



Remote Learning Packet

Fifth Grade

April 20–April 24, 2020

Student Name: _____ Teacher: _____



Student Attendance Affidavit

April 20–April 24, 2020

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

- Monday, April 20, 2020
- Tuesday, April 21, 2020
- Wednesday, April 22, 2020
- Thursday, April 23, 2020
- Friday, April 24, 2020

Parent Name (printed): _____

Parent Signature: _____ Date: _____

Student Name: _____ Teacher: _____

My Learning This Week

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

Date	My Daily Learning
	<input type="checkbox"/> I spent between 100 and 120 minutes on my daily activities. <input type="checkbox"/> I read all the directions before I asked for more help. <input type="checkbox"/> If required, I wrote all my answers in complete sentences. <input type="checkbox"/> I used my neatest penmanship, and my writing can be read by both me and an adult. <input type="checkbox"/> I double-checked my written answers for correct capitalization, punctuation, and grammar. <input type="checkbox"/> I read for at least 20 minutes today. <input type="checkbox"/> My teacher will be proud of my hard work and perseverance.
	<input type="checkbox"/> I spent between 100 and 120 minutes on my daily activities. <input type="checkbox"/> I read all the directions before I asked for more help. <input type="checkbox"/> If required, I wrote all my answers in complete sentences. <input type="checkbox"/> I used my neatest penmanship, and my writing can be read by both me and an adult. <input type="checkbox"/> I double-checked my written answers for correct capitalization, punctuation, and grammar. <input type="checkbox"/> I read for at least 20 minutes today. <input type="checkbox"/> My teacher will be proud of my hard work and perseverance.
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Fifth Grade Remote Learning Plan 4/20 - 4/24

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

Subject		Mon. 4/20	Tue. 4/21	Wed. 4/22	Thu. 4/23	Fri. 4/24
Math ~25-35 min.		Methods of Payment: Check	Methods of Payment: Cash	Methods of Payment: Debit Card	Methods of Payment: Credit Card	Income and Taxes Quiz
English Language Arts ~25-35 min. total	Spalding	Follow the instructions for your Spalding Page with the following words(5 min): sections, square, standard, structure, structural	Follow the instructions for your Spalding Page with the following words(5 min): substance, substantial, tongue, triangle, variety	Follow the instructions for your Spalding Page with the following words(5 min): vehicle, vicinity, volunteer, welfare, yacht	Follow the instructions for your Spalding Review Page with the following words(5 min): Review all the words for this week	Test
	Literature	Read Chp 5 pages 46-52 (20 min.)	Read Chp 6 (20 min.)	Read Chp 7 pages 62-70 (20 min.)	Read Chp 7 pages 70-78 (20 min.)	Read Chp 8 pages 79-87 (20 min.)
	Grammar/ Writing	Grammar (5 min): Personification Writing: Literature	Grammar (5 min): Onomatopoeia Writing: Literature	Grammar (5 min): Alliteration Writing: Literature	Grammar (5 min): Figurative Language Review Writing:	Grammar (5 min): Figurative Language Test Writing:

		sentences. (5 min)	sentences. (5 min)	sentences. (5 min)	Literature sentences. (5 min)	Literature sentences. (5 min)
	<i>Poetry</i>	Practice (5 min)	Practice (5 min)	Practice (5 min)	Practice (5 min)	Recite poem to an adult. (5 min)
<i>History or Science</i> ~20 min.		Read “Reconstruction Part Two” and answer questions.	Read p. 59-64 in FOSS and answer questions.	Read “Reconstruction Part Three” and answer questions.	Light Reflection/Refraction Investigation and draw conclusions.	Force or Light Energy Narrative
<i>Art or Music</i> ~15 min.		Music: Time signatures	Art: Introduction to weaving and terminology	Music: Sight-reading rhythm	Art: Making the loom for weaving	Music: Songs review
<i>Latin or P.E.</i> ~15 min.		Latin Declension songs, Weather vocabulary and activity	P.E. 5 minute warm-up and an introduction to the “Marathon Map.”	Latin Reading and comprehension questions; the locative case	P.E. 5 minute warm-up followed by a “trash can sock toss game”	Latin Practicing translation

Day 1 Instructions and Resources

Monday, 4/20

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.

Methods of Payment: Checks: Use the chart below and fill out what you know about each category. This is a great time to ask an older sibling or parent about what they know about each category. Then read the passage and find two important facts, two advantages, and two disadvantages to add to the chart. We will use the chart for the entire week.

Checks

The link to listen to this section is:


<https://cloud.swivl.com/v/a34b45403fe50d6c552e524411791505>

When you get a **checking account** you will be able to write checks to pay for purchases and to pay bills. This is also an easy way to pay for something if you have to mail money to someone. When you open a checking account, some banks provide checks for free. If you want checks that have a design on them or are personalized, you may have to pay a fee. Some companies will make checks with a personal photo on them. When your checks arrive at the bank or through the mail you should review them to make sure that all information is correct. If you have ordered personalized checks, look at your name and address and make sure everything is spelled correctly.

With your checks you will also receive a **transaction register**, which you will use to record information about the checks that you write so that you can keep track of who you wrote checks to, what you purchased, and what your current account balance is. You will use it to keep track of any **deposits** and **withdrawals** that you make. Deposits are when you add money to your checking account and withdrawals are when you take money out of your checking account. By doing this you will always know how much money is in your account and ensure you do not write a check exceeding the balance. If you do exceed the balance, the check will **bounce** (or not go through) and you will have to come up with money to cover the amount of the check. The bank will charge you a fee for writing a check that you did not have enough money to cover.

When you have money you would like to deposit into your checking account, you can go to the bank and see a **teller** (person behind the bank counter). They will deposit the money for you and then it is available for you to use. You can also take checks from others and deposit them into your account. Many employers will do a **direct deposit** for you, which means you will provide them with your banking information and they will put your paycheck directly into your bank account.

Check	Cash	Debit Card	Credit Card
Notes:	Notes:	Notes:	Notes:
Advantages:	Advantages:	Advantages:	Advantages:
Disadvantages:	Disadvantages:	Disadvantages:	Disadvantages:

Name _____					
Twelves					
$0 \times 12 = \underline{\quad}$	$12 \times 1 = \underline{\quad}$	$6 \times 12 = \underline{\quad}$	$12 \times 2 = \underline{\quad}$	$12 \times 7 = \underline{\quad}$	
$4 \times 12 = \underline{\quad}$	$9 \times 12 = \underline{\quad}$	$4 \times 12 = \underline{\quad}$	$12 \times 3 = \underline{\quad}$	$0 \times 12 = \underline{\quad}$	
$12 \times 3 = \underline{\quad}$	$12 \times 9 = \underline{\quad}$	$12 \times 9 = \underline{\quad}$	$12 \times 6 = \underline{\quad}$	$12 \times 8 = \underline{\quad}$	
$7 \times 12 = \underline{\quad}$	$0 \times 12 = \underline{\quad}$	$12 \times 3 = \underline{\quad}$	$12 \times 7 = \underline{\quad}$	$12 \times 10 = \underline{\quad}$	
$2 \times 12 = \underline{\quad}$	$12 \times 7 = \underline{\quad}$	$8 \times 12 = \underline{\quad}$	$12 \times 12 = \underline{\quad}$	$2 \times 12 = \underline{\quad}$	
$12 \times 9 = \underline{\quad}$	$12 \times 2 = \underline{\quad}$	$12 \times 5 = \underline{\quad}$	$9 \times 12 = \underline{\quad}$	$6 \times 12 = \underline{\quad}$	
$3 \times 12 = \underline{\quad}$	$12 \times 9 = \underline{\quad}$	$12 \times 3 = \underline{\quad}$	$10 \times 12 = \underline{\quad}$	$12 \times 9 = \underline{\quad}$	
$6 \times 12 = \underline{\quad}$	$12 \times 7 = \underline{\quad}$	$6 \times 12 = \underline{\quad}$	$9 \times 12 = \underline{\quad}$	$0 \times 12 = \underline{\quad}$	
$12 \times 9 = \underline{\quad}$	$7 \times 12 = \underline{\quad}$	$12 \times 9 = \underline{\quad}$	$12 \times 3 = \underline{\quad}$	$12 \times 3 = \underline{\quad}$	
$7 \times 12 = \underline{\quad}$	$12 \times 8 = \underline{\quad}$	$2 \times 12 = \underline{\quad}$	$12 \times 9 = \underline{\quad}$	$12 \times 4 = \underline{\quad}$	

Spalding

To watch a video of these words, please click on this link: [Spalding Day 1](https://cloud.swivl.com/v/ad71ce3a21d3ab07545c4f1d5bb14b60) or type in this link:

<https://cloud.swivl.com/v/ad71ce3a21d3ab07545c4f1d5bb14b60>

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:

sections, square, standard, structure, structural

Literature and Writing

Read pages 46-52 in 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.

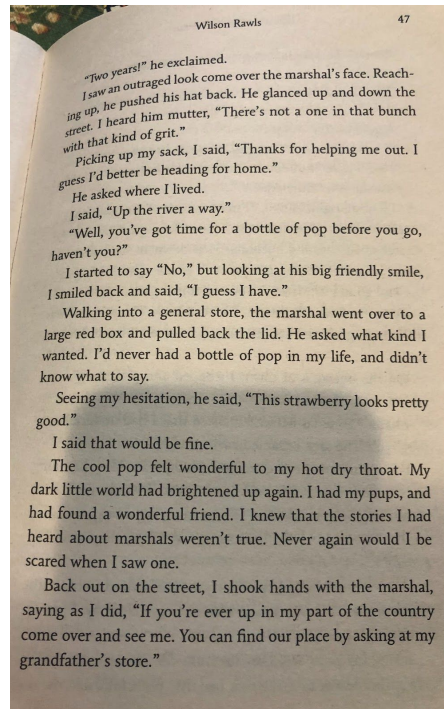
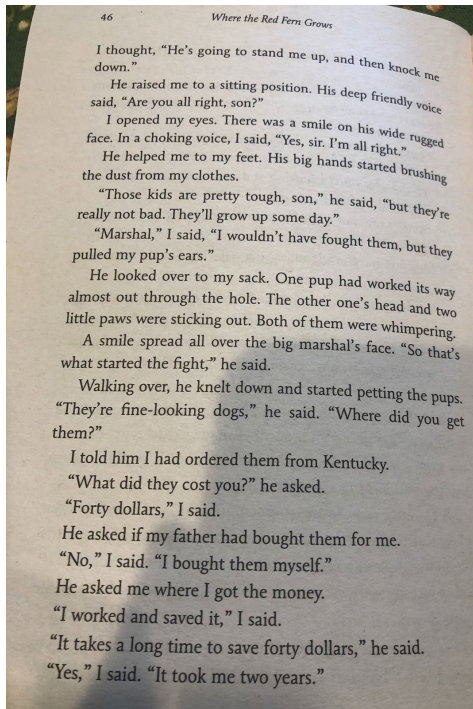
After reading...

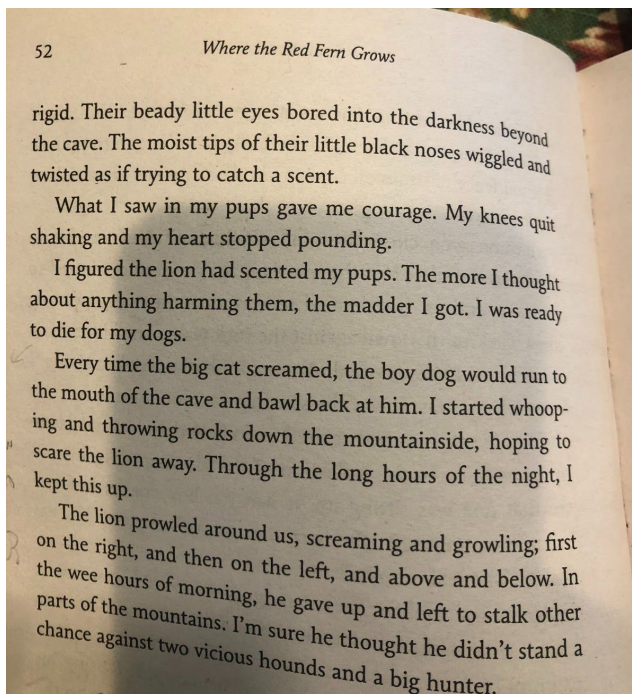
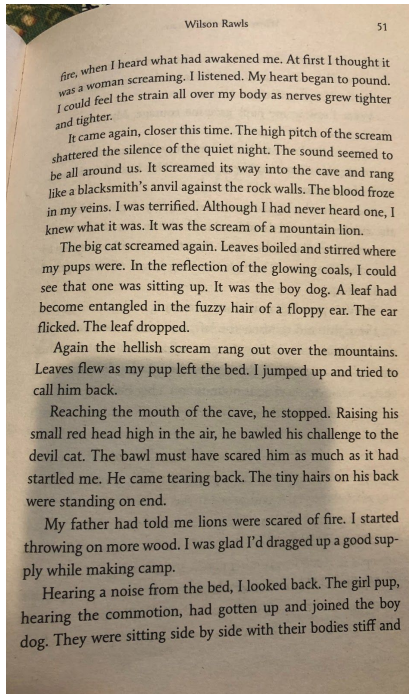
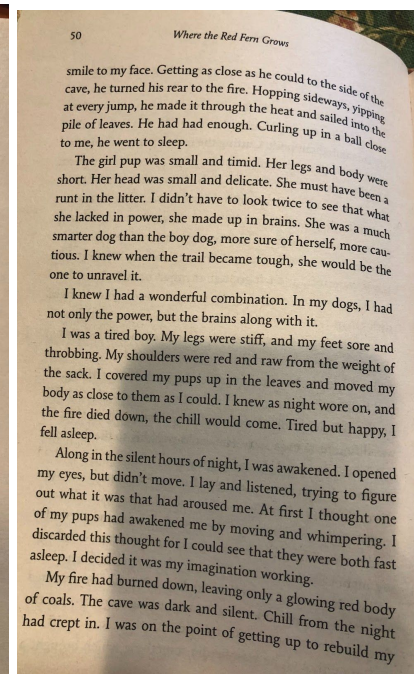
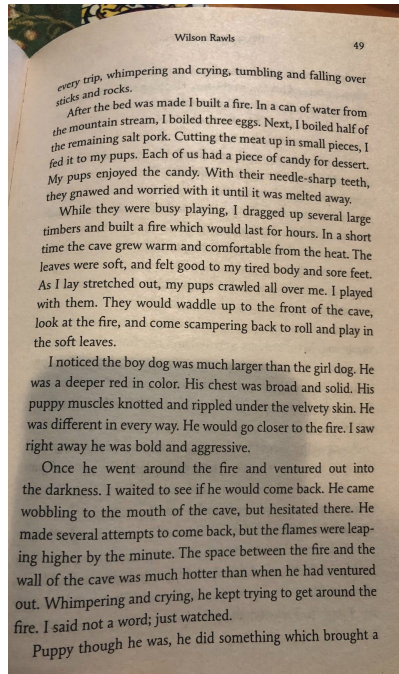
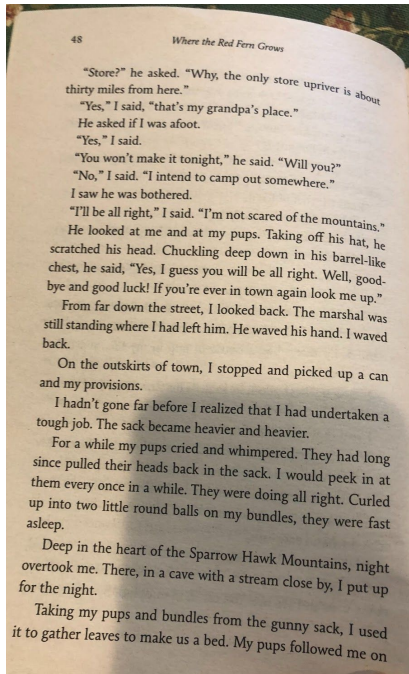
- When you are finished reading, answer the following question using complete sentences and correct spelling and grammar.

1) What trials did Billy endure this chapter in order to get his dogs?

2) How do these trials strengthen his relationship with his dogs?

3) On a separate sheet of paper, begin a venn diagram comparing and contrasting Billy's two dogs. Add to it each chapter as you learn more about their personalities.





Reading Accomodation: Listen to the audio book by clicking or typing in the link <https://youtu.be/mtlWtFgVdJI?t=641> and follow along with the text in your book. Today's reading picks up where you left off last week after the sentence, "They'll grow up someday."

Grammar

What is Personification?



Personification is giving human qualities (actions, feelings, thoughts) to nonhuman objects.

Examples:

The leaves danced in the wind.



The toys dreaded playtime at the daycare.

Circle the object that is being personified in each statement. Then underline the word or words that show the human quality that the object has been given.

1. The wilted flowers begged for water.
2. The nail waited in fear for the next blow.
3. The tired old shoes wanted only to rest in the closet.
4. The ripe, red strawberries smiled up at me from their bowl.
5. The earth felt she had nothing left to give.

A. Circle "yes" if the sentence is an example of personification. Circle "no" if the sentence is not an example of personification.

- | | | |
|---|-----|----|
| 1. The train waited patiently for the passengers to board. | yes | no |
| 2. Maria gathered the beautiful flowers in the morning light. | yes | no |
| 3. No one wanted to read the tired, old books. | yes | no |
| 4. Arnold could hear the brownies calling his name. | yes | no |
| 5. The party died soon after Jessica left. | yes | no |
| 6. The chocolate cake was so good that Jason had two pieces. | yes | no |

Write a sentence personifying each of these things.



1. A snowflake _____

2. An old computer _____

3. Letters in a mailbox _____

4. A pencil _____

History

Reconstruction Part Two: Civil Rights

Reconstruction is the time after the Civil War in which the United States tried to rebuild the country, especially the South. One of the most pressing concerns had to do with the people who had formerly been in slavery. As you read last week, the Thirteenth Amendment ended slavery in the United States. A large group of people who had not been allowed to learn how to read or write were now suddenly expected to provide for themselves independently in the world. To make matters worse, many former slave owners still did not consider the former slaves as equal to themselves, and so tried to make their lives more difficult.

The government tried to find ways to address these problems. The War Department established the **Freedmen's Bureau** in 1865. (A bureau is an office or department which carries out a certain business.) The bureau gave food to former slaves and helped them to provide homes and jobs, including helping to make sure they received fair payment for their work. Finally, the bureau established hospitals and schools to help with medicine and education. General William Tecumseh Sherman had promised all the freed slaves "40 acres and a mule" - forty acres, or units, of land from the plantation owners and a mule from the abundance of extra mules the army had. President Johnson, however, revoked, or took back, this promise and vetoed attempts by Congress to give land to the newly-freed African Americans.

Congress was able to pass amendments enhancing the rights of the African Americans, though. You have already read about the Thirteenth and Fourteenth Amendments. The **Fifteenth Amendment** was passed in 1870 and clearly stated that the right to vote could not be denied based on "race, color, or previous condition of servitude." Put simply, it confirmed that African Americans, including those who were former slaves, had the right to vote. This right was already included in the Fourteenth Amendment, but it was considered necessary to pass the Fifteenth Amendment because Southern states continued to deny the right to vote to African American men (remember, at this time women did not yet have the right to vote).

In response to these efforts to help the former slaves, Southern states passed a series of laws (called "black codes") designed to limit their freedoms. These laws forced African Americans to follow a curfew and have a permit to travel. In addition, a white man had to be present if a group of former slaves wished to meet. Additional regulations were passed prohibiting African Americans from voting, serving on juries in court, owning land, and holding public office. In addition, Southern states would create fines for people who were unemployed, which led to many former slaves being put in jail or forced to work to pay off the fine. Groups of white Southerners formed to try to frighten African Americans through actions such as burning crosses in front of houses or churches. Eventually these groups turned to physical violence, by beating or hanging ("lynching") African Americans. The most famous of these groups was the Ku Klux Klan.

A little later on, other laws were passed that white Southerners and African Americans be separated, or **segregated**, in public spaces, such as buses, restaurants, and even schools. These laws persisted for over a century - not until the **Civil Rights Movement** in the 1950s and 1960s would they be overturned. During that time, the actions of people like Rosa Parks and Martin Luther King, Jr. helped to bring about greater freedom and equality in the country.

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

1. What was one thing that the Freedmen's Bureau did for former slaves?

2. What did the Fifteenth Amendment do?

Poetry

At the end of this week, you will recite “A light exists in spring” by Emily Dickinson to an adult. Please spend a few minutes practicing the entire poem. Please hang on to the copy here to practice for the rest of the week.

“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.

Latin

Declension Songs (1-2 min.)

Sing all three declension songs (1st declension, 2nd declension, and 2nd declension neuter) through, once each, to the tune of “Row, Row, Row Your Boat.”

If you would like to check your pronunciation of the endings, or if you would like a video to sing along with, visit <https://cloud.swivl.com/v/ea1c0b47f0bd6ea8c29f8def2a7bc48a>

Grammar sentences (3-4 min.)

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

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

Reading (5-6 min.)

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

Weather Vocabulary

Adjectives

gelidus, -a, -um: cold, icy
 frigus, -a, -um: cold
 frigidulus, -a, -um: cool
 caldus, -a, -um: warm, hot
 apricus, -a, -um: sunny
 nubilus, -a, -um: cloudy
 subnubilus, -a, -um: slightly cloudy
 nubilosus, -a, -um: foggy, misty

Nouns

aer (neuter): weather, air

Adverbs

heri: yesterday
 hodie: today

Verbs

erat: he/she/it was

Day 2 Instructions and Resources

Tuesday, 4/21

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.


Methods of Payment: Cash: Read the passage and find two important facts, two advantages, and two disadvantages to add to the chart from Day 1. We will use the chart for the entire week.

Cash

The link to listen to this section is:

<https://cloud.swivl.com/v/6d7f56af623c2dd6fb891ce7fdbbc815>

Cash is money in the physical form, currency or coins, that can be used to exchange goods, debt, or services. In the United States, we use paper money such as \$1, \$5, \$10, \$20, etc. as well as coins such as pennies, nickels, dimes, and quarters. Cash is money you've already earned. That money belongs to you. When you pay with cash, you're using the money that you have today. If you do not have the cash with you to buy something, then you cannot purchase it. This helps many people to not **overdraw** (or take too much) from their money or account.

Name _____		Twelves			
$12 \times 7 = \underline{\quad}$	$12 \times 2 = \underline{\quad}$	$5 \times 12 = \underline{\quad}$	$2 \times 12 = \underline{\quad}$	$0 \times 12 = \underline{\quad}$	
$0 \times 12 = \underline{\quad}$	$5 \times 12 = \underline{\quad}$	$12 \times 12 = \underline{\quad}$	$12 \times 6 = \underline{\quad}$	$12 \times 8 = \underline{\quad}$	
$12 \times 4 = \underline{\quad}$	$12 \times 8 = \underline{\quad}$	$7 \times 12 = \underline{\quad}$	$12 \times 3 = \underline{\quad}$	$7 \times 12 = \underline{\quad}$	
$2 \times 12 = \underline{\quad}$	$6 \times 12 = \underline{\quad}$	$12 \times 3 = \underline{\quad}$	$7 \times 12 = \underline{\quad}$	$12 \times 3 = \underline{\quad}$	
$12 \times 9 = \underline{\quad}$	$12 \times 0 = \underline{\quad}$	$10 \times 12 = \underline{\quad}$	$4 \times 12 = \underline{\quad}$	$12 \times 1 = \underline{\quad}$	
$12 \times 5 = \underline{\quad}$	$12 \times 9 = \underline{\quad}$	$12 \times 4 = \underline{\quad}$	$12 \times 9 = \underline{\quad}$	$9 \times 12 = \underline{\quad}$	
$6 \times 12 = \underline{\quad}$	$12 \times 5 = \underline{\quad}$	$0 \times 12 = \underline{\quad}$	$3 \times 12 = \underline{\quad}$	$12 \times 4 = \underline{\quad}$	
$10 \times 12 = \underline{\quad}$	$3 \times 12 = \underline{\quad}$	$9 \times 12 = \underline{\quad}$	$6 \times 12 = \underline{\quad}$	$12 \times 3 = \underline{\quad}$	
$7 \times 12 = \underline{\quad}$	$12 \times 7 = \underline{\quad}$	$8 \times 12 = \underline{\quad}$	$12 \times 9 = \underline{\quad}$	$9 \times 12 = \underline{\quad}$	
$12 \times 12 = \underline{\quad}$	$12 \times 5 = \underline{\quad}$	$12 \times 12 = \underline{\quad}$	$7 \times 12 = \underline{\quad}$	$12 \times 6 = \underline{\quad}$	

Spalding

The video is here: [Spalding Day 2](#) or type in this link:
<https://cloud.swivl.com/v/1315387b45d614c4a74e4764cbb74bea>

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:

substance, substantial, tongue, triangle, variety

Literature and Writing

Read Chapter Six 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.

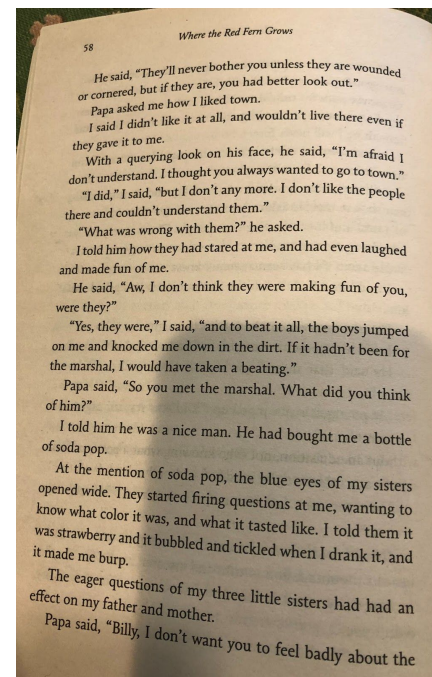
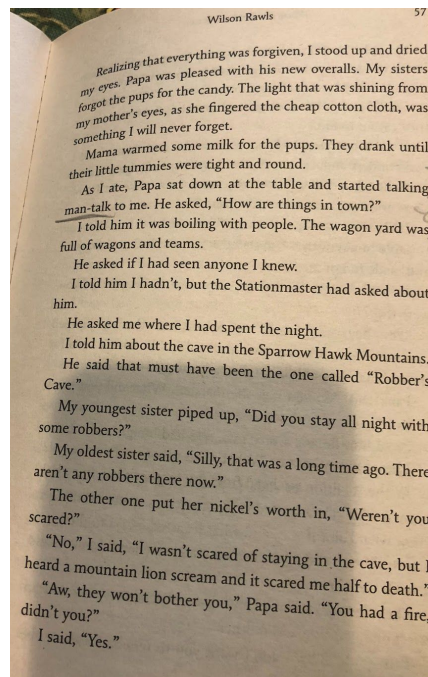
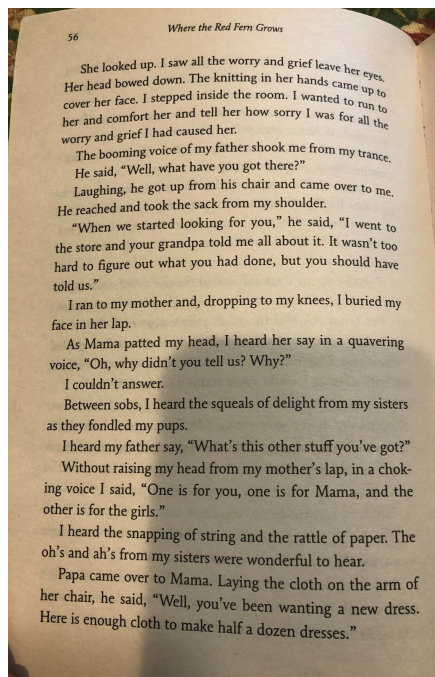
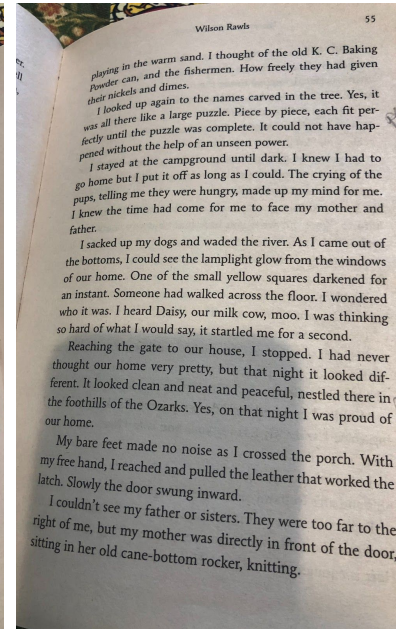
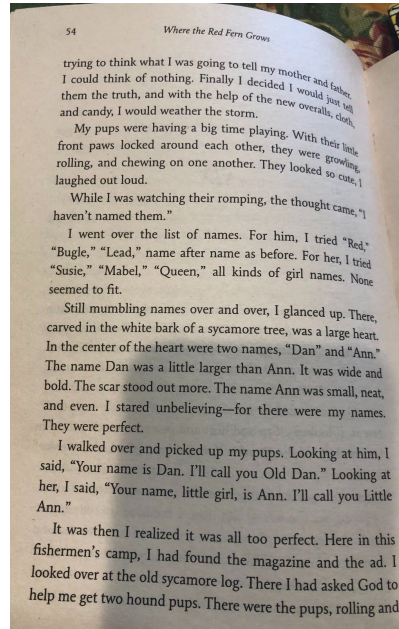
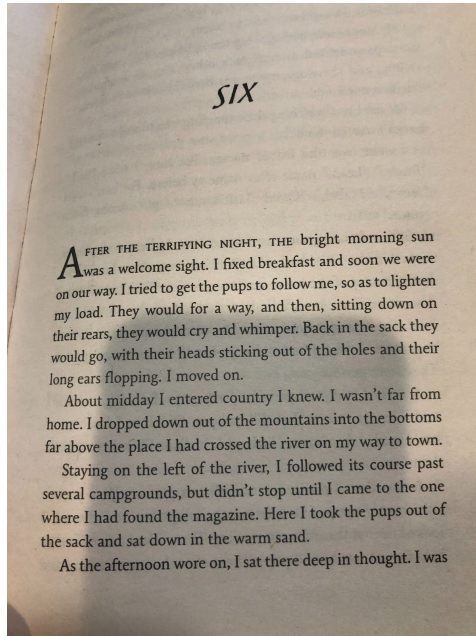
After reading...

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

1) Who does Billy believe helped him get his dogs? Why does he think this? How did he get this help?

2) Who does Billy tell about this insight?

Reading Accommodation: Listen to the audio book by clicking or typing in the link <https://www.youtube.com/watch?v=Aj3o9BSg2I8> and follow along with the text in your book. Stop at the end of Chapter Six.



Wilson Rawls

people in town. I don't think they were poking fun at you, anyway not like you think they were."
 "Maybe they weren't," I said, "but I still don't want to ever live in town. It's too crowded and you couldn't get a breath of fresh air."
 In a sober voice my father said, "Some day you may have to live in town. Your mother and I don't intend to live in these hills all our lives. It's no place to raise a family. A man's children should have an education. They should get out and see the world and meet people."
 "I don't see why we have to move to town to get an education," I said. "Hasn't Mama taught us how to read and write?"
 "There's more to an education than just reading and writing," Papa said. "Much more."
 I asked him when he thought we'd be moving to town.
 "Well, it'll be some time yet," he said. "We don't have the money now, but I'm hoping some day we will."
 From the stove where she was heating salt water for my feet, Mama said in a low voice, "I'll pray every day and night for that day to come. I don't want you children to grow up without an education, not even knowing what a bottle of soda pop is, or ever seeing the inside of a schoolhouse. I don't think I could stand that. I'll just keep praying and some day the good Lord may answer my prayer."
 I told my mother I had seen the schoolhouse in town. Again I had to answer a thousand questions for my sisters. I told them it was made of red brick and was bigger than Grandpa's store, a lot bigger. There must have been at least a thousand kids going to school there.

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I told all about the teeter-totters, the swings made out of log chains, the funny-looking pipe that ran up the side of the building, and how I had climbed up in it and slid out like the other kids. I didn't tell them how I came out.
 "I think that was a fire escape," Papa said.
 "Fire escape!" I said. "It looked like a slide to me."
 "Did you notice where it made that bend up at the top?" he asked.
 I nodded my head.
 "Well, inside the school there's a door," he said. "If the school gets on fire, they open the door. The children jump in the pipe and slide out to safety."
 "Boy, that's a keen way of getting out of a fire," I said.
 "Well, it's getting late," Papa said. "We'll talk about this some other time. We'd better get to bed as we have a lot of work to do tomorrow."
 My pups were put in the corncrib for the night. I covered them with shucks and kissed them good night.
 The next day was a busy one for me. With the hampering help of my sisters I made the little doghouse.
 Papa cut the ends off his check lines and gave them to me for collars. With painstaking care, deep in the tough leather I scratched the name "Old Dan" on one and "Little Ann" on the other. With a nail and a rock two holes were punched in each end of the straps. I put them around their small necks and laced the ends together with bailing wire.
 That evening I had a talk with my mother. I told her about praying for the two pups, about the magazine and the plans I had made. I told her how hard I had tried to find names for

Wilson Rawls 61

them and how strange it was finding them carved in the bark of a sycamore tree.
 With a smile on her face, she asked, "Do you believe God heard your prayer and helped you?" *Rhetorical question*
 "Yes, Mama," I said. "I know He did and I'll always be thankful."

Grammar

What is Onomatopoeia?



An Onomatopoeia is a word that sounds like its meaning.

Examples:

- | | | | | | |
|--------------|---------------|---------------|---------------|--------------|-------------|
| <i>creak</i> | <i>buzz</i> | <i>splash</i> | <i>cackle</i> | <i>vroom</i> | <i>ding</i> |
| <i>splat</i> | <i>rustle</i> | <i>squish</i> | <i>plink</i> | <i>hiss</i> | <i>pop</i> |

A. Underline the onomatopoeia in each sentence.

1. The dishes crashed to the floor.
2. The motor was humming all night.
3. Jake sniffled all day long.
4. We could hear the chicks peeping.
5. The door creaked as I opened it.
6. It is bad manners to slurp your soup.

A. Write an onomatopoeia for each of these sounds.

1. A snake _____
2. A campfire _____
3. A branch breaking _____
4. A dropped tomato _____
5. A bell _____
6. A person laughing _____
7. A door opening _____
8. Cars colliding _____
9. A loud water fall _____

B. Choose three onomatopoeias from above and use each one in a sentence.

1. _____

2. _____

3. _____

Poetry

Spend a few minutes practicing “A light exists in spring,” using the copy of the poem from Day One to help you. You can practice reciting while doing other tasks. Make sure to use feeling and expression!

Science

For today’s class, let’s start off with a **review of what we learned last week**:

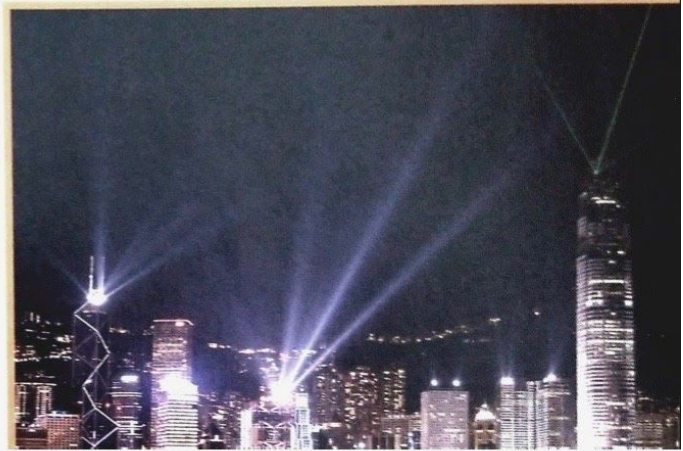
1. What was the mechanism that Galileo designed with the help of his discovery of pendulums? What was its function?

Now please **read pages 59-64** in your FOSS textbook (These are the same pages reprinted here). Then write down your answers to **questions 1-5** in complete sentences.

Light Interactions

Light is evidence of energy. Light comes from a **light source**. The **Sun** is a light source. A lightbulb is a light source. A flame is a light source. Anything that makes light is a light source. Can you think of any other light sources?

Light travels in rays. Light rays travel from a light source in straight lines in all directions. Light rays don't curve around things. They just travel straight. And they will travel forever if they don't run into anything.



A candle is a small light source. It is safe to look at a candle. When light rays from a candle flame enter your eyes, you can see the flame. If light rays from the flame don't enter your eyes, you can't see the flame. You can only see something if light travels from it into your eyes.

Reflected Light

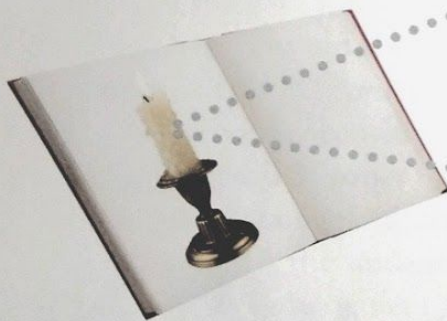
Can you see the picture of a candle on this page? If you can, light must be traveling from the picture into your eyes. But the picture of the candle is not making light. Where is the light coming from?

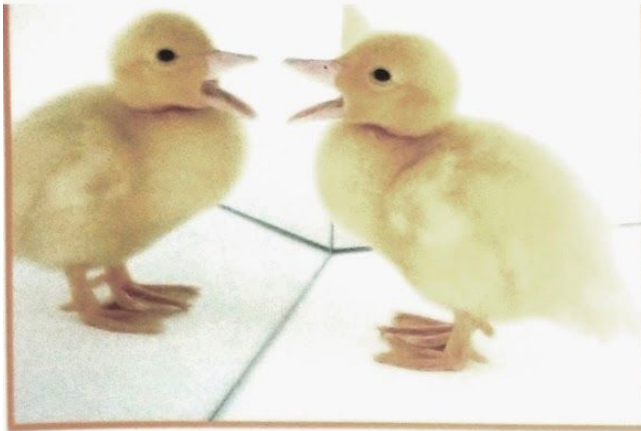
Look around. Are the lights on in the room? Is there a window where light can come in? That's where the light is coming from. Light from lightbulbs and the Sun is traveling to the candle picture. Then the light bounces off the picture into your eyes. Light bouncing off a surface is called **reflection**.

A lightbulb is a light source. Light rays travel from the source in straight lines. Some of the light rays strike the candle picture. The light rays reflect off the picture. When the light reflects, it changes direction. But it still travels in a straight line. When light from the candle picture reflects into your eyes, you see the picture.



A candle flame is a light source.





A duck and its reflection in a mirror

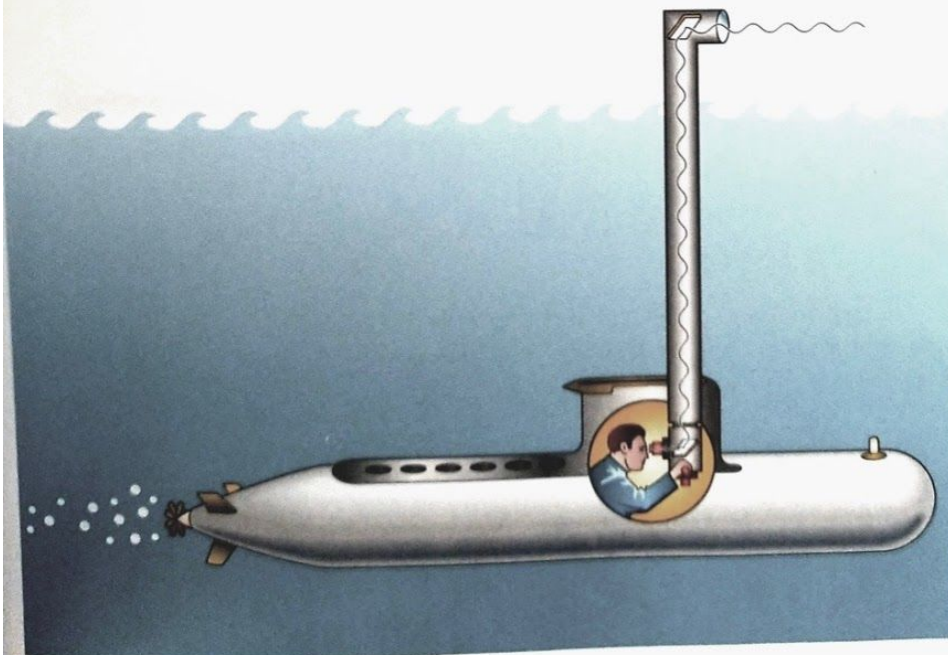


A mirror can show what is behind you.

Mirrors

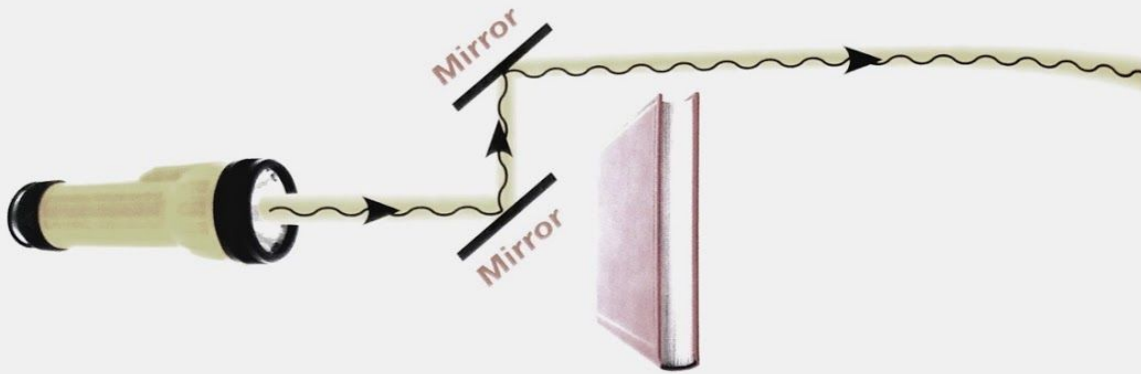
What do you see when you look in a **mirror**? Often you see yourself, but not always. You can hold a mirror to see things in other directions. In fact, if you hold a mirror just right, you can see objects behind you. It's like having eyes in the back of your head.

Mirrors are shiny surfaces that reflect light. You can use a mirror to reflect light into your eyes. That's how you are able to see yourself in a mirror. That's how drivers can see what's going on behind them. And that's how sailors in submarines look around the ocean's surface. They use a device with two mirrors called a periscope.

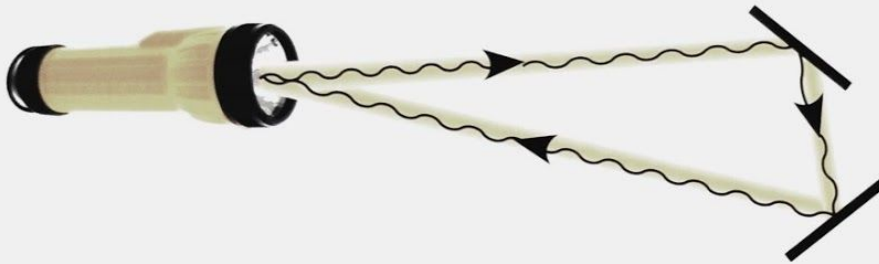


A submarine periscope can show what is above you.

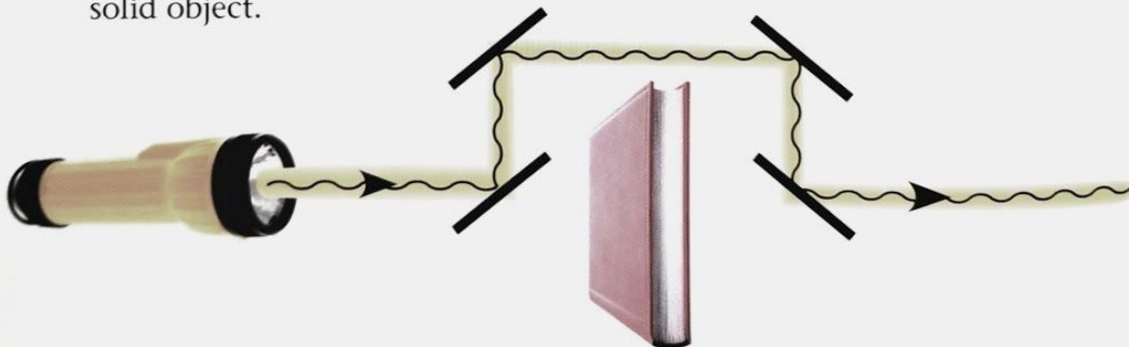
Mirrors can also be used to change the direction of a beam of light. Mirrors can direct light around an object.



Two mirrors can direct light back to the source.

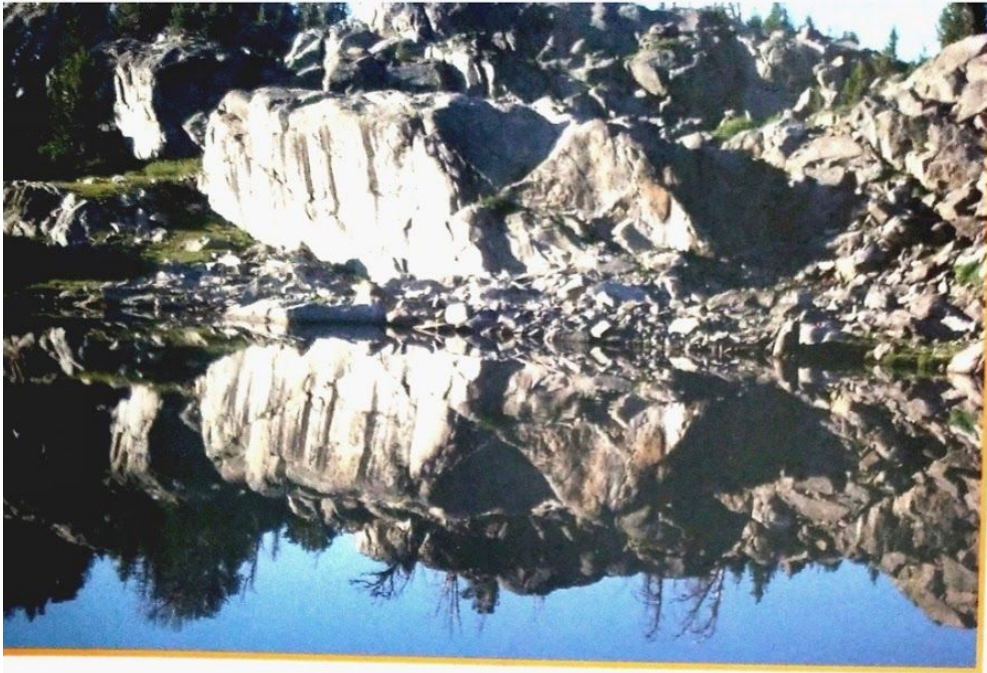


With four mirrors, you can make it look like light shines through a solid object.



Two mirrors can be used to reflect light in two directions at the same time.



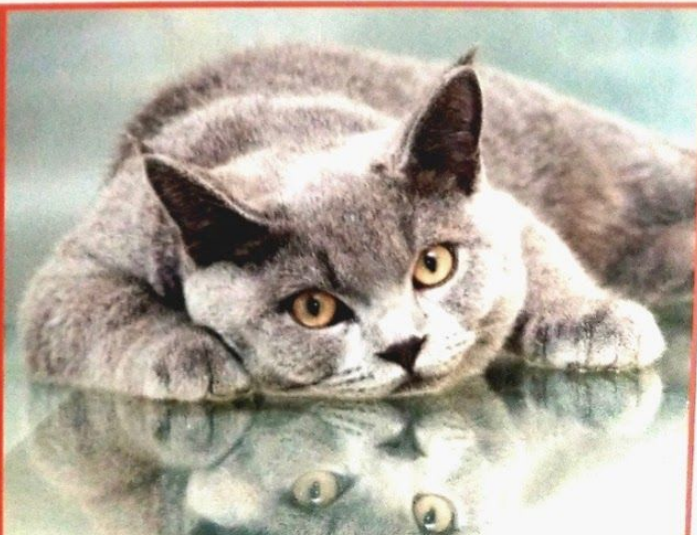


Smooth water reflects light.

Other smooth, flat surfaces can act like mirrors. Sometimes you can see your reflection in a glass window. The surface of a calm lake can reflect light, too.

Did you ever look at your reflection in a shiny spoon? Something funny happens. On the back of the spoon, you look tall and skinny. In the bowl of the spoon, you look small and upside down. Curved surfaces reflect light in interesting ways.

Spoon reflections are fun. Glass reflects light to show this cat's reflection.



Refraction

Light travels at different speeds through different materials. It moves very fast through air, but it moves slowly through things that are more dense than air. The more dense the substance, the more slowly light travels through it. When light rays move from one material to another, the change in speed causes the rays to bend. We call this bending of light rays **refraction**.

One example of refraction is the way a straw in a glass of water looks when viewed from the side. Light reflected from the bottom of the straw travels through water, glass, and air before it reaches your eyes. Light reflected from the top of the straw travels through only air and glass. The differences in the way light rays bend cause the straw to appear as if it is in two pieces.

A hot surface can change the density of air just above it. When that happens, light is refracted where the hot air meets a layer of cooler air. The refraction makes you think you see something that is not there. This illusion is called a mirage. On some days, you might see a mirage that looks like a pool of water above a hot, paved road that is completely dry.



1. What must happen for you to see an object?

2. What happens when light reflects?

3. What kind of surfaces reflect light?

4. What can you use a mirror for?

5. What happens when light refracts? Describe an example you have observed.

Art (15 minutes)

Weaving Unit-Introduction

Weaving is the art of creating fabric. Using a loom (a frame used to support weaving) artists interlace threads, yarns, or even paper to form fabric. Weaving has been an art dating back as early as the Paleolithic era. During the Middle Ages and later during the Renaissance, artists wove tapestries in order to document history or religious scenes. One of the most notable tapestries is the *Bayeux Tapestry* which documents the Battle of Hastings.



Bayeux Tapestry, c. 1070

Please read and copy these terms onto a clean piece of paper or in a notebook for safe keeping. We will be using these terms throughout our weaving unit.

General Weaving Terms

Weaving – a method of fabric production. Two distinct sets of threads, fabric strips, string, yarn, paper etc, are interlaced at right angles to form a piece of woven fabric or cloth.

Yarn – fibers such as cotton, wool or silk that have been twisted into long strands.

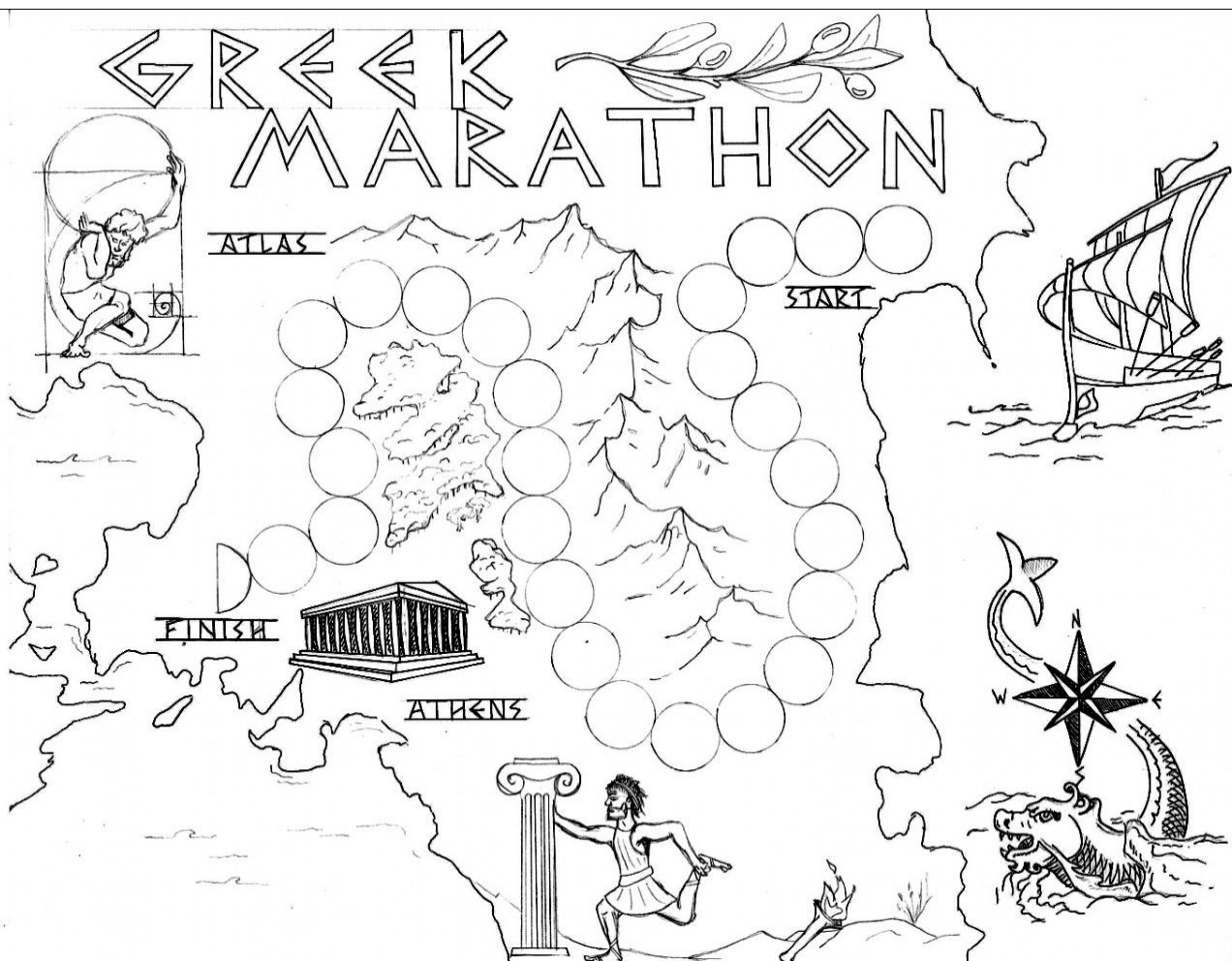
Warp – the vertical threads which form the base of the weaving; to warp means to string the threads onto a loom

Weft – the horizontal threads which are woven across the warp the yarn or other material that has been woven through the warp

Loom – a frame or machine on which weaving is done.

Selvedge – (selvage) – the edge on either side of a woven fabric, finished so as to prevent unraveling. Don't pull tight; keep even.

P.E.



5 minute Warm-up:

- 60 seconds straight of jumping-jacks
- 30 second break
- 60 seconds straight of clam-curls
- 30 second break
- 60 seconds straight of planks
- 60 seconds straight of frog-hops

10 minute start on your Marathon challenge!

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

Steps:

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

Tips:

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

Day 3 Instructions and Resources

Wednesday, 4/22

Math

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.

Methods of Payment: Debit Card: Read the passage and find two important facts, two advantages, and two disadvantages to add to the chart from Day 1. We will use the chart for the entire week.

Debit Card


The link to listen to this section is:

<https://cloud.swivl.com/v/5f59ff44e1021569aa926270a76e39af>

A **debit card** is a card that is linking to your checking account. You can use it anywhere that a credit card is accepted. It allows you to access your account at different stores throughout town. You can also use it at an **ATM** (automated teller machine). It will take the money directly out of your checking account and give you cash. You will receive a **PIN** (personal identification number) to allow you to use the card at the store or ATMs.

You can overdraw your account with a debit card. Some banks allow you to overdraw your account to a certain dollar amount and simply charge you a fee for each **transaction** (the actions of taking money or adding money). It is important to keep a **running balance** (accurate or up-to-date) on your checking account so that you know how much money you have available to you.

One of the biggest precautions you need to take with your debit card is to make sure that it, or the information, is not stolen. If your card is physically stolen, you need to call the bank immediately and cancel the card. Criminals might hack a website and steal the card information and then use it to make purchases online. If you find unauthorized transactions in your account, you need to call the bank immediately to find out what happened.

Name _____				
Mixed Facts 0-12				
$5 \times 10 = \underline{\quad}$	$9 \times 2 = \underline{\quad}$	$12 \times 1 = \underline{\quad}$	$4 \times 9 = \underline{\quad}$	$4 \times 9 = \underline{\quad}$
$4 \times 9 = \underline{\quad}$	$2 \times 8 = \underline{\quad}$	$3 \times 11 = \underline{\quad}$	$2 \times 9 = \underline{\quad}$	$3 \times 3 = \underline{\quad}$
$9 \times 6 = \underline{\quad}$	$5 \times 8 = \underline{\quad}$	$2 \times 9 = \underline{\quad}$	$3 \times 5 = \underline{\quad}$	$12 \times 2 = \underline{\quad}$
$5 \times 8 = \underline{\quad}$	$0 \times 5 = \underline{\quad}$	$5 \times 10 = \underline{\quad}$	$2 \times 9 = \underline{\quad}$	$5 \times 9 = \underline{\quad}$
$3 \times 4 = \underline{\quad}$	$4 \times 7 = \underline{\quad}$	$2 \times 4 = \underline{\quad}$	$8 \times 9 = \underline{\quad}$	$5 \times 5 = \underline{\quad}$
$12 \times 7 = \underline{\quad}$	$3 \times 7 = \underline{\quad}$	$4 \times 7 = \underline{\quad}$	$8 \times 2 = \underline{\quad}$	$10 \times 9 = \underline{\quad}$
$5 \times 10 = \underline{\quad}$	$2 \times 9 = \underline{\quad}$	$6 \times 3 = \underline{\quad}$	$11 \times 2 = \underline{\quad}$	$2 \times 3 = \underline{\quad}$
$2 \times 5 = \underline{\quad}$	$5 \times 0 = \underline{\quad}$	$1 \times 8 = \underline{\quad}$	$8 \times 10 = \underline{\quad}$	$3 \times 9 = \underline{\quad}$
$12 \times 4 = \underline{\quad}$	$8 \times 2 = \underline{\quad}$	$7 \times 12 = \underline{\quad}$	$2 \times 9 = \underline{\quad}$	$4 \times 2 = \underline{\quad}$
$4 \times 12 = \underline{\quad}$	$12 \times 4 = \underline{\quad}$	$3 \times 9 = \underline{\quad}$	$8 \times 1 = \underline{\quad}$	$5 \times 8 = \underline{\quad}$

Spalding

The Spalding video is here: [Spalding Day 3](https://cloud.swivl.com/v/9bd0e1f87b44fc0066b5f71688c00698) or type in this link:

<https://cloud.swivl.com/v/9bd0e1f87b44fc0066b5f71688c00698>

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:

vehicle, vicinity, volunteer, welfare, yacht

Literature and Writing

Read pages 62-70 in Chapter Seven 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...

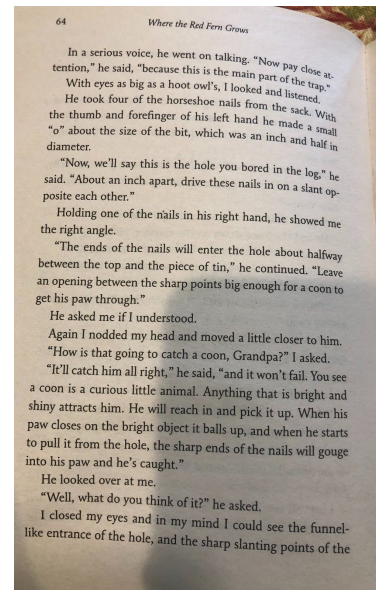
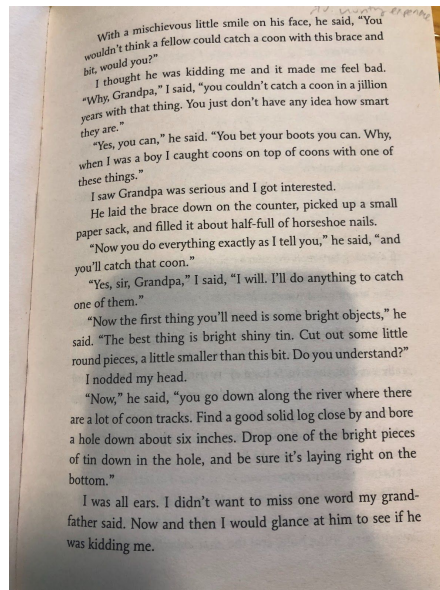
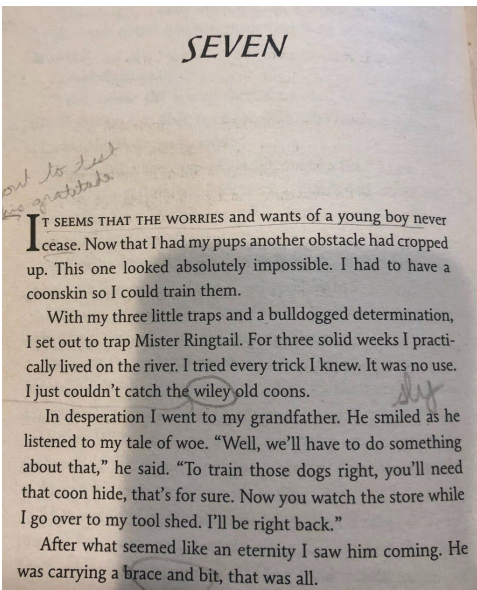
- When you are finished reading, answer the following question using complete sentences and correct spelling and grammar.

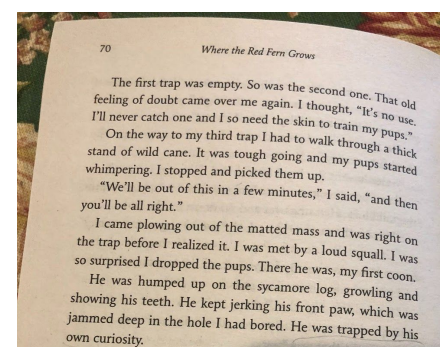
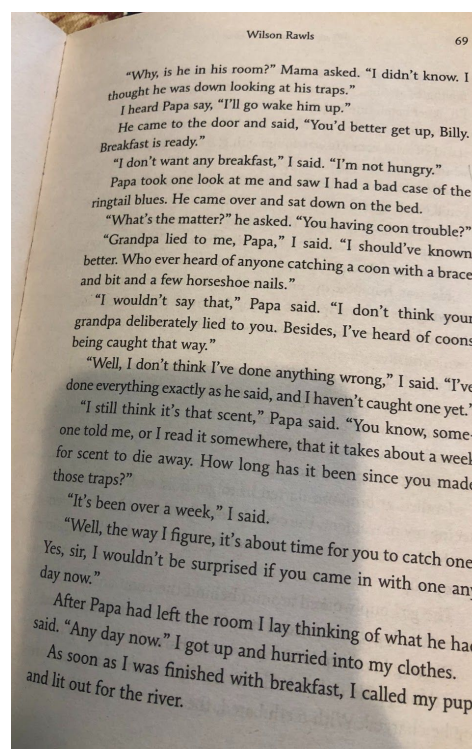
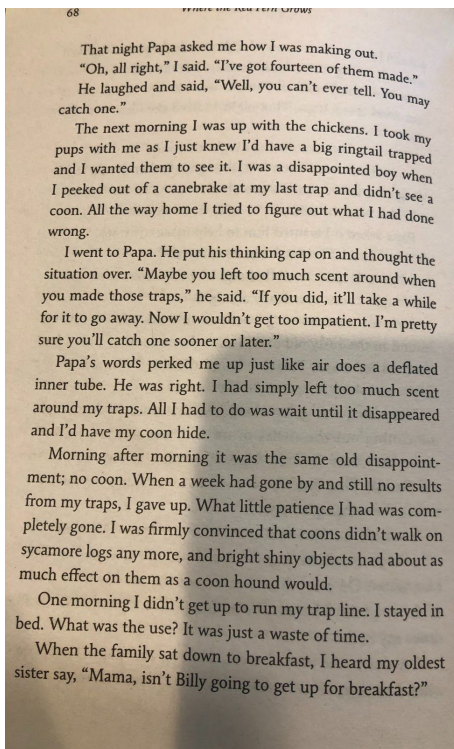
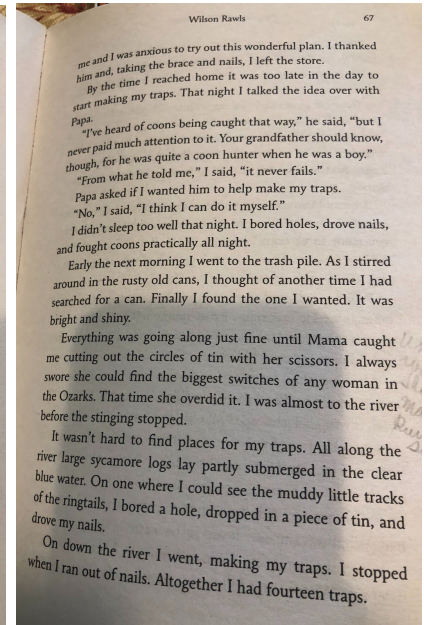
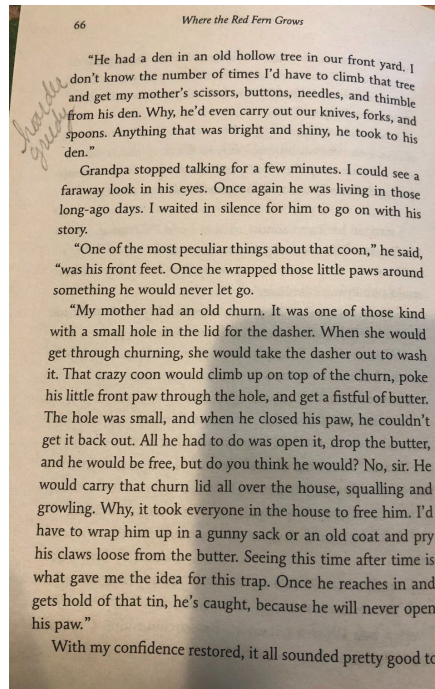
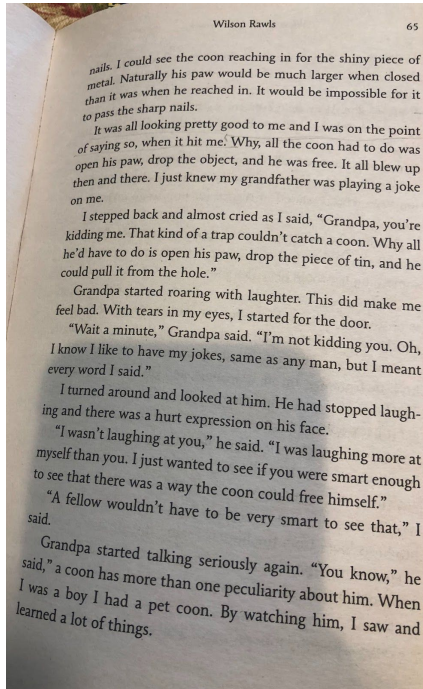
1) What is Grandpa's profession? What does he also know alot about and how does he help Billy?

2) Why does Grandpa's suggestion work? What is the character of a coon?

Reading Accommodation: Listen to the audio book by clicking or typing in the link

<https://youtu.be/AJ3o9BSg2I8?t=706> and follow along with the text in your book. Stop at "He was trapped by his own curiosity."





Grammar

What is Alliteration?



Alliteration is when the beginning sound of a word is repeated two or more times in a phrase or sentence.

Examples:



Tommy took two tomatoes. Please pass the plate. beautiful, blue butterflies

Use at least three words from each box to create an alliterative sentence (you can use other words too).

1.

sauce, slipped, sorry
said, Sam, saw, some

2.

planted, pot, petunias,
pretty, Paul, picked

3.

lizards, lazy, limply,
lumps, like, laying, live

4.

wondered, we, which,
what, Wanda, would

5.

Cory, crabs, kept,
cove, catching, kid

6.

cheddar, choked,
cheap, cheese, Chad

Poetry

Spend a few minutes practicing “A light exists in spring,” using the copy of the poem from Day One to help you. You can practice reciting while doing other tasks. Make sure to use feeling and expression!

History

Reconstruction Part Three: Politics and the End of Reconstruction

As you read last week, while Lincoln and later Johnson wanted Reconstruction to focus on healing the country, the Radical Republicans in Congress were more concerned with making the South pay for their rebellion. This extended to wanting to control the Southern governments as well. The Republicans put the South under “martial law.” The South was divided into five military districts, and the army was expected to maintain order and ensure that the goals of Reconstruction were being carried out. The Radical Republicans forbade any man who had been an officer in the Confederate Army from holding a public office. Instead, government positions in the South were filled by Northerners who moved South, Southerners who worked with Northerners, and former slaves.

The Southerners, as you might imagine, disliked this arrangement, which prevented them from taking control in their states. They came up with several insults for those who supported Reconstruction. For instance, they referred to the Northerners who came South as “**Carpetbaggers**,” after the carpet bags they used as suitcases when moving south. They called the Southerners who supported Reconstruction as “**Scalawags**,” which means “rascals” or “scoundrels.”

As you read last week, Union hero **Ulysses S. Grant** was elected president after Andrew Johnson in 1868. Grant remained in office for the next eight years. However, by 1876, both Southerners and Northerners were tired of Reconstruction. Southerners wanted to regain control of their governments. Northerners were by now more interested in developing their factories and industrial accomplishments. Many of the Radical Republicans had either passed away or been replaced by other people in Congress. By 1876, only three states (Louisiana, Florida, and South Carolina) still had Reconstruction governments.

In the election of 1876, Democrat **Samuel J. Tilden** ran against Republican **Rutherford B. Hayes**. At first, it appeared that Tilden had won, but Republican leaders in Louisiana, Florida, and South Carolina challenged many of the votes for Tilden and discarded them. They claimed that a recount of the votes was needed. Congress established a committee of men from the Supreme Court and from Congress to decide the question, and they formed what would be called the “**Compromise of 1877**.” The Democrats would support Hayes in exchange for the end of Reconstruction and the removal of the army from the South. In addition, one Southerner would be appointed to the president’s cabinet. Finally, funding would be granted to construct the Texas and Pacific Railroad. With the Compromise of 1877, Reconstruction was officially over - and the United States could now focus more on the Industrial Revolution.

Please answer the following questions using complete sentences. Be sure to use correct spelling and grammar.

1. Who were “Carpetbaggers?” Who were “Scalawags?”

2. What were the decisions of the Compromise of 1877?

Music

1) **Warm-up:** Sing *Auld Lang Syne*. (“Should auld acquaintance be forgot...”) If you have a tuner or instrument at home, the song starts on middle C! For a challenge, sing each verse at a different dynamic level.

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

Stick Notation
┌
⋈
J

To the left we have a quarter note (ta), two eighth notes (ti-ti), a quarter rest (one beat of silence!), a half note (tu), and 4 sixteenth notes (tika-tika). Count each of these rhythms individually while saying the syllables. Then, sight read the rhythm of this song! It involves combining 2 sixteenth notes with an eighth note (tika-ti). It may take a few tries to get it smooth.

Over the River (Charlie)

O - ver the riv - er to feed my sheep. O - ver the riv - er to Char - lie,

O - ver the riv - er to feed my sheep and feed them well on bar - ley.

Bonus: Write the name of each note over it!

- 3) Enrichment (extra):** Listen to the first 10 minutes of the first movement of the Tchaikovsky Violin Concerto. This performance is by Jascha Heifetz, one of the greatest violinists of all time. Tchaikovsky dedicated this piece to Leopold Auer, who was Heifetz's teacher. Listen for how the symphony supports (and at times echoes) the solo part.
<https://safeYouTube.net/w/FSc6>

Latin

Reading (3-5 min.)

Today we will be continuing in Chapter Six with reading and comprehension questions--and encountering a new case!

Read the Latin passage aloud, slowly, and look up any words you need to in your vocabulary sheets, notebook, or in the word bank below.

Mēdus abest ā dominō suō. Estne in oppidō Tūsculō? Mēdus Tūsculī nōn est; neque Rōmae est Mēdus, sed in viā Latīnā inter Rōmam et Tūsculum.

Word Bank

abest: he/she/it is absent, is away from
ā/ab (prep. + Abl.): from, away from
inter (prep. + Acc.): between
suus, sua, suum: his/her/its own
neque: nor, and not
viā, -ae: road, way

Comprehension Questions (3-4 min.)

1. Is Medus with his master Iulius?
2. Is Medus in Rome?

New Case: the Locative (5-6 min.)

- Look at the two underlined words in the passage above: Tūsculī and Rōmae. As you may be able to tell, *Tūsculī* = *in oppidō Tūsculō*, and *Rōmae* = *in oppidō Rōmā*. These words are in the **locative** case, one of our less-common cases.
- (Can you name the other less-common case? _____). Check your answer in the solutions section after you finish this lesson.)
- The locative case, for the declensions we know, has the **same endings as the genitive case**.
- So, if you see the name of a place (whether a common noun like *vīlla*, or a proper noun like *Rōma*) that appears to have a genitive ending, but does not make sense when read as “of [the noun],” consider that it might be in the locative case, telling you “in/at [the noun].”
- Repeat the following sentence aloud, slowly, ten times. Try to memorize it.
“The locative case tells where someone is, and has the same endings as the genitive case.”

Day 4 Instructions and Resources

Thursday, 4/23

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.

Methods of Payment: Credit Card: Read the passage and find two important facts, two advantages, and two disadvantages to add to the chart from Day 1. We will use the chart for the entire week.

Credit Card


The link to listen to this section is:

<https://cloud.swivl.com/v/612f1b8851350226c0f29b1412e02ca7>

A **credit card** allows you to borrow money from a bank to make purchases, whether you're buying a burger or a round-trip ticket to another country. As long as you pay back the money you borrow within the "**grace period**" of 25-30 days, you don't have to pay extra. If you don't pay it back in that time period, you'll have to pay **interest**, a percentage of the money you owe the bank, on top of what you borrowed.

You can make a large purchase now and pay it off in smaller amounts over time with a credit card. But be careful, you can easily dig yourself into debt if you're not careful about your spending. Carrying credit cards is more convenient and safer than carrying cash. Credit cards are widely accepted at stores whereas personal checks are not. Using a credit card can help you build good credit, which will be important later on for buying a home or a car. Missing payments or maxing out

a credit card can cause your credit score to go down, making it hard to buy a home or a car.

Name _____		Mixed Facts 0-12			
$5 \times 8 =$ _____	$11 \times 2 =$ _____	$11 \times 3 =$ _____	$1 \times 12 =$ _____	$6 \times 9 =$ _____	
$3 \times 8 =$ _____	$2 \times 9 =$ _____	$2 \times 2 =$ _____	$11 \times 0 =$ _____	$3 \times 8 =$ _____	
$2 \times 4 =$ _____	$3 \times 6 =$ _____	$5 \times 6 =$ _____	$12 \times 9 =$ _____	$2 \times 10 =$ _____	
$2 \times 9 =$ _____	$4 \times 3 =$ _____	$4 \times 5 =$ _____	$5 \times 6 =$ _____	$1 \times 12 =$ _____	
$7 \times 3 =$ _____	$2 \times 6 =$ _____	$2 \times 7 =$ _____	$6 \times 4 =$ _____	$9 \times 8 =$ _____	
$5 \times 10 =$ _____	$1 \times 9 =$ _____	$12 \times 6 =$ _____	$4 \times 0 =$ _____	$4 \times 10 =$ _____	
$11 \times 2 =$ _____	$8 \times 7 =$ _____	$3 \times 10 =$ _____	$3 \times 9 =$ _____	$2 \times 11 =$ _____	
$2 \times 0 =$ _____	$9 \times 5 =$ _____	$4 \times 9 =$ _____	$7 \times 8 =$ _____	$3 \times 9 =$ _____	
$12 \times 8 =$ _____	$8 \times 4 =$ _____	$5 \times 8 =$ _____	$5 \times 4 =$ _____	$2 \times 6 =$ _____	
$1 \times 4 =$ _____	$9 \times 3 =$ _____	$2 \times 0 =$ _____	$8 \times 9 =$ _____	$8 \times 4 =$ _____	

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. Write the word. Remember to say the phonograms aloud as you write.
4. Repeat for each assigned word.
5. When you have finished the word list, read for spelling (read only individual sounds in each word).
6. Read for reading (read the whole word).

Today's Words:

sections, square, standard, structure, structural, substance, substantial, tongue, triangle, variety, vehicle, vicinity, volunteer, welfare, yacht

Literature and Writing

Read pages 70-78 in Chapter Seven 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...

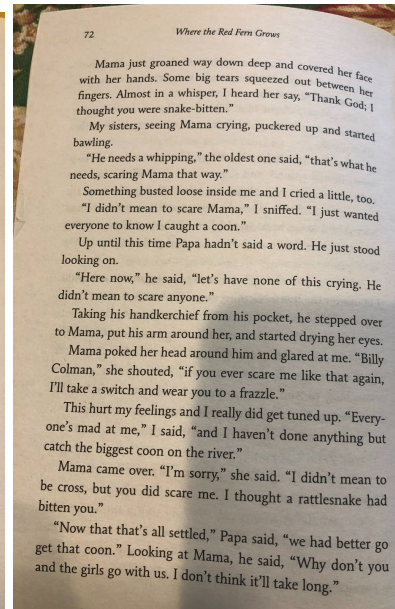
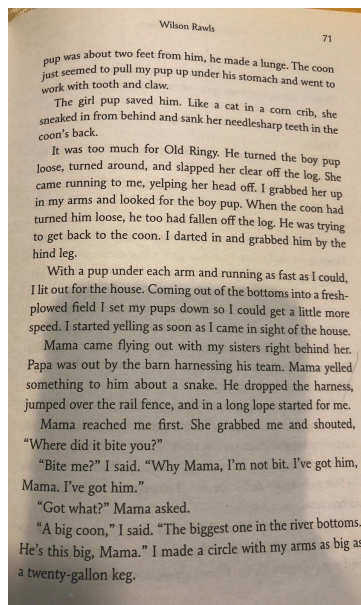
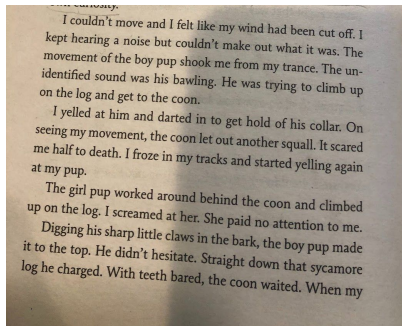
- When you are finished reading, answer the following question using complete sentences

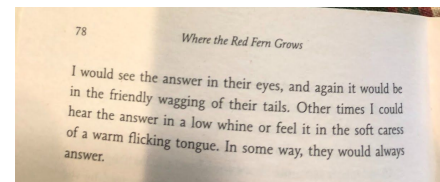
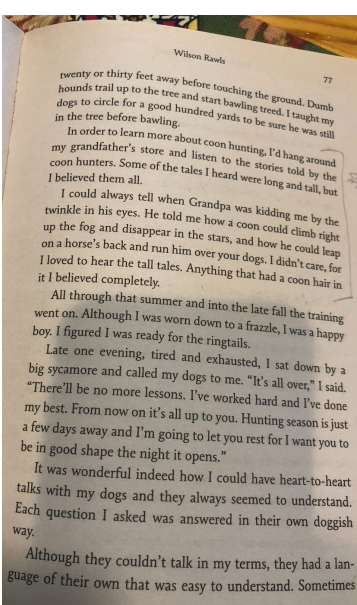
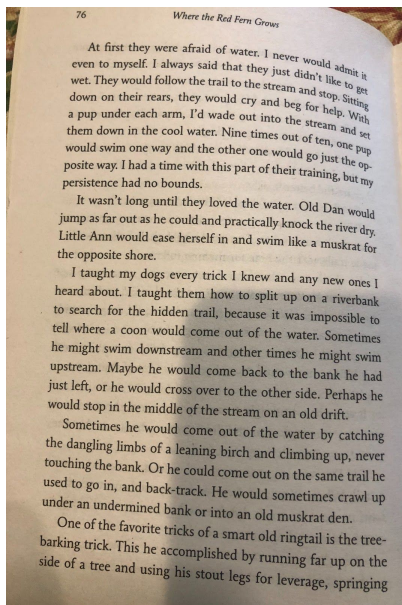
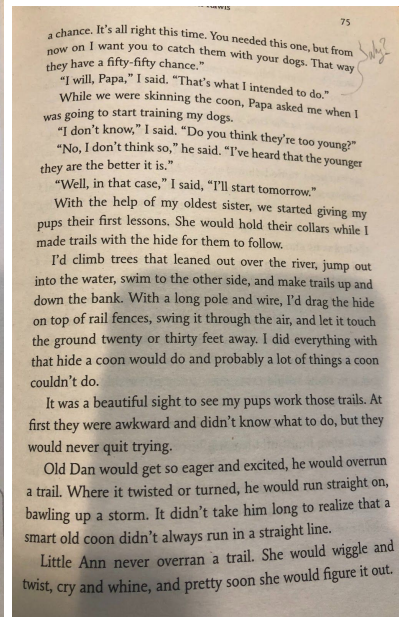
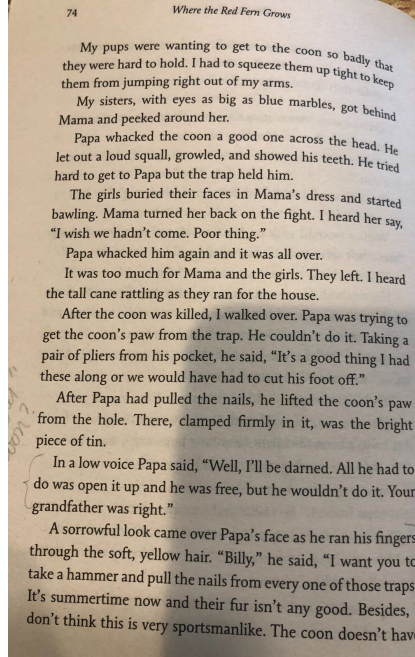
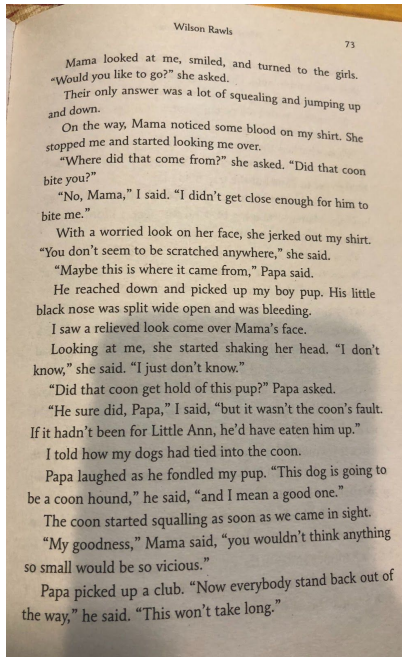
and correct spelling and grammar.

1) Why do Pa and Billy decide not to use the traps to catch more coons?

2) How did Billy train his dogs? Besides preparing them for the hunt, what else did training do for Billy and his dogs?

Reading Accommodation: Listen to the audio book by clicking or typing in the link <https://youtu.be/AJ3o9BSg2I8?t=1474> and follow along with the text in your book. We pick up today where we left off yesterday after the sentence, "He was trapped by his own curiosity."





Grammar

Figurative Language Review

You will need to go on a walk for this activity. Take this paper and a pencil along with a clipboard if you have one. Try to write an original sentence for each figure of speech about what you observe around you.

Simile
Metaphor
Hyperbole
Personification
Alliteration
Onomatopoeia

1. Write an idiom which is also a metaphor. _____

2. Write a simile that contains an onomatopoeia. _____

3. Write a sentence that contains both personification and simile. _____

4. Write an alliterative sentence that includes at least one onomatopoeia. _____

5. Write a simile that also contains hyperbole. _____

Poetry

Spend a few minutes practicing “A light exists in spring,” using the copy of the poem from Day One to help you. You can practice reciting while doing other tasks. Make sure to use feeling and expression! Remember, you are going to recite it for an adult tomorrow!

Science

For today’s class, we are investigating light rays. Use the instructions below for an activity with **a mirror and sunlight**, but you may also use **a flashlight** in place of sunlight to observe how light rays interact with a mirror’s surface. Play with different angles! Add *another* mirror to your experiment, if you have extra. **What happens? Record observations in your Science notebook.**

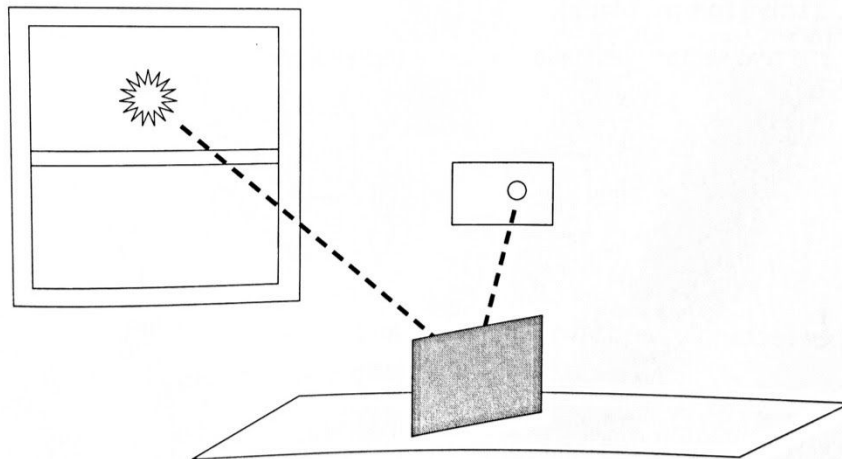
If you do not have a flashlight or mirror, you can investigate how light travels through different materials instead. You will need **a pencil** and **a clear cup** (filled halfway up with water) for another short activity. Place the pencil in the cup of water at an angle. **What happens to the pencil? Does it look different? Why? Record observations in your Science notebook.**

Finally, please **draw your findings** in the Performance Assessment on the next page.

Safety Note: Never look directly at the Sun or reflect sunlight in a person’s eyes. Both can damage eyes.

The Sun seems to move across the sky because Earth is turning on its axis. You can use a mirror to observe the movement. Here’s how.

Find a window where light from the Sun shines in. Position a mirror to reflect sunlight onto a wall. Tape a piece of paper there. Mark the center of the reflection of the Sun. Wait 10 minutes and mark the center of the reflection again. Did the reflection move? Why?



Performance Assessment—Light

Demonstrate that light travels in a straight line and can be reflected and refracted.

1. Draw a picture to show how light travels in a straight line until it strikes an object.

2. Draw a picture to show light being reflected.

3. Draw a picture to show light being refracted.

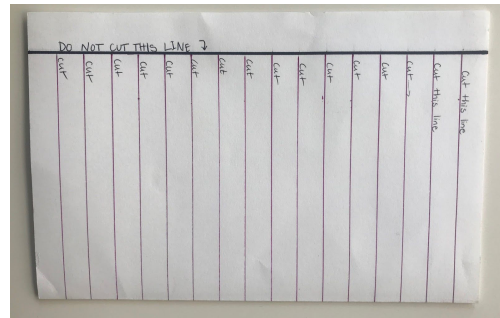
Art (15 Minutes)

Weaving Unit: Making the Loom

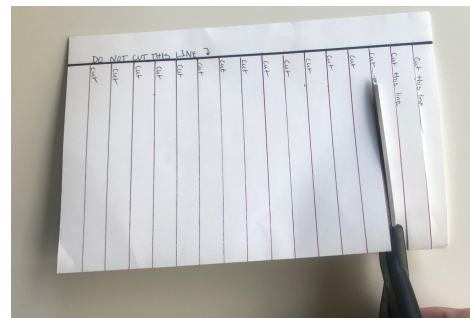
Materials: Scissors, extra paper, pencil

Step 1: Trace the loom template onto a new piece of paper. Make sure you trace all of the lines!

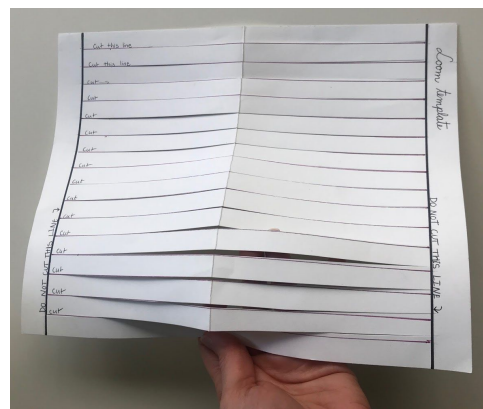
Step 2: fold the traced loom in half on the dotted line so that the lines are visible.



Step 3: using scissors and starting on the creased or folded side of the paper, cut along the lines that say "cut". Cut through the two layers of folded paper. Make sure you do not cut along any of the lines labeled "DO NOT CUT THIS LINE".



Step 4: Unfold the loom and place it in a safe spot so that it may be used for next class!



Loom template

DO NOT CUT THIS LINE ↓

Step 1: Fold Along this dotted line

Cut this line

Cut this line

Cut →

Cut

Cut

Cut

Cut

Cut

Cut

Cut

Cut

Cut

Cut

Cut

Cut

Cut

DO NOT CUT THIS LINE ↑

P.E.

5 minute Warm-Up:

Create whichever 5 minute work-out you would like. Make sure to challenge yourselves. Fill in the chart below:

- 60 seconds of:
- 30 second break
- 60 seconds of:
- 30 second break
- 60 seconds of:
- 60 seconds of:

10 Minute game of the “Trash Can Sock Toss:”

For this game you will need:

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

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

Day 5 Instructions and Resources

Friday, 4/24

Math

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 Quiz: Please complete the short quiz about Tax and Income. In number 1, it does have percentages but think about those as decimals. Consider which would be larger and therefore charging more to the purchase.

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$$\begin{array}{r} 4 \\ \times 9 \\ \hline \end{array} \quad \begin{array}{r} 10 \\ \times 4 \\ \hline \end{array} \quad \begin{array}{r} 9 \\ \times 4 \\ \hline \end{array} \quad \begin{array}{r} 1 \\ \times 7 \\ \hline \end{array} \quad \begin{array}{r} 4 \\ \times 4 \\ \hline \end{array} \quad \begin{array}{r} 12 \\ \times 10 \\ \hline \end{array} \quad \begin{array}{r} 6 \\ \times 8 \\ \hline \end{array} \quad \begin{array}{r} 5 \\ \times 3 \\ \hline \end{array} \quad \begin{array}{r} 9 \\ \times 12 \\ \hline \end{array} \quad \begin{array}{r} 4 \\ \times 7 \\ \hline \end{array}$$

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$$\begin{array}{r} 3 \\ \times 12 \\ \hline \end{array} \quad \begin{array}{r} 9 \\ \times 11 \\ \hline \end{array} \quad \begin{array}{r} 9 \\ \times 1 \\ \hline \end{array} \quad \begin{array}{r} 6 \\ \times 7 \\ \hline \end{array} \quad \begin{array}{r} 10 \\ \times 9 \\ \hline \end{array} \quad \begin{array}{r} 2 \\ \times 5 \\ \hline \end{array} \quad \begin{array}{r} 9 \\ \times 1 \\ \hline \end{array} \quad \begin{array}{r} 11 \\ \times 4 \\ \hline \end{array} \quad \begin{array}{r} 5 \\ \times 7 \\ \hline \end{array} \quad \begin{array}{r} 8 \\ \times 12 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \\ \times 8 \\ \hline \end{array} \quad \begin{array}{r} 2 \\ \times 3 \\ \hline \end{array} \quad \begin{array}{r} 8 \\ \times 11 \\ \hline \end{array} \quad \begin{array}{r} 3 \\ \times 10 \\ \hline \end{array} \quad \begin{array}{r} 5 \\ \times 2 \\ \hline \end{array} \quad \begin{array}{r} 12 \\ \times 3 \\ \hline \end{array} \quad \begin{array}{r} 8 \\ \times 3 \\ \hline \end{array} \quad \begin{array}{r} 5 \\ \times 1 \\ \hline \end{array} \quad \begin{array}{r} 4 \\ \times 4 \\ \hline \end{array} \quad \begin{array}{r} 3 \\ \times 8 \\ \hline \end{array}$$

$$\begin{array}{r} 10 \\ \times 1 \\ \hline \end{array} \quad \begin{array}{r} 7 \\ \times 9 \\ \hline \end{array} \quad \begin{array}{r} 8 \\ \times 1 \\ \hline \end{array} \quad \begin{array}{r} 9 \\ \times 11 \\ \hline \end{array} \quad \begin{array}{r} 11 \\ \times 4 \\ \hline \end{array} \quad \begin{array}{r} 9 \\ \times 1 \\ \hline \end{array} \quad \begin{array}{r} 2 \\ \times 9 \\ \hline \end{array} \quad \begin{array}{r} 4 \\ \times 5 \\ \hline \end{array} \quad \begin{array}{r} 6 \\ \times 1 \\ \hline \end{array} \quad \begin{array}{r} 5 \\ \times 5 \\ \hline \end{array}$$

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$$\begin{array}{r} 8 \\ \times 12 \\ \hline \end{array} \quad \begin{array}{r} 6 \\ \times 10 \\ \hline \end{array} \quad \begin{array}{r} 10 \\ \times 10 \\ \hline \end{array} \quad \begin{array}{r} 12 \\ \times 7 \\ \hline \end{array} \quad \begin{array}{r} 7 \\ \times 1 \\ \hline \end{array} \quad \begin{array}{r} 3 \\ \times 5 \\ \hline \end{array} \quad \begin{array}{r} 3 \\ \times 7 \\ \hline \end{array} \quad \begin{array}{r} 9 \\ \times 9 \\ \hline \end{array} \quad \begin{array}{r} 6 \\ \times 8 \\ \hline \end{array} \quad \begin{array}{r} 9 \\ \times 4 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ \times 8 \\ \hline \end{array} \quad \begin{array}{r} 4 \\ \times 8 \\ \hline \end{array} \quad \begin{array}{r} 3 \\ \times 5 \\ \hline \end{array} \quad \begin{array}{r} 12 \\ \times 11 \\ \hline \end{array} \quad \begin{array}{r} 12 \\ \times 5 \\ \hline \end{array} \quad \begin{array}{r} 12 \\ \times 5 \\ \hline \end{array} \quad \begin{array}{r} 1 \\ \times 11 \\ \hline \end{array} \quad \begin{array}{r} 5 \\ \times 4 \\ \hline \end{array} \quad \begin{array}{r} 11 \\ \times 2 \\ \hline \end{array} \quad \begin{array}{r} 11 \\ \times 3 \\ \hline \end{array}$$

Income Quiz: Please show your work on the space provided. Circle the correct answer.

1.) At the Townview Stuff-Mart, 8.25% is added to each customer's purchases. At the Roseburg Stuff-Mart, 8.75% is added to purchases. What can be inferred from this?

- A) Roseburg has a higher sales tax rate than Townview.
- B) Roseburg has a higher income tax rate than Townview.
- C) Roseburg has a higher property tax rate than Townview.
- D) The Stuff-Mart in Roseburg makes more money than the one in Townview.

2.) When a homeowner pays money based on the value of their home, what type of tax are they paying?

- A) Income tax
- B) Property tax
- C) Payroll tax
- D) Sales tax

3.) What type of tax goes to help fund Medicare and Social Security?

- A) Income tax
- B) Property tax
- C) Payroll tax
- D) Sales tax

4.) The Smith family must pay \$984 a **year** in property tax on their home. Their house payment (also called a mortgage payment) before the tax is \$748 a **month**. What will their monthly payment be including the tax?

- A) \$82
- B) \$236
- C) \$830
- D) \$1732

5.) Darla earned \$920 this week. Her federal income taxes were \$94.62. Her pay after taxes was \$792.60. How much did she pay in state income taxes if she paid only federal and state income tax?

- A) \$825.38
- B) \$172.38
- C) \$127.40
- D) \$32.78

Spalding

Review: Please take just a few minutes and review your words before the test.

Test: On a separate sheet of paper, please number it 1 through 15. Ask an older sibling or an adult to read the words and sentences as you write the spelling on the paper. Then turn in the answer paper with your packet.

Administrator of Test: Please read the word aloud, then read the sentence aloud, and finally read the word aloud one more time.

- | | |
|----------------|---|
| 1. Sections | Sentence: The pie was divided into six equal sections. |
| 2. Square | Sentence: A square is a shape with four equal sides. |
| 3. Standard | Sentence: Raising your hand to talk is a standard rule. |
| 4. Structure | Sentence: A building's many parts form its structure. |
| 5. Structural | Sentence: Flooding causes structural damage to homes. |
| 6. Substantial | Sentence: I need to eat substantial food, not just broth. |
| 7. Substance | Sentence: Slugs trail a slippery substance behind them. |
| 8. Tongue | Sentence: Your tongue allows you to taste food. |
| 9. Triangle | Sentence: A piece of pie is shaped like a triangle. |
| 10. Variety | Sentence: We have a variety of different candies. |
| 11. Vehicle | Sentence: Is your vehicle a car or a motorcycle? |
| 12. Vicinity | Sentence: We lived in the vicinity of our school. |
| 13. Volunteer | Sentence: The volunteer at the shelter works for free. |
| 14. Welfare | Sentence: I am concerned about the welfare of the child. |
| 15. Yacht | Sentence: The fancy yacht is the biggest boat there. |

Literature and Writing

Read pages 79-87 in Chapter Eight of *Where the Red Fern Grows* (about 20 minutes):

As you read...

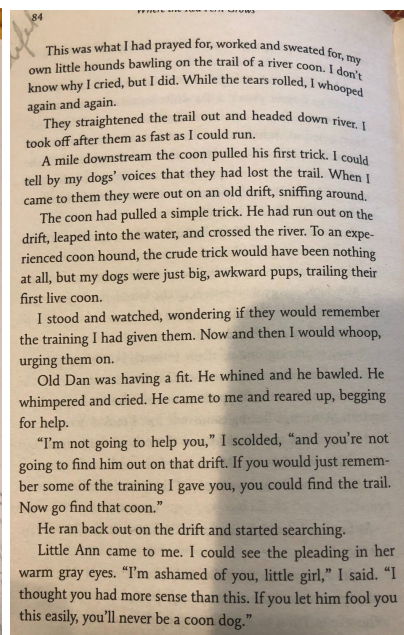
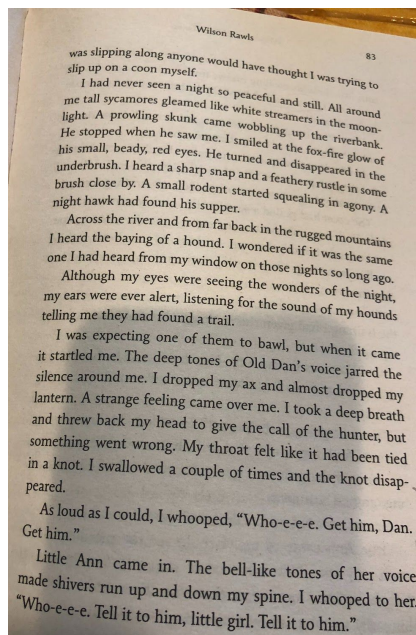
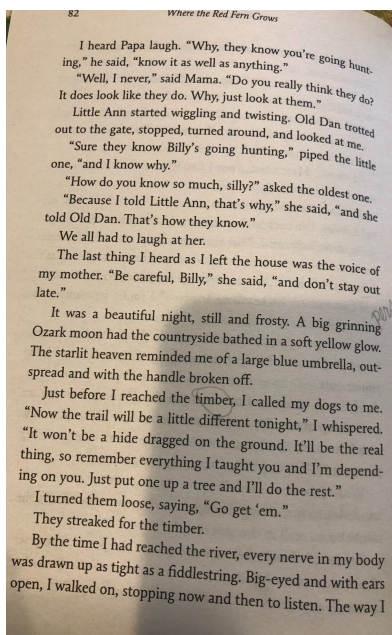
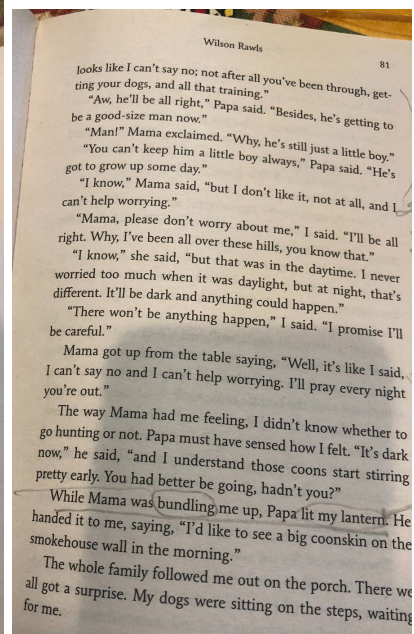
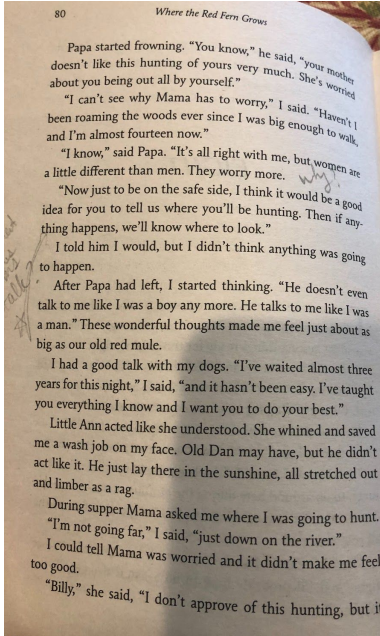
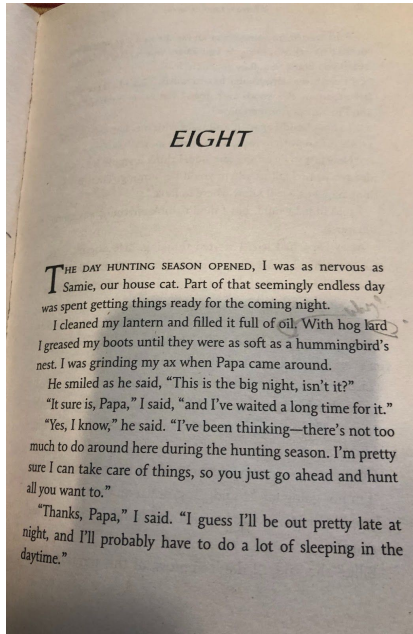
- Be sure to read slowly and carefully.
- If reading aloud, make sure that your voice follows all punctuation.

After reading...

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

1) How do Ma and Pa react to Billy going hunting? Why are their reactions different?

Reading Accommodation: Listen to the audio book by clicking or typing in the link <https://www.youtube.com/watch?v=FJzhCdlb-lw> and follow along with the text in your book. Stop at "He's not the only coon in these bottoms."



Wilson Rawls 85

She whined, turned, and trotted downstream to search again for the lost trail.

I couldn't understand. Had all the training I had given them been useless? I knew if I waded the river they would find the trail. I didn't want it that way. I wanted them to figure it out by themselves. The more I thought about it, the more disgusted I became. I sat down and buried my face in my arms.

Out on the drift, Old Dan started whining. It made me angry and I got up to scold him again.

I couldn't understand his actions. He was running along the edge of the drift, whimpering and staring downriver. I looked that way. I could see something swimming for the opposite shore. At first I thought it was a muskrat. In the middle of the stream, where the moonlight was the brightest, I got a good look. It was Little Ann.

With a loud whoop, I told her how proud I was. My little girl had remembered her training.

She came out on a gravel bar, shook the water from her body, and disappeared in the thick timber. Minutes later, she let me know she had found the trail. Before the tones of her voice had died away, Old Dan plowed into the water. He was so eager to join her I could hear him whining as he swam.

As soon as his feet touched bottom in the shallows, he started bawling and lunging. White sheets of water, knocked high in the moonlight by his churning feet, gleamed like thousands of tiny white stars.

He came out of the river onto a sand bar. In his eagerness, his feet slipped in the loose sand and down he went. He came

out of his roll, running and bawling. Ahead of him was a log jam. He sailed over it and disappeared down the riverbank. Seconds later I heard his deep voice blend with the sharp cries of Little Ann.

At that moment no boy in the world could have been more proud of his dogs than I was. Never again would I doubt them.

I was hurrying along, looking for a shallow riffle so I could wade across, when the voices of my dogs stopped. I waited and listened. They opened again on my side of the stream. The coon had crossed back over.

I couldn't help smiling. I knew that never again would a ringtail fool them by swimming the river.

The next trick the old fellow pulled was dandy. He climbed a large water oak standing about ten feet from the river and simply disappeared.

I got there in time to see my dogs swimming for the opposite shore. For half an hour they worked that bank. Not finding the trail, they swam back. I stood and watched them. They practically tore the riverbank to pieces looking for the trail.

Old Dan knew the coon had climbed the water oak. He went back, reared up on it, and bawled a few times.

"There's no use in doing that, boy," I said. "I know he climbed it, but he's not there now. Maybe it's like Grandpa said, he just climbed right on out through the top and disappeared in the stars."

My dogs didn't know it, but I was pretty well convinced that that was what the coon had done.

They wouldn't give up. Once again they crossed over to the other shore. It was no use. The coon hadn't touched that

Wilson Rawls 87

bank. They came back. Old Dan went up the river and Little Ann worked downstream.

An hour and a half later they gave up and came to me begging for help. I knelt down between their wet bodies. While I scratched and petted them, I let them know that I still loved them.

"I'm not mad," I said. "I know you did your best. If that coon can fool both of us, then we're just beat. We'll go someplace else to hunt. He's not the only coon in these bottoms."

Just as I picked up my ax and lantern, Little Ann let out a bawl and tore out down the riverbank. Old Dan, with a bewildered look on his face, stood for a moment looking after her. Then, raising his head high in the air, he made my eardrums ring with his deep voice. I could hear the underbrush popping as he ran to join her.

I couldn't figure out what had taken place. Surely Little Ann had heard or seen something. I could tell by their voices that whatever it was they were after, they were close enough to see it and were probably running by sight.


The animal left the bottoms and headed for the mountains. Whatever it was, it must have realized my dogs were crowding it too closely. At the edge of the foothills it turned and came back toward the river.

I was still trying to figure out what was going on, when I realized that on striking the river the animal had again turned and was coming straight toward me. I set my lantern down and tightened my grip on the ax.

I was standing my ground quite well when visions of bears, lions, and all kinds of other animals started flashing across my

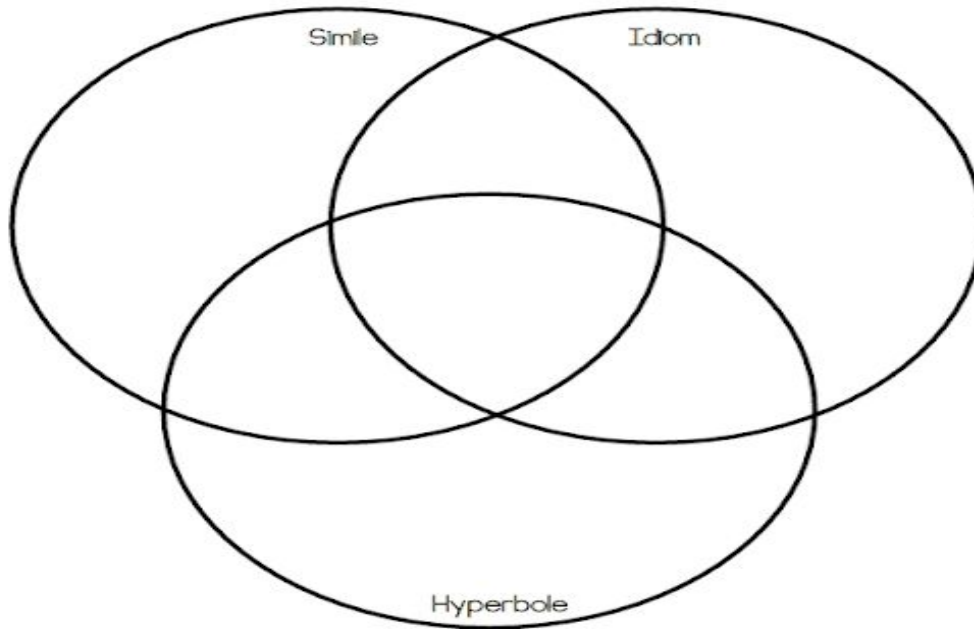
Grammar

Figurative Language TEST

A. Create a sentence about a tree for each type of figurative language. 

1. simile _____
2. metaphor _____
3. hyperbole _____
4. personification _____
5. alliteration _____

Write the number for each figure of speech in the correct place in the Venn diagram.



- | | |
|--|--|
| 1. Her voice was as loud as a siren. | 7. Jake can run as fast as a race car. |
| 2. His eyes were as black as coal. | 8. Her skin was as soft as silk. |
| 3. You are skating on thin ice. | 9. They are like two peas in a pod. |
| 4. Grandpa is as blind as a bat. | 10. Sarah is as light as a feather. |
| 5. I am so hungry I could eat a horse. | 11. Don't cry over spilt milk. |
| 6. She has a heart of gold. | 12. I have done it a million times. |

Poetry

Please recite "A light exists in spring" by Emily Dickinson to an adult. Be sure to speak clearly and to recite with feeling. There will be a copy of the poem in the Answer Key for Day 5 for the adult to use. Have the adult fill out the following:

Was your student able to recite the poem to you?

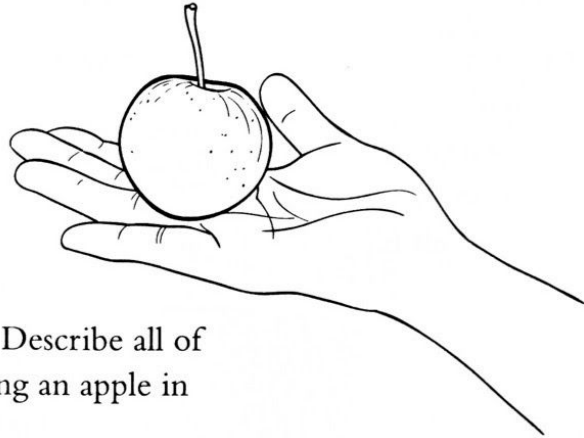
Yes or No

Adult signature: _____

Science

For class today, please **choose one** of the prompts printed here and write a response. Please write at least three complete, beautiful sentences.

OPEN-RESPONSE QUESTION



9. Explain why the apple is not moving. Describe all of the forces at work when you are holding an apple in your hand as you see in the picture.

Music

- 1) **Stretching:** Roll your shoulders forward 5 times, then backwards 5 times. Raise both hands to the sky as high as you can, then slowly bring them down to your sides. Keep your chest in place as you do so. Next is the motion of yawning! Flex and relax the muscles around your mouth and cheekbones.
- 2) **Singing:** Sing through *Hard Times, Come Again No More* (it starts on E flat!). Try singing each verse at a different dynamic level.

- 3) **Singing, continued:** Sing through *Kyou no hi wa sayounara* (it starts on A!). Pay extra attention to the pronunciation of the words. The lyrics are below.

Itsumademo taeru koto naku

Tomodachi de iyou

Asu no hi wa yume mite

Kibou no michi wo

Sora wo tobu tori no you ni

Jiyuu ni ikiru

Kyou no hi wa sayounara

Mata au hi made

Shinjiau yorokobi wo

Taisetsu ni shiyuu

Kyou no hi wa sayounara

Mata au hi made

Mata au hi made

Latin

Fill-in-the-Blank: Last-Lesson Review (2 min.)

Without looking at notes from this week's previous lesson, fill in the blank to complete the following sentence:

"The _____ case tells where someone is, and has the same endings as the genitive case."

Translating (5-8 min.)

Translate the following sentences (you do not have to do a gloss), consulting your vocabulary sheets or the word bank below as necessary.

1. Unde venit Mēdus?
2. Ab Tūsculō venit, neque is ad vīllam Iūliī it.

3. Quō it Mēdus?

Word Bank

unde: from where, whence?

quō: to where?

neque: and not, nor

is: he (Nom. Sg. M.)

it: he/she/it goes

venit: he/she/it comes

Checking (3-5 min.)

When you are finished translating, briefly check your answers for this lesson against the solutions in the back of the packet. Make any corrections neatly, in red pencil.

Day 1 Answer Key

Monday, 4/20

Math

Check	Cash	Debit Card	Credit Card
<p>Notes: papers with your account numbers that allow you to track your spending in a checkbook. Some stores do not accept checks. Your check can “bounce” if you don’t have enough money in your account and the bank will charge you a fee.</p>	<p>Notes: physical currency such as paper money and coin</p>	<p>Notes: a card that takes money directly from your account and requires a PIN. If you “overdraw” (take out too much), you could be charged a fee. It can be used for online purchases.</p>	<p>Notes: a card that allows you to borrow money until the end of the month. If you do not pay all of it off, you are charged interest (a fee each month). It can be used for online purchases.</p>
<p>Advantages: If a payment has to be mailed, sending a check is safer than sending cash. A check can be used to prove that a payment was made.</p>	<p>Advantages: It is difficult to overspend using cash. Some businesses only take cash.</p>	<p>Advantages: In the case that the debit card is stolen, the thief will not be able to make purchases without the PIN. They are easy to use and carry.</p>	<p>Advantages: It can be used for online purchases. They are small and easy to use.</p>
<p>Disadvantages: Paying unnecessary fees is like throwing money away. Some stores do not accept checks.</p>	<p>Disadvantages: Cash can easily get lost. Someone could easily take the money and then it’s gone.</p>	<p>Disadvantages: You run the risk of spending more than what is in the account. Some places charge fees for using a debit card.</p>	<p>Disadvantages: Some credit cards have additional fees such as annual fees. You could have to pay interest.</p>

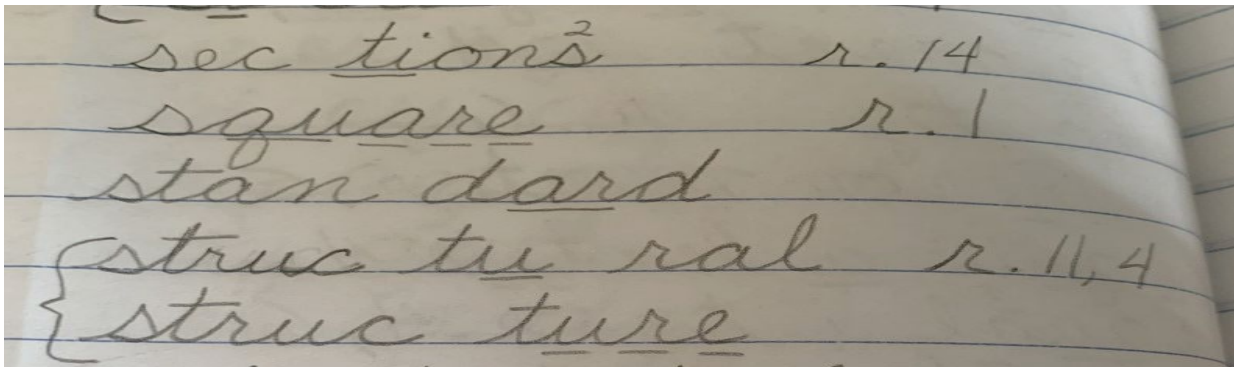
Name _____

12x12

Twelves

$0 \times 12 = \underline{0}$	$12 \times 1 = \underline{12}$	$6 \times 12 = \underline{72}$	$12 \times 2 = \underline{24}$	$12 \times 7 = \underline{84}$
$4 \times 12 = \underline{48}$	$9 \times 12 = \underline{108}$	$4 \times 12 = \underline{48}$	$12 \times 3 = \underline{36}$	$0 \times 12 = \underline{0}$
$12 \times 3 = \underline{36}$	$12 \times 9 = \underline{108}$	$12 \times 9 = \underline{108}$	$12 \times 6 = \underline{72}$	$12 \times 8 = \underline{96}$
$7 \times 12 = \underline{84}$	$0 \times 12 = \underline{0}$	$12 \times 3 = \underline{36}$	$12 \times 7 = \underline{84}$	$12 \times 10 = \underline{120}$
$2 \times 12 = \underline{24}$	$12 \times 7 = \underline{84}$	$8 \times 12 = \underline{96}$	$12 \times 12 = \underline{144}$	$2 \times 12 = \underline{24}$
$12 \times 9 = \underline{108}$	$12 \times 2 = \underline{24}$	$12 \times 5 = \underline{60}$	$9 \times 12 = \underline{108}$	$6 \times 12 = \underline{72}$
$3 \times 12 = \underline{36}$	$12 \times 9 = \underline{108}$	$12 \times 3 = \underline{36}$	$10 \times 12 = \underline{120}$	$12 \times 9 = \underline{108}$
$6 \times 12 = \underline{72}$	$12 \times 7 = \underline{84}$	$6 \times 12 = \underline{72}$	$9 \times 12 = \underline{108}$	$0 \times 12 = \underline{0}$
$12 \times 9 = \underline{108}$	$7 \times 12 = \underline{84}$	$12 \times 9 = \underline{108}$	$12 \times 3 = \underline{36}$	$12 \times 3 = \underline{36}$
$7 \times 12 = \underline{84}$	$12 \times 8 = \underline{96}$	$2 \times 12 = \underline{24}$	$12 \times 9 = \underline{108}$	$12 \times 4 = \underline{48}$

Spalding



Literature and Writing

1) In order to get his dogs, Billy endured pain and fatigue in his 20-mile bare-foot journey, humiliation and ridicule from the townspeople, worse pain in his fight to defend his dogs from the town boys, and finally a sleepless night in which his life was in danger from a mountain lion.

2) These trials strengthened Billy's relationship with his dogs by deepening his love for them. He was willing to defend his dogs by fighting the town boys who pulled their ears and by the end of the chapter when facing a mountain lion, "was willing to die for his dogs." This is deep love, as true love

involves self-sacrifice on behalf of the beloved, and there's no greater love than to give one's life for another.

Grammar

1. The wilted **flowers** begged for water.
2. The **nail** waited in fear for the next blow.
3. The tired old **shoes** wanted only to rest in the closet.
4. The ripe, red **strawberries** smiled up at me from their bowl.
5. The **earth** felt she had nothing left to give.

- | | | |
|--------|--------|--------|
| 1. yes | 3. yes | 5. yes |
| 2. no | 4. yes | 6. no |

History


1. *Answers may vary:* The Freedmen's Bureau helped former slaves get food, housing, jobs (and fair payment for those jobs), and established schools and hospitals.
2. *Answer should be similar to the following:* The Fifteenth Amendment affirmed that African Americans, including former slaves, had the right to vote.

Day 2 Answer Key

Tuesday, 4/21

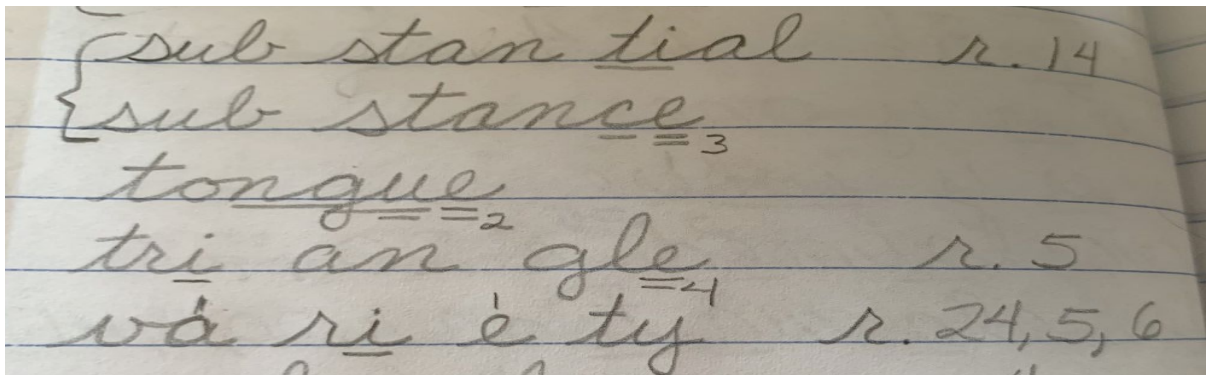
Math

Name _____



Twelves

$12 \times 7 = \underline{84}$	$12 \times 2 = \underline{24}$	$5 \times 12 = \underline{60}$	$2 \times 12 = \underline{24}$	$0 \times 12 = \underline{0}$
$0 \times 12 = \underline{0}$	$5 \times 12 = \underline{60}$	$12 \times 12 = \underline{144}$	$12 \times 6 = \underline{72}$	$12 \times 8 = \underline{96}$
$12 \times 4 = \underline{48}$	$12 \times 8 = \underline{96}$	$7 \times 12 = \underline{84}$	$12 \times 3 = \underline{36}$	$7 \times 12 = \underline{84}$
$2 \times 12 = \underline{24}$	$6 \times 12 = \underline{72}$	$12 \times 3 = \underline{36}$	$7 \times 12 = \underline{84}$	$12 \times 3 = \underline{36}$
$12 \times 9 = \underline{108}$	$12 \times 0 = \underline{0}$	$10 \times 12 = \underline{120}$	$4 \times 12 = \underline{48}$	$12 \times 1 = \underline{12}$
$12 \times 5 = \underline{60}$	$12 \times 9 = \underline{108}$	$12 \times 4 = \underline{48}$	$12 \times 9 = \underline{108}$	$9 \times 12 = \underline{108}$
$6 \times 12 = \underline{72}$	$12 \times 5 = \underline{60}$	$0 \times 12 = \underline{0}$	$3 \times 12 = \underline{36}$	$12 \times 4 = \underline{48}$
$10 \times 12 = \underline{120}$	$3 \times 12 = \underline{36}$	$9 \times 12 = \underline{108}$	$6 \times 12 = \underline{72}$	$12 \times 3 = \underline{36}$
$7 \times 12 = \underline{84}$	$12 \times 7 = \underline{84}$	$8 \times 12 = \underline{96}$	$12 \times 9 = \underline{108}$	$9 \times 12 = \underline{108}$
$12 \times 12 = \underline{144}$	$12 \times 5 = \underline{60}$	$12 \times 12 = \underline{144}$	$7 \times 12 = \underline{84}$	$12 \times 6 = \underline{72}$

SpaldingLiterature and Writing

- 1) Billy believes God helped him get his dogs because everything happened so perfectly. He

realized that it had been in camp that he had found the fisherman's magazine with ads for dogs and after praying thought of the way to earn money. The fishermen had willingly helped him by buying his goods, and it was there that just when he needed inspiration he saw the perfect names for his dogs carved into a tree. He believes it was God helping him through answering his prayer.

2) Billy tells his mother that he believes God helped him get his dogs.

Grammar

1. The dishes crashed to the floor.
2. The motor was humming all night.
3. Jake sniffled all day long.
4. We could hear the chicks peeping.
5. The door creaked as I opened it.
6. It is bad manners to slurp your soup.

1. hiss
2. crackle
3. snap or crack
4. splat, squash
5. ring, ding, dong, tinkle,

6. chuckle, giggle, guffaw, snicker
7. creak, squeak
8. crash, smash
9. roar, rumble

Science

Review Answer: Galileo designed a *clock mechanism* that used the force of gravity, a pendulum, gears and levers in order to *keep accurate time*.

FOSS Answers:

1. You can only see something if light travels from it into your eyes.
2. Light rays travel in a straight line, then bounce off of objects and change direction when reflected.
3. Smooth, flat (and sometimes curved) surfaces, like mirrors or water, reflect light.
4. You can see objects behind you or in other directions, if held right. Usually, you can use a mirror to reflect light into your eyes, which is how you are able to see your own reflection.
5. Light travels at different speeds through different materials. When light is traveling from one material to another, the change in speed causes the rays to bend. (Any relevant example will suffice, like a straw in a water glass or a mirage on a hot road.)

Day 3 Answer Key

Wednesday, 4/22

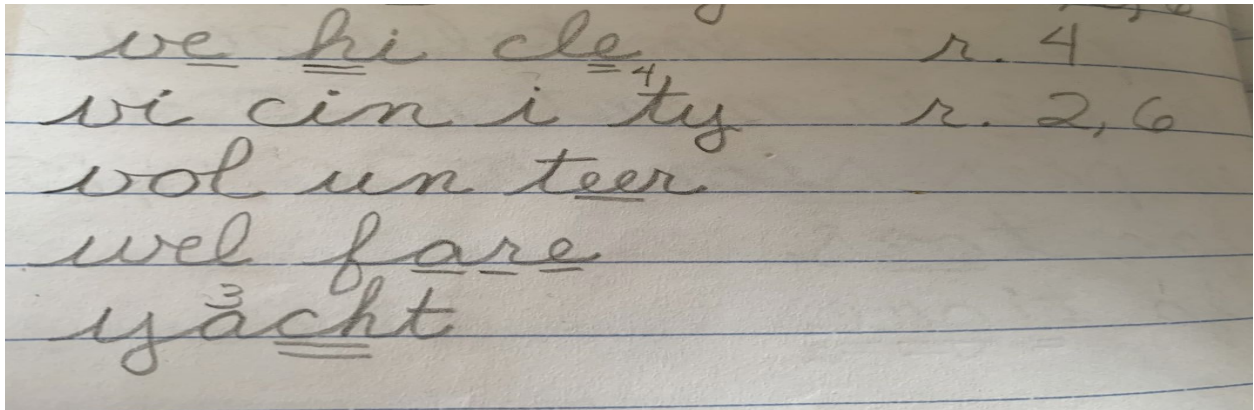
Math

Name _____

12x8

Mixed Facts 0-12

$5 \times 10 = \underline{50}$	$9 \times 2 = \underline{18}$	$12 \times 1 = \underline{12}$	$4 \times 9 = \underline{36}$	$4 \times 9 = \underline{36}$
$4 \times 9 = \underline{36}$	$2 \times 8 = \underline{16}$	$3 \times 11 = \underline{33}$	$2 \times 9 = \underline{18}$	$3 \times 3 = \underline{8}$
$9 \times 6 = \underline{54}$	$5 \times 8 = \underline{40}$	$2 \times 9 = \underline{18}$	$3 \times 5 = \underline{15}$	$12 \times 2 = \underline{24}$
$5 \times 8 = \underline{40}$	$0 \times 5 = \underline{0}$	$5 \times 10 = \underline{50}$	$2 \times 9 = \underline{18}$	$5 \times 9 = \underline{45}$
$3 \times 4 = \underline{12}$	$4 \times 7 = \underline{28}$	$2 \times 4 = \underline{8}$	$8 \times 9 = \underline{72}$	$5 \times 5 = \underline{25}$
$12 \times 7 = \underline{84}$	$3 \times 7 = \underline{21}$	$4 \times 7 = \underline{28}$	$8 \times 2 = \underline{16}$	$10 \times 9 = \underline{90}$
$5 \times 10 = \underline{50}$	$2 \times 9 = \underline{18}$	$6 \times 3 = \underline{18}$	$11 \times 2 = \underline{22}$	$2 \times 3 = \underline{6}$
$2 \times 5 = \underline{10}$	$5 \times 0 = \underline{0}$	$1 \times 8 = \underline{8}$	$8 \times 10 = \underline{80}$	$3 \times 9 = \underline{27}$
$12 \times 4 = \underline{48}$	$8 \times 2 = \underline{16}$	$7 \times 12 = \underline{84}$	$2 \times 9 = \underline{18}$	$4 \times 2 = \underline{8}$
$4 \times 12 = \underline{48}$	$12 \times 4 = \underline{48}$	$3 \times 9 = \underline{27}$	$8 \times 1 = \underline{8}$	$5 \times 8 = \underline{40}$

SpaldingLiterature and Writing

1) Grandpa runs a store, so his profession is a merchant, unlike Billy who is a natural hunter and his father who is a farmer. Grandpa also knows a lot about hunting because he used to catch coons as a

kid. He didn't hunt them with dogs though, but rather used a clever trap which he explained to Billy.

2) Grandpa's trap works because a coon is so curious and stubborn that he will not let go of something he wants no matter what. Although the coon could slip out of the trap by opening his paw and letting go of the shiny bait, he is determined to hang on to it and won't let it go.

Grammar

Answers will vary. These are possible answers.

1. Sam slipped in some sauce and said he was sorry
2. Paul planted pretty petunias in a pot
3. Lazy lizards like laying in the sun like lumps.
4. We all wondered what Wanda would want.
5. Cory kept catching crabs in the cove.
6. Chad choked on cheap cheddar cheese.
7. Duck dip and dive during the day.

History

1. *Answer should be similar to the following:* "Carpetbaggers" were the Northerners who came South to lead the Southern government. "Scalawags" were Southerners who worked with and supported the Northerners.
2. *Answer should be similar to the following:* The Compromise of 1877 decided that the Democrats would support Rutherford B. Hayes for the presidency, in exchange for an end to Reconstruction and the removal of the army from the South. In addition, at least one Southerner would be appointed to Hayes's cabinet, and funding would be given for the Texas and Pacific Railroad.

Latin

Translation of reading: Medus is away from his master. Is he in the town of Tusculum? Medus is not in Tusculum; nor is Medus in Rome, but on the road between Rome and Tusculum.


Comprehension questions: 1. No, Medus is not with his master Iulius. 2. No, Medus is not in Rome.

Locative case reading: The other less-common case is the **vocative**, which is used when you are directly addressing someone (e.g., calling their name).

Day 4 Answer Key

Thursday, 4/23

Math

Name _____				
Mixed Facts 0-12				
$5 \times 8 = \underline{40}$	$11 \times 2 = \underline{22}$	$11 \times 3 = \underline{33}$	$1 \times 12 = \underline{12}$	$6 \times 9 = \underline{54}$
$3 \times 8 = \underline{24}$	$2 \times 9 = \underline{18}$	$2 \times 2 = \underline{4}$	$11 \times 0 = \underline{0}$	$3 \times 8 = \underline{24}$
$2 \times 4 = \underline{8}$	$3 \times 6 = \underline{18}$	$5 \times 6 = \underline{30}$	$12 \times 9 = \underline{108}$	$2 \times 10 = \underline{20}$
$2 \times 9 = \underline{18}$	$4 \times 3 = \underline{12}$	$4 \times 5 = \underline{20}$	$5 \times 6 = \underline{30}$	$1 \times 12 = \underline{12}$
$7 \times 3 = \underline{21}$	$2 \times 6 = \underline{12}$	$2 \times 7 = \underline{14}$	$6 \times 4 = \underline{24}$	$9 \times 8 = \underline{72}$
$5 \times 10 = \underline{50}$	$1 \times 9 = \underline{9}$	$12 \times 6 = \underline{72}$	$4 \times 0 = \underline{0}$	$4 \times 10 = \underline{40}$
$11 \times 2 = \underline{22}$	$8 \times 7 = \underline{56}$	$3 \times 10 = \underline{30}$	$3 \times 9 = \underline{27}$	$2 \times 11 = \underline{22}$
$2 \times 0 = \underline{0}$	$9 \times 5 = \underline{45}$	$4 \times 9 = \underline{36}$	$7 \times 8 = \underline{56}$	$3 \times 9 = \underline{27}$
$12 \times 8 = \underline{96}$	$8 \times 4 = \underline{32}$	$5 \times 8 = \underline{40}$	$5 \times 4 = \underline{20}$	$2 \times 6 = \underline{12}$
$1 \times 4 = \underline{4}$	$9 \times 3 = \underline{27}$	$2 \times 0 = \underline{0}$	$8 \times 9 = \underline{72}$	$8 \times 4 = \underline{32}$

Spalding

sections, square, standard, structure, structural, substance, substantial, tongue, triangle, variety, vehicle, vicinity, volunteer, welfare, yacht

Literature and Writing

*A Note for Parents: Occasionally optional follow-up questions will be provided in the answer key. They are opportunities to have a deeper discussion with your child about the stories they are reading.

1) Pa and Billy decide not to use the traps to catch coons anymore because it isn't fair. Since a coon's nature is stubborn and curious, he'll be trapped every time and will never have a chance at getting away.

*Optional follow-up question: Grandpa says that "When he was a boy, [he] caught coons on top of

coons” with his trap. Why do you think Billy decided not to use the trap his grandpa had as a boy?

Billy is a hunter in spirit, whereas Grandpa is a merchant. Hunting, because it involves taking a life, like warfare, has its own intrinsic set of rules of what is honorable and not. In warfare, it was called chivalry. In the modern day especially, warfare and hunting have been turned into sport (Besides activities which were literally used in warfare like fencing and archery, other kinds of sports have many of the same trappings that warfare does, without the seriousness). But even as games, there are rules of good “sportsmanship” to play by. This is why Billy, as a natural hunter, recognized the trap wasn’t very sportsmanlike. Grandpa however is a merchant at heart, not a hunter at heart. Merchants or businessmen need a clever and intelligent mind to make a profit, which is likely why grandpa as a young boy used the trap multiple times. Without thinking of hunter’s rules or of the coon as his adversary, he was probably pleased by the clever simplicity of the trap, and likely the profits from coonskins pleased him too.

2) Billy trained his dogs by making scent trails with his coonskin for his dog to follow. In addition to preparing the dogs for the hunt, the training also taught Billy and his dogs how to communicate with each other. The two dogs learned each other’s strengths and how to work together and Billy learned how to call and talk to his dogs in a way they always seemed to understand.

Grammar

Answers will vary.

Science

Investigation recordings will vary, but students should demonstrate that **light rays travel in a straight path**, then change direction (or **reflect**) when bouncing off an object. When you observe a pencil in water, it appears broken, because the light changes direction (or **refracts**) when it travels through water. Students should **provide evidence** from their investigation to support their answers.

Day 5 Answer Key

Friday, 4/24

Math

$\begin{array}{r} 2 \\ \times 7 \\ \hline 14 \end{array}$	$\begin{array}{r} 3 \\ \times 8 \\ \hline 24 \end{array}$	$\begin{array}{r} 9 \\ \times 11 \\ \hline 99 \end{array}$	$\begin{array}{r} 10 \\ \times 5 \\ \hline 50 \end{array}$	$\begin{array}{r} 1 \\ \times 3 \\ \hline 3 \end{array}$	$\begin{array}{r} 10 \\ \times 9 \\ \hline 90 \end{array}$	$\begin{array}{r} 10 \\ \times 7 \\ \hline 70 \end{array}$	$\begin{array}{r} 4 \\ \times 2 \\ \hline 8 \end{array}$	$\begin{array}{r} 12 \\ \times 3 \\ \hline 36 \end{array}$	$\begin{array}{r} 9 \\ \times 3 \\ \hline 27 \end{array}$
$\begin{array}{r} 4 \\ \times 9 \\ \hline 36 \end{array}$	$\begin{array}{r} 10 \\ \times 4 \\ \hline 40 \end{array}$	$\begin{array}{r} 9 \\ \times 4 \\ \hline 36 \end{array}$	$\begin{array}{r} 1 \\ \times 7 \\ \hline 7 \end{array}$	$\begin{array}{r} 4 \\ \times 4 \\ \hline 16 \end{array}$	$\begin{array}{r} 12 \\ \times 10 \\ \hline 120 \end{array}$	$\begin{array}{r} 6 \\ \times 8 \\ \hline 48 \end{array}$	$\begin{array}{r} 5 \\ \times 3 \\ \hline 15 \end{array}$	$\begin{array}{r} 9 \\ \times 12 \\ \hline 108 \end{array}$	$\begin{array}{r} 4 \\ \times 7 \\ \hline 28 \end{array}$
$\begin{array}{r} 3 \\ \times 3 \\ \hline 9 \end{array}$	$\begin{array}{r} 11 \\ \times 11 \\ \hline 121 \end{array}$	$\begin{array}{r} 10 \\ \times 12 \\ \hline 120 \end{array}$	$\begin{array}{r} 9 \\ \times 12 \\ \hline 108 \end{array}$	$\begin{array}{r} 5 \\ \times 11 \\ \hline 55 \end{array}$	$\begin{array}{r} 6 \\ \times 9 \\ \hline 54 \end{array}$	$\begin{array}{r} 10 \\ \times 3 \\ \hline 30 \end{array}$	$\begin{array}{r} 4 \\ \times 6 \\ \hline 24 \end{array}$	$\begin{array}{r} 6 \\ \times 8 \\ \hline 48 \end{array}$	$\begin{array}{r} 7 \\ \times 7 \\ \hline 49 \end{array}$
$\begin{array}{r} 4 \\ \times 7 \\ \hline 28 \end{array}$	$\begin{array}{r} 7 \\ \times 2 \\ \hline 14 \end{array}$	$\begin{array}{r} 2 \\ \times 10 \\ \hline 20 \end{array}$	$\begin{array}{r} 4 \\ \times 3 \\ \hline 12 \end{array}$	$\begin{array}{r} 3 \\ \times 9 \\ \hline 27 \end{array}$	$\begin{array}{r} 10 \\ \times 2 \\ \hline 20 \end{array}$	$\begin{array}{r} 5 \\ \times 11 \\ \hline 55 \end{array}$	$\begin{array}{r} 1 \\ \times 7 \\ \hline 7 \end{array}$	$\begin{array}{r} 3 \\ \times 1 \\ \hline 3 \end{array}$	$\begin{array}{r} 7 \\ \times 9 \\ \hline 63 \end{array}$
$\begin{array}{r} 3 \\ \times 12 \\ \hline 36 \end{array}$	$\begin{array}{r} 9 \\ \times 11 \\ \hline 99 \end{array}$	$\begin{array}{r} 9 \\ \times 1 \\ \hline 9 \end{array}$	$\begin{array}{r} 6 \\ \times 7 \\ \hline 42 \end{array}$	$\begin{array}{r} 10 \\ \times 9 \\ \hline 90 \end{array}$	$\begin{array}{r} 2 \\ \times 5 \\ \hline 10 \end{array}$	$\begin{array}{r} 9 \\ \times 1 \\ \hline 9 \end{array}$	$\begin{array}{r} 11 \\ \times 4 \\ \hline 44 \end{array}$	$\begin{array}{r} 5 \\ \times 7 \\ \hline 35 \end{array}$	$\begin{array}{r} 8 \\ \times 12 \\ \hline 96 \end{array}$
$\begin{array}{r} 3 \\ \times 8 \\ \hline 24 \end{array}$	$\begin{array}{r} 2 \\ \times 3 \\ \hline 6 \end{array}$	$\begin{array}{r} 8 \\ \times 11 \\ \hline 88 \end{array}$	$\begin{array}{r} 3 \\ \times 10 \\ \hline 30 \end{array}$	$\begin{array}{r} 5 \\ \times 2 \\ \hline 10 \end{array}$	$\begin{array}{r} 12 \\ \times 3 \\ \hline 36 \end{array}$	$\begin{array}{r} 8 \\ \times 3 \\ \hline 24 \end{array}$	$\begin{array}{r} 5 \\ \times 1 \\ \hline 5 \end{array}$	$\begin{array}{r} 4 \\ \times 4 \\ \hline 16 \end{array}$	$\begin{array}{r} 3 \\ \times 8 \\ \hline 24 \end{array}$
$\begin{array}{r} 10 \\ \times 1 \\ \hline 10 \end{array}$	$\begin{array}{r} 7 \\ \times 9 \\ \hline 63 \end{array}$	$\begin{array}{r} 8 \\ \times 1 \\ \hline 8 \end{array}$	$\begin{array}{r} 9 \\ \times 11 \\ \hline 99 \end{array}$	$\begin{array}{r} 11 \\ \times 4 \\ \hline 44 \end{array}$	$\begin{array}{r} 9 \\ \times 1 \\ \hline 9 \end{array}$	$\begin{array}{r} 2 \\ \times 9 \\ \hline 18 \end{array}$	$\begin{array}{r} 4 \\ \times 5 \\ \hline 20 \end{array}$	$\begin{array}{r} 6 \\ \times 1 \\ \hline 6 \end{array}$	$\begin{array}{r} 5 \\ \times 5 \\ \hline 25 \end{array}$
$\begin{array}{r} 5 \\ \times 5 \\ \hline 25 \end{array}$	$\begin{array}{r} 12 \\ \times 10 \\ \hline 120 \end{array}$	$\begin{array}{r} 6 \\ \times 5 \\ \hline 30 \end{array}$	$\begin{array}{r} 9 \\ \times 12 \\ \hline 108 \end{array}$	$\begin{array}{r} 9 \\ \times 10 \\ \hline 90 \end{array}$	$\begin{array}{r} 8 \\ \times 5 \\ \hline 40 \end{array}$	$\begin{array}{r} 5 \\ \times 6 \\ \hline 30 \end{array}$	$\begin{array}{r} 1 \\ \times 9 \\ \hline 9 \end{array}$	$\begin{array}{r} 7 \\ \times 6 \\ \hline 42 \end{array}$	$\begin{array}{r} 10 \\ \times 11 \\ \hline 110 \end{array}$
$\begin{array}{r} 8 \\ \times 12 \\ \hline 96 \end{array}$	$\begin{array}{r} 6 \\ \times 10 \\ \hline 60 \end{array}$	$\begin{array}{r} 10 \\ \times 10 \\ \hline 100 \end{array}$	$\begin{array}{r} 12 \\ \times 7 \\ \hline 84 \end{array}$	$\begin{array}{r} 7 \\ \times 1 \\ \hline 7 \end{array}$	$\begin{array}{r} 3 \\ \times 5 \\ \hline 15 \end{array}$	$\begin{array}{r} 3 \\ \times 7 \\ \hline 21 \end{array}$	$\begin{array}{r} 9 \\ \times 9 \\ \hline 81 \end{array}$	$\begin{array}{r} 6 \\ \times 8 \\ \hline 48 \end{array}$	$\begin{array}{r} 9 \\ \times 4 \\ \hline 36 \end{array}$
$\begin{array}{r} 9 \\ \times 8 \\ \hline 72 \end{array}$	$\begin{array}{r} 4 \\ \times 8 \\ \hline 32 \end{array}$	$\begin{array}{r} 3 \\ \times 5 \\ \hline 15 \end{array}$	$\begin{array}{r} 12 \\ \times 11 \\ \hline 132 \end{array}$	$\begin{array}{r} 12 \\ \times 5 \\ \hline 60 \end{array}$	$\begin{array}{r} 12 \\ \times 5 \\ \hline 60 \end{array}$	$\begin{array}{r} 1 \\ \times 11 \\ \hline 11 \end{array}$	$\begin{array}{r} 5 \\ \times 4 \\ \hline 20 \end{array}$	$\begin{array}{r} 11 \\ \times 2 \\ \hline 22 \end{array}$	$\begin{array}{r} 11 \\ \times 3 \\ \hline 33 \end{array}$

No Math Test answer key will be given. Please be sure to turn in the test with the packet.

Spalding

No answer key given because it is a test. Please be sure to turn in your test with the packet.

Literature and Writing

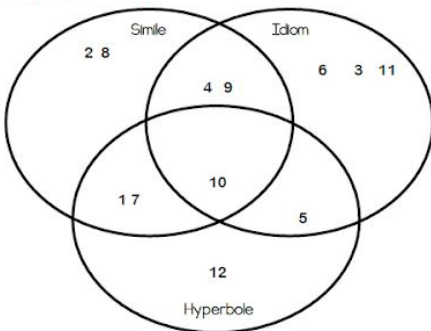
1) Ma does not want Billy to go hunting, whereas Pa is ok with Billy going hunting and talks to him like a man. He says as long as he tells them where he is going so they can look for him if he gets hurt, he can hunt all he wants. Ma and Pa react differently because, as Pa says in the chapter, “Women are a little different than men. They worry more.” Ma is worried because she has nurtured Billy since he was a baby and is afraid he now might get hurt. Pa is less worried because he is trying to help Billy become a man, and part of being a man is to be a protector and provider for his family, so he will have to be able to face danger.

*Follow-up Question: How does the sentence “While Mama was bundling me up, Papa lit my lantern.” perfectly display the different reactions of Ma and Pa?

Ma, still trying to keep Billy from harm and nurture him, bundles him up (shielding him), whereas Pa, sending him out to become a man, gives him a lantern which leads him forward on the hunt.

Grammar

Answers will vary.



Science

Answers should be similar to the following:

Response 1: If you can see your reflection in a mirror, it means that light must be traveling from the mirror to your eyes. But you are not the light source. Light from your surroundings, such as sunlight or a lightbulb, project light rays in a straight line that bounce off to reflect into your eyes. Thus, showing you your reflection.

OR

Response 2: There are two forces acting on the apple. First, your hand is pushing upward on the ball. Second, gravity is pulling the apple downward toward Earth’s center. When two equal forces act on an object in opposite directions, the forces are balanced. So the apple’s motion does not change.

Poetry

Adults may use this when listening to your student's recitation.

"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.

Latin

Review question: the **locative** case

Translation: 1. Whence comes Medus?/Where is Medus coming from? 2. He is coming from Tusculum, and he is not going to the villa of Iulius. 3. Where is Medus going to?