



Remote Learning Packet

Fourth Grade

May 4–May 8, 2020

Student Name: _____ Teacher: _____



Student Attendance Affidavit

May 4–May 8, 2020

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

- Monday, May 4, 2020
- Tuesday, May 5, 2020
- Wednesday, May 6, 2020
- Thursday, May 7, 2020
- Friday, May 8, 2020

Parent Name (printed): _____

Parent Signature: _____ Date: _____

Student Name: _____ Teacher: _____

My Learning This Week

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

Date	My Daily Learning
	<input type="checkbox"/> I spent between 100 and 120 minutes on my daily activities. <input type="checkbox"/> I read all the directions before I asked for more help. <input type="checkbox"/> If required, I wrote all my answers in complete sentences. <input type="checkbox"/> I used my neatest penmanship, and my writing can be read by both me and an adult. <input type="checkbox"/> I double-checked my written answers for correct capitalization, punctuation, and grammar. <input type="checkbox"/> I read for at least 20 minutes today. <input type="checkbox"/> My teacher will be proud of my hard work and perseverance.
	<input type="checkbox"/> I spent between 100 and 120 minutes on my daily activities. <input type="checkbox"/> I read all the directions before I asked for more help. <input type="checkbox"/> If required, I wrote all my answers in complete sentences. <input type="checkbox"/> I used my neatest penmanship, and my writing can be read by both me and an adult. <input type="checkbox"/> I double-checked my written answers for correct capitalization, punctuation, and grammar. <input type="checkbox"/> I read for at least 20 minutes today. <input type="checkbox"/> My teacher will be proud of my hard work and perseverance.
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Fourth Grade Remote Learning Plan 5/4-8

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

Subject	Mon.	Tue.	Wed.	Thu.	Fri.
<i>Math</i> ~25-35 min.	Coordinates	Coordinates (Review)	Line Graphs	Line Graphs	Line Graphs (Review)
	5 Words	Latin Roots	5 Words	Latin Roots	5 Words
<i>Spalding</i> 5 minutes	Princess and the Goblin Ch. 15, Part 1	Ch. 15, Part 2	Ch. 16 +17	Ch. 18, Part 1	Ch. 18, Part 2
	Literature 15 minutes	Grammar Worksheet	Literature and Writing Combined	Grammar Worksheet	Short Writing Prompt
	Journal Entry	Grammar Worksheet			
<i>English Language Arts</i> ~25-35 min. total	Paul Revere's Ride Stanza 5	Stanza 5	Stanza 5	Stanza 5	Stanza 5
	Poetry 5 minutes				
<i>History or Science</i> ~20 min.	Science Lesson 3 Electricity	History Lesson 11: The Preamble	Science Lesson 3 Continued and Notes	History Lesson 12: The Seven Articles	Science: Static Electricity Experiment

<p><i>Art</i> or <i>Music</i> ~15 min.</p>	<p>Music: Keyboard Review and Sharps</p>	<p>Art: How to Draw the Ears</p>	<p>Music: Sharps Review and Flats</p>	<p>Art: Practice Drawing the Ears</p>	<p>Music: Combinations of Sharps and Flats</p>
<p><i>Latin</i> or <i>P.E.</i> ~15 min.</p>	<p>P.E.: 5-minute warm-up followed by the "Overhand Sock Toss Obstacle Course."</p>	<p>Latin: Reading and Translation</p>	<p>P.E.: 5-minute warm-up followed by the "plate-walk race."</p>	<p>Latin: Color Vocabulary; Complete-the-Sen tence Exercise</p>	<p>P.E.: Time in the park, in which Coach Hess gives a list of many popular Parks in DFW.</p>

Day 1 Instructions and Resources

Monday, 5/4

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

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

Math (about 35 minutes)

- Complete the math facts and daily word problem as a warm-up.
- Read through the notes. You may also watch the following swivl video of Miss Petruccelli explaining coordinates: <https://cloud.swivl.com/v/9874a647cad9b560655a88f974dca0cf>
- Please complete the task and practice.

Math Facts

$2 \times 4 =$ $4 \times 5 =$ $5 \times 8 =$ $6 \times 10 =$ $7 \times 12 =$

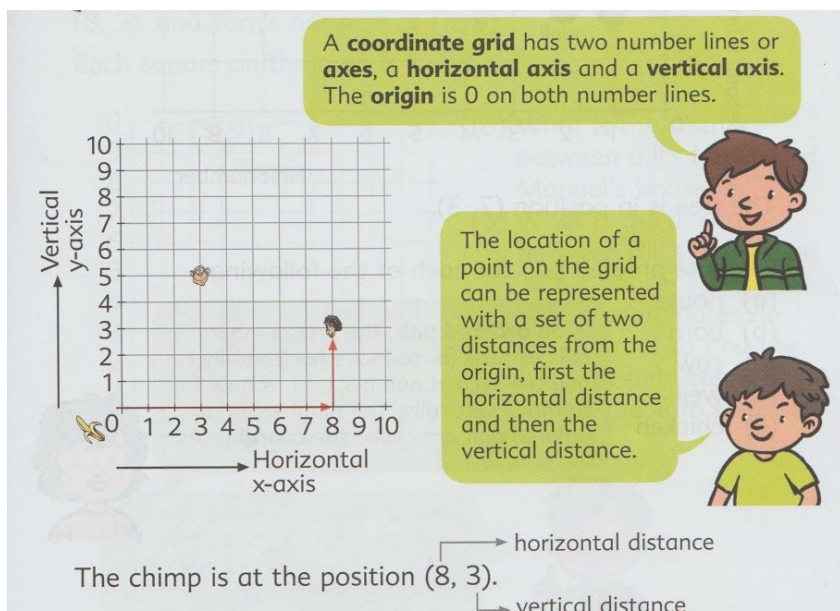
$16 \div 4 =$ $35 \div 5 =$ $18 \div 6 =$ $56 \div 7 =$ $70 \div 7 =$

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

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

Ms. Combs took her puppy for a walk. She walked 3 miles each day. How many miles did she walk her dog in a week?

Notes



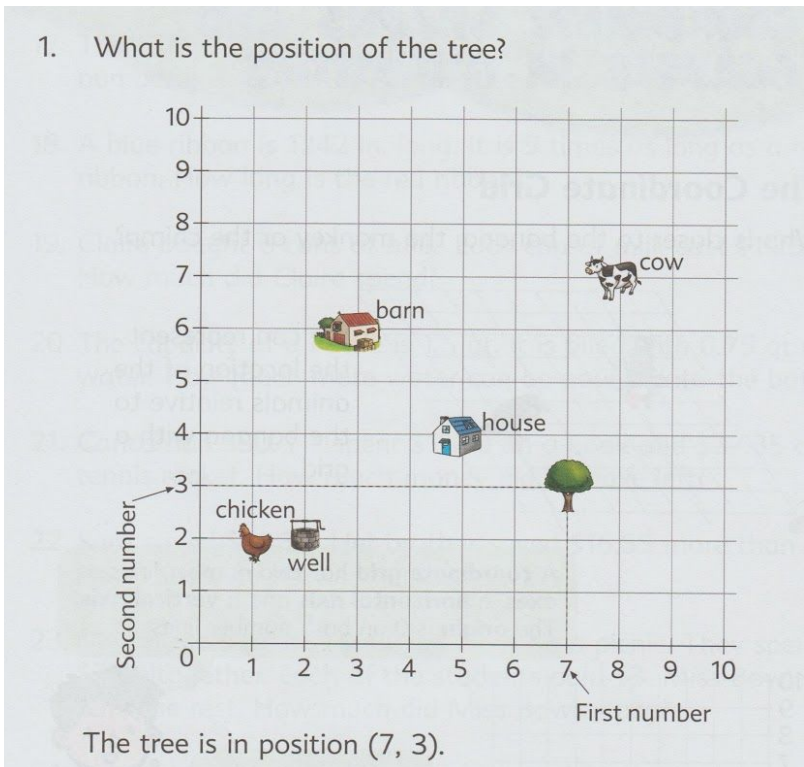
An important thing to be able to read is a coordinate grid. It helps you locate people, places, and things. This will help you also understand line graphs when looking at data.

When you are given coordinates you are given two numbers like this: (8,3). The two numbers tell you at which point two lines intersect. The first number tells you where on the horizontal line you should be on. These numbers are listed on the x-axis (the line at the very bottom). The second number tells you where on the vertical line you should be on. These numbers are listed on the y-axis (the line furthest to the left going up and down).

In this example, they show the coordinates for the chimp. The vertical line is the eighth line and the horizontal line is the third line. You would mark where those two lines meet.

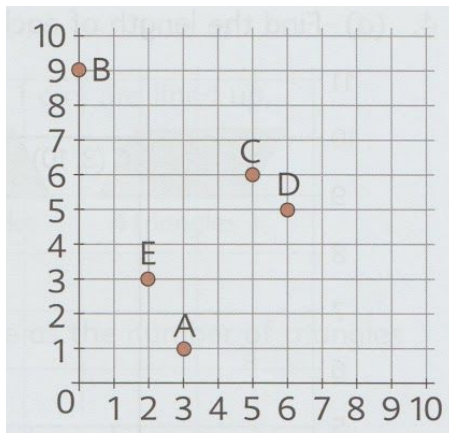
Task

Below is a coordinate grid. An example of how to write coordinates for the location of the tree is provided. Write down the coordinates for the other objects in the space provided..



- a) chicken (____, ____)
- b) well
- c) barn
- d) house
- e) cow

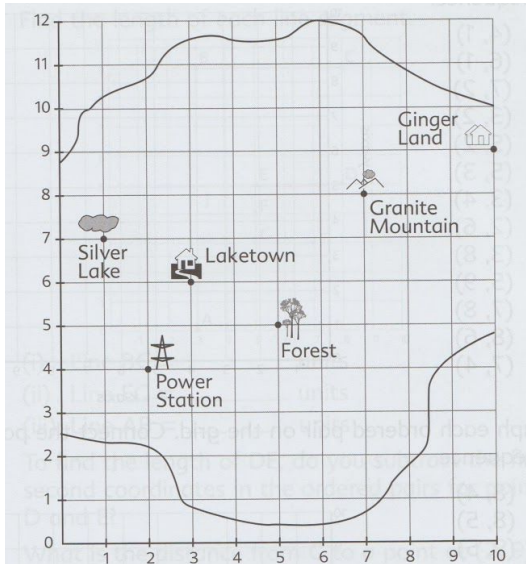
2. Which letter is at each of the following positions?



- a) (2,3)
- b) (0,9)
- c) (5,6)
- d) (6,5)

Practice

1.



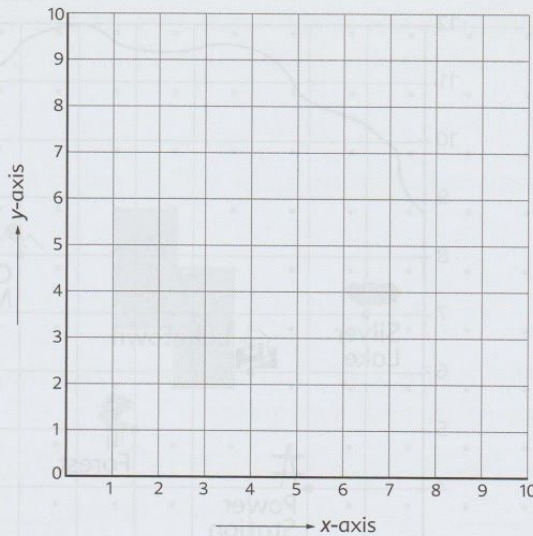
- (a) Is Laketown at (6, 3) or at (3, 6)?
- (b) Write the ordered pairs of each place listed below.

Place	Coordinates
Granite Mountain	
Silver Lake	
Forest	
Power Station	

- (c) A church is located at coordinates (5, 8).
On the map, mark out the location of the church.
- (d) Draw a river that starts at (7, 8) and ends at (6, 12).

2. Graph each ordered pair on the grid. Connect the points in sequence.

1. (4, 1)
2. (6, 1)
3. (7, 2)
4. (3, 2)
5. (5, 2)
6. (5, 3)
7. (3, 4)
8. (2, 6)
9. (3, 8)
10. (5, 9)
11. (7, 8)
12. (8, 6)
13. (7, 4)



Spalding

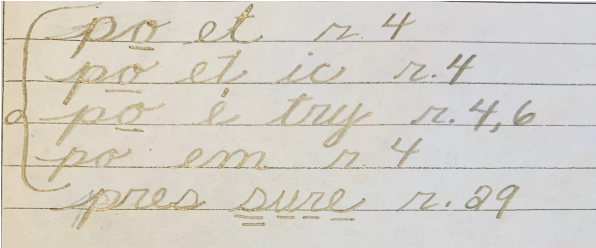
New words (about 5 minutes):

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

1. Say the word.
2. Use the word in a sentence.
3. Show syllables and finger spelling for the word.
4. Write the word. *Remember to say the phonograms aloud as you write.*
5. Mark the word with the correct spelling rules.

6. Repeat for each assigned word.
7. When you have finished the word list, read for spelling (read only individual sounds in each word).
8. Read for reading (read the whole word).
9. Choose 1 of the words, and write a sentence.

Today's words: poet, poetic, poetry, poem, pressure



Below is a video link of the Spalding words and explanations for Week 6, Day 1. You can also find this link in our weekly newsletter.

<https://cloud.swivl.com/v/b099f8e9822346f380494c739c6dfe5e>

Sentence

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Literature

Read chapter 15, part 1 of *The Princess and the Goblin* from the book, or the worksheet included below. Answer the comprehension question below the chapter (about 15 minutes).

As you read...

1. Be sure to read slowly and carefully. If you have to sound out many words, go back and read the sentence again.
2. Make sure that your voice follows all punctuation!
3. Parents: *Your children should read from a book at or below his or her reading level in order to allow for practice in fluency and expression.*
4. When you are finished reading, answer the comprehension question below the text provided.

CHAPTER 15 Woven and Then Spun

'Come in, Irene,' said the silvery voice of her grandmother.

The princess opened the door and peeped in. But the room was quite dark and there was no sound of the spinning-wheel. She grew frightened once more, thinking that, although the room was there, the old lady might be a dream after all. Every little girl knows how dreadful it is to find a room empty where she thought somebody was; but Irene had to fancy for a moment that the person she came to find was nowhere at all. She remembered, however, that at night she spun only in the moonlight, and concluded that must be why there was no sweet, bee-like humming: the old lady might be somewhere in the darkness. Before she had time to think another thought, she heard her voice again, saying as before: 'Come in, Irene.' From the sound, she understood at once that she was not in the room beside her. Perhaps she was in her bedroom. She turned across the passage, feeling her way to the other door. When her hand fell on the lock, again the old lady spoke:

'Shut the other door behind you, Irene. I always close the door of my workroom when I go to my chamber.'

Irene wondered to hear her voice so plainly through the door: having shut the other, she opened it and went in. Oh, what a lovely haven to reach from the darkness and fear through which she had come! The soft light made her feel as if she were going into the heart of the milkiest pearl; while the blue walls and their silver stars for a moment perplexed her with the fancy that they were in reality the sky which she had left outside a minute ago covered with rainclouds.

'I've lighted a fire for you, Irene: you're cold and wet,' said her grandmother.

Then Irene looked again, and saw that what she had taken for a huge bouquet of red roses on a low stand against the wall was in fact a fire which burned in the shapes of the loveliest and reddest roses, glowing gorgeously between the heads and wings of two cherubs of shining silver. And when she came nearer, she found that the smell of roses with which the room was filled came from the fire-roses on the hearth. Her grandmother was dressed in the loveliest pale blue velvet, over which her hair, no longer white, but of a rich golden colour, streamed like a cataract, here falling in dull gathered heaps, there rushing away in smooth shining falls. And ever as she looked, the hair seemed pouring down from her head and vanishing in a golden mist ere it reached the floor. It flowed from under the edge of a circle of shining silver, set with alternated pearls and opals. On her dress was no ornament whatever, neither was there a ring on her hand, or a necklace or carcanet about her neck. But her slippers glimmered with the light of the Milky Way, for they were covered with seed-pearls and opals in one mass. Her face was that of a woman of three-and-twenty.

The princess was so bewildered with astonishment and admiration that she could hardly thank her, and drew nigh with timidity, feeling dirty and uncomfortable. The lady was seated on a low chair by the side of the fire, with hands outstretched to take her, but the princess hung back with a troubled smile.

'Why, what's the matter?' asked her grandmother. 'You haven't been doing anything wrong—I know that by your face, though it is rather miserable. What's the matter, my dear?'

And she still held out her arms.

'Dear grandmother,' said Irene, 'I'm not so sure that I haven't done something wrong. I ought to have run up to you at once when the long-legged cat came in at the window, instead of running out on the mountain and making myself such a fright.'

'You were taken by surprise, my child, and you are not so likely to do it again. It is when people do wrong things wilfully that they are the more likely to do them again. Come.'

And still she held out her arms.

'But, grandmother, you're so beautiful and grand with your crown on; and I am so dirty with mud and rain! I should quite spoil your beautiful blue dress.'

With a merry little laugh the lady sprung from her chair, more lightly far than Irene herself could, caught the child to her bosom, and, kissing the tear-stained face over and over, sat down with her in her lap.

'Oh, grandmother! You'll make yourself such a mess!' cried Irene, clinging to her.

'You darling! do you think I care more for my dress than for my little girl? Besides—look here.'

As she spoke she set her down, and Irene saw to her dismay that the lovely dress was covered with the mud of her fall on the mountain road. But the lady stooped to the fire, and taking from it, by the stalk in her fingers, one of the burning roses, passed it once and again and a third time over the front of her dress; and when Irene looked, not a single stain was to be discovered.

'There!' said her grandmother, 'you won't mind coming to me now?'

But Irene again hung back, eying the flaming rose which the lady held in her hand.

'You're not afraid of the rose—are you?' she said, about to throw it on the hearth again.

'Oh! don't, please!' cried Irene. 'Won't you hold it to my frock and my hands and my face? And I'm afraid my feet and my knees want it too.'

'No, answered her grandmother, smiling a little sadly, as she threw the rose from her; 'it is too hot for you yet. It would set your frock in a flame. Besides, I don't want to make you clean tonight.

I want your nurse and the rest of the people to see you as you are, for you will have to tell them how you ran away for fear of the long-legged cat. I should like to wash you, but they would not believe you then. Do you see that bath behind you?'

The princess looked, and saw a large oval tub of silver, shining brilliantly in the light of the wonderful lamp.

'Go and look into it,' said the lady.

Irene went, and came back very silent with her eyes shining.

'What did you see?' asked her grandmother.

'The sky, and the moon and the stars,' she answered. 'It looked as if there was no bottom to it.'

The lady smiled a pleased satisfied smile, and was silent also for a few moments. Then she said:

'Any time you want a bath, come to me. I know YOU have a bath every morning, but sometimes you want one at night, too.'

'Thank you, grandmother; I will—I will indeed,' answered Irene, and was again silent for some moments thinking. Then she said: 'How was it, grandmother, that I saw your beautiful lamp—not the light of it only—but the great round silvery lamp itself, hanging alone in the great open air, high up? It was your lamp I saw—wasn't it?'

'Yes, my child—it was my lamp.'

'Then how was it? I don't see a window all round.'

'When I please I can make the lamp shine through the walls—shine so strong that it melts them away from before the sight, and shows itself as you saw it. But, as I told you, it is not everybody can see it.'

'How is it that I can, then? I'm sure I don't know.'

'It is a gift born with you. And one day I hope everybody will have it.'

'But how do you make it shine through the walls?'

'Ah! that you would not understand if I were to try ever so much to make you—not yet—not yet. But,' added the lady, rising, 'you must sit in my chair while I get you the present I have been preparing for you. I told you my spinning was for you. It is finished now, and I am going to fetch it. I have been keeping it warm under one of my brooding pigeons.'

Irene sat down in the low chair, and her grandmother left her, shutting the door behind her. The child sat gazing, now at the rose fire, now at the starry walls, now at the silver light; and a great quietness grew in her heart. If all the long-legged cats in the world had come rushing at her then she would not have been afraid of them for a moment. How this was she could not tell—she only knew there was no fear in her, and everything was so right and safe that it could not get in.

She had been gazing at the lovely lamp for some minutes fixedly: turning her eyes, she found the wall had vanished, for she was looking out on the dark cloudy night. But though she heard the wind blowing, none of it blew upon her. In a moment more the clouds themselves parted, or rather vanished like the wall, and she looked straight into the starry herds, flashing gloriously in the dark blue. It was but for a moment. The clouds gathered again and shut out the stars; the wall gathered again and shut out the clouds; and there stood the lady beside her with the loveliest smile on her face, and a shimmering ball in her hand, about the size of a pigeon's egg.

Chapter 15, part 1 *The Princess and the Goblin* Question: (Write in a complete sentence with beautiful penmanship.)

Ch. 15, part 1: How does grandmother take the mud stains out of the dress?

Writing/Journal Entry

In **four sentences** describe one thing you miss about being at school. Explain using examples and strong vocabulary. Remember to write in complete sentences.

Poetry

Practice reciting “Paul Revere’s Ride” Part III, Stanza 5 (about 5 minutes):

As you recite... 1) Recite with good volume. 2) Speak clearly so that your audience can understand the words you are saying. 3) Try to say the stanza without looking, striving to memorize it.

Optional: Listen and recite along with the audio recording of the poem, emailed as an attachment with the Monday Newsletter.

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

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

**So through the night rode Paul Revere;
And so through the night went his cry of alarm
To every Middlesex village and farm,—
A cry of defiance, and not of fear,
A voice in the darkness, a knock at the door,
And a word that shall echo forevermore!
For, borne on the night-wind of the Past,
Through all our history, to the last,
In the hour of darkness and peril and need,
The people will waken and listen to hear
The hurrying hoof-beats of that steed,
And the midnight message of Paul Revere.**

Science (about 20 minutes)

You will need a balloon for Day 5 of Science.

Swivl video link: <https://cloud.swivl.com/v/c467d5678796bc4cdc47bae522254776>

Lesson 3: Electrical Energy

Energy, as we remember, is the ability to do work. Energy makes things happen. Every change or action is caused by some form of energy. Electrical energy, or electricity, is one of those forms of energy. Electricity is used to make hundreds of different things happen. Electricity can make light, sound, can make things move, things hot, or even make them cold.

Many appliances at home use electrical energy. For example toasters use electrical energy that heats up small metal coils inside the toaster to warm and toast your bread. The appliances are plugged into a wall socket. That socket is connected to a wire which is connected to a *generator* at a power plant.



As long as your appliances are connected to the socket, which we will call our *energy source*, they will do work.

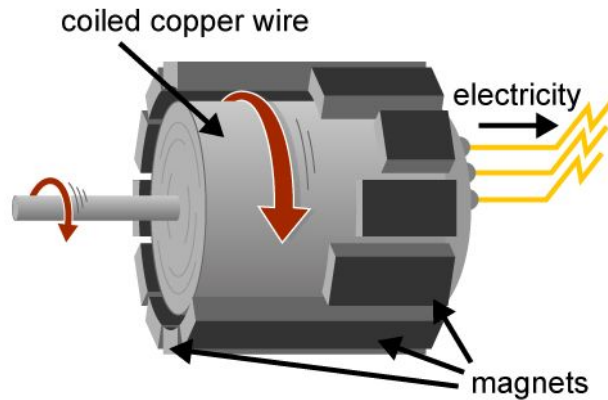
1. What is energy? (Answer in a complete sentence.)

2. What are things that electrical energy, or electricity, can do? (Answer in a complete sentence.)

3. What must the appliance be connected to in order to work? (Answer in a complete sentence.)

How Electrical Energy is Produced

The majority of the electrical energy used in your home comes from power plants. Huge generators turn magnets inside loops of wire. The changing position of a magnet makes electrical energy run through the wire. This electrical energy can be thought of as potential energy that is used when you plug in an electrical appliance and use it.



But what if you want to use an appliance or device but there is no socket to connect to the generator to power your device? You will need a battery. A battery is a portable source of stored energy. A battery has chemical energy stored inside it. The chemicals in a battery can produce electricity. This electricity is the same kind of electricity coming from a wall socket, but portable. Batteries come in different sizes to provide electrical power for many things.



4. What is a battery? (Answer in a complete sentence.)

5. What kind of energy does a battery have?

Music

- 1) Now that we've learned the white notes of the keyboard, it's time to learn about the black keys. But before we do, here's a quick review of the white keys:

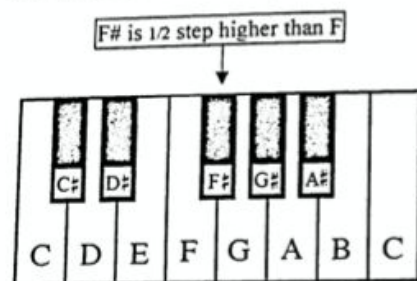


- 2) Now, complete the worksheet below. Once you're done, check your work with the answer key.

Lesson 17: Sharps

A sharp sign (#) raises the pitch of a note by a half step.

On the keyboard of a piano, the black key to the right of a white key is a half step higher and called a sharp.

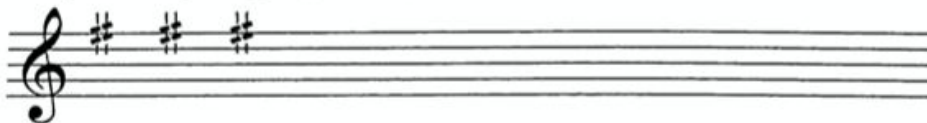


Examples:

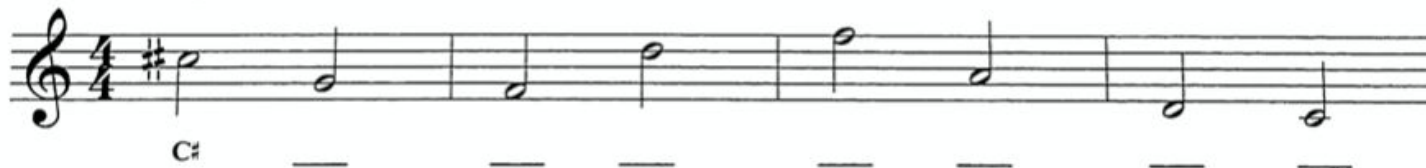


To say the name of a sharp note, say the letter name first and the sharp next. For example, "F sharp".
To write a sharp note on a staff, place the sharp sign to the left of the note.

1. Try drawing sharps by tracing over the dotted lines. Then draw five more sharps on the staff.



2. Draw a sharp sign in front of each note. Then write the names of the notes indicated.



3) Watch this video for a review of what we've just learned: <https://cloud.swivl.com/library/3819852/>

P.E.

5-minute warm-up:

- 60 seconds straight of crab-walking
- 30 seconds straight of push-ups
- 60 seconds straight of jumping-jacks
- 30 seconds straight of push-ups
- 60 seconds straight of clam-curls
- 30 second break
- 30 seconds straight of burpees

“Overhand Sock Toss Obstacle Course:”

You will need:

- 1 rolled up pair of socks
- 3 chairs
- 2 rolled up towels
- 1 paper plate or piece of paper
- tape
- Crayons or colored pencils.

Here is how you set up and play the obstacle course. Using your paper plate and colors, draw a big “X” on the middle of the plate as if it were a target. Once that is done, tape your target to the back of one of the chairs. About five feet away from the chair with the target, set up the two other chairs back to back. You are going to need to crawl under the legs of both chairs. If your chairs are not big enough for this, then put them next to each other and drape something across them to make a “bridge” that you can crawl under. Another five feet past your two chairs, you will set up your two rolled up towels about 3 feet away from each other, as if they were a “finish” and “start” line. The towel farthest from the target is your actual starting line. In order to play, practice overhand tossing your sock-ball at the target. In order to get the sock-ball back, you must jump across the two towels (be careful, the middle becomes lava), army-crawl under your chairs, grab the sock-ball and then run back to the start-line. How many times can you do this in three minutes? How about in two? Remember to only count the tosses which hit the target. Remember to also have fun!

Day 2 Instructions and Resources

Tuesday, 5/5

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

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

Math (about 35 minutes)

- Please complete the math facts, word problem, and review for today.

Math Facts

$2 \times 7 =$

$3 \times 9 =$

$4 \times 11 =$

$5 \times 12 =$

$6 \times 6 =$

$10 \div 2 =$

$32 \div 4 =$

$55 \div 5 =$

$24 \div 6 =$

$63 \div 7 =$

$2 \times 9 =$

$4 \times 9 =$

$5 \times 10 =$

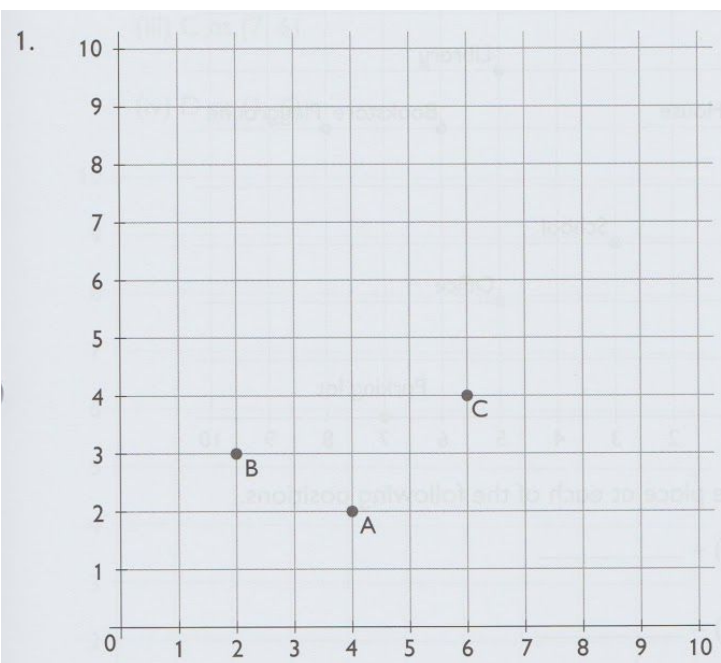
$7 \times 5 =$

$9 \times 3 =$

Word Problem

Mrs. Spiotta was making a bouquet for Miss Defilippis. She needed 12 roses, 5 baby’s breath, and 6 carnations. How many flowers did she need altogether?

Review



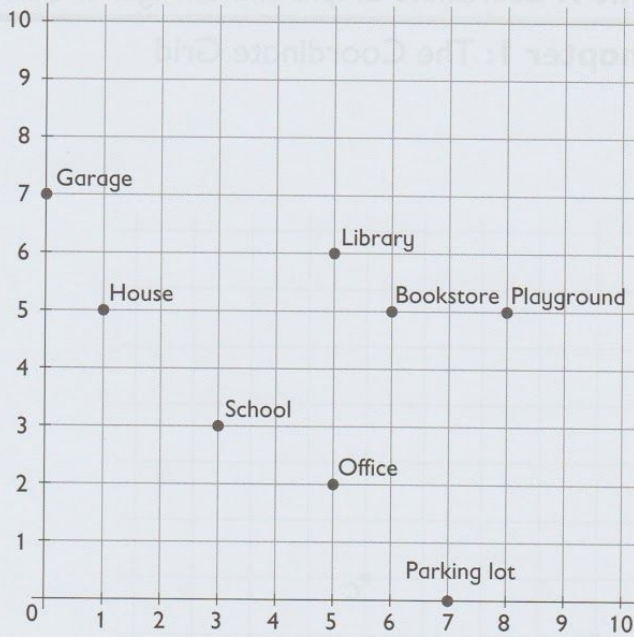
Write the coordinates in parentheses for each of the following points.

a) A _____

b) B _____

c) C _____

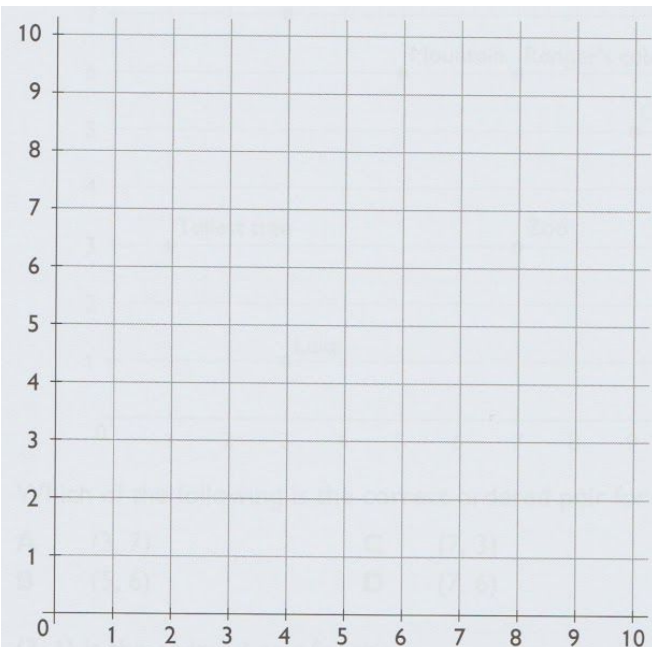
2. Look at the grid below.



Name the place at each of the following points.

- a) (0,7) _____
- b) (5, 6) _____
- c) (1,5) _____
- d) (3,3) _____
- e) (5,2) _____
- f) (7, 0) _____

3. Mark the following points on the grid with a dot. Label the points with the correct letter..



- a) A at (1,2)
- b) B at (7,2)
- c) C at (7,6)
- d) D at (1,6)
- e) E at (3,9)
- f) F at (8,5)
- g) G at (2,7)
- h) H at (4,6)
- i) I at (5,6)

Latin Roots (about 5 min.)

- Read through the definitions.

ject = throw

Word	Definition
dejected	to feel sad; to feel thrown down in spirit
eject	to throw out
injection	a shot ; the “throwing” of medicine into the body with a needle
interjection	a word thrown into a sentence or conversation
jettison	to throw goods overboard to lighten the load on a boat or plane

- **Match each word to its definition.**

Word

dejected

eject

injection

interjection

jettison

Definition

a word thrown into a sentence or conversation

to throw goods overboard to lighten the load on a boat or plane

to feel sad; to feel thrown down in spirit

to throw out

a shot ; the “throwing” of medicine into the body with a needle

Literature

Read chapter 15, part 2 of *The Princess and the Goblin* from the book, or the worksheet included below. Answer the comprehension question below the chapter (about 15 minutes):

As you read...

Be sure to read slowly and carefully. If you have to sound out many words, go back and read the sentence again.

Make sure that your voice follows all punctuation!

Parents: *Your children should read from a book at or below his or her reading level in order to allow for practice in fluency and expression.*

When you are finished reading, answer the comprehension question below the text provided.

Chapter 15, Part 2

There stood the lady beside her with the loveliest smile on her face, and a shimmering ball in her hand, about the size of a pigeon's egg.

'There, Irene; there is my work for you!' she said, holding out the ball to the princess.

She took it in her hand, and looked at it all over. It sparkled a little, and shone here and there, but not much. It was of a

sort of grey-whiteness, something like spun glass.

'Is this all your spinning, grandmother?' she asked.

'All since you came to the house. There is more there than you think.'

'How pretty it is! What am I to do with it, please?'

'That I will now explain to you,' answered the lady, turning from her and going to her cabinet. She came back with a small ring in her hand. Then she took the ball from Irene's, and did something with the ring—Irene could not tell what.

'Give me your hand,' she said. Irene held up her right hand.

'Yes, that is the hand I want,' said the lady, and put the ring on the forefinger of it.

'What a beautiful ring!' said Irene. 'What is the stone called?'

'It is a fire-opal.' 'Please, am I to keep it?'

'Always.' 'Oh, thank you, grandmother! It's prettier than anything I ever saw, except those—of all colours—in your—Please, is that your crown?'

'Yes, it is my crown. The stone in your ring is of the same sort—only not so good. It has only red, but mine have all colours, you see.'

'Yes, grandmother. I will take such care of it! But—' she added, hesitating.

'But what?' asked her grandmother.

'What am I to say when Lootie asks me where I got it?'

'You will ask her where you got it,' answered the lady smiling.

'I don't see how I can do that.'

'You will, though.'

'Of course I will, if you say so. But, you know, I can't pretend not to know.'

'Of course not. But don't trouble yourself about it. You will see when the time comes.'

So saying, the lady turned, and threw the little ball into the rose fire.

'Oh, grandmother!' exclaimed Irene; 'I thought you had spun it for me.'

'So I did, my child. And you've got it.'

'No; it's burnt in the fire!'

The lady put her hand in the fire, brought out the ball, glimmering as before, and held it towards her. Irene stretched out her hand to take it, but the lady turned and, going to her cabinet, opened a drawer, and laid the ball in it.

'Have I done anything to vex you, grandmother?' said Irene pitifully.

'No, my darling. But you must understand that no one ever gives anything to another properly and really without keeping it. That ball is yours.'

'Oh! I'm not to take it with me! You are going to keep it for me!'

'You are to take it with you. I've fastened the end of it to the ring on your finger.'

Irene looked at the ring.

'I can't see it there, grandmother,' she said.

'Feel—a little way from the ring—towards the cabinet,' said the lady.

'Oh! I do feel it!' exclaimed the princess. 'But I can't see it,' she added, looking close to her outstretched hand.

'No. The thread is too fine for you to see it. You can only feel it. Now you can fancy how much spinning that took, although it does seem such a little ball.'

'But what use can I make of it, if it lies in your cabinet?'

'That is what I will explain to you. It would be of no use to you—it wouldn't be yours at all if it did not lie in my cabinet. Now listen. If ever you find yourself in any danger—such, for example, as you were in this same evening—you must take off your ring and put it under the pillow of your bed. Then you must lay your finger, the same that wore the ring, upon the thread, and follow the thread wherever it leads you.'

'Oh, how delightful! It will lead me to you, grandmother, I know!'

'Yes. But, remember, it may seem to you a very roundabout way indeed, and you must not doubt the thread. Of one thing you may be sure, that while you hold it, I hold it too.'

'It is very wonderful!' said Irene thoughtfully. Then suddenly becoming aware, she jumped up, crying:

'Oh, grandmother! here have I been sitting all this time in your chair, and you standing! I beg your pardon.'

The lady laid her hand on her shoulder, and said:

'Sit down again, Irene. Nothing pleases me better than to see anyone sit in my chair. I am only too glad to stand so long as anyone will sit in it.'

'How kind of you!' said the princess, and sat down again.

'It makes me happy,' said the lady.

'But,' said Irene, still puzzled, 'won't the thread get in somebody's way and be broken, if the one end is fast to my ring, and the other laid in your cabinet?'

'You will find all that arrange itself. I am afraid it is time for you to go.'

'Mightn't I stay and sleep with you tonight, grandmother?' 'No, not tonight. If I had meant you to stay tonight, I should have given you a bath; but you know everybody in the house is miserable about you, and it would be cruel to keep them so all night. You must go downstairs.'

'I'm so glad, grandmother, you didn't say "Go home," for this is my home. Mayn't I call this my home?'

'You may, my child. And I trust you will always think it your home. Now come. I must take you back without anyone seeing you.'

'Please, I want to ask you one question more,' said Irene. 'Is it because you have your crown on that you look so young?'

'No, child,' answered her grandmother; 'it is because I felt so young this evening that I put my crown on. And I thought you would like to see your old grandmother in her best.'

'Why do you call yourself old? You're not old, grandmother.'

'I am very old indeed. It is so silly of people—I don't mean you, for you are such a tiny, and couldn't know better—but it is so silly of people to fancy that old age means crookedness and witheredness and feebleness and sticks and spectacles and rheumatism and forgetfulness! It is so silly! Old age has nothing whatever to do with all that. The right old age means strength and beauty and mirth and courage and clear eyes and strong painless limbs. I am older than you are able to think, and—'

'And look at you, grandmother!' cried Irene, jumping up and flinging her arms about her neck. 'I won't be so silly again, I promise you. At least—I'm rather afraid to promise—but if I am, I promise to be sorry for it—I do. I wish I were as old as you, grandmother. I don't think you are ever afraid of anything.'

'Not for long, at least, my child. Perhaps by the time I am two thousand years of age, I shall, indeed, never be afraid of anything. But I confess I have sometimes been afraid about my children—sometimes about you, Irene.'

'Oh, I'm so sorry, grandmother! Tonight, I suppose, you mean.'

'Yes—a little tonight; but a good deal when you had all but made up your mind that I was a dream, and no real great-great-grandmother. You must not suppose I am blaming you for that. I dare say you could not help it.'

'I don't know, grandmother,' said the princess, beginning to cry. 'I can't always do myself as I should like. And I don't always try. I'm very sorry anyhow.'

The lady stooped, lifted her in her arms, and sat down with her in her chair, holding her close to her bosom. In a few minutes the princess had sobbed herself to sleep. How long she slept I do not know. When she came to herself she was sitting in her own high chair at the nursery table, with her doll's house before her.

Chapter 15, Part 2 *The Princess and the Goblin* Question: (Write in a complete sentence with beautiful penmanship.)

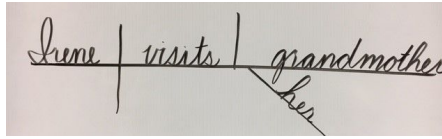
Ch. 11, Part 2: What gift does the Old Lady give Irene? Why is it special?

Grammar

Parse (label) and diagram the sentence below. Focus on finding the subject noun, the action verb, and the direct object. Watch an explanation of subjects vs direct objects, which can also be found in our weekly newsletter. (about 10 minutes) <https://cloud.swivl.com/library/3821404/>

SN AV adj. D.O.

Example: Irene visits her grandmother.



1. Curdie searched the dark mines.
-

2. Robin Hood won a golden arrow.
-

3. King Arthur grabbed Excalibur.
-

4. Dorothy tapped her silver shoes together.
-

5. Lucy happily encountered Aslan.
-

Poetry

Practice reciting “Paul Revere’s Ride” Part III Stanza 5 (about 5 minutes):

As you recite... 1) Recite with good volume. 2) Speak clearly so that your audience can understand the words you are saying. 3) Try to say the stanza without looking, striving to memorize it.

Optional: Listen and recite along with the audio recording of the poem, emailed as an attachment with the Monday Newsletter.

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

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

See Day 1 for Stanza 5.

History (about 20 min.)

Lesson 11: The Parts of the Completed Constitution—the Preamble and Seven Articles

The fifty-five delegates from every state (except Rhode Island!) labored all summer to complete the Constitution. A few of them had to leave Philadelphia before the end of the summer, but most remained until the completion of the document in mid-September of 1787.

Do you remember the issues the men at the Constitutional Convention discussed? Separation of powers, the three branches of government, the Great Compromise, and checks and balances can all be found within the seven articles of the Constitution. “Article” in this case means “main portion.” The Constitution is organized into seven main portions called articles.

There is a special, brief beginning part of the Constitution. The document begins with a short introduction, called the Preamble, that begins with the famous words, “We the People.” To better understand the new word “preamble,” let’s uncover the etymology. The word “preamble” can be broken up into two Latin roots: *pre* and *ambulare*. *Ambulare* means “to walk” and *pre* means “before.” “Preamble,” then, means “that which walks before.” It comes before the main parts of the Constitution, the seven articles, stating why the people of the US wish to establish the Constitution. You should read through the words to become acquainted with them. I encourage you to read them out loud, even if you don’t understand them all. They are noble words:

“We the People of the United States, in Order to form a more perfect Union, establish Justice, insure domestic Tranquility, provide for the common defence, promote the general Welfare, and secure the Blessings of Liberty to ourselves and our Posterity, do ordain and establish this Constitution for the United States of America.”

1. Which issues discussed by the men at the Constitutional Convention should you expect to find in the Constitution? (Always answer in complete sentences to show clear thinking.)

2. How is the Constitution organized?

3. What comes before the seven articles (main portions) of the Constitution?

4. Explain the meaning of the word “preamble” by its Latin etymology.

5. You may have noticed that in the Preamble, many common nouns are capitalized. It was more normal at that time to capitalize all nouns, even if they weren’t technically proper nouns. Which words in the Preamble are capitalized that wouldn’t normally be capitalized today?

6. Are there any nouns that aren’t capitalized?

7. If you have the time and the resources, look up the definitions of the nouns in the Constitution that are unfamiliar.

If you would like to see Mrs. Spiotta display and comment on pictures from a book on the Constitution, visit this link: <https://cloud.swivl.com/v/e9bf392caaa3c2a97e2afe3000b184d9>

Art (15 minutes)

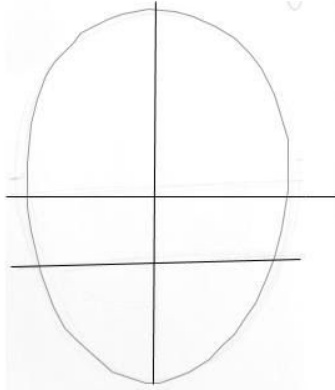
Portrait Unit: Drawing the Ears

Directions: On a separate piece of paper, sketch the steps below of how to draw the ears. For further enrichment, you may watch my tutorial linked here and available in the “Art” folder on Google Classroom :

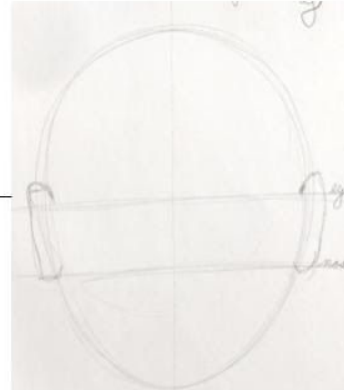
<https://cloud.swivl.com/v/fced1a67d4fcaed3500974ff10685f7a>



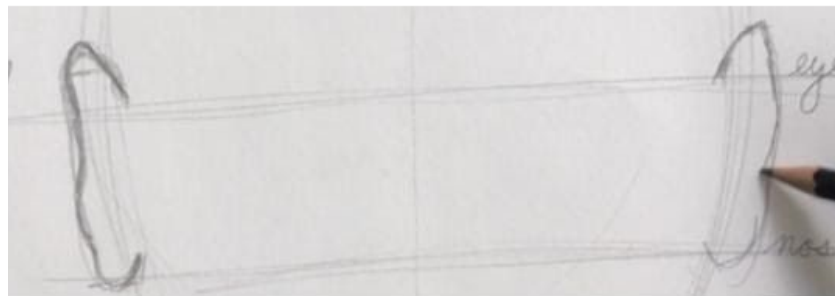
Step 1: Start off with an oval face shape.



Step 2: Divide the oval in half vertically and horizontally. The horizontal line is the "eye line". Beneath the "eye line", draw another horizontal line. This is the "nose line"



Step 3: Draw a hook or "C" shape starting a little above the eye line and ending right on the nose line.



Step 4: Start to add curve edges to the edges of the ears.



Step 5: Draw the inner lines of the ear.



Step 6: Add in the details of the ear.

Latin

Reading (3-4 min.)

- Read the following passage aloud, taking care with your pronunciation.
- If you would like to listen to a video of this passage being read aloud, visit <https://cloud.swivl.com/v/3c579f1b951cbea8cf47f5b44957e904> .

Quō it Iūlius? Ad vīllam it. Post eum Tūsculum est, ante eum est vīlla. Iūlius nōn sōlus est, nam quattor servī apud eum sunt.

Vocabulary (2-3 min.)

Make two flashcards, one for each new word in the passage you just read:

- **nam:** for, because
- **apud** (prep. + Acc.): beside, near, by

Translation and Check (6-8 min.)

- Translate the following sentence into English in the space below:

Iūlius nōn sōlus est, nam quattor servī apud eum sunt.

Translation:

Word Bank

sōlus, -a, -um: alone, only

eum: him (Acc. M. Sg. form of *is/ea/id*)

quattor: 4

- When you are finished translating, you may ask a parent to help you check the answer in the solutions key. Make any corrections neatly, in red pencil.

Day 3 Instructions and Resources

Wednesday, 5/6

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

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

Math (about 35 minutes)

- Complete the math facts and daily word problem as a warm-up.
- Read through the notes. You may also watch the following swivl video of Miss Petruccelli explaining line graphs: <https://cloud.swivl.com/v/7b0bcd78b0cf9c0b21b85dec1c9cb2c8>
- Please complete the task and practice.

Math Facts

$10 \times 6 =$

$11 \times 8 =$

$11 \times 4 =$

$3 \times 8 =$

$5 \times 5 =$

$30 \div 6 =$

$6 \div 2 =$

$21 \div 3 =$

$45 \div 5 =$

$35 \div 7 =$

$2 \times 5 =$

$4 \times 10 =$

$5 \times 9 =$

$7 \times 6 =$

$9 \times 10 =$

Word Problem

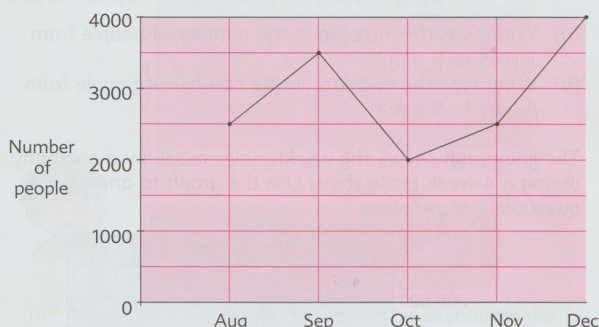
Ms. Wright went to the store. She spent \$43.50 and gave the cashier \$50. How much change did she get back?

Notes

This table shows the attendance at a swimming pool across 5 months.

Month	August	September	October	November	December
Number of people	2500	3500	2000	2500	4000

The data can also be presented in a **line graph**.



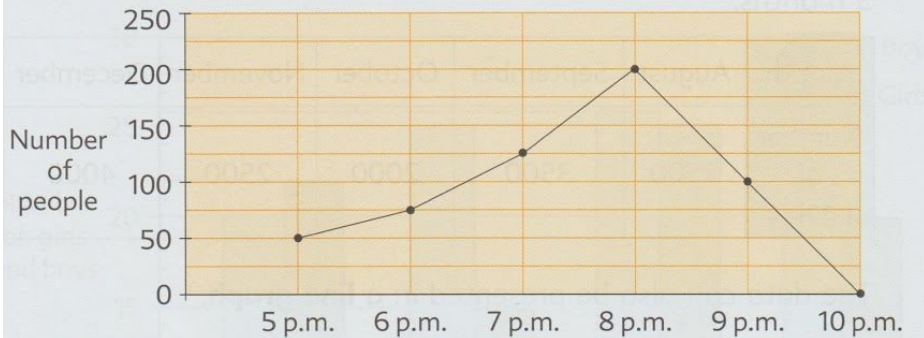
The data here has been put first in a table and then below in a line graph. In this graph, rather than *numbers* along the x-axis, the *months* are used. This is similar to a bar graph, except that instead of bars only a dot is drawn where the top of the bar would be.

Line graphs are often used to show trends that occur in data. For example, it clearly shows that people visited the pool most in December. (Most likely this is somewhere where the climate is very different than in Texas!)

- There was an increase in attendance from August to September. What was the increase?
- There was a decrease in attendance from September to October. What was the decrease?
- What was the difference between the attendance in September and the attendance in December?

Task

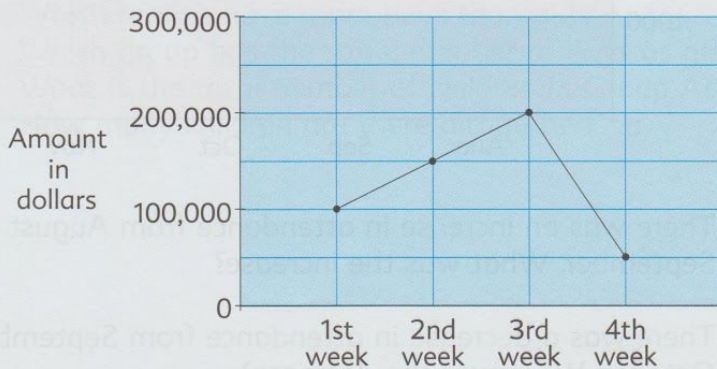
1. The line graph shows the number of people in a supermarket by the hour from 5 p.m. to 10 p.m. Use the graph to answer the questions which follow.



- a) What was the *increase* in the number of people from 7 p.m. to 8 p.m.?

- b) What was the *decrease* in the number of people from 8 p.m. to 9 p.m.?

2. The line graph shows the weekly sales made by a company during a 4-week trade show. Use the graph to answer the questions which follow.

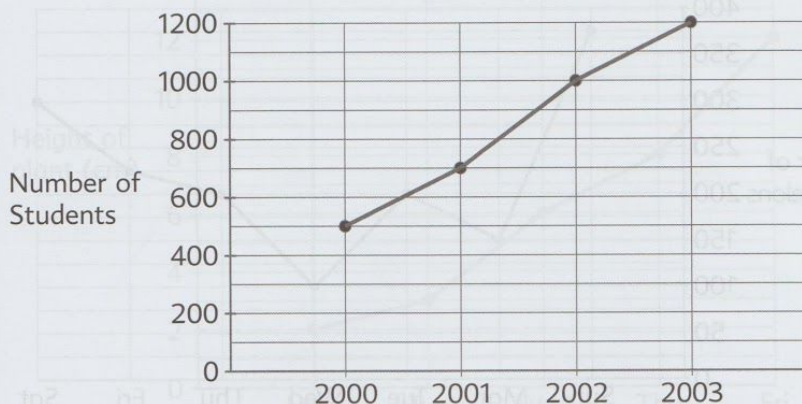


- a) What was the *increase* in sales from the 1st week to the 3rd week?

- b) What was the *decrease* in sales from the 3rd week to the 4th week?

Practice

1. The line graph shows the enrollment of a school for 4 years. Study the graph and answer the questions which follow.



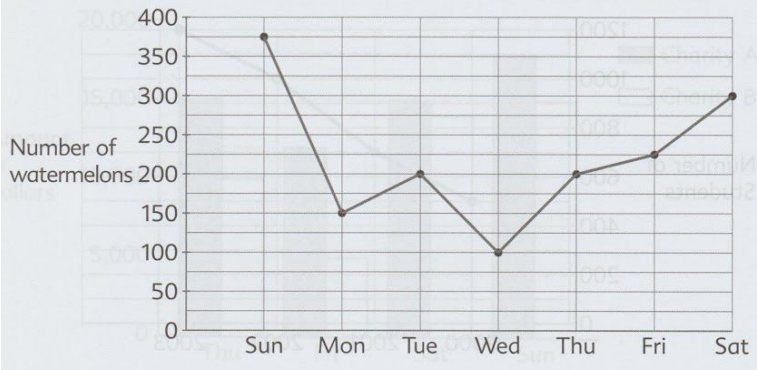
- a) What was the increase in enrollment from 2002 to 2003? (You can use subtraction.)

- b) What year did the enrollment increase by 300 students in one year?

- c) What was the *difference* between the enrollment in 2000 and the enrollment in 2003?

The difference was _____ students.

2. The line graph shows the daily sales of watermelons in a supermarket over a week. Study the graph and answer the questions which follow.



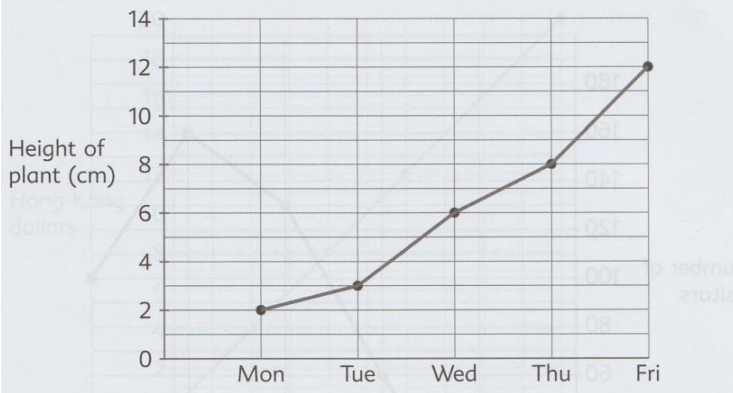
- a) On which day was the sales the lowest?

- b) What was the number of sales on Sunday?

- c) On which day were 300 watermelons sold?

- d) What was the increase in the sales from Friday to Saturday? (You can use subtraction.)

3. The line graph shows the height of a plant measured at 8 a.m. every day for 5 days. Study the graph and answer the questions which follow.



- a) What was the height of the plant measured on Tuesday? _____cm
- b) What was the increase in the height of the plant from Thursday to Friday? _____
- c) When did the plant grow by 3 cm in a day?

- d) When did the plant grow the fastest in a day?

- e) How many days did the plant take to grow from 2 cm to 12 cm?

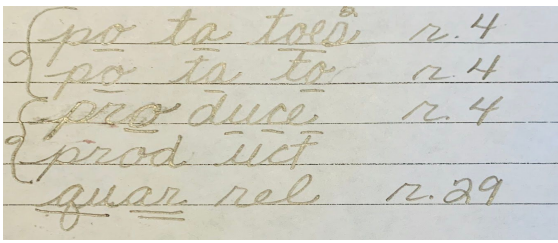
Spalding

New words (about 5 minutes):

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

1. Say the word.
2. Use the word in a sentence.
3. Show syllables and finger spelling for the word.
4. Write the word. *Remember to say the phonograms aloud as you write.*
5. Mark the word with the correct spelling rules.
6. Repeat for each assigned word.
7. When you have finished the word list, read for spelling (read only individual sounds in each word).
8. Read for reading (read the whole word).
9. Choose one of the words, and write a sentence.

Today's words: potatoes, potato, produce, product, quarrel



Below is a video link of the Spalding words and explanations for Week 6, Day 3. You can also find this link in our weekly newsletter.

<https://cloud.swivl.com/v/9f5ad847f1df186e2363f8ae0cfc1076>

Sentence

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Literature

Read chapter 16 and 17 of *The Princess and the Goblin* from the book, or the worksheet included below. Answer the comprehension question below the chapter. (about 25 minutes):

As you read...

1. Be sure to read slowly and carefully. If you have to sound out many words, go back and read the sentence again.
2. Make sure that your voice follows all punctuation!
3. Parents: *Your children should read from a book at or below his or her reading level in order to allow for practice in fluency and expression.*
4. When you are finished reading, answer the comprehension question below the text provided.

CHAPTER 16 The Ring

The same moment her nurse came into the room, sobbing. When she saw her sitting there she started back with a loud cry of amazement and joy. Then running to her, she caught her in her arms and covered her with kisses.

'My precious darling princess! where have you been? What has happened to you? We've all been crying our eyes out, and searching the house from top to bottom for you.'

'Not quite from the top,' thought Irene to herself; and she might have added, 'not quite to the bottom', perhaps, if she had known all. But the one she would not, and the other she could not say. 'Oh, Lottie! I've had such a dreadful adventure!' she replied, and told her all about the cat with the long legs, and how she ran out upon the mountain, and came back again. But she said nothing of her grandmother or her lamp.

'And there we've been searching for you all over the house for more than an hour and a half!' exclaimed the nurse. 'But that's no matter, now we've got you! Only, princess, I must say,' she added, her mood changing, 'what you ought to have done

was to call for your own Lootie to come and help you, instead of running out of the house, and up the mountain, in that wild, I must say, foolish fashion.'

'Well, Lootie,' said Irene quietly, 'perhaps if you had a big cat, all legs, running at you, you might not exactly know what was the wisest thing to do at the moment.'

'I wouldn't run up the mountain, anyhow,' returned Lootie.

'Not if you had time to think about it. But when those creatures came at you that night on the mountain, you were so frightened yourself that you lost your way home.'

This put a stop to Lootie's reproaches. She had been on the point of saying that the long-legged cat must have been a twilight fancy of the princess's, but the memory of the horrors of that night, and of the talking-to which the king had given her in consequence, prevented her from saying what after all she did not half believe—having a strong suspicion that the cat was a goblin; for she knew nothing of the difference between the goblins and their creatures: she counted them all just goblins.

Without another word she went and got some fresh tea and bread and butter for the princess. Before she returned, the whole household, headed by the housekeeper, burst into the nursery to exult over their darling. The gentlemen-at-arms followed, and were ready enough to believe all she told them about the long-legged cat. Indeed, though wise enough to say nothing about it, they remembered, with no little horror, just such a creature amongst those they had surprised at their gambols upon the princess's lawn.

In their own hearts they blamed themselves for not having kept better watch. And their captain gave orders that from this night the front door and all the windows on the ground floor should be locked immediately the sun set, and opened after upon no pretence whatever. The men-at-arms redoubled their vigilance, and for some time there was no further cause of alarm.

When the princess woke the next morning, her nurse was bending over her. 'How your ring does glow this morning, princess!—just like a fiery rose!' she said.

'Does it, Lootie?' returned Irene. 'Who gave me the ring, Lootie? I know I've had it a long time, but where did I get it? I don't remember.'

'I think it must have been your mother gave it you, princess; but really, for as long as you have worn it, I don't remember that ever I heard,' answered her nurse.

'I will ask my king-papa the next time he comes,' said Irene.

Chapter 16: *The Princess and the Goblin* Question: (Write in a complete sentence with beautiful penmanship.)

Ch. 16: According to the nurse, who gave Irene her ring?

CHAPTER 17 Springtime

The spring so dear to all creatures, young and old, came at last, and before the first few days of it had gone, the king rode through its budding valleys to see his little daughter. He had been in a distant part of his dominions all the winter, for he was not in the habit of stopping in one great city, or of visiting only his favourite country houses, but he moved from place to place, that all his people might know him. Wherever he journeyed, he kept a constant look-out for the ablest and best men to put into office; and wherever he found himself mistaken, and those he had appointed incapable or unjust, he removed them at once. Hence you see it was his care of the people that kept him from seeing his princess so often as he would have liked. You may wonder why he did not take her about with him; but there were several reasons against his doing so, and I suspect her great-great-grandmother had had a principal hand in preventing it. Once more Irene heard the bugle-blast, and once more she was at the gate to meet her father as he rode up on his great white horse.

After they had been alone for a little while, she thought of what she had resolved to ask him.

'Please, king-papa,' she said, 'Will you tell me where I got this pretty ring? I can't remember.'

The king looked at it. A strange beautiful smile spread like sunshine over his face, and an answering smile, but at the same time a questioning one, spread like moonlight over Irene's. 'It was your queen-mamma's once,' he said.

'And why isn't it hers now?' asked Irene.

'She does not want it now,' said the king, looking grave.

'Why doesn't she want it now?'

'Because she's gone where all those rings are made.'

'And when shall I see her?' asked the princess.

'Not for some time yet,' answered the king, and the tears came into his eyes.

Irene did not remember her mother and did not know why her father looked so, and why the tears came in his eyes; but she put her arms round his neck and kissed him, and asked no more questions.

The king was much disturbed on hearing the report of the gentlemen-at-arms concerning the creatures they had seen; and I presume would have taken Irene with him that very day, but for what the presence of the ring on her finger assured him of. About an hour before he left, Irene saw him go up the old stair; and he did not come down again till they were just ready to start; and she thought with herself that he had been up to see the old lady. When he went away he left other six gentlemen behind him, that there might be six of them always on guard.

And now, in the lovely spring weather, Irene was out on the mountain the greater part of the day. In the warmer hollows there were lovely primroses, and not so many that she ever got tired of them. As often as she saw a new one opening an eye of light in the blind earth, she would clap her hands with gladness, and unlike some children I know, instead of pulling it, would touch it as tenderly as if it had been a new baby, and, having made its acquaintance, would leave it as happy as she found it. She treated the plants on which they grew like birds' nests; every fresh flower was like a new little bird to her. She would pay visits to all the flower-nests she knew, remembering each by itself. She would go down on her hands and knees beside one and say: 'Good morning! Are you all smelling very sweet this morning? Good-bye!' and then she would go to another nest, and say the same. It was a favourite amusement with her. There were many flowers up and down, and she loved them all, but the primroses were her favourites.

'They're not too shy, and they're not a bit forward,' she would say to Lootie.

There were goats too about, over the mountain, and when the little kids came she was as pleased with them as with the flowers. The goats belonged to the miners mostly—a few of them to Curdie's mother; but there were a good many wild ones that seemed to belong to nobody. These the goblins counted theirs, and it was upon them partly that they lived. They set snares and dug pits for them; and did not scruple to take what tame ones happened to be caught; but they did not try to steal them in any other manner, because they were afraid of the dogs the hill-people kept to watch them, for the knowing dogs always tried to bite their feet. But the goblins had a kind of sheep of their own—very queer creatures, which they drove out to feed at night, and the other goblin creatures were wise enough to keep good watch over them, for they knew they should have their bones by and by.

Chapter 17: *The Princess and the Goblin* Question: (Write in a complete sentence with beautiful penmanship.)

Ch. 17: What keeps the king from seeing his princess as often as he would like?

Poetry

Practice reciting “Paul Revere’s Ride” Part III Stanza 5 (about 5 minutes):

As you recite... 1) Recite with good volume. 2) Speak clearly so your audience can understand the words you are saying. 3)

Try to say the stanza without looking, striving to memorize it.

Optional: Listen and recite along with the audio recording of the poem, emailed as an attachment with the Monday Newsletter.

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

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

See Day 1 for Stanza 5.

Science (about 20 minutes)

Electrical energy continued

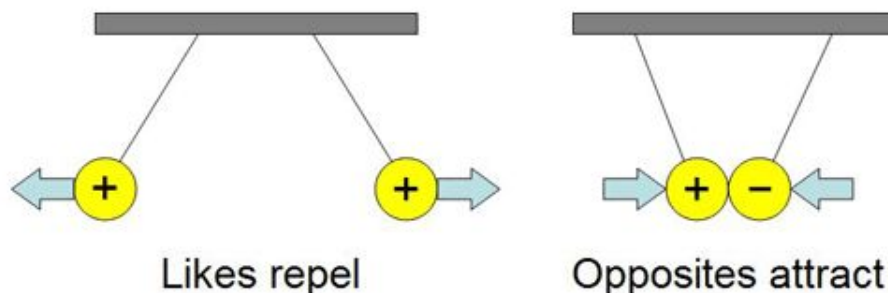
Electrical energy is the energy from moving electrons. Electrons are negatively charged particles of atoms. An electrical charge is a physical property of electrons. Electricity moves through wires by an electric current. In an electric current, electrons move from one end of the wire to the other end, until they reach the appliance or device that then uses it to do work. Suppose you plug an electrical device. The electrons in the wire will transfer energy to different parts inside the device. The electrical energy of moving electrons is used to do work in the device.

1. What is an electrical charge? (Answer in a complete sentence.)

Static Electricity

Electrical energy can be stored on the surface of some objects and still do work. Static electricity is the imbalance of positive and negative charges on an object. If you have ever rubbed a balloon against a fabric and then stuck the balloon to a wall, that is an example of static electricity. Hair standing up on a cold winter day is another example of static electricity. Static electricity can build up on almost any material.

But do you know why the balloon sticks to the wall, or why your hair stands on end? This happens because they become electrically charged, and electric charges push and pull on each other. Opposite charges (positive and negative) attract, or pull toward each other. Like charges (two positives in one case, or two negatives in another) repel, or push away from each other.



Sometimes, when enough static electricity builds up on an object, it will create a spark. A spark happens when electrons jump through the air from one nearby object to another. This is called a static discharge. You may feel a tiny static discharge when you shuffle your feet across a carpet and then touch a metal object like a doorknob. Lightning is an example of a very large (and dangerous!) static discharge.

2. What is static electricity? (Answer in a complete sentence.)

3. What happens when enough static electricity builds up on an object? (Answer in a complete sentence.)

Write notes in your science notebook.

Notes:

Lesson 3: Electrical Energy

Electrical energy is a form of energy.

Electricity is the energy that flows through circuits and can produce heat, light, motion, and sound.

Electric charge is a physical property of electrons.

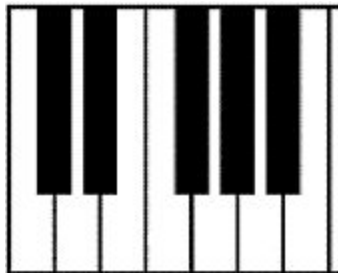
An electrical current is the movement or flow of electrons.

Static electricity is the build up of a stationary electric charge on an object.

- The electric charge is normally produced by friction.
- It can cause a spark and be transferred to another object through a discharge.
- It can attract small particles like dust, hair, or paper.

Music

- 1) Label all of the keys below. (There are 12 of them.) Give the sharped "name" of the black keys. Check the answer key once you finish.



3. Draw the notes indicated.

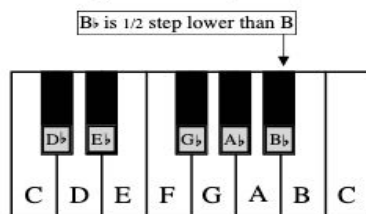
A musical staff in 4/4 time with a treble clef. The staff is divided into four measures. Below the staff, the following notes are indicated with sharp symbols: C#, G#, A#, F#, D#, G#, C#, A#.

- 2) Now, it's time to learn about flats! Flats are the opposites of sharps, because they cause a note to go *down* a half step. Sharps and flats are collectively known as *accidentals*. Review: <https://cloud.swivl.com/library/3820037/>

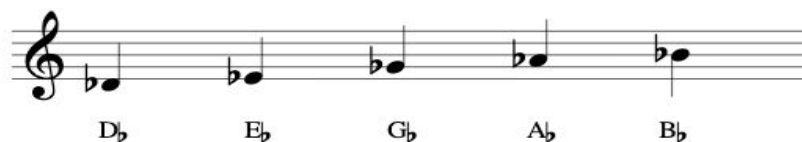
Lesson 16: Flats

A **flat** sign (\flat) lowers the pitch of a note by a half step.

On the keyboard of a piano, the black key to the left of a white key is a half step lower and called a flat.



Examples:



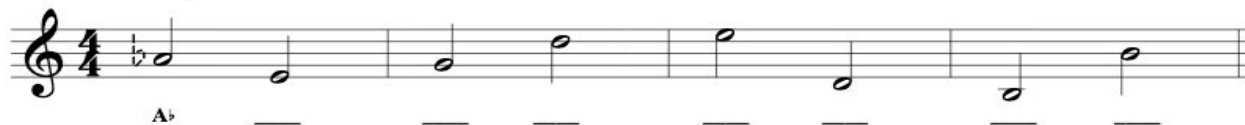
To say the name of a flatted note, say the letter name first and the flat next. For example, "B flat".

To write a flatted note on a staff, place the flat sign to the left of the note.

1. Try drawing flats by tracing over the dotted lines. Then draw five more flats on the staff.



2. Draw a flat sign in front of each note. Then write the names of the notes indicated.



P.E.

5-minute Warm-up:

- 30 seconds straight of burpees
- 30 second break
- 60 second plank
- 60 seconds of clam-shells (also called clam-curls)
- 30 second break
- 30 seconds straight of burpees
- 30 second break
- 30 seconds of resting squat (keep those feet flat and parallel!)

Plate Walk Race:

You will need:

- 2 paper plates or pieces of paper.
- 2 rolled up towels

Here is how you set-up and play the game. Place your rolled-up towels at least 30 feet apart like a "start" line and a "finish" line. This game is very simple. Whenever your parents say "GO!" you need to race from the start line to the finish line. However, you must do it with a paper plate under both feet at all times. Pretend that the paper plates are little floating shields which protect you from the molten lava in between the towels. On your way back to the start line, things change a bit. This time, you must throw your first paper plate over the towel-line, jump to it with both feet, send your next plate ahead and then jump onto that one. Remember not to throw it so far that you cannot reach back for the last one. Ask your parents to time you. Remember to have fun and, as always, if you would like to, please send Coach Hess pictures!

Day 4 Instructions and Resources

Thursday, 5/7

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

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

Math (about 35 minutes)

- Complete the math facts and daily word problem as a warm-up.
- Read through the notes.
- Please complete the task and practice.

Math Facts

$2 \times 8 =$

$3 \times 11 =$

$7 \times 7 =$

$8 \times 8 =$

$9 \times 4 =$

$12 \div 2 =$

$27 \div 3 =$

$36 \div 4 =$

$66 \div 6 =$

$21 \div 7 =$

$2 \times 6 =$

$3 \times 10 =$

$6 \times 11 =$

$8 \times 9 =$

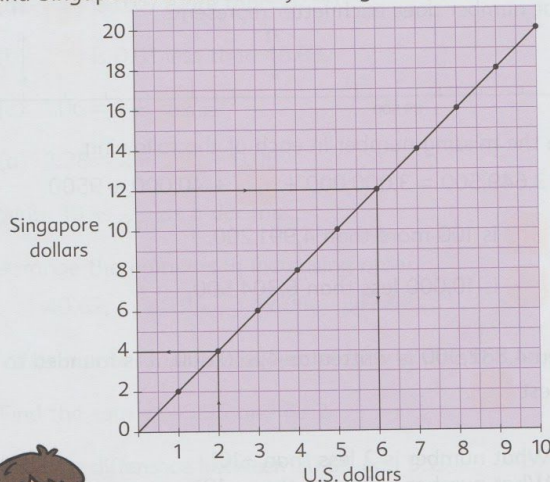
$5 \times 4 =$

Word Problem

Mr. Zayas had 14 yd. of rope. Ms. Combs had 5 more yards of rope than Mr. Zayas. How many yards of rope did Ms. Combs have?

Notes

3. This line graph shows the exchange rate between U.S. dollars and Singapore dollars some years ago.



2 U.S. dollars can be exchanged for 4 Singapore dollars. 12 Singapore dollars can be exchanged for 6 U.S. dollars.

You can also use line graphs to show relationships between things. Here each dot shows the relationship between US dollars and Singapore dollars. Looking at the first dot on the left, it shows that 1 US dollar is the same as 2 Singapore dollars (1US dollar = 2 Singapore dollars). They have different values compared with each other.

Task

1. Using the image above, answer the following questions.

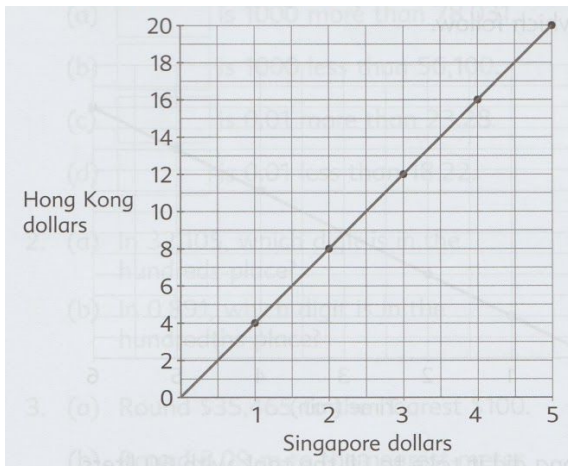
a) How many Singapore dollars can be exchanged for 9 US dollars?

b) How many US dollars can be exchanged for 10 Singapore dollars?

c) How many US dollars can be exchanged for 16 Singapore dollars?

Practice

1. This graph shows the exchange rate between Hong Kong dollars and Singapore dollars in a certain year.



Study the graph and do the following.

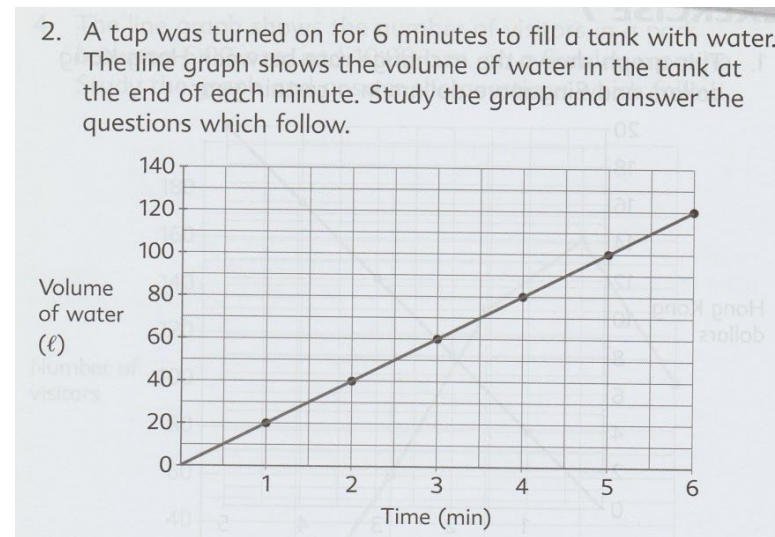
(a)

Singapore dollars	1	2	4	
Hong Kong dollars			12	20

(b) Hong Kong \$10 could be exchanged for Singapore \$_____.

(c) Singapore \$4.50 could be exchanged for Hong Kong \$_____.

2. A tap was turned on for 6 minutes to fill a tank with water. The line graph shows the volume of water in the tank at the end of each minute. Study the graph and answer the questions which follow.



a) How long did it take to fill the tank with 60 liters of water?

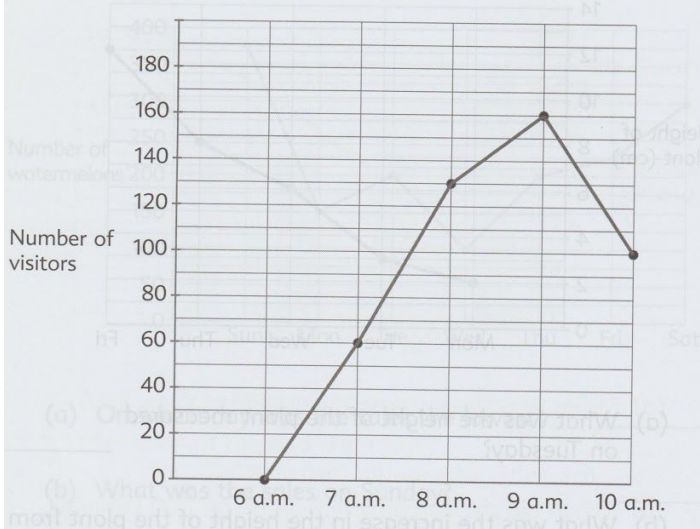
b) How long did it take to fill the tank with 90 liters of water?

c) How much water was in the tank at the end of 2 minutes? _____

Complete the following.

Time (min)	1	2	3	4	5
Volume of water (ℓ)					

4. The line graph shows the number of visitors in a park between 6:00 a.m. and 10:00 a.m. on a Sunday morning. Study the graph and answer the questions which follow.



- a) At what time were there 60 visitors in the park?

- b) How many visitors were in the park at 8 a.m.? _____
- c) When did the number of visitors increase by 30 in 1 hour?

- d) When did the number of visitors increase the most in 1 hour?

- e) When did the number of visitors decrease by 60 in 1 hour?

Latin Roots (about 5 min.)

- Read through the definitions. ject = throw

Word	Definition
projectile	an object thrown in the air with great force
projector	a machine that throws an image onto a wall
reject	to throw something out because it's broken and can't be used
subject	to throw oneself under someone else's rule
trajectory	the curved path of an object thrown into space

- Match each word to its definition.

<u>Word</u>	<u>Definition</u>
projectile	to throw something out because it's broken and can't be used
projector	to throw oneself under someone else's rule
reject	the curved path of an object thrown into space
subject	an object thrown in the air with great force
trajectory	a machine that throws an image onto a wall

Literature

Read chapter 18 part 1 of *The Princess and the Goblin* from the book or the worksheet included below. Answer the comprehension question below the chapter (about 15 minutes).

As you read...

- 1) Be sure to read slowly and carefully. If you have to sound out many words, go back and read the sentence again.
- 2) Make sure that your voice follows all punctuation!
- 3) Parents: *Your children should read from a book at or below his or her reading level in order to allow for practice in fluency and expression.*
- 4) When you are finished reading, answer the comprehension question below the text provided.

CHAPTER 18 Curdie's Clue

Curdie was as watchful as ever, but was almost getting tired of his ill success. Every other night or so he followed the goblins about, as they went on digging and boring, and getting as near them as he could, watched them from behind stones and rocks; but as yet he seemed no nearer finding out what they had in view. As at first, he always kept hold of the end of his string, while his pickaxe, left just outside the hole by which he entered the goblins' country from the mine, continued to serve as an anchor and hold fast the other end. The goblins, hearing no more noise in that quarter, had ceased to apprehend an immediate invasion, and kept no watch.

One night, after dodging about and listening till he was nearly falling asleep with weariness, he began to roll up his ball, for he had resolved to go home to bed. It was not long, however, before he began to feel bewildered. One after another he passed goblin houses, caves, that is, occupied by goblin families, and at length was sure they were many more than he had passed as he came. He had to use great caution to pass unseen—they lay so close together. Could his string have led him wrong? He still followed winding it, and still it led him into more thickly populated quarters, until he became quite uneasy, and indeed apprehensive; for although he was not afraid of the cobs, he was afraid of not finding his way out. But what could he do? It was of no use to sit down and wait for the morning—the morning made no difference here. It was dark, and always dark; and if his string failed him he was helpless. He might even arrive within a yard of the mine and never know it. Seeing he could do nothing better he would at least find where the end of his string was, and, if possible, how it had come to play him such a trick. He knew by the size of the ball that he was getting pretty near the last of it, when he began to feel a tugging and pulling at it. What could it mean? Turning a sharp corner, he thought he heard strange sounds. These grew, as he went on, to a scuffling

and growling and squeaking; and the noise increased, until, turning a second sharp corner, he found himself in the midst of it, and the same moment tumbled over a wallowing mass, which he knew must be a knot of the cobs' creatures. Before he could recover his feet, he had caught some great scratches on his face and several severe bites on his legs and arms. But as he scrambled to get up, his hand fell upon his pickaxe, and before the horrid beasts could do him any serious harm, he was laying about with it right and left in the dark. The hideous cries which followed gave him the satisfaction of knowing that he had punished some of them pretty smartly for their rudeness, and by their scampering and their retreating howls, he perceived that he had routed them. He stood for a little, weighing his battle-axe in his hand as if it had been the most precious lump of metal—but indeed no lump of gold itself could have been so precious at the time as that common tool—then untied the end of the string from it, put the ball in his pocket, and still stood thinking. It was clear that the cobs' creatures had found his axe, had between them carried it off, and had so led him he knew not where. But for all his thinking he could not tell what he ought to do, until suddenly he became aware of a glimmer of light in the distance. Without a moment's hesitation he set out for it, as fast as the unknown and rugged way would permit. Yet again turning a corner, led by the dim light, he spied something quite new in his experience of the underground regions—a small irregular shape of something shining. Going up to it, he found it was a piece of mica, or Muscovy glass, called sheep-silver in Scotland, and the light flickered as if from a fire behind it. After trying in vain for some time to discover an entrance to the place where it was burning, he came at length to a small chamber in which an opening, high in the wall, revealed a glow beyond. To this opening he managed to scramble up, and then he saw a strange sight.

Below sat a little group of goblins around a fire, the smoke of which vanished in the darkness far aloft. The sides of the cave were full of shining minerals like those of the palace hall; and the company was evidently of a superior order, for every one wore stones about head, or arms, or waist, shining dull gorgeous colours in the light of the fire. Nor had Curdie looked long before he recognized the king himself, and found that he had made his way into the inner apartment of the royal family. He had never had such a good chance of hearing something. He crept through the hole as softly as he could, scrambled a good way down the wall towards them without attracting attention, and then sat down and listened. The king, evidently the queen, and probably the crown prince and the Prime Minister were talking together. He was sure of the queen by her shoes, for as she warmed her feet at the fire, he saw them quite plainly.

'That will be fun!' said the one he took for the crown prince. It was the first whole sentence he heard.

'I don't see why you should think it such a grand affair!' said his stepmother, tossing her head backward.

'You must remember, my spouse,' interposed His Majesty, as if making excuse for his son, 'he has got the same blood in him. His mother—'

'Don't talk to me of his mother! You positively encourage his unnatural fancies. Whatever belongs to that mother ought to be cut out of him.'

'You forget yourself, my dear!' said the king.

'I don't,' said the queen, 'nor you either. If you expect me to approve of such coarse tastes, you will find yourself mistaken. I don't wear shoes for nothing.'

'You must acknowledge, however,' the king said, with a little groan, 'that this at least is no whim of Harelip's, but a matter of State policy. You are well aware that his gratification comes purely from the pleasure of sacrificing himself to the public good. Does it not, Harelip?'

'Yes, father; of course it does. Only it will be nice to make her cry. I'll have the skin taken off between her toes, and tie them up till they grow together. Then her feet will be like other people's, and there will be no occasion for her to wear shoes.'

'Do you mean to insinuate I've got toes, you unnatural wretch?' cried the queen; and she moved angrily towards Harelip. The councillor, however, who was betwixt them, leaned forward so as to prevent her touching him, but only as if to address the prince.

'Your Royal Highness,' he said, 'possibly requires to be reminded that you have got three toes yourself—one on one foot, two on the other.'

'Ha! ha! ha!' shouted the queen triumphantly.

Chapter 18, Part 1 *The Princess and the Goblin* Question: (Write in a complete sentence with beautiful penmanship.)

Ch. 18, Part 1: How does Curdie get lost in the mine?

Grammar (about 10 minutes)

Circle the prepositions in each sentence and underline the prepositional phrases.

If you would like help remembering your prepositions, watch Ms. Defilippis sing “The Preposition Song.”

<https://safeyoutube.net/w/kFQ9>

A prepositional phrase begins with a preposition and ends with a noun or pronoun which is the object of the preposition.

Prep.

Example: Prince Caspian blew the magic horn and brought the four children back **into Narnia.**

1. Trumpkin took the torch and ahead went into the dark tunnel.
2. It was a cold, black, musty place, with an occasional bat fluttering in the torchlight, and plenty of cobwebs.
3. The boys, who had been mostly in the open air since that morning at the railway station, felt as if they were going into a trap or a prison.
4. And now for the first time they heard voices, for they had come to the door of the central chamber.
5. His Majesty, bless his handsome face, has no need to be afraid of an old woman that's nearly doubled up with the rheumatics and hasn't two sticks to put under her kettle.
6. Aslan glided before them and they walked after him.
7. "Oh, Aslan," said King Peter, dropping on one knee and raising the Lion's heavy paw to his face.
8. The Dwarf, hunched in a little, miserable ball, hung from Aslan's mouth.

Poetry

Practice reciting “Paul Revere’s Ride” Part III, Stanza 5 (about 5 minutes):

As you recite... 1) Recite with good volume. 2) Speak clearly so that your audience can understand the words you are saying. 3) Try to say the stanza without looking, striving to memorize it.

Optional: Listen and recite along with the audio recording of the poem, emailed as an attachment with the Monday Newsletter.

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

See Day 1 for Stanza 5.

History (about 20 minutes)

<https://cloud.swivl.com/v/e9bf392caaa3c2a97e2afe3000b184d9>

Lesson 12: The Parts of the Constitution—The Seven Articles

Remembering last lesson, the Constitution opens with a short preamble that lists the reasons for making a new Constitution, such as to establish justice, to provide for defense against enemies, and to ensure tranquility (peace) at home. You already know that the ideas discussed by the men at the Constitutional Convention will be found in the seven articles of the Constitution: separation of powers, the three branches of government, the Great Compromise, and checks and balances.

The first article of the Constitution declares that the legislative, or law-making power will be given to a Congress of the United States which will have two parts: a Senate and a House of Representatives. This is the result of the Great Compromise. The Senate better represents states with fewer people, and the House of Representatives better represents states with more. The first article also includes many details, such as the minimum age requirement for Senators (at least 30 years) and Representatives (at least 25 years old). Another detail listed is how long a legislator is in office before having to run for re-election. Senators have six years in office at a time and Representatives only have two.

The second article of the Constitution begins with the sentence: “The executive shall be vested in the president of the United States of America. The verb “to vest” means “to give.” The executive power is given to the president. Remember that the main meaning of “to execute” means “to put into action.” The president makes sure that the laws made by Congress are put into action. This second article also specifies the lowest age that the president can be (35 years old) and how long he or she can be president before another election, four years. This article also states the special powers given to the executive branch to check and balance the other branches: the power to veto, or cancel, laws made by Congress and the power to appoint new members to the Supreme Court when there is an opening.

Can you predict the topic of the third article of the Constitution? You might even be able to predict much of the first sentence, since it’s so similar to the first sentence of the second article: “The judicial power of the national government shall be vested in one Supreme Court...” The judicial branch is given the power to judge and interpret the Constitution and the national laws.

The fourth article of the Constitution sets up some rules for states; one section of the fourth article, for example, allows for new states to join the United States. The fifth article sets the rules for how to amend (change) the Constitution. The sixth declares that the Constitution will be the supreme (highest or most important) law of the United States. The last article, the seventh, explains that for the Constitution to become the new official law of the land, it has to first be ratified (approved or voted upon) by at least nine of the thirteen states.

After the seventh article, thirty-nine of the delegates of the Constitutional Convention signed the document they had just finished composing. At least, it was done for the time being; the fifth article states that the Constitution can be amended (changed), and it would be. You would recognize the names of a few of the

signatures: Alexander Hamilton of New York, Benjamin Franklin of Pennsylvania, and James Madison of Virginia.

In complete sentences as always, list what each article of the Constitution describes.

1.

2.

3.

4.

5.

6.

7.

Latin

Colors: Reading (5-6 min.)

- The Romans had many words for colors--including some (like *candidus* and *albus*) that are different not in the shade of color that they are, but in whether they are shiny or not! Read through the new color vocabulary below, aloud.
- (If you would like to hear a video of these vocabulary words pronounced, visit <https://cloud.swivl.com/v/b2ec494bda06ac2eab064c0b7cbf3336>.)

<i>candidus, -a, -um</i>	shiny white
<i>albus, -a, -um</i>	dull white
<i>cānus, -a, -um</i>	gray
<i>caeruleus, -a, -um</i>	blue

<i>purpureus, -a, -um</i>	purple
<i>flāvus, -a, -um</i>	yellow
<i>āter, ātra, ātrum</i>	black
<i>brunneus, -a, -um</i>	brown
<i>viridis</i>	green
<i>rubeus, -a, um</i>	red

Flashcards (2-3 min.): Choose three colors to make flashcards of (and put a check mark beside the words you have chosen).

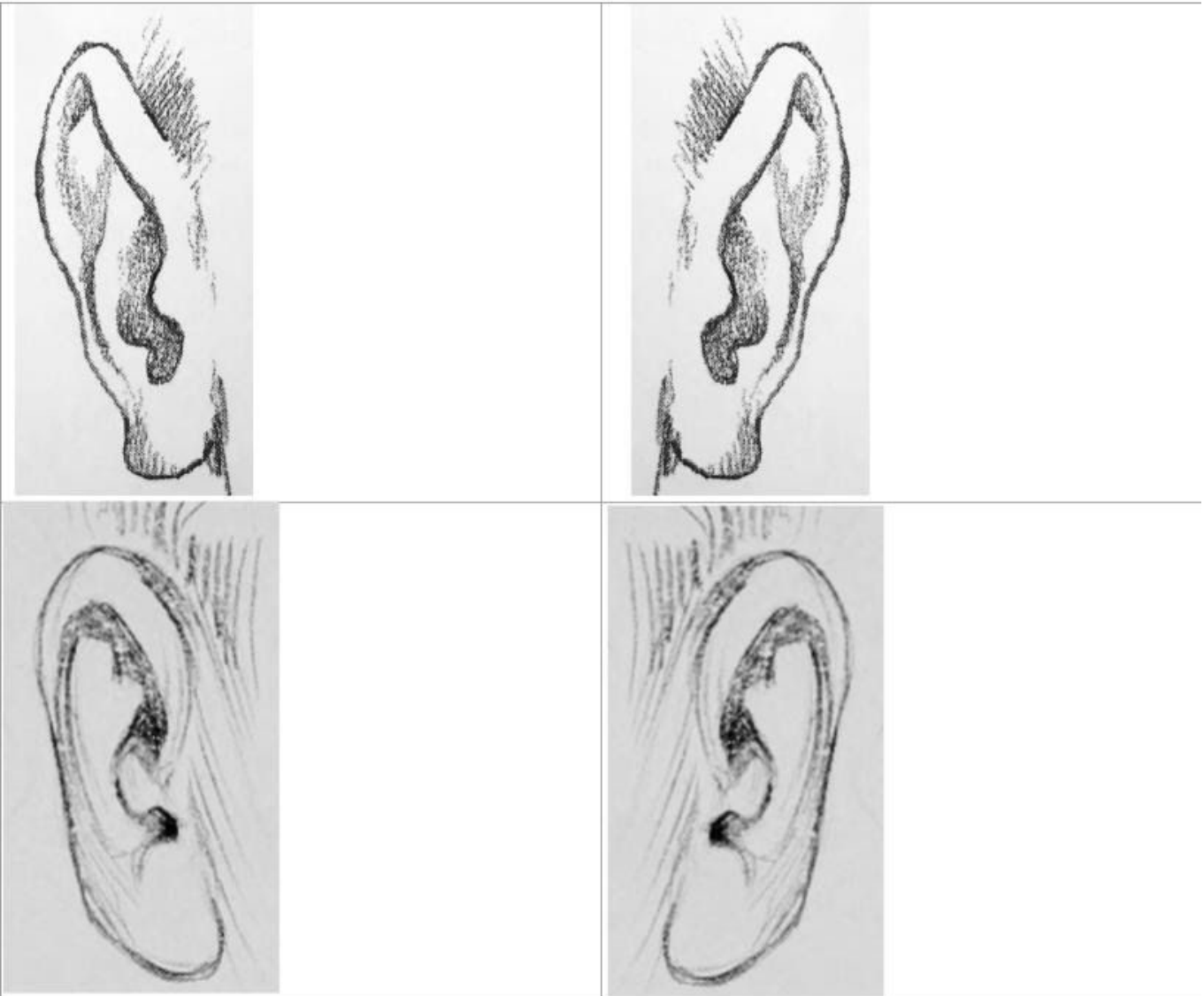
Complete the Sentence (5-6 min.): Looking at the picture below, fill in each sentence's blank with the appropriate color adjective. Remember, the ending of the color adjective should be the same as the ending of the noun it modifies--don't be afraid to change the adjectives' endings if necessary!



1. Lectīca est _____ .
2. Toga Iūliī _____ est.
3. Saccī _____ sunt.

Art (15 Minutes)

Directions: Practice drawing each ear to the right of each image.



Look at your ears in the mirror and sketch them below.

Day 5 Instructions and Resources

Friday, 5/8

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

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

Math (about 35 minutes)

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

Math Facts

$3 \times 6 =$

$4 \times 12 =$

$5 \times 7 =$

$6 \times 4 =$

$8 \times 11 =$

$12 \div 3 =$

$28 \div 4 =$

$30 \div 5 =$

$12 \div 6 =$

$77 \div 7 =$

$3 \times 5 =$

$4 \times 8 =$

$5 \times 11 =$

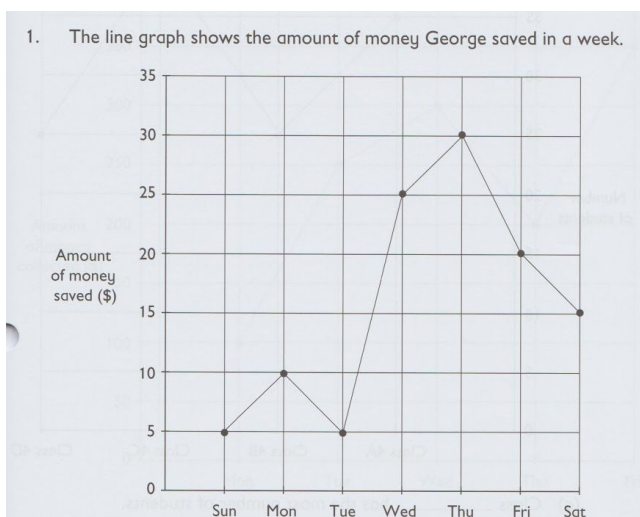
$8 \times 6 =$

$9 \times 9 =$

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

Mrs. McFadden and Miss Petrucelli went bird watching. Mrs. McFadden saw 17 birds and Miss Petrucelli saw 11 birds. How many more birds did Mrs. McFadden see than Miss Petrucelli?

Review



a) He saved the most on _____.

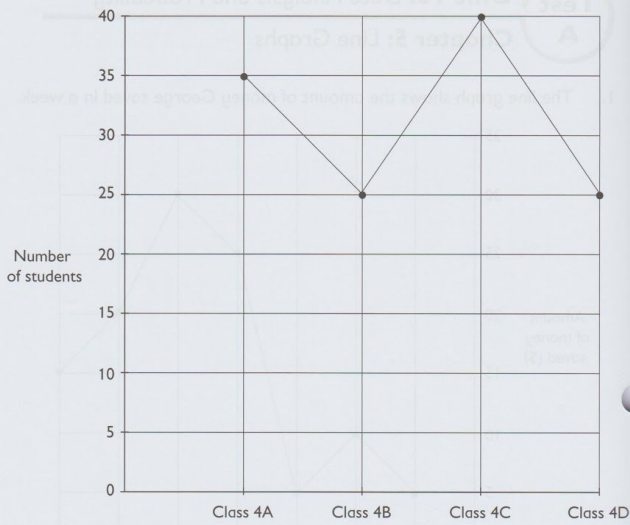
b) On which day did he save \$10 less than the previous day?

c) He saved a total of

\$ _____.

in

2. The line graph shows the number of students in 4 classes.

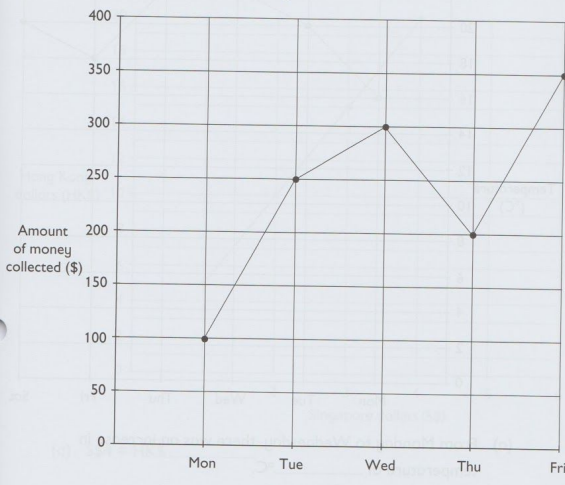


a) Class _____ has the most number of students.

b) If there are 17 girls in Class 4D, how many boys are there the same class? _____ boys

c) There are _____ students altogether.

3. The line graph shows the amount of money collected from the sale of bread from Monday to Friday.



a) There was a decrease in the amount of money collected on _____.

b) How much more money was collected on Friday than on Tuesday? \$ _____

c) In the 5 days, a total of \$ _____ was collected.

4. The line graph shows the highest temperature for each day over 6 days.



a) From Monday to Wednesday, there was an increase in temperature of _____.

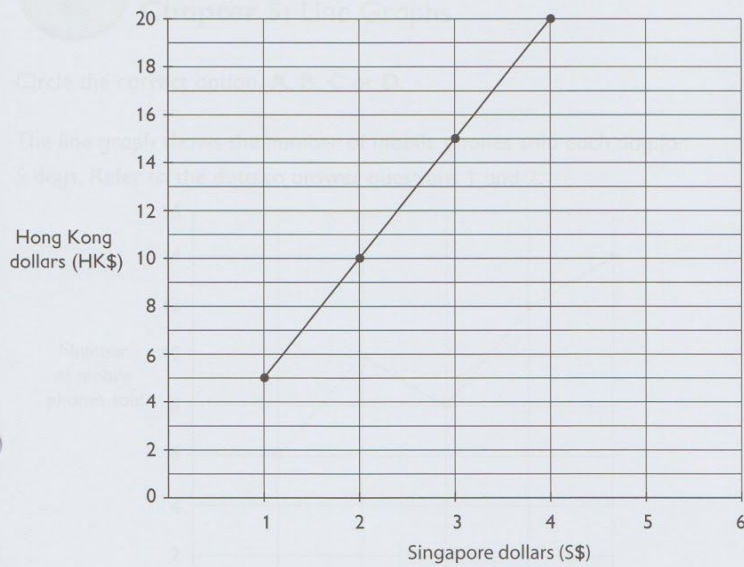
b) On which day was the temperature the lowest?

c) _____ and _____

Had the same highest temperature recorded.

d) The difference in temperature between Tuesday and Monday was _____.

5. The line graph shows the exchange rate between Singapore dollars and Hong Kong dollars some years ago.



a) 4 Singapore dollars is the same as _____ Hong Kong dollars.

b) How many Singapore dollars can be exchanged for \$10 Hong Kong dollars?

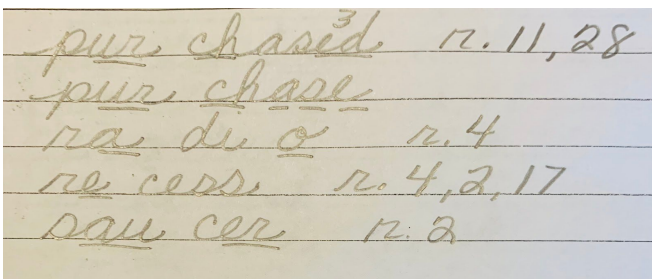
Spalding

New words (about 5 minutes):

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

1. Say the word.
2. Use the word in a sentence.
3. Show syllables and finger spelling for the word.
4. Write the word. *Remember to say the phonograms aloud as you write.*
5. Mark the word with the correct spelling rules.
6. Repeat for each assigned word.
7. When you have finished the word list, read for spelling (read only individual sounds in each word).
8. Read for reading (read the whole word).
9. Choose 1 of the words, and write a sentence.

Today's words: purchased, purchase, radio, recess, saucer



Below is a video link of the Spalding words and explanations for Week 6, Day 5. You can also find this link in our weekly newsletter.

<https://cloud.swivl.com/v/17648e471813813264b06be11e382aae>

Sentence

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Literature

Read chapter 18 part 2 of *The Princess and the Goblin* from the book or the worksheet included below. Answer the comprehension question below the chapter (about 15 minutes).

As you read...

- 1) Be sure to read slowly and carefully. If you have to sound out many words, go back and read the sentence again.
- 2) Make sure that your voice follows all punctuation!
- 3) Parents: *Your children should read from a book at or below his or her reading level in order to allow for practice in fluency and expression.*
- 4) When you are finished reading, answer the comprehension question below the text provided.

Chapter 18 part 2

Curdie just started to listen in on the Goblin king, queen, and prince's conversation.

The councillor, encouraged by this mark of favour, went on.

'It seems to me, Your Royal Highness, it would greatly endear you to your future people, proving to them that you are not the less one of themselves that you had the misfortune to be born of a sun-mother, if you were to command upon yourself the comparatively slight operation which, in a more extended form, you so wisely meditate with regard to your future princess.'

'Ha! ha! ha!' laughed the queen louder than before, and the king and the minister joined in the laugh. Harelip growled, and for a few moments the others continued to express their enjoyment of his discomfiture.

The queen was the only one Curdie could see with any distinctness. She sat sideways to him, and the light of the fire shone full upon her face. He could not consider her handsome. Her nose was certainly broader at the end than its extreme length, and her eyes, instead of being horizontal, were set up like two perpendicular eggs, one on the broad, the other on the small end. Her mouth was no bigger than a small buttonhole until she laughed, when it stretched from ear to ear—only, to be sure, her ears were very nearly in the middle of her cheeks.

Anxious to hear everything they might say, Curdie ventured to slide down a smooth part of the rock just under him, to a projection below, upon which he thought to rest. But whether he was not careful enough, or the projection gave way, down he came with a rush on the floor of the cavern, bringing with him a great rumbling shower of stones.

The goblins jumped from their seats in more anger than consternation, for they had never yet seen anything to be afraid of in the palace. But when they saw Curdie with his pick in his hand their rage was mingled with fear, for they took him for the first of an invasion of miners. The king notwithstanding drew himself up to his full height of four feet, spread himself to

his full breadth of three and a half, for he was the handsomest and squarest of all the goblins, and strutting up to Curdie, planted himself with outspread feet before him, and said with dignity:

'Pray what right have you in my palace?'

'The right of necessity, Your Majesty,' answered Curdie. 'I lost my way and did not know where I was wandering to.'

'How did you get in?'

'By a hole in the mountain.'

'But you are a miner! Look at your pickaxe!'

Curdie did look at it, answering:

'I came upon it lying on the ground a little way from here. I tumbled over some wild beasts who were playing with it. Look, Your Majesty.' And Curdie showed him how he was scratched and bitten.

The king was pleased to find him behave more politely than he had expected from what his people had told him concerning the miners, for he attributed it to the power of his own presence; but he did not therefore feel friendly to the intruder.

'You will oblige me by walking out of my dominions at once,' he said, well knowing what a mockery lay in the words.

'With pleasure, if Your Majesty will give me a guide,' said Curdie.

'I will give you a thousand,' said the king with a scoffing air of magnificent liberality.

'One will be quite sufficient,' said Curdie.

But the king uttered a strange shout, half halloo, half roar, and in rushed goblins till the cave was swarming. He said something to the first of them which Curdie could not hear, and it was passed from one to another till in a moment the farthest in the crowd had evidently heard and understood it. They began to gather about him in a way he did not relish, and he retreated towards the wall. They pressed upon him.

'Stand back,' said Curdie, grasping his pickaxe tighter by his knee.

They only grinned and pressed closer. Curdie bethought himself and began to rhyme.

'Ten, twenty, thirty—

You're all so very dirty!

Twenty, thirty, forty—

You're all so thick and snorty!

'Thirty, forty, fifty—

You're all so puff-and-snifty!

Forty, fifty, sixty—

Beast and man so mixty!

'Fifty, sixty, seventy—

Mixty, maxty, leaventy!

Sixty, seventy, eighty—

All your cheeks so slaty!

'Seventy, eighty, ninety,

All your hands so flinty!

Eighty, ninety, hundred,

Altogether dundred!'

The goblins fell back a little when he began, and made horrible grimaces all through the rhyme, as if eating something so disagreeable that it set their teeth on edge and gave them the creeps; but whether it was that the rhyming words were most of them no words at all, for, a new rhyme being considered the more efficacious, Curdie had made it on the spur of the moment, or whether it was that the presence of the king and queen gave them courage, I cannot tell; but the moment the rhyme was over they crowded on him again, and out shot a hundred long arms, with a multitude of thick nailless fingers at the ends of them, to lay hold upon him. Then Curdie heaved up his axe. But being as gentle as courageous and not wishing to kill any of them, he turned the end which was square and blunt like a hammer, and with that came down a great blow on the head of the goblin nearest him. Hard as the heads of all goblins are, he thought he must feel that. And so he did, no doubt; but he

only gave a horrible cry, and sprung at Curdie's throat. Curdie, however, drew back in time, and just at that critical moment remembered the vulnerable part of the goblin body. He made a sudden rush at the king and stamped with all his might on His Majesty's feet.

The king gave a most unkingly howl and almost fell into the fire. Curdie then rushed into the crowd, stamping right and left. The goblins drew back, howling on every side as he approached, but they were so crowded that few of those he attacked could escape his tread; and the shrieking and roaring that filled the cave would have appalled Curdie but for the good hope it gave him. They were tumbling over each other in heaps in their eagerness to rush from the cave, when a new assailant suddenly faced him—the queen, with flaming eyes and expanded nostrils, her hair standing half up from her head, rushed at him. She trusted in her shoes: they were of granite—hollowed like French sabots. Curdie would have endured much rather than hurt a woman, even if she was a goblin; but here was an affair of life and death: forgetting her shoes, he made a great stamp on one of her feet. But she instantly returned it with very different effect, causing him frightful pain, and almost disabling him. His only chance with her would have been to attack the granite shoes with his pickaxe, but before he could think of that she had caught him up in her arms and was rushing with him across the cave. She dashed him into a hole in the wall, with a force that almost stunned him. But although he could not move, he was not too far gone to hear her great cry, and the rush of multitudes of soft feet, followed by the sounds of something heaved up against the rock; after which came a multitudinous pattern of stones falling near him. The last had not ceased when he grew very faint, for his head had been badly cut, and at last insensible.

When he came to himself there was perfect silence about him, and utter darkness, but for the merest glimmer in one tiny spot. He crawled to it, and found that they had heaved a slab against the mouth of the hole, past the edge of which a poor little gleam found its way from the fire. He could not move it a hairbreadth, for they had piled a great heap of stones against it. He crawled back to where he had been lying, in the faint hope of finding his pickaxe, But after a vain search he was at last compelled to acknowledge himself in an evil plight. He sat down and tried to think, but soon fell fast asleep.

Chapter 18 part 2 *The Princess and the Goblin* Question: (Write in a complete sentence with beautiful penmanship.)

Ch. 18 part 2: How was Curdie defeated and imprisoned in a small cave by the goblins?

Writing (about 10 minutes)

In three sentences, explain one virtue Curdie demonstrates in his adventures in the mines. Provide examples. Remember to write in complete sentences and to use beautiful vocabulary.

Poetry

Practice reciting “Paul Revere’s Ride” Part III Stanza 5 (about 5 minutes):

As you recite... 1) Recite with good volume. 2) Speak clearly so that your audience can understand the words you are saying. 3) Try to say the stanza without looking, striving to memorize it.

Optional: Listen and recite along with the audio recording of the poem, emailed as an attachment with the Monday Newsletter.

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

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

See Day 1 for Stanza 5.

Science (about 20 minutes)

Static Electricity Experiment

Background

When one object is rubbed against another, static electricity can be created. This is because the rubbing creates a negative charge that is carried by electrons. The electrons can build up to produce static electricity. For example, when you shuffle your feet across a carpet, you are creating many surface contacts between your feet and the carpet, allowing electrons to transfer to you, thereby building up a static charge on your skin. When you touch another person or an object, you can suddenly discharge the static as an electrical shock.

Similarly, when you rub a balloon on your head it causes opposite static charges to build up both on your hair and the balloon. Consequently, when you pull the balloon slowly away from your head, you can see these two opposite static charges attracting one another and making your hair stand up.

Materials

- Balloon
- An object made out of wool (such as a sweater, scarf, blanket or ball of yarn), or if you do not have anything made of wool, use your hair.
- Stopwatch or watch with a second hand
- A wall
- A partner (optional)

Preparation

- Blow up the balloon and tie off the end.
- Have your partner prepare to use the stopwatch.

Procedure

- Hold the balloon in a way that your hand covers as little of its surface area as possible, such as by using only your thumb and pointer finger or by gripping the balloon by its neck where it is tied off.

- Rub the balloon on the woolly object once, in one direction.
- Hold the balloon up on the wall with the side that was rubbed against the wool facing the wall, then release it. Does the balloon stay stuck on the wall? If the balloon stays stuck, have your partner immediately start the stopwatch to time how long the balloon remains bound to the wall. If the balloon does not stick, move to the next step.

- Touch the balloon to a metal object.

1. Why do you think it is important to touch the balloon on a metal object? (Answer in a complete sentence.)

- Repeat the above process but each time increase the number of times you rub the balloon on the woolly object. Rub the balloon in the same direction each time. (Do not rub the balloon back and forth.)

2. How many rubs does it take to make the balloon stick to the wall for a few seconds? (Answer in a complete sentence.)

3. How many rubs does it take to make the balloon stick to the wall for multiple minutes?

- You can repeat this whole process two more times.

4. Do your observations for each trial match with the previous trials?

5. In general, did the balloon stick to the wall for a longer amount of time as you increased the number of times you rubbed the balloon on the woolly object? (Answer in a complete sentence.)

Optional

- Does rubbing in one direction give a different result than rubbing back and forth? (Answer in a complete sentence.)
-

Try comparing the same number of rubs in one direction with those done back and forth. Does one stay on the wall longer than the other? (Answer in a complete sentence.)

Results

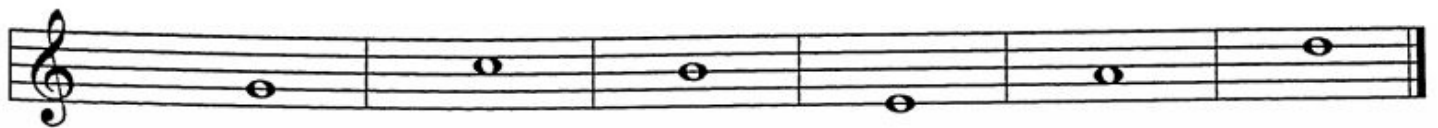
Wool is a conductive material, which means it readily gives away its electrons. Consequently, when you rub a balloon on wool, this causes the electrons to move from the wool to the balloon's surface. The rubbed part of the balloon now has a negative charge. Objects made of rubber, such as the balloon, are electrical insulators, meaning that they resist electric charges flowing through them. This is why only part of the balloon may have a negative charge (where the wool rubbed it) and the rest may remain neutral.

When the balloon has been rubbed enough times to gain a sufficient negative charge, it will be attracted to the wall. Although the wall should normally have a neutral charge, the charges within it can rearrange so that a positively charged area attracts the negatively charged balloon. Because the wall is also an electrical insulator, the charge is not immediately discharged. However, because metal is an electrical conductor, when you rub the balloon against metal the extra electrons in the balloon quickly leave the balloon and move into the metal so the balloon is no longer attracted and does not adhere.

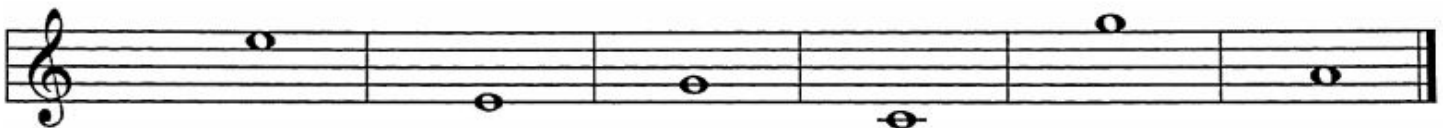
Music

- 1) Students, you've learned the sharp sign (#) and the flat sign (♭). Now let's learn the natural sign: ♮. All these symbols are called *accidentals*. The natural sign is the neutral symbol; it means that the note is neither sharp nor flat (like the white keys on a keyboard). However, most of the time the natural sign is not used, since a note by itself is implied to be natural. Let's add these symbols to the notes below!

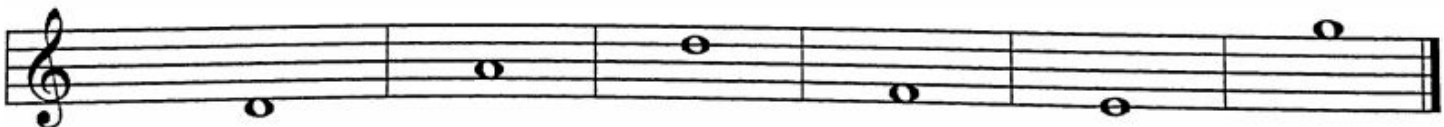
Add the given accidentals to the notes below. Remember that accidentals are always written to the left of the note.



G# C# B♭ E♮ A♭ D♮



E♭ E♮ G# C# G♭ A♮



D# A# D♭ F♮ E♭ G♮

- 2) IDENTIFYING ACCIDENTALS. Name the notes with accidentals below. Check the answer key once you finish.



P.E.

Hello, Fourth-Grade! For this Friday, I have provided you and your parents with a good list of parks and hikes around the area. These parks are big enough where you can go and play while still being apart from other people. If you are able, I would love for you and your family to go out to one of these parks and have some free-play time. You can run, hike, play soccer, work on your marathon, etc. If it is rainy on this day, try and go on another day. If you are not able to drive to one of the spots, try and see if you can go to your neighborhood park. **I have provided the list of great parks on this week's newsletter.** Go enjoy it!

Name of student _____

Date _____

By signing this page I confirm my scholar completed the assigned activities this week for the specials classes listed.

Art : _____

Music : _____

Latin : _____

P.E : _____

Answer key sent through email.