



Remote Learning Packet

Fourth Grade

May 18–May 22, 2020

Student Name: _____ Teacher: _____



Student Attendance Affidavit

May 18–May 22, 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 18, 2020
- Tuesday, May 19, 2020
- Wednesday, May 20, 2020
- Thursday, May 21, 2020
- Friday, May 22, 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 5/18-22

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

Subject	Mon.	Tue.	Wed.	Thu.	Fri.
Math ~25-35 min.	Multiplying 2-digit by 1-digit Number	Multiplying 2-digit by 2-digit Number	Review	Long Division	Review
	5 Word Review	Latin Roots	5 Word Review	Latin Roots	5 Word Review
English Language Arts ~25-35 min. total	Spalding 5 minutes	Latin Roots	5 Word Review	Latin Roots	5 Word Review
	Literature 15 minutes	Ch. 23	Ch. 24	Ch. 25	Ch. 26
	Grammar/ Writing 10 minutes	Grammar Worksheet	Grammar Review	Short Writing Prompt	Journal Entry
History or Science ~20 min.	Poetry 5 minutes	Meter and Rhythm	Poetry and Grammar Combined	Recitation	Recitation
	Meter and Rhythm	Meter and Rhythm	Science Conductors and Insulators Worksheet	Bill of Rights-- Sixth through Tenth Amendments	Science Review
Science Lesson 5 Conductors and Insulators	Science Lesson 5 Conductors and Insulators	Bill of Rights-- First through Fifth Amendments	Science Conductors and Insulators Worksheet	Bill of Rights-- Sixth through Tenth Amendments	Science Review

<p><i>Art</i> or <i>Music</i> ~15 min.</p>	<p>Music Debussy Biography</p>	<p>Art Weaving Unit- Making the loom and weaving strips</p>	<p>Music Impressionism</p>	<p>Art Weaving Unit- Weaving terminology and Tabby weave</p>	<p>Music Enharmonics</p>
<p><i>Latin</i> or <i>P.E.</i> ~15 min.</p>	<p>P.E. 15 minutes of the “Throw and Catch” challenge.</p>	<p>Latin New vocabulary, reading, and comprehension questions</p>	<p>P.E. 15 minute work-out routine.</p>	<p>Latin Profile of a Friend: Mad-Lib</p>	<p>P.E. 5 minute warm-up followed by a game of “Paper-Ball Tennis.”</p>

Day 1 Instructions and Resources

Monday, 5/18

Math

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

Math Facts

$2 \times 3 =$

$21 \div 3 =$

$10 \times 9 =$

$18 \div 3 =$

$5 \times 4 =$

$2 \times 4 =$

$6 \times 5 =$

$12 \div 3 =$

$8 \times 6 =$

$24 \div 3 =$

$6 \times 4 =$

$32 \div 4 =$

$5 \times 6 =$

$27 \div 3 =$

$5 \times 9 =$

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

Miss Defilippis ordered 372 pencils for each class. If she ordered pencils for 4 classes, how many pencils did she order altogether?

Notes

Multiply 1135 by 4.

$\begin{array}{r} 11\overset{2}{3}5 \\ \times 4 \\ \hline 0 \end{array}$	\rightarrow	$\begin{array}{r} 11\overset{2}{3}5 \\ \times 4 \\ \hline 40 \end{array}$	\rightarrow	$\begin{array}{r} 11\overset{2}{3}5 \\ \times 4 \\ \hline 540 \end{array}$	\rightarrow	$\begin{array}{r} 11\overset{2}{3}5 \\ \times 4 \\ \hline 4540 \end{array}$
Multiply 5 ones by 4.		Multiply 3 tens by 4. Add 2 tens.		Multiply 1 hundred by 4. Add 1 hundred.		Multiply 1 thousand by 4.

When 1135 is multiplied by 4, the **product** is 4540.

When numbers are stacked, always multiply from right to left, starting with the ones place. Remember that if you have more than 9 in one place value after multiplying, you will have to rename it. Here is an example.

-Ones place: Since $4 \times 5 = 20$ ones, we have to rename it as 2 tens. We put a zero in the ones place and we write a 2 above the tens place.

-Tens place: 4×3 tens = 12 tens. Remember we have to add the 2 tens from before that is written above the 3. That gives us 14 tens. That is greater than 9 in one place value, so we rename it as one hundred and 4 tens. We write 4 in the tens place and 1 above the hundreds place.

-Hundreds place: 4×1 hundred = 4 hundreds. We then add the other 1 hundred from before which gives us 5 hundreds. It is not greater than 9 so we can simply write 9 in the hundreds place.

-Thousands place: 4×1 thousand = 4 thousands. There are no other thousands above, so we just write 4 in the thousands place.

Practice

a)

$$\begin{array}{r} 1893 \\ \times \quad 4 \\ \hline \end{array}$$

b)

$$\begin{array}{r} 4036 \\ \times \quad 7 \\ \hline \end{array}$$

c)

$$\begin{array}{r} 5987 \\ \times \quad 8 \\ \hline \end{array}$$

d)

$$\begin{array}{r} 8195 \\ \times \quad 9 \\ \hline \end{array}$$

e)

$$\begin{array}{r} 4032 \\ \times \quad 3 \\ \hline \end{array}$$

f)

$$\begin{array}{r} 2370 \\ \times \quad 5 \\ \hline \end{array}$$

Challenge:

Fill in the blank with a largest possible number to make each equation true: $__ \times 3 < 23$

Spalding Review

- Using the word bank, fill in the blank in each sentence with a word that completes the sentence best.

prompt	successful	exhausted	publication	distribute
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1. The writing _____ was about the tropical rainforest.
2. The remote learning packet has been a _____ tool during the pandemic.
3. Ms. Wright's novel is ready for _____.
4. Could you please _____ the answer sheets while I hand out the tests?
5. The brainstorming session _____ all my good ideas.

Literature

Chapter 22, Part 2 *Irene and Curdie have escaped the goblins, and Irene has brought Curdie to see her great-great grandmother. Curdie cannot see the old lady and leaves upset and frustrated.*

Irene listened with dismay to Curdie's departing footsteps. Then turning again to the lady:

'What does it all mean, grandmother?' she sobbed, and burst into fresh tears.

'It means, my love, that I did not mean to show myself. Curdie is not yet able to believe some things. Seeing is not believing—it is only seeing. You remember I told you that if Lootie were to see me, she would rub her eyes, forget the half she saw, and call the other half nonsense.'

'Yes; but I should have thought Curdie—'

'You are right. Curdie is much farther on than Lootie, and you will see what will come of it. But in the meantime you must be content, I say, to be misunderstood for a while. We are all very anxious to be understood, and it is very hard not to be. But there is one thing much more necessary.'

'What is that, grandmother?

'To understand other people.'

'Yes, grandmother. I must be fair—for if I'm not fair to other people, I'm not worth being understood myself. I see. So as Curdie can't help it, I will not be vexed with him, but just wait.'

'There's my own dear child,' said her grandmother, and pressed her close to her bosom.

'Why weren't you in your workroom when we came up, grandmother?' asked Irene, after a few moments' silence.

'If I had been there, Curdie would have seen me well enough. But why should I be there rather than in this beautiful room?'

'I thought you would be spinning.'

'I've nobody to spin for just at present. I never spin without knowing for whom I am spinning.'

'That reminds me—there is one thing that puzzles me,' said the princess: 'how are you to get the thread out of the mountain again? Surely you won't have to make another for me? That would be such a trouble!'

The lady set her down and rose and went to the fire. Putting in her hand, she drew it out again and held up the shining ball between her finger and thumb.

'I've got it now, you see,' she said, coming back to the princess, 'all ready for you when you want it.'

Going to her cabinet, she laid it in the same drawer as before.

'And here is your ring,' she added, taking it from the little finger of her left hand and putting it on the forefinger of Irene's right hand.

'Oh, thank you, grandmother! I feel so safe now!'

'You are very tired, my child,' the lady went on. 'Your hands are hurt with the stones, and I have counted nine bruises on you. Just look what you are like.'

And she held up to her a little mirror which she had brought from the cabinet. The princess burst into a merry laugh at the sight. She was so draggled with the stream and dirty with creeping through narrow places, that if she had seen the reflection without knowing it was a reflection, she would have taken herself for some gipsy child whose face was washed and hair combed about once in a month. The lady laughed too, and lifting her again upon her knee, took off her cloak and night-gown. Then she carried her to the side of the room. Irene wondered what she was going to do with her, but asked no questions—only starting a little when she found that she was going to lay her in the large silver bath; for as she looked into it, again she saw no bottom, but the stars shining miles away, as it seemed, in a great blue gulf. Her hands closed involuntarily on the beautiful arms that held her, and that was all.

The lady pressed her once more to her bosom, saying:

'Do not be afraid, my child.'

'No, grandmother,' answered the princess, with a little gasp; and the next instant she sank in the clear cool water.

When she opened her eyes, she saw nothing but a strange lovely blue over and beneath and all about her. The lady, and the beautiful room, had vanished from her sight, and she seemed utterly alone. But instead of being afraid, she felt more than happy—perfectly blissful. And from somewhere came the voice of the lady, singing a strange sweet song, of which she could distinguish every word; but of the sense she had only a feeling—no understanding. Nor could she remember a single line after it was gone. It vanished, like the poetry in a dream, as fast as it came. In after years, however, she would sometimes fancy that snatches of melody suddenly rising in her brain must be little phrases and fragments of the air of that song; and the very fancy would make her happier, and abler to do her duty.

How long she lay in the water she did not know. It seemed a long time—not from weariness but from pleasure. But at last she felt the beautiful hands lay hold of her, and through the gurgling water she was lifted out into the lovely room. The lady carried her to the fire, and sat down with her in her lap, and dried her tenderly with the softest towel. It was so different from Lootie's drying. When the lady had done, she stooped to the fire, and drew from it her night-gown, as white as snow.

'How delicious!' exclaimed the princess. 'It smells of all the roses in the world, I think.'

When she stood up on the floor she felt as if she had been made over again. Every bruise and all weariness were gone, and her hands were soft and whole as ever.

'Now I am going to put you to bed for a good sleep,' said her grandmother.

'But what will Lootie be thinking? And what am I to say to her when she asks me where I have been?'

'Don't trouble yourself about it. You will find it all come right,' said her grandmother, and laid her into the blue bed, under the rosy counterpane.

'There is just one thing more,' said Irene. 'I am a little anxious about Curdie. As I brought him into the house, I ought to have seen him safe on his way home.'

'I took care of all that,' answered the lady. 'I told you to let him go, and therefore I was bound to look after him.'

Nobody saw him, and he is now eating a good dinner in his mother's cottage far up in the mountain.'

'Then I will go to sleep,' said Irene, and in a few minutes she was fast asleep.

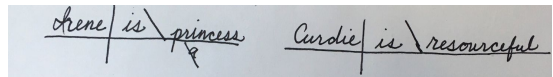
Ch. 22, Part 2: How does the grandmother remove Irene's bruises? (Write in a complete sentence with beautiful penmanship.)

Grammar

Parse (label) and diagram the sentences below. Focus on finding the subject noun, the linking verb, and the predicate nominative or adjective. Watch an explanation of linking verbs, which can also be found in our weekly newsletter. <https://cloud.swivl.com/v/a51b3e8f3c64bc743a6c4be92df38a55>

SN LV AA Pred. Nom. SN LV Pred. Adj.

Example: Irene is a princess. Curdie is resourceful.



1. Narnia is a magical place.

2. Magnificent Aslan is wise.

3. The horse's eyes were rubies.

4. The great ruins seemingly were an old castle.

Poetry

Meter in Poetry: <https://cloud.swivl.com/v/aff71a3b3c2119ca71689551756a9a37>

Like music, poetry has a rhythm and beat. The pattern of beats in a poem is called its measure or meter. To find the beat of a line it can help to count the syllables. There are eight syllables in the first line of The Eagle. There are eight syllables in the other lines too. Then you say the poem thinking about how many of the syllables you are emphasizing. In the stanza below, the emphasized syllables are bolded.

The Eagle

By Alfred, Lord Tennyson

He **clasps** the **crag** with **crooked hands**;
Close to the **sun** in **lonely lands**,
Ring'd with the **azure world**, he **stands**.

Please write in complete sentences.

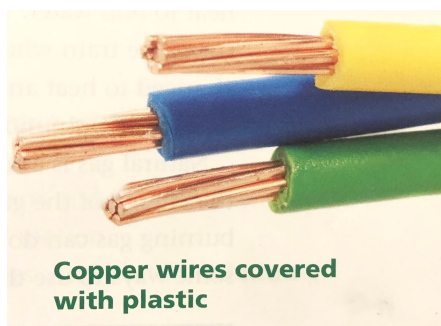
1. How many syllables are there in the first line of this poem?

2. How many syllables are emphasized in each line of the poem?

3. What is the beat of a line of poetry called?

Science (about 20 minutes)

What makes a material a conductor or an insulator? Simply put, electrical conductors are materials that conduct electricity and insulators are materials that do not. Whether a substance conducts electricity is determined by how easily electrons move through it.



Electrical conductivity is dependent on electron movement because protons and neutrons don't move—they are bound to other protons and neutrons in atomic nuclei.

Most metals are good conductors. The electrical wires in most homes are made of the metal copper. **Never** touch a bare metal electrical wire. Electric current can cause shocks and burns. Many nonmetals are good insulators. Glass, rubber, plastic, and air are good insulators. Most electrical wires are covered with an insulator to prevent shocks.

The 10 most effective electrical conductors are:	The 10 most effective electrical insulators are
1. Silver	1. Rubber
2. Gold	2. Glass
3. Copper	3. Pure Water
4. Aluminum	4. Oil
5. Mercury	5. Air
6. Steel	6. Diamond
7. Iron	7. Dry Wood
8. Seawater	8. Dry cotton
9. Concrete	9. Plastic
10. Platinum	10. Asphalt

Other Factors That Influence Conductivity

The shape and size of a material affect its conductivity. For example, a thick piece of matter will conduct better than a thin piece of the same size and length. If you have two pieces of a material of the same thickness but one is shorter than the other, the shorter one will conduct better because the shorter piece has less resistance, in much the same way that it's easier to force water through a short pipe than a long one.

Temperature also affects conductivity. As temperature increases, atoms and their electrons gain energy. Some insulators like glass are poor conductors when cool but good conductors when hot; most metals are better conductors when cool and less efficient conductors when hot. Some good conductors become superconductors at extremely low temperatures.

Answer all questions in complete sentences.

1. How does temperature affect conductivity?

2. What is the difference between conductors and insulators?

3. How does shape affect conductivity?

P.E.

Throw and Catch Challenge

Materials:

- Empty juice/milk jug or something similar (best if plastic with a handle)
- Scissors
- A marker to mark where to cut
- A small ball (tennis ball, sock ball, or anything about that size)

***If you don't have these materials, please work on throwing and catching with your hands and incorporate clapping between throws to make it more challenging!

Steps:

1. Clean out the jug and draw a line about an inch away from the bottom.
2. Carefully cut all the way around the line until the bottom of the jug is removed.
3. Now flip your jug so the bottom is open towards the sky and hold the jug in your non-dominant hand (the hand you don't throw with).
4. Hold the small ball in your throwing hand and toss it in the air.
5. Then try and catch the ball inside the jug! Try and catch it at least 5 times.

Optional Challenges:

- ★ Bounce the ball on the ground and then catch it in the jug!
- ★ Have someone else bounce it on the ground and you try and catch it in your jug!

- ★ Make two or more of these catching devices and play catch with your family! Find creative ways to throw and catch the ball or see how many you can do in a row without dropping the ball!

Music

- 1) Students, today we are learning about a composer that is very close to my heart: Claude Debussy. Over the years I've played many of his pieces for piano, violin, voice, and symphony.
- 2) Read the biography below. Then, reread it and underline or write down TEN facts from it.

The Story of Claude Debussy

(1862–1918)


Claude Debussy was born at Saint-Germain-en-Laye, about 11 miles from Paris. As a child, Debussy was serious and thoughtful. His sister Adele recalled that he watched other children playing more than playing himself. His godparents encouraged Debussy to paint and play music.

Debussy went to the Paris Conservatory when he was 11 years old and he won prizes for sight-singing, piano and composition. Once there, he created music with one goal in mind: to please his own ears. He rebelled against traditional harmony, and his improvisations were actually thought to be "dangerous."

When he was 22 years old, he won the Grand Prix de Rome, a competition for composers. This coveted award allowed him to stay at the Villa Medici in Rome for three years with all expenses paid. During this time he worked on his new musical ideas and got to meet Franz Liszt and the great opera composer, Giuseppe Verdi. However, he became impatient with life in this magnificent palace and longed to return to more familiar surroundings. After two years he returned home to Paris to compose, teach and perform on the piano.

In 1894, Debussy composed *Prelude to the Afternoon of a Faun*, an impressionistic tone poem for orchestra. The work was inspired by a poem written by Stéphane Mallarmé, "L'Après-midi d'un faune." One day in 1894, Mallarmé knocked on Debussy's door and asked to hear the new orchestral piece. After listening to it, the poet sat silent for a long time, then expressed his pleasure at Debussy's work, saying that the music captured the emotion of his poem much more than a painting could.


During the next few years, he composed some of his most beautiful and significant works. For orchestra, he wrote *Images*, *La Mer* and *Nocturnes*. *La Mer* (The Sea), consisting of three movements about



the sea, is probably Debussy's best-known orchestral work. For piano, he wrote two volumes of *Préludes*, *Suite Bergamasque* which contains the beautiful "Claire de Lune" (Moonlight) and *Children's Corner Suite* which was inspired by Debussy's daughter, Chou Chou. The later suite contains the famous ragtime-inspired "Golliwog's Cakewalk."

Debussy's extraordinary mastery of fluid lines and intricate harmonies allowed him to paint beautiful pictures in sound. His genius is equally evident in his piano works, in which he strived to emulate the qualities and sonorities of the orchestra.

In his final years, Debussy was ill with cancer and had financial problems. He was distraught about the First World War and he died during a bombardment of Paris in 1918.



French poet Stéphane Mallarmé

Day 2 Instructions and Resources

Tuesday, 5/19

Math

- 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 how to multiply 2-digit numbers by 2-digit numbers: <https://cloud.swivl.com/v/037f00138a5cca2ddde5fc9ce65f4c7e>
- Please complete the practice.

Math Facts

$4 \times 4 =$

$30 \div 3 =$

$5 \times 3 =$

$24 \div 4 =$

$6 \times 9 =$

$28 \div 4 =$

$7 \times 5 =$

$36 \div 4 =$

$5 \times 8 =$

$12 \div 2 =$

$9 \times 5 =$

$20 \div 4 =$

$8 \times 4 =$

$35 \div 5 =$

$4 \times 6 =$

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

A baker sold 1380 cakes last month. He sold 3 times as many cakes this month as last month. How many cakes did he sell this month?

Notes

1)

2)

3)

The image shows three stages of a multiplication problem: 34×15 .
 Stage 1: $\begin{array}{r} 34 \\ \times 15 \\ \hline 170 \end{array}$
 Stage 2: $\begin{array}{r} 34 \\ \times 15 \\ \hline 170 \\ 340 \end{array}$
 Stage 3: $\begin{array}{r} 34 \\ \times 15 \\ \hline 170 \\ + 340 \\ \hline 510 \end{array}$

Here we are multiplying 2 digit numbers by 2 digit numbers.

1) We first multiply the top number by the number in the ones place below it. Here we multiply 34×5 . We would do it just like we did it yesterday.

2) We then multiply the top number by the number in the tens place below. Here we multiply 34×10 . Remember that we are not multiplying 34×1 . We are multiplying 34×10 , so we need to place a 0 in the ones place.

3) After we've multiplied the top number by both the ones and tens place, we add the products together. $170 + 340 = 510$

Practice

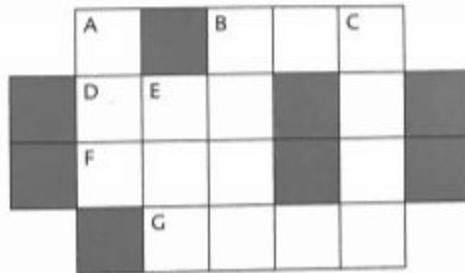
1. Multiply and use the answers to complete the cross-number puzzle below.

ACROSS

B $\begin{array}{r} 21 \\ \times 13 \\ \hline \end{array}$	D $\begin{array}{r} 17 \\ \times 39 \\ \hline \end{array}$	F $\begin{array}{r} 37 \\ \times 24 \\ \hline \end{array}$	G $\begin{array}{r} 82 \\ \times 80 \\ \hline \end{array}$
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DOWN

A $\begin{array}{r} 28 \\ \times 31 \\ \hline \end{array}$	B $\begin{array}{r} 53 \\ \times 45 \\ \hline \end{array}$	C $\begin{array}{r} 59 \\ \times 60 \\ \hline \end{array}$	E $\begin{array}{r} 49 \\ \times 14 \\ \hline \end{array}$
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Challenge: How many 3-digit numbers can you make using the following digits? Use each number no more than once in each number: 3, 5, 8

Latin Roots (about 5 min.)

- Read through the definitions.

port = carry

Word	Definition
deport	to carry or send away from a country; to banish
export	to carry out of the country
import	to carry into a country

portable	capable of being easily carried
portage	the route over which boats and supplies are carried overland from one lake or river to another.

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

Word	Definition
deport	capable of being easily carried
export	to carry into a country
import	to carry or send away from a country; to banish
portable	to carry out of the country
portage	the route over which boats and supplies are carried overland from one lake or river to another

Literature

Listen to Miss Defilippis read chapter 23: <https://cloud.swivl.com/v/aa78eb998ac0294f469698543d3e870b>

CHAPTER 23 Curdie and His Mother

Curdie went up the mountain neither whistling nor singing, for he was vexed with Irene for taking him in, as he called it; and he was vexed with himself for having spoken to her so angrily. His mother gave a cry of joy when she saw him, and at once set about getting him something to eat, asking him questions all the time, which he did not answer so cheerfully as usual. When his meal was ready, she left him to eat it, and hurried to the mine to let his father know he was safe. When she came back, she found him fast asleep upon her bed; nor did he wake until his father came home in the evening.

'Now, Curdie,' his mother said, as they sat at supper, 'tell us the whole story from beginning to end, just as it all happened.'

Curdie obeyed, and told everything to the point where they came out upon the lawn in the garden of the king's house.

'And what happened after that?' asked his mother. 'You haven't told us all. You ought to be very happy at having got away from those demons, and instead of that I never saw you so gloomy. There must be something more. Besides, you do not speak of that lovely child as I should like to hear you. She saved your life at the risk of her own, and yet somehow you don't seem to think much of it.'

'She talked such nonsense' answered Curdie, 'and told me a pack of things that weren't a bit true; and I can't get over it.'

'What were they?' asked his father. 'Your mother may be able to throw some light upon them.'

Then Curdie made a clean breast of it, and told them everything.

They all sat silent for some time, pondering the strange tale. At last Curdie's mother spoke.

'You confess, my boy,' she said, 'there is something about the whole affair you do not understand?'

'Yes, of course, mother,' he answered. 'I cannot understand how a child knowing nothing about the mountain, or even that I was shut up in it, should come all that way alone, straight to where I was; and then, after getting me out of the hole, lead me out of the mountain too, where I should not have known a step of the way if it had been as light as in the

open air.'

'Then you have no right to say what she told you was not true. She did take you out, and she must have had something to guide her: why not a thread as well as a rope, or anything else? There is something you cannot explain, and her explanation may be the right one.'

'It's no explanation at all, mother; and I can't believe it.'

'That may be only because you do not understand it. If you did, you would probably find it was an explanation, and believe it thoroughly. I don't blame you for not being able to believe it, but I do blame you for fancying such a child would try to deceive you. Why should she? Depend upon it, she told you all she knew. Until you had found a better way of accounting for it all, you might at least have been more sparing of your judgement.'

'That is what something inside me has been saying all the time,' said Curdie, hanging down his head. 'But what do you make of the grandmother? That is what I can't get over. To take me up to an old garret, and try to persuade me against the sight of my own eyes that it was a beautiful room, with blue walls and silver stars, and no end of things in it, when there was nothing there but an old tub and a withered apple and a heap of straw and a sunbeam! It was too bad! She might have had some old woman there at least to pass for her precious grandmother!'

'Didn't she speak as if she saw those other things herself, Curdie?'

'Yes. That's what bothers me. You would have thought she really meant and believed that she saw every one of the things she talked about. And not one of them there! It was too bad, I say.'

'Perhaps some people can see things other people can't see, Curdie,' said his mother very gravely. 'I think I will tell you something I saw myself once—only Perhaps You won't believe me either!'

'Oh, mother, mother!' cried Curdie, bursting into tears; 'I don't deserve that, surely!'

'But what I am going to tell you is very strange,' persisted his mother; 'and if having heard it you were to say I must have been dreaming, I don't know that I should have any right to be vexed with you, though I know at least that I was not asleep.'

'Do tell me, mother. Perhaps it will help me to think better of the princess.'

'That's why I am tempted to tell you,' replied his mother. 'But first, I may as well mention that, according to old whispers, there is something more than common about the king's family; and the queen was of the same blood, for they were cousins of some degree. There were strange stories told concerning them—all good stories—but strange, very strange. What they were I cannot tell, for I only remember the faces of my grandmother and my mother as they talked together about them. There was wonder and awe—not fear—in their eyes, and they whispered, and never spoke aloud. But what I saw myself was this: Your father was going to work in the mine one night, and I had been down with his supper. It was soon after we were married, and not very long before you were born. He came with me to the mouth of the mine, and left me to go home alone, for I knew the way almost as well as the floor of our own cottage. It was pretty dark, and in some parts of the road where the rocks overhung nearly quite dark. But I got along perfectly well, never thinking of being afraid, until I reached a spot you know well enough, Curdie, where the path has to make a sharp turn out of the way of a great rock on the left-hand side. When I got there, I was suddenly surrounded by about half a dozen of the cobs, the first I had ever seen, although I had heard tell of them often enough. One of them blocked up the path, and they all began tormenting and teasing me in a way it makes me shudder to think of even now.'

'If I had only been with you!' cried father and son in a breath.

The mother gave a funny little smile, and went on.

'They had some of their horrible creatures with them too, and I must confess I was dreadfully frightened. They had torn my clothes very much, and I was afraid they were going to tear myself to pieces, when suddenly a great white soft light shone upon me. I looked up. A broad ray, like a shining road, came down from a large globe of silvery light, not very high up, indeed not quite so high as the horizon—so it could not have been a new star or another moon or anything of that sort. The cobs dropped persecuting me, and looked dazed, and I thought they were going to run away, but presently they began again. The same moment, however, down the path from the globe of light came a bird, shining like silver in the sun. It gave a few rapid flaps first, and then, with its wings straight out, shot, sliding down the slope of the light. It looked to me just like a white pigeon. But whatever it was, when the cobs caught sight of it coming straight down upon them, they took to their heels and scampered away across the mountain, leaving me safe, only much frightened. As soon as it had sent them off, the bird went gliding again up the light, and the moment it reached the globe the light disappeared, just as if a shutter had been closed over a window, and I saw it no More. But I had no more trouble with the cobs that night or ever after.'

'How strange!' exclaimed Curdie.

'Yes, it was strange; but I can't help believing it, whether you do or not,' said his mother.

'It's exactly as your mother told it to me the very next morning,' said his father.

'You don't think I'm doubting my own mother?' cried Curdie. 'There are other people in the world quite as well worth believing as your own mother,' said his mother. 'I don't know that she's so much the fitter to be believed that she happens to be your mother, Mr. Curdie. There are mothers far more likely to tell lies than the little girl I saw talking to the primroses a few weeks ago. If she were to lie I should begin to doubt my own word.'

'But princesses have told lies as well as other people,' said Curdie.

'Yes, but not princesses like that child. She's a good girl, I am certain, and that's more than being a princess. Depend upon it you will have to be sorry for behaving so to her, Curdie. You ought at least to have held your tongue.'

'I am sorry now,' answered Curdie.

'You ought to go and tell her so, then.'

'I don't see how I could manage that. They wouldn't let a miner boy like me have a word with her alone; and I couldn't tell her before that nurse of hers. She'd be asking ever so many questions, and I don't know how many the little princess would like me to answer. She told me that Lootie didn't know anything about her coming to get me out of the mountain. I am certain she would have prevented her somehow if she had known it. But I may have a chance before long, and meantime I must try to do something for her. I think, father, I have got on the track at last.'

'Have you, indeed, my boy?' said Peter. 'I am sure you deserve some success; you have worked very hard for it. What have you found out?'

'It's difficult, you know, father, inside the mountain, especially in the dark, and not knowing what turns you have taken, to tell the lie of things outside.'

'Impossible, my boy, without a chart, or at least a compass,' returned his father.

'Well, I think I have nearly discovered in what direction the cobs are mining. If I am right, I know something else that I can put to it, and then one and one will make three.'

'They very often do, Curdie, as we miners ought to be very well aware. Now tell us, my boy, what the two things are, and see whether we can guess at the same third as you.'

'I don't see what that has to do with the princess,' interposed his mother.

'I will soon let you see that, mother. Perhaps you may think me foolish, but until I am sure there, is nothing in my present fancy, I am more determined than ever to go on with my observations. Just as we came to the channel by which we got out, I heard the miners at work somewhere near—I think down below us. Now since I began to watch them, they have mined a good half-mile, in a straight line; and so far as I am aware, they are working in no other part of the mountain. But I never could tell in what direction they were going. When we came out in the king's garden, however, I thought at once whether it was possible they were working towards the king's house; and what I want to do tonight is to make sure whether they are or not. I will take a light with me—'

'Oh, Curdie,' cried his mother, 'then they will see you.'

'I'm no more afraid of them now than I was before,' rejoined Curdie, 'now that I've got this precious shoe. They can't make another such in a hurry, and one bare foot will do for my purpose. Woman as she may be, I won't spare her next time. But I shall be careful with my light, for I don't want them to see me. I won't stick it in my hat.'

'Go on, then, and tell us what you mean to do.'

'I mean to take a bit of paper with me and a pencil, and go in at the mouth of the stream by which we came out. I shall mark on the paper as near as I can the angle of every turning I take until I find the cobs at work, and so get a good idea in what direction they are going. If it should prove to be nearly parallel with the stream, I shall know it is towards the king's house they are working.'

'And what if you should? How much wiser will you be then?'

'Wait a minute, mother dear. I told you that when I came upon the royal family in the cave, they were talking of their prince—Harelip, they called him—marrying a sun-woman—that means one of us—one with toes to her feet. Now in the speech one of them made that night at their great gathering, of which I heard only a part, he said that peace would be secured for a generation at least by the pledge the prince would hold for the good behaviour of her relatives: that's what he said, and he must have meant the sun-woman the prince was to marry. I am quite sure the king is much too proud to wish his son to marry any but a princess, and much too knowing to fancy that his having a peasant woman for a wife would be of any great advantage to them.'

'I see what you are driving at now,' said his mother.

'But,' said his father, 'our king would dig the mountain to the plain before he would have his princess the wife of a cob, if he were ten times a prince.'

'Yes; but they think so much of themselves!' said his mother. 'Small creatures always do. The bantam is the proudest cock in my little yard.'

'And I fancy,' said Curdie, 'if they once got her, they would tell the king they would kill her except he consented to the marriage.'

'They might say so,' said his father, 'but they wouldn't kill her; they would keep her alive for the sake of the hold it gave them over our king. Whatever he did to them, they would threaten to do the same to the princess.'

'And they are bad enough to torment her just for their own amusement—I know that,' said his mother.

'Anyhow, I will keep a watch on them, and see what they are up to,' said Curdie. 'It's too horrible to think of. I daren't let myself do it. But they shan't have her—at least if I can help it. So, mother dear—my clue is all right—will you get me a bit of paper and a pencil and a lump of pease pudding, and I will set out at once. I saw a place where I can climb over the wall of the garden quite easily.'

'You must mind and keep out of the way of the men on the watch,' said his mother.

'That I will. I don't want them to know anything about it. They would spoil it all. The cobs would only try some other plan—they are such obstinate creatures! I shall take good care, mother. They won't kill and eat me either, if they should come upon me. So you needn't mind them.'

His mother got him what he had asked for, and Curdie set out. Close beside the door by which the princess left the garden for the mountain stood a great rock, and by climbing it Curdie got over the wall. He tied his clue to a stone just inside the channel of the stream, and took his pickaxe with him. He had not gone far before he encountered a horrid creature coming towards the mouth. The spot was too narrow for two of almost any size or shape, and besides Curdie had no wish to let the creature pass. Not being able to use his pickaxe, however, he had a severe struggle with him, and it was only after receiving many bites, some of them bad, that he succeeded in killing him with his pocket-knife. Having dragged him out, he made haste to get in again before another should stop up the way.

I need not follow him farther in this night's adventures. He returned to his breakfast, satisfied that the goblins were mining in the direction of the palace—on so low a level that their intention must, he thought, be to burrow under the walls of the king's house, and rise up inside it—in order, he fully believed, to lay hands on the little princess, and carry her off for a wife to their horrid Harelip.

Ch. 23: What does Curdie think the goblins have planned? (Write in a complete sentence with beautiful penmanship.)

Grammar (about 10 minutes)



This is an illustration of the “Chanticleer and the Fox” story from Geoffrey Chaucer’s *The Canterbury Tales*.

Compose a sentence using an action verb and a direct object.

Now add an adverb modifying the action verb of your previous sentence.

Compose a sentence with Chanticleer (the rooster) as the subject. Use a linking verb to join the subject with a predicate nominative or a predicate adjective.

Compose a sentence with the Fox as the subject. Say something about the Fox using a linking verb together with a predicate nominative or predicate adjective.

Poetry

Meter in Poetry: <https://cloud.swivl.com/v/aff71a3b3c2119ca71689551756a9a37>

In order to find the meter of a poem, you must find the amount of emphasized syllables in each line. The emphasized syllables in Paul Revere's Ride are four per line. The beat or rhythm of Paul Revere's Ride is four beats per measure.

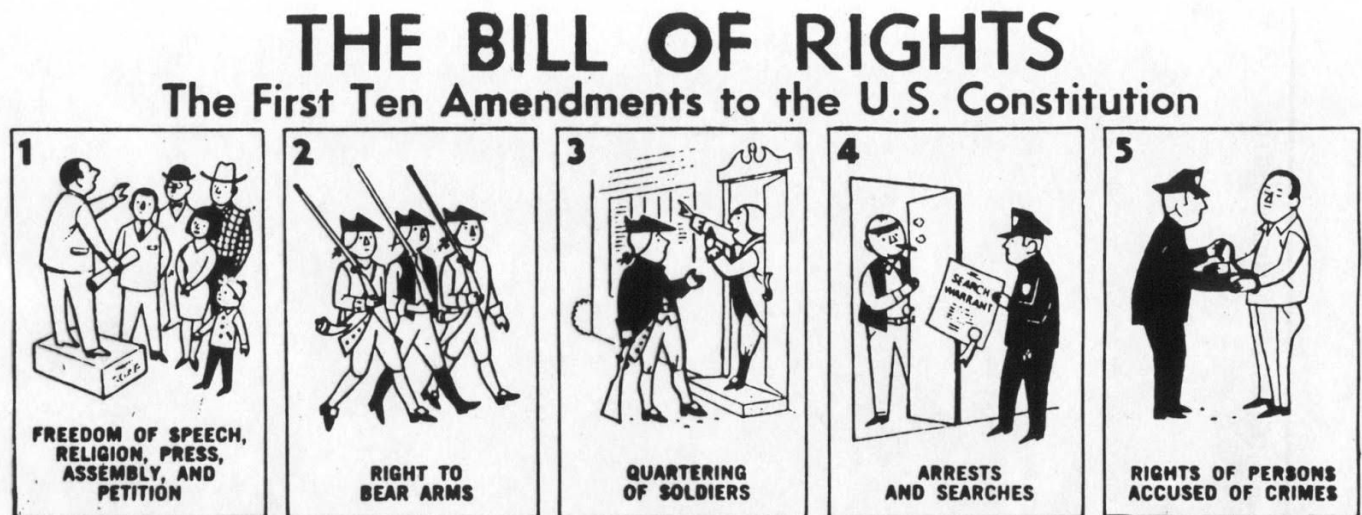
Say the poem below and try to find the emphasized syllables for each line by reciting the poem in a sing-songy fashion.

The well was dry beside the door,
And so we went with pail and can
Across the fields behind the house
To seek the brook if still it ran;

There are _____ emphasized syllables in each line.

History (about 20 min.)

For a helpful fourth grade government review see: <https://safeYouTube.net/w/0WMD>



Use the illustrations to identify each Amendment below as the First, Second, Third, Fourth, or Fifth Amendment.

_____ Americans cannot be forced to let soldiers live in their homes (living quarters).

_____ Americans have the right to own guns.

_____ Americans have the right to a fair, legal trial if they are accused of a crime. Americans will not be forced to say things in court that show they are guilty of a crime.

_____ This amendment protects Americans’ privacy. The police cannot search a person’s body or property without a warrant from a judge.

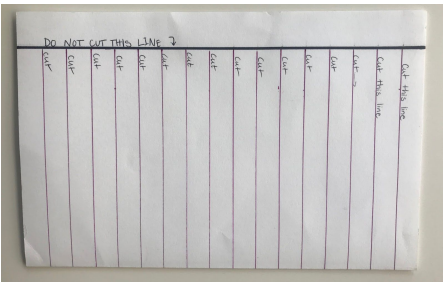
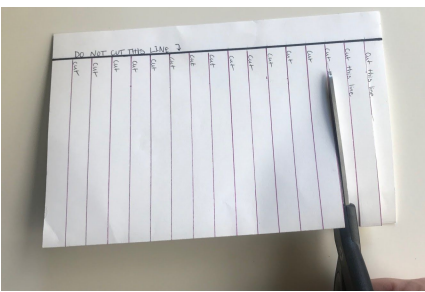
_____ Americans have the right to practice any religion. They have the right to say what they would like. They have the freedom to print their opinions in newspapers, books, and magazines. Citizens are allowed to sign petitions and present them to the government. Americans are allowed to join together peacefully in groups of any size.

Art

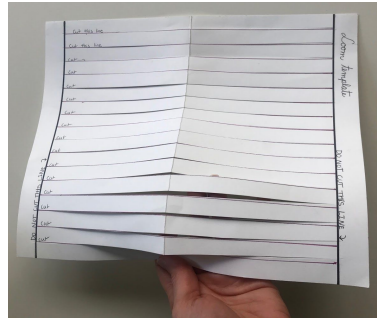
Art (15 Minutes)

Weaving Unit: Making the Loom and Weaving Strips

Materials: scissors, loom template on next page, weaving strips

<p>Step 1: Fold the loom in half on the dotted line so that the lines are visible.</p>	
<p>Step 2: Using scissors and starting on the creased or folded side of the paper, cut along the lines that say “cut.” Cut through the two layers of folded paper. Make sure you do not cut along any of the lines labeled “DO NOT CUT THIS LINE”.</p>	

Step 3: Unfold the loom and place it in a safe spot so that it may be used for next class!



Making the Weaving Strips

Materials: scissors, weaving strips template (page with horizontal stripes), and colored pencils

Step 1: Using the “weaving strips template,” trace the lines from the template onto two extra pieces of paper. If the template is too light in color for you to trace, write over it with a dark marker.

Step 2: Using at least four colors, alternate coloring each strip on your piece of paper.

Step 3: Cut out each strip.

Step 4: Place in a safe area to be completed for the next lesson.

Loom template

DO NOT CUT THIS LINE ↓

Cut this line

Cut this line

cut →

cut

cut

cut

cut

cut

cut

cut

cut

cut

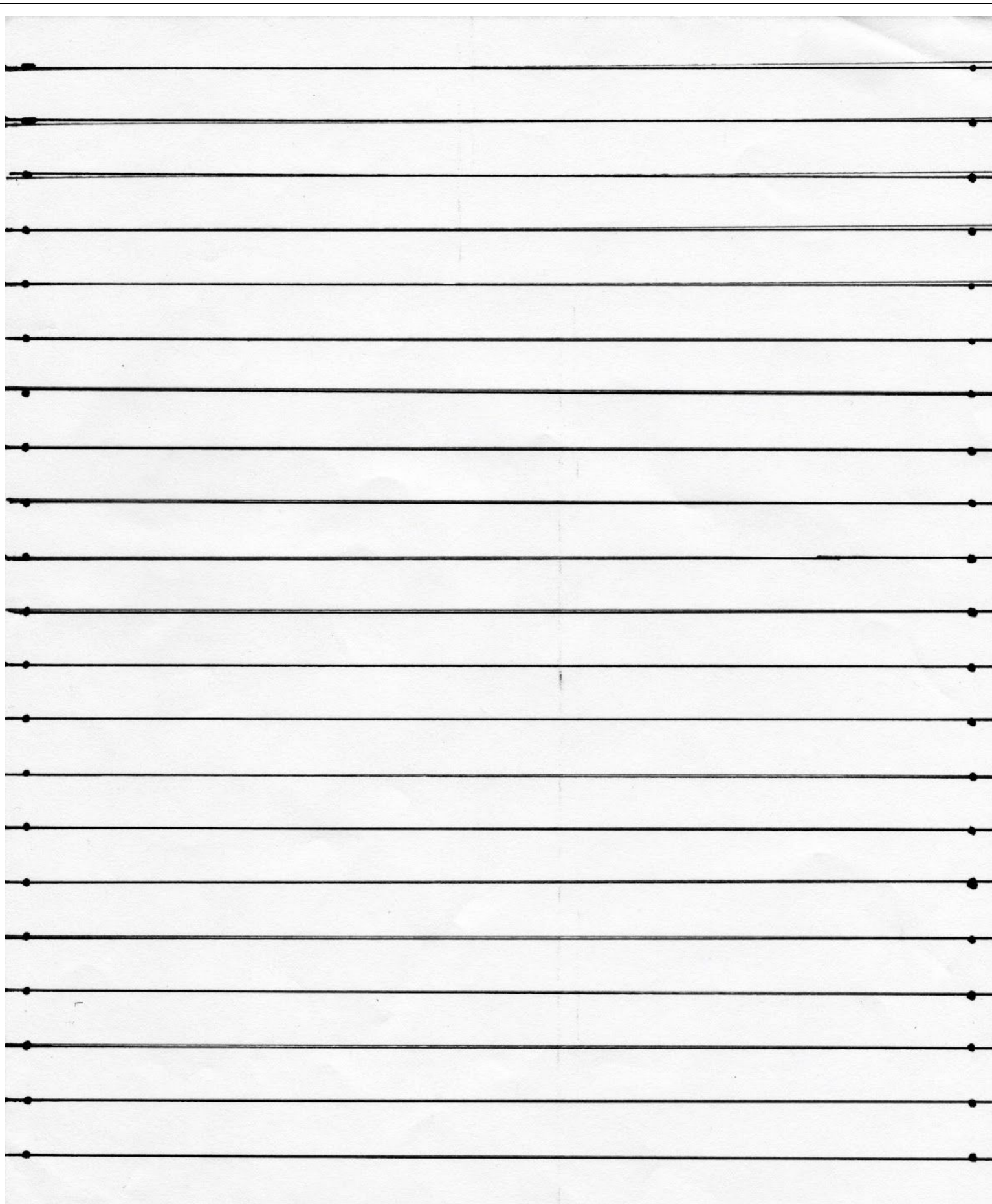
cut

cut

cut

cut

DO NOT CUT THIS LINE ↑



Latin

New Vocabulary: Flashcards (2-3 min.)

- Make four flashcards, one for each new word.

<i>apud</i> (prep. + acc.)	near, by, beside
<i>malus, -a, -um</i>	bad, wicked, evil
<i>autem</i>	however
<i>timet</i>	he/she/it fears

Reading and Comprehension Questions (9-12 min.)

- Read through the passage below aloud to practice your pronunciation, then a second time, focusing on the meaning of the passage. For a video of this passage being read aloud, ask a parent to help you visit <https://cloud.swivl.com/v/114f2ca703e3f8728289e677e1fdf0e4> . There is a word bank below if you need to look up any definitions.
- Then, answer the comprehension questions.

Iūlius sōlus nōn est, nam quattor servī apud eum sunt. Mēdus nōn est apud dominum, nam is dominum Irātum timet. Mēdus est malus servus quī nummōs dominī in sacculō suō habet. Dāvus autem bonus servus est, neque is Mēdum amat.

Word Bank

sōlus, -a, -um: alone, only
 nōn: not
 est: he/she/it is
 nam: for, because
 quattor: 4
 servus, -ī: slave, servant
 malus, -a, -um: bad, evil
 nummus, -ī: coin
 suus, -a, -um: his/her/its own
 autem: however
 neque: neither, and not

apud (prep. + acc.): near, by, beside
 eum (M. Acc. Sg.): him
 sunt: they are
 dominus, -ī: master
 is/ea/id: he/she/it
 Irātus, -a, -um: angry
 quis/quae/quid: who, what
 sacculus, -ī: purse
 habet: he/she/it has
 bonus, -a, -um: good
 amat: he/she/it loves

Comprehension Questions

1. How does Medus feel about Iulius? Answer: _____.
2. How does Davus feel about Medus? Answer: _____.

Day 3 Instructions and Resources

Wednesday, 5/20

Math (about 35 minutes)

Math Facts

$6 \times 10 =$

$20 \div 2 =$

$4 \times 5 =$

$18 \div 2 =$

$9 \times 8 =$

$30 \div 5 =$

$10 \times 8 =$

$45 \div 5 =$

$8 \times 5 =$

$24 \div 6 =$

$7 \times 11 =$

$40 \div 4 =$

$7 \times 9 =$

$33 \div 3 =$

$7 \times 7 =$

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

The cost of a computer is 4 times the cost of a printer. If the computer costs \$2560, find the cost of the printer.

Review

A $\begin{array}{r} 118 \\ \times 23 \\ \hline \end{array}$	C $\begin{array}{r} 249 \\ \times 31 \\ \hline \end{array}$	D $\begin{array}{r} 329 \\ \times 18 \\ \hline \end{array}$	F $\begin{array}{r} 167 \\ \times 17 \\ \hline \end{array}$	H $\begin{array}{r} 138 \\ \times 11 \\ \hline \end{array}$	J $\begin{array}{r} 249 \\ \times 25 \\ \hline \end{array}$
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Challenge: October 22nd is a Monday. What day is December 22nd in the same year?

Spalding Review

- Using the word bank, fill in the blank in each sentence with a word that completes the sentence. (about 5 minutes)

America	investigate	community	United States	electrician
---------	-------------	-----------	---------------	-------------

1. The _____ repaired the air conditioner in our classroom.
2. Detective Zayas will _____ the scene for evidence.
3. Christopher Columbus discovered _____.
4. The Great Hearts _____ is strong!
5. Britain's prospects of beating the _____ in the relay looked poor.

Literature

CHAPTER 24 Irene Behaves Like a Princess

When the princess awoke from the sweetest of sleeps, she found her nurse bending over her, the housekeeper looking over the nurse's shoulder, and the laundry-maid looking over the housekeeper's. The room was full of women-servants; and the gentlemen-at-arms, with a long column of servants behind them, were peeping, or trying to peep in at the door of the nursery.

'Are those horrid creatures gone?' asked the princess, remembering first what had terrified her in the morning.

'You naughty, naughty little princess!' cried Lootie.

Her face was very pale, with red streaks in it, and she looked as if she were going to shake her; but Irene said nothing—only waited to hear what should come next.

'How could you get under the clothes like that, and make us all fancy you were lost! And keep it up all day too! You are the most obstinate child! It's anything but fun to us, I can tell you!'

It was the only way the nurse could account for her disappearance.

'I didn't do that, Lootie,' said Irene, very quietly.

'Don't tell stories!' cried her nurse quite rudely.

'I shall tell you nothing at all,' said Irene.

'That's just as bad,' said the nurse.

'Just as bad to say nothing at all as to tell stories?' exclaimed the princess. 'I will ask my papa about that. He won't say so. And I don't think he will like you to say so.'

'Tell me directly what you mean by it!' screamed the nurse, half wild with anger at the princess and fright at the possible consequences to herself.

'When I tell you the truth, Lootie,' said the princess, who somehow did not feel at all angry, 'you say to me "Don't tell stories": it seems I must tell stories before you will believe me.'

'You are very rude, princess,' said the nurse.

'You are so rude, Lootie, that I will not speak to you again till you are sorry. Why should I, when I know you will not believe me?' returned the princess. For she did know perfectly well that if she were to tell Lootie what she had been about, the more she went on to tell her, the less would she believe her.

'You are the most provoking child!' cried her nurse. 'You deserve to be well punished for your wicked behaviour.'

'Please, Mrs Housekeeper,' said the princess, 'will you take me to your room, and keep me till my king-papa comes? I will ask him to come as soon as he can.'

Every one stared at these words. Up to this moment they had all regarded her as little more than a baby.

But the housekeeper was afraid of the nurse, and sought to patch matters up, saying:

'I am sure, princess, nursie did not mean to be rude to you.'

'I do not think my papa would wish me to have a nurse who spoke to me as Lootie does. If she thinks I tell lies, she had better either say so to my papa, or go away. Sir Walter, will you take charge of me?'

'With the greatest of pleasure, princess,' answered the captain of the gentlemen-at-arms, walking with his great stride into the room.

The crowd of servants made eager way for him, and he bowed low before the little princess's bed. 'I shall send my servant at once, on the fastest horse in the stable, to tell your king-papa that Your Royal Highness desires his presence. When you have chosen one of these under-servants to wait upon you, I shall order the room to be cleared.'

'Thank you very much, Sir Walter,' said the princess, and her eye glanced towards a rosy-cheeked girl who had lately come to the house as a scullery-maid.

But when Lootie saw the eyes of her dear princess going in search of another instead of her, she fell upon her knees by the bedside, and burst into a great cry of distress.

'I think, Sir Walter,' said the princess, 'I will keep Lootie. But I put myself under your care; and you need not trouble my king-papa until I speak to you again. Will you all please to go away? I am quite safe and well, and I did not hide myself for the sake either of amusing myself, or of troubling my people. Lootie, will you please to dress me.'

Ch. 24: Why doesn't Irene tell Lootie where she has been? (Write in a complete sentence with beautiful penmanship.)

Grammar

A noun is the name of a person, place, thing, or idea. A common noun is a shared name, and a proper noun is a specific name of a person, place, thing, or idea. Proper nouns are capitalized.

Identify the nouns in this passage.

The sword Excalibur, brandished by King Arthur, shone so bright in his enemies' eyes that they fell back, dazzled by the brightness.

Proper: 1) _____ 2) _____

Common: 1) _____ 2) _____

Identify the action verbs in this passage.

Merlin and Arthur come to a large lake, and in the midst of the lake Arthur beholds an arm out of the lake with a sword in its hand. The Lady of the Lake draws near Arthur, and she gives the sword to Arthur as a gift.

1) _____ 2) _____

3) _____ 4) _____

A pronoun takes the place of a noun. Personal pronouns indicate the speaker, the person spoken to, or the person spoken about.

Identify four pronouns in this passage.

King Leodegrance said, "For my daughter's dowery, I will give him instead something that will please Arthur more, the Round Table which Uther Pendragon gave me."

1) _____ 2) _____

3) _____ 4) _____

Science

Conductors and Insulators

Complete the table. Predict whether each item is made from a material that is a conductor or Insulator.

A **conductor** is a material that allows electricity to flow through it.

An **insulator** is a material that electricity cannot flow through.

Objects	Conductor or Insulator
Rubber Band	
Penny	
Nickel	
Toothpick	
Key made out of Steel	
Paperclip	
Eraser	
Glass Slide	
Metal Wire	

NOTES Lesson 5: Conductors and Insulators

Conductors are materials which allow the flow of electric currents easily.

Ex: Iron, copper, carbon, silver, water, etc.

Insulators are materials which do not allow the flow of electric currents easily.

Ex: Rubber, glass, dry air, plastic, etc.

Electric current is the flow of electricity through a conductor.

Music

- 1) Today we are learning about musical impressionism, of which Debussy was the father.
- 2) Read the sheet once. Then, reread it and underline or write down SIX facts from the text.
- 3) Once you have done the above two steps, you may listen to this impressionistic piece by Debussy that I played for my senior recital in high school. The title is *Reflets dans l'eau*, or *Reflections on the Water*. Listen attentively for the images that the piece evokes.

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

The Impressionistic Period

(1890–1910)

Claude Debussy was born in France during a time when composers were searching for a new musical style. Debussy was the composer credited with founding the style called *Impressionism*.

Artist Claude Monet had created a painting, *Impression: Sunrise*, that revolutionized the art world. From this painting came the term *Impressionism* which represented the new style and would later be used to describe the music of the day. The Impressionistic artists did not try to make a clear, exact picture, but instead gave a “hint” or “allusion” of the idea.



Impression: Sunrise, the inspiring painting by Claude Monet.

In music, Claude Debussy and Maurice Ravel, the most important of the Impressionistic composers, were using vague outlines of melody and rhythm, soft, colorful tones and shimmering effects to paint their pictures with music. They were able to express the same kind of “fleeting glimpses” of a musical scene as the Impressionistic artist did with brush and paint.

Impressionistic composers often chose descriptive titles for their music. It is easy for us to imagine the picture they were trying to paint. For example:

“Jimbo’s Lullaby” from *Children’s Corner Suite* by Claude Debussy.

Assez modéré

p doux et un peu gauche

“Pavane for a Dead Princess” by Maurice Ravel.

Assez doux, mais d’une sonorité large ♩ = 54

p

P.E.

Hello, fourth grade! While playing lots of games for P.E. is excellent fun and useful for building good coordination, it is also very important to build up our strength. Today, therefore, I have a longer work-out for you. Take it slowly but do it well. Remember to breathe, and not to compromise good form just so that you can get it done quickly.

15 minute warm-up:

We will start with legs:

- 1 minute of resting squat (stay down with feet flat and parallel)
- 1 minute of jumping-jacks
- 30 second break
- 2 minutes of lunges (keep your hands behind your heads)
- 30 second break
- 1 minute of calf-raises
- 30 seconds of stretching, touching your toes (make sure that your legs are straight. This stretches your ham-strings).
- 1 more minute of resting squats (breathe deeply to recover from the exercises).

Now let's go to our core muscles:

- 30 second plank
- 30 seconds of crunches
- 30 second break
- 30 seconds of seated ab-circles

And finally, our upper body:

- 30 second break
- 30 seconds of push-ups
- 1 minute break
- 1 minute of bear-crawls
- 30 second break
- 30 seconds of burpees
- For the remaining 90 seconds, stretch your arms, remembering to breathe deeply.

Good Job! Work hard to finish this work-out so that you can become strong.

Day 4 Instructions and Resources

Thursday, 5/21

Math (about 35 minutes)

- Complete the math facts and daily word problem as a warm-up.
- Read through the notes. You may also watch this video of Miss Petruccelli reviewing how to do long division: <https://cloud.swivl.com/v/f23f03f960c787cfb1a4dc74cf8d96cd>
- Please complete the task and practice.

Math Facts

$9 \times 9 =$

$44 \div 4 =$

$11 \times 8 =$

$40 \div 5 =$

$9 \times 6 =$

$30 \div 6 =$

$9 \times 4 =$

$36 \div 6 =$

$2 \times 8 =$

$48 \div 6 =$

$8 \times 3 =$

$16 \div 2 =$

$3 \times 8 =$

$54 \div 6 =$

$11 \times 10 =$

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

Mrs. McFadden had 1536 rubber bands. She put them equally into 6 boxes. How many rubber bands were there in each box?

Notes

Remember for long division **DMSB** (dad, mom, sister, brother):

Divide


Multiply

Subtract

Bring down

Let's look at an example:

We first divide the place value furthest to the left and perform DMSB, then move to the next place value to the right and do the same.

1)
$$\begin{array}{r} 9 \\ 5 \overline{)4540} \\ \underline{45} \\ 0 \end{array}$$
 → 2)
$$\begin{array}{r} 90 \\ 5 \overline{)4540} \\ \underline{45} \\ 4 \end{array}$$
 → 3)
$$\begin{array}{r} 908 \\ 5 \overline{)4540} \\ \underline{45} \\ 40 \\ \underline{40} \\ 0 \end{array}$$
 

Divide 45 hundreds by 5. Divide 4 tens by 5. Divide 40 ones by 5.

When 4540 is divided by 5, the **quotient** is 908 and the **remainder** is 0.

I can check the answer. _____
Does $908 \times 5 = 4540$?

1) In this case the first place value is not divisible by 5, so instead we **divide** 45 by 5 ($45 \div 5 = 9$). 5 goes into 45 9 times so we write 9 above the 5. We then **multiply** $9 \times 5 = 45$ and write "45" below the original 45. After that we subtract $45 - 45 = 0$. Then we **bring down** the 4 in the next place value, the tens place.

2) We see if we can divide 4 by 5. We cannot, so we put a 0 above as a placeholder.

3) We then **divide** 40 by 5 ($40 \div 5 = 8$). 5 goes into 40 8 times, so we write an 8 above the ones place. We then **multiply** $8 \times 5 = 40$ and write 40 below. Lastly, we subtract $40 - 40 = 0$. We are left with no remainder, so we are done! (If you do have a remainder, remember to write "R" and then whatever you are left with next to your answer.)

Practice

Divide each of the following. Please show all your work

a)

b)

c)

d)

$$4 \overline{)5208}$$

$$3 \overline{)9207}$$

$$8 \overline{)1936}$$

$$10 \overline{)2520}$$

Challenge: Add +, -, x and/or () signs in the spaces to the left side of the "=" sign to make the equations work. $1 \ 1 \ 3 \ 8 = 24$

Latin Roots (about 5 min.)

- Read through the definitions. **port = carry**

Word	Definition
porter	an attendant who carries travelers' luggage for them
portfolio	a case for carrying loose papers
report	a collection of writing that carries information to be shared again with someone new
support	to carry the weight of something
transport	to carry something from one place to another

- Match each word to its definition.

<u>Word</u>	<u>Definition</u>
porter	an attendant who carries travelers' luggage for them
portfolio	a collection of writing that carries information to be shared again with someone new
report	a case for carrying loose papers
support	to carry something from one place to another
transport	to carry the weight of something

Literature

CHAPTER 25 Curdie Comes to Grief

Everything was for some time quiet above ground. The king was still away in a distant part of his dominions. The men-at-arms kept watching about the house. They had been considerably astonished by finding at the foot of the rock in the garden the hideous body of the goblin creature killed by Curdie; but they came to the conclusion that it had been slain in the mines, and had crept out there to die; and except an occasional glimpse of a live one they saw nothing to cause alarm. Curdie kept watching in the mountain, and the goblins kept burrowing deeper into the earth. As long as they went deeper there was, Curdie judged, no immediate danger.

To Irene the summer was as full of pleasure as ever, and for a long time, although she often thought of her grandmother during the day, and often dreamed about her at night, she did not see her. The kids and the flowers were as much her delight as ever, and she made as much friendship with the miners' children she met on the mountain as Lottie would permit; but Lottie had very foolish notions concerning the dignity of a princess, not understanding that

the truest princess is just the one who loves all her brothers and sisters best, and who is most able to do them good by being humble towards them. At the same time she was considerably altered for the better in her behaviour to the princess. She could not help seeing that she was no longer a mere child, but wiser than her age would account for. She kept foolishly whispering to the servants, however—sometimes that the princess was not right in her mind, sometimes that she was too good to live, and other nonsense of the same sort.

All this time Curdie had to be sorry, without a chance of confessing, that he had behaved so unkindly to the princess. This perhaps made him the more diligent in his endeavours to serve her. His mother and he often talked on the subject, and she comforted him, and told him she was sure he would some day have the opportunity he so much desired.

Here I should like to remark, for the sake of princes and princesses in general, that it is a low and contemptible thing to refuse to confess a fault, or even an error. If a true princess has done wrong, she is always uneasy until she has had an opportunity of throwing the wrongness away from her by saying: 'I did it; and I wish I had not; and I am sorry for having done it.' So you see there is some ground for supposing that Curdie was not a miner only, but a prince as well. Many such instances have been known in the world's history.

At length, however, he began to see signs of a change in the proceedings of the goblin excavators: they were going no deeper, but had commenced running on a level; and he watched them, therefore, more closely than ever. All at once, one night, coming to a slope of very hard rock, they began to ascend along the inclined plane of its surface. Having reached its top, they went again on a level for a night or two, after which they began to ascend once more, and kept on at a pretty steep angle. At length Curdie judged it time to transfer his observation to another quarter, and the next night he did not go to the mine at all; but, leaving his pickaxe and clue at home, and taking only his usual lumps of bread and pease pudding, went down the mountain to the king's house. He climbed over the wall, and remained in the garden the whole night, creeping on hands and knees from one spot to the other, and lying at full length with his ear to the ground, listening. But he heard nothing except the tread of the men-at-arms as they marched about, whose observation, as the night was cloudy and there was no moon, he had little difficulty in avoiding. For several following nights he continued to haunt the garden and listen, but with no success.

At length, early one evening, whether it was that he had got careless of his own safety, or that the growing moon had become strong enough to expose him, his watching came to a sudden end. He was creeping from behind the rock where the stream ran out, for he had been listening all round it in the hope it might convey to his ear some indication of the whereabouts of the goblin miners, when just as he came into the moonlight on the lawn, a whizz in his ear and a blow upon his leg startled him. He instantly squatted in the hope of eluding further notice. But when he heard the sound of running feet, he jumped up to take the chance of escape by flight. He fell, however, with a keen shoot of pain, for the bolt of a crossbow had wounded his leg, and the blood was now streaming from it. He was instantly laid hold of by two or three of the men-at-arms. It was useless to struggle, and he submitted in silence.

'It's a boy!' cried several of them together, in a tone of amazement. 'I thought it was one of those demons. What are you about here?'

'Going to have a little rough usage, apparently,' said Curdie, laughing, as the men shook him.

'Impertinence will do you no good. You have no business here in the king's grounds, and if you don't give a true account of yourself, you shall fare as a thief.'

'Why, what else could he be?' said one.

'He might have been after a lost kid, you know,' suggested another.

'I see no good in trying to excuse him. He has no business here, anyhow.'

'Let me go away, then, if you please,' said Curdie.

'But we don't please—not except you give a good account of yourself.'

'I don't feel quite sure whether I can trust you,' said Curdie.

'We are the king's own men-at-arms,' said the captain courteously, for he was taken with Curdie's appearance and courage.

'Well, I will tell you all about it—if you will promise to listen to me and not do anything rash.'

'I call that cool!' said one of the party, laughing. 'He will tell us what mischief he was about, if we promise to do as pleases him.'

'I was about no mischief,' said Curdie.

But ere he could say more he turned faint, and fell senseless on the grass. Then first they discovered that the bolt they had shot, taking him for one of the goblin creatures, had wounded him.

They carried him into the house and laid him down in the hall. The report spread that they had caught a robber, and the servants crowded in to see the villain. Amongst the rest came the nurse. The moment she saw him she exclaimed with indignation:

'I declare it's the same young rascal of a miner that was rude to me and the princess on the mountain. He actually wanted to kiss the princess. I took good care of that—the wretch! And he was prowling about, was he? Just like his impudence!' The princess being fast asleep, she could misrepresent at her pleasure.

When he heard this, the captain, although he had considerable doubt of its truth, resolved to keep Curdie a prisoner until they could search into the affair. So, after they had brought him round a little, and attended to his wound, which was rather a bad one, they laid him, still exhausted from the loss of blood, upon a mattress in a disused room—one of those already so often mentioned—and locked the door, and left him. He passed a troubled night, and in the morning they found him talking wildly. In the evening he came to himself, but felt very weak, and his leg was exceedingly painful. Wondering where he was, and seeing one of the men-at-arms in the room, he began to question him and soon recalled the events of the preceding night. As he was himself unable to watch any more, he told the soldier all he knew about the goblins, and begged him to tell his companions, and stir them up to watch with tenfold vigilance; but whether it was that he did not talk quite coherently, or that the whole thing appeared incredible, certainly the man concluded that Curdie was only raving still, and tried to coax him into holding his tongue. This, of course, annoyed Curdie dreadfully, who now felt in his turn what it was not to be believed, and the consequence was that his fever returned, and by the time when, at his persistent entreaties, the captain was called, there could be no doubt that he was raving. They did for him what they could, and promised everything he wanted, but with no intention of fulfilment. At last he went to sleep, and when at length his sleep grew profound and peaceful, they left him, locked the door again, and withdrew, intending to revisit him early in the morning.

Ch. 25: Why doesn't Curdie explain to the captain about the goblin plot to kidnap Irene?

(Write in a complete sentence with beautiful penmanship.)

Writing

In **three complete sentences**, explain how Irene has acted virtuously during her adventures. Use examples with beautiful words.

Poetry

Recite the poem below with beautiful expression.

The Splendour Falls

By Alfred, Lord Tennyson

The splendour falls on castle walls
 And snowy summits old in story:
 The long light shakes across the lakes,
 And the wild cataract leaps in glory.
 Blow, bugle, blow, set the wild echoes flying,
 Blow, bugle; answer, echoes, dying, dying, dying.

O hark, O hear! how thin and clear,
 And thinner, clearer, farther going!

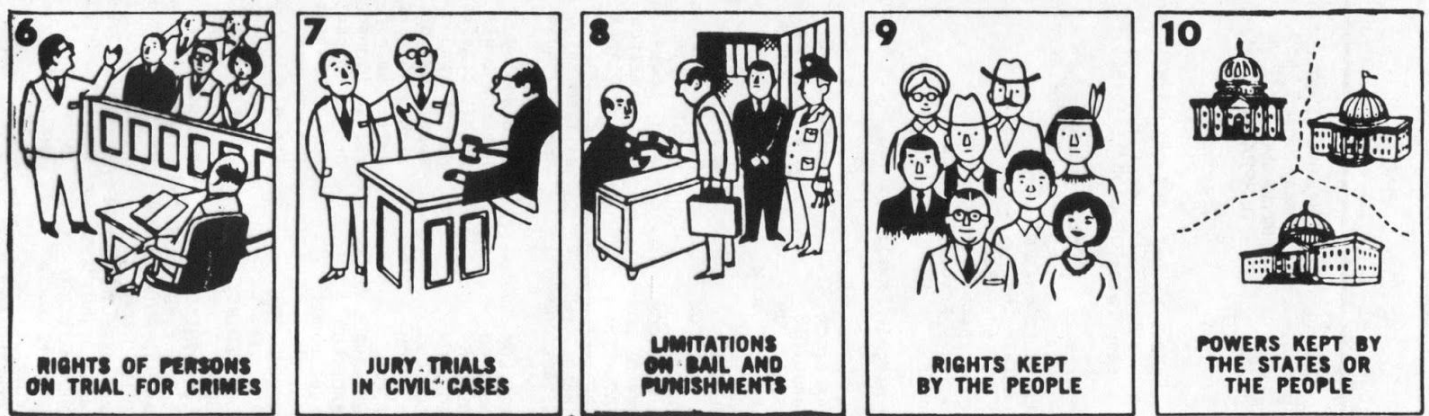
O sweet and far from cliff and scar
 The horns of Elfland faintly blowing!
 Blow, let us hear the purple glens replying:
 Blow, bugle; answer, echoes, dying, dying, dying.

O love, they die in yon rich sky,
 They faint on hill or field or river:
 Our echoes roll from soul to soul,
 And grow for ever and for ever.
 Blow, bugle, blow, set the wild echoes flying,
 And answer, echoes, answer, dying, dying, dying.

History (about 20 min.)

For a helpful fourth grade government review see: <https://safeYouTube.net/w/0WMD>

The Bill of Rights: The Sixth through Tenth Amendments



Using the illustrations to help you, identify each Amendment (as Sixth, Seventh, Eighth, etc.) below.

_____ This Amendment lists **rights of people on trial for crimes**. Americans have the right to a speedy and public trial. An American should not have to wait many years for his or her trial to begin.

_____ **Power** that was not given to the U.S. Government by the Constitution belongs to **the states or to the people**.

_____ This Amendment outlaws cruel and unusual **punishment** (such as torture!). Also, if you are charged with a crime, the judge cannot set an unreasonable **bail** amount. (*Bail* is a set amount of money that can release someone from jail when paid. Bail can't be millions of dollars, because that is too difficult to pay.)

_____ This Amendment tells us **the people** have **rights** that are not listed in the Constitution.

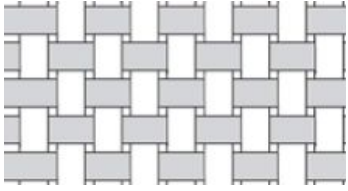
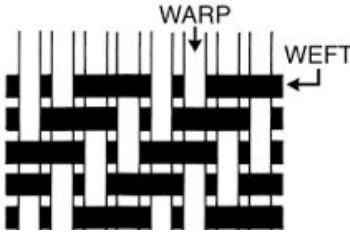
_____ Americans have the right to a **trial** with a **jury** in **civil** (personal) **cases**, as when suing someone. The amount of damage must be more than \$20.

Art

Weaving Unit: Learning Tabby Weave

Read over the vocabulary terms. In a sketchbook or a separate piece of paper, copy each term and draw the example image next to it. Next, follow the step-by-step guide of how to weave with the corresponding pictures on the next page. For further enrichment you may view my tutorial video on how to weave linked here:

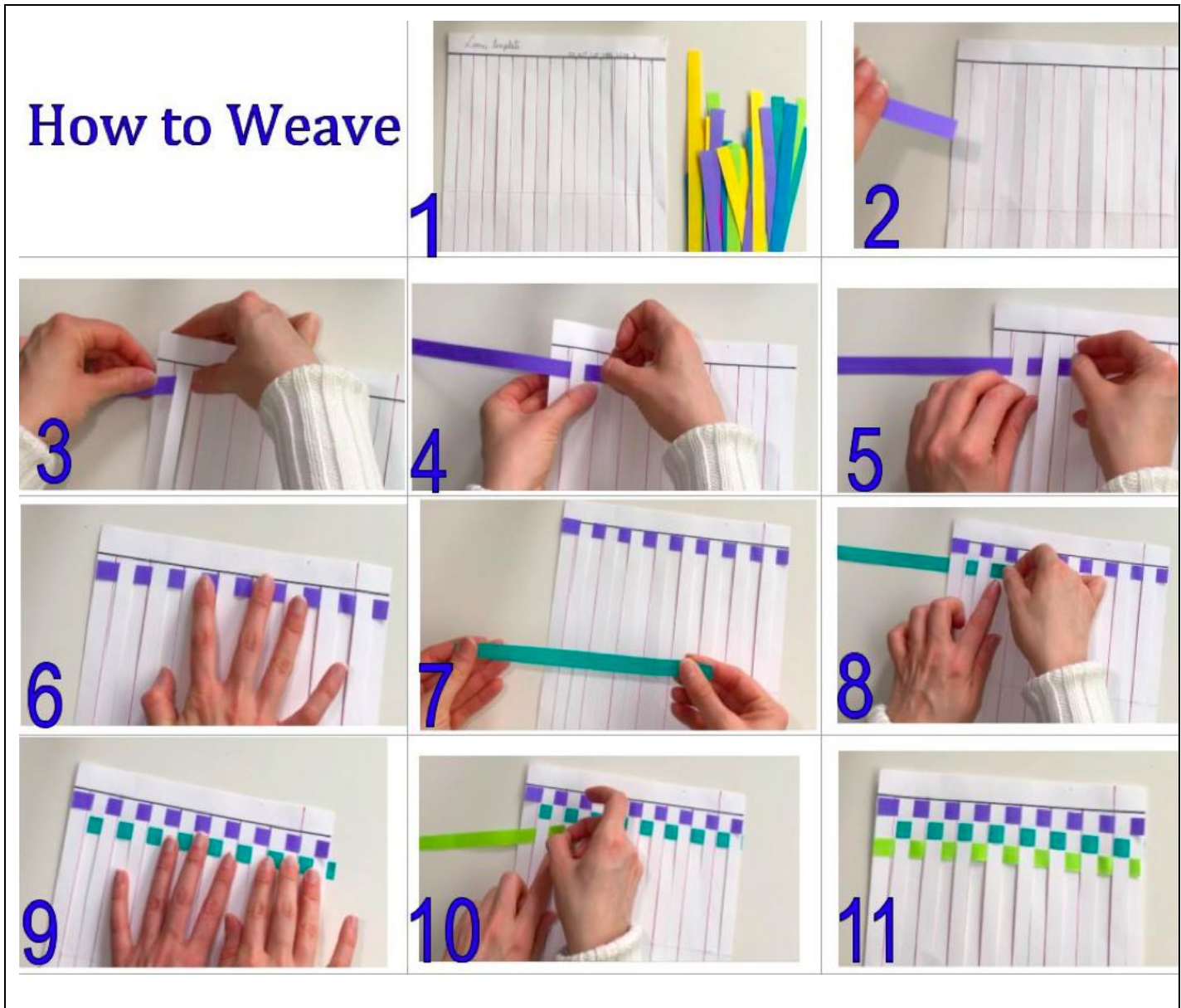
<https://bit.ly/3btia6N>

Vocabulary Term	Definition	Example
Tabby weave	Tabby weave is a basic weaving method that follows the pattern of OVER one bar, UNDER one bar. (It can also start UNDER one bar and OVER one bar).	
Warp	The vertical bars on the loom that are the base of the weaving	
Weft	The Horizontal paper strips that are used to weave through the warp	

Step 1: Gather your materials. You will need the paper loom from last class as well as the strips of paper from last class. I used colored paper, however you can use white paper that has been colored (picture 1). Note: If you have lost your loom or strips, the templates will be on Google Classroom. .

Step 2: To begin weaving, take one strip of paper (the weft). In the directions that you read and write, go OVER the first bar (the warp) of the loom (picture 2).

Step 3: Next, go UNDER the second warp of the loom (picture 3).
Step 4: Go OVER the third warp of the loom (picture 4).
Step 5: Go UNDER the fourth warp of the loom (picture 5).
Step 6: Continue to alternate going OVER and UNDER every other warp bar until the row ends (picture 6).
Step 7: Make sure you push the strip of paper (or weft) up to the top of your loom so that your weaving stays nice and tight (picture 6).
Step 8: For the second row, take another weft. The second row starts a new pattern alternating this time UNDER and then OVER (picture 7).
Step 9: Begin the second row by going UNDER the first warp and OVER the second bar. Next go UNDER the third bar and OVER the fourth bar (picture 8).
Step 10: Finish the row by following the UNDER and OVER pattern. Push up the strip of paper to the top of the loom (picture 9).
Step 11: Row three (and every odd row after) will start like the first row, going OVER and then UNDER (picture 10). Once you have finished row three, push up your last row so that your weaving is nice and tight. Stop weaving after you have finished row three.



Latin

Profile of a Friend: Mad-Lib (10-15m.)

- **What is this?** Today we are going to do a mad-lib profile of a friend. As you can see below, there are several Latin sentences that are not complete: there are blanks where Latin words should be. Your task is to fill in each blank with an appropriate Latin word to complete the sentences.
- **How do I do this?** There are two main tools to help you: a set of step-by-step instructions below this exercise, to help you choose good words, and a word bank.
- **Let's start!** Think of a friend (whether a real friend or someone from history or literature that you admire) and follow the step-by-step instructions below to complete the mad-lib.

_____ est _____.
 [1. Amīcus meus/Amīca mea] [2. your friend's name]

_____ amō, nam _____ est _____.
 [3. eum/eam] [4. is/ea] [5. Describe a positive trait they have]

Word Bank

<u>Positive Traits</u>	<u>Other Words Used</u>
<i>pulcher, pulchra, pulchrum</i> : beautiful	<i>amīcus, -ī</i> : friend (masculine)
<i>bonus, -a, -um</i> : good	<i>amīca, -ae</i> : friend, (feminine)
<i>probus, -a, -um</i> : honest, proper	<i>eum</i> : him
<i>clarus, -a, -um</i> : sharp, brilliant	<i>eam</i> : her
<i>lepidus, -a, -um</i> : pleasant, funny	<i>is</i> : he
<i>benevolus, -a, -um</i> : kind	<i>ea</i> : she
	<i>est</i> : he/she/it is
	<i>amō</i> : I love
	<i>nam</i> : because

Step-by-Step: These steps give more information about how to choose an answer for each blank.

1. Is your friend a boy or a girl? “Amīcus meus” refers to a boy, and “amīca mea” refers to a girl. Fill in the appropriate choice in the first blank.
2. Write the name of your friend (it does not need to be a Latin name).
3. *Eum* means “him,” *eam* means “her.” Choose the answer that fits your friend’s gender.
4. *Is* means “he,” and *ea* means “she.” Choose the answer that fits your friend’s gender.
5. Is your friend *lepidus*, funny? Or perhaps *clarus*, brilliant? Find an adjective that describes your friend from the list of positive traits. Then, make sure the ending matches your friend’s gender (*probus* for a boy, *proba* for a girl) and write it in the blank.

Day 5 Instructions and Resources

Friday, 5/22

Math (about 35 minutes)

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

Math Facts

$10 \div 2 =$

$8 \times 7 =$

$50 \div 5 =$

$6 \times 8 =$

$42 \div 6 =$

$10 \times 6 =$

$25 \div 5 =$

$6 \times 7 =$

$55 \div 5 =$

$12 \times 5 =$

$14 \div 2 =$

$7 \times 4 =$

$60 \div 6 =$

$8 \times 8 =$

$77 \div 7 =$

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

Mrs. Spiotta has 966 stamps. She gives them equally to 6 friends. How many stamps does each friend get?

Review

Divide each of the following. Please show all of your work.

a) $392 \div 7 =$

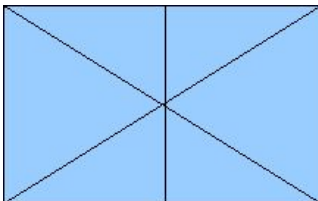
b) $7248 \div 8 =$

c) $4428 \div 6 =$

d) $5067 \div 9 =$

e) $6431 \div 7 =$

f) $3968 \div 8 =$



Challenge: How many triangles do you see?

Spalding Review

- Using the word bank, fill in the blank in each sentence with a word that completes the sentence best. (about 5 minutes)

balance	leadership	magnificent	mysterious	appreciate
---------	------------	-------------	------------	------------

1. The _____ view of the waterfall is a perfect delight to the eye.
2. Robin Hood heard a _____ noise in the wilderness.
3. He lost his _____, staggered back against the rail and toppled over.
4. Ms. Defilippis's confident _____ inspired her students.
5. The fourth grade teachers _____ your hard work and dedication during this time.

Literature

CHAPTER 26 The Goblin-Miners

That same night several of the servants were having a chat together before going to bed.

'What can that noise be?' said one of the housemaids, who had been listening for a moment or two.

'I've heard it the last two nights,' said the cook. 'If there were any about the place, I should have taken it for rats, but my Tom keeps them far enough.'

'I've heard, though,' said the scullery-maid, 'that rats move about in great companies sometimes. There may be an army of them invading us. I've heard the noises yesterday and today too.'

'It'll be grand fun, then, for my Tom and Mrs Housekeeper's Bob,' said the cook. 'They'll be friends for once in their lives, and fight on the same side. I'll engage Tom and Bob together will put to flight any number of rats.'

'It seems to me,' said the nurse, 'that the noises are much too loud for that. I have heard them all day, and my princess has asked me several times what they could be. Sometimes they sound like distant thunder, and sometimes like the noises you hear in the mountain from those horrid miners underneath.'

'I shouldn't wonder,' said the cook, 'if it was the miners after all. They may have come on some hole in the mountain through which the noises reach to us. They are always boring and blasting and breaking, you know.'

As he spoke, there came a great rolling rumble beneath them, and the house quivered. They all started up in affright, and rushing to the hall found the gentlemen-at-arms in consternation also. They had sent to wake their captain, who said from their description that it must have been an earthquake, an occurrence which, although very rare in that country, had taken place almost within the century; and then went to bed again, strange to say, and fell fast asleep without once thinking of Curdie, or associating the noises they had heard with what he had told them. He had not believed Curdie. If he had, he would at once have thought of what he had said, and would have taken precautions. As they heard nothing more, they concluded that Sir Walter was right, and that the danger was over for perhaps another hundred years. The fact, as discovered afterwards, was that the goblins had, in working up a second sloping face of stone, arrived at a huge block which lay under the cellars of the house, within the line of the foundations.

It was so round that when they succeeded, after hard work, in dislodging it without blasting, it rolled thundering down the slope with a bounding, jarring roll, which shook the foundations of the house. The goblins were themselves dismayed at the noise, for they knew, by careful spying and measuring, that they must now be very near, if not under the king's house, and they feared giving an alarm. They, therefore, remained quiet for a while, and when they began to work again, they no doubt thought themselves very fortunate in coming upon a vein of sand which filled a winding fissure in the rock on which the house was built. By scooping this away they came out in the king's wine cellar.

No sooner did they find where they were, than they scurried back again, like rats into their holes, and running at full speed to the goblin palace, announced their success to the king and queen with shouts of triumph.

In a moment the goblin royal family and the whole goblin people were on their way in hot haste to the king's house, each eager to have a share in the glory of carrying off that same night the Princess Irene.

The queen went stumping along in one shoe of stone and one of skin.

This could not have been pleasant, and my readers may wonder that, with such skilful workmen about her, she had not yet replaced the shoe carried off by Curdie. As the king, however, had more than one ground of objection to her stone shoes, he no doubt took advantage of the discovery of her toes, and threatened to expose her deformity if she had another made. I presume he insisted on her being content with skin shoes, and allowed her to wear the remaining granite one on the present occasion only because she was going out to war.

They soon arrived in the king's wine cellar, and regardless of its huge vessels, of which they did not know the use, proceeded at once, but as quietly as they could, to force the door that led upwards.

Ch. 26: When the goblins finally tunnel through to the palace, which room does the tunnel end up ?(Write in a complete sentence with beautiful penmanship.)

Writing/Journal Entry (about 10 minutes)

In **four complete sentences**, write about one fun activity you are excited about participating in this summer. Use examples and beautiful words to describe this activity.

Poetry

Recite the poem below with beautiful expression.

I like to see it lap the Miles
By Emily Dickinson

I like to see it lap the Miles -
And lick the Valleys up -
And stop to feed itself at Tanks -
And then - prodigious step

Around a Pile of Mountains -
And supercilious peer
In Shanties - by the sides of Roads -
And then a Quarry pare

To fit it's sides
And crawl between
Complaining all the while
In horrid - hooting stanza -
Then chase itself down Hill -

And neigh like Boanerges -
Then - prompter than a Star
Stop - docile and omnipotent
At it's own stable door

Science

Read through the review material for the science covered this quarter.

Lesson 1

Physics is the field of science which is concerned with the study of matter and energy.

Energy is the ability to do work.

Work is the transfer of energy to an object by using a force that causes the object to move in a direction.

Energy is a property of matter, and all matter has it.

Every change or action is caused by some form of energy.

Mechanical Energy = Potential Energy + Kinetic Energy

Potential Energy

is the energy an object has because of the position, shape, or condition of the object.

Kinetic Energy

is the energy of an object that is due to the objects motion.

Lesson 2: Forms of Energy

Energy comes in many different forms.

Forms of Energy:

Chemical energy is energy stored in chemical bonds.

Sound energy is energy carried by sound waves.

Light energy is energy carried by light particles and vibrations.

Electrical energy is the energy of moving electrons.

- This includes **electromagnetic** energy.

Nuclear energy is energy contained in the nuclei of atoms.

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

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.

Lesson 4 Magnetism and Electric Charge

Electric charge is a physical property of matter that gives rise to electric and magnetic forces.

- There are two kinds of charges: positive and negative

Positive and negative charges attract each other, while like charges repel each other.

Protons are positively charged particles.

Electrons are negatively charged particles.

Magnetism is the physical interaction of positively and negatively charged particles with each other through magnetic fields.

Electromagnetism is a property of electric and magnetic fields that causes interactions between electric charges and current.

Lesson 5 Conductors and Insulators

Conductors are materials which allow the flow of electric currents easily.

Ex: Iron, copper, carbon, silver, water, etc.

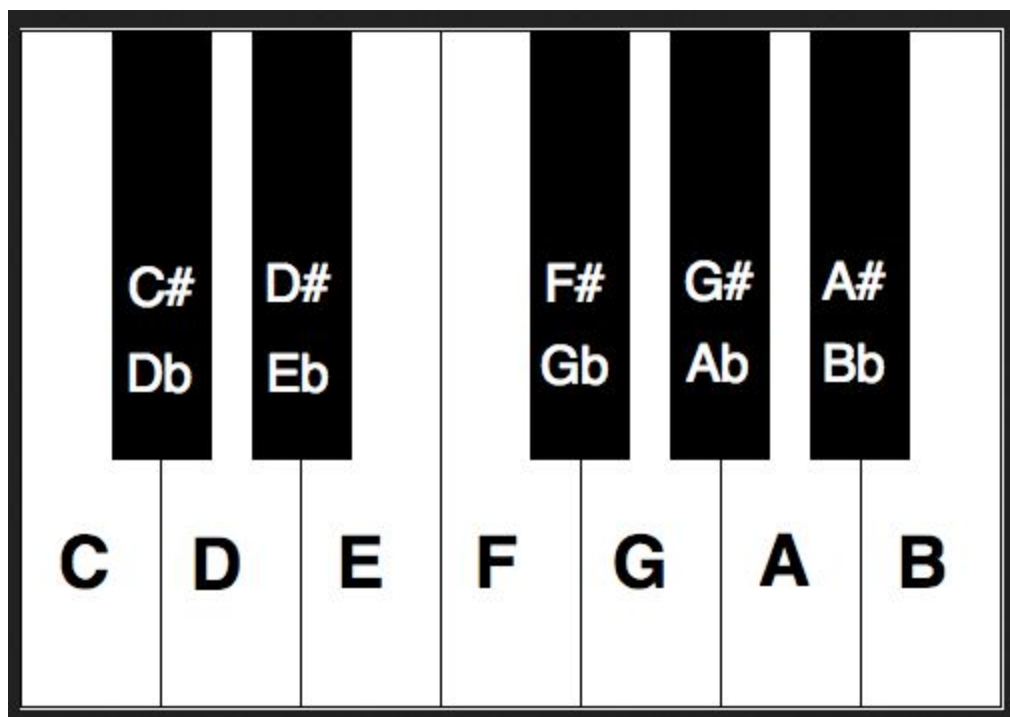
Insulators are materials which do not allow the flow of electric currents easily.

Ex: Rubber, glass, dry air, plastic, etc.

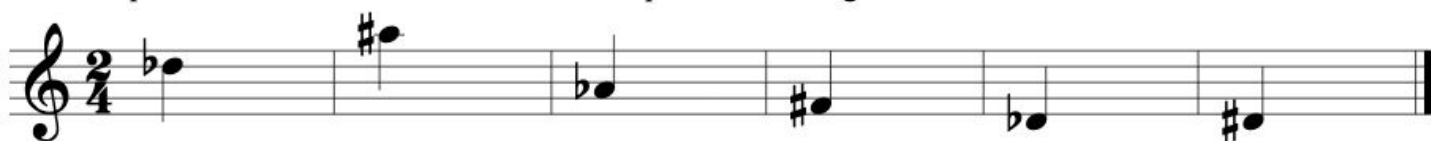
Electric current is the flow of electricity through a conductor

Music

- 1) *Enharmonics* are different names for the same note. For example, every black key is both the *sharp* of a note, and the *flat* of a note. Thus the first black key seen below can be called either D flat *and* C sharp.
- 2) <https://cloud.swivl.com/v/2c62d4e0b6fd4bf2016480d0f503605c>
- 3) Once you complete the sections below, check your work with the answer key.



2. Use a quarter note to write in the enharmonic equivalent of the given note.



3. Use a quarter note to write in the enharmonic equivalent of the given note.



P.E.

5 minute warm-up:

- 1 minute of jumping jacks
- 1 minute of frog-jumps
- 1 minute break
- 1 minute of duck-walking
- 1 more minute of jumping-jacks

10 minute game of "Paper-ball Tennis:"

You will need:

- 1 laundry basket
- 1 empty binder per-player (a thin book or a magazine will do as well)
- 1 ball made of crumpled paper

Set up your laundry basket on the floor and then take five steps away from it. If it is just you playing, then ask a parent or sibling to throw the paper ball towards you. Using your empty binder like a tennis racket, try and hit the ball into the laundry basket. See how many points you can get. If you would like to play with others, then make sure that everyone has a binder. Start by hitting the paper ball back and forth with the laundry basket in between you. If the ball falls to the floor, then the player who let it fall has to pick it up and throw it to the other player. If the other player is able to hit the ball into the laundry basket, then they get a point. See how many points you can get. Make sure not to try and make the other person drop the paper ball. Use this as a fun opportunity to practice hand-eye coordination.

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.