



Remote Learning Packet

Fifth Grade

May 11–May 15, 2020

Student Name: _____ Teacher: _____



Student Attendance Affidavit

May 11–May 15, 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 11, 2020
- Tuesday, May 12, 2020
- Wednesday, May 13, 2020
- Thursday, May 14, 2020
- Friday, May 15, 2020

Parent Name (printed): _____

Parent Signature: _____ Date: _____

Fifth Grade Remote Learning Plan 5/11 - 5/15

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

Subject	Mon. 5/11	Tue. 5/12	Wed. 5/13	Thu. 5/14	Fri. 5/15					
<i>Math</i> ~25-35 min.	Converting Fractions into Percentages with Denominators less than 100	Converting Fractions into Percentages with Denominators greater than 100	Word Problems	Word Problems	Test					
<i>English Language Arts</i> ~25-35 min. total	<i>Spalding</i> Follow the instructions for your Spalding Review Page with the following words(5 min):	Follow the instructions for your Spalding Review Page with the following words(5 min):	Follow the instructions for your Spalding Review Page with the following words(5 min):	Follow the instructions for your Spalding Review Page with the following words(5 min):	Take Spalding test as directed					
						<i>Literature</i> Read 174-184 (20 min.)	<i>Literature</i> Read 184-192 (20 min.)	<i>Literature</i> Read 193-201 (20 min.)	<i>Literature</i> Read 201-208 (20 min.)	<i>Literature</i> Read 209-217 (20 min.)
						<i>Grammar/ Writing</i> Grammar (5 min): Adjective Sentence Diagram Writing: Literature	<i>Grammar/ Writing</i> Grammar (5 min): Adverb Sentence Diagrams Writing: Literature	<i>Grammar/ Writing</i> Grammar (5 min): Adverb Sentence Diagram Writing: Literature	<i>Grammar/ Writing</i> Grammar (5 min): Direct Object Sentence Diagram Writing: Literature	<i>Grammar/ Writing</i> Grammar (5 min): Direct Object Sentence Diagram

		sentences. (5 min)	sentences. (5 min)	sentences. (5 min)	sentences. (5 min)	
	<i>Poetry</i>	Practice "Casey at the Bat." (5 min)	Practice "Casey at the Bat." (5 min)	Practice "Casey at the Bat." (5 min)	Practice "Casey at the Bat." (5 min)	
<i>History</i> or <i>Science</i> ~20 min.		Read "Immigration in America" and answer questions.	Read pages 137-141 in the FOSS textbook and fill in the chart.	Read "A Changing Society" and answer questions.	Read pages 145-149 in the FOSS textbook and answer questions.	Immigration Narrative
<i>Art</i> or <i>Music</i> ~15 min.		Art: Weaving Unit- "Making a Unique Weaving Pattern"	Music: Bass clef ledger lines I	Art: Value- Value scale review shading, cross-hatching and stippling	Music: Bass clef ledger lines II	Art: Value with forms
<i>Latin</i> or <i>P.E.</i> ~15 min.		Latin Introducing Passive Verbs	P.E. Short warm-up followed by "Kick the Can"	Latin Quick review of passive form; reading and comprehension questions	P.E. Short warm-up followed by paper-plate hockey.	Latin Reading: Three Precious Stones

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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Day 1 Instructions and Resources

Monday, 5/11

Math

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

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

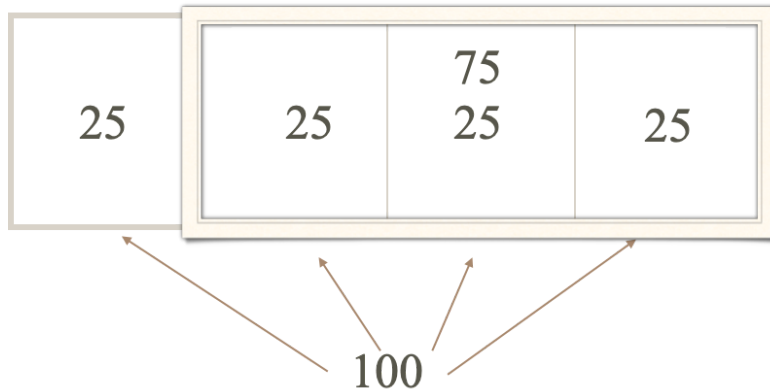
Name _____				
Mixed Facts 0-12				
$5 \times 10 = \underline{\quad}$	$9 \times 2 = \underline{\quad}$	$12 \times 1 = \underline{\quad}$	$4 \times 9 = \underline{\quad}$	$4 \times 9 = \underline{\quad}$
$4 \times 9 = \underline{\quad}$	$2 \times 8 = \underline{\quad}$	$3 \times 11 = \underline{\quad}$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

The link for this section: <https://cloud.swivl.com/v/caa68566471d88ab174e7c1e62fb67ec>

Converting Fractions into Percentages with Denominators Less Than 100:

Notes: Please fill in all blanks in the notes and answer the questions in the practice portion. Last week, we practiced converting fractions, decimals, and percentages. This week we are going to practice converting fractions into percentages where the denominator doesn't equal 100 or 10. Let's start with the fraction $\frac{3}{4}$. How can we express this as an equivalent fraction with a denominator of 100? _____. There are three methods for converting fractions where the denominator is less than 100.

Method 1: The whole is 100 and we have 4 groups. 3 groups are shaded. How many parts is that? Each part is 25 (think about how many quarters are in a dollar). Therefore 25×3 is 75 (three quarters). So it would be $75/100$ or 75%.



$$100 \div 4$$

Method 2: Using the same bar model we can take a fraction of a whole. When we did this, we would multiply the fraction by the whole. Take $\frac{3}{4} \times 100 = \underline{\hspace{2cm}}$. $\frac{3}{4} \times \frac{100}{1}$ and we simplify. We get 75 as our answer or 75% or $75/100$.

$$\begin{array}{r} 3 \\ \hline \cancel{4} \\ 1 \end{array} \quad \times \quad \begin{array}{r} 25 \\ \cancel{100} \\ \hline 1 \end{array}$$

Method 3: This last method, you divide numerator by denominator. $3 \div 4 = \underline{\hspace{2cm}}$. Study the model for how the answer was found. You get 0.75 or 75% or $75/100$.

$$\begin{array}{r} \cdot 75 \\ 4 \overline{) 3 \cdot 00} \\ \underline{- 2 8} \\ 20 \\ \underline{- 20} \\ 0 \end{array}$$

Practice: Pick one of the three methods, and convert the fraction into a percentage. For a bonus, you can try all three methods!

24/40

Method 1

Method 2

Method 3

2/5

Method 1

Method 2

Method 3

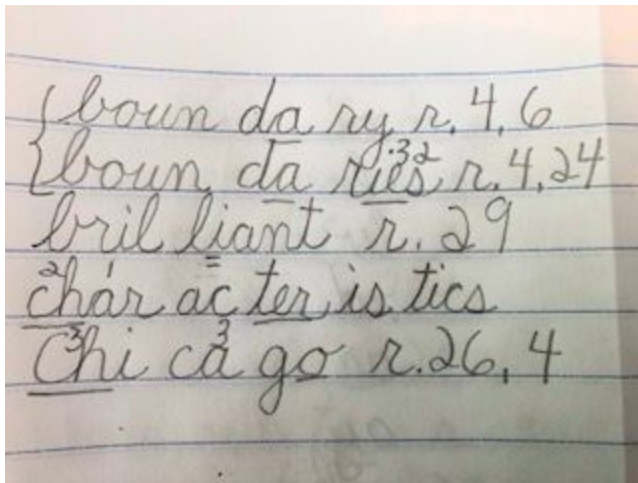
Spalding

Day 1 Video: <https://cloud.swivl.com/v/ca4236bee54566c5b6e769991596ef4b>

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

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

Today's Words: **boundary, boundaries, brilliant, characteristics, Chicago**



Rule 4: Vowels *a, e, o, and u* usually say their second sound at the end of a syllable.

Rule 6: The letter *y*, not *i*, is used at the end of an English word.

Rule 24: When adding a suffix (ending) to a word that ends with a consonant and *y*, use *i*, instead of *y* unless the ending is *ing*.

Rule 29: Words are usually divided between double consonants within a base word.

Rule 26: Words that are the names or titles of people, places, books, days or months are capitalized.

Literature and Writing

Read pages 174-184 in Chapter Fourteen of *Where the Red Fern Grows* (about 20 minutes):

As you read...

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

After reading...

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

1) How has the death of Rueben affected Billy? How will Grandpa’s new plan help?

2

2) Why does Grandpa blame himself for Rueben’s death? Do you think he’s right? Is anyone else responsible?

3) Based on his quiet reflections on his way home from Grandpa’s store, what virtue is most evident in Billy?

Reading Accommodation: Listen to the audio book by clicking or typing in the link https://www.youtube.com/watch?v=c_IgRU2nRI&list=PLI9tN5ZzGGQGAXopWUm2xhsjwpUbIglUj_o&index=9 and follow along with the text in your book, stopping at the line “Wasn’t I the luckiest boy in the world?.”

XIV

A FEW DAYS LATER, ON HIS WAY BACK FROM THE MILL, ONE of the Hatfield boys stopped at our place. He told me my grandfather wanted to see me. It was unusual for Grandpa to send for me and it had me worried. I figured that he wanted to talk to me about the death of Rubin Pritchard. I always enjoyed talking to my grandpa but I didn't want to talk about Rubin's death. Every time I thought of him, I lived the horrible tragedy all over again.

After a practically sleepless night, the next morning I started for the store. I was walking along deep in thought when Little Ann zipped by me. She was as happy as a young gray squirrel. She wiggled and twisted and once she barked at me. I looked behind me. There was Old Dan trotting along. He stopped when I turned around. Little Ann came up to me. I scolded them and tried to explain that I wasn't going hunting. I was just going up to the store to see what my grandpa wanted. They couldn't, or didn't, want to understand.

I picked up a small stick and slapped my leg with 153 it. In a deep voice I said, "Now you go home, or I'm going to wear you out."

This hurt their feelings. With their tails between their legs and trotting side by side, they started back. Every little way they would stop and look back at me. It was too much. I couldn't stand it. I began to feel bad all over.

"Well, all right," I said. "Come on, you can go, but, Dan, if there are any dogs around the store, and you get in a fight, I won't take you hunting for a whole year, and I mean that," although I knew I didn't.

They came running, tickled to death. Little Ann took one of her silly spells. She started nipping at the long red tail of Old Dan. Not getting any reaction from him, she jumped over him. She barked at him. He wouldn't even look at her. She ran around in front of him and laid down in the trail, acting like a cat ready to spring. Stiff-legged, he walked up close to her, stopped, and showed his teeth. I laughed out loud. I knew he wouldn't bite her any more than he would bite me. He was just acting tough because he was a boy dog.

After several attempts to get him to play, Little Ann gave up. Together they started sniffing around in the underbrush.

As I walked up in front of the store, Grandpa hollered at me from the barn. I went over to him. Right away he wanted to know all about Rubin's accident. He listened while I told the story over again.

After I had had my say, Grandpa stood looking down at the ground. There was a deep frown on his face, and a hurt look in his eyes. His quietness made me feel uneasy. He finally raised his head and looked at me. What I could see in his friendly old face tore at my heart. It seemed that there were more wrinkles than I had ever seen before. His uncombed, iron-gray hair looked almost white. I noticed that his wrinkled old hand trembled as he rubbed the wire-stiff stubble on his chin.

In a low voice that quivered as he talked, he said, "Billy, I'm sorry about all this. Truly sorry. I can't help but feel that in a way it was my fault."

"No, Grandpa," I said, "it wasn't your fault. It wasn't anyone's fault. It just happened and no one could help it."

"I know," he said, "but if I hadn't called Rubin's bet, nothing would have happened. I guess when a man gets old he doesn't think straight. I shouldn't have let those boys get under my skin."

"Grandpa," I said, "Rubin and Ramie could get under anybody's skin. You couldn't help that. Why, they get under everyone's skin that gets close to them." "Yes, I know," he said, "but still I acted like a fool. Billy, I had no idea things were going to turn out like they did, or I wouldn't have called that bet."

Wanting to change the conversation, I said, "Grandpa, we won that bet fair and square, but they took my money anyway."

I saw the fire come back to his eyes. This made me feel better. He was more like the Grandpa I loved.

"That's all right," he said. "We'll just forget the whole thing."

He stepped over and laid his hand on my shoulder. In a solemn voice, he said, "We won't talk about this again. Now, I want you to forget it ever happened because it wasn't your fault. Oh, I know it's hard for a boy to ever completely forget something like that. All through your life you'll think of it now and then, but try not to let it bother you, and don't ever feel guilty about it. It's not good for a young boy to feel that way."

I nodded my head, thinking if people would just stop questioning me about Rubin's death, maybe I could forget.

Grandpa said, "Well, the accident wasn't the only thing I wanted to talk to you about. I've got something else—something I think will help us both forget a lot of things."

The twinkle in Grandpa's eyes reminded me of what my father had said: "Seems like that old man can cook up more deals than anyone in the country."

I didn't care how many deals Grandpa cooked up. He was still the best grandpa in the whole wide world.

"What have you got?" I asked.

"Come over to the store," he said, "and I'll show you."

On our way over, I heard him mutter, "I hope this doesn't turn out like the ghost coon hunt."

On entering the store, Grandpa walked to the post office department, and came back with a newspaper in his hand. He spread it out on the counter.

Pointing with his finger, he said in a loud voice, "Look, there!"

I looked. The large black letters read: CHAMPIONSHIP COON HUNT TO BE HELD. My eyes popped open. Again I read the words.

Grandpa was chuckling.

I said, "Boy, if that isn't something. A championship coon hunt." Wide-eyed, I asked, "Where are they having this hunt, and what does it have to do with us?"

Grandpa was getting excited. Off came his glasses and out came the old red handkerchief. He blew his breath on the lens and polished them. He snorted a time or two, reared back, and almost shouted, "Do with us? Why it has everything to do with us. All my life I've wanted to go to one of these big coon hunts. Why I've even dreamed about it. And now the opportunity has come. Yes, sir, now I can go." He paused. "That is, if it's all right with you."

I was dumbfounded. I said, "All right with me? Why, Grandpa, you know it's all right with me, but what have I got to do with it?"

Grandpa was so excited I thought he was going to burst a blood vessel.

Talking excitedly, he said, "I've got it all fixed, Billy. We can enter Old Dan and Little Ann in this championship hunt."

I was so surprised at what Grandpa had said I couldn't utter a word. At first I was scared and then a wonderful feeling came over me. I felt the excitement of the big hunt as it burned its way into my body. I started breathing like I had been running for a hundred miles. After several attempts, I croaked, "Can just any dog be in this hunt?"

Grandpa almost jumped as he answered, "No, sir, not just any hound can be entered. They have to be the best, and they have to be registered, too."

He started talking with his hands. Pointing to a chair, he said, "Sit down and I'll tell you all about it."

Grandpa calmed down a little and started talking in a serious voice. "Billy," he said, "it takes some doing to have a set of dogs entered in this hunt. I've been working on this for months. I've written letters on top of letters. I've even had several good friends in town helping me. You see, I've kept a record of all the coons your dogs have caught, and believe me, their catch is up there with the best of them. Now, I have already paid the entry fee and everything is fixed. All we have to do is go."

"Entry fee? How much did it cost?" I asked.

"You let me worry about that," he said. "Now what do you say? Want to give it a whirl? I understand the winner receives a gold cup, and you never can tell, we might come home with it. We have as good a chance as anyone else."

Grandpa had me so worked up by this time, I didn't think anyone else had any good hounds but me.

I reared back and blurted, "It's all right with me, Grandpa. Just tell me what to do."

Grandpa flew out of gear like a Model-T Ford. He slapped the counter with his hand. In a pent-up voice, he said, "That's the boy! That's the way I like to hear a coon hunter talk."

With a questioning look on his face, he asked, "Didn't I see your dogs with you when you came up?"

"Yes, they followed me," I said. "They're outside."

"Well, call them in," he said. "I've got something for them."

I called to them. Little Ann came in the store, walking like she was scared. Old Dan came to the door and stopped. I tried to coax him in. It was no use. My dogs, never being allowed in the house, were scared to come in.

Grandpa walked over to a hoop of cheese and cut off two chunks about the size of my fist. He walked to the door, talking to Old Dan.

"What's the matter, boy?" he said. "You scared to come in? Well, that shows you're a good dog."

He handed him a piece of the cheese. I heard it rattle in his throat as he gulped it down.

Grandpa came back and set Little Ann up on the counter. He chuckled as he broke the cheese up in small pieces and fed her.

"Yes, sir," he said, "I think we have the best darn coon hounds in these Ozark Mountains, and just as sure as shootin', we're going to win that gold cup."

Grandpa didn't have to say that. The way I was feeling, I already had the cup. All I had to do was go and get it.

Finished with his feeding of Little Ann, Grandpa said, "Now, let's see. The hunt starts on the twenty-third. That's about—well, let's see—this is the seventeenth." Counting on his fingers he finally figured it out.

"That's six days from now," he said in a jubilant voice.

I nodded my head.

"We can leave here early on the morning of the twenty-second," he said, "and barring accidents, we should make the campground in plenty of time for the grand opening."

I asked how we were going. "We'll go in my buggy," he said. "I'll load the tent and everything the night before."

I asked him what he wanted me to bring.

"Nothing," he said, "but these two little hounds, and you be here early; and I believe I'd let these dogs rest, 'cause we want them in tiptop shape when we get there."

I saw the thinking wrinkles bunch up on Grandpa's forehead.

"You reckon your daddy would like to go?" he asked, "As late in the fall as it is, I don't think he's too busy, is he?"

"No, our crops are all gathered," I said. "We've been clearing some of the bottom land, but that's almost done now."

"Well, ask him," he said. "Tell him I'd like to have him go."

"I'll ask him," I said, "but you know how Papa is. The farm comes first with him."

"I know," Grandpa said, "but you ask him anyway, and tell him what I said. Now it's getting late and you had better be heading for home."

I was almost to the door when Grandpa said, "Wait a minute."

He walked over behind the candy counter and shook out one of the quarter sacks. He filled it up to the brim, bounced it on the counter a few times, and dropped in a few more gumdrops.

With a twinkle in his eye, and a smile on his face, he handed it to me saying, "Save some for your sisters."

I was so choked up I couldn't say anything. I took it and flew out the door, calling to my dogs.

On my way home I didn't walk on the ground. I was way up in the clouds just skipping along. With a song, I told the sycamore trees and the popeyed gray squirrels how happy I was.

Little Ann sensed my happiness. She pranced along on the trail. With a doggy grin on her face, she begged for a piece of candy, which I so gladly gave.

Even Old Dan felt the pleasant atmosphere. His long red tail fanned the air. Once he raised his head and bawled. I stood still and listened to the droning tones of his deep voice. The sound seemed to be trapped for an instant in the thick timber. It rolled around under the tall white sycamores, beat its way through the wild cane, and found freedom out over the clear blue waters of the river. The sound, following the river's course, rolled like the beat of a jungle drum.

As the echo died away in the distance, silence settled over the bottoms. The gray squirrels stopped their chattering. The wild birds quit their singing. I stood still. No sound could be heard. It seemed that all the creatures of the wild were holding their breath. I gazed up to the towering heights of the tall trees. No leaf was stirring. The silence seemed strained and expectant, like a young boy waiting for a firecracker to explode.

I looked at Old Dan. He was standing perfectly still, with his right front foot raised and his long ears fanned open. He seemed to be listening, and challenging any living creature to make a noise.

The silence was broken by the "Whee-e-e-e" of a red-tailed hawk. This seemed to be a signal. All around me the happy atmosphere resumed its natural state.

I heard the "Bam, bam, bam" of a woodpecker high in the top of a box elder snag. The cry of a kingfisher and the scream of a blue jay blended perfectly with the drum like beat. A barking red squirrel, glued to the side of a hackberry tree, kept time to the music with the beat of his tail.

Each noise I heard and each sight I saw was very familiar to me but I never grew tired of listening and watching. They were a God-sent gift and I enjoyed them all.

As I skipped along, it was hard for me to realize all the wonderful things that had happened to me in such a few short years. I had two of the finest little hounds that ever bawled on the trail of a ringtail coon. I had a wonderful mother and father and three little sisters. I had the best

grandpa a boy ever had, and to top it all, I was going on a championship coon hunt. It was no wonder that my heart was bursting with happiness. Wasn't I the luckiest boy in the world?

Grammar

3. A bright, colorful rainbow appeared.	
4. Silly Javen and a friend laughed and joked.	
5. Red, crisp apples shine.	
6. Landon and his little dog will jump and play.	
7. The big black crow squawks and flaps.	

History

Immigration to America

As you have read, new machines and technological advances were dramatically changing the United States in the 1800s. Rather than working on farms, more people were beginning to work in factories or as cowboys or miners out West. Even the people who were doing this work were changing: during the 1800s, America saw a huge increase in immigration.

An **immigrant** is a person who leaves his or her home to move to a new country. During the colonial period, most people immigrated to America from England, though some also came from the Netherlands or Scotland as well. However, in the middle of the nineteenth century, more people from other parts of the world began immigrating to America, for a variety of reasons. One reason they came was because the population in Europe was growing rapidly - there were not enough resources in Europe to support so many people. People came to America because they believed that they could find work there

and create a home for themselves and their families. They also came to find freedom to live and believe the way they wished, especially when some European governments were in turmoil or did not allow their people much freedom. There was a saying that America was so prosperous that “the streets were paved with gold.”

In the middle of the 1800s, there were three main groups of people coming to America. One of the best known of these groups was the **Irish**. Most of the people in Ireland were farmers, and the potato was one of their main crops. They grew potatoes both for their own food and to sell. However, in 1845, a blight, or disease, struck the potatoes, which meant the farmers could not grow them. As a result, poverty and starvation ran rampant in Ireland, during a time called the **Great Famine**. The Great Famine led to over one million Irish coming to America to find work and employment, often settling in large cities such as New York City or Boston.

European immigrants also often came from **Germany** around this time. In 1848, a revolution occurred in the German states, because some Germans wanted the states to form one united democratic country. When these revolutionaries were ultimately defeated, many of them immigrated to the United States to avoid persecution and to search for a new life. Many German immigrants settled in the Midwest.

While immigrants from Europe would travel across the Atlantic Ocean to the East Coast, immigrants from Asia often arrived on the West Coast. Specifically, immigrants from **China** came to America around 1849-1850 to mine for gold in California (remember, the Gold Rush began in 1848). Other Chinese immigrants ended up working on the Transcontinental Railroad.

As the century went on, more immigrants began arriving from different parts of the world. Specifically, they came from countries in Eastern Europe, such as Italy, Greece, Croatia, or Slovakia. Like earlier immigrants, they came seeking prosperity and freedom in America. In addition, some immigrants, such as the Jewish immigrants from Russia, also came to escape from religious persecution.

Many immigrants arrived in New York City, either staying there or traveling on to another part of the country. When they arrived, many passed the **Statue of Liberty**, a gift from France to America, in New York Harbor. The statue was a symbol for them of the freedom they hoped to find in their new lives. However, immigrants faced many hardships. They had to pass through **Ellis Island** before they could enter the country. Here, they were inspected and questioned, and if they were sick or did not seem able to work, the officials could send them back to their home country. Once in America, they sometimes had trouble finding work or faced opposition from people who disliked immigrants. They also faced the struggle between keeping their traditions from their own country and adopting American customs. Nevertheless, immigrants continued to come to America to seek liberty and new opportunities.

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

1. What event led to over a million Irish people immigrating to America?

2. What happened to immigrants at Ellis Island?

Optional Enrichment: Many people in America today are descended from immigrants. Ask your family about where they or their ancestors came from: When did they immigrate? Where and how did they arrive in this country? What customs or traditions did they bring from their country?

Poetry

Read through “Casey at the Bat” once. Today, focus on practicing the tenth stanza of the poem, printed below. You can practice reciting it to yourself while doing other tasks. If you have time, practice reciting the first ten stanzas of the poem.

With a smile of Christian charity great Casey’s visage shone;
 He stilled the rising tumult; he bade the game go on;
 He signaled to the pitcher, and once more the spheroid flew;
 But Casey still ignored it, and the umpire said, “Strike two.”

Art

Weaving Unit: Making a Unique Weaving Pattern (15 minutes)

Materials: Loom and strips. If you have woven your strips into your loom, gently pull them out. (If you have misplaced either, you may find digital copies under “weaving materials” in the “Art” folder in Google Classroom)

Directions: Today you will be using your knowledge of the different weaving techniques to create a pattern of your own. A pattern is a repeating element in an artwork. Follow the steps to create a patterned weaving.

First step: Choose a color pattern; pick two to four colored strips to create a pattern.

Second step: Think about what type of weaving technique you can use: Tabby weave (over one, under one) and Basket weave (over two, under two). Or make an original weaving technique of your own (example: over three, under two).

Third step: Make a pattern using each type of weave. For example, two rows of tabby weave, followed by two rows of basket weave.

Fourth step: Geometric woven tapestries have symmetry. Once you have reached the midpoint in your weaving, you will need to mirror the pattern so the top looks like the opposite of the bottom.

Fifth step: Weave until you’ve reached the bottom!

Challenge: See if you can figure out what pattern I used when making my weaving! Hint: anywhere you can see the warps (the white vertical bars), the strips are going UNDER.



Latin

Reading: Introducing Passive Verbs (7-8 min.)

One of the main characteristics of Latin verbs is voice. Latin verbs can have one of two voices: they can be either **active** or **passive**.

Active vs. Passive in English

What does it mean for a verb to have an active or passive voice? An active verb means that the subject performs the action. A passive verb means that the subject has its action done to it. Here is an example in English:

- A. Active Verb: Brutus killed Caesar.
- B. Passive Verb: Caesar was killed by Brutus.

Do you see the difference between the underlined verbs? Here is a helpful trick for telling active and passive verbs apart in English. If you can add the phrase “by Romans” to a sentence to make it mean that the Romans did something, then that sentence’s main verb is passive. Let’s try that trick on the sentences “The poem was written in 100 C.E.” and “Vergil wrote the poem.”

- I. The poem was written in 100 C.E. by Romans! (Yes, the main verb is passive.)
- II. A shepherd wrote the poem. ... by Romans! (No, the main verb is not passive--adding “by Romans” doesn’t make it sound like the Romans wrote the poem.)

Active vs. Passive in Latin

As you might guess, Latin uses a different set of endings (instead of a helping verb like “was” in Sentence B above) to change verbs from active to passive. There are many different passive endings, but today we will look at one of those endings: adding *-ātur* to a third person singular verb of the first declension. Look below at the two sentences: they both communicate the same idea, but one uses an active verb, and one uses a passive verb.

1. Active verb: *Mēdus portat* saccum. (Medus carries the sack.)
2. Passive verb: *Saccus portātur ā* Mēdō. (The sack is carried by Medus.)

We see that the active *portat* (he/she/it carries) becomes *portātur* (he/she/it is carried) when it's made passive. Also, look at the last two words of Sentence 2: *ā Mēdō*. Just like we can use “by Medus” in English, we can use the Latin word *ā* or *ab* with an ablative noun to show which person or people perform the action in a passive sentence.

Practice: Translating Passive Verbs (6-7 min.)

To do some practice with this new passive verb form, translate each of the sentences below into English, using the word bank below as necessary. When you are finished, you may ask a parent to help you check your answers in the solutions key. Make any corrections neatly, in red pencil.

1. *Cornēlius non portātur in lectīca.*
2. *Iūlius amātur ā familiā suā.*

Word Bank

portātur: he/she/it is carried

amātur: he/she/it is loved

familiā, -ae: family

lectīca, -ae: litter, sedan

suus, -a, -um: his/her/its own

ā/ab (prep. + Abl.): by, from


Day 2 Instructions and Resources

Tuesday, 5/12

Math

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

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

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

The link for this section: <https://cloud.swivl.com/v/041bedd95337dcbc56ceb3541db9e834>

Converting Fractions into Percentages with Denominators Greater Than 100:

Notes: Please fill in all blanks in the notes and answer the questions in the practice portion. We have been practicing converting equivalent fractions with denominators less than 100. What about fractions where the denominator is greater than 100? Let's find the percentage of $180/300$. First, we can find the equivalent fraction with a denominator of 100. $180/300 = \frac{\quad}{100}$. In order to find this, we first do $300 \div 3 = 100$. Then, whatever you do to the denominator, you must also do to the numerator. So we take $180 \div 3 = \quad$. This is our new numerator and from there we see that the percentage is 60%. You can also take fractions with denominators greater than 100 and

multiply the fraction by 100%. Then simplify to find the percentage. N.B. there are multiple ways that you can simplify.

$$\frac{180}{300} \times 100\% = \frac{180 \times \cancel{100}}{\cancel{300}} \%$$

$$= \frac{180}{3} \% = 60\%$$

Practice: Express each fraction as a percentage. You may use either method.

8/200	40/400
36/200	128/400
60/300	20/500
129/300	255/500

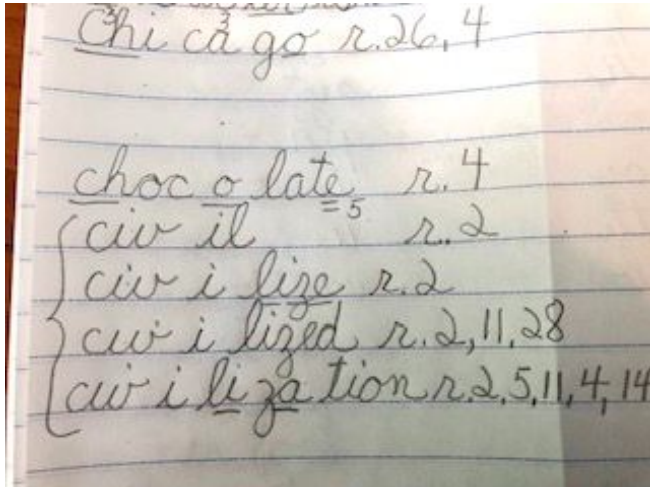
Spalding

Video for Day 2: <https://cloud.swivl.com/v/956ebf78964a80be58767be76349c527>

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

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

Today's Words: **chocolate, civil, civilize, civilized, civilization**



Rule 2: The letter *c* before *e*, *i*, or *y* says *s*, but followed by any other letter it says *k*.

Rule 11: Words ending with a silent final *e* are written without the *e* when adding a suffix that begins with a vowel.

Rule 28: The phonogram *ed* has three sounds and is used to form the past tense of verbs.

Rule 5: The letters *i* and *y* usually say the first (short) sound of *i* (*big, gym*), but may say the second sound (*silent, my, type*).

Rule 14: The phonograms *ti*, *si*, and *ci* are the spellings most frequently used to say *sh* at the beginning of a second or subsequent syllable in a base word (*na tion, ses sion, fa cial*).

Literature and Writing

Read pages 184-192 in Chapter Fourteen of *Where the Red Fern Grows* (about 20 minutes):

As you read...

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

After reading...

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

1) Draw a Venn diagram and use it to compare and contrast Pa and Grandpa.

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

https://youtu.be/c_IgRU2nRI?list=PLI9tN5ZzGGQGAXopWUM2xhsjwpUbIguJo&t=845 and follow along with the text in your book, beginning at the line “Wasn’t I the luckiest boy in the world?.”

Everyone was just sitting down to supper when I got home. My sisters quit the table for the candy. I told them to divide it equally. The oldest one asked if I wanted any of it.

"No," I said. "I brought it all for you." Of course, I didn't tell them about the four pieces I had in my pocket.

They thanked me with their clear blue eyes.

I guess it's pretty hard for a young boy to fool his mama. She took one look at me and called me over. She ruffled up my hair, kissed me, and said, "If my little boy's eyes get any bigger they're going to pop right out of his head. Now tell me, what are you so happy about?"

Before I could say anything, Papa chuckled and asked, "What's going on between you and your grandpa? What are you and that old man cooking up now?"

As fast as I could talk I started telling about the big coon hunt. I told how hard Grandpa had been working to have my dogs entered, and how he had already paid my entry fee.

Catching my breath and looking at Papa, I said, "We're going in his buggy and he wants you to go."

I waited in silence for his reply. Papa sat there staring off into space, sipping his coffee and saying nothing. I knew he was thinking.

In the silence I was sure I could hear my heart thumping.

I said, "Papa, please go. We'll have a lot of fun and besides the winner receives a big golden cup."

He scratched his head and said, "Billy, I'd sure like to go, but I don't see how I can with all this work around here."

I was beginning to think that Papa wasn't going to go. Then Mama started talking.

"Work?" she said. "Why, all the work is practically done. I don't know of one thing you couldn't put off for a few days. Why don't you go? You haven't been anywhere since I don't know when."

"It's not only the work I'm thinking of," Papa said. "It's you and the girls."

"Why, don't worry about the girls and me," Mama said, "We'll be all right. Besides, it'll be several months yet before I need any help."

When Mama said this, it dawned on me. I had been so busy with

my coon hunting I hadn't noticed anything unusual. Mama's tummy was all swelled up. She was going to have a baby. I felt guilty for not having noticed. I went over and put my arms around her and kissed her.

Papa spoke up. "It's sure going to be a big hunt," he said. "I heard something about it up at the store one day."

"Grandpa said there would be hunters there from everywhere," I said, "and some of the best coon hounds in the country."

"Do you think you have a chance to win the cup?" Papa asked.

I started to answer him when the little one piped up. "They can't beat Old Dan and Little Ann," she said. "I just bet they can't."

Everyone laughed at her serious remark. I would have kissed her but she had candy, corn bread, and molasses all over her face.

I told Papa I didn't know how good those dogs were, but there was one thing I did know. If they beat mine, they would have to hunt harder than they ever had before.

After I had had my say about the dogs, a silence settled over the dining room. Everyone was looking at Papa and waiting for his answer.

I saw a pleased smile spread over his face. He stood up. "All right, I'll go," he said, "and, by golly, we'll bring that gold cup back, too."

My sisters started clapping their hands and squealing with delight. A satisfied smile spread over my mother's face.

At that moment I'm sure no boy in the world could have been happier than I. Tears of happiness rolled down my cheeks. Mama wiped them away with her apron.

In the midst of all the excitement, my little sister, saying not a word, climbed down from her chair. No one said anything. We just watched her.

Still clutching a spoon in her small hand, she came around the table and walked up to me. Looking down at the floor, in a bashful voice, she asked, "Can I have the gold cup?"

Putting my finger under her sticky little chin, I tilted her head up. I smiled as I looked into her clear blue eyes. I said, "Honey, if I win it, I'll give it to no one but you."

I had to cross my heart and hope to die several times before she was satisfied.

Back in her chair she gloated over the others. "You just wait and see," she said. "It'll be all mine, nobody's but mine, and I'll put my banty eggs in it."

"Silly, you don't put banty eggs in a gold cup," the oldest one said. "They're just made to look at."

That night I dreamed about gold cups, little red hounds, and coons as big as rain barrels. Once I woke myself up whooping to my dogs.

The next few days were busy ones for me. Knowing that Papa and I would be gone for several days, I did everything I could to make things convenient for Mama. I chopped a large pile of wood and stacked it close to the kitchen door. To make it easy for her to feed our stock, I cut some poles from the hillside and boxed up one of the stalls in the barn. I filled it full of hay so she wouldn't have to climb the ladder to the loft.

Papa laid down the law to my sisters about being good and helping Mama while we were gone.

The day before we were to leave, I was as nervous as a June bug in a henhouse. The day seemed endless. A few of the miserable hours were spent talking to my dogs. I told them all about the big hunt and how important it was.

"Now if you don't win the golden cup," I said, "I won't be mad because I know you will do your best." Old Dan wouldn't even look at me, and paid no attention to what I said. He was sulking because I hadn't been taking him hunting. When I talked to Little Ann, it was different. She listened and seemed to understand everything I said.

I dreaded to go to bed that night. I thought sleep would be impossible. I must have been more tired than I thought I was. I fell asleep almost immediately. Old Red, our rooster, woke me at daybreak, crowing his fool head off.

It was a beautiful morning, clear and frosty.

After a good breakfast, we kissed Mama goodbye and started for the store.

I'm sure there were a lot of coon hunters in the Ozarks, but on that morning none could have felt as big and important as I. Walking along by the side of my father, I threw out my chest and tried hard to keep pace with his long strides. He noticed and laughed.

"You'll have to grow a little bit," he said, "before you can take steps that long."

I didn't say anything. I just smiled.

Hearing a noise overhead, I looked up. The gray ones were winging their way southward. I listened to their talking and wondered what they were saying.

Looking to the mountains around us, I saw that the mysterious artist who comes at night had paid us a visit. I wondered how he could paint so many different colors in one night; red, wine, yellow, and rust.

My dogs were trotting along in front of us. I smiled at the way their hind quarters shifted to the right. Little Ann would jump and bounce and try to get Old Dan to play, but the solemn old boy just jogged along, heedless of everything.

"You know," Papa said, "she doesn't even act like a hound. She is bouncing and playing all the time. Why, she acts more like a little pup than a hound."

"Yes, I know," I said. "I've noticed that myself, but you know one thing, Papa, she's the smartest dog I've ever seen. Why, some of the things she does are almost unbelievable."

"Yes, I know," said Papa, "but still it's strange, very strange."

"There's only one thing wrong with her, Papa," I said.

"Yea, what's that?" he asked.

"You won't believe it," I said, "but she's gun-shy."

"Gun-shy? How do you know she's gun-shy?" Papa asked.

"I didn't know for a long time," I said, "until one day when I was hoeing corn down in the field by the old slough. She and Old Dan were digging in a bank after a ground hog. Across the river some fishermen started shooting a gun. It scared Little Ann, and she came running to me, shaking all over."

"Aw," Papa said, "maybe you just thought she was scared."

"No, I didn't, Papa," I said. "It happened again up at the store one day. Grandpa shot a chicken hawk. When the gun went off, it scared her half to death. No, she's gun-shy all right."

"Aw, well," Papa said, "that doesn't mean anything. A lot of dogs are afraid of guns."

"I know," I said, "Taut you wouldn't think she would be that way. I believe if I had a gun of my own I could break her of being gun-shy."

Papa looked at me. He said, "From what your mother says, you won't be getting a gun for some time yet."

"Yes, I know," I said.

When we reached the store we saw the team was already hitched to the buggy and was standing in front of the store. Grandpa had loaded the tent and several boxes of groceries.

I had never seen him in such high spirits. He slapped Papa on the back, saying, "I'm sure glad you could go with us. It'll do you good to get out once in a while."

Papa laughed and said, "It looked like I had to go or have everyone in the family mad at me."

Looking in the buggy I saw my ax. I didn't think I ever wanted to see it again, but for some reason it didn't look like I thought it would. There was no blood on it and it looked harmless enough laying there all clean and bright.

Grandpa saw me looking at it. He came over.

"I kept it a few days," he said, "just in case the marshal wanted to ask some questions. Everything seems to be all right now, and we may need a good ax on this hunt."

Grandpa sensed how I felt about the ax. He waited in silence for my answer.

The excitement of the hunt was so strong in me, even the sight of the ax brought back only a fleeting remembrance of Rubin's accident.

I said, "Yes, we will need one. Besides, it's a good one and there's no use in throwing it away." Grandpa laughed, reached over, and screwed my cap around on my head, saying, "That the boy, that's what I wanted you to say. Now, you better go to the barn and get some hay and make a bed in the buggy box for your dogs."

"Aw, Grandpa," I said, "they can walk. They don't ever get tired; besides, they're used to walking."

"Walk!" Grandpa almost shouted. "They're not going to walk. No, sir, not if I can help it. You want them to be footsore when we get there?"

Papa chuckled and said, "We can't win a gold cup with two sore-footed hounds, can we?"

"Of course not," Grandpa said. "Now, you go and get that hay like I said."

As I turned to go to the barn I couldn't help but smile. It made me feel good to have my papa and grandpa so concerned about my dogs.

I had taken only a few steps when Grandpa said, "Oh, wait a minute."

I stopped and turned around.

Walking up to me and glancing toward the house as he did, he whispered, "In that empty kraut barrel in the harness room, there's a jug of corn liquor. Cover it up in the hay so your grandma won't see it, and bring it back with you."

With a twinkle in his eye, he said, "You never can tell when we'll need some medicine."

I knew my father wouldn't drink any of the liquor, but if Grandpa wanted to take along a whole barrel, it was all right with me.

Just when I thought we were ready to leave, Grandma came bustling out.

Grandpa got nervous. He whispered and asked, "Did you hide the jug good?"

I nodded my head.

Grandma handed Grandpa a pair of long-handle underwear and a scarf, saying, "I knew you'd forget something."

Grandpa snorted but knew there was no use arguing with her. She started picking around in the groceries, asking about salt, pepper, and matches.

"Nannie, we've got everything," he said. "You must think I'm a baby and don't know how to pack a grub box."

"A baby," Grandma snorted. "Why, you're worse than a baby. At least they have a little sense. You don't have any at all. An old codger like you out chasing a coon all over the hills."

At her biting remark, I thought Grandpa was going to blow up. He snorted like Daisy, our milk cow, when she had seen a booger.

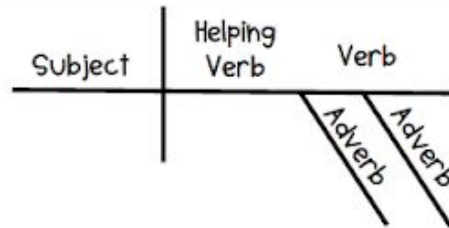
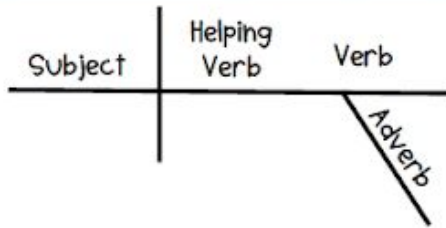
I crawled up in the buggy box with my dogs and hung my feet out. Grandma came over and asked me about warm clothes.

I told her I had plenty. She kissed me good-bye and we were on our way.

Grammar

Adverbs are always diagrammed under the word they describe. In this case, it's the verb.

If there are multiple adverbs to describe the same word, diagram them in the order they are found in the sentence.



Practice diagramming each sentence. Label the part of speech of each word in the sentence before you begin diagramming.

1. Mom drove carefully.	
2. Quinn will bike quickly tomorrow.	
3. Boy Scouts camp and hike nearby.	

Poetry

Read through “Casey at the Bat” once. Today, focus on practicing the eleventh stanza of the poem, printed below. You can practice reciting it to yourself while doing other tasks. If you have time, practice reciting the first eleven stanzas of the poem.

“Fraud!” cried the maddened thousands, and echo answered fraud;
 But one scornful look from Casey and the audience was awed.
 They saw his face grow stern and cold, they saw his muscles strain,
 And they knew that Casey wouldn’t let that ball go by again.

Science

For class today, we are continuing to learn about Astronomy! Please **read pages 137-141 in your FOSS textbook** (or read the pages printed here.) Then **fill in the chart** once you are finished reading.

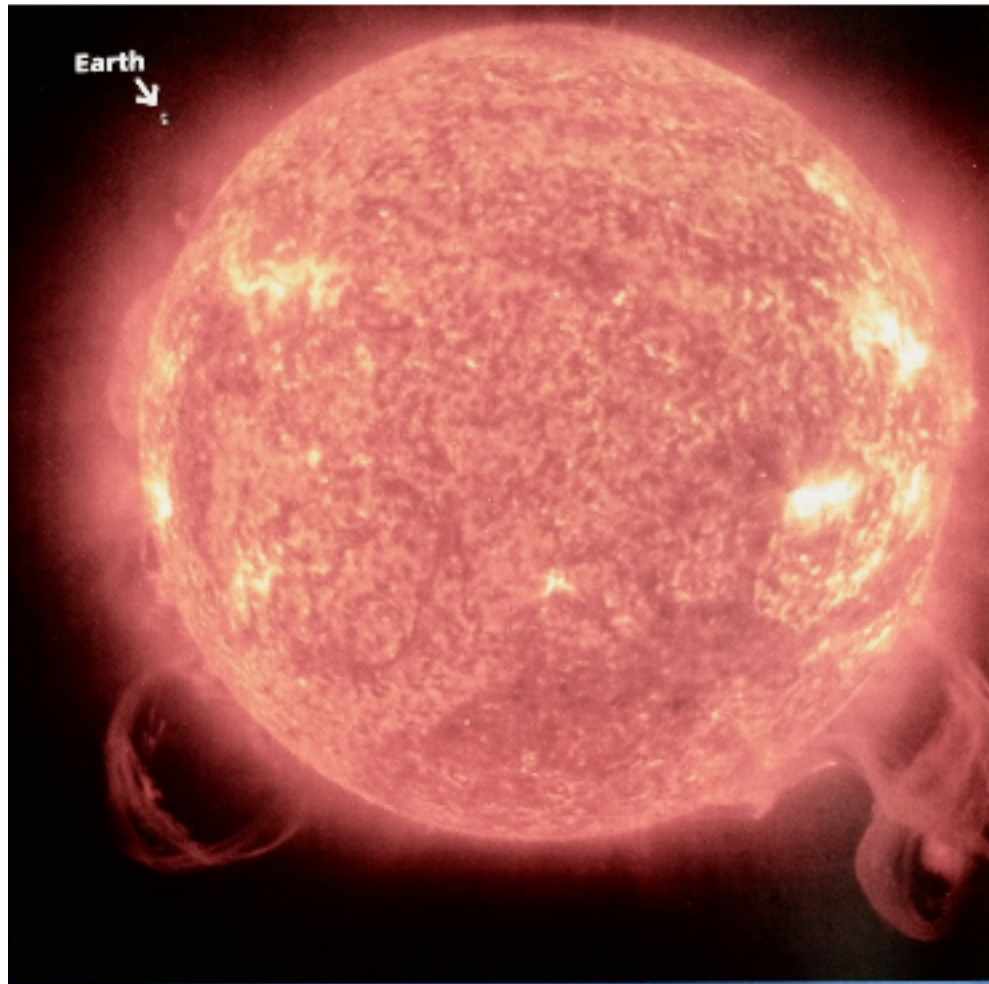
Sun, Earth, and Moon

The Sun

The Sun is an average star. It is much like millions of other stars in the **Milky Way**, the **galaxy** in which our **solar system** is found. The Sun formed about 5 billion years ago. A cloud of gas began to spin. As it spun, it formed a sphere. The sphere got smaller and smaller. As it got smaller, it got hotter. Eventually, the sphere got so hot that it started to radiate light and heat. A star was born.

The Sun is made mostly of the gases hydrogen (72 percent) and helium (26 percent). It is huge. The **diameter** is about 1.4 million kilometers (km). The diameter is the distance from one side of the Sun to the other through the center. That's about 109 times the diameter of Earth.





The Sun's diameter is about 109 times the diameter of Earth.

The Sun is incredibly hot. Scientists have figured out that the temperature at the center of the Sun is over 15,000,000 degrees Celsius (°C). The temperature of the Sun's surface is lower, about 5,500°C. Hydrogen is constantly changing into helium in **thermonuclear reactions**. These reactions create heat and light. About 3.6 tons of the Sun's mass is being changed into heat and light every second to transfer energy. This energy radiates out from the Sun in all directions. A small amount of it falls on Earth.

Another name for the Sun is Sol. That's why the whole system of planets is called the solar system. The solar system is named for the ruling star. The Sun rules because of its size. It has 99.8 percent of the total mass of the solar system. All the other solar-system objects travel around the Sun in predictable, almost-circular orbits. The most obvious objects orbiting the Sun are the planets.

Earth

Earth is the third planet from the Sun. Earth has a diameter of about 13,000 km. Earth has a moderate, or mild, average temperature of about 15°C. Earth has an atmosphere of nitrogen and oxygen, and it has abundant liquid water. As far as we know, Earth is the only place in the universe that has life. Earth also has one large satellite called the Moon. The Moon orbits Earth once a month. The Moon is responsible for the tides in Earth's ocean. The Moon is the only **extraterrestrial** place humans have visited.

Earth is about 150 million km from the Sun. This is a huge distance. It's hard to imagine that distance, but think about this. Sit in one end zone of a football field and curl up into a ball. You are the Sun. A friend goes to the other end zone and holds up the eraser from a pencil. That's Earth. Get the idea? Earth is tiny, and it is a long distance from the Sun. Still, the light and heat that reach Earth provide the right amount of energy for life as we know it.



**The Moon
orbits Earth
once a month.**



About 71% of Earth's surface is covered by water.

Earth has a hard, rocky surface with a great variety of landforms, including tall mountains, flat plains, and deep valleys. This surface is constantly reshaped by water, wind, and ice. A large portion of Earth's surface—about 71 percent, or nearly three-fourths—is covered by water. From space, the large bodies of ocean water on Earth appear blue, so Earth has been nicknamed the blue planet.

Earth's Moon

Earth's single moon is one of the most familiar objects in the sky. The Moon does not produce its own light. We are able to see the Moon because light from the Sun reflects, or bounces, off the Moon.

As the Moon orbits Earth, the Moon also rotates. It takes 27.3 days for the Moon to rotate once on its axis. It takes the same amount of time for the Moon to rotate once as it does for it to orbit Earth once. As a result, the same side of the Moon always faces Earth. Earth and the Moon are an average distance of about 384,400 km apart.

The Moon and Earth have some very different characteristics. The Moon has a diameter of about 3,500 km, about one-fourth the diameter of Earth. The Moon has no liquid water and almost no atmosphere. Temperatures on the Moon's surface get much hotter and much colder than at any locations on Earth. The Moon's average day temperature is about 107°C and its average night temperature is about -153°C.



The surface of the Moon also has many more **craters**, or bowl-shaped landforms, than can be found on the surface of Earth. The craters formed when meteorites and larger objects like them struck the Moon's rocky surface. A meteorite is a small chunk of **rock** or metal from space that strikes the surface of a planet or a moon. Earth's atmosphere helps protect Earth's surface from meteorites because the atmosphere causes the smallest ones to burn up before reaching the ground.



b. Compare the Sun, Earth, and Moon. Complete the chart using the measurements and words listed.

- 1.4 million km
- 5,500°C
- Orbits Earth
- 15°C
- Center of the Solar System
- 3,500 km
- Rock
- 13,000 km
- Hydrogen and helium
- Orbits the Sun
- 107°C/-153°C

	Sun	Earth	Moon
Diameter			
Composition			
Average temperature			
Movements			

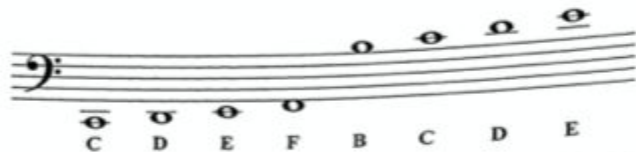
Music

- 1) For an overview of the bass clef, see last week's video (now with working link!): <https://cloud.swivl.com/v/caad48fda78f631bc11e61c335aaad6c>
- 2) After completing the worksheet, check your work with the answer key!

Bass Clef - Ledger Lines

Ledger lines can be used to extend the upper and lower ranges of a staff.

This example includes notes which can be written above and below the bass clef using ledger lines.



1. Draw a bass clef at the beginning of the staff and write the letter name of each note.



2. Draw a bass clef at the beginning of the staff and write the letter name of each note.



3. Draw the indicated notes. Use ledger lines to draw the specified number of pitches without duplication.

Example



P.E.

Short Warm-up:

- 30 seconds of burpees
- 60 seconds of hopping backwards on one leg
- 30 seconds of push-ups

Hello Fifth Grade! Today, you will be playing a game that is near and dear to Coach Hess' heart: "Kick the Can." This game is best played outside at dusk with as many people as you can get. It is perfectly possible to play it with three or so though. All you need is an empty can.

Rules: First, someone must start as being "It." "It," starts the game off by kicking the can as hard as he or she can. After kicking the can, "It" must run after the can, place it back where it was and then count to 50 with his or her eyes closed. The second that "It" kicked the can, everyone else was supposed to have run away to find a good hiding spot. Once "It" has stopped counting, he or she needs to go and try to find all of the hiding players. Once "It" thinks that they have found a player, they must yell the name of the person hiding. If the name is incorrect, then "It" must move on to find another player. If the name was correct, then the player who was found needs to try and kick the can before "It" can get back to touch it. If the player can kick the can safely, then he or she can go hide again while "It" sets up the can again. If, however, they are tagged by "It" before kicking the can, they must go to jail. Make sure that you set up a designated jail before the game starts. All hope is not spent for those in jail though! If a player, whose hiding spot is discovered, can successfully kick the can and yell "jail run!" before "It" tags them, then the people in jail can run and hide again. If "It" can capture all of the players, then the first player to be put in jail will be the new "It." If the round is going on for too long, then pick the player who has been captured the most to be the new "It." Have fun! Remember that this game is much more fun at dusk.

Day 3 Instructions and Resources

Wednesday, 5/13

Math

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

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

Name _____		5×2				
Mixed Facts 0-5						
$5 \times 9 =$ ____	$1 \times 2 =$ ____	$1 \times 3 =$ ____	$3 \times 8 =$ ____	$5 \times 6 =$ ____		
$3 \times 3 =$ ____	$2 \times 9 =$ ____	$4 \times 7 =$ ____	$4 \times 1 =$ ____	$4 \times 3 =$ ____		
$2 \times 5 =$ ____	$5 \times 8 =$ ____	$0 \times 5 =$ ____	$5 \times 8 =$ ____	$3 \times 7 =$ ____		
$1 \times 2 =$ ____	$0 \times 5 =$ ____	$5 \times 4 =$ ____	$2 \times 0 =$ ____	$2 \times 2 =$ ____		
$3 \times 8 =$ ____	$4 \times 4 =$ ____	$3 \times 3 =$ ____	$1 \times 3 =$ ____	$4 \times 1 =$ ____		
$4 \times 5 =$ ____	$3 \times 3 =$ ____	$2 \times 4 =$ ____	$5 \times 8 =$ ____	$4 \times 2 =$ ____		
$2 \times 7 =$ ____	$2 \times 9 =$ ____	$3 \times 3 =$ ____	$4 \times 2 =$ ____	$1 \times 8 =$ ____		
$5 \times 9 =$ ____	$5 \times 7 =$ ____	$2 \times 9 =$ ____	$2 \times 3 =$ ____	$2 \times 7 =$ ____		
$2 \times 9 =$ ____	$0 \times 2 =$ ____	$1 \times 3 =$ ____	$3 \times 8 =$ ____	$0 \times 9 =$ ____		
$1 \times 4 =$ ____	$1 \times 4 =$ ____	$4 \times 0 =$ ____	$1 \times 4 =$ ____	$5 \times 3 =$ ____		

The link for this section: <https://cloud.swivl.com/v/463ae84a3cdf2858dc7c9a66b3d90605>

Word Problems: Notes: Please fill in all blanks in the notes and answer the questions in the practice portion. Today, we are going to apply converting fractions into percentages inside of Word Problems. Remember that with our Word Problems we always include four parts: answer sentence, part-group-whole, bar model, and equation (or show your work). In a collection of 50 red, blue, and green marbles, 10 are red and 25 are blue. What is the percent of the total that are green? First, we write our Answer Sentence. Look at the first box. Next, we identify the part-group-whole. The problem tells us there are 50 marbles total, so that is our whole. There are three colors: red, blue, and green. These make the 3 groups of our bar model. Lastly, we add in the parts. We need to find the % of green. We know that there are 10 red marbles and 25 blue marbles. Now we can create our

bar model. I am not going to make the 3 parts equal on the bar model because I can see that there are more blue marbles than red. Finally, we are ready to solve for green. There are two ways you can do this. First, you can find the percentage of blue and red and subtract that from 100% to get what percentage is left for green. $10 + 25$ is 35. $35/50$ is 70%. Then, $100\% - 70\% = 30\%$ OR you can find the number of green and then put it as a fraction over 50. To do this I would take $50 - 10$ to get 40. Then $40 - 25$ to get 15. I know there are 15 green. $15/50 = 0.3$. I know that 0.3 is equal to $30/100$ or 30%. N.B. your “whole” from part-group-whole is typically your denominator.

<p>Answer Sentence: The percent of the total marbles that are green is _____%.</p>	<p>Bar Model:</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="padding: 5px;">25 blue</td> <td style="padding: 5px;">10 red</td> <td style="padding: 5px;">? green</td> </tr> <tr> <td colspan="3" style="text-align: center; padding: 10px;">50</td> </tr> </table>	25 blue	10 red	? green	50		
25 blue	10 red	? green					
50							
<p>Part: % green, 10 red, 25 blue Group: 3 groups Whole: 50 marbles</p>	<p>Equation: $10 + 25 = 35$; $35/50 = 70\%$ $100\% - 70\% = 30\%$ OR $50 - 10 - 25 = 15$; $15/50 \times 100 = 30\%$</p>						

Practice: $\frac{3}{4}$ of the pies which Mrs. Goodman made were apple pies. What percentage of the pies were apple? _____ What percentage of the pies were not apple?

<p>Answer Sentence: _____ % of the pies were apple. _____ % of the pies were not apple.</p>	<p>Bar Model</p>
<p>Part Group (there are only apple pies or non apples pies. How many groups is that?)</p>	<p>Equation</p>

Whole (the denominator tells you how many pies total there are)	
---	--

Sam had \$750. He spent \$300 and save the rest. What percentage of the money did he save?

Answer Sentence:	Bar Model
Part	Equation
Group (spent and saved)	
Whole (total amount Sam has)	

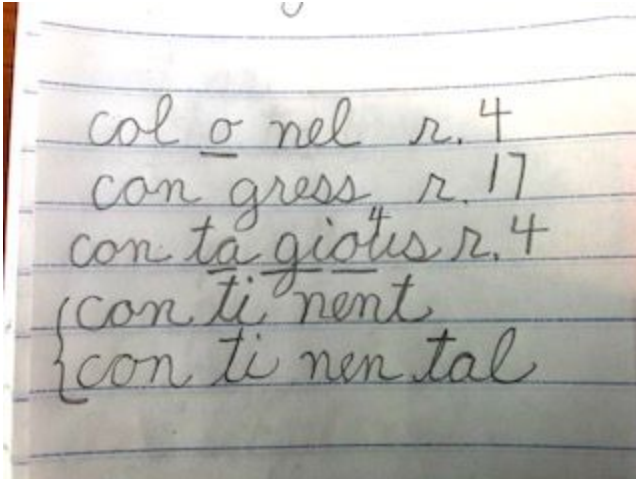
Spalding

Video for Day 3: <https://cloud.swivl.com/v/c5d95372fd9f7b957821aff9f143313e>

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

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

Today's Words: **colonel, congress, contagious, continent, continental**



Rule 17: We often double *l*, *f*, and *s* following a single vowel at the end of a one-syllable word (*will*, *off*, *miss*). Rule 17 sometimes applies to two-syllable words like *recess*.

Literature and Writing

Read pages 193-201 in Chapter Fifteen of *Where the Red Fern Grows* (about 20 minutes):

As you read...

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

After reading...

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

1) On the way to the competition, what do Pa and Grandpa realize is so unusual about Billy's hounds? Why is this unusual to see in dogs?

Reading Accommodation: Listen to the audio book by clicking or typing in the link <https://www.youtube.com/watch?v=cxZQ6fWBC0Y&list=PLl9tN5ZzGGQGAXopWUum2xhsjwpUblgUjo&index=10> and follow along with the text in your book, stopping at the line "I'll think it over tonight and let you know tomorrow."

XV
OVER A DIM ROCKY ROAD, IN A NORTHEASTERLY DIRECTION, our buggy moved on. I noticed that the road stayed at the edge of the foothills, but always in sight of the river. About the middle of the afternoon we stopped at a small stream to water the team. Papa asked Grandpa if he intended to go all the way to the campground before stopping. "No," he said, "I figure to put up for the night when we reach Bluebird Creek. With a good early start in the morning we can make the campgrounds in plenty of time to pitch our tent and set up camp."

Late that evening we reached Bluebird Creek. We didn't set up our tent. With a tarp we made a lean-to and built a large fire out in front of it. While Grandpa fed and watered the team, Papa and I carried our bedding to the shelter and made down our beds. Grandpa said, "While we're cooking supper, you see to your dogs. Feed them and fix them a warm bed." "I figure to cook them some corn-meal mush," I said. "That's what they're used to eating." "Mush!" Grandpa growled. "They're not going to have mush, not if I can help it."

He walked over to a grocery box, mumbling as he did, "Mush! A hound can't hunt on a bellyful of that stuff."

He came back and handed me two large cans of corned-beef hash, saying, "Here. Reckon they'll eat this."

I wanted to hug my old grandpa's neck. "Sure, Grandpa," I said, "they'll love that."

Opening one of the cans, I dumped it out on a piece of bark in front of Old Dan. He sniffed at it and refused to eat. I laughed, for I knew why. While I was opening the other can, Grandpa came over.

"What's the matter," he asked. "Won't he eat it?"

"Sure, Grandpa," I said, "he'll eat, but not before Little Ann gets her share."

With the second can opened, I fed her on another piece of bark. Both of them started eating at the same time.

With an astonished look on his face, Grandpa exclaimed, "Well, I'll be darned. I never saw anything like that. Why, I never saw a hound that wouldn't eat. Did you train them to do that?"

"No, Grandpa," I said. "They've always been that way. They won't take anything away from each other, and everything they do, they do it as one."

Papa had overheard our conversation. He said, "You think that's strange. You should have seen what I saw one day."

"One of the girls threw two cold biscuits out in the back yard to Old Dan. He stood and looked at them for a bit, then, picking both of them up in his mouth, he trotted around the house. I followed just to see what he was going to do. He walked up in front of the doghouse, laid them down, and growled; not like he was mad. It was a strange kind of a growl. Little Ann came out of the doghouse and each of them ate a biscuit. Now, I saw this with my own eyes. Believe me, those dogs are close to each other—real close."

After Papa had stopped talking, silence settled over the camp.

Grandpa stood staring at my dogs. In a slow voice, as if he were picking his words, he said, "You know, I've always felt like there was something strange about those dogs. I don't know just what it is, and I can't exactly put my finger on it, yet I can feel it. Maybe it's just my imagination. I don't rightly know."

Turning to my father, he said, "Did you ever notice the way they watch this boy? They see every move he makes."

Papa said, "Yes, I've noticed a lot of things they have done. In fact, I could tell you of a few that you would never believe, but right now here's something you had better believe. Supper is ready."

While I was helping myself to hot dutch-oven corn bread, fried potatoes, and fresh side meat, Grandpa poured the coffee. Instead of the two cups I expected to see, he set out three and filled them to the brim with the strong black liquid.

I had never been allowed to drink coffee at home and didn't exactly know what to do. I glanced at Papa. He seemed too busy with his eating to pay any attention to me. Taking the bull by the horns, I reached over and ran my finger through the cup's handle. I held my breath as I walked over and sat down by a post oak stump. Nothing was said. Grandpa and Papa paid no attention to what I did. My head swelled up as big as a number four washtub. I thought, "I'm not only big enough to help Papa with the farm. Now I'm big enough to drink coffee."

With supper over and the dishes washed, Grandpa said, "Well, we had better turn in as I want to get an early start in the morning."

Long after Grandpa and Papa had fallen asleep, I lay thinking of the big hunt. My thoughts were interrupted when the wonders of night life began to stir in the silence around us.

From a ridge on our right a red fox started barking. He was curious and, in his small way, challenging the intruders that had dared to stop in his wild domain. From far back in the flinty hills, the monotonous call of a hoot owl floated down in the silent night. It was the mating call and was answered from a distant mountain.

I could hear the stamping feet of our horses, and the grinding, crunching noise made by their strong teeth as they ate the hard, yellow kernels of corn in their feed boxes. A night hawk screamed as he winged his way through the starlit night. An eerie screech from a tree close by made shivers run up and down my spine. It was a screech owl.

I didn't like to hear the small owl, for there was a superstition in the mountains concerning them. It was said that if you heard one owl it meant nothing at all, but if you heard more than one, it meant bad luck.

I lay and listened to the eerie twittering sound. It was coming from the left of our camp. The creepy noise stopped, and for several moments there was silence. When next I heard the cry, it was coming from the right. I sat up in alarm. Had I heard two owls?

My movement had awakened Grandpa. In a sleepy voice, he asked, "What's the matter? Can't you sleep? What are you sitting up like that for?"

"Grandpa, I heard two screech owls," I said.

Grunting and mumbling, he sat up. Rubbing the sleep from his eyes, he said, "You heard two screech owls. Why, that's nothing. I've heard two—oh, I see. You're thinking of the bad-luck superstition. There's nothing to that; nothing at all. Now you lie down and go to sleep. Tomorrow is going to be a big day."

I tried hard to fall asleep, but couldn't. I couldn't get the owls out of my mind. Had I really heard two? Were we going to have bad luck? Surely nothing bad could happen. Not on such a wonderful hunt.

I found peace in my mind by telling myself that the owl had changed trees. Yes, that was it. He had simply flown out of one tree to another.

The next morning, while having breakfast, Grandpa started kidding me about the screech owls.

"I wish you could have caught one of those owls last night," he said. "We could have boiled him in our coffee pot. I've heard there is nothing like strong hoot-owl coffee."

"It wasn't a hoot owl, Grandpa," I said. "It was a screech owl. I don't know for sure if I heard one or two. It could have been just one." Pointing to a small red oak, I said, "I think the first time I heard him, he was over there. The next time, it was over in that direction. Maybe he changed trees. I sure hope so."

Grandpa saw I was bothered. "You don't believe that hogwash superstition, do you? Bad luck! Baw, there's nothing to it."

Papa laughed, and said, "These mountains are full of that jinx stuff. If a man believed it all, he'd go crazy."

The encouraging words from Papa and Grandpa helped some, but there was still some doubt. It's hard for a young boy to completely forget things like that.

Breakfast over, and our gear stowed back in the buggy, we left Bluebird Creek.

On that day Grandpa drove a little faster than he had on the previous one. I was glad of this, for I was anxious to reach the campground.

About noon he stopped the team. I heard him ask Papa, "Is this Black Fox Hollow?"

"No," Papa said. "This is Waterfall. Black Fox is the next one over. Why?"

"Well," Grandpa said, "there's supposed to be a white flag in the mouth of Black Fox. That's where we leave the road. The camp is in the river bottoms."

By this time I was so excited, I stood up in the buggy box so I could get a better view.

"Maybe you ought to step them up a little, Grandpa," I said. "It's getting pretty late."

Papa joined in with his loud laughter. "You just take it easy," he said. "We'll get there in plenty of time. Besides, these mares can't fly."

I saw the flag first. "There it is, Grandpa," I shouted.

"Where?" he asked.

"Over there. See, tied on that grapevine."

As we left the main road, I heard Papa say, "Boy, look at all those tracks. Sure has been a lot of traveling on this road."

"That smoke over there must be coming from the camps," Grandpa said.

When we came in sight of the camp, I couldn't believe what I saw. I stared in amazement. I had never seen so many people at one gathering. Tents were spread out over an acre and a half of ground; all colors, shapes, and sizes. There were odd-looking cars, buggies, wagons, and saddle horses.

I heard Grandpa say almost in a whisper, "I knew there would be a lot of people here but I never expected so many."

I saw the astonished look on my father's face.

Off to one side of the camp, under a large black gum tree, we set up our tent. I tied my dogs to the buggy, and fixed a nice bed for them under it. After everything was taken care of, I asked if I could look around the camp.

"Sure," Grandpa said. "Go any place you want to go, only don't get in anyone's way."

I started walking through the large camp. Everyone was friendly. Once I heard a voice say, "That's the boy who owns the two little red hounds. I've heard they're pretty good."

If my head had gotten any bigger, I know it would have burst.

I walked on, as straight as a canebrake cane.

I looked at the hounds. They were tied in pairs here and there. I had seen many coon hounds but none that could equal these. There were redbones, blue ticks, walkers, and blood hounds. I marveled at their beauty. All were spotlessly clean with slick and glossy coats. I saw the beautiful leather leashes and brass-studded collars.

I thought of my dogs. They were tied with small cotton ropes, and had collars made from old check line leather.

As I passed from one set of dogs to another, I couldn't help but wonder if I had a chance to win. I knew that in the veins of these hounds flowed the purest of bred blood. No finer coon hounds could be found anywhere. They came from the Smoky Mountains of Tennessee, the bayou country of Louisiana, the Red River bottoms of Texas, and the flinty hills of the Ozarks.

Walking back through the camp, I could feel the cold fingers of doubt squeezing my heart. One look at my dogs drove all doubt away. In the eyes of Little Ann it seemed I could read this message: "Don't worry. Just wait. We'll show them."

That night, Grandpa said, "Tomorrow they'll have a contest for the best-looking hound. Which one are you going to enter?"

I told him I didn't think I'd enter either one of my dogs. They were so little. I didn't think they had a chance.

Grandpa got all huffed up. He said, "It doesn't make any difference how little they are. They're coon hounds, aren't they?"

I asked him if he had seen any of the other hounds.

He said, "Yes, I've seen them all. Sure they're big and good dogs, too, but it makes no difference. I don't care if your dogs are no bigger than a snuff can. They still have a chance. Now, which one are you going to enter?"

I couldn't decide. I said, "I'll think it over tonight and let you know tomorrow."

Grammar

3. A small, dark cloud hovered above.	
4. Some sneaky cats will stand quietly.	
5. Sydney and Kylie had yelled loudly yesterday.	
6. The spotted horses ran wild everywhere.	
7. Tomorrow, Rihanna and Eowyn will cook.	

Poetry

Read through “Casey at the Bat” once. Today, focus on practicing the twelfth stanza of the poem, printed below. You can practice reciting it to yourself while doing other tasks. If you have time, practice reciting the first twelve stanzas of the poem.

The sneer is gone from Casey’s lip, his teeth are clenched in hate;
 He pounds with cruel violence his bat upon the plate.
 And now the pitcher holds the ball, and now he lets it go,
 And now the air is shattered by the force of Casey’s blow.

History

A Changing Society

As society became more mechanized - as more machines were being invented and used - the places people lived changed as well. While westward expansion continued, more people, both immigrants and people born in America, began to move to the cities. As large cities such as New York or Chicago grew, they provided many opportunities for jobs, either in factories or building structures like the Brooklyn Bridge in New York. In addition, cities also had the latest technology - people were more likely to find a telegraph office or electric lightbulb in the city than on a farm or out in the West (though there were cities there as well, such as San Francisco). Plus, more goods were sold in the stores in the cities. Thus, the city was seen as a place of luxury and opportunity.

However, the huge increase in migration to the cities led to those cities becoming overcrowded. They did not have the space that farmland or prairies out in the West had, so a large amount of people were attempting to share a small amount of space. One result was that garbage often piled up in the streets, giving cities a reputation for dirtiness. Many people began living in **tenements**, small apartments in buildings found throughout cities. Tenements were often crowded, with up to ten to twelve people in a single apartment, and infestations of rats or fleas were common. With little light or air, diseases could spread rapidly, and many residents of cities lived in poverty.

While poverty was a persistent problem in the cities, new ways to address the issue and help the poor were also developing. For instance, **Jane Addams** (1860 - 1935) was a social reformer who worked to help people in Chicago by providing them with different services. In 1889, she helped to found **Hull House**, one of the first settlement houses. Settlement houses like Hull House offered education for students of different ages as well as evening classes. Eventually, the settlement house grew to include a gymnasium, social and educational clubs, workshops, and housing and playgrounds for children.

In addition, people's attitudes toward work and the factories began changing. Since the beginning of the factory system, factories had become a significant part of the American economy. Owning or managing factories could make bosses very wealthy. For the workers in factories, however, it was a different story. Workers often worked for low wages over long hours. The machines created a dangerous working environment for the workers, who were often injured or even killed on the job. If the workers complained, they could easily be fired and replaced, as there were plenty of other people in the cities who would take the job.

As time went on, however, more people, including the workers themselves, began to push for better labor conditions. One strategy they used was the **labor strike**, in which workers would refuse to work and leave the factory without anyone to run it until their demands for better conditions were met. One well-known strike was the **Homestead Strike** in 1892, among workers in a steel factory. However, the factory brought in workers to replace the strikers, leading to a riot between the two worker groups.

Another strategy in labor reform was the **union**. A labor union was an organized group of workers which formed to protect their rights and interests. These unions, such as the Knights of Labor and the American Federation of Labor, worked to ensure better conditions for workers. Basically, if a company wanted to give a job to a person who was part of a union, they were required to give them a fair and safe working environment. Unions helped to create the standard of an eight-hour work day (rather than a twelve- or fourteen-hour day), fair wages or payments to workers, and offering aid or payment to workers who had been injured on the job. In addition, unions helped to end the practice of child labor by creating a minimum age when one could begin working.

The Industrial Revolution was a complicated time in American history. While it was a time of many exciting inventions and methods of making people's lives easier, it also led to some dangers for

certain groups of people, such as workers and immigrants in cities. With these dangers and problems, however, there were also people willing to work to keep the country committed to its principles of liberty and equality, despite the many changes this era brought.

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

1. What was one advantage to living in cities? What was one disadvantage?

2. What was one way workers fought against difficult or dangerous conditions in factories?

Art

Directions: Using a pencil, copy each value scale in the boxes below.

Shading: Leave the first box blank. Using the side of your pencil, lightly shade in the second box. As you continue to shade the other boxes, each box should increase in darkness. Pay attention to evenly shading each box. The fifth box should be the darkest.



Cross hatching: Leave the first box blank. In the second box, draw diagonal lines going in one direction, and diagonal lines going in the opposite direction. The third box uses diagonal lines that are closer than the lines in the second box. The fourth and fifth boxes use diagonal lines, vertical and horizontal lines. The fifth box has many lines that are close together.



Stippling: Leave the first box blank. In the second box, draw dots throughout the box. The next boxes increase in the number of dots and how close the dots are. The fifth box should appear darker because there are many dots that are close together.



Latin

Quick Review: Passive Verb Forms (1-2 min.)

As we saw in our last lesson, we can change the ending of a verb to make it passive: to make the subject *receive* the verb's action, rather than perform the subject's action.

Do you remember the ending we learned in our last lesson? Fill in the blank with the correct ending to make the active verb *portat*, "he/she/it carries," into its passive form, meaning "he/she/it is carried."

Answer: *port*_____ : he/she/it is carried.

Reading and Comprehension Questions (6-8 min.)

- Read the passage below once aloud, practicing your pronunciation. (To see a video of how this is pronounced, ask a parent to help you visit <https://cloud.swivl.com/v/e3dd59e1c1a18d91f7dc0ac4409e927c> .)
- Then reread it, aloud or silently, focusing this time on what the sentences mean, and using the word bank as necessary. Afterwards, complete the comprehension questions.

Iam Iūlius prope vīllam suam est. Servī quī lectīcam portant fessī sunt. Dominus autem fessus nōn est, nam is nōn ambulat. Iūlius ab Ursō et Dāvō portātur, itaque is fessus nōn est. Fessī sunt Syrus et Lēander, nam iī duōs magnōs saccōs umerīs portant, neque vacuī sunt saccī!

Word Bank

iam: now
 prope (prep.+ Abl.): near
 suus, -a, -um: his/her/its own
 quī (Nom. Pl. M.): who
 lectīca, -ae: litter, sedan
 fessus, -a, -um: tired
 servus, -ī: servant, slave
 portant: they carry
 vacuus, -a, -um: empty
 neque: neither, and not

portātur: he/she/it is carried
 is/ea/id: he/she/it
 ambulat: he/she/it walks
 autem: however
 itaque: therefore
 nam: because, for
 saccus, -ī: sack, bag
 umerus, -ī: shoulder
 iī (Nom. M. Pl. form of is/ea/id): they

Comprehension Questions (4-6 min.)

1. There is an ablative of means in this passage! Recall that when a noun is in the ablative case, it can be used to show by what means, or how a person is doing something. How are Syrus and Leander carrying the bags?

Answer:

2. Who is the only person in this passage who is not tired?

Answer:

3. Are the bags empty?

Answer:


Day 4 Instructions and Resources

Thursday, 5/14

Math

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

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

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

The link for this section: <https://cloud.swivl.com/v/eaac171f408dce3f3b1569590f7c85c3>

Word Problems: Notes: Please fill in all blanks in the notes and answer the questions in the practice portion. Today, we will continue our practice with Word Problems. Remember to always include all four parts to a Word Problem: answer sentence, part-group-whole, bar model, and equation.

Jane made 50 cookies. 24 of them were chocolate cookies. The rest were sugar cookies. What percentage of the cookies were chocolate cookies? What percentage of the cookies were sugar cookies?

First, we write our answer sentences. Then, we identify the part-group-whole. There are 50 cookies total (our whole). There are 2 groups of cookies: chocolate and sugar. 24 of the cookies are

chocolate. Now, we can create our bar model. I know that half of 50 is 25, so 24 chocolate cookies is just under half. We can take $50 - 24$ to find the number of sugar cookies. Lastly, we need to find the percentages. To do this we will put our cookie count over the total number of cookies (50). Chocolate = $24/50$ and sugar = $26/50$. Divide the numerator by the denominator to find the decimal. From there you can multiply by 100% to get the percentage for each.

<p>Answer Sentence: _____% of the cookies were chocolate cookies.</p> <p>_____% of the cookies were sugar cookies.</p>	<p>Bar Model:</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="padding: 5px;">24 Chocolate</td> <td style="padding: 5px;">? Sugar</td> </tr> </table> <p style="text-align: center; margin-top: 10px;">50 Cookies</p>	24 Chocolate	? Sugar
24 Chocolate	? Sugar		
<p>Part: 24 chocolate, ? sugar Group: 2 groups Whole: 50 cookies</p>	<p>Equation:</p> <p>$50 - 24 =$ _____</p> <p>$24/50 \times 100\% =$ _____</p> <p>$24 \div 50 = 0.48$</p> <p>$26/50 \times 100\% =$ _____</p> <p>$26 \div 50 = 0.52$</p>		

Practice: Ryan had \$80. He spent \$32 on a book. What percentage of his money did he spend on the book? What percentage of his money did he have left?

<p>Answer Sentence (you need two):</p>	<p>Bar Model:</p>

Part (how much is each item, one you won't know yet):	Equation:
Group (how many items did he buy):	
Whole (total amount of money):	

Review Monday through Thursday for a test tomorrow on converting fractions into percentages and Word Problems.

Spalding

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

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

Today's Words: **boundary, boundaries, brilliant, characteristics, Chicago, chocolate, civil, civilize, civilized, civilization, colonel, congress, contagious, continent, continental**

Literature and Writing

Read pages 201-208 in Chapter Fifteen of *Where the Red Fern Grows* (about 20 minutes):

As you read...

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

After reading...

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

1) How does Billy win the small silver cup? Where did we first learn about this cup?

2) As we learned when we began reading, this story is a “coming of age novel.” How does Billy feel he is becoming more of a man in these pages? In what ways does he still have growing up to do?

3) Grandpa sometimes gets carried away and tells “tall tales.” about Billy’s dogs to the hunters. How does Billy manage to defend his Grandpa without being dishonest about how good his dogs are?

Reading Accommodation: Listen to the audio book by clicking or typing in the link <https://youtu.be/cxZQ6fWBC0Y?list=PLI9tN5ZzGGQGAXopWUm2xhsjwpUblgUjo> and follow along with the text in your book, beginning at the line “I’ll think it over tonight and let you know tomorrow.”

The next morning when I stepped outside the tent I saw men everywhere. They were combing and brushing their dogs, and getting them pruned for the beauty contest. Beautiful combs and brushes were used to brush expensive oils into their glossy hair.

Going over to my dogs, I stood and looked at them. I started to untie Old Dan but, taking a closer look at him, I could see he could never win a beauty contest. His face and ears were a mass of old scars, caused from the many fights with tough old coons and bobcats. I held his head in my hands and felt sorry for him, but loved him that much more.

I looked Little Ann over and couldn’t see any scars. I laughed because I knew why. She was too smart to walk right up in the face of a fight. She would wait until Old Dan took hold and then dart in.

I untied her rope and walked her over to our tent.

My father and grandfather were gone. No doubt they were over in some tent visiting old friends and making new ones.

Looking around to find something I could use to groom my dog, I saw Grandpa’s open suitcase. There, right on top, was the very thing I needed, his beautiful bone-handled hairbrush and his ivory comb. Picking them up, I turned them over and over in my hand.

Little Ann stood looking at me. Impulsively I reached down and raked her from shoulder to hip with the brush. She seemed to like it. I knew I shouldn’t do it, but I decided to use them.

Knowing I had no oils, I got some butter from our grocery box. With the homemade butter and Grandpa’s hair set, I brushed her until she shone. All the time I was grooming her, she tried to lick the butter from my hands.

The job completed, I stepped back and inspected her. I was surprised at the change. Her short red hair glistened and every one was in perfect place.

Shaking my finger at her, I said, “If you lay down and roll, I’ll wear you out,” although I knew I wouldn’t.

Hearing a lot of movement outside, I looked out. Men were setting their dogs on a long table which had been built in the center of the campground. Leading Little Ann to it, I picked her up and set her on the table, too.

I told her to act like a lady. She wagged her tail as though she understood. I untied the rope and stepped back.

After the dogs were all lined up, the judging started. Four judges walked around and around the table, looking at them from all angles. When one of them would point at a hound, he was taken down and eliminated from the contest. Dog after dog was disqualified. Little Ann was still on the table.

My eyes were wide, my throat dry, and my heart thumping. One judge stopped in front of Little Ann. My heart stopped, too. Reaching over, he patted her on the head.

Turning to me, he asked, “Is this your dog?”

I couldn’t speak. I just nodded my head.

He said, “She’s a beautiful hound.”

He walked on down the line. My heart started beating again.

There were eight dogs left. Little Ann was still holding her own. Then there were four. I was ready to cry. Two more were taken down. Little Ann and a big walker hound owned by a Mr. Kyle were the only ones left. The judges couldn’t seem to make up their minds.

Everyone started shouting, “Walk them! Walk them!”

I didn’t know what they meant.

Mr. Kyle and I were told to go to one end of the table. Our dogs were placed at the other end. Mr. Kyle snapped his fingers and called to his dog.

The big hound started walking toward his master. What a beautiful sight it was. He walked like a king. His body was stiff and straight, his head high in the air, his large muscles quivered and jerked under his glossy coat, but something went wrong. Just before he reached the end, he broke his stride, turned, and jumped down from the table.

A low murmur ran through the crowd.

It was my turn. Three times I tried to call to Little Ann. Words just wouldn't come out. My throat was too dry. The vocal cords refused to work, but I could snap my fingers. That was all I needed. She started toward me. I held my breath. There was silence all around me.

As graceful as any queen, with her head high in the air, and her long red tail arched in a perfect rainbow, my little dog walked down the table. With her warm gray eyes staring straight at me, on she came. Walking up to me, she laid her head on my shoulder. As I put my arms around her, the crowd exploded.

During the commotion I felt hands slapping me on the back, and heard the word "congratulations" time after time. The head judge came over and made a speech. Handing me a small silver cup, he said, "Congratulations, son. It was justly won."

The tears came rolling. I gathered my dog up in my arms and walked to our tent. Grandpa followed, proudly carrying the cup.

That evening the head judge stepped up on the table. He had a small box in his hand. He shouted, "Over here, men! I have some announcements to make."

We all gathered around.

In a loud voice, he said, "Gentlemen, the contest will start tonight. I'm sure most of you men have been in these hunts before. For those of you who haven't, I will explain the rules. Each night five sets of dogs will be taken out to hunt. A judge will go along with each pair of hounds. Every morning, the judges will turn in that night's catch. The two hounds that tree the most coons will qualify for the championship runoff. The other four sets will be eliminated from the hunt. Of course, if there is a tie, both sets will qualify. On the following nights, only those hounds tying the first night's score, or getting more, will be in the runoff.

"Now, gentlemen, this hunt must be carried out in a sportsmanlike way. If the coon is treed where he can't be caught, such as in a bluff, it will not be counted. You must catch the coon, skin it, and turn the hide over to your judge.

"You are allowed to take an ax, a lantern, and a gun with bird shot, which you can use to get a coon out of a tree.

"Twenty-five sets of hounds have been entered in the hunt. In this box, I have twenty-five cards. Everyone in the contest will now line up for the drawing. The card you draw will tell you what night your hounds are to hunt."

Walking along in the line, I noticed the beautiful red coats, the caps, and the soft leather boots worn by the other hunters. I felt out of place in my faded blue overalls, old sheepskin coat, and scuffed and worn shoes, but to the wonderful men it made no difference. They treated me like a man, and even talked to me like a man.

When it came my time to draw, my hand was shaking so hard I could hardly get it in the box. Pulling the card out, I saw I had drawn the fourth night.

After the hunters had left, we stood around our campfires sipping strong black coffee and listening to the baying of the hounds. Time after time, we heard the tree bark.

Once two hounds came close to the camp, hot on a trail. We listened to their steady bawling. All at once they stopped.

After several minutes of waiting, a hunter said, "You know what? That old coon took to the river and in some way has fooled those dogs."

Another one said, "Yes, sir, he sure has."

A friendly hunter looked at me and asked, "Do you think he could have fooled your dogs?"

Thinking his question over, I said, "You know, sometimes when I am hunting, away back in the mountains or down on

the river, I sing a little song I made up myself. One of the verses goes like this:

You can swim the river, Old Mister Ringtail, And play your tricks out one by one. It won't do any good, Old Mister Ringtail, My Little Ann knows every one.

The hunters roared with laughter. Some slapped me on the back.

Tired and sleepy, but with a smile on my face, I went off to bed.

The next morning two blue tick hounds, from the Smoky Mountains of Tennessee, came out in the lead with three big coons to their credit. The other four sets were eliminated.

The following morning all five sets of dogs were eliminated. None had even tied the blue ticks, although two sets had gotten two coons, and one of these had treed a third one in a bluff.

That day, while eating dinner, my grandfather asked me if my dogs had ever treed three coons in one night.

I said, "Yes, four different times, but that's all."

"Where do you think we should hunt on our night?" Papa asked.

I told him if we could get our judge to go with us in the buggy, we would be better off if we could go far downriver and get out of the range where other dogs had hunted.

He said, "That's a good idea. I'll go to see the judges about it."

While I was washing the dishes, Grandpa said, "I think I'll shave."

I should've left the tent then, but I wasn't done with my dish-washing.

With a pin, Grandpa hung a small mirror on the tent wall. After much snorting, mumbling, and screwing of his face this way and that, the job was completed. Dabbing a little water on his iron-gray hair, he reached for his brush and comb.

From the corner of my eye I watched him. I had tried to clean the beautiful brush but hadn't been able to get all the short red hair from it.

With two fingers, Grandpa pulled some of the hair from the bristles. Holding it in front of him, he looked it over carefully. Then, bending over close to the mirror, peeking over his glasses, he inspected his head. Straightening up, he looked at the brush again. Turning around quickly, he looked straight at me and said, "Say, young-"

Not waiting for anything more, I scooted for the door. Crawling under the buggy, I lay down between my dogs. I knew he wouldn't be mad at me, but it would be best to stay away for a while.

The third night, the blue ticks were tied by two black and tan hounds from the bayou country of Louisiana.

All that day I was restless. I prowled through the camp. Every little while I would go and see how Old Dan and Little Ann were. Once I took two weenies from our groceries. I heated them and gave them to my dogs for a treat. Old Dan swallowed his down in one gulp, and looked at me as if to say, "Is that all?" Little Ann ate hers in a ladylike way. I could have sworn I saw a small grin on her face.

Grandpa was hopping around like a grasshopper, going here and there. Once, passing a tent, I heard his voice. I knew he was bragging about my dogs. I smiled to myself.

Another hunter stopped me and asked, "Is it true that your hounds have treed six coons in one night, three up in one tree, or is that old man just blowing off steam?"

I told him my grandfather had a little steam, but he was the best grandpa a boy ever had.

He patted me on the head, turned, and walked away laughing.

Grammar

A DIRECT OBJECT...

- is a noun
- receives the action of the verb
- can be found by asking: Subject + Verb + What?
- will NOT be found in a prepositional phrase

Let's try! Find the Direct Object (DO) in this sentence:

Johnny fed the dog.

Ask yourself: Subject + Verb + What?

↓ ↓ ↓
Johnny fed what?

The "what" is _____

Also known as the direct object! ↗

TO FIND A DIRECT OBJECT

ask yourself:

Subject + Verb + What?

The "what" is your DO ↗

Follow the directions below to identify the direct object in each sentence.

- Cross out prepositional phrases
- Label the subject with "S" and the verb with "V"
- Ask yourself: Subject + Verb + What?
- Underline the direct object

1. The horses are eating hay in the barn.
2. We fed oats to them this morning.
3. It is fun to ride horses on trails through the woods.
4. Horses also love long walks around pastures.
5. They are amazingly gentle creatures.
6. Horseback riders often enjoy sunshine in the daytime.

Poetry

Read through "Casey at the Bat" once. Today, focus on practicing the final thirteenth stanza of the poem, printed below. You can practice reciting it to yourself while doing other tasks. If you have time, practice reciting all thirteen stanzas of the poem.

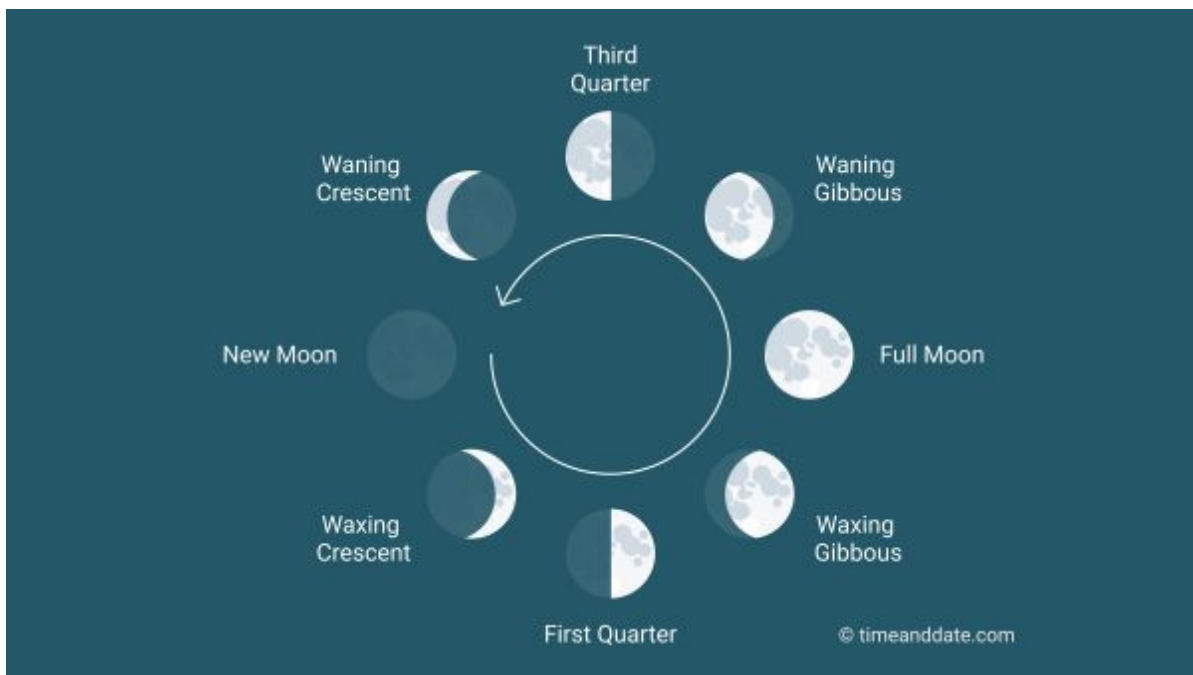
Oh, somewhere in this favored land the sun is shining bright;
The band is playing somewhere, and somewhere hearts are light,

And somewhere men are laughing, and somewhere children shout;
But there is no joy in Mudville - mighty Casey has struck out.

Science

For class today, **please read pages 145-149 in your FOSS textbook (or the pages printed here)** about the historic Moon landing. Then answer the review questions after the reading.

As an extra enrichment activity, you might enjoy observing the phases of the Moon this week. Using **your Science notebook**, turn to a clean page and draw the shape of the Moon each evening as you observe it rising in the night sky. Then use **this chart** to help you label which phase you observe. Don't forget to add the date to each of your Moon drawings!



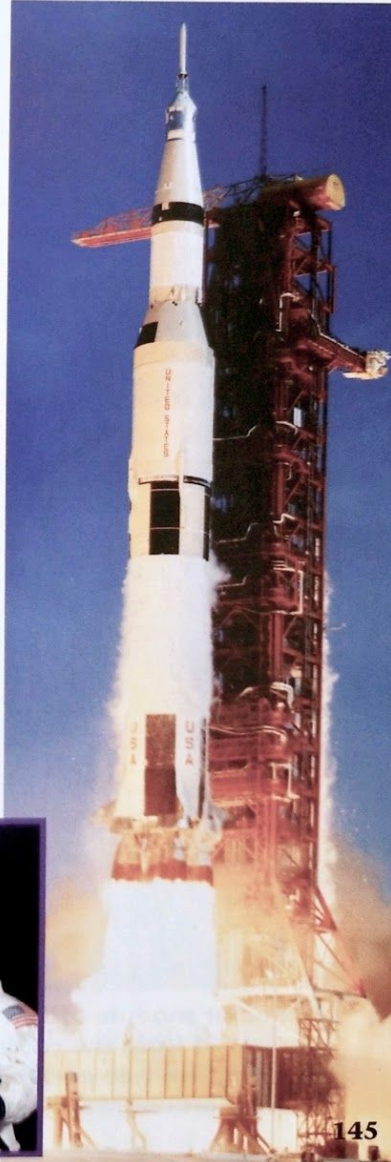
You are welcome and encouraged to share your findings when you turn in your packet or in the next Student Newsletter!

Apollo II Space Mission

On July 16, 1969, the world's most powerful booster rocket thundered off launch pad 39A at Cape Canaveral, Florida. Perched on top of the mighty Saturn 5 rocket was a tiny command module and a smaller, spindle-legged, lunar module. The mission was Apollo 11. On board were three American astronauts. Neil Armstrong was the mission commander. Michael Collins was the command module pilot. Edwin "Buzz" Aldrin Jr. was the lunar module pilot.

The goal of the Apollo 11 mission was to land two men on the Moon and return them safely to Earth. The mission was complex. It involved the development of many new technologies, including some of the most advanced engineering ever attempted by humans. The 36-story-tall Saturn 5 three-stage rocket was the largest, most powerful booster rocket ever designed.

The first stage of the rocket lifted the 3,000-ton spacecraft off Earth's surface. After 8 minutes, the first stage was used up and fell away. At that point, the second stage fired up to propel the spacecraft into orbit 189 kilometers (km) above Earth's surface. After orbiting Earth one and a half times, the third stage of the booster rocket fired up and sent the spacecraft on its way toward the Moon.



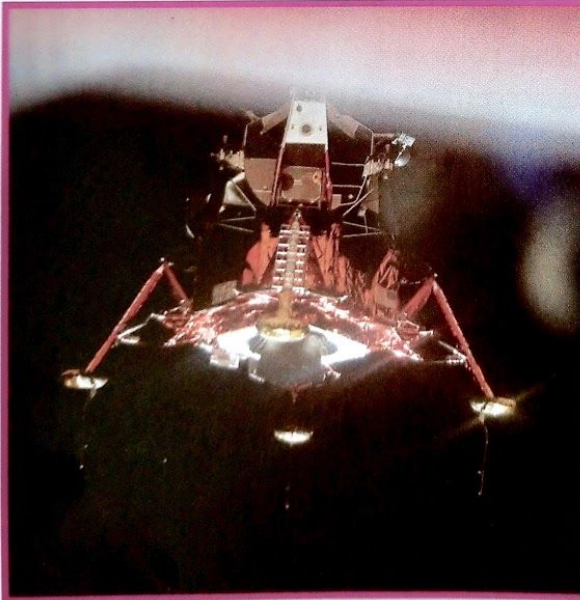
**Neil Armstrong,
Michael Collins,
and Buzz Aldrin**

As soon as the spacecraft was up to speed, it separated from the third rocket stage and coasted its way to the Moon. Four days later, the spacecraft arrived and moved into orbit around the Moon.

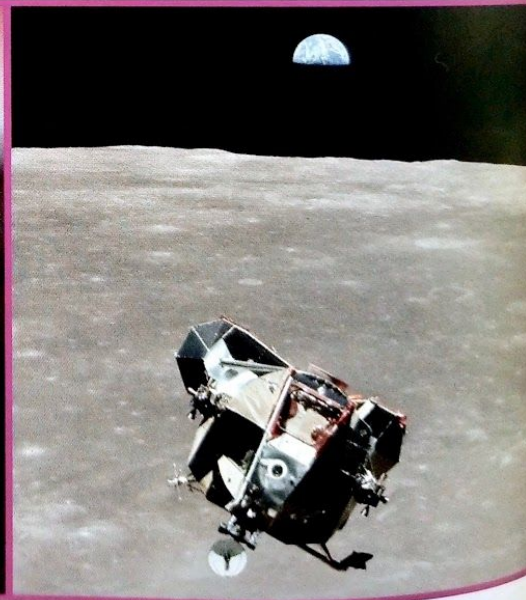
The spacecraft had two separate parts. The first part was the lunar module, the craft that would land on the Moon and later take off from the Moon. The second part was the command module, the craft that would orbit the Moon while waiting for the lunar module to return. The two parts would undock, or separate, during an orbit around the Moon.

When all was ready, Armstrong and Aldrin moved into the lunar module. Mission Control in Houston, Texas, gave the command to the lunar module to start its descent toward the Moon's surface. The two modules separated. *Eagle*, the lunar module, started its long process of slowing down and descending to the Moon's surface. *Columbia*, the command module, stayed in its lunar orbit to await the return of *Eagle* after it completed its mission to the surface.

The preprogrammed descent brought *Eagle* close to the Moon's surface. As *Eagle* approached the landing site, Armstrong and Aldrin could see that they were headed for a pile of boulders. At the last minute, Armstrong took the controls to pilot *Eagle* to a safer landing spot.



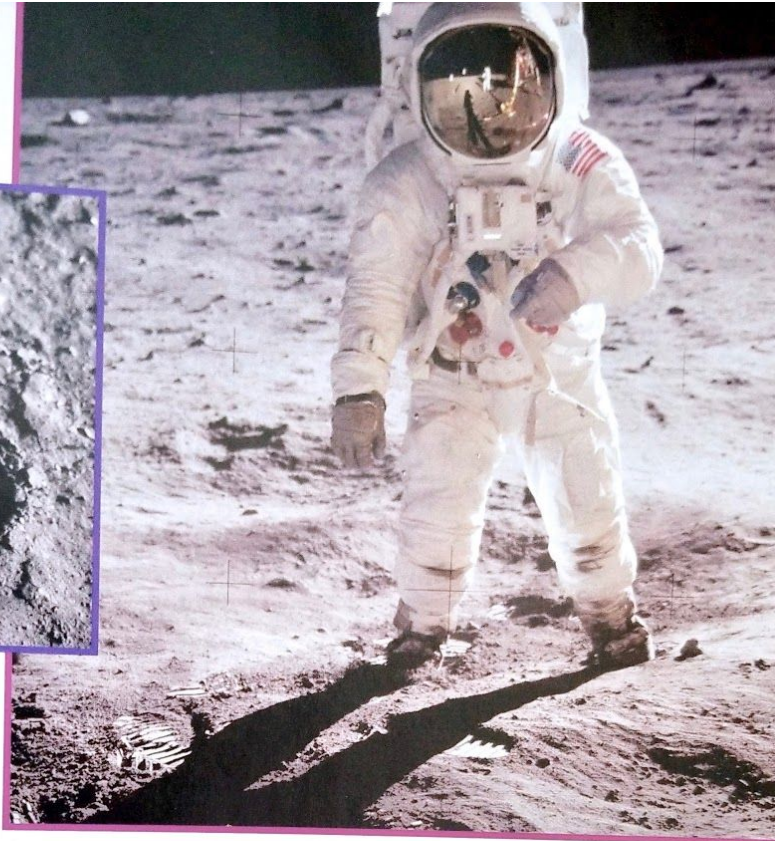
The lunar module after it is separated from the command module. The two parts are shown in orbit around the Moon.



The lunar module as it approaches the command module for docking and the return trip to Earth. Earth is seen in earthrise.



Footprints left by the astronauts on the Moon are permanent.



Armstrong took this picture of Aldrin. What can you see in the visor of Aldrin's helmet?

After a few tense seconds, Armstrong guided *Eagle* to a soft, safe landing on the southwestern edge of the Sea of Tranquility. Soon after, Armstrong and Aldrin reported to Mission Control in Texas: "Houston, Tranquility Base here. The *Eagle* has landed!" Dozens of technicians at Mission Control cheered for this amazing event. Humans had arrived safely on the surface of the Moon.

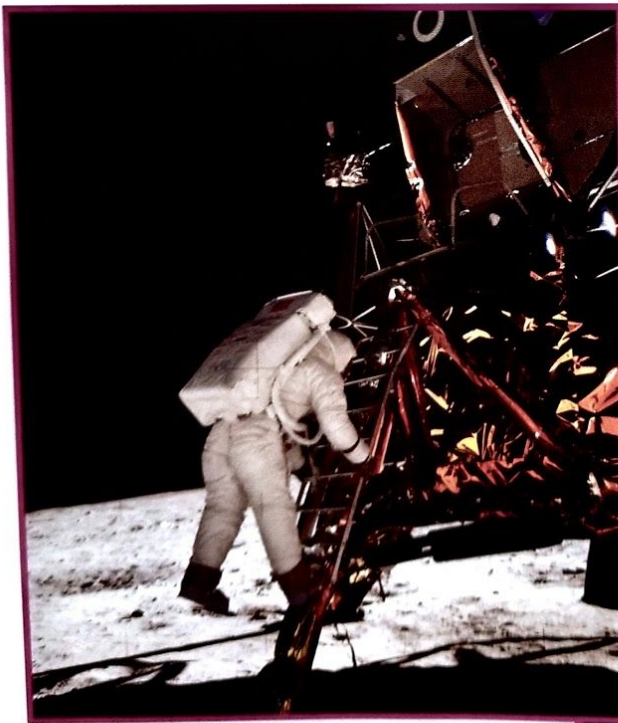
After checking all systems in the lunar module to make sure it was secure and undamaged, Armstrong and Aldrin dressed for a trip outside. The Moon's surface, with no atmosphere, is a deadly place for a person without proper protection. The temperature is more than 115 degrees Celsius ($^{\circ}\text{C}$) in the sunshine and -173°C in the shade. The pressure is 0, and there is no air.

Dressing involved putting on a pressurized space suit that was temperature controlled. The suit provided air and communication. The helmet had a gold-covered lens that could be lowered to protect the astronauts' eyes from dangerous ultraviolet rays from the Sun.

At 10:39 p.m. eastern daylight time, Armstrong squeezed out of the exit hatch onto the ladder leading down to the Moon's surface. As he hopped from the lowest rung onto the Moon's surface, he said, "That's one small step for man, one giant leap for mankind."

The lunar soil onto which Armstrong stepped was like powder. The bulky, stiff suit worked perfectly. Armstrong was comfortable and able to move around easily. Aldrin joined him on the Moon's surface, and together they began their tasks. They set up several experiments on the surface. They put up an American flag, took photos of the terrain, and collected samples of lunar rocks and soil.

After 2 hours and 21 minutes of exploring the Moon's surface, the astronauts gathered their equipment and scientific samples, including 108 kilograms (kg) of Moon rocks, and returned to the lunar module. They repressurized the cabin and settled in for some much needed rest before leaving the Moon's surface.



Aldrin climbs down to step on the Moon's surface.



Armstrong and Aldrin left the American flag on the Moon.



After 7 hours of rest, Mission Control sent the astronauts a wake-up call. Two hours later, they fired the ascent rocket that propelled the lunar module upward. *Eagle* reunited with *Columbia*, which had been orbiting while *Eagle* was on the Moon's surface.

Once the two spacecrafts were reunited, the landing crew transferred to *Columbia*. No longer needed, *Eagle* was left behind in lunar orbit and probably crashed into the Moon in the next few months. Then *Columbia* used its rockets to start its voyage back to Earth. After the long ride home, *Columbia* moved into Earth's orbit. When the time and location were right, rockets fired to push *Columbia* out of orbit and into Earth's atmosphere.

Soon after, huge parachutes opened to slow *Columbia's* reentry. The historic mission came to a successful end on July 24, 1969, when *Columbia* splashed down safely in the Pacific Ocean. They landed only 24 km from the recovery ship waiting for their return.

Six more Apollo missions followed this adventure. The last mission, Apollo 17, was in December 1972. A total of 12 people have walked on the Moon. The Moon is the only extraterrestrial object that humans have visited.

***Columbia* safely
landed in the
Pacific Ocean.**



149

Now, please **answer the following Review Questions** for the reading today.

9. What was historic about the Apollo 11 Space Mission?

(Mark the one best answer.)

- F It was the first time humans orbited the Moon.
- G It was the first time humans orbited the Sun.
- H It was the first time humans stepped foot on the Moon.
- J It was the first time a space craft was sent to Mars.

10. It took many scientists to make the Apollo program a success. Match the names of the science careers with the role they might have played in getting a person to the Moon.

- | | |
|---------------------------|--|
| _____ Astronaut | A Studies the Moon, planets and stars |
| _____ Computer programmer | B Makes drawings of how the spaceship will be built |
| _____ Drafting technician | C Explores the surface of the Moon |
| _____ Astronomer | D Programs the computers that guide the spaceship |

Music

- 1) For an overview of the bass clef, see last week's video (now with working link!):
<https://cloud.swivl.com/v/caad48fda78f631bc11e61c335aad6c>
- 2) After completing the worksheet, check your work with the answer key!

A musical staff with a treble clef on the left and a bass clef on the right. The treble clef side has notes A, B, C, D, G, A, B, C. The bass clef side has notes C, D, E, F, B, C, D, E. The notes are placed on the lines and spaces of the staff.

1. Draw a treble clef at the beginning of the staff and write the letter name of each note.

A musical staff with notes on the lines and spaces. The notes are: G (line 1), A (space 1), B (line 2), C (space 2), D (line 3), E (space 3), F (line 4), G (space 4), A (line 5), B (space 5), C (line 6), D (space 6), E (line 7), F (space 7), G (line 8). The student is to draw a treble clef at the beginning and write the letter name of each note.

2. Draw a bass clef at the beginning of the staff and write the letter name of each note.

A musical staff with notes on the lines and spaces. The notes are: G (line 1), A (space 1), B (line 2), C (space 2), D (line 3), E (space 3), F (line 4), G (space 4), A (line 5), B (space 5), C (line 6), D (space 6), E (line 7), F (space 7), G (line 8). The student is to draw a bass clef at the beginning and write the letter name of each note.

3. Draw the indicated notes. Use ledger lines to draw the specified number of pitches without duplication.

Example

A treble clef staff with three notes: C (line 1), C (space 1), and C (line 2). Below the staff is the label "3 Cs".

A bass clef staff with three notes: D (line 1), D (space 1), and D (line 2). Below the staff is the label "3 Ds".

A treble clef staff with three notes: A (line 2), A (space 2), and A (line 3). Below the staff is the label "3 As".

A bass clef staff with three notes: E (line 1), E (space 1), and E (line 2). Below the staff is the label "3 Es".

A treble clef staff with two notes: F (line 4) and F (space 4). Below the staff is the label "2 Fs".

A bass clef staff with three notes: B (line 2), B (space 2), and B (line 3). Below the staff is the label "3 Bs".

A treble clef staff with two notes: G (line 1) and G (space 1). Below the staff is the label "2 Gs".

A bass clef staff with three notes: C (line 1), C (space 1), and C (line 2). Below the staff is the label "3 Cs".

P.E.

Short Warm-up:

- 30 seconds of seated ab-circles
- 30 second break
- 60 seconds of clam-curls

“Paper-Plate Hockey,” you will need:

- 2 paper-plates or sheets of paper per player
- 2 players, at least
- 2 sticks or brooms
- 1 sock ball or crumpled piece of paper
- 4 items such as stuffed animals or water bottles.

Set up and rules:

This game will be best played on a smooth surface, though carpet and grass will work as well. Set up a large area (at least 10 feet by 20 feet). You will make little goals, like soccer goals, at either end of your area by using two items per side. Make the goals about three feet wide. Now, how to play. You must never take your feet off of your two plates, but must use them like they were ice-skates. With your stick, you are going to try and shuffle the ball along the floor. Try and get the ball into your opponent’s goal before they can get it into yours. See how many points you can get! If you have more people, you can add them as other players or as goalies. Mostly you must make sure that, wherever you are, you do not scratch the floor. If you do scratch the floor, you get a point taken away. You must also scrub the spot later until it shines! Have fun!

Day 5 Instructions and Resources

Friday, 5/15

Math

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

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

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Test: Beware of number 5. Think about how many minutes are in an hour.

**Test
B**

Unit 9: Percentage

Chapter 2: Writing Fractions as Percentages

Circle the correct option, **A**, **B**, **C** or **D**.

- Express $\frac{16}{25}$ as a percentage.

A 4%	C 25%
B 16%	D 64%

- Express $\frac{45}{500}$ as a percentage.

A 0.9%	C 45%
B 9%	D 90%

- Express $\frac{46}{200}$ as a percentage.

A 2.3%	C 46%
B 23%	D 200%

- Express $\frac{198}{300}$ as a percentage.

A 66%	C 198%
B 132%	D 300%

- Express 16 minutes as a percentage of an hour.

A $2\frac{2}{3}\%$	C $26\frac{2}{3}\%$
B 16%	D 64%

Solve the following Word Problems with all four parts: answer sentence, part-group-whole, bar model, equation.

6. In a team of 50 children, 28 are boys, the rest are girls. What percentage of the children in the team are girls?

Answer Sentence (you need two):	Bar Model:
Part (how much are in each group): Group (how many kinds of children): Whole (total amount of children):	Equation:

7. Jane had \$4.50. She spent \$3.60 in buying groceries. What percentage of money did she spend?

Answer Sentence (you need two):	Bar Model:
Part (what is the percentage of groceries): Group (how many items did she buy or not buy): Whole (total amount of money):	Equation:

Spalding

Review (5 min): Take a few minutes and review your words before the test.

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

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

1. Continental: Most continental journeys were undertaken by covered wagon.
2. Continent: The continent of South America has many beautiful landforms.
3. Contagious: The Coronavirus, COVID 19, is highly contagious.
4. Congress: Although we usually think of Congress as our legislature, a congress is the act or action of coming together.
5. Colonel Her grandfather served as a colonel in the army during World War II.
6. Chocolate Chocolate is obtained by grinding the roasted beans of a cacao tree.
7. Civil The civil authorities are working diligently to implement the water preservation plan.
8. Civilize All parents want to civilize their children by teaching them the laws and customs of their society.
9. Civilized Highly civilized cultures often produce beautiful works of art and music.
10. Civilization We still read works from ancient Greek civilization such as *The Iliad* and *The Odyssey*.
11. Boundary Do you know where the boundary is between your yard and your neighbor's?
12. Boundaries The boundaries of the national forest are not very well marked.
13. Brilliant Mozart was a brilliant composer, even as a very young child.
14. Characteristics What characteristics do you most admire in your mother?
15. Chicago Chicago is a beautiful city situated on Lake Michigan's shore.

Literature and Writing

Read pages 209-217 in Chapter Sixteen of *Where the Red Fern Grows* (about 20 minutes):

As you read...

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

After reading...

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

1) How many coons did Billy's dogs kill the first night? Was it enough to qualify for the final round?

2) Make a prediction based on these pages of what might go wrong for Billy's team in the final round.

Reading Accommodation: Listen to the audio book by clicking or typing in the link <https://youtu.be/cxZQ6fWBC0Y?list=PLI9tN5ZzGGQGAXopWUm2xhsjwpUbIgUjo&t=1369> and follow along with the text in your book, stopping at the line "The things I wanted to say to her I couldn't, for the knot in my throat, but I'm sure she understood."

XVI

IN THE AFTERNOON OUR JUDGE CAME OVER AND INTRODUCED himself. He told us he'd be going with us that night.

About sundown we piled in our buggy and drove a few miles downriver. I noticed other hunters doing the same thing. Everyone was trying to get away from the already hunted territory.

It was dark by the time Grandpa stopped. I untied the ropes from my dogs. Little Ann reared up on me and whined. Old Dan walked off a few yards, stretched his body, and dragged his claws through the soft bottom soil. Opening his mouth, he let out one loud bawl, and then disappeared in the thick timber. Little Ann was right on his heels.

We took off after them.

Grandpa got nervous. He said to me, "Don't you think you ought to whoop to them?"

I told him to wait a little while. There would be plenty of time for whooping.

He snorted and said he thought a hunter always whooped to his dogs.

"I do, Grandpa," I said, "but not before they strike a trail."

We walked on. Every now and then we would stop and listen. I could hear the loud snuffing of Old Dan. Once we caught a glimpse of Little Ann as she darted across an opening that was bathed in moonlight. She was as silent as a ghost and as quick as a flitting shadow.

Papa said, "It sure is a beautiful night for hunting."

The judge said, "You can't beat these Ozark Mountain nights for beauty. I don't care where you go."

Grandpa started to say something. His voice was drowned out by the bell-like cry of Little Ann.

In a whisper, I said, "Come on, Dan. Hurry and help her."

As if in answer to my words, his deep voice hammered its way up through the river bottoms. I felt the blood tingling in my veins. That wonderful feeling that only a hunter knows crept over my body.

Looking over at Grandpa, I said, "Now you can whoop."

Jerking off his hat and throwing back his head, he let out a yell. It wasn't a whoop, or a screech, it was about halfway in between. Everyone laughed.

The coon was running upriver toward our campground. We turned and followed. I could tell by the dogs' voices that they were running side by side, and were hot on the trail. Closing my eyes, I could almost see them running, bodies stretched to their fullest length, legs pounding up and down, white steam rolling from their hot breath in the frosty night.

Grandpa got tangled up in some underbrush, and lost his hat and spectacles. It took us a while to find the glasses. Papa said something about getting them wired on with bailing wire. Grandpa snorted. The judge laughed.

The coon crossed the river and ran on upstream. Soon my dogs were out of hearing distance. I told Papa we had better stay on our side of the river and keep going until we could hear them again.

Twenty minutes later we heard them coming back. We stopped.

"I think they have crossed back to our side," I said.

All at once the voices of my dogs were drowned out by a loud roar.

"What in the world was that?" Grandpa said.

"I don't know," the judge said. "Reckon it was wind or thunder?"

About that time we heard it again.

The judge started laughing. "I know now what it is," he said.

"Those hounds have run that coon right back by our camp. The noise we heard was the other hunters whooping to them." Everyone laughed.

A few minutes later I heard my dogs bawling treed. On reaching the tree, Papa ran his hand back under his coat. He pulled out Grandpa's gun.

"That's a funny-looking gun," the judge said. "It's a 410-gauge pistol, isn't it?"

"It's the very thing for this kind of work," Papa said. "You couldn't kill a coon with it if you tried, especially if you're using bird shot. All it will do is sting his hide a little."

At the crack of the gun, the coon gave a loud squall and jumped. My dogs lost no time in killing him.

We skinned the coon, and soon were on our way again.

The next time my dogs treed, they were across the river from us. Finding a riffle, we pulled off our shoes and started across.

Grandpa very gingerly started picking his way. His tender old feet moved from one smooth rock to another. Everything was fine until we reached midstream, where the current was much swifter. He stepped on a loose round rock. It rolled and down he went.

As the cold river water touched his body, he let out a yell that could have been heard for miles. He looked so funny we couldn't keep from laughing.

Papa and the judge helped him to his feet. Laughing every step of the way, we finally reached the other side. Grandpa kept going in his wet clothes until we reached the tree where the dogs were.

After killing the coon, we built a large fire so Grandpa could dry his clothes. He'd get up as close to the fire as he could, and turn this way and that. He looked so funny standing there with his long underwear steaming. I started rolling with laughter.

He looked over at me and snapped, "What's so funny?"

I said, "Nothing."

"Well, why are you laughing?" he said.

At this remark, Papa and the judge laughed until their eyes watered.

Mumbling and grumbling, Grandpa said, "If you fellows were as cold as I am, you wouldn't be laughing."

We knew we shouldn't be laughing, but we couldn't help ourselves.

The judge looked at his watch. "It's after three o'clock," he said. "Do you think they'll tree another one?"

As if to throw the words back in the judge's face, Old Dan opened up. I stood up and whooped. "Whoo-e-e! Get him, Dan! Get him! Put him up a little tree."

There was a mad scramble. Grandpa tried to put his britches on backwards. The judge and Papa ran over to help him with his shoes. Each one tried to put a shoe on the wrong foot. I was laughing so hard I could do nothing.

A hundred yards from the fire, I realized we had forgotten the coonskins. I ran back for them.

My dogs had jumped the coon in swampland. He tore out for the river bottoms. I could tell they were close to him by their fast bawling. All at once their baying stopped. We stood still and listened. Old Dan bawled treed a few more times and then stopped. Grandpa asked, "What's happened?"

I told him the coon had probably pulled some kind of trick.

Coming up to my dogs, we saw they were working up and down an old rail fence. We stood and watched. Every now and then, Old Dan would rear up on a large hackberry tree that was standing about seven feet from the fence and bawl treed.

As yet Little Ann had not bawled the tree bark. We watched her. She was working everywhere. She climbed up on the rail fence and followed its zigzag course until she disappeared in the darkness.

I told Papa I was sure the coon had walked the rail fence and in some way had fooled my dogs.

Old Dan would keep coming back to the hack-berry tree. He would rear up on it and bawl treed. We walked up to him. Looking the tree over, we could see that the coon wasn't in it.

The judge said, "It looks like he has them fooled."

"Maybe you had better call them off," Grandpa said. "We can go someplace else and hunt. We've got to get one more coon, even if I have to tree it myself."

For some reason, no one laughed at his remark.

"It's almost daylight," Papa said.

"Yes, that's what has me worried," I said. "We don't have time to do any more hunting. If we lose this one, we're beat."

Hearing the word beat, Grandpa began to fidget. He asked me, "What do you think happened? How did that coon fool them?"

"I don't know for sure," I said. "He walked that rail fence. The hackberry tree has something to do with his trick, but I don't know what."

"Son," the judge said, "I wouldn't feel too badly if I were you. I've seen some of the very best hounds fooled by a smart old coon."

Regardless of all the discouraging talk, the love and belief I had in my little red hounds never faltered. I could see them now and then, leaping over old logs, tearing through the underbrush, sniffing and searching for the lost trail. My heart swelled with pride. I whooped, urging them on.

In a low voice, the judge said, "I'll say one thing. They don't give up easily."

Birds began to chirp all around us. The sky took on a light gray color. Tiny dim stars were blinking the night away.

"It looks like we're beat," Papa said. "It's getting daylight."

At that moment, the loud clear voice of a redbone hound, bawling treed, rang through the river bottoms. It was the voice of Little Ann.

Sucking in a mouthful of air, I held it. I could feel my heart pounding against my ribs. I closed my eyes tight and gritted my teeth to keep the tears from coming.

"Let's go to them," Grandpa said.

"No, wait a minute," I said.

"Why?" he asked.

"Wait till Old Dan gets there," I said. "It's daylight now, and if we walk up to the tree, the coon will jump out. It's hard to keep a coon in a tree after daylight. Let's wait until Old Dan gets there. Then if he jumps, he won't have a chance to get away."

"The boy's right," the judge said. "It's hard to keep a coon in a tree after daybreak."

Just then we heard Old Dan. His deep voice shattered the morning silence. Searching for the lost trail, he had crossed the fence and worked his way out into an old field. Turning around, we saw him coming. He was a red blur in the gray morning shadows. Coming to the rail fence, and without breaking his stride, he raised his body into the air. About halfway over and while still in the air he bawled.

Hitting the ground with a loud grunt, he ran past us. Everyone whooped to him. Ahead was a deep washout about ten feet wide. On the other side was a canebrake. His long red body, stretched to its fullest length, seemed to float in the air as he sailed over it. We could hear the tall stalks rattling as he plowed his way through them. A bunch of sleepy snow birds rose from the thick cane, flitted over, and settled in a row on the old rail fence.

Nearing the tree, we could see it was a tall sycamore, and there high in the top was the coon.

Grandpa threw a fit. He hopped around whooping and hollering. He threw his old hat down on the ground and jumped up and down on it. Then he ran over and kissed Little Ann right on the head.

After we killed and skinned the coon, the judge said, "Let's walk back to that old fence. I think I know how the old fellow pulled his trick."

Back at the fence, the judge stood and looked around for a few minutes. Smiling, he said, "Yes, that's how he did it."

"How?" Grandpa asked.

Still smiling, the judge said, "That old coon walked this rail fence. Coming even with the hack-berry tree, he leaped up on its side, and climbed up. Notice how thick the timber is around here. See that limb way up there in the top, the one that runs over and almost touches the sycamore?"

We saw what he meant.

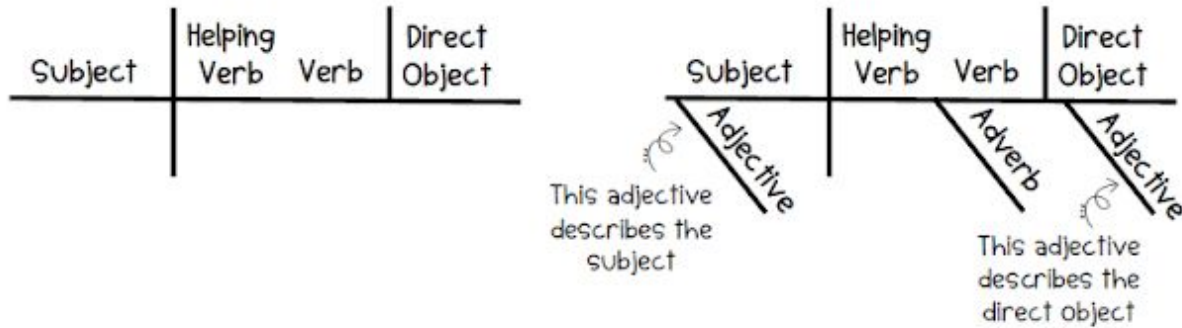
"The coon walked out on that limb," he said, "leaped over, and caught the sycamore limb. Repeating this over and over, from tree to tree, he worked his way far out into the river bottoms. What I can't figure out is how that hound found him."

Gazing at Little Ann, he shook his head and said, "I've been hunting coons and judging coon hunts for forty years, but I've never seen anything like that."

He looked at me. "Well, son," he said, "you have tied the leading teams. There's only one more night of eliminations. Even if some of them get more than three coons, you will still be in the runoff, and from what I've seen here tonight, you have a good chance of winning the cup."

I knew that Little Ann had scented the coon in the air, the same as she had the ghost coon. I walked over and knelt down by her side. The things I wanted to say to her I couldn't, for the knot in my throat, but I'm sure she understood.

Grammar



Practice diagramming each sentence. Label the part of speech of each word in the sentence before you begin diagramming.

<p>1. Sam was studying fossils intently.</p>	
<p>2. The display featured small plants.</p>	
<p>3. Fran and I took many beautiful pictures.</p>	

Poetry

Now that you have practiced each individual stanza of “Casey at the Bat,” try to recite the entire poem from memory. See how many stanzas you can recite without looking. Practice reciting two or three stanzas at a time, and gradually add more stanzas each time you recite.

History

Please answer the following question in a well-constructed paragraph (around four-six sentences). You may use your reading from Day 1 to help you.

1. Explain the different reasons people immigrated to America from different countries.

Latin

Reading: Three Precious Stones

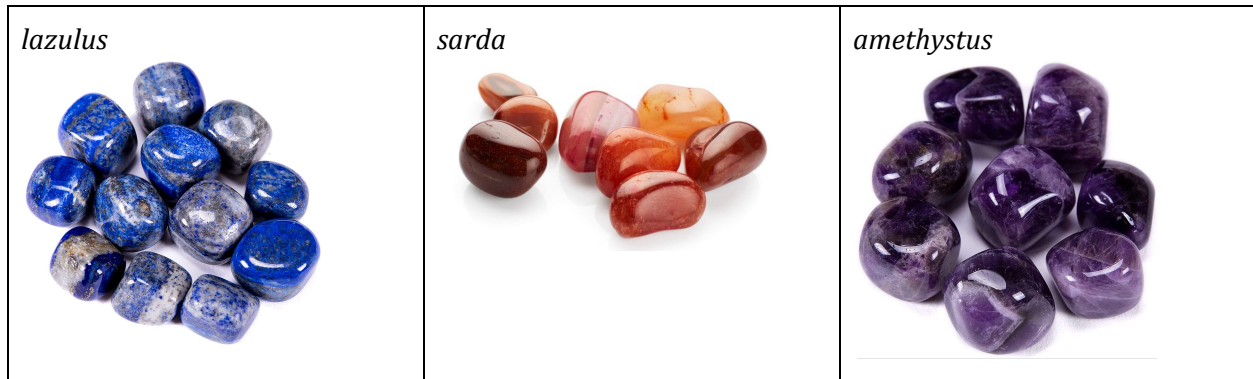
We see that Iulius is traveling home from a business trip in Chapter Four. Although we don't yet know what his business in the city was, today we will take a moment to read about three types of the precious stones and gems that the Romans, and the Latin-speakers who came after them in the medieval period, used.

Vocabulary (2-3 min.)

Before doing the reading in the rest of this lesson, take a moment to pronounce the Latin names of the three precious stones we will look at today. (For an example of their pronunciation, ask a parent to help you visit this video: <https://cloud.swivl.com/v/2cb7c5cafd7a9b01862a23b46813ec2e> .)

<i>lazulus, -ī</i>	lapis lazuli
<i>sarda, -ae</i>	cornelian
<i>amethystus, -ī</i>	amethyst

Ecce, pictūrae:

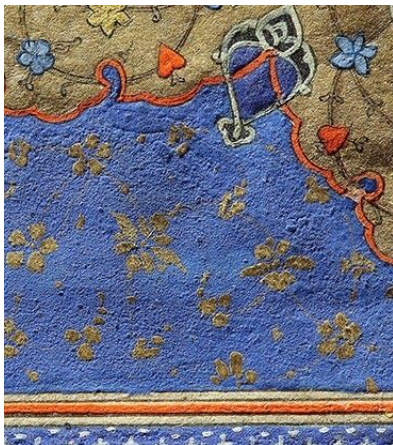


Reading (7-8 min.)

Now that you have learned the *nōmina Latīna*, the Latin names, of these stones, let's read a little about how they were used by Latin-speakers.

Lazulus

Lazulus was prized by artists for centuries, especially by medieval scribes who illuminated books. People would often grind up colored stones to mix into paints, and lapis lazuli (which could only be found in what is now the country of Afghanistan) was one of the most beautiful minerals used for blue paints. Because of its value, only the best artists had access to *lazulus* pigment. Archaeologists have been able to use this knowledge to identify some skeletons as the remains of medieval artists after finding tiny flecks of *lazulus* caught in the teeth, since medieval scribes (often not realizing that many paints are toxic!) would lick their paintbrushes to comb the hairs into a fine point.



Ecce: lazulus est in paginā! Look, it's lapis lazuli on the page! This is a close-up picture of a page from a medieval manuscript that was decorated with lapis lazuli blue.

Amethystus



Amethysti were often carved and set in jewelry such as rings. This Roman *amethystus* has been carved with a portrait of a woman. Look closely: you can see the grapevine in her hair, showing that she is a worshiper of the Roman god Bacchus. Bacchus was the Roman counterpart to the Greek god Dionysus, the god of wine-making and celebration.

Sarda

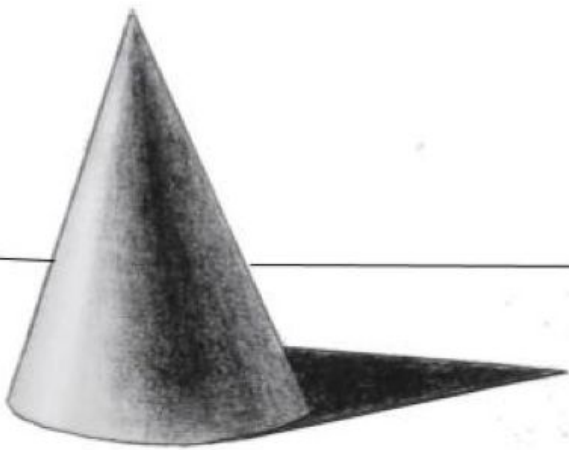
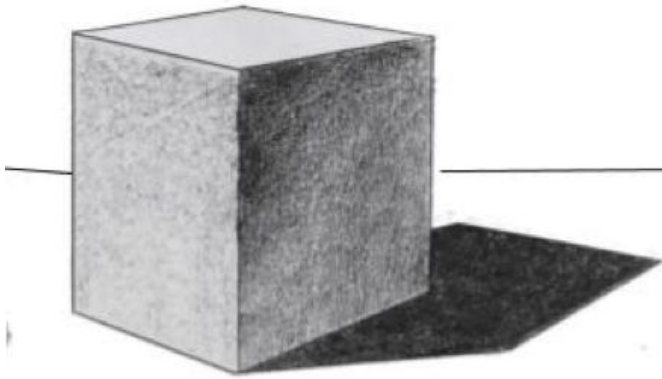
Sarda was also carved with *pictūrās parvās*, with small pictures, like *amethystus* was--but *sarda* was often used for an even more particular purpose. The Romans personalized *sarda* stones with tiny carvings, then set them in rings, and used them as wax seals. When using a wax seal, someone would dip the carved stone seal in melted wax, and then press the wax onto a letter. (Seals were often set in rings because it is easy to take off a ring and use it like a stamp.) When the wax dried, it could hold the letter closed so that the recipient would know they were the first person to read it, and the design would act as a kind of signature proving the identity of the sender. *Sarda* was especially useful for making carved seals, because hot wax does not stick to *sarda*, so it would leave a clear image in the finished seal.

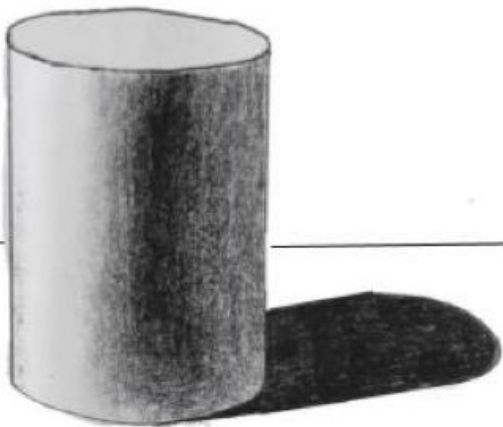
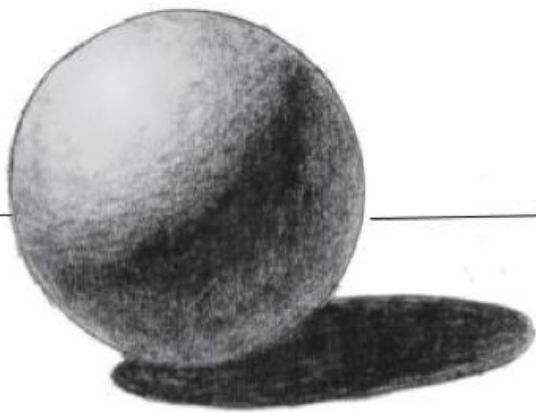


Ecce! Sarda Romāna est: Look, it's a Roman cornelian stone. Its carving shows Nike, the goddess of victory, riding in a chariot pulled by serpents.

Art

Directions: Using a pencil, draw each form in the box to the right. Shade in each form with the correct value.





SPECIALS PARTICIPATION ACKNOWLEDGMENT

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 : _____