GreatHearts
Irving

Remote Learning Packet

Fifth Grade

April 13–April 17, 2020

Student Name: _____ Teacher: _____

GreatHearts
Irving

Student Attendance Affidavit

April 13–April 17, 2020

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

❏ Monday, April 13, 2020

❏ Tuesday, April 14, 2020

❏ Wednesday, April 15, 2020

❏ Thursday, April 16, 2020

❏ Friday, April 17, 2020

Parent Name (printed): _____

Parent Signature: _____ Date: _____

Student Name: _____ Teacher: _____

My Learning This Week

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

Date	My Daily Learning
	❏ 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.
	❏ 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.
	❏ 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.

GreatHearts
Irving

Fifth Grade Remote Learning Plan 4/13 - 4/17

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

Subject		Mon. 4/13	Tue. 4/14	Wed. 4/15	Thu. 4/16	Fri. 4/17
Math ~25–35 min.		Tax and Income	Methods of Payment	Methods of Payment and Keeping/Using Financial Records	Keeping and Using Financial Records	Balancing a Budget
English Language Arts ~25–35 min. total	*Spalding*	Follow the instructions for your Spalding Review Page with the following words(5 min): **diagram, disease, elementary, element, empty**	Follow the instructions for your Spalding Review Page with the following words(5 min): **environment, equivalent, equality, equal, everyone**	Follow the instructions for your Spalding Review Page with the following words(5 min): **everywhere, exclaimed, exclamation, experimental, experiment**	Follow the instructions for your Spalding Review Page with the following words(5 min): **expression, factors, fatigue, foreigners, foreign**	Follow the instructions for your Spalding Review Page with the following words(5 min): **frequency, frequent, gradually, gradual, isthmus**
	Literature	Read *Where the Red Fern Grows*, Chp. 1 (20 min.)	Read Chp 2 (20 min.)	Read Chp 3 (20 min.)	Read Chp 4 (20 min.)	Read pages 39-46 of Chp 5 (20 min.)

	Grammar/ Writing	Grammar (5 min): Similes Writing: Literature sentence. (5 min)	Grammar (5 min): Metaphors Writing: Literature sentences. (5 min)	Grammar (5 min): Similes,Metaphors Writing: Literature sentences. (5 min)	Grammar (5 min): Idioms Writing: Literature sentences. (5 min)	Grammar (5 min): Hyperbole Writing: Literature sentences. (5 min)
	Poetry	Practice (5 min)	Practice (5 min)	Practice (5 min)	Practice (5 min)	Practice (5 min)
History or *Science* ~20 min.		Read "The End of the Civil War" and answer question.	Read pages 78-81 in FOSS and answer questions.	Read "Reconstruction Part One" and answer questions.	Read pages 82-85 in FOSS and answer questions.	Reconstruction Narrative
Art or *Music* ~15 min.		Art: Find and draw 6 texture from around the house	Music: Tchaikovsky bio and facts	Art: Draw an enlarged drawing of a texture	Music: Warm ups and Kookaburra as a round	Art: Continue working on enlarged texture drawing
Latin or *P.E.* ~15 min.		P.E. 5-minute workout followed by a 10-minute run	Latin Days of the week; weekly calendar cutout	P.E. 5 minute warm up followed by a game called the stuffed animal/pillow relay	Latin Cp. VI, lines 42-45, reading and translating	P.E. A 5-minute warm-up followed by an article and a poem about the History of the marathon. Start a log of how much you run while away from school.

Day 1 Instructions and Resources

Monday, 4/13

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.

Tax and Income: Whenever you buy food, clothing, or toys you know that you pay more than the price marked on the item. You probably also know that it's called "tax."

1. Where does that money go?
2. What is it used for?

Consider discussing these questions with a sibling or parent. Read "The Case of the Disappearing Paycheck" and then on the chart fill in 3 important facts for "Income Tax." We will use this chart all week.

Name _____   4x4

Fours

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

The Case of the Disappearing Paycheck

Please note: there are short videos on each section that will read the sections to you and you can follow along in your packet. The link for this first section is:
https://cloud.swivl.com/v/224b05b3725bf2f2737a271a1bdf744f

Have you ever wondered why you have to pay more for items than what is listed on the tag? If Mom makes $10 an hour and she works 40 hours a week, why is her weekly check less than $400? Why do people have to pay money to the government on or before April 15th of every year?

I learned a great deal when my parents were working on their taxes. What is a tax? A tax is money sent to our government. This money is used to support programs in our country. They pay for such things as our military, helping people in need, and providing money for education, along with many other government programs. Let me share with you what I learned.

Income Tax

Income tax is money paid to the federal government based on your income, how much money you earn. Individuals who earn less money pay less in income taxes than someone who earns much more money. Everyone who makes a certain amount of money is required to pay income taxes or face penalties. There are ways that people can reduce the amount of money they must pay. Subtracting these expenses is called deductions. Some examples of deductions include the interest paid on your home loan, certain medical expenses, and charitable donations. Another way income taxes are reduced is by the number of people supported by your household income. The more people who are in the family and receive their housing, food, and other necessary expenses from the family, the higher deduction the family can take. A small family gets a much smaller deduction than a large family. Federal income tax is due every year by April 15th.

In addition to federal income taxes, many states have a state income tax. Texas is not one of these states. Texans pay only federal income tax.

Visual 5.1-1

Income Tax	
Payroll Tax	
Sales Tax	
Property Tax	

Gross Pay:

Net Income:

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:

diagram, disease, elementary, element, empty

Literature and Writing

Read Chapter One of *Where the Red Fern Grows* (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) What kind of narrative voice does this story have?

_____

_____

_____

2) Like a detective, find as many details about the main character as you can from the first chapter. Then finish the sentence below listing details you found out about him.

The protagonist is_____

_____
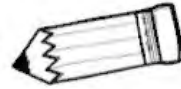
_____

Reading Accommodation: Listen to the audio book by clicking or typing in the link<u>https://youtu.be/qIsXxqLeRQg</u> and follow along with the text in your book.

Grammar

What are Similes?

Similes are used to compare two things that are different in most ways but are the same in one, important way. The words "like" ond "as" are used to compare the two things. Authors use similes to make their writing more interesting and descriptive.

Examples:

Lucy sings like a bird.   Sam's raincoat was as yellow as a lemon.

A. Read each simile. Then write the two words that are being compared in the blanks.

1. Maria was as graceful as a swan.   _____ to _____

2. Lara's lips were as red as a cherry.   _____ to _____

3. Tony ran like a cheetah.   _____ to _____

4. The library was as quiet as a graveyard.   _____ to _____

5. The kitten's fur was like velvet.   _____ to _____

A. Finish each simile.

1. The kitten's teeth were as sharp as _____.

2. Tanya's eyes were as blue as _____.

3. The cookies were hard like _____.

4. Sally's hands were as sticky as _____.

5. Jason's hands were as dirty as_____.

6. The children were quiet like _____.

7. The quilt was as colorful as _____.

8. Her face was as pale as _____.

Illustrate
one of your similes
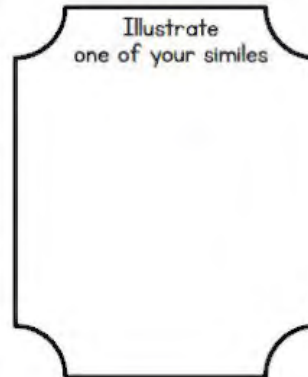
B. Use the two words in parentheses to make up your own similes. Remember to be sure your similes include either the word "as" or "like."

1. (cave, dark) _____

2. (boy, mean) _____

3. (eyes, glittered) _____

4. (children, loud) _____

5. (girl, silly)_____

6. (socks, smelled) _____

History

The End of the Civil War

Things were looking bad for the South after losing several key battles: the Confederacy was split apart after the Union gained control of the Mississippi River, which made it much more difficult to get food and supplies for the armies. The South was further crushed by Sherman's march to the sea. The Confederates had lost many men in battle, and could not replace them as the Union could because of their smaller population. Furthermore, the Union was greatly encouraged and emboldened by Sherman's success. The Union was so much more confident that they even re-elected Abraham Lincoln as president in 1864, when he ran against former Union leader George McClellan, who promised to end the war and let the South secede if elected.

Ulysses S. Grant had been placed in charge of the Union army, and in May 1864 he began an attack on **Richmond**, the capital of the Confederacy. Previous attempts at capturing Richmond had not worked due to McClellan's and other generals' hesitation. Grant, however, had no such timidity. He set up a siege around the nearby town of Petersburg, where Lee's forces defended Richmond. After nine long months, Lee surrendered, and Grant and his troops captured Petersburg and later marched into Richmond on April 2, 1865.

Lee retreated to the small town of **Appomattox Court House**. At last, he realized that victory would be impossible for the Confederacy, trapped by the Union and with an extremely low amount of resources. He said to one of his soldiers, "There is nothing left for me to do but go and see General Grant, and I had rather die a thousand deaths." Lee formally surrendered to Grant on April 9, 1865. Grant, who had become famous for his offer of "unconditional surrender" at Fort Donelson, now offered the former Confederates quite generous terms. Confederate soldiers could go free and were allowed to keep their pistols and swords, though rifles (a different type of gun) had to be surrendered. Soldiers were allowed to keep their horses, which would be needed for ploughing the farms. Grant also apparently silenced his soldiers, who cheered when they heard that Lee had surrendered, by saying, "The war is over. The rebels are our countrymen again."

Lee's surrender was not the official end of the war. However, after Lee surrendered it became clear that the North had won. Grant's words illustrate the challenge that the country was going to face after the war: how was the newly reunited country going to become a united nation again?

They would need to face this challenge without the man who had led the Union during the war. Less than a week after Lee's surrender, on April 14, 1865, Lincoln and his wife attended a play in Washington, D.C. During the play, a young actor named John Wilkes Booth moved behind the president and shot him (this is called the **assassination** of Lincoln). Lincoln died the following morning. Restoring the Union would need to continue under a different leader.

Please answer the following question in at least one complete sentence. Be sure to use correct spelling and grammar.

1. Where and when did General Lee surrender to General Grant?

_____

_____

_____

Optional Enrichment Activity: Write a letter as a soldier before or after one of the battles you have learned or read about, or after Lee's surrender at Appomattox. What would you want to say to your family?

Optional Enrichment Activity: After Lincoln's assassination, American poet Walt Whitman wrote a poem titled "O Captain, My Captain!" If you can, look up this poem and read it. How does Whitman view or see Abraham Lincoln in this poem?

Poetry

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

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

P.E.

5 minute workout:

- ❏ 60 seconds of duck walking
- ❏ 30 minute rest
- ❏ 60 seconds of frog-hopping
- ❏ 30 second rest
- ❏ 60 seconds of walking lunges (keep those hands behind your head!)
- ❏ 60 seconds of bear-crawls

10 minutes of run time:

This quarter, we are continuing to work on track and field as well as racing. For P.E. today, I would like you to do some running. If you can, please run outside at a park or in your yard. Remember to pace yourself so that you can run for the whole time! If you cannot run outside, then set up a safe area inside. Put two objects, such as water bottles or pillows, as far apart from each other as you can. Pretend that the two objects represent your squad-cone and your squad's hula-hoop. Run back and forth between the two objects until your ten minutes are up. Good luck, and don't forget to stretch at the end!

Art

Texture Scavenger Hunt

Find these six textures (Soft, rough, smooth, bumpy, woven, wet) in your house and sketch them in the corresponding boxes.

Soft	Rough
Smooth	Bumpy
Woven	Wet

Day 2 Instructions and Resources

Tuesday, 4/14

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.

Name _____   **4x4**

Fours

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

Payroll Tax: Read the section below and then on the chart from Day 1, fill in 3 important facts for "Payroll Tax." We will use this chart all week.

The link for this section is: https://cloud.swivl.com/v/7314d06563734c570019d689424dd398

There are two types of payroll taxes: Social Security tax and Medicare tax. Both of these taxes are taken out of your paycheck and paid to the federal government.

Social Security is money that one gets back when one retires or becomes disabled. Medicare helps pay for many medical services for people 65 years or older.

Half the payroll tax is paid by the employer and the other half by the employee as money withheld from earnings. The employer matches, or pays the same amount, that is withheld from the employee's paycheck for Social Security and for Medicare.

In addition, the employer also pays for unemployment insurance. If one loses his/her job, he or she may collect unemployment insurance to help pay his bills for a reasonable time.

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:
environment, equivalent, equality, equal, everyone

Literature and Writing

Read Chapter Two of *Where the Red Fern Grows* (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 has the protagonist changed in Chapter Two and why? What kind of story do you think this is?

_____
_____
_____

2) What is Billy's major conflict in this chapter? What is his father's conflict? Why are their conflicts different?

_____
_____

Reading Accommodation: Listen to the audio book by clicking or typing in the link
https://youtu.be/4dMXU3Sm7Mw and follow along with the text in your book.

Grammar

What are Metaphors?

Metaphors are used to compare two things that are different in most ways but are the same in one, important way. A metaphor states that one thing **is** something else. Unlike a simile, the words "as" and "like" are not included.

Examples:

Jake is a wizard with computers
(Jake is not a real wizard, he is just good with computers.)

Lucy's room is a pigsty
(The room is not an actual pigsty, it is just a really messy.)

Tell what each metaphor means.

Example: Amy's tears were a river. *Amy cried a lot.*

1. Dad is a bear in the morning. _____

2. My brother is a night owl._____

3. The nurse was an angel. _____

4. Kenny is such a pig. _____

5. Our computer is a dinosaur. _____

Verb-Based Metaphors

In some metaphors, the verb in the sentence makes the metaphor rather than the noun. In these types of metaphors, the verb is not meant to be taken literally.

Examples:
Will was <u>burning</u> with anger. (Will was not really burning, he was just very angry)
Jade's heart is <u>breaking.</u> (Jade's heart is not actually breaking, she is just very sad)

Underline the verb that forms the metaphor in each sentence. Then tell what the metaphor means.

Example: Lisa <u>smashed</u> the competition. *Lisa was much better than her competitors.*

1. Carla's head was spinning with ideas. _____

_____

2. Maria blossomed at her new school. _____

_____

15

Poetry

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

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

Science

This week in Science class we are moving forward with learning Physics! Please **read pages 78-81** in your FOSS textbook (**These are the same pages reprinted here**) and **answer the three review questions** on the last page of your reading. You may use a seperate piece of paper to record your answers. Please use complete sentences.
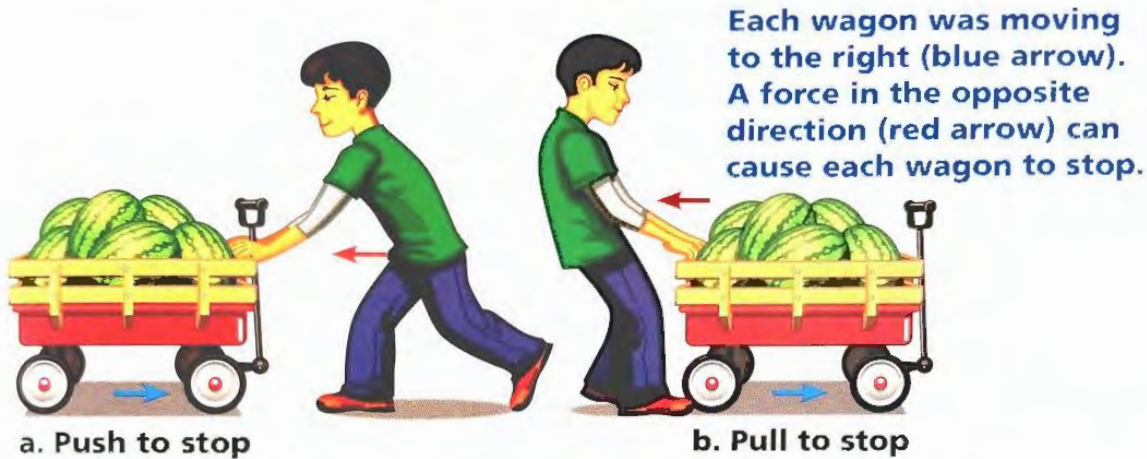
What Causes Change of Motion?

A wagon is a useful **tool** for moving a large **load** around more easily. Suppose you have a wagon sitting motionless with a load of watermelons in it. To take the watermelons with you, you will need to put the wagon into **motion**. How can you do that? You have two options. You can get behind the wagon and push it. Or you can get in front of the wagon and pull it. The wagon will not move by itself. The wagon will move only if a **force** acts on it. Pushes and pulls are forces (red arrows show force). Forces make things move (blue arrows show direction of motion).

Pushes and pulls are forces (red arrows). Forces make things move (blue arrows).

78

If you apply a force to get the wagon moving, it will keep rolling. Oops! You don't want the moving wagon to crash into something. How can you stop it? It takes force to change the motion of a moving object. Again, you have two options. You can get in front of the wagon and apply a pushing force to slow or stop its motion (a). Or you can get behind the wagon, grab onto it, and apply a pulling force to slow its motion (b). To bring a moving object to a stop, you need to apply a force in the opposite direction of the motion. To change the motion of an object, a force is needed.

Each wagon was moving to the right (blue arrow). A force in the opposite direction (red arrow) can cause each wagon to stop.

a. Push to stop

b. Pull to stop

If the rolling wagon of watermelons is moving too slowly, how can you make it move a little faster? You can use more force. If you get behind the wagon and give it another push, the wagon will move faster. The wagon will move faster if you get in front of it and give it another pull, too. More force in the same direction will make the wagon move faster.

If the wagon starts moving too fast, you can use a push or a pull to slow it down. Force can be used to change the **speed** of a moving object.

If the wagon starts to roll to one side, how can you make it roll straight again? You need to apply a force. But this time, you need to apply a force to the side of the wagon in order to change its direction of motion. Any change of motion of an object, such as starting, stopping, change of speed, or change of direction, requires a force.

A force applied to the side of a wagon will change its direction.

79

17

Gravity

Think about a ball resting motionless on a table. A gentle push on the ball will put it into motion. The ball will roll across the table. What will happen when the ball comes to the edge of the table? The ball will roll off the edge and fall to the ground. The ball's motion changes when it rolls off the edge of the table. It moves in a different direction and starts to move faster.

Push →

Gravity
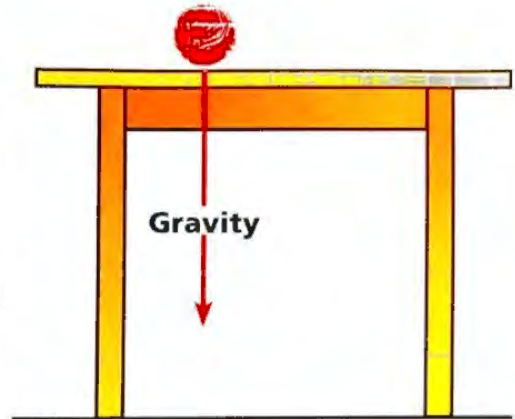
Gravity

Gravity makes a ball fall to the ground.
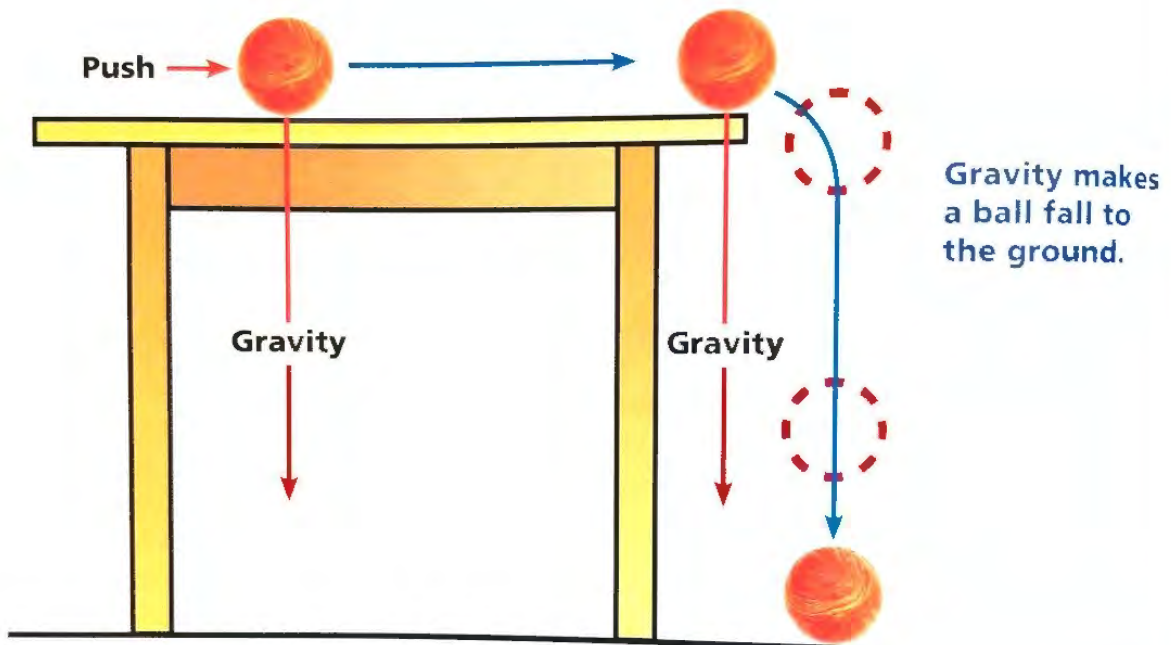
What causes this change of motion? That's right, force. What force makes the ball move toward the ground? The force that makes the ball fall to the ground is **gravity**. Gravity is a pulling force between two objects, and it draws them toward each other. The bigger the objects, the stronger the gravitational force between them. Earth is a huge object, so it pulls strongly on all other objects. It is the force of gravity that pulls objects to Earth's center.

When you toss a basketball through a hoop, gravity pulls the ball to the ground.

80

If you return the ball to the flat tabletop, it will again rest there motionless. Why doesn't the ball fall to the ground? The ball doesn't move because the forces acting on it are balanced. There are two forces. First, the table is pushing upward on the ball. Second, gravity is pulling the ball downward toward Earth's center. When two equal forces act on an object in opposite directions, the forces are balanced. When the forces acting on an object are balanced, the object's motion does not change.

Gravity

But what happens if you tip the table? The ball starts to roll down the table. For the ball to start moving, a force must act on the ball. Tipping the table unbalances the forces. The forces are no longer opposite and equal. Gravity pulls the ball downhill toward Earth's center. The round ball rolls across the table, over the edge, and down to the ground. When you're on a slide, can you feel the moment when the forces become unbalanced and gravity pulls you down?
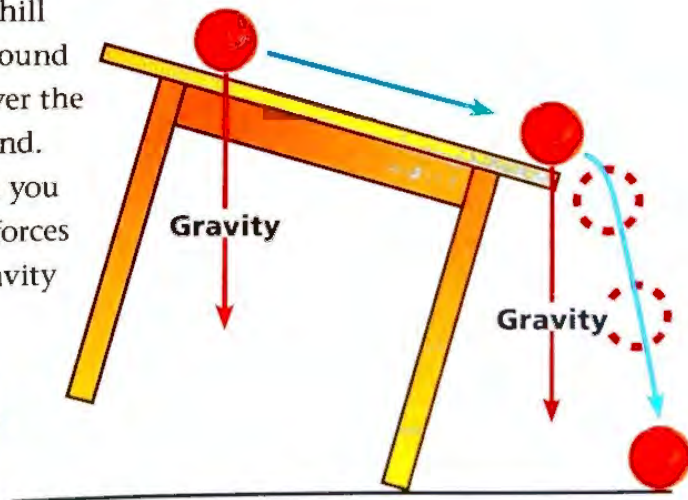
Gravity

Gravity

The force of gravity pulls the ball to the ground.

Review Questions

1. How do you get an object to start moving?

2. How do you get a moving object to stop?

3. Starting and stopping are two changes of motion. What are some other changes of motion?

81

19

Music

1) Read through Tchaikovsky's biography once.
2) Read through it a second time, and as you do, underline or write down TEN facts about his life.

The Story of Peter Ilyich Tchaikovsky

(1840–1893)

The son of a mining inspector, Peter Ilyich Tchaikovsky was born in Russia in 1840. His parents loved music, and were able to offer their talented son a good education. Peter studied piano from his fourth to his tenth year, and while his parents were pleased with his talent, they did not expect him to have a serious musical career. They wanted him to be a lawyer. He graduated from law school when he was nineteen, and went to work as a clerk for the government.

But music was foremost in his mind. When he was twenty-two he decided to enter the Conservatory at St. Petersburg where he studied organ and flute. He also studied harmony, composition and orchestration with the school's director, the great Anton Rubinstein. He wrote to his sister that while he did not dream of becoming a great artist, he felt he must work in the field of music where his talent and interest lay. In 1866 Rubinstein hired Tchaikovsky as professor of harmony at the Moscow Conservatory. Here Tchaikovsky had time to compose his first symphonies and some other shorter works. In addition to his composing and teaching, he also wrote about music and was a music critic for a Moscow paper.

Soon after moving to Moscow, Tchaikovsky's unusual friendship began with Mrs. Nadezhda von Meck, a wealthy widow. Mrs. von Meck paid him large sums of money for composing. This was not unusual for the time, but while most patrons of the arts liked to visit with those they supported, she insisted that they never meet. Yet they were close, and corresponded almost every day. Tchaikovsky often stayed at her various estates but only when she was not there. One of his most popular works, the fourth symphony, was dedicated to this mysterious friend.

Tchaikovsky became a great conductor. After a concert tour in Europe, he visited the United States where he conducted at the dedication of Carnegie Hall in New York City. Andrew Carnegie introduced Tchaikovsky to his guests as the uncrowned but true king of music. Tchaikovsky wrote to a friend that he was sure that he was ten times more famous in the United States than in Europe. After a successful concert tour of six American cities, he returned home to work on The Nutcracker ballet.

One of his most famous works, the 1812 Overture, features cannons going off at the end. His last work was Symphony No. 6, the "Pathetique." Soon after its first performance in 1893, he died. This symphony was played at his memorial service. Tchaikovsky had written his own Requiem.

Tchaikovsky's beautiful Symphony No. 1, the ballets and the Concerto in B-flat Minor are some of the most popular classical pieces of today.

Mrs. Nadezhda von Meck supported Tchaikovsky for many years.

52

MEET THE GREAT COMPOSERS

Latin

Reading(5-6 min.): Read through the following lesson on the days of the week.

Around the year 100 C.E., the Romans began to use a seven-day weekly calendar (before, they had used an eight-day week). The names of the Roman weekdays, and their corresponding English weekdays, are here:

Diēs Sōlis: Sunday
Diēs Lūnae: Monday
Diēs Mārtis: Tuesday
Diēs Mercuriī: Wednesday
Diēs Iovis: Thursday
Diēs Veneris: Friday
Diēs Saturnī: Saturday

Read the Latin names aloud.
  ● Remember: "v" always makes a "w" sound, and "c" always makes a "k" sound.
  ● Pronunciation hint: the word *diēs* looks a lot like the English word "dies," but the Latin *diēs* is actually two syllables! So, *Diēs*=DEE-ehs

As you might guess, *Diēs Sōlis* means "Day of the Sun," and *Diēs Lūnae* means "Day of the Moon." The other days of the week are named after the Roman deities Mars, Mercury, Jove, Venus, and Saturn. As you can see, the English days Saturday, Sunday, and Monday are very close to the Latin!
Optional Enrichment Question: Can you name the Greek versions of these Roman deities? Check your answers in the solutions section at the end of the packet.

Activity: Weekly Calendar (4-5 min.):
  ● Once you have read this lesson, use it to fill out the weekly calendar below with the correct Latin name for each day.
  ● Cut it out and paste it in the vocab section of your notebook (or, if you do not have your notebook, cut it out and keep it in a safe place with your other school materials). We will be using this weekly calendar for an assignment next week!

Sunday:

Monday:

Tuesday:

Wednesday:

Thursday:

Friday:

Saturday:

Day 3 Instructions and Resources

Wednesday, 4/15

Math

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.

Sales Tax: Read the section below and then on the chart from Day 1 fill in 3 important facts for "Sales Tax." We will use this chart all week.

The link for this section is: https://cloud.swivl.com/v/6e0bc6be56ab7a9bf5aaa43787d5258b

Sales tax is a tax paid by consumers on purchased goods and on some services. Most states require consumers to pay sales tax when they buy or rent goods. The rate that must be paid can vary from as little as paying 5 cents to 10 cents for every dollar spent. So, for a $10.00 shirt, you may have to pay as little as $0.50 in sales tax to as much as $1.00, depending on where you live. Although a state sets a specific percentage of the purchase price as the sales tax, local governments may add an

additional amount to this rate. In 2013, the sales tax rate in Texas was 6.25%, but some areas paid as much as 8.25% in sales tax because of additional local taxes.

In most states, items that are considered essential to basic survival are exempt from sales tax. Some of these items that are exempt from sales tax are unprepared food and medical prescriptions. Most of the money collected from sales taxes is used for transportation (roads and bridges), public education, and aid to local governments for services they provide the citizens.

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:
everywhere, exclaimed, exclamation, experimental, experiment

Literature and Writing

Read Chapter Three of *Where the Red Fern Grows* (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 did Billy get the money for his dogs? Who helped him? (Hint: Several different persons helped--try to name them all.)

_____

_____

_____

2) How long did it take Billy to earn the money for his dogs? How did he develop as a character during this time?

_____

_____

Reading Accommodation: Listen to the audio book by clicking or typing in the link
https://youtu.be/2hceXK4Ki-0 and follow along with the text in your book.

Grammar

Simile or Metaphor?

Write "S" if the sentence is a simile. Write "M" if it is a metaphor.
Write "N" if the sentence is neither a simile or a metaphor.

1. _____Talia's eyes were as bright as the sun.

2. _____Dad was like a big teddy bear.

3. _____Sandy is a silly monkey.

4. _____Kelly's eyes are a beautiful shade of green.

5. _____The train station was a zoo!

6. _____The fire was as warm as a crackling fire.

7. _____The teacher's voice was like thunder.

8. _____The children were as quiet as mice.

9. _____The children were louder than the adults.

10. _____His feet were like blocks of ice.

11. _____My math book is as heavy as my history book.

12. _____Jake's bedroom is a disaster area.

Remember:
both similes and metaphors are used to compare two things that are not alike in most ways, but are similar in one important way.

A simile uses the words "as" or "like" a metaphor does not use these words.

Simile & Metaphors in Literature

Use this chart to record similes and metaphors that you find in the book or poem that you are reading.

Book/Poem Title_____ Author_____

S or M	Text	Page #	Two things being compared	What they have in common

Poetry

Now that you have practiced memorizing each stanza of "A light exists in spring," try putting these stanzas together. See how much of the poem you can recite from memory. Throughout the day, continue reciting the poem to yourself. While reciting, focus on pausing at the appropriate punctuation marks within the poem.

History

Reconstruction Part One: President v. Congress

After the Civil War had ended, the country faced a huge challenge: how were they going to put back together a country that had been torn apart by a war? In addition, the South had been all but destroyed by the war, because so many of the battles had taken place there. The Southern states needed to rebuild as well. The process of putting the country back together and building the South back up was called **Reconstruction**. (To "construct" means to build, so to re-construct means to re-build.)

Lincoln wanted a plan "with malice [anger] towards none, with charity for all," a plan that would focus on "binding up the nation's wounds" or healing the country. However, members of Lincoln's party had more extreme views and were more interested in punishing the South. They were known as "**Radical Republicans**."

After Lincoln's assassination, his Vice President, Andrew Johnson, became President. Johnson had been a senator from Tennessee, but had not joined his state in secession. He did, however, favor the rights of individual states and agreed with Lincoln's plan for Reconstruction. He did not want to treat the

South very severely after the war. This brought him into conflict with the Radical Republicans in Congress, specifically over several laws and amendments to the Constitution.

In 1865, Congress passed the **Thirteenth Amendment** to the Constitution, which finally outlawed slavery in all the states in the country. This was not a source of conflict between Johnson and Congress. However, the Civil Rights Act and the **Fourteenth Amendment** did lead to disagreement. The Fourteenth Amendment, eventually adopted in 1868, declared that all people born in the United States, including former slaves and African Americans, were U.S. citizens and had the same rights to life, liberty, and the pursuit of happiness. Former slave owners would not be paid for the loss of their "property." The amendment also declared that if a state prevented its citizens from voting, that state's number of Representatives in Congress would be decreased. Finally, no former officer in the Confederate Army could hold a political office unless Congress pardoned him.

Johnson was opposed to the Fourteenth Amendment, as he believed it violated the rights of the states. However, there were enough Radical Republicans in Congress that they would be able to override any veto the president might use on their laws. Tensions between the President and Congress rose so high that the question of **impeachment** - the process of removing a political leader from office - finally arose. The House of Representatives voted to allow Johnson to be tried by the Senate. The Senate voted three times, but were always one vote short of actually impeaching Johnson. Johnson remained in office until 1869, but he was not elected for another term as president. The Union war hero, Ulysses S. Grant, became the next President instead. Grant would remain in office for the remainder of Reconstruction.

Please answer the following questions in at least one complete sentence. Be sure to use correct spelling and grammar.

1. Who disagreed with President Johnson about Reconstruction?

    _____

    _____

    _____

2. What did the Thirteenth Amendment do?

    _____

    _____

    _____

Art

Texture-Final Drawing

Using a woven texture from your house (sweater, knit garment, tapestry, Great Hearts polo), draw a magnified texture drawing. This drawing should be drawn with a pencil and should take up a whole piece of paper (8 ½ x 11 inches). Think about the lines and shapes that the texture can be broken down into before you start drawing all of the details. (Most knitted sweaters can be broken down into rows first, other knits into grids) Once you have done a sketch, start looking for the values in the texture, start light and add darkness as you go. This drawing should be **detailed.** This is a two day assignment. 15 minutes should be used on this drawing today. Place this drawing somewhere safe as you will be using next class to finish. Some examples of knitted texture drawings are pasted below for *inspiration* but your drawing should be from life if possible!

P.E.

Short warm-up:

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

8 minutes of a stuffed animal/pillow relay:

For this incredibly fun relay you will need a few materials:

- 2 plastic bowls or cups
- 1 piece of paper torn into 15 strips
- 15 stuffed animals or pillows or pairs of socks, etc…. (anything you can find)
- Some sort of stop-watch (a parent will do)

You can play this game inside or outside, though outside is best. Here are the rules! Place your two bowls as far apart from each other as you like (at least 10 feet). In one of the bowls, place all of the torn strips of paper. Stack all of the stuffed animals in a pile, right next to that same bowl. You start the relay by the opposite bowl. You have 60 seconds. The object of the relay is to get all of the torn strips of paper into the other bowl before the clock runs out. When your parents yell "Go!," run and grab one stuffed animal, and then grab one strip of paper. After you have both, run back to the bowl you started at. Drop the strip of paper into the bowl and then repeat the process. Remember, you must continue holding every stuffed animal you pick up until the end of the game. If you drop one of the animals, you cannot continue until you pick it up. By the end of the game, you should be holding an incredible fifteen stuffed animals! Respectfully beg and implore your parents to take a picture of you holding all of your animals so that Coach Hess can be amazed!

Day 4 Instructions and Resources

Thursday, 4/16

Math

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.

Property Tax: Read the section below and then on the chart from Day 1 fill in 3 important facts for "Property Tax." We will use this chart all week.

The link for this section is:

https://cloud.swivl.com/v/530afa31751850ad9a715adab1bf58ef

Property tax is tax that is paid to the local government on real estate. Buildings, homes and lands are considered real estate. The local government decides on the value of the real estate and then bills the owner for a percentage of that value. If improvements are made to the real estate, then the taxes on that property will most likely increase. Improvements would be things such as building an in-ground swimming pool in your yard, adding an addition to your house, or putting in a new

garage. Anything that makes the property more valuable and/or better is an improvement. On the other hand, if the value of the property decreases due to poor maintenance or the age of the building, then property taxes may go down.

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:
expression, factors, fatigue, foreigners, foreign

Literature and Writing

Read Chapter Four of *Where the Red Fern Grows* (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 can't Billy wait to drive into town to pick up his dogs? What does he decide to do instead?
_____
_____
_____

2) What things did Billy see for the first time in town?

_____
_____
_____

Reading Accommodation: Listen to the audio book by clicking or typing in the link
https://youtu.be/qYFPVVL5zgk and follow along with the text in your book.

Grammar

What are Idioms?

An idiom is a well-known phrase that means something different than what the words seem to mean.

Examples:

Don't rock the boat. (don't make trouble)
That was a piece of cake. (it was easy)

Lend me your ears. (listen to me)
I'm on the fence. (I can't decide)

A. Write the letter that matches the meaning for each idiom.

1. ____ put your foot in your mouth		A. It is your decision
2. ____ pulling your leg		B. tell a secret
3. ____ all in the same boat		C. get married
4. ____ my hands are tied		D. tricking you
5. ____ let the cat out of the bag		E. It is over and done with
6. ____ on pins and needles		F. not feeling well
7. ____ the ball is in your court		G. say something foolish
8. ____ tie the knot		H. I can't do anything about it
9. ____ under the weather		I. nervous
10. ____ water under the bridge		J. all in the same situation

B. Choose two idioms from above to use in sentences. Underline the idioms.

1. _____

_____

2. _____

_____

Poetry

Continue to practice "A light exists in spring" at home. Try reciting as much of the poem from memory as you can. Today, focus on reciting with feeling, with expression. Consider what the feeling or tone of this poem is. Is it happy, sad, or something else?

Science

Let's start by reviewing what we learned on Tuesday! **Fill in the blank**:

_____ is a pulling force between two objects, and it draws them toward each other.

For today's Science class, please **read pages 82-85** in your FOSS textbook (**the scans below)**. **Then write down the mechanical parts that make up a pendulum in the space provided.**

_____

_____

Family Enrichment Activity: If you would like to participate in an investigation, a video and instructions for making your own pendulum with Mrs. Fox can be found here or at this link https://cloud.swivl.com/v/30fdf5b31bebbda4cfe855f17e089bef.

The experiment is not mandatory, but if you find you have extra time after classwork, it is encouraged! **Please make sure to watch the entire video all the way through at least once before doing the steps of the investigation.**

Galileo and Pendulums

Look at the workings of this grandfather clock. It was built before the invention of electricity. So what keeps an old grandfather clock running? The answer is gravity. Here's how it works.

One part of the clock's **system** is a really large drive mass. The large drive mass is pulled by gravity. The force of the gravitational pull turns a drum. The drive-mass chain is wound around the drum. As the drive mass is pulled toward Earth, it turns a set of gears connected to the drum. The gears then turn the hands on the clock.

A second system regulates, or controls, the turning of the gears to make sure the clock keeps accurate time. The regulator is a **pendulum**. A pendulum is a mass on the end of an arm that pivots (swings back and forth). A pendulum is another system that is driven by the force of gravity.

Drum

Drive mass

Regulator (pendulum)

82
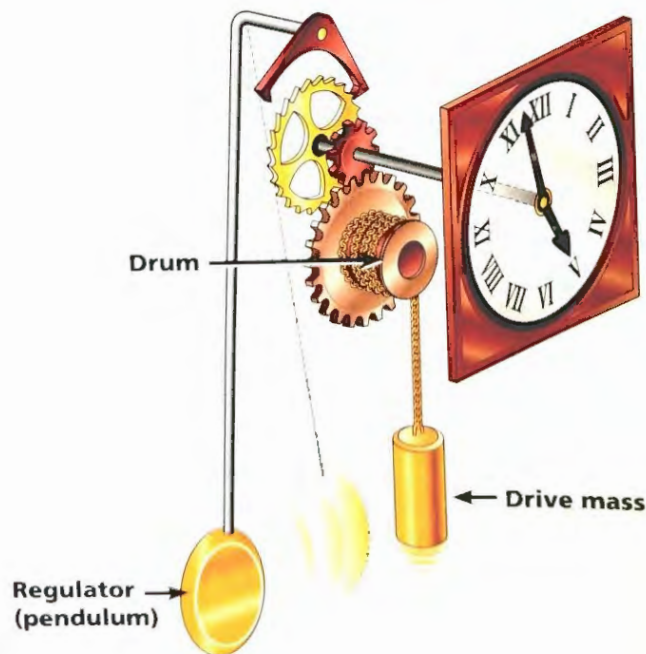
A grandfather clock

The great Italian mathematician and scientist Galileo Galilei (1564–1642) started thinking about pendulums in church. He was watching a lamp swing from the ceiling of the cathedral at Pisa in Italy. The slow back-and-forth motion seemed steady. Galileo used his pulse to time how long it took the lamp to complete one **cycle**.

Galileo continued to watch the lamp. The distance it traveled got shorter and shorter, but the time required to complete a cycle remained the same! How could that be? The lamp always took the same length of time to complete a cycle.

Galileo Galilei

In 1602, Galileo began conducting experiments on pendulums. He observed that when a pendulum is at rest, gravity pulls on the pendulum mass (called a **bob**), and the system hangs straight up and down on its support rod or string (the pendulum arm).
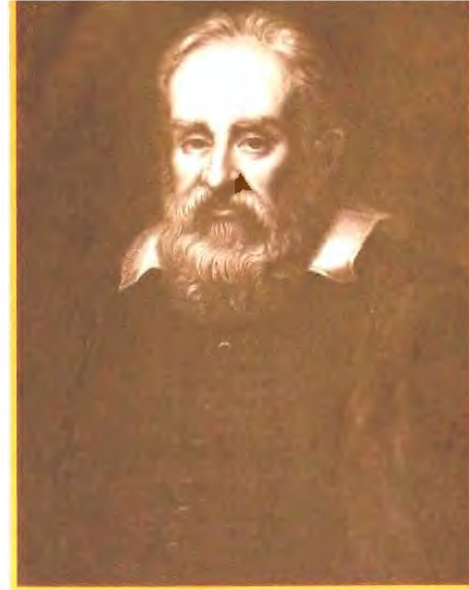
The lamp that Galileo observed in the cathedral at Pisa in Italy

83

When you raise the bob to one side, gravity is still trying to pull the pendulum into its straight up-and-down resting position with the bob hanging straight down. When you release the bob, gravity pulls on the bob. Since the bob is attached to the pendulum arm, the arm also exerts a sideways pulling force on the bob. As a result, the bob cannot fall straight to Earth but is forced to change direction by the force of the arm. When you release the pendulum, the bob swings in an arc. Since the bob is moving quickly when it reaches the straight up-and-down position, the energy of its motion makes it swing past the resting position. The bob rises in an arc toward the side opposite the release position.

As the pendulum swings, the force of gravity pulls on the bob until it comes to a stop at its highest point on its opposite swing. Then gravity pulls the bob back toward the way it came. Gravity keeps pulling on the bob, which keeps the pendulum swinging back and forth.

The structure of the pendulum arm pulls on the pendulum bob, and keeps it from falling.

The pendulum arm continues to pull on the pendulum bob.

The force of gravity pulls the pendulum bob straight down.

The force of gravity continues to pull the pendulum bob straight down.
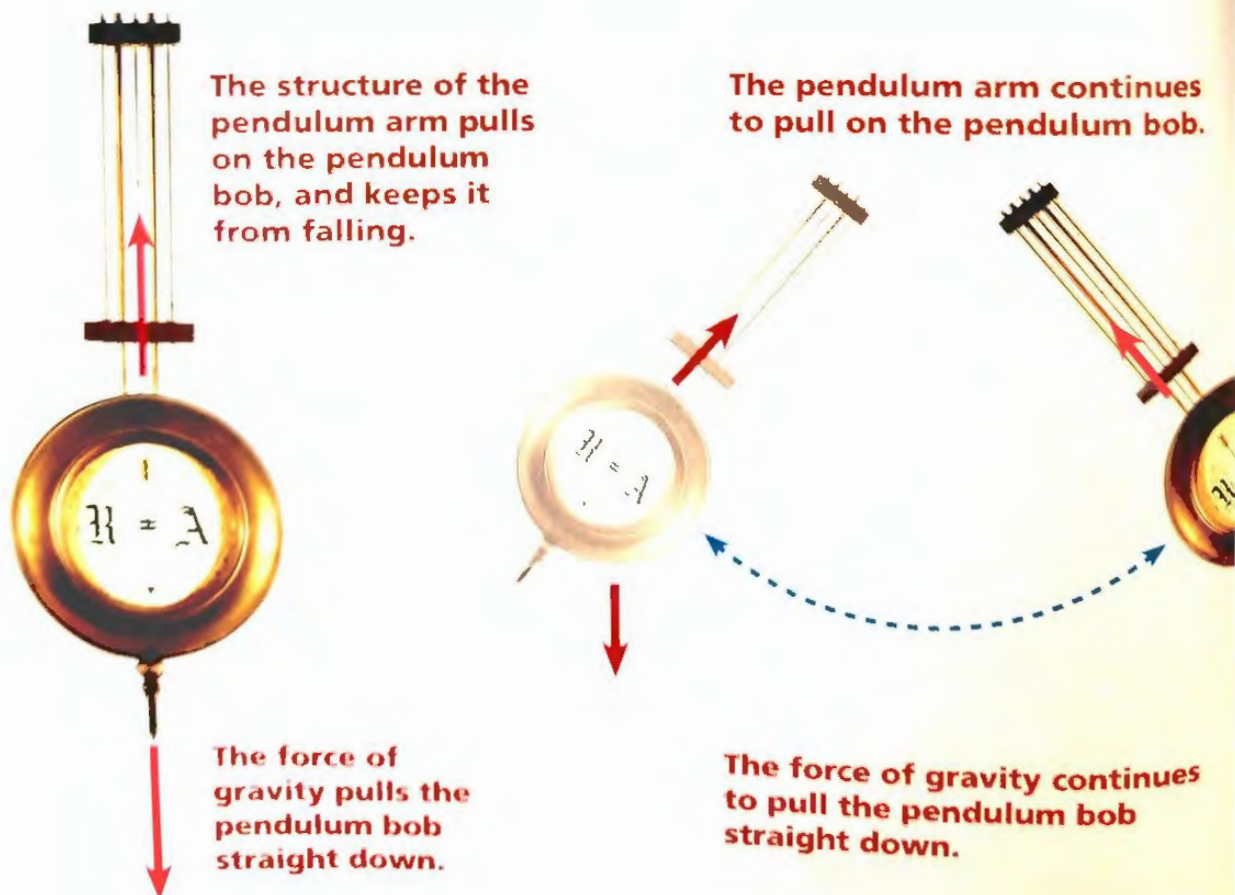
The inner workings of a clock

Escapement device
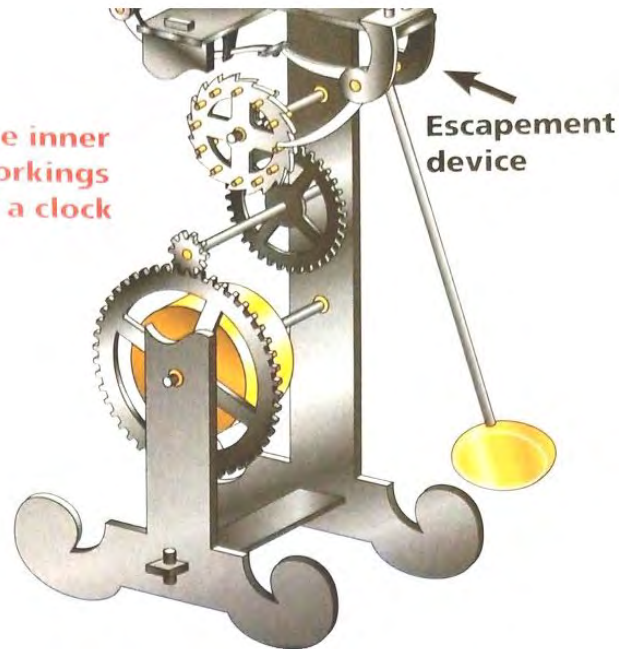
Galileo wanted to find out if a pendulum's **period** was always the same. A period is the length of time it takes a pendulum to complete a cycle. In some experiments, Galileo changed only the release position or the length of the pendulum, and in other experiments he changed only the mass of the bob.

After hundreds of experiments, Galileo understood how pendulums work. It didn't matter how high he lifted the bob before releasing it. It didn't matter how heavy the bob was. The period was always the same. But when he made the pendulum shorter, the period became shorter. When he made the pendulum longer, the period became longer. The length of the pendulum was related to the period of the swing. By adjusting the length of the pendulum, Galileo was able to control exactly how long it took the pendulum to complete a cycle.

The stage was set for designing a mechanism that could keep track of time by using a pendulum to regulate the turning of a set of gears. A device called an escapement was attached to the top of the pendulum. Now the pendulum could regulate the turning of the wheels, which are driven by the force applied by the drive mass.

The clock mechanism conceived by Galileo is a brilliant example of mechanical engineering. In this case, the engineer designed a system that uses the force of gravity to control a mechanical system of levers and gears in a precise manner to keep accurate time.

85

Music

1) Neck stretch: Look as far left as you can, then right. Repeat while facing your chin downwards and upwards.
2) Shoulders stretch: Rotate your shoulders forwards, and then backwards. Then squeeze them upwards, and release.
3) Sing "Me Ay Ah" to warm up. Start at your regular speaking level, then increase the pitch.
4) Time for a new round! Familiarize yourself with the Australian folk song "Kookaburra," which is about an Australian bird called the… kookaburra! If you haven't heard it before, here is a resource you can use: https://safeYouTube.net/w/3kO4 You can hear the kookaburra call at the beginning. I bet you'll never complain about sparrows again!

Kookaburra sits in the old gum tree

Merry, merry king of the bush is he

Laugh, kookaburra, laugh, kookaburra

Gay your life must be.

5) Sing through "Kookaburra." Ask a sibling or parent to join you, and sing it as a round! Try starting first, then have your partner start first.
6) Enrichment (not required): Listen to *Scene in the Pine Forest* by Tchaikovsky. What do you picture in your mind when you hear the music? How does the title influence what you picture? https://safeYouTube.net/w/4fO4

Latin

A few lessons ago, we read through lines 37-45 of Chapter Six, and made flashcards for the new words in this section. Today, we will revisit lines 42-45, and practice glossing and translating them.

Instructions for Glossing and Translating (3-5 min.):
Read these instructions. Cut them out on the dotted lines and carefully paste them into the grammar section of your Latin notebook (or, if you do not have a Latin notebook, cut this section out and keep it in a safe place with your school materials).
We have practiced glossing and translating before, but it is helpful to review their individual steps from time to time.

1. Read the sentence aloud in Latin. This helps us practice pronunciation, and helps familiarize us with the Latin before translating it.

2. Gloss the sentence in English. To gloss a sentence is to write a brief (1-2 words) English definition for each word in the sentence, without changing the order of the words. This step helps us keep track of what the individual words mean.
   - If you do not remember a word, you may use your notebook, vocab sheet, or the word bank at the end of this assignment to check its meaning.
3. Translate the sentence. Once we have noted the English meanings of the words in our gloss, we organize them into a complete, natural-sounding English sentence.
   - As we know, you may change the order of words, or add words (for instance, Latin does not have words like "a," "an," or "the," but English does).
   - *How do I know if I should add an English word?* In general, if an English word you are adding does not change the meaning of the sentence, but does make the English version of the sentence sound more natural, it is acceptable to add that English word.

Below is an example gloss and translation for the first sentence of today's lines.

Optional: If you would like to see a video that shows the steps of how to do the gloss and translation in real time, ask a parent to help you visit
https://cloud.swivl.com/v/f72f99aebaf2f0daa9bfef6c34be89ae .

Dāvus autem bonus servus est, neque is Mēdum amat.
Gloss: Davus however good servant is, nor/and not he Medus loves.
Translation: Davus, however, is a good servant, and he does not love Medus.

Translation and Check (9-10 min.): Gloss and translate the following Latin sentences. When you are finished, you may check your answers in the solutions section at the end of this packet.

1. Dāvus amīcus Mēdī nōn est, nam servus bonus et servus malus nōn amīcī, sed inimīcī sunt.

Gloss:

Translation:

2. Mēdus est inimīcus Dāvī.

Gloss:

Translation:

3. Ursus autem amīcus Dāvī est.

Gloss:

Translation:

Word Bank:

amīcus, -ī: friend
nam: for, because
malus, -a, -um: bad, evil (opposite of bonus, -a, -um)
inimīcus, -ī: opposite of amīcus, -ī
autem: however

Day 5 Instructions and Resources

Friday, 4/17

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.

Name _____   5×2

Mixed Facts 0-5

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

Gross Pay and Net Income: Read the section below and then on the chart from Day 1 fill in a definition for "Gross Pay" and "Net Income." Finally calculate the gross pay and net income on the lines below for Mr. Cash. We will use this chart all week.

   The link for this section is: https://cloud.swivl.com/v/40de7da9195fff471775323b20e35342

Your gross pay is how much you make before taxes and deductions are taken out. It is the figure people are looking for when they ask how much you make in a month or in a year.

Net income is calculated by starting with the gross income amount on a paycheck and then subtracting all the taxes paid to the government. These taxes include Social Security tax, Medicare tax, and income tax. The result is the amount of money you can actually take home to spend, save, and share.

<div align="center">Mr. Cash</div>

Here's what Mr. Cash made in a one week period. He worked 40 hours and made $14.50 per hour. This means he earned $580.00 that week. His federal income tax was $47.00, Social Security tax paid was $35.96, and his Medicare tax was $8.41. What was his gross pay and net income?

_____

_____

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:
frequency, frequent, gradually, gradual, isthmus

Literature and Writing

Read pages 39-46 Chapter Five of *Where the Red Fern Grows* (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)_What are the people like in town? Why are they like this?

45

_____

_____

_____

Reading Accommodation: Listen to the audio book by clicking or typing in the link
https://www.youtube.com/watch?v=mtIWtFgVdJI and follow along with the text in your book. Stop
at "They'll grow up someday."

Grammar

What is Hyperbole?

Hyperbole (pronounced: hi-per-boe-lee) is when a statement is exaggerated to make a point.

Examples:
I called you a million times.
That pizza is bigger than Texas!

I will die of embarrassment.
He is older than the hills.

A. Read each statement. Write an "H" if the statement is a hyperbole. Write an "N" if the statement is not a hyperbole. Remember, if it could really happen it is not hyperbole.

1. _____ My Dad's snoring is louder than a freight train.

2. _____ Jessica's smile was a mile wide.

3. _____ Jason stayed up all night reading his new book.

4. _____ I have a million things to do today.

5. _____ The grizzly bear was as big as a mountain.

Make it Hyperbole

Hyperbole is when a statement is exaggerated to make a point.

Examples:

Even a baby could pass that test.   I've asked you to stop a million times!

Rewrite each statement using hyperbole. Remember, if it could really happen, it is not hyperbole. Use your imagination!

1. The bag was very heavy. _____
_____

2. The man was very mean. _____
_____

3. It took me a long time to do my homework. _____
_____

Poetry

Practice "A light exists in spring" throughout the day. Recite as much from memory as you can.

History

In one paragraph, please explain the conflict between the President and the Congress during the first part of Reconstruction. How were their plans for rebuilding the South different? What happened as a result of the conflict? You may use the reading from Day Three to help you.

P.E.

Short warm up:
- ❏ 60 seconds of jumping jacks
- ❏ 30 seconds of standing clam-curls
- ❏ 30 second rest
- ❏ 60 seconds straight of push-ups
- ❏ 30 second rest
- ❏ 10 burpees (Remember our burpee ABC's!)

After your warm up, I would like you to read this article from History.com about the history of the marathon race. After that, there is a part of a poem by Robert Browning about Pheidippides, the famous Greek messenger whose long run inspired the Marathon. After you read both, I would like you to make a sheet of paper where you can start writing down how long and how far you run while you are out of school.

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

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

miles and 385 yards). The random boost in mileage ended up sticking, and in 1921 the length for a marathon was formally standardized at 26.2 miles (42.195 kilometers).

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

Pheidippides by Robert Browning

So, when Persia was dust, all cried, "To Acropolis!

Run, Pheidippides, one race more! the meed is thy due!

Athens is saved, thank Pan, go shout!" He flung down his shield

Ran like fire once more: and the space 'twixt the fennel-field

And Athens was stubble again, a field which a fire runs through,

Till in he broke: "Rejoice, we conquer!" Like wine through clay,

Joy in his blood bursting his heart, - the bliss!

Art

Texture-Final Drawing
Spend 15 minutes working on your final texture drawing. Make sure to add details of yarn or thread and the value from light and shadows to your drawing.

Day 1 Answer Key
Monday, 4/13
Math

Fours

0 x 4 = 0	4 x 1 = 4	4 x 6 = 24	4 x 2 = 8	4 x 7 = 28
4 x 6 = 24	9 x 4 = 36	4 x 4 = 16	4 x 3 = 12	0 x 4 = 0
4 x 3 = 12	4 x 9 = 36	4 x 9 = 36	8 x 4 = 32	4 x 8 = 32
7 x 4 = 28	0 x 4 = 0	4 x 3 = 12	4 x 7 = 28	4 x 4 = 16
2 x 4 = 8	4 x 7 = 28	8 x 4 = 32	4 x 8 = 32	2 x 4 = 8
4 x 9 = 36	4 x 2 = 8	4 x 5 = 20	9 x 4 = 36	4 x 8 = 32
3 x 4 = 12	4 x 9 = 36	4 x 3 = 12	4 x 4 = 16	4 x 9 = 36
4 x 4 = 16	4 x 7 = 28	8 x 4 = 32	9 x 4 = 36	6 x 4 = 24
4 x 9 = 36	7 x 4 = 28	4 x 9 = 36	4 x 3 = 12	4 x 3 = 12
7 x 4 = 28	4 x 8 = 32	2 x 4 = 8	4 x 9 = 36	4 x 6 = 24

Please note that this is for the whole week.

On front of flap

On back of flip book

Income Tax	• Paid to the federal government based on your income • Citizens do not pay taxes, or they pay reduced taxes, on deductions such as medical expenses, interest on home payments, charitable donations • Due April 15th
Payroll Tax	• Paid to federal government • Deductions from pay for income tax, Social Security tax, and Medicare tax • Employer pays matching amount into Social Security and Medicare, plus pays for unemployment insurance
Sales Tax	• Paid on goods and some services • Items essential for basic survival are exempt • Used for transportation (roads and bridges), public education, and aid to local governments for their citizens
Property Tax	• Paid to local government based on value of real estate • Can increase or decrease • Used to support local education, fire and police protection, the work of the local government, and some free medical services

Gross Pay: The amount you earn before taxes are paid.

Net Income: The amount you receive after taxes are paid.

Gross Pay:	$580.00
Income tax:	$47.00
Social Security tax:	$35.96
Medicare tax:	$8.41
Total payroll taxes:	$91.37
Gross Income:	$580.00
Payroll taxes:	− $91.37
Net Income:	$488.63

Spalding
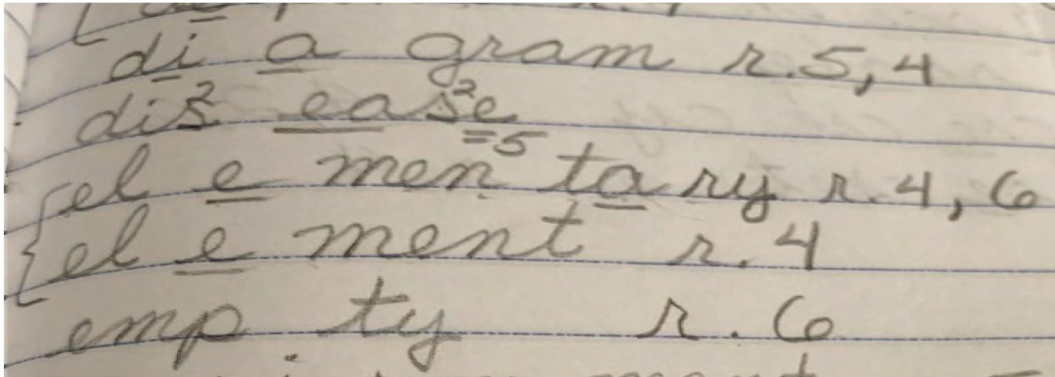
Literature and Writing

The first chapter's narrative voice is First Person because the narrative himself is telling the story and he is its main character. Because he is the story's main character, or protagonist, this voice could be called First Person Protagonist.

The protagonist is a man who works in an office, who may have lived in the Ozark Mountains in Missouri or Oklahoma and who used to have two red hunting hounds that saved his life.

Grammar

1. Maria, swan
2. Lips, cherry
3. Tony's running, cheetah
4. Library, graveyard
5. Fur, velvet

1. Knives
2. The ocean
3. Rocks
4. Glue
5. A mud puddle
6. Mice
7. A rainbow
8. A ghost

1. The cave was as dark as a moonless night.
2. The boy was as mean as an alley cat.
3. Her eyes glittered like emeralds.
4. The children were as loud as a thunderstorm.
5. The girl was as silly as a monkey.
6. The dirty gym socks smelled like rotting meat.
*Answers will vary

History

1. *Answer should be similar to the following*: Lee surrendered to Grant at Appomattox Court House on April 9, 1865.

Day 2 Answer Key

Tuesday, 4/13

Math

Name _____		Fours		4×4
4 x 7 = 28	4 x 2 = 8	5 x 4 = 20	2 x 4 = 8	0 x 4 = 0
0 x 4 = 0	5 x 4 = 20	4 x 4 = 16	4 x 6 = 24	4 x 8 = 32
4 x 6 = 24	4 x 6 = 24	7 x 4 = 28	4 x 3 = 12	7 x 4 = 28
2 x 4 = 8	4 x 4 = 16	4 x 3 = 12	7 x 4 = 28	4 x 3 = 12
4 x 9 = 36	8 x 4 = 32	4 x 4 = 16	4 x 4 = 16	4 x 1 = 4
4 x 5 = 20	4 x 9 = 36	6 x 4 = 24	4 x 9 = 36	9 x 4 = 36
8 x 4 = 32	4 x 5 = 20	0 x 4 = 0	3 x 4 = 12	4 x 6 = 24
0 x 4 = 0	3 x 4 = 12	9 x 4 = 36	4 x 4 = 16	4 x 3 = 12
7 x 4 = 28	4 x 7 = 28	4 x 4 = 16	4 x 9 = 36	9 x 4 = 36
4 x 8 = 32	4 x 5 = 20	6 x 4 = 24	7 x 4 = 28	4 x 8 = 32

Spalding

en´vi˙ron ment r.5
(e quiv a lent r.4
(e quăl i ty r.4,6
(e quăl r.4
ev er y one

Literature and Writing

A note to parents: Today's questions can lead to fruitful discussion. In order to aid this discussion more elaboration is given here in the answer key than is expected from a typical student response.

1) The protagonist is now a boy of 10 years old named Billy. I think this is a story the man in the first chapter is recounting about his childhood memories. If it were nonfiction, it would be called a **Memoir**, but it is fiction so it is only written in the style of a memoir. The boy also seems like he is going to learn and grow in the story because he is being told he is "too young for hunting" and is excited at the end to work with his father and "grow up to be a man." Stories that tell of a young person's challenges and life experiences as he or she grows are called **Coming of Age** stories.

2) Billy's major conflict in this story is that he wants two hunting hounds and can't get them. It could be **man versus society** because his parents are too poor to buy him hounds or **man versus self** because his desire for dogs is causing his parents pain and sadness which causes him pain too because he loves his parents. Billy's father's conflict is that he can't afford to buy Billy hunting hounds because money he gets needs to go toward a new mule. This could be **man versus society** because in the chapter he says right now it's hard for anyone to make a living.* Their conflicts are different because Billy was "a hunter from the time [he] could walk," while his father is a farmer by trade. Hunters need hounds and farmers need livestock, thus they have very different concerns.

*This story is set in and around the Great Depression of the 1930's. The Great Depression was made worse by the "Great Dust Bowl" affecting the American Plains Region of the United States. You may want to explain these historical events to your child and discuss why that made it hard for people to make a living.

Grammar

What are Metaphors?
1. Dad is grumpy in the morning.
2. My brother likes to stay up late.
3. The nurse was very nice.
4. Kenny eats a lot or Kenny is very dirty.
5. Our computer is very old.

Verb-Based Metaphors
1. spinning, Carla had a lot of ideas.
2. blossomed, Maria did well and learned a lot at her new school.
3. changed, Andrew decided to do something different, again.

Science

Review Answers
1. An object will move only when a force acts on it, such as pushing or pulling.
2. To bring a moving object to a stop, you need to apply a force in the opposite direction of the motion.
3. Some other changes of motion can include an object moving in a different direction or moving faster because of the force of gravity.
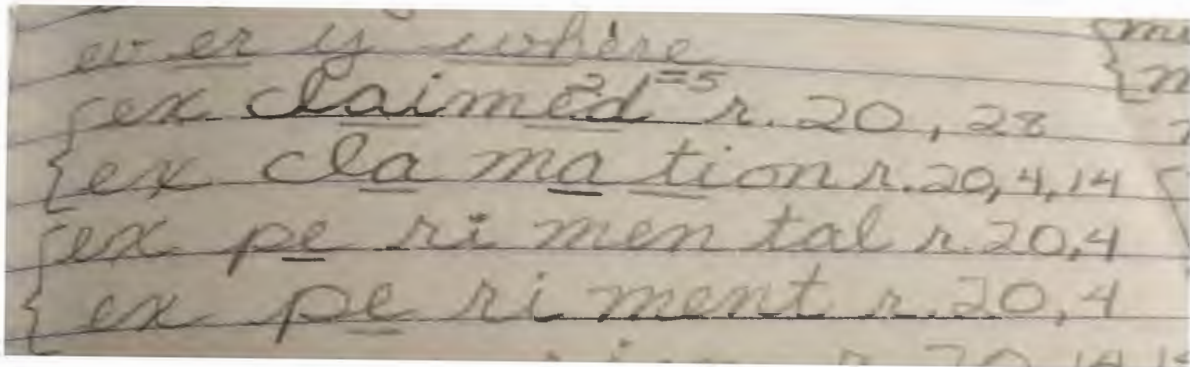
Latin

Mars=Ares, Mercury=Hermes, Iove=Zeus, Saturn=Kronos

Day 3 Answer Key
Wednesday, 4/15
Math

Spalding

Literature and Writing

1) Billy earned the money for his dogs by selling bait he caught and vegetables he grew to the **fishermen**, who bought his wares out of sympathy for him, and by having his **grandfather** sell furs he trapped and berries he picked at his store. Billy was also helped by **God,** as it was after he prayed that he got the ideas for how to earn money and he said it was God that gave him the "heart, courage, and determination" to keep going.

2) It took Billy two years to earn his money for his dogs and during that time he developed great perseverance and responsibility.

Grammar

Simile or Metaphor?

1. S	4. N	7. S	10. S
2. S	5. M	8. S	11. N
3. M	6. N	9. N	12. M

History

1. *Answer should be similar to the following*: The Radical Republicans in Congress disagreed with President Johnson about Reconstruction.
2. *Answer should be similar to the following*: The Thirteenth Amendment outlawed slavery in all American states.
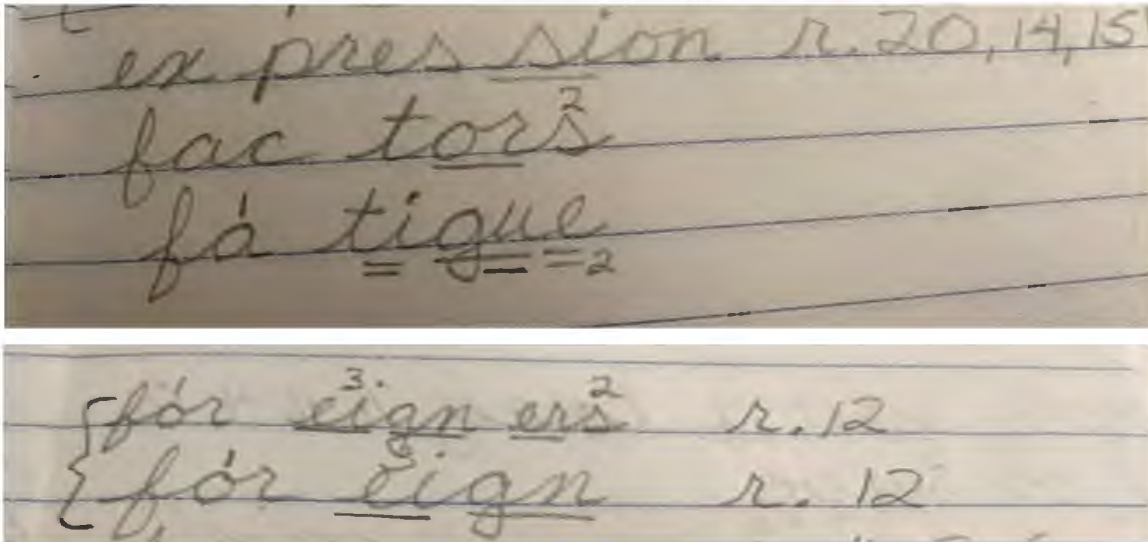
Day 4 Answer Key

Thursday, 4/16

Math

Spalding

Literature and Writing

1) Billy is eager and impatient to get his dogs because he has worked so hard and waited so long for his dogs and now they are within reach. He decides to sneak off and walk the 20 miles "as the crow flies" to town.

2) Billy sees more stores and carriages than he's seen before in town. He also sees a sheriff, a double barrel gun, his own reflection in a store window, a man using a lawn mower and a school and playground for the first time in his life.

Grammar

What are Idioms?

A.	3. J	5. B	7. A	9. F
1. G				
2. D	4. H	6. I	8. C	10.E

Science

Review Answer: Gravity is the pulling force between two objects, and draws them toward each other.

Mechanical parts of a pendulum are: the pendulum mass, called a **bob**, and a support rod or string, referred to as **the pendulum arm.**

Latin

1. Gloss: Davus friend of Medus not is, because servant good and servant bad not friends, but enemies are
Translation: Davus is not a friend of Medus, because a good servant and a bad servant are not friends, but enemies.

2.
Gloss: Medus is enemy of Davus
Translation: Medus is an enemy of Davus.

3.
Ursus autem amīcus Dāvī est.
Gloss: Ursus however friend of Davus is
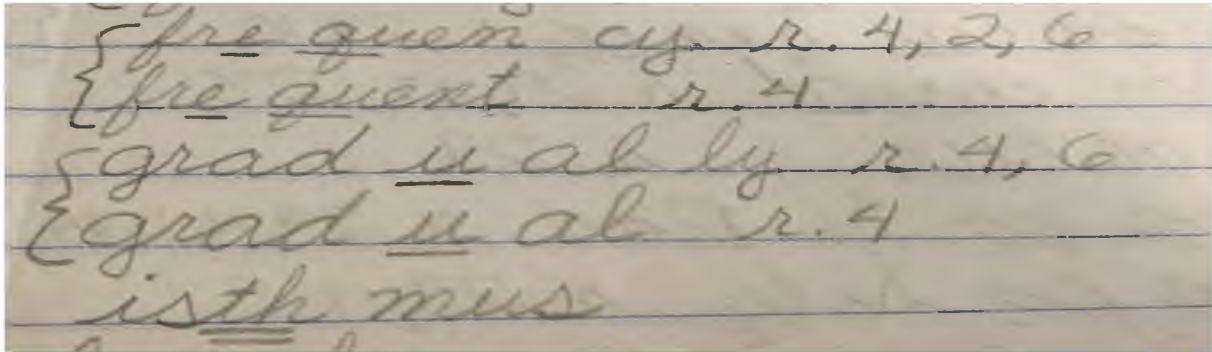Translation: Ursus, however, is a friend of Davus.

Day 5 Answer Key

Friday, 4/17

Math

Name _____

5×2

Mixed Facts 0-5

5 x 9 = 45	1 x 2 = 2	1 x 3 = 3	3 x 8 = 24	5 x 6 = 30
3 x 3 = 9	2 x 9 = 18	4 x 7 = 28	4 x 1 = 4	4 x 3 = 12
2 x 5 = 10	5 x 8 = 40	0 x 5 = 0	5 x 8 = 40	3 x 7 = 21
1 x 2 = 2	0 x 5 = 0	5 x 4 = 20	2 x 0 = 0	2 x 2 = 4
3 x 8 = 24	4 x 4 = 16	3 x 3 = 9	1 x 3 = 3	4 x 1 = 4
4 x 5 = 20	3 x 3 = 9	2 x 4 = 8	5 x 8 = 40	4 x 2 = 8
2 x 7 = 14	2 x 9 = 18	3 x 3 = 9	4 x 2 = 8	1 x 8 = 8
5 x 9 = 45	5 x 7 = 35	2 x 9 = 18	2 x 3 = 6	2 x 7 = 14
2 x 9 = 18	0 x 2 = 0	1 x 3 = 3	3 x 8 = 24	0 x 9 = 0
1 x 4 = 4	1 x 4 = 4	4 x 0 = 0	1 x 4 = 4	5 x 3 = 15

Spalding

Literature and Writing

1) Some people in town are kind and understanding, like the Stationmaster and the Marshal, because they know about the people who live in the woods like Billy (in fact the stationmaster knows his Dad and the Marshall knows his grandfather). But most of the people in the town, especially the women and the children, are prejudiced against the people who live in the country because they don't actually know a thing about them. They think Billy and rural folk like him are uncivilized "hillbillies" and therefore make fun of him and pick fights with him. The irony here is that the supposedly "civilized" people in town are actually less civilized than hard working country folk like Billy.

Grammar

1. H   2. H   3. N   4. H   5. H

Make it Hyperbole
A. Answers will vary. These are possible answers.
1. The bag weighed a million pounds
2. The man was so mean that even hurricanes were afraid of him.
3. It took me ten thousand years to do my homework

History

Paragraph should be similar to the following:

During Reconstruction, President Johnson and the Radical Republicans in Congress disagreed about how to treat the South after the Civil War. The Radical Republicans wanted to make a plan that would punish the South for their rebellion, but Johnson wanted a plan that would not treat the South too harshly. They disagreed over the Fourteenth Amendment, which gave more rights to former slaves, while restricting the freedoms of former Confederates. Johnson opposed the Fourteenth Amendment because he believed that it violated the Southern states' rights. The conflict resulted in Congress trying to impeach Johnson, although they were not successful.