendar, centuries, century, climate

Literature and Writing

Read pages 337-346 in Chapter 27 "In the Garden!" in the Secret Garden (about 20 minutes):

As you read…

- Be sure to read slowly and carefully.
- If reading aloud, make sure that your voice follows all punctuation.

After reading...

- When you are finished reading, answer the following question using complete sentences and correct spelling and grammar.

1) Who finally begins to experience a "rebirth" in this chapter? How does it begin to happen?

_____

_____

_____

Reading Accommodation: Listen to the audio book by clicking or typing in the link https://youtu.be/O_q7YUJaxp0?t=23340 and follow along with the text in your book.

Grammar

Write the verbs in **past tense**. One day, I _____ (hear) a rattling sound, so I _____ (stop) moving and _____(look) around.
Label the parts of speech of the underlined words. Most <u>snakes</u> <u>are</u> not <u>poisonous</u> and <u>rarely</u> <u>attack</u> <u>us</u>.
Which best completes the sentence? **more scary, scarier, scariest** Some people think snakes are _____ than spiders.
Which modal auxiliary verb best completes the sentence? **can, might, must** That _____ be a copperhead snake, but I'm not sure.
Is this a simile or metaphor? After playing in the snow without gloves, <u>my fingers were icicles</u>.
The words **differ** and **disagree** are SYNONYMS. Write an ANTONYM for **differ.**
Place a comma after the introductory element. Unfortunately the picnic was cancelled because it was raining.

Poetry

Read "A light exists in spring" one time using your paper. Throughout the day, repeat the first stanza until you have memorized it. You can practice while doing other tasks.

"A light exists in spring,

Not present on the year

At any other period.

When March is scarcely here"

Science

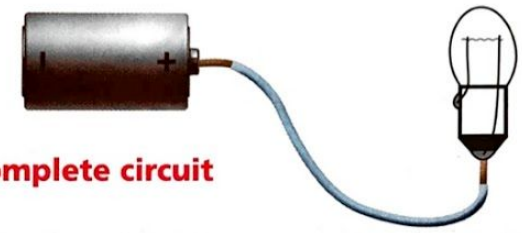
Let's review energy. It is the _____ to make things happen or do_____. One form we all use every day is electrical energy. After you read pages 75-76 in your FOSS textbook (or below), please draw a picture of an open circuit and another one of a closed circuit. Then, write down as many of the ways you have used electricity today that you can think of.

Electrical Connections

Circuits

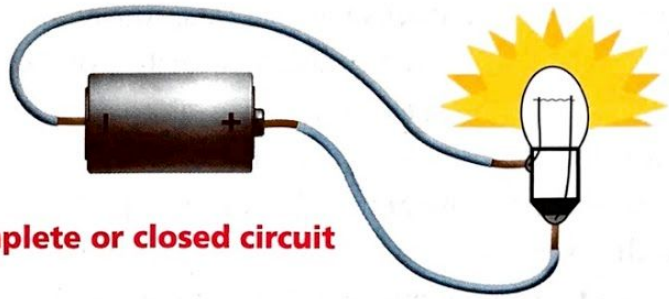
Electric current comes from an energy source. The source might be a D-cell battery, a solar cell, or a wall socket. When a **component**, like a lightbulb, is connected to a source of electricity, the lightbulb will produce light and heat. When a different component, like a motor, is connected to an electricity source, the motor shaft will turn. When a buzzer is connected, sound is produced. How do you connect a lightbulb, a motor, or a buzzer to an electricity source?

You can use a D-cell to light a lightbulb. Metal wires carry the electricity. If you try to get the lightbulb to light using one wire like this, the lightbulb will not shine.



An incomplete circuit

The trick is to use two wires. One wire connects the base of the lightbulb to one end of the D-cell. The second wire connects the metal casing of the lightbulb to the other end of the D-cell. This setup results in a bright, shining lightbulb. It is called a complete circuit, or a **closed circuit**. The places on a D-cell and lightbulb where wires touch the component are called contact points.

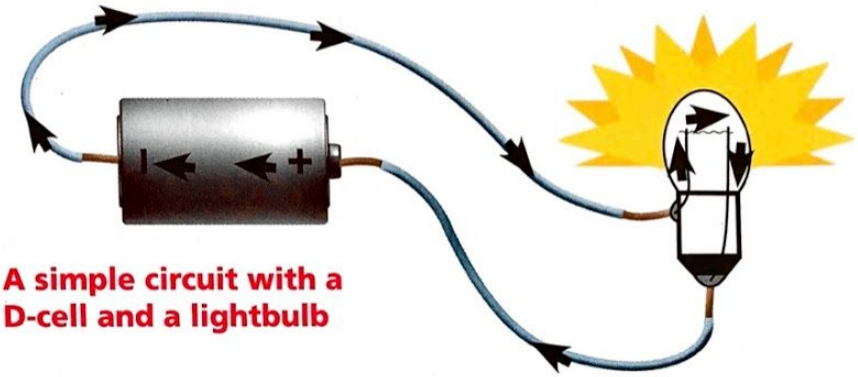


A complete or closed circuit

If you disconnect one of the wires from the lightbulb or from the D-cell, the lightbulb will stop shining. This is because the pathway through which the electric current flows to the lightbulb is broken. A circuit with a break is called an incomplete circuit, or an **open circuit**.

75

It is important where the wires connect to the D-cell and the lightbulb. One wire must connect to the positive (+) end of the cell. The other wire must connect to the negative (–) end of the cell. The other end of one of the wires must connect to the metal casing of the lightbulb. The other end of the second wire must connect to the base of the lightbulb. These connections make a closed circuit. The electric current will flow, and the lightbulb will produce light and heat.



A simple circuit with a D-cell and a lightbulb

Conductors and Insulators

Electrical wires are often made of the metal copper because copper conducts electricity well. A **conductor** is a material through which electric energy or thermal energy travels easily. Many metals are good conductors of both electric energy and thermal energy. Silver, gold, iron, and steel are some examples of good conductors.

Some other materials are **insulators**. An insulator is a material through which electric energy or thermal energy does not travel easily. Many nonmetals are good insulators. Glass, rubber, plastic, and air are all insulators. Most electrical cords are insulated, or coated with rubber or plastic, to help prevent shocks.

Look at this tea kettle. Which part is a conductor and which part is an insulator? Why was it helpful to design it this way?

Recall that we can use properties, such as physical state, **solubility** in water, and relative density, to classify matter. We also can classify matter based on its ability to conduct or insulate.

P.E.

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

5 Minute Workout:

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

5 minutes of sprinting, running and then jogging:

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

- ❑ 30 seconds of sprinting (running as fast as you can)
- ❑ 30 second break
- ❑ 60 seconds of running (pace yourself.)
- ❑ 30 second break
- ❑ 120 seconds of jogging (slowest run you can manage without walking)
- ❑ 30 seconds of walking (never a bad idea after you run).

5 minutes of stretching and breathing

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

Parent Signature: _____

Art

Albrecht Dürer: Texture

Albrecht Dürer was a Renaissance artist who created engravings with lots of textured detail. The images below are sections of Dürer's artwork. On a clean piece of paper, sketch with a pencil the texture. Make sure you are looking closely at the line work and value.

Day 2 Answer Key

Tuesday, 4/7

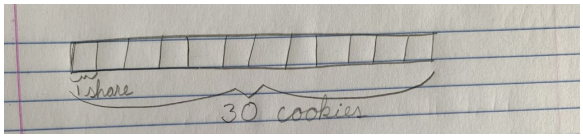
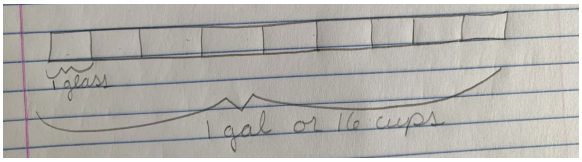
Math

Name _____ 6x6

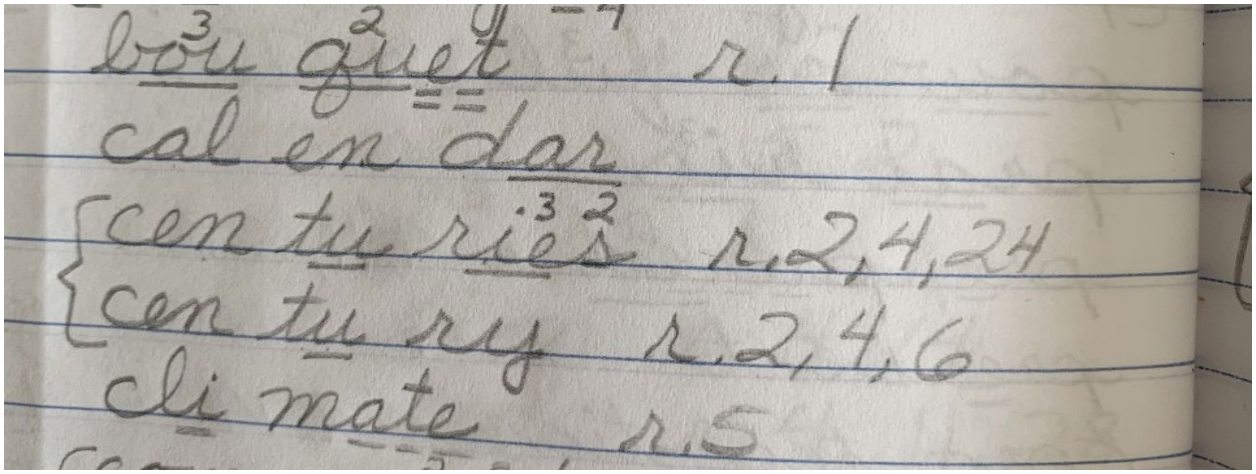
Sixes

6 x 7 = 42	6 x 2 = 12	5 x 6 = 30	2 x 6 = 12	0 x 6 = 0
0 x 6 = 0	5 x 6 = 30	6 x 6 = 36	6 x 6 = 36	6 x 8 = 48
6 x 4 = 24	6 x 6 = 36	7 x 6 = 42	6 x 3 = 18	7 x 6 = 42
2 x 6 = 12	1 x 6 = 6	6 x 3 = 18	7 x 6 = 42	6 x 3 = 18
6 x 9 = 54	8 x 6 = 48	6 x 6 = 36	4 x 6 = 24	6 x 1 = 6
6 x 5 = 30	6 x 9 = 54	6 x 4 = 24	6 x 9 = 54	9 x 6 = 54
8 x 6 = 48	6 x 5 = 30	0 x 6 = 0	3 x 6 = 18	6 x 4 = 24
0 x 6 = 0	3 x 6 = 18	9 x 6 = 54	6 x 6 = 36	6 x 3 = 18
7 x 6 = 42	6 x 7 = 42	6 x 6 = 36	6 x 9 = 54	9 x 6 = 54
6 x 8 = 48	6 x 5 = 30	6 x 2 = 12	7 x 6 = 42	6 x 8 = 48

1.a. 5 1/3	1.b. 5 3/4
1.c. 7 2/5	1.d. 3 1/6
2.a. 3 3/4	2.b. 3 3/8
2.c. 8	2.d. 3 1/2
3.a There were 2 1/2 cookies in each share. Part: ? Group: 12 equal shares	3.b. There are 1 7/9 cups of milk in each glass. Part: ? Group: 9 glasses

Whole: 30 cookies Equation: 30 ÷ 12 	Whole: 1 gal or 16 cups 16÷9 

Spalding



Literature and Writing

In the last chapter, Archibald Craven experiences the "rebirth" of his spirit while on his travels. First he is moved by a beautiful flower and has a peaceful feeling for the first time since his wife died. Then he had a dream in which he heard his wife Lilias calling him back to the garden and woke to find a letter from Mrs. Sowerby begging him to return to England.

Grammar

Most snakes are not poisonous and rarely attack us.
more scary, scarier, or scariest Some people think snakes are _____ than spiders.

can, might, must That _____ be a copperhead snake, but I'm not sure.
Is this a simile or metaphor? After playing in the snow without gloves, my fingers were icicles.
The words **differ** and **disagree** are SYNONYMS. Write an ANTONYM for **differ.** Agree Many possible answers.
Unfortunately, the picnic was cancelled because it was raining.

Science

Energy is the capacity or ability to make things happen or to do work.

Responses will vary but could include: lights, the stove, ceiling fans, etc.

Day 3 Instructions and Resources

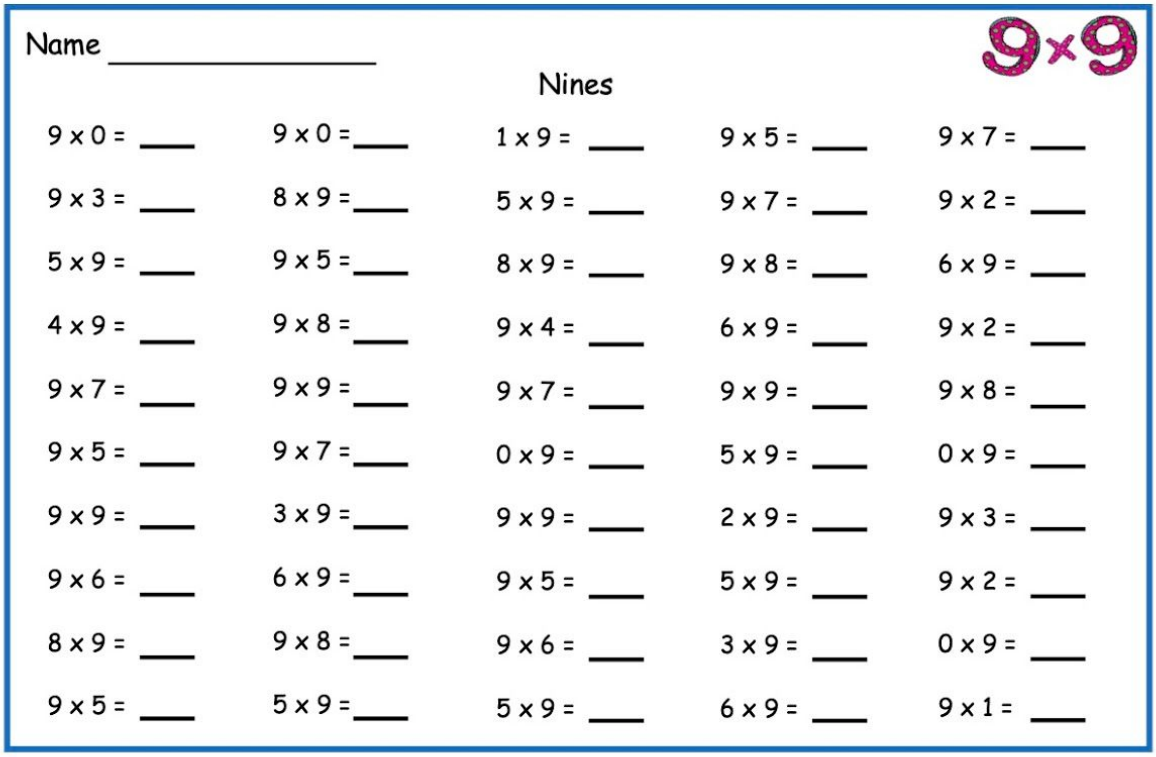
Wednesday, 4/8

Math

Review (5 Minutes): Using the flashcards you created, shuffle them into one large deck and select twenty from the shuffled deck. Test yourself on those twenty before taking the Math Fact Practice.

Math Fact Practice (5 Minutes): In 5 minutes or less, solve the Math Fact Practice sheet for multiplication of a mixture of numbers from 0 to 12.

Addition and Subtraction of Unlike Fractions: Unlike fractions are fractions which do not have the same denominator (bottom number). When adding or subtracting unlike fractions, we change them to like fractions first. You may need to change mixed numbers into improper fractions in order to add or subtract. You may also add or subject the whole numbers first and then the fractions.



Name _____ 9×9

Nines

9 x 0 = ___	9 x 0 = ___	1 x 9 = ___	9 x 5 = ___	9 x 7 = ___
9 x 3 = ___	8 x 9 = ___	5 x 9 = ___	9 x 7 = ___	9 x 2 = ___
5 x 9 = ___	9 x 5 = ___	8 x 9 = ___	9 x 8 = ___	6 x 9 = ___
4 x 9 = ___	9 x 8 = ___	9 x 4 = ___	6 x 9 = ___	9 x 2 = ___
9 x 7 = ___	9 x 9 = ___	9 x 7 = ___	9 x 9 = ___	9 x 8 = ___
9 x 5 = ___	9 x 7 = ___	0 x 9 = ___	5 x 9 = ___	0 x 9 = ___
9 x 9 = ___	3 x 9 = ___	9 x 9 = ___	2 x 9 = ___	9 x 3 = ___
9 x 6 = ___	6 x 9 = ___	9 x 5 = ___	5 x 9 = ___	9 x 2 = ___
8 x 9 = ___	9 x 8 = ___	9 x 6 = ___	3 x 9 = ___	0 x 9 = ___
9 x 5 = ___	5 x 9 = ___	5 x 9 = ___	6 x 9 = ___	9 x 1 = ___

Exercise 3 : Addition and Subtraction of Unlike Fractions

1. Add. Give each answer in its simplest form.

(a) $\frac{2}{3}+\frac{5}{9}=$	(b) $\frac{4}{5}+\frac{2}{3}=$
(c) $\frac{1}{2}+\frac{4}{5}=$	(d) $\frac{5}{6}+\frac{13}{18}=$
(e) $\frac{7}{10}+\frac{3}{4}=$	(f) $1\frac{7}{8}+\frac{1}{2}=$
(g) $3\frac{1}{6}+\frac{3}{4}=$	(h) $2\frac{5}{6}+\frac{1}{5}=$
(i) $2\frac{2}{5}+\frac{3}{4}=$	(j) $3\frac{5}{6}+\frac{3}{10}=$

2. Subtract. Give each answer in its simplest form.

(a) $\frac{3}{4} - \frac{3}{8} =$	(b) $\frac{11}{12} - \frac{3}{4} =$
(c) $\frac{2}{3} - \frac{5}{12} =$	(d) $1\frac{7}{12} - \frac{3}{4} =$
(e) $1\frac{1}{2} - \frac{9}{10} =$	(f) $2\frac{1}{8} - \frac{1}{2} =$
(g) $\frac{3}{4} - \frac{1}{3} =$	(h) $\frac{5}{6} - \frac{1}{4} =$
(i) $\frac{9}{10} - \frac{5}{6} =$	(j) $1\frac{3}{10} - \frac{3}{4} =$
(k) $2\frac{1}{3} - \frac{4}{5} =$	(l) $3\frac{5}{8} - \frac{9}{10} =$

Spalding

Review (5 min): Use a piece of paper and write the assigned words in the following way:

17. Say the word.
18. Use the word in a sentence.
19. Show the syllables and finger spelling for the word.
20. Write the word. Remember to say the phonograms aloud as you write.
21. Mark the word with the correct spelling rules.
22. Repeat for each assigned word.
23. When you have finished the word list, read for spelling (read only individual sounds in each word).
24. Read for reading (read the whole word).

Today's Words:

composed, composition, consequence, corner, cotton

Literature and Writing

Read pages 346-358 in Chapter 27 "In the Garden!" in the Secret Garden (about 20 minutes):

As you read…

- Be sure to read slowly and carefully.
- If reading aloud, make sure that your voice follows all punctuation.

After reading...

- When you are finished reading, answer the following question using complete sentences and correct spelling and grammar.

1) How is Mr. Craven's "rebirth" completed this chapter?

_____

_____

_____

Reading Accommodation: Listen to the audio book by clicking or typing in the link https://youtu.be/O_q7YUJaxp0?t=24147 and follow along with the text in your book.

Grammar

Put the adjectives in the correct order. **forked, long** A snake uses its _____ _____tongue to smell.
Make the noun plural to complete the sentence. The rattlesnake uses its rattle to scare away _____ (enemy).
Which word best completes this sentence? **Their, There, They're** _____ are 10 species of rattlesnakes in Texas.
What is the meaning of the underlined word? **bother, ignore, avoid** A snake is unlikely to try to attack you if you leave it alone and don't provoke it.
Parse and Diagram this sentence. The name of our galaxy is the Milky Way.
The root **tract** means *pull*. What does it mean to ***distract*** *someone's attention?*
Place a comma after the introductory element. On the first day of school my teacher wrote her name on the whiteboard.

Poetry

Read "A light exists in spring" one time using your paper. Throughout the day, repeat the second stanza until you have memorized it. You can practice while doing other tasks.

"A color stands abroad
On solitary hills
That science cannot overtake,
But human nature feels."

History

The Tide Turns

The Union's luck was changing, but victory was not at hand just yet: in December 1862, the Union suffered a difficult defeat at Fredericksburg, in Virginia. However, that summer, in June 1863, General Lee decided to invade Pennsylvania, hoping to move towards Washington, D.C., the Union capital. He thought that a successful Union invasion would help the South to win the war. The two sides met at the small village of Gettybsurg, Pennsylvania. The **Battle of Gettysburg** lasted for three days, from July 1-3, 1863. The Union gained the advantage in occupying higher ground, which was more difficult for the Confederates to attack. The battle was a decisive Union victory, although the new Union general, George Meade, did not pursue Lee's troops as they retreated back to the South. But the South would not attempt to advance into the North again. In November of 1863, Lincoln visited Gettysburg at the dedication of a national cemetery for the soldiers who died there. It was here that Lincoln gave his famous "Gettysburg Address."

Meanwhile, Ulysses S. Grant had been attacking the Confederate fort at **Vicksburg**, Mississippi. Vicksburg was almost the last place through which the South could transport or move supplies through the Confederacy. In addition, Vicksburg was also one of the last Confederate forts on the Mississippi River. Instead of attacking the fort directly, Grant set up a Union siege around the fort. This meant that the Union troops surrounded the fort and prevented any supplies, like food or weapons, from coming in or out, in order to force the Confederates to surrender. The siege lasted from May to July 1863, and ended with a Union victory the day after the Battle of Gettysburg. The success at Vicksburg meant that the Union at last controlled the Mississippi River, which was a key part of their strategy to win the war. For his successes in battle, Grant was promoted and given greater responsibilities in the Union Army.

As Grant was promoted, another general, William Tecumseh Sherman, was promoted to take Grant's place. While Gettysburg and Vicksburg signaled the beginning of the end of the Confederacy, Sherman had a plan to crush the areas in the South that were still strong. In 1864, he took his force of 60,000 soldiers and marched from Tennessee to Georgia, in what became known as **"Sherman's March to the Sea."** On their way, Sherman's forces captured and burned the city of Atlanta in Georgia. They also cut off the Confederates' supply sources by destroying everything in their path, tearing up railroads, burning houses, and destroying crops. This type of action became known as "total war." While many people, especially in the South, criticized Sherman's actions as too harsh, Sherman believed that such a strategy was the most effective way to win the war. His strategy did greatly weaken the Confederacy, and it became clear that the end of the war was coming.

Please answer the following question in at least one complete sentence (you may write more). Be sure to use correct spelling and grammar.

1. What was General Grant's strategy for capturing the Confederate fort at Vicksburg?

Music

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

Parent signature: _____

Latin

Text here

Warmup (1-2 min.)

- Read aloud our following grammar sentences:
    - The five main cases, in order, are nominative, genitive, dative, accusative, and ablative.
    - The nominative case is used for the subject, predicate nominative, and predicate adjective.
    - The genitive case may be used to indicate possession.
    - The accusative case may be used for the direct object, or for the object of some prepositions.
    - The ablative case is used for the ablative of means, or for the object of some prepositions.

Activity 1: Preposition Review (2 min.)

- Take two minutes and, in the space below, write down as many Latin prepositions as you can think of that take the ablative case.

Activity 2: Translating with the Ablative of Means (11 min.)

- Read the sentences below aloud once, then write down their English translation. You may look up any words as needed in the vocabulary section below.
- **Hint**: each sentence uses an ablative of means. Look at the Latin lesson on Day 2 if needed to remind yourself of what an ablative of means does. Can you underline which Latin word is the ablative of means?

1. *Am ī cus saccum humer ī s eius portat.*

2. *Serv ī Corn ē lium lect ī c ā vehunt.*

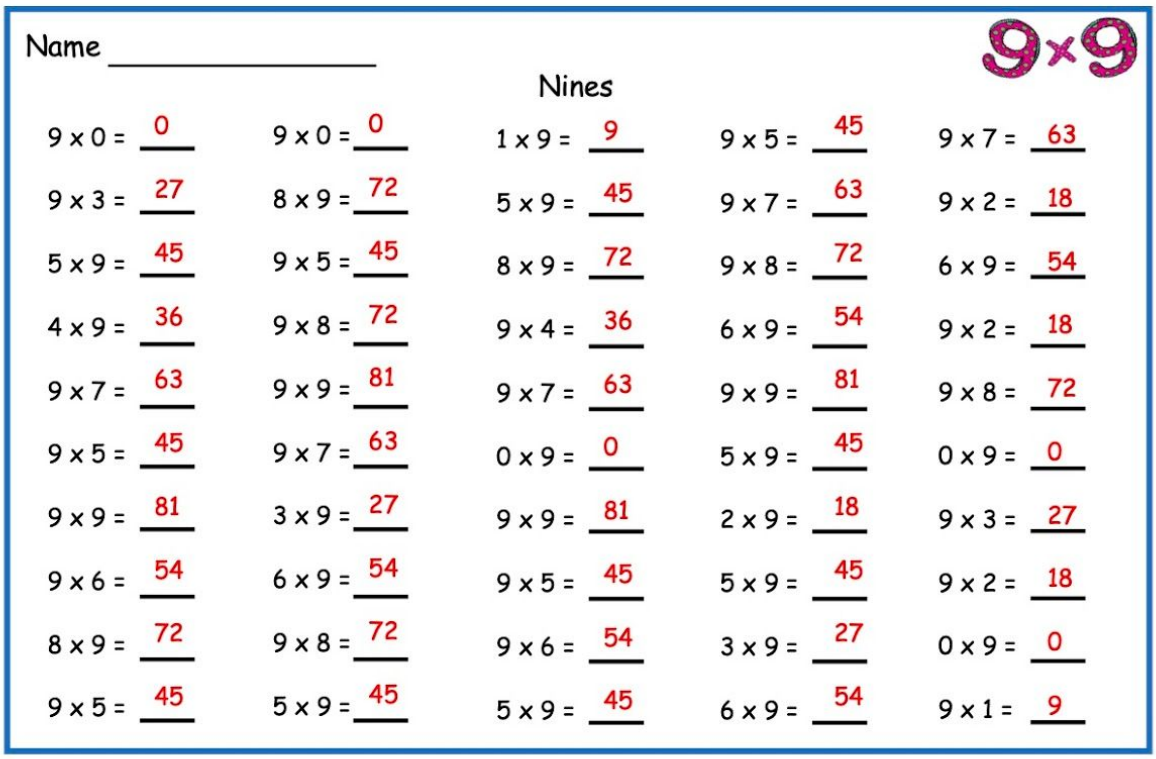
Relevant Vocabulary:
am ī cus: friend
saccum: sack, bag
humer ī s: shoulders
eius: his
portat: he/she/it carries
serv ī: servants, slaves
lect ī c ā: litter, sedan
vehunt: they carry, convey, travel

Parent signature: _____

Day 3 Answer Key

Wednesday, 4/8

Math



Name _____

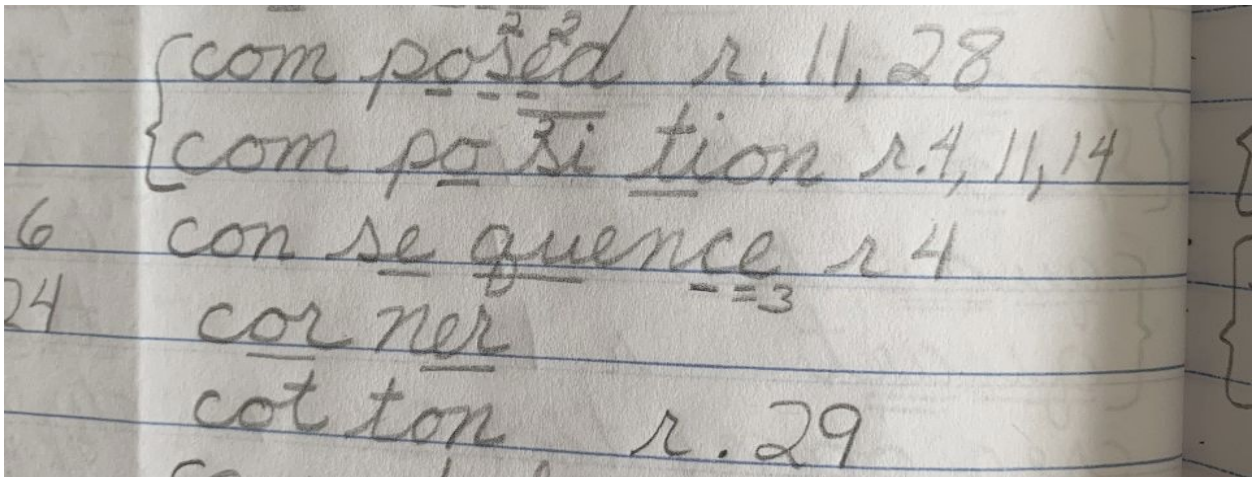
9×9

Nines

9 x 0 = 0	9 x 0 = 0	1 x 9 = 9	9 x 5 = 45	9 x 7 = 63
9 x 3 = 27	8 x 9 = 72	5 x 9 = 45	9 x 7 = 63	9 x 2 = 18
5 x 9 = 45	9 x 5 = 45	8 x 9 = 72	9 x 8 = 72	6 x 9 = 54
4 x 9 = 36	9 x 8 = 72	9 x 4 = 36	6 x 9 = 54	9 x 2 = 18
9 x 7 = 63	9 x 9 = 81	9 x 7 = 63	9 x 9 = 81	9 x 8 = 72
9 x 5 = 45	9 x 7 = 63	0 x 9 = 0	5 x 9 = 45	0 x 9 = 0
9 x 9 = 81	3 x 9 = 27	9 x 9 = 81	2 x 9 = 18	9 x 3 = 27
9 x 6 = 54	6 x 9 = 54	9 x 5 = 45	5 x 9 = 45	9 x 2 = 18
8 x 9 = 72	9 x 8 = 72	9 x 6 = 54	3 x 9 = 27	0 x 9 = 0
9 x 5 = 45	5 x 9 = 45	5 x 9 = 45	6 x 9 = 54	9 x 1 = 9

1.a. 1 2/9	1.b. 1 7/15	1.c. 1 3/10	1.d. 1 5/9	1.e. 1 9/20
1.f. 2 3/8	1.g. 3 11/12	1.h. 3 1/30	1.i. 3 3/20	1.j. 4 2/15
2.a. 3/8	2.b. 1/6	2.c. 1/4	2.d. 5/6	2.e. 3/5
2.f. 1 5/8	2.g. 5/12	2.h. 7/12	2.i. 1/15	2.j. 11/20
2.k. 1 8/15	2.l. 2 29/40			

Spalding

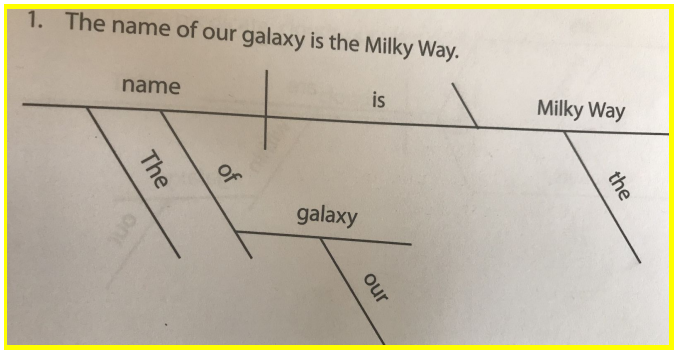


Literature and Writing

Mr. Craven's "rebirth" of spirit is completed when he decides to try to reopen the garden. As he gets closer to the door, he hears voices from within. Suddenly, Colin, who was engaged in a footrace with Mary and Dickon, rushes through the door and bumps into his father. He brings his father into the garden and tells him the whole story. Mr. Craven is brought to tears and his hope and happiness returns.

Grammar

A snake uses its **long forked** tongue to smell.
The rattlesnake uses its rattle to scare away enemies.
Their, There, They're _____ are 10 species of rattlesnakes in Texas.
bother, ignore, avoid A snake is unlikely to try to attack you if you leave it alone and don't provoke it.



to pull their attention away

On the first day of school, my teacher wrote her name on the whiteboard.

History

1. *Answer should be similar to the following*: Grant's strategy was to put a siege on the fort. The Union surrounded the fort and prevented any food or supplies from getting in or out.

Latin

Warm-up: the prepositions *in, sine, cum, ab,* and *ex* (in, without, with, from/away from, and out of) all take objects in the ablative case.

Translation Practice:

- The friend carries the sack on his shoulders.
- The slaves carry Cornelius by means of a litter.
- *Lect ī cā* and *humer ī s* are the ablatives of means.

Day 4 Instructions and Resources

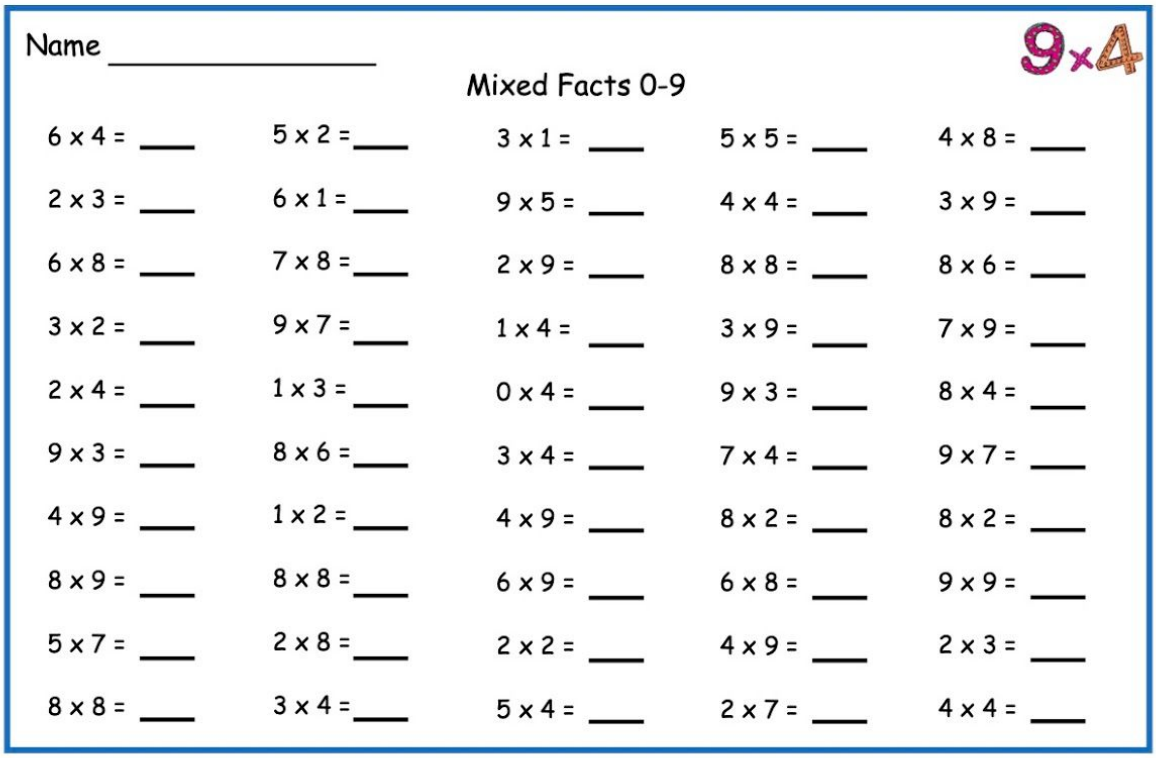
Thursday, 4/9

Math

Review (5 Minutes): Using the flashcards you created, shuffle them into one large deck and select twenty from the shuffled deck. Test yourself on those twenty before taking the Math Fact Practice.

Math Fact Practice (5 Minutes): In 5 minutes or less, solve the Math Fact Practice sheet for multiplication of a mixture of numbers from 0 to 12.

Dividing a Fraction by a Whole Number: Remember that when dividing by a fraction we multiply by the reciprocal (keep-change-flip).



Name _____ 9x4

Mixed Facts 0-9

6 x 4 = ___	5 x 2 = ___	3 x 1 = ___	5 x 5 = ___	4 x 8 = ___
2 x 3 = ___	6 x 1 = ___	9 x 5 = ___	4 x 4 = ___	3 x 9 = ___
6 x 8 = ___	7 x 8 = ___	2 x 9 = ___	8 x 8 = ___	8 x 6 = ___
3 x 2 = ___	9 x 7 = ___	1 x 4 = ___	3 x 9 = ___	7 x 9 = ___
2 x 4 = ___	1 x 3 = ___	0 x 4 = ___	9 x 3 = ___	8 x 4 = ___
9 x 3 = ___	8 x 6 = ___	3 x 4 = ___	7 x 4 = ___	9 x 7 = ___
4 x 9 = ___	1 x 2 = ___	4 x 9 = ___	8 x 2 = ___	8 x 2 = ___
8 x 9 = ___	8 x 8 = ___	6 x 9 = ___	6 x 8 = ___	9 x 9 = ___
5 x 7 = ___	2 x 8 = ___	2 x 2 = ___	4 x 9 = ___	2 x 3 = ___
8 x 8 = ___	3 x 4 = ___	5 x 4 = ___	2 x 7 = ___	4 x 4 = ___

Exercise 3 : Dividing a Fraction by a Whole Number

1. Divide.

(a) $\frac{1}{2} \div 2 =$	(b) $\frac{2}{3} \div 5 =$
(c) $\frac{7}{8} \div 14 =$	(d) $\frac{3}{10} \div 3 =$
(e) $\frac{5}{6} \div 10 =$	(f) $\frac{4}{7} \div 8 =$
(g) $\frac{3}{4} \div 12 =$	(h) $\frac{2}{5} \div 7 =$
(i) $\frac{5}{7} \div 10 =$	(j) $\frac{3}{8} \div 6 =$

(k) $\frac{4}{5} \div 3 =$	(l) $\frac{2}{3} \div 6 =$
(m) $\frac{3}{8} \div 3 =$	(n) $\frac{11}{5} \div 3 =$
(o) $\frac{5}{12} \div 10 =$	(p) $\frac{3}{8} \div 2 =$
(q) $\frac{6}{5} \div 18 =$	(r) $\frac{7}{10} \div 3 =$
(s) $\frac{3}{4} \div 9 =$	(t) $\frac{3}{5} \div 6 =$

Spalding

Review (5 min): Use a piece of paper and write the assigned words in the following way:

25. Say the word.
26. Use the word in a sentence.
27. Show the syllables and finger spelling for the word.
28. Write the word. Remember to say the phonograms aloud as you write.
29. Mark the word with the correct spelling rules.
30. Repeat for each assigned word.
31. When you have finished the word list, read for spelling (read only individual sounds in each word).
32. Read for reading (read the whole word).

Today's Words:

countless, count, dependent, depends, depend

Literature and Writing

Final Writing Activity (about 25 minutes): Write 1-2 paragraphs answering **one** of the following questions. Explain your answer clearly with examples from the book. Use proper spelling and grammar. You may use your book to find examples. Try to include one quote, properly punctuated in your response.

1. **Character:** Choose either Mary or Colin. Describe how she or he develops throughout the story. What is the character like at the beginning of the novel and why? How does he or she change throughout the story for the better and why?
2. **Symbolism:** What is the deeper symbolism of the Secret Garden? Give specific examples of how the garden is a picture of something else going on in the story.
3. **Theme**: How does the theme of **secrets** occur throughout the story? What do you think the author wants you to understand about secrets? Are they good or bad? Why?
4. **Theme:** What do Mary and Colin call "Magic"? Do you agree with their use of the term Magic? If so, why? If not, why and what name would you give to the things they call Magic?

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Grammar

Parse and Diagram this sentence. Ice is a crystalline structure of water molecules.
Is this a fragment or a run-on? Fix the sentence. Under the big rose bush in our backyard.
Which word best completes this sentence? **accept, except** Every state in the United States, _____ Hawaii and Alaska, has at least one venomous snake.
Is this a simple, compound, or complex sentence? After staring at each other for a few minutes, the snakes slithered away.
Name a synonym and antonym for the word *intelligent*. Synonym: Antonym:
Write a word that is an example of the prefix ***dis-*** *reversing the action of a verb.*
Place a comma after the introductory element. After getting a good night's sleep Arthur felt ready for his spelling test.

Poetry

Read "A light exists in spring" one time using your paper. Throughout the day, repeat the third stanza until you have memorized it. You can practice while doing other tasks.

"It waits upon the lawn;
It shows the furthest tree
Upon the furthest slope we know;
It almost speaks to me."

Science

Let's review mechanical energy today. Read pages 89-90 in your FOSS textbook or below. List on this or a separate sheet of paper some examples of potential energy and also of kinetic energy.

Springs in Action

Springs aren't always coils of wire. A spring is any piece of stiff wood or other material that will return to its original size and shape after being bent. Applying force to the material to bend it changes the structure of the material. A bent stick or piece of stiff steel has **potential energy**. Potential energy is energy an object has because of its condition or position. Objects that are stretched, twisted, or squeezed have potential energy. So do objects that are high up or off the ground.

Humans have been using a particular kind of spring for centuries. It is called a bow. Bows were historically made of stiff wood. A string is attached to both ends of the bow. When the string is pulled back by an archer, the two arms of the bow bend. The forces are balanced until the archer releases the string. Then the bent bow returns to its unbent position, pulling on the string with a lot of force, and causing the string to move very rapidly. The moving string applies a large amount of force to an arrow placed on the string and can thrust the arrow into motion immediately.

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How Does the Bow Get All That Energy?

The wood in the bow, like all materials, is made of tiny particles called atoms. The atoms are connected to each other with a kind of electric glue called bonds. The bonds hold the atoms together tightly. The distance between the atoms is very specific. When a material is bent, the bonds get stretched or compressed, causing the distance between the atoms to get larger or smaller. The changed distance is not normal for the material. Tension created by changing the positions of the atoms in the material is where energy is stored.

Tense, bent material always returns to its natural relaxed condition unless an opposing force is applied to it. Force applied by the archer's **muscles** keeps the system loaded with potential energy. The balanced forces hold the arrow in position, ready to be launched. As soon as the force keeping the bow bent is removed, the forces are unbalanced. The potential energy of the bonds will snap the material back to its resting shape. As it snaps, it transfers a lot of potential energy to **kinetic energy**. Kinetic energy is energy an object has because of its motion. The kinetic energy of the moving spring can apply a force to an object in contact with the bent spring. When the bow snaps back to its relaxed position, the string moves forward and launches the arrow with impressive speed.

An object can have potential energy, kinetic energy, or some of each. The total energy an object has is called **mechanical energy**. Mechanical energy can make an arrow fly. It can turn the shaft of a motor. It can make clock parts move.

When the string is pulled back by the archer, the two arms of the bow bend to create potential energy.

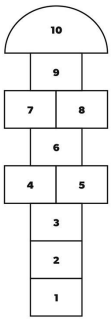
P.E.

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

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

10 minutes of "crazy hopscotch."

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



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

If this is too easy, I suggest you make the arena crazy. For example, make some squares huge and others tiny. You could also add huge lava-filled gaps in between squares, etc. If you get tired of hopping, try frog jumping. There are endless possibilities but make sure to have fun!

Parent signature: _____

Art

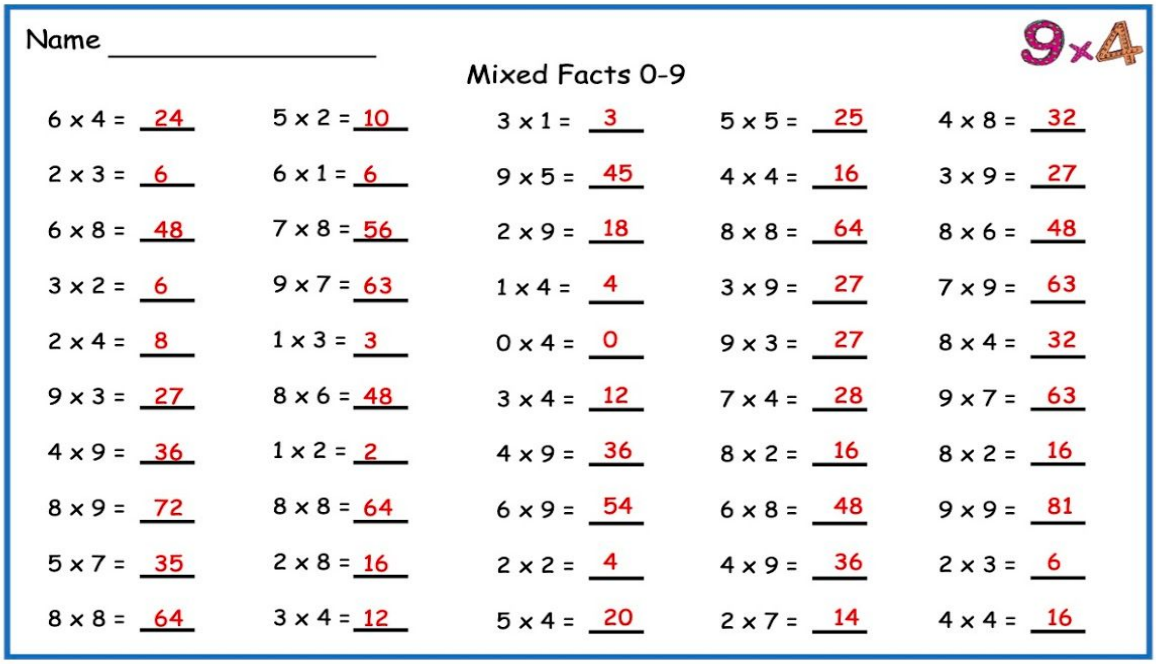
Look closely at the textures and sketch each texture in the box next to the image. Make sure to use line-work and value to express these textures.

Day 4 Answer Key

Thursday, 4/9

Math



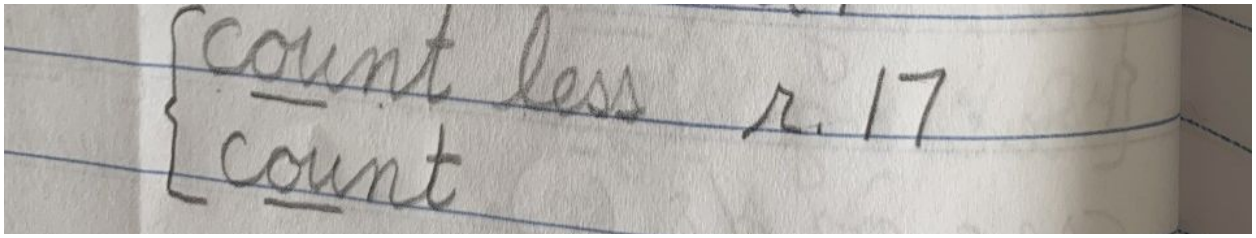
Name _____ 9×4

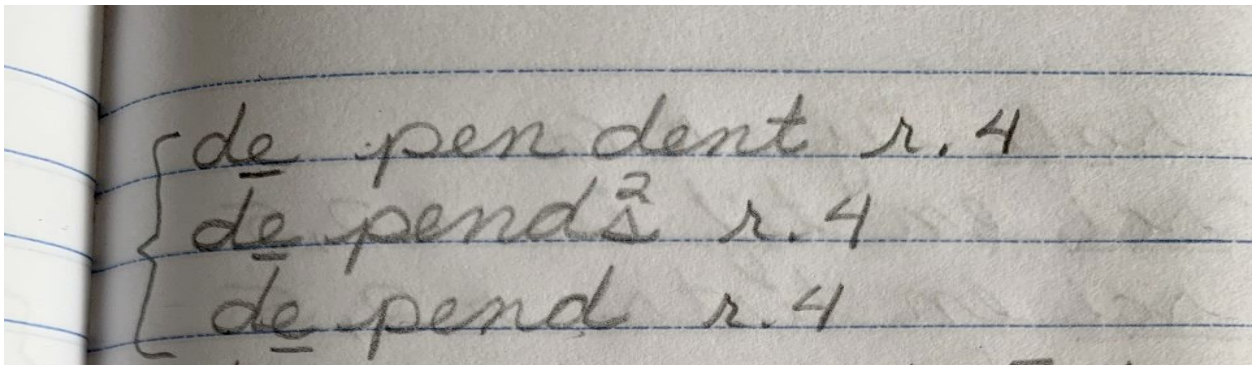
Mixed Facts 0-9

6 × 4 = 24	5 × 2 = 10	3 × 1 = 3	5 × 5 = 25	4 × 8 = 32
2 × 3 = 6	6 × 1 = 6	9 × 5 = 45	4 × 4 = 16	3 × 9 = 27
6 × 8 = 48	7 × 8 = 56	2 × 9 = 18	8 × 8 = 64	8 × 6 = 48
3 × 2 = 6	9 × 7 = 63	1 × 4 = 4	3 × 9 = 27	7 × 9 = 63
2 × 4 = 8	1 × 3 = 3	0 × 4 = 0	9 × 3 = 27	8 × 4 = 32
9 × 3 = 27	8 × 6 = 48	3 × 4 = 12	7 × 4 = 28	9 × 7 = 63
4 × 9 = 36	1 × 2 = 2	4 × 9 = 36	8 × 2 = 16	8 × 2 = 16
8 × 9 = 72	8 × 8 = 64	6 × 9 = 54	6 × 8 = 48	9 × 9 = 81
5 × 7 = 35	2 × 8 = 16	2 × 2 = 4	4 × 9 = 36	2 × 3 = 6
8 × 8 = 64	3 × 4 = 12	5 × 4 = 20	2 × 7 = 14	4 × 4 = 16

1.a. 1/4	1.b. 2/15	1.c. 1/16	1.d. 1/10	1.e. 1/12
1.f. 1/14	1.g. 1/16	1.h. 2/35	1.i. 1/14	1.j. 1/16
1.k. 4/15	1.l. 1/9	1.m. 1/8	1.n. 11/15	1.o. 1/24
1.p. 3/16	1.q. 1/15	1.r. 7/30	1.s. 1/12	1.t. 1/10

Spalding

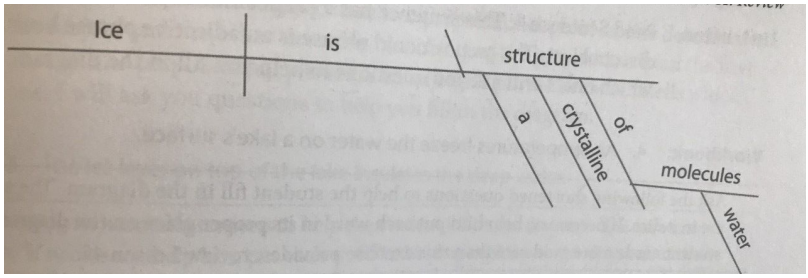




Literature and Writing

*Final Writing Activity paragraph responses to be graded by the teacher.

Grammar



Is this a fragment or a run-on? Fix the sentence.

I saw a snake under the big rose bush in our backyard.

accept, except

Every state in the United States, _____ Hawaii and Alaska, has at least one venomous snake.

Is this a simple, compound, or complex sentence?
Name a synonym and antonym for the word *intelligent*. Synonym: smart Antonym: unintelligent
Accept all reasonable answers. Disconnect disobey discontinue
After getting a good night's sleep, Arthur felt ready for his spelling test.

Science

Some examples of springs are trampolines, mattresses, toys, ballpoint pens, etc.

Additional Resources

The Secret Garden Celebration

Students have finished reading their literature novel *The Secret Garden.* To celebrate this novel, you may want to try some of the following activities at home.

Plant a flower

Supplies needed:

-Small Terracotta pot and water dish

These can be purchased inexpensively at Walmart. They are also fun because they can be painted, which could add another level of fun for children in this activity!

-Flower of choice

In past 5th graders have planted Begonias because they are hearty and easy to care for, but any pre-sprouted of choice flower will do. You may want to try a daffodil, crocus or snowdrop, as they appear frequently in the novel. Another option to try is picking a seed packet and following the back instructions to grow your flower from seeds.

-Potting Soil and a small few pebbles

Soil can also be found in the garden section of Walmart. Soil from outdoors may also work as long as it has the proper nutrients and aeration.

Steps:

1) Layer the bottom of the pot with a few small pebbles about ½'' deep.
2) Remove pre-potted plant from plastic container, tipping it slightly and pulling gently at the base of the stem.
3) Place the flower centered in the pot and fill in around the plant with soil.
4) Gently water your flower and find a sunny window sill for it to sit. Make sure to check the package or tag instructions on how much sunlight your particular flower needs.
5) Don't forget to water your plant as needed. Check the flower tag or seed package for watering instructions for your particular flower.

Have a Skipping Competition

Mary develops in the story by growing physically stronger and as well as in the virtues. One thing that helped her grow stronger physically was the skipping rope given to her by Mrs. Sowerby.

If you have a jump rope at home, challenge your child to skip as far or as long as they can. For distance you might want to mark out a path around the house or down the sidewalk and see how many times they can skip that path. For length, challenge your child to match Martha's childhood record of 500 skips or have them set their own goal or compete against siblings.

If you have a longer skipping rope, parents or siblings can hold each end of the rope, allowing your student to skip the rope in the middle. There are endless opportunities for fun and creativity with this style of skipping. If you're looking for some inspiration, look up "competitive jump-roping" on the internet and watch some amazing athletes take jump-roping to a whole new level!

Finally, as they skip, children can try out the jump rope rhymes included in the back of their classics to keep book on page 14. If you don't have this version of the story, see the scanned copy, or encourage children to make up their own!

Make Pressed Flowers

Another activity suggested in the back of the children's classics to keep is making pressed flowers. Pressing flowers was a very popular hobby in Victorian times. The flowers were carefully arranged in elaborate designs on fine paper and framed or placed in scrapbooks. This activity would be the perfect conclusion to a nature walk and flowers could be later added to the child's nature journal. See instructions for pressed flowers in the back of your child's classics to keep Secret Garden on page 12 or see the scanned copy.