



Remote Learning Packet

Fifth Grade

May 18–May 22, 2020

Student Name: _____ Teacher: _____



Student Attendance Affidavit

May 18–May 22, 2020

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

- Monday, May 18, 2020
- Tuesday, May 19, 2020
- Wednesday, May 20, 2020
- Thursday, May 21, 2020
- Friday, May 22, 2020

Parent Name (printed): _____

Parent Signature: _____ Date: _____

Student Name: _____ Teacher: _____

My Learning This Week

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

Date	My Daily Learning
	<input type="checkbox"/> I spent between 100 and 120 minutes on my daily activities. <input type="checkbox"/> I read all the directions before I asked for more help. <input type="checkbox"/> If required, I wrote all my answers in complete sentences. <input type="checkbox"/> I used my neatest penmanship, and my writing can be read by both me and an adult. <input type="checkbox"/> I double-checked my written answers for correct capitalization, punctuation, and grammar. <input type="checkbox"/> I read for at least 20 minutes today. <input type="checkbox"/> My teacher will be proud of my hard work and perseverance.
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Fifth Grade Remote Learning Plan 5/18-5/22

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

Subject	Mon. 5/18	Tue. 5/19	Wed. 5/20	Thu. 5/21	Fri. 5/22	
<i>Math</i> ~25-35 min.	Area and Perimeter	Ratios	Converting Measurements	Word Problems	Fractions, Decimals, and Percentages	
<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):	Test	
		<i>Literature</i> Read (20 min.)	Read (20 min.)	Read (20 min.)	Read (20 min.)	
		<i>Grammar/Writing</i> Grammar (5 min): Direct Object Diagrams Writing: Literature sentences. (5 min)	Grammar (5 min): Indirect Object Diagrams Writing: Literature sentences. (5 min)	Grammar (5 min): Indirect Object Diagrams Writing: Literature sentences. (5 min)	Grammar (5 min): Indirect Object Diagrams Writing: Literature sentences. (5 min)	Grammar (8 min): Diagram Review
<i>Poetry</i>	Practice "Casey at	Practice "Casey at	Practice "Casey at	Practice "Casey at	Recite "Casey at	

		the Bat" (5 min)	the Bat" (5 min)	the Bat" (5 min)	the Bat" (5 min)	the Bat" for an adult.
<i>History or Science</i> ~20 min.	Geography Review: Coordinates	Science: Answer Questions	Geography Review: U.S. States	Answer Questions	Write a paragraph.	
<i>Art or Music</i> ~15 min.	Music: Debussy biography	Art: Art History- Masaccio's <i>The Tribute Money</i>	Music: Impressionism	Art: Sketching- Masaccio's <i>The Tribute Money</i>	Music: Japanese rice-pounding song	
<i>Latin or P.E.</i> ~15 min.	P.E. 15 minutes of the "Throw and Catch" challenge.	Latin Reading and Comprehension Questions: Medus Goes to Rome	P.E. 15 minute work-out routine.	Latin Profile of a Friend: Mad-Lib	P.E. 5 minute warm-up followed by a game of "Paper-Ball Tennis."	

Day 1 Instructions and Resources

Monday, 5/18

Math

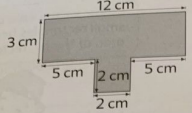
Review (5 Minutes): Using the flashcards you created, shuffle them into one large deck and select twenty from the shuffled deck. Test yourself on those twenty before taking the Math Fact Practice.

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.

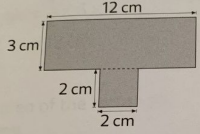
Area and Perimeter: Notes: To find the perimeter, we must add all the lengths of each side. When you have a square, you can simply multiply one side by 4 to find the total. $P = l + l + w + w$

The link for this section: <https://cloud.swivl.com/v/5960544ccdbc60e56c98f0ef43be2df0>

Rectangles and Squares
Find the area and perimeter of the figure.



Method 1:



I find the total area of a rectangle and a square.

Area of rectangle = 12×3
 $= 36 \text{ cm}^2$

Area of square = 2×2
 $= 4 \text{ cm}^2$

Area of figure = $36 + 4$
 $= 40 \text{ cm}^2$

Method 2: For finding the area, recognize that the figure could create a large rectangle. Find the area of the large rectangle and then subtract the area of two smaller rectangles that are not part of the original figure.

Remember, to find the perimeter, we add all the sides (even the ones where no measurement is written).

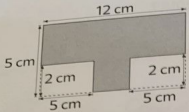
To find the area, we must multiply the length and the width. $A = l \times w$

In the example below, there are two methods to find the area and perimeter of the figure.

Method 1: To find the perimeter, add all the sides (even those that aren't marked with a measurement). $12 \text{ cm} + 3 \text{ cm} + 5 \text{ cm} + 2 \text{ cm} + 2 \text{ cm} + 2 \text{ cm} + 5 \text{ cm} + 3 \text{ cm} = 34 \text{ cm}$

Recognize that this figure is a combination of a rectangle and a square. Therefore, we can find the area of the rectangle and add it to the area of the square.

Method 2:



I subtract the area of the 2 small rectangles from the area of the big rectangle.

Area of 2 small rectangles = $2 \times 5 \times 2$
 $= 2 \times 10$
 $= 20 \text{ cm}^2$

Area of big rectangle = 12×5
 $= 60 \text{ cm}^2$

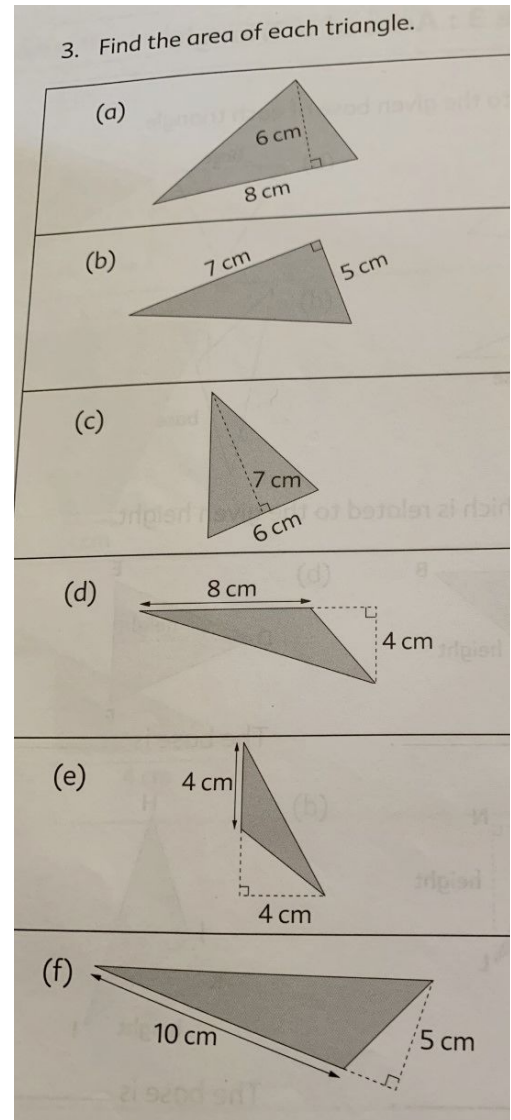
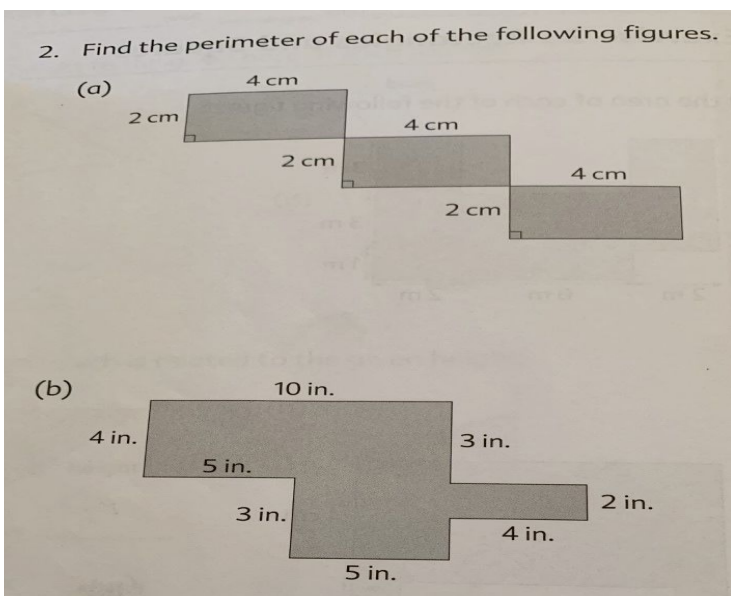
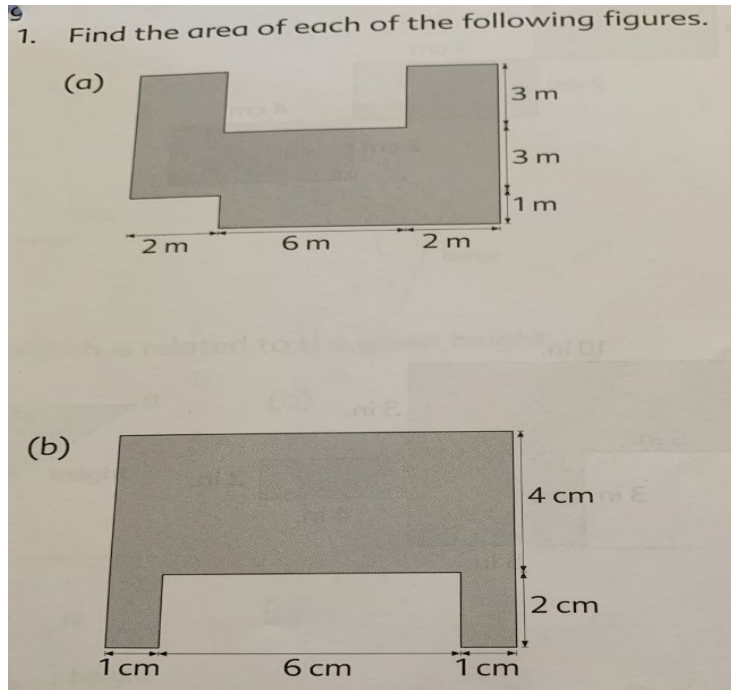
Area of figure = $60 - 20$
 $= 40 \text{ cm}^2$


I add the lengths of all the sides of the figure to find the perimeter.

Perimeter of the figure = $12 + 3 + 5 + 2 + 2 + 2 + 5 + 3$
 $= 34 \text{ cm}$

Lastly, to find the area of a triangle, we take $\frac{1}{2}$ of the base and multiply it by the height.
 $A = \frac{1}{2} b \times h$. Remember that the base and height should always form a right angle. Sometimes we may need to extend the sides to form that angle.

Practice: For number 1, please find the area. You may use either method. For number 2, you are finding the perimeter. In number 3, you will find the area of each triangle.



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

Spalding

Day 1 Spalding Video: <https://cloud.swivl.com/v/c380bd0db81e824561857e35479dba68>

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

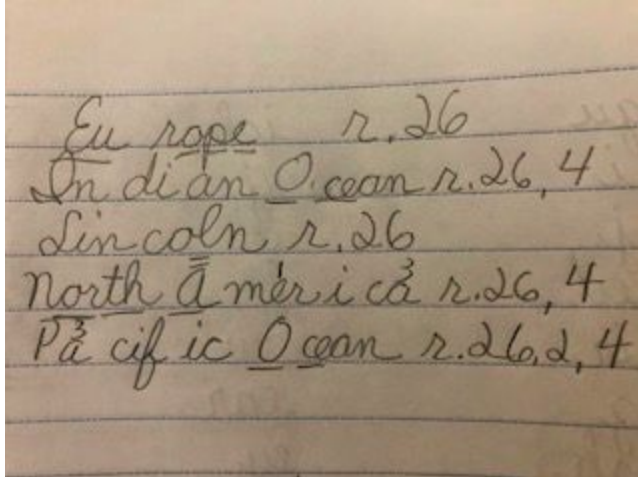
1. Say the word.
2. Use the word in a sentence.
3. Show the syllables and finger spelling for the word.
4. Write the word. Remember to say the phonograms aloud as you write.
5. Mark the word with the correct spelling rules.
6. Repeat for each assigned word.
7. When you have finished the word list, read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

Today's Words: **Europe, Indian Ocean, Lincoln, North America, Pacific Ocean**

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

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

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



Literature and Writing

Read pages 217-223 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 does Grandpa show his confidence in Billy and his dogs before the final hunt? How does Pa?

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

<https://youtu.be/cxZQ6fWBC0Y?list=PLI9tN5ZzGGQGAXopWUm2xhsjwpUblgUjo&t=2079> and

follow along with the text in your book beginning at “The things I wanted to say to her I couldn’t, for the knot in my throat, but I’m sure she understood.”

As we came into the campground, the hunters came out of their tents and gathered around us. The judge held up the three big coon hides. There was a roar from the crowd.

One man said, "That was the most beautiful sight I've ever seen."

"What was a beautiful sight?" Grandpa asked.

"Last night those little red hounds brought that coon right through camp."

The judge said, "We figured they did when we heard the noise."

Laughing, the man said, "We heard them when they ran up the other side of the river. Way up above here they crossed over. We could tell they were coming back so we doused all the fires and, sure enough, they came right through camp. Those two little hounds weren't fifty yards behind the coon, running side by side. Boy, they were picking them up and laying them down, and bawling every time their feet touched the ground. I'll tell you, it was the prettiest sight I ever saw."

When the judge started telling about the last coon Little Ann had treed I took my dogs over to our tent and fed and watered them. After they had had their fill, I gave them a good rubdown with a piece of gunny sack. Taking them out to the buggy, I tied them up. I stood and watched while they twisted around in the hay making their bed.

That day I tried to get some sleep in our tent, but the soaking Grandpa had taken in the river had given him a cold, causing him to snore. I never heard such a racket in all my life. I'd have sworn he rattled the paper sacks in our grocery boxes. Taking a blanket, I went out to my dogs. Little Ann had wiggled up as close to Old Dan as she could. Prying them apart, I lay down between them and fell asleep.

The last night of the eliminations turned out like the second night. None of the judges turned in more than two hides.

That day, about noon, the owners of the other winning teams and I were called for a conference with the head judge. He said, "Gentlemen, the eliminations are over. Only three sets of hounds are left for the runoff. The winner of tonight's hunt will receive the gold cup. If there is a tie for the championship, naturally there will be another runoff."

He shook hands with each of us and wished us good luck.

Tension began to build up in the camp. Here and there hunters were standing in small groups, talking. Others could be seen going in and out of tents with rolls of money in their hands. Grandpa was the busiest one of all. His voice could be heard all over the camp. Men were looking at me, and talking in low tones. I strutted like a turkey gobbler.

That evening, while we were having supper, a hunter dropped by. He had a small box in his hand. Smiling, he said, "Everyone has agreed that we should have a jackpot for the winner. I've been picked to do the collecting."
 Grandpa said, "You may as well leave it here now."
 Looking at me, the hunter said, "Son, I think almost every man in this camp is hoping you win it, but it's not going to be easy. You're going up against four of the finest hounds there are." Turning to my father, he said, "Did you know the two big walker hounds have won four gold cups?"
 Very seriously, Papa said, "You know I have two mules down on my place. One is almost as big as a barn. The other one isn't much bigger than a jack rabbit, but that little mule can outpull the big one every time."
 Smiling, the hunter turned to leave. He said, "You could be right."
 Papa asked me again where I thought we should start hunting.
 I had been thinking about this all day. I said, "You remember where we jumped the last coon in the swamp?"
 Papa said, "Yes."
 "Well, the way I figure, more than one coon lives in that swamp," I said. "It's a good place for them as there are lots of crawfish and minnows in those potholes. If a hound jumps one there, he has a good chance to tree him."
 Papa asked, "Why?"
 "It's a long way back to the river, and about the same distance to the mountains," I said. "Either way he runs, a dog can get pretty close to him, and so he would have to take to a tree."
 That evening we climbed into Grandpa's buggy and headed for the swamp. It was dark by the time we reached it.
 Grandpa handed Papa his gun, saying, "You're getting to be a pretty good shot with this thing."
 "I hope I get to shoot it a lot tonight," Papa said.
 Under my breath, I said, "I do, too."
 After untying the ropes from my dogs, I held onto their collars for a minute. Pulling them up close, I knelt down and whispered, "This is the last night. I know you'll do your best."
 They seemed to understand and tugged at their collars. When I turned them loose, they started for the timber. Just as they reached the dark shadows, they stopped, turned around, and stared straight at me for an instant.
 The judge saw their strange actions. Laying a hand on my shoulder, he asked, "What did they say, son?"
 I said, "Nothing that anyone could understand, but I can feel that they know this hunt is important. They know it just as well as you or I."
 It was Little Ann who found the trail. Before the echo of her sharp cry had died away, Old Dan's deep voice floated out of the swamp.
 "Well, let's go," Papa said eagerly.
 "No, let's wait a minute," I said.
 "Wait? Why?" Grandpa asked.
 "To see which way he's going to run," I said.
 The coon broke out of the swamp and headed for the river. Listening to my dogs, I could tell they were close to him. I said to Papa, "I don't think he'll ever make it to the river. They're right on his heels now."
 By the time we had circled the swamp, they were bawling treed.

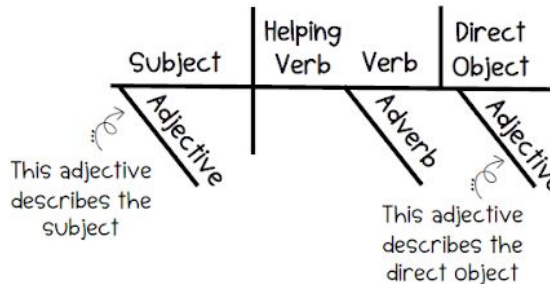
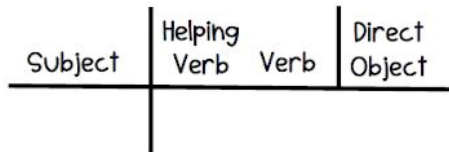
The judge said, "Boy, that was fast."
 I felt my father's hand on my shoulder. Looking at me, he smiled and nodded his head. Papa and I knew I had judged the coon perfectly. He didn't have time to reach the river or the mountains.
 My dogs had treed the coon in a tall ash which stood about fifty yards from the river. I knew the fifty yards had saved us a good hour, because he could have pulled trick after trick if he had gotten in the water.
 We spied the coon in the topmost branches. At the crack of the gun, he ran far out on a limb and jumped. He landed in an old fallen treetop. He scooted through it. Coming out on the other side, he ran for the river. The tangled mass of limbs slowed my dogs and they all but tore the treetop apart getting out of it. The coon was just one step ahead of them as they reached the river. We heard them hit the water.
 Running over, we stood and watched the fight. The coon was at home in the river. He crawled up on Old Dan's head, trying to force him under. Before he could do it, Little Ann reached up and pulled him off.
 In a scared voice, Papa said, "That water looks deep to me."
 "Maybe you had better call them off," said the judge. "That's a big coon and he could drown one of them easily in that deep water."
 "Call them off?" I said. "Why, you couldn't whip them off with a stick. There's no use for anyone to get scared. They know exactly what they're doing. I've seen this more times than one."
 Grandpa was scared and excited. He was jumping up and down, whooping and hollering.
 Papa raised the gun to aim.
 I jumped and grabbed his arm. "Don't do that," I yelled. "You're sure to hit one of my dogs."
 Round and round in the deep water the fight went on. The coon climbed on Old Dan's head and sank his teeth in one of his long tender ears. Old Dan bawled with pain.
 Little Ann swam in and caught one of the coon's hind legs in her mouth. She tried hard to pull him off. All three disappeared under the water.
 I held my breath.
 The water churned and boiled. All three came to the top about the same time. The coon was between the bank we were standing on and my dogs. He swam toward us. They caught him again just as he reached shore. He fought his way free and ran for a large sycamore. Old Dan caught him just as he started up. I knew that was the end of the fight.
 After it was all over and the coon had been skinned, Grandpa said, "I hope we don't have to go through that again tonight. For a while I sure thought your dogs were goners."
 The judge said, "Well, have you ever seen that? Look over there!"
 Old Dan was standing perfectly still, with eyes closed and head hanging down. Little Ann was licking at his cut and bleeding ears.
 "She always does that," I said. "If you'll watch, when she gets done with him, he'll do the same for her."
 We stood and watched until they had finished doctoring each other. Then, trotting side by side, they disappeared in the darkness.
 We followed along, stopping now and then to listen.

Grammar

DIRECT OBJECT DIAGRAM

Name: _____

Direct Object (DO)



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

2. My class read poems today.	
3. The wilting plant will need water.	
4. Those red birds are eating some birdseed.	
5. A new baby needs a bottle often.	

History

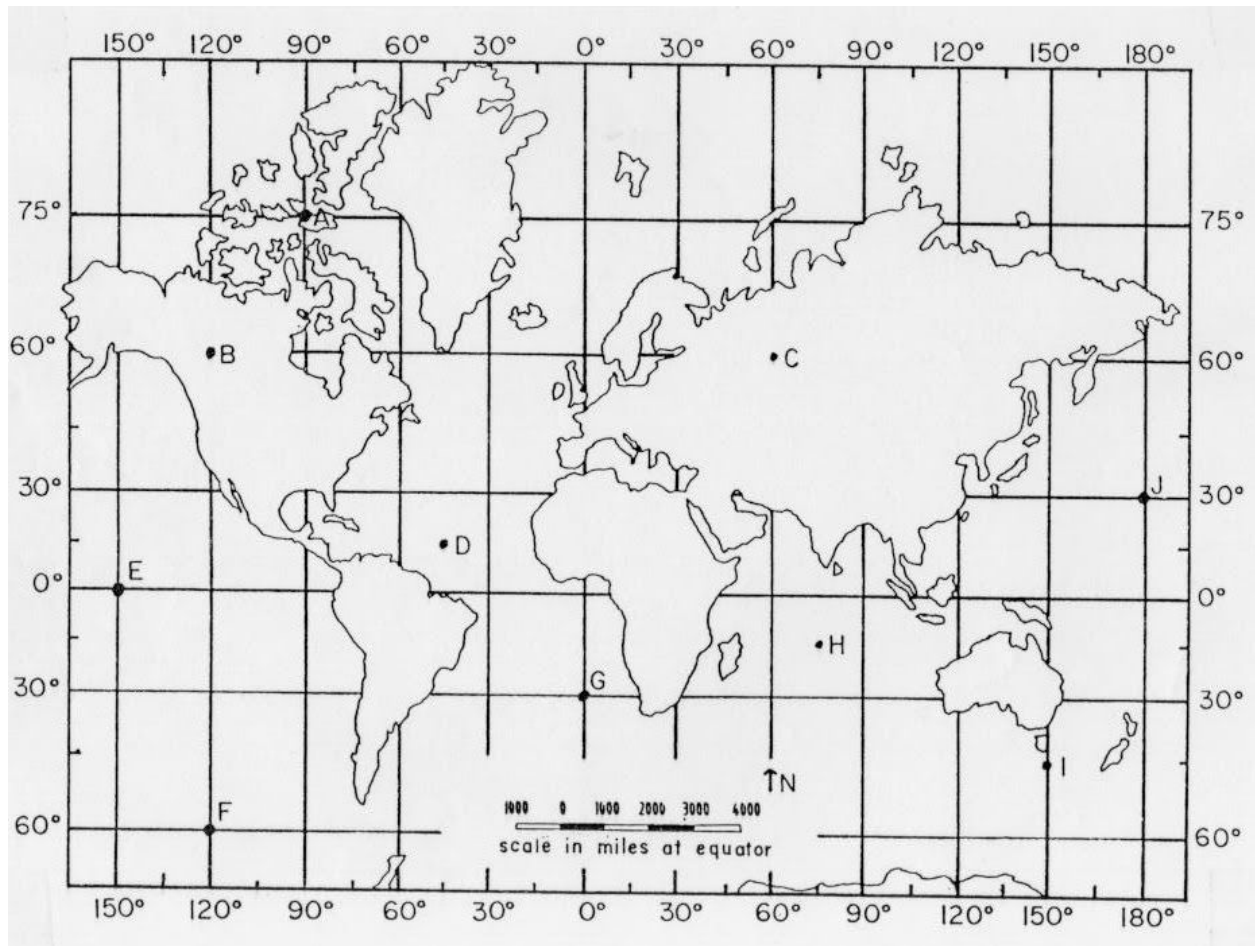
Geography Review: Map Coordinates

This week, we will be reviewing **Geography**, the study of the shape of the earth. One of the main tools we use in geography are maps. We have learned about many different types and features of maps, such as map projections, compass roses, and legends. Today, we are reviewing how to use latitude and longitude on maps. **Latitude** is the measurement of distance away from the **equator**, which is the imaginary line around the earth between the North and South Poles. **Longitude** is the measure of distance away from the **prime meridian**, which is the imaginary line which divides the Eastern and Western hemispheres.

We use latitude and longitude to indicate locations on a map or a globe. The lines of latitude and longitude form a grid system. The equator is at 0 degrees latitude, the North Pole is 90 degrees North, and the South Pole is at 90 degrees South. Therefore, all lines of latitude are between 0 and 90 degrees, and this number increases the further away you go from the equator. The prime meridian is at 0 degrees longitude, and it extends from the North to the South Pole. The lines of longitude are labeled as East or West and go up to 180 degrees, and the “180th meridian” is on the opposite side of the Earth as the prime meridian.

To label a precise location on a map or globe, we use a **coordinate system**. A coordinate is made up of two numbers: degrees of latitude north or south of the equator, and degrees of longitude east or west of the prime meridian. The measurement of latitude always comes first.

Using the map below, please label the points on the map with the correct coordinates. The first two have been done for you to give you a reminder on how to label points on a map.



A: 75°N, 90°W

B: 60°N, 120°W

C: _____

D: _____

E: _____

F: _____

G: _____

H: _____

I: _____

J: _____

Optional Enrichment: If you have been enjoying reading about the Industrial Revolution, read on for additional information!

The Industrial Revolution and the “Robber Barons:” Part One

We have learned about how the factory system developed and how the factory workers attempted to fight back against the dangerous working conditions. In this reading, we will look at some of the men

who made their fortunes in industry and in factories. Today, we will study the life of Andrew Carnegie and his effect on the steel industry.

Andrew Carnegie (1835-1919) was originally born in Scotland. His family immigrated to America in 1848 and settled in Pennsylvania. Carnegie first worked in a cotton factory and later in a telegraph office. While working there, he caught the attention of the superintendent of the Philadelphia Railroad Company. From here, Carnegie began to rise through the ranks in the company himself. Through his handling of finances, he was already a wealthy man by the age of 30.

Carnegie became most famous, however, for his work in the steel industry and its connections to railroads. Initially, railroads had been made of wood, then iron. The problem with iron, however, was that it was brittle and easily breakable. Iron nails needed replacing frequently. Soon, steel was discovered to be a much better option for railroad nails, as it was as strong as iron but more durable (long-lasting). Carnegie had met steelmakers in Britain and brought their methods of making steel to America. He founded a steelmaking company called the J. Edgar Thomson Steel Works - later called the Carnegie Steel Company. This company helped revolutionize the process of making steel in America. In addition, Carnegie made even more money by buying companies that were connected with his steel industry (such as the iron ore deposits used to make steel, and the ships and railroads that brought supplies to his steel mills). This is a strategy called “*vertical integration*.” By 1900, Carnegie Steel Company’s profit was \$40,000,000.

Carnegie was also known for philanthropy, which means the desire to promote the welfare of others, particularly by the donation of money. He put forth an idea which came to be known as the “Gospel of Wealth.” The idea was that those who made a large amount of money had a duty to use that wealth to help those who were less fortunate. He established several foundations such as the Carnegie Corporation of New York, which helped universities and libraries.

Carnegie’s story was a remarkable one, seen as an example of one man rising up from his circumstances as an immigrant from a poor family and making his own way in the world through sheer persistence. This became an example of the “American Dream,” the belief that a young man could, through his own hard work and perseverance, become one of the wealthiest men in the world. However, there was a darker side to Carnegie’s success as well. One of his steel mills was at the center of the Homestead Strike, in which union workers in his steel company attempted to riot when the management of the steel mill wanted to replace them with non-union workers. While Carnegie claimed to support the rights of workers, he also seemed to support the factory managers during the strike instead.

Carnegie’s life and legacy were complicated. He was not the only leader of industry, however. Read more about other “robber barons,” including where we get this phrase, in the optional enrichment section for Day 3.

Poetry

At the end of this week, you will recite “Casey at the Bat” by Ernest Lawrence Thayer to an adult. Please spend a few minutes practicing the entire poem. Hang on to the copy here to practice for the rest of the week.

Casey at the Bat

Ernest Lawrence Thayer

The outlook wasn't brilliant for the Mudville nine that day;
The score stood four to two with but one inning more to play.
And then when Cooney died at first, and Barrows did the same,
A sickly silence fell upon the patrons of the game.

A straggling few got up to go in deep despair. The rest
Clung to that hope which springs eternal in the human breast.
They thought if only Casey could but get a whack at that -
We'd put up even money now with Casey at the bat.

But Flynn preceded Casey, as did also Jimmy Blake,
And the former was a lulu and the latter was a cake;
So upon that stricken multitude grim melancholy sat,
For there seemed but little chance of Casey's getting to the bat.

But Flynn let drive a single, to the wonderment of all,
And Blake, the much despised, tore the cover off the ball;
And when the dust had lifted, and men saw what had occurred,
There was Jimmy safe at second and Flynn a-hugging third.

Then from 5,000 throats and more there rose a lusty yell;
It rumbled through the valley, it rattled in the dell;
It knocked upon the mountain and recoiled upon the flat,
For Casey, mighty Casey, was advancing to the bat.

There was ease in Casey's manner as he stepped into his place;
There was pride in Casey's bearing and a smile on Casey's face.
And when, responding to the cheers, he lightly doffed his hat,
No stranger in the crowd could doubt 'twas Casey at the bat.

Ten thousand eyes were on him as he rubbed his hands with dirt;
Five thousand tongues applauded when he wiped them on his shirt.
Then while the writhing pitcher ground the ball into his hip,
Defiance gleamed in Casey's eye, a sneer curled Casey's lip.

And now the leather-covered sphere came hurtling through the air,
And Casey stood a-watching it in haughty grandeur there.
Close by the sturdy batsman the ball unheeded sped -
"That ain't my style," said Casey. "Strike one," the umpire said.

From the benches, black with people, there went up a muffled roar,
Like the beating of the storm-waves on a stern and distant shore.
“Kill him! Kill the umpire!” shouted someone on the stand;
And it’s likely they’d have killed him had not Casey raised his hand.

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.”

“Fraud!” cried the maddened thousands, and echo answered fraud;
But one scornful look from Casey and the audience was wed.
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.

The sneer is gone from Casey’s lip, his teeth are clinched 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.

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.

Poetry Contest

You are also invited to participate in our Fifth Grade Poetry Contest. To enter, please record yourself reciting “Casey at the Bat,” and have your parents send this recording to your teacher. Be sure to recite the poem accurately and to use spirit and feeling in your recitation! The deadline to submit your recording by **Wednesday, May 20**. The winning recitation will be featured in a future newsletter.

P.E.

Throw and Catch Challenge

You will need:

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

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

How to play:

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

Optional Challenges:

- ★ Bounce the ball on the ground and then catch it in the jug!
- ★ Have someone else bounce it on the ground and you try and catch it in your jug!
- ★ Make two or more of these catching devices and play catch with your family! Find creative ways to throw and catch the ball or see how many you can do in a row without dropping the ball!

Music

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

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____

The story of Claude Debussy

(1862–1918)

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

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

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

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



French poet
Stéphane Mallarmé

captured the emotion of his poem much more than a painting could.

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



Debussy at a picnic with
his daughter, Chou Chou.

the sea, is probably

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

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

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

Day 2 Instructions and Resources

Tuesday, 5/19

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.

Ratios: <https://cloud.swivl.com/v/975732a0b4bbe7e789483d34334702b6>

Notes: A ratio is a comparison of two or more similar quantities.

There are 4 pencils and 3 rulers.

4 pencils to 3 rulers

The ratio of the number of pencils to the number of rulers is 4 : 3.

We read the ratio 4 : 3 as 4 to 3.

Equivalent Ratios: ratios have no units. When we divide or multiply both quantities in a ratio by the same number, we obtain equivalent ratios.

1. Find an equivalent ratio for 4 : 6.

$$\begin{array}{ccc} 4 & : & 6 \\ \div 2 \downarrow & & \downarrow \div 2 \\ 2 & : & 3 \end{array}$$

2 : 3 is an equivalent ratio for 4 : 6.

2 : 3 is the simplest form of 4 : 6.

Practice:

1. Write each ratio in its simplest form.

(a) $4 : 2 =$

(c) $14 : 42 =$

(e) $35 : 30 =$

(g) $72 : 45 =$

(i) $36 : 63 =$

(b) $8 : 14 =$

(d) $25 : 55 =$

(f) $22 : 33 =$

(h) $56 : 28 =$

(j) $100 : 20 =$

2. Write the missing numbers.

(a) $1 : 3 = 3 : \underline{\hspace{2cm}}$

(c) $3 : 4 = \underline{\hspace{2cm}} : 20$

(e) $5 : \underline{\hspace{2cm}} = 25 : 30$

(g) $\underline{\hspace{2cm}} : 3 = 32 : 12$

(i) $4 : \underline{\hspace{2cm}} = 44 : 121$

(b) $2 : 5 = 6 : \underline{\hspace{2cm}}$

(d) $4 : 7 = \underline{\hspace{2cm}} : 49$

(f) $6 : \underline{\hspace{2cm}} = 60 : 10$


(h) $\underline{\hspace{2cm}} : 9 = 49 : 63$

(j) $3 : 5 = \underline{\hspace{2cm}} : 60$

3. Do these. Show all your work clearly.

(a) Amber has 15 stamps. Molly has 20 stamps. Find the ratio of the number of Molly's stamps to the number of Amber's stamps. Express your answer in its simplest form.

Name _____



Mixed Facts 0-12

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

Spalding

Day 2 Spalding Video: <https://cloud.swivl.com/v/0b798e1c8df1fc1b3ebcb6458a2b62c1>

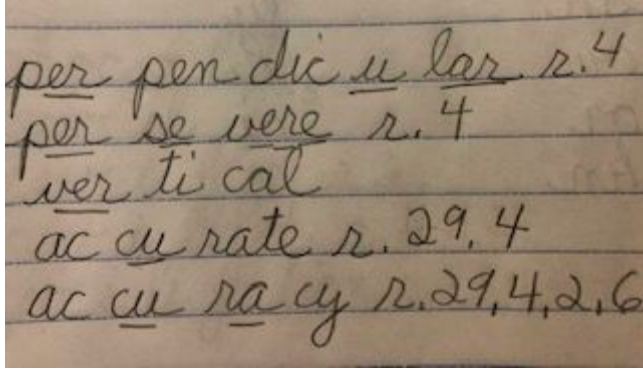
Review (5 min): Use a piece of paper and write the assigned words in the following way:

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: **perpendicular, persevere, vertical accurate, accuracy**

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

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



Literature and Writing

Read pages 224-229 in Chapter Seventeen of *Where the Red Fern Grows* (about 20 minutes):

As you read...

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

After reading...

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

1) What does Billy do when all hope for finding his dogs seems to be lost? Does it help?

2) Billy receives many warnings as the storm picks up, finally ending with the judge's advice on 229. What do you think is the most prudent thing for them to do?

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

<https://www.youtube.com/watch?v=xuzrV4bm7pc&list=PLI9tN5ZzGGQGAXopWUm2xhsjwpUbIgujo&index=11> and follow along with the text in your book ending at "There was no hope left for me."

XVII
LOOKING UP THE SKY, PAPA SAID, "THAT DOESN'T LOOK GOOD up there. I think we are in for a storm."
The sky had turned a dark gray. Fast-moving clouds were rolling through the heavens.
Grandpa said, "Looks like we're going to get some wind, too."
Scared and thinking everyone might want to stop hunting because of a few clouds, I said, "If a storm is brewing, it's a good night to hunt. All game stirs just before a storm."
Thirty minutes later, Papa said, "Listen."
We stood still. A low moaning sound could be heard in the tops of the tall sycamores.
Grandpa said, "I was afraid of that. We're going to get some wind."
We heard a rattling in the leaves and underbrush. It was beginning to sleet. The air turned cold and chilly.

From far downriver, we heard the deep baying of a hound on a trail. It was Old Dan. Seconds later, the rhythmic crying of Little Ann could be heard. Swallowing the lump that had jumped up in my throat, I whooped as loud as I could.
The ground was turning white with sleet. The storm had really set in. We hurried along.
I said to Papa, "If this keeps up that old coon won't run long. He'll head for his den."
"If it gets much worse," Grandpa said, "I know some coon hunters that won't be running very long. They'll be frozen too stiff to run."
The judge asked if there was any danger of getting lost.
"I don't know," Papa said. "It's all strange country to me."
My dogs' voices sounded far away. I knew they were much closer than they sounded as they were downwind from us. Finding three large sycamores growing close together, we stopped on the leeward side.
Papa shouted above the wind, "I don't know if we can take much more of this."

"It is bad," Grandpa replied, "and it looks like it's going to get worse."
 "You can't see over fifteen feet now," the judge said. "Do you think we can find the buggy?"
 "I think we can find the buggy all right," Papa said.
 I could no longer hear the voices of my dogs. This had me worried. I didn't want to leave them out in the storm.
 "Can anyone hear the hounds?" Grandpa asked.
 "I can't," Papa said.
 The judge spoke up. "Fellows, I think we'd better go in," he said. "There's no telling where they are. They may have crossed the river."
 Scared and knowing I had to do something, I said, "They're closer than you think, probably treed by now. You can't hear them for this wind." I begged, "Let's go a little further."
 There was no reply and no one made a move to leave the shelter of the trees. Taking a few steps, I said, "I'll take the lead. Just follow me."
 "Billy, we couldn't find them," Papa said. "You can't see or hear a thing. We had better start back for camp."
 "I think so, too," the judge said.
 At this remark, I cried, "I've been out in storms like this before, all by myself. I've never left my dogs in the woods, and I'm not going to now, even if I have to look for them by myself."
 No one answered.
 "Please go just a little further," I begged. "I just know we'll hear them."
 Still no one spoke or made a move to go on.
 Stepping over to my father, I buried my face in his old mackinaw coat. Sobbing, I pleaded with him not to turn back.
 He patted my head. "Billy," he said, "a man could freeze to death in this storm, and besides, your dogs will give up and come in."
 "That's what has me worried," I cried. "They won't come in. They won't, Papa. Little Ann might, but not Old Dan. He'd die before he'd leave a coon in a tree."
 Papa was undecided. Making up his mind, he stepped away from the tree and said to the others, "I'm going on with him. You fellows coming, or going back?"
 He turned and followed me. Grandpa and the judge fell in behind him.
 By this time the ground was covered with a thin white layer of sleet. We kept slipping and falling. I could hear Grandpa mumbling and grumbling. The wind-driven sleet stung our skin like thousands of pricking needles. Strong gusts of wind growled and moaned through the tops of the tall timber.
 Once during a momentary lull of the storm, I thought I heard the baying of a hound. I told my father I thought I had heard Old Dan.
 "From which direction?" he asked.
 "From that way," I said, pointing to our left.
 We started on. A few minutes later Papa stopped. He shouted to my grandfather, "Did you hear anything?"
 "No," Grandpa shouted back. "I can't hear anything in this storm."
 "I thought I did, but I'm not sure," the judge said.
 "Where was it coming from?" Papa asked.
 "Over that way," the judge said, pointing to our right.
 "That's the way it sounded to me," Papa said.
 At that moment, all of us heard the deep voice of Old Dan.
 "It sounds as if they're close," Grandpa said.
 "Let's split up," said the judge. "Maybe one of us can find them."
 "No," Papa said, "it'd be easy to get lost in this storm."
 "I think they're more to the right of us," I said.
 "I do, too," Papa said.

We trudged on. Old Dan bawled again. The sound of his voice seemed to be all around us.
 "The way that wind is whipping the sound through this timber," the judge said, "we'd be lucky if we ever found them."
 Papa shouted over the roar of the wind, "We can't take much more of this. We'll freeze to death."
 The men were giving up. I felt the knot again as it crawled up in my throat. Salt water froze on my eyelashes. Kneeling down, I put my ear close to the icy ground in hopes I could hear my dogs, but I couldn't hear anything above the roar of the blizzard.
 Standing up, I peered this way and that. All I could see was a white wall of whirling sleet. I closed my eyes and said a silent prayer and hoped for a miracle.
 We heard a sharp crack and a loud crashing noise. A large limb, torn from a tree by the strong wind, fell to the ground. The sharp crack of the limb gave me the idea. Shouting to my father, I said, "Shoot the gun. If my dogs are close enough to hear it, maybe Little Ann will come to us."
 Papa didn't hesitate. Pointing the gun high over his head, he pulled the trigger. The sharp crack rang out into the teeth of the storm.
 We waited.
 Just when I had given up all hope and had sunk to the lowest depth of despair, out of the white wall of driving sleet, my little dog came to me. I knelt down and gathered her in my arms.
 Taking one of the lead ropes from my pocket, I tied it to her collar. I said, "Find him, little girl. Please find Old Dan."
 Right then I didn't care about coons, gold cups, or anything. All I wanted was my dogs.
 I don't know how she did it. Straight into the face of the storm she led us. Time after time she would stop and turn her head this way and that. I knew she couldn't scent or see anything. Instinct alone was guiding her. Over a winding and twisting trail, we followed.
 Coming out of the bottoms, she led us into a thick canebrake. The tall stalks sheltered us from the storm. The roaring of the wind didn't seem as loud. Like ghostly figures, large trees loomed out of the almost solid mass. Falling and stumbling, we kept pushing on.
 Grandpa shouted, "Hold up a minute. I'm just about all in."
 We stopped.
 "Do you think that hound knows what she's doing?" the judge asked. "Maybe we're just running around in circles."
 Looking at me, Papa said, "I hope she does. Some of these canebrakes cover miles.
 If we get lost in here, we'll be in bad shape."
 Grandpa said, "I think we've gone too far. The last time I heard Old Dan, he sounded quite close."
 "That was because the wind carried the sound," I said.
 The judge spoke up, "Fellows, no dog is worth the lives of three men. Now let's do the smart thing and get out of here while we can. Our clothes are wet. If we keep on wandering around in this jungle, we'll freeze to death. It doesn't look like this blizzard is ever going to let up."
 I could hear the roar of the blizzard back in the thick timber of the bottoms. Two large limbs being rubbed together by the strong wind made a grinding creaking sound. The tall slender cane around us rattled and swayed.
 I could feel the silence closing in. I knew the judge's cold logic had had its effect on my father and grandfather. The men had given up. There was no hope left for me.

Grammar

AN INDIRECT OBJECT...

- is a noun that receives the direct object
- will be between the verb and the direct object
- is NOT found in a prepositional phrase

Let's try! Find the Indirect Object (IO) in this sentence:

Mary gave the lamb a ribbon.

Ask yourself: Subject + Verb + DO (the what) + To/for whom?

Mary gave a ribbon to whom?

The "whom" is _____

Also known as the indirect object! ↪

TO FIND AN INDIRECT OBJECT

ask yourself:

Subject + Verb + DO + To/For Whom?

The "whom" is your IO ↪

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

- A. Cross out prepositional phrases
- B. Label the subject with "S", the verb with "V", and the direct object with "DO"
- C. Ask yourself: Subject + Verb + DO + To/For whom?
- D. Underline the indirect object

1. John gave his sister a piece of pie.
2. Susie found her mother thirteen flowers.
3. Penelope will send George a small package.

Identify each underlined word as the direct object (DO), indirect object (IO), or neither (N).

- _____ 4. I gave my sister a present.
- _____ 5. A new kitten cannot open her eyes.
- _____ 6. The President read a prepared statement to the citizens.
- _____ 7. Mrs. Baker sewed socks for them.
- _____ 8. My mother needs to buy herself a new pair of shoes.

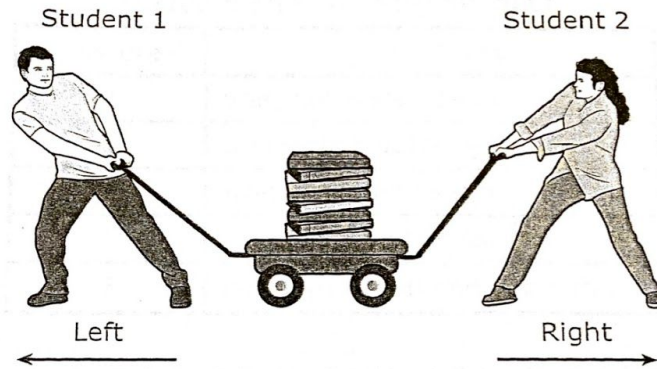
Poetry

Spend some time today practicing "Casey at the Bat," so that you are prepared to recite the poem to an adult on Friday. You may use the copy of the poem from Day One to help you if needed. You can practice the poem while doing other tasks as well. Be sure to practice using feeling and expression!

Science

This week in Science we are going to review many of the concepts we have studied this year. Please think carefully about these questions (you may use your textbook and your notes) and **circle the best answer**. Have fun!

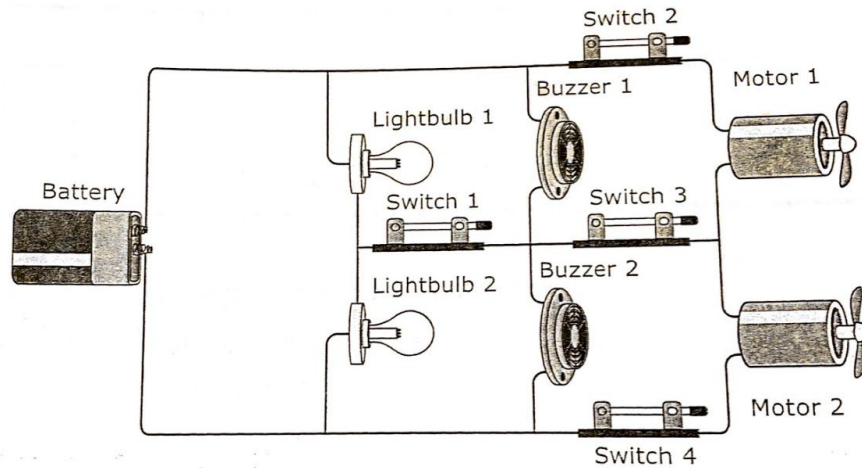
6 Students fill a cart with books. The cart has a handle on each end.



Which actions will make moving the cart in one direction easiest for the students?

- F Student 1 pulls the cart to the left while Student 2 pulls the cart to the right.
- G Student 1 pulls the cart to the left while Student 2 pushes the cart to the left.
- H Student 1 pushes the cart to the right while Student 2 pushes the cart downward.
- J Student 1 pushes the cart to the right while Student 2 pulls the cart upward.

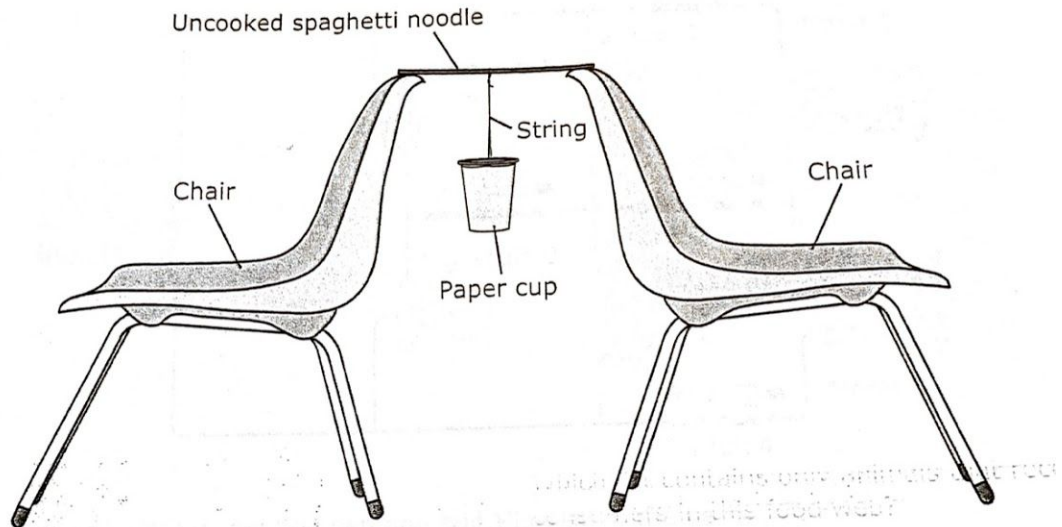
2 A student builds a circuit allowing the lightbulbs to light, the buzzers to make sound, and the motors to turn.



Which two switches can be open and still allow all of the parts to work?

- F Switches 1 and 3
- G Switches 1 and 4
- H Switches 2 and 3
- J Switches 3 and 4

- 11** A student conducts the investigation shown in the diagram. In this experiment a paper cup hangs from a string tied to a single uncooked spaghetti noodle. The student measures and records the mass of a penny. The student then adds pennies to the paper cup one at a time.



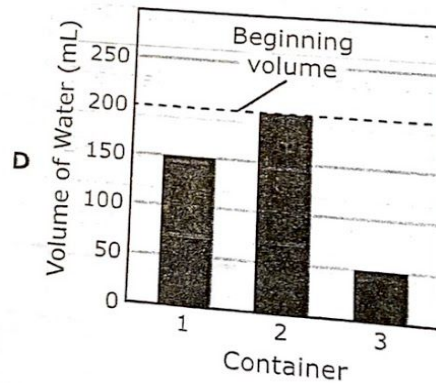
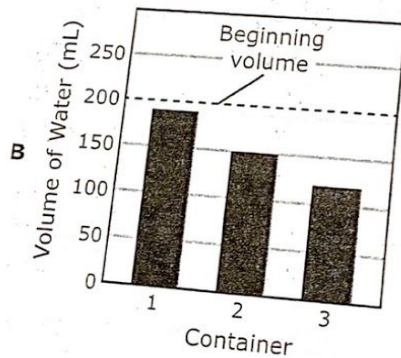
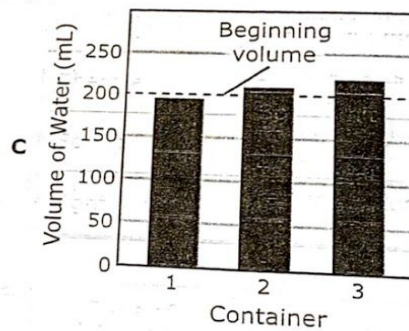
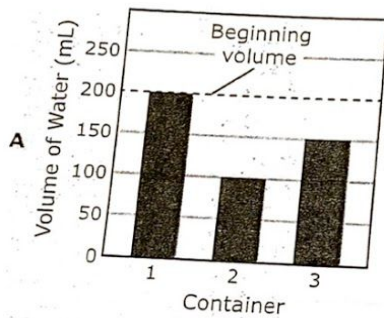
Which question is the student most likely trying to answer with this investigation?

- A** How many spaghetti noodles will it take to hold up the mass of a penny?
 - B** How much force will it take to break the spaghetti noodle?
 - C** How long should the string that holds the paper cup be in order to support the greatest mass of pennies?
 - D** How does the distance between the two chairs affect the amount of force it takes for the spaghetti noodle to break?
- 2** Which of the following explains how water undergoes a change of state in one stage of the water cycle in order to move from the ocean's surface into the air?
- F** Liquid water that is heated by the sun becomes a gas and rises.
 - G** Gaseous water rises as it is cooled by the ocean.
 - H** Liquid water that is heated by the sun condenses into rain.
 - J** Gaseous water collects in drops of fog above the ocean's surface.

- 15 Students plan to investigate the different states of matter. They will measure the volume of water in three containers after five days. They make this table to organize the data.

Container	Volume of Water (beginning)	Temperature of Water (beginning)	Location of Container	Volume of Water (after five days)
1	200 mL	24°C	Inside a refrigerator	?
2	200 mL	24°C	On a desk in front of low-speed fan	?
3	200 mL	24°C	On a sunny windowsill in front of an opened window	?

Which graph represents the volume of water most likely left in the containers after five days?



Which change occurs when lemon juice is mixed with water?

- Ⓐ The mass of the lemon juice decreases.
- Ⓑ The water becomes a solid.
- Ⓒ The lemon juice dissolves and spreads out evenly in the water.
- Ⓓ The volume of the water decreases.

Art

Art History

Directions: Observe Masaccio's *The Tribute Money*, and read the information below. Answer the short questions at the end of the reading.

Masaccio's *The Tribute Money* 1427-28, Florence, Italy

The Story

The Tribute Money is a Fresco that depicts a miracle performed by Jesus in the book of Matthew in the Bible. In this painting, the central scene is of a tax collector, demanding money from Jesus and his Apostles. Jesus and his Apostles do not have money to give, because they have taken a vow of poverty and live humbly. In order to pay the tax collector, Jesus performs a miracle. He tells Peter to fish in the sea of Galilee and the first fish that Peter catches has two coins in its mouth. Peter then gives the tax collector the money. This painting shows a continuous narrative, meaning that it shows three different scenes in time within one painting.





Scene One: The first scene is of the tax collector (man in the orange tunic facing away from the front) confronting Jesus (man in the light red robe with the blue sash) and the Apostles. Jesus is facing Peter (man in the blue robe with the orange sash) and pointing towards the sea of Galilee, telling him to go fish in the sea. Peter looks confused yet points towards the sea.



Scene two: The second scene shows Peter kneeling at the shores of the Sea of Galilee. Despite his confusion, he follows Jesus's instructions in order to retrieve the money from the mouth of the fish.



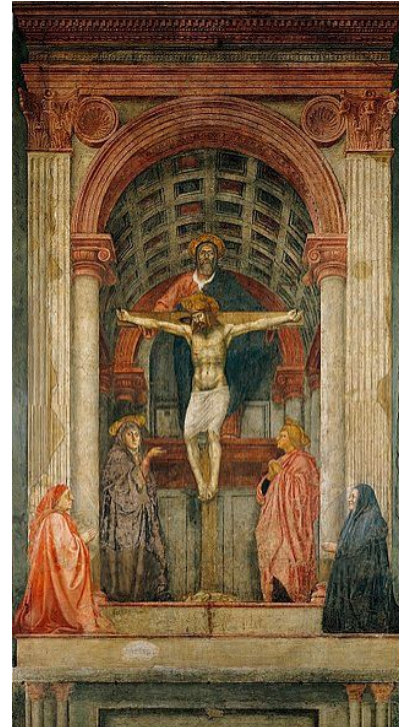
Scene three: The third scene depicts Peter paying the tax collector.

The Artist

The painter Masaccio, was an Italian painter and is known for being the first great artist of the *Quattrocento* or the early Italian Renaissance. His beautiful use of color and mastery of figure painting, influenced later Renaissance artists. Michelangelo was inspired by Masaccio for parts of the ceiling of the Sistine Chapel. Though he died at the young age of 27, Masaccio created several masterpieces including *The Trinity* (pictured to the right), *the Expulsion of Adam and Eve from Eden* and *The Tribute Money*. He is remembered for pioneering the Renaissance by being one of the first artists to use the artistic elements of Linear Perspective and Chiaroscuro.



Self Portrait



The Trinity

The Brancacci Chapel in Santa Maria del Carmine in Florence Italy

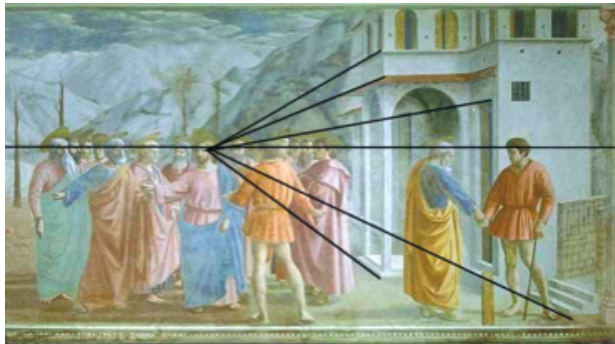


Chiaroscuro: Chiaroscuro is an Italian term that was created during the Renaissance meaning “light” and “dark”. It is used in art to describe how artists contrast lightness and darkness in a painting or artwork. Masaccio uses this method in *The Tribute Money* with the cast shadows under his figures.

Fresco: A fresco is a type of painting in which the artist paints on wet plaster directly onto a wall or ceiling. The artist works quickly in order to finish the fresco before the plaster dries. Once the plaster dries, the paint is embedded in the wall and is very durable. *The Tribute Money* can be seen on the left wall of the Brancacci Chapel (Left). The entire chapel is covered in frescos.

Linear perspective: Linear Perspective is a technique for creating a realistic sense of space. It is a geometric or Mathematical method.

In *The Tribute Money* the vanishing point is Jesus’s head. All lines of convergence recede at that point.



1. Why does there appear to be multiple of the same people in *The Tribute Money*?

2. Where does Masaccio use chiaroscuro in his painting?

3. Which famous Renaissance artist did Masaccio influence?

Latin

Reading and Comprehension Questions: Medus Goes to Rome (10-15 min.)

- *Salvēte!* Last week, we looked at a passive verb form: changing *portat* (“he/she/it carries”) to *portātur* (“he/she/it is carried”). We see how the *-t* ending of *portat* is replaced with *-tur*, and the vowel “a” is lengthened (you can see how a macron is added) to make *portātur*.
- We will encounter several more passive forms of verbs we already know, ending either in *-tur* (for singular verbs, like *vidētur*, “he/she/it is seen”) or ending in *-ntur* (for plural verbs, like *videntur*, “they are seen.”)
- Read the passage below aloud (for a video of this being read, ask a parent to help you watch the video <https://cloud.swivl.com/v/f3baa9829a7f265323f23d378f4d6c13>), then complete the comprehension questions.



Mēdus procul ā vīllā Iūliī abest. Dominus ā servō malō timētur. Mēdus prope Rōmam est; iam mūrī Rōmānī ab eō videntur et porta.

Cur Rōmam it Mēdus? Romam it, quia Lydia Rōmae habitat, nam Lydia amīca eius est: Mēdus Lydiam amat et ab eā amātur. Mēdus Romam vocātur ab amīcā suā, quae fēmina est pulchra et proba. Itaque Mēdus fessus nōn est et laetus cantat: “Nōn via longa est Rōmam ubi amīca habitat mea cara.”

Comprehension Questions:

1. There are **4** passive verbs in this passage. Circle each one.
2. Why is Medus going to Rome? Answer: _____ .

Word Bank

procul ā/ab: far from

prope: near

best: he/she/it is absent

timetur: he/she/it is feared

videntur: they are seen

dominus, -ī: master

mūrus, -ī: wall

porta, -ae: gate

malus, -a, -um: bad, evil

iam: now

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

pulcher, pulchra, pulchrum: beautiful

fessus, -a, -um: tired

cantat: he/she/it sings

ubi: where

itaque: therefore

cur: why

quia: because

it: he/she/it goes

habitat: he/she/it lives

nam: for, because

amīca, -ae: friend

eius: his

amat: he/she/it loves

amatur: he/she/it is loved

vocatur: he/she/it is called

quis, quae, quid: who, what

probus, -a, -um: good, proper, honest

laetus, -a, -um: happy

via, -ae: road, way

meus, -a, -um: my, mine

carus, -a, -um: dear


Day 3 Instructions and Resources

Wednesday, 5/20

Math

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

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

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

Converting Measurements: Notes:

<https://cloud.swivl.com/v/225bff034f8edca2d5b460cb039d3c88>

When converting units of measurement there are two things to keep in mind: is the unit going from a larger unit to a smaller unit or a smaller unit to a larger unit? The unit size is not determined by the number that is given. The unit size is determined by the unit name. For example, a mile is larger than a foot. An inch is smaller than a mile. When converting from a larger unit, such as a mile, to a

smaller unit, such as a foot, we must multiply by the conversion number. If we are going from feet to miles, then we must divide by the conversion number. See the examples below.

Conversion of Measures

1 m = 100 cm	1 yd = 3 ft
0.1 m = 10 cm	1 ft = 12 in.
0.01 m = 1 cm	
1 km = 1000 m	

1. Express 3.75 km in meters.

$$3.75 \text{ km} = 3.75 \times 1000$$
$$= 3750 \text{ m}$$

2. Express 42 in. in ft.

$$42 \text{ in.} = \frac{42}{12} \text{ ft}$$
$$= 3\frac{1}{2} \text{ ft}$$

1 kg = 1000 g	1 lb = 16 oz
1 g = 0.001 kg	

3. Express 320 g in kg.

$$320 \text{ g} = \frac{320}{1000} \text{ kg}$$
$$= \frac{8}{25} \text{ kg}$$

In number 1, we know that km is larger than meters. Therefore, we are going from a larger unit to a smaller unit and will multiply. We take $3.75 \text{ km} \times 1000$ (conversion number) = 3750 m or meters.

In number 2, we know that inches are smaller than feet. Therefore we are going from a smaller unit to a larger unit and will divide. We take 42 divided by 12 (conversion number) = 3.5 ft or feet.

In number 3, we know that grams are smaller than kilograms. Therefore we are going from a smaller unit to a larger unit and will divide. We take 320g divided by 1000 (conversion number) = $\frac{8}{25}$ kg or kilograms. Remember to always simplify the fractions.

4. Express 64 oz in lb.

$$\begin{aligned} 64 \text{ oz} &= \frac{64}{16} \text{ lb} \\ &= 4 \text{ lb} \end{aligned}$$

$$\begin{aligned} 1 \text{ l} &= 1000 \text{ ml} \\ 1 \text{ gal} &= 4 \text{ qt} \\ 1 \text{ qt} &= 2 \text{ pt} \\ 1 \text{ qt} &= 4 \text{ c} \end{aligned}$$

5. Express 0.58 l in ml.

$$\begin{aligned} 0.58 \text{ l} &= 0.58 \times 1000 \text{ ml} \\ &= 580 \text{ ml} \end{aligned}$$

6. Express 10 qt in gal.

$$\begin{aligned} 10 \text{ qt} &= \frac{10}{4} \text{ gal} \\ &= 2.5 \text{ gal} \end{aligned}$$

7. Express 84 pt in qt.

$$\begin{aligned} 84 \text{ pt} &= \frac{84}{2} \text{ qt} \\ &= 42 \text{ qt} \end{aligned}$$

In number 4, we know that ounces (oz) are smaller than pounds (lb). Therefore we will divide. 64 divided by 16 (16oz in a lb; conversion number) is 4lb.

In number 5, we know that liters (l) are larger than milliliters (ml). Therefore we will multiply. $0.58 \text{ l} \times 1000$ (conversion number; $1000\text{ml}=1\text{l}$) = 580ml.

In number 6, we know that quarts (qt) are smaller than gallons (gal). Therefore we will divide. 10 divided by 4 (4 qt in a gal) = 2.5 gal.

In number 7, we know that pints (pt) are smaller than quarts (qt). Therefore we will divide. 84qt divided by 2 (2pt in a qt) = 42qt.

Practice:

1. Find the equivalent measures.

(a) $0.5 \text{ kg} = \underline{\hspace{2cm}} \text{ g}$ (b) $0.85 \text{ l} = \underline{\hspace{2cm}} \text{ ml}$

(c) $0.045 \text{ km} = \underline{\hspace{2cm}} \text{ m}$ (d) $0.76 \text{ m} = \underline{\hspace{2cm}} \text{ cm}$

(e) $0.095 \text{ l} = \underline{\hspace{2cm}} \text{ ml}$ (f) $0.06 \text{ km} = \underline{\hspace{2cm}} \text{ m}$

(g) $0.043 \text{ kg} = \underline{\hspace{2cm}} \text{ g}$ (h) $0.8 \text{ m} = \underline{\hspace{2cm}} \text{ cm}$

2. Find the equivalent measures.

(a) $1.35 \text{ km} = \underline{\hspace{1cm}} \text{ km} \underline{\hspace{1cm}} \text{ m}$

(b) $3.05 \text{ l} = \underline{\hspace{1cm}} \text{ l} \underline{\hspace{1cm}} \text{ ml}$

(c) $2.004 \text{ kg} = \underline{\hspace{1cm}} \text{ kg} \underline{\hspace{1cm}} \text{ g}$

(d) $4.8 \text{ m} = \underline{\hspace{1cm}} \text{ m} \underline{\hspace{1cm}} \text{ cm}$

(e) $0.035 \text{ km} = \underline{\hspace{1cm}} \text{ km} \underline{\hspace{1cm}} \text{ m}$

(f) $5.07 \text{ m} = \underline{\hspace{1cm}} \text{ m} \underline{\hspace{1cm}} \text{ cm}$

(g) $4.016 \text{ l} = \underline{\hspace{1cm}} \text{ l} \underline{\hspace{1cm}} \text{ ml}$

(h) $0.401 \text{ kg} = \underline{\hspace{1cm}} \text{ kg} \underline{\hspace{1cm}} \text{ g}$

Spalding

Day 3 Spalding Video: <https://cloud.swivl.com/v/3140e750bb7c07fd78983d14801ba9b2>

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: **equate, equation, Israel, Mediterranean, orchestra**

Rule 1: The letter *q* is always followed by *u* and together they say *kw*.

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.

Literature and Writing

Read pages 229-236 in Chapter Seventeen of *Where the Red Fern Grows* (about 20 minutes):

As you read...

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

After reading...

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

1) What was the consequence of Billy and the rest of the group's imprudence?

2) What mercy* did Billy receive when he prayed a third time?

*You may want to look up the definition of mercy.

Reading Accommodation: Listen to the audio book by clicking or typing in the link <https://youtu.be/xuzrV4bm7pc?list=PLI9tN5ZzGGQGAXopWUm2xhsjwpUbIgUjo&t=518> and follow along with the text in your book beginning at "There was no hope left for me."

Kneeling down, I put my arms around Little Ann. I felt the warm heat from her moist tongue caressing my ear. Closing my eyes, I said, "Please, Dan, bawl one more time, just one more time."

I waited for my plea to be answered.

With its loud roaring, the north wind seemed to be laughing at us. All around, tall stalks of cane were weaving and dancing to the rattling rhythm of their knife-edged blades.

My father tried to talk above the wind, but his words were lost in the storm. Just before another blast, clear as a foghorn on a stormy sea, Old Dan's voice rang loud and clear. It seemed louder than the roar of the wind or the skeleton-like rustling of the tall swaying cane.

I jumped to my feet. My heart did a complete flip-flop. The knot in my throat felt as big as an apple. I tried to whoop, but it was no use. Little Ann bawled and tugged on the rope.

There was no mistaking the direction. We knew that Little Ann had been right all along. Straight as an arrow, she had led us to him.

Old Dan was treed down in a deep gully. I slid off the bank and ran to him. His back was covered with a layer of frozen sleet. His frost-covered whiskers stood out straight as porcupine quills.

I worked the wedges of ice from between his toes, and scraped the sleet from his body with my hands. Little Ann came over and tried to wash his face. He didn't like it. Jerking loose from me, he ran over to the tree, reared up on it, and started bawling.

Hearing shouting from the bank above me, I looked up. I could dimly see Papa and the judge through the driving sleet. At first I thought they were shouting to me, but on peering closer I could see that they had their backs to me. Catching hold of some long stalks of cane that were hanging down from the steep bank, I pulled myself up.

Papa shouted in my ear, "Something has happened to your grandfather."

Turning to the judge, he said, "He was behind you. When was the last time you saw him?"

"I don't know for sure," the judge said. "I guess it was back there when we heard the hound bawl."

"Didn't you hear anything?" Papa asked.

"Hear anything?" the judge exclaimed. "How could I hear anything in all that noise? I thought he was behind me all the time, and didn't miss him until we got here."

I couldn't hold back the tears. My grandfather was lost and wandering in that white jungle of cane. Screaming for him, I started bawling.

Papa caught me. He shouted, "Don't do that."

I tried to tear away from him but his grip on my arm was firm.

"Shoot the gun," the judge said.

Papa shot time after time. It was useless. We got no answer.

Little Ann came up out of the washout. She stood and stared at me. Turning, she disappeared quickly in the thick cane. Minutes later we heard her. It was a long, mournful cry.

The only times I had ever heard my little dog bawl like that were when she was baying at a bright Ozark moon, or when someone played a French harp or a riddle close to her ear. She didn't stop until we reached her.

Grandpa lay as he had fallen, face down in the icy sleet. His right foot was wedged in the fork of a broken box elder limb. When the ankle had twisted, the searing pain must have made him unconscious.

Papa worked Grandpa's foot free and turned him over. I sat down and placed his head in my lap. While Papa and the judge massaged his arms and legs, I wiped the frozen sleet from his eyes and face.

Burying my face in the iron-gray hair, I cried and begged God not to let my grandfather die.

"I think he's gone," the judge said.

"I don't think so," Papa said. "He took a bad fall when that limb tripped him, but he hasn't been lying here long enough to be frozen. I think he's just unconscious."

Papa lifted him to a sitting position and told the judge to start slapping his face.

Grandpa moaned and moved his head.

"He's coming around," Papa said.

I asked Papa if we could get him back to the gully where Old Dan was. I had noticed there was very little wind there and we could build a fire.

"That's the very place," he said. "We'll build a good fire and one of us can go for help."

Papa and the judge made a seat by catching each other's wrists. They eased Grandpa between them.

By the time we reached the washout, Grandpa was fully conscious again, and was mumbling and grumbling. He couldn't see why they had to carry him like a baby.

After easing him over the bank and down into the gully, we built a large fire. Papa took his knife and cut the boot from Grandpa's swollen foot. Grandpa grunted and groaned from the pain. I felt sorry for him but there was nothing I could do but look on.

Papa examined the foot. Shaking his head, he said, "Boy, that's a bad one. It's either broken or badly sprained. I'll go for some help."

Grandpa said, "Now wait just a minute. I'm not going to let you go out in that blizzard by yourself. What if something happens to you? No one would know."

"What time is it?" he asked.

The judge looked at his watch. "It's almost five o'clock," he said.

"It's not long till daylight," Grandpa said. "Then if you want to go, you can see where you're going. Now help me get propped up against this bank. I'll be all right. It doesn't hurt any more. It's numb now."

"He's right," the judge said.

"Think you can stand it?" Papa asked.

Grandpa roared like a bear. "Sure I can stand it. It's nothing but a sprained ankle."

"I'm not going to die. Build that fire up a little more."

While Papa and the judge made Grandpa comfortable, I carried wood for the fire.

"There's no use standing around gawking at me," Grandpa said. "I'm all right. Get the coon out of that tree. That's what we came for, isn't it?"

Up until then, the coon-hunting had practically been forgotten.

The tree was about thirty feet from our fire. We walked over and took a good look at it for the first time. My dogs, seeing we were finally going to pay some attention to them, started bawling and running around the tree.

Papa said, "It's not much of a tree, just an old box elder snag. There's not a limb on it."

"I can't see any coon," said the judge. "It must be hollow."

Papa beat on its side with the ax. It gave forth a loud booming sound. He said, "It's hollow all right."

He stepped back a few steps, scraped his feet on the slick ground for a good footing, and said, "Stand back, and hold those hounds. I'm going to cut it down. We need some wood for our fire anyway."

Squatting down between my dogs, I held onto their collars.

Papa notched the old snag so it would fall away from our fire. As the heavy ax chewed its way into the tree, it began to lean and crack. Papa stopped chopping. He said to the judge, "Come on and help me. I think we can push it over now."

After much grunting and pushing, snapping and popping, it fell.

I turned my dogs loose.

On hitting the ground, the snag split and broke up. Goggle-eyed, I stood rooted in my tracks and watched three big coons roll out of the busted old trunk.

One started up the washout, running between us and the fire. Old Dan caught him and the fight was on. The second coon headed down the washout. Little Ann caught him.

Hearing a loud yell from Grandpa, I looked that way. Old Dan and the coon were fighting close to his feet. He was yelling and beating at them with his hat. The judge and Papa ran to help.

The third coon started climbing up the steep bank close to me. Just before reaching the top, his claws slipped in the icy mud. Tumbling end over end, down he came. I grabbed up a stick and threw it at him. Growling and showing his teeth, he started for me. I threw the fight to him then and there. Some ten yards away I looked back. He was climbing the bank. That time he made it and disappeared in the thick cane.

Hearing a squall of pain from Little Ann, I turned. The coon was really working her over. He had climbed up on her back and was tearing and slashing. She couldn't shake him off. Grabbing a club from the ground, I ran to help her.

Before we had killed our coon, Old Dan came tearing in. We stood and watched the fight. When the coon was dead, Papa picked it up and we walked back to the fire.

"How many coons were in that old snag?" Papa asked.

"I saw three," I said. "The one that got away climbed out over there." I pointed in the direction the coon had taken.

I never should have pointed. My dogs turned as one, and started bawling and clawing their way up the steep bank. I shouted and scolded, but to no avail. They disappeared in the rattling cane.

We stood still, listening to their voices. The sound died away in the roaring storm.

Sitting down close to the fire, I buried my face in my arms and cried.

I heard the judge say to my father, "This beats anything I have ever seen. Why, those dogs can read that boy's mind. He just pointed at that bank and away they went. I never saw anything like it. I can't understand some of the things they have done tonight."

Hounds usually aren't that smart. If they were collies, or some other breed of dog, it would be different, but they're just redbone hounds, hunting dogs."

Papa said, "Yes, I know what you mean. I've seen them do things that I couldn't understand. I'd never heard of hounds that ever had any affection for anyone, but these dogs are different. Did you know they won't hunt with anyone but him, not even me?"

Hearing my grandfather call my name, I went over and sat down by his side. Putting his arm around me, he said, "Now, I wouldn't worry about those dogs. They'll be all right. It's not long till daylight. Then you can go to them."

I said, "Yes, but what if the coon crosses the river? My dogs will follow him. If they get wet they could freeze to death."

"We'll just have to wait and hope for the best," he said. "Now straighten up and quit that sniffing. Act like a coon hunter. You don't see me bawling, and this old foot is paining me something awful."

I felt better after my talk with Grandpa.

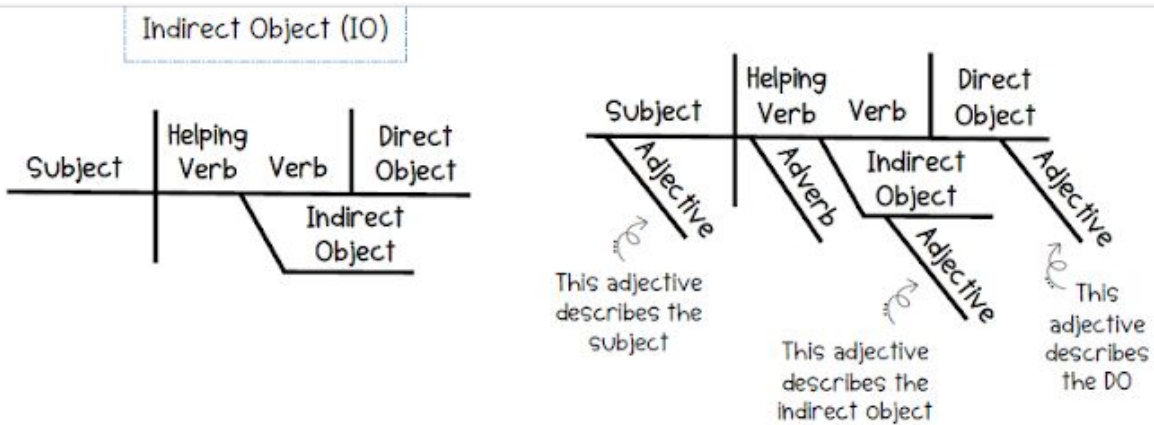
"Come on, let's skin these coons," Papa said.

I got up to help him.

After the skins were peeled from the carcasses, I had an idea. Holding one up close to the fire until it was warm, I took it over and wrapped it around Grandpa's foot. Chuckling, he said, "Boy, that feels good. Heat another skin the same way."

I kept it up for the rest of the night

Grammar



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

1. John made Cody food.	
2. Jordan gives cats delicious treats.	
3. Kind Mrs. Lee bought her neighbor pretty flowers.	

Poetry

Spend some time today practicing "Casey at the Bat," so that you are prepared to recite the poem to an adult on Friday. You may use the copy of the poem from Day One to help you if needed. You can practice the poem while doing other tasks as well. Be sure to practice using feeling and expression!

History

Geography Review: United States

Today we are going to review the locations of the 50 United States. On the following sheet, fill in the sheet with the name of the state indicated by the number on the map. You may use a separate sheet of

paper if necessary, but please label your work neatly. Do your best to complete it without looking up the answers, then use your answer key to check your work. For optional enrichment, see if you can also remember the capitals of each state! (You can write the capitals on this page if you have space or on a separate sheet of paper.)

United States of America

Name the State!

1 _____

2 _____

3 _____

4 _____

5 _____

6 _____

7 _____

8 _____

9 _____

10 _____

11 _____

12 _____

13 _____

14 _____

15 _____

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www.graphicmaps.com

Optional Enrichment

The Industrial Revolution and the “Robber Barons:” Part Two

As mentioned previously, Andrew Carnegie was not the only leader of industry. **John D. Rockefeller** (1839-1937) had been born in New York, but his family moved several times before settling near Cleveland, Ohio. At first, Rockefeller became involved in business dealing with products like hay, grain, and meats. In 1863, he built his first oil refinery to seize the opportunities he saw from oil (remember, oil was being used most often for fuel at this point, so being able to refine oil could be highly valuable). In 1870, Rockefeller and some other associates formed the Standard Oil Company. Standard Oil was extremely successful and soon began to buy out the other companies. By 1872, it (and Rockefeller) controlled almost all the refineries in Cleveland. They set the example of a standard trust, or monopoly, in which one giant corporation has almost total control over a specific area of industry. The government passed laws against these trusts, but Rockefeller found ways around the laws. Over time, the Rockefeller family became extremely well-known for their wealth and influence. Like Carnegie, Rockefeller also became involved in philanthropy and charity works.

John Piermont Morgan (1837-1913), better known as **J.P. Morgan**, was a leader of the banking industry. Unlike Carnegie and Rockefeller, Morgan’s father was already a successful businessman. As a result Morgan was able to associate with British bankers, who provided him with capital, or money, to bring to America. He helped to reorganize the railroad companies as well as others. His strategy was to take control of smaller companies and combine them into larger corporations. For example, in 1901 he took control of the Carnegie Steel company and merged it with other companies into the United States Steel Corporation. This became the country’s first billion-dollar corporation.

Henry Ford (1863-1947) became known in the automobile industry. You have already read about how the railroads changed transportation. However, use of the automobile (car) began to rise near the end of the 19th century and increased rapidly in the early 20th century. Ford became involved in the manufacturing of these cars and created automobile factories. He helped establish a method of factory work called the “assembly line.” In the assembly line, each person was responsible for one part of producing the car. For instance, one worker would be involved with installing the motor in each car, while another worker would be responsible for attaching the tires in each car. Ford’s system reduced the amount of time it took to build a car from twelve hours to only two and a half hours.

As you have already read, the success of these and other leaders of industry became an example to others who hoped to build their own fortune. To many Americans, these men were considered as “captains of industry.” Others, however, had a different name for them: “robber barons.” A baron was a title of nobility in Europe, and these extremely wealthy men were considered to be almost like royalty in America. However, many also believed that the methods these men used were not virtuous or moral, that they only made their money by exploiting, or using, the people who worked in their factories, their competitors in business, and their customers as well. Thus, the term “robber baron” was another less positive term to describe these men who had made a vast fortune through what they believed were

dishonest business practices. These industrial leaders, therefore, became examples of both the opportunities and the dangers of the Industrial Revolution.

Questions to consider: Why would the stories of men like Carnegie, Rockefeller, Morgan, or Ford be appealing to many Americans? What are the downsides or negatives of these great successes?

Music


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

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

The Impressionistic Period
(1890–1910)

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

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




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

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

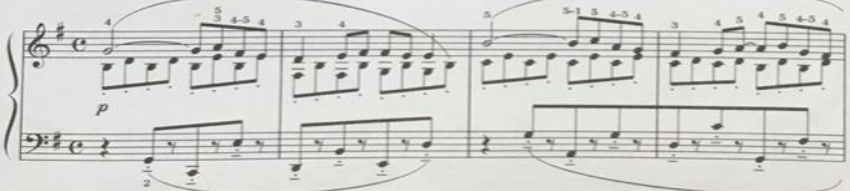
“Jimbo’s Lullaby” from *Children’s Corner Suite* by Claude Debussy.

Assez modéré
P doux et un peu gauche



“Pavane for a Dead Princess” by Maurice Ravel.

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



P.E.

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

15 minute warm-up:

We will start with legs:

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

Now let's go to our core muscles:

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

And finally, our upper body:

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

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

Day 4 Instructions and Resources

Thursday, 5/21

Math

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

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

Word Problems: Notes: <https://cloud.swivl.com/v/ad11c66f14f4d4a2a787daab285180af>

With word problems we always keep in mind the four parts: answer sentence, part-group-whole, bar model, and equation. Sometimes for bar models we may use a shape, such as a rectangle or square, to help us solve the problem.

1. The area of a rectangular piece of paper is $\frac{4}{9}$ sq. m. Its width is 4m. What is its length in meters?

<p>Answer Sentence: Its length is ____m.</p>	<p>Bar Model: For this one, I would draw a rectangle and label the parts that I know. Length= _____ <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 5px auto;"> Width= _____ </div> Area= _____</p>
<p>Part: ? length, 4m width</p> <p>Group: To find the area we multiply length and width. $A = l \times w$</p> <p>Whole: What is the area of the rectangle? _____</p>	<p>Equation:</p> <p>$A = l \times w$</p> <p>$\frac{4}{9}$sq. m = $4\text{m} \times ?\text{m}$</p> <p>We can divide to find our length. $\frac{4}{9} \div 4 =$ (think keep-change-flip or multiply by the reciprocal)</p> <p>$\frac{4}{9} \times \frac{1}{4} =$ _____m. Remember, multiplying fractions, we just go straight across. Numerator x numerator and denominator x denominator. When I do this I get $\frac{4}{36}$ which can be simplified to $\frac{1}{9}$.</p>

2. Sometimes in word problems, our whole is a fraction that needs to be divided or shared equally. $\frac{6}{7}$ liters of orange juice was shared equally among 3 students. How much orange juice did each student get? Give your answer in liters.

<p>Answer Sentence: Each student got ____ liters of orange juice.</p>	<p>Bar Model:</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="text-align: center;">Student</td> <td style="text-align: center;">Student</td> <td style="text-align: center;">Student</td> </tr> <tr> <td style="text-align: center;">?</td> <td style="text-align: center;">?</td> <td style="text-align: center;">?</td> </tr> </table> <p style="text-align: center;">$\frac{6}{7}$ liters</p>	Student	Student	Student	?	?	?
Student	Student	Student					
?	?	?					
<p>Part: ? liters each student got</p> <p>Group: how many students? ____</p> <p>Whole: $\frac{6}{7}$ liters</p>	<p>Equation:</p> <p>$? \times 3 \text{ students} = \frac{6}{7} \text{ liters}$ or $\frac{6}{7} \text{ liters} \div 3 \text{ students}$. We equally divide/share the orange juice with 3 students.</p> <p>Multiply by the reciprocal or keep-change-flip</p> <p>$\frac{6}{7} \times \frac{1}{3} = \underline{\hspace{2cm}}$ liters. $\frac{6}{7} \times \frac{1}{3}$ is equal to $\frac{6}{21}$, which can be simplified to $\frac{2}{7}$.</p>						

3. Here is another one with a fraction as a whole. Sam divided $\frac{5}{8}$ lb of strawberries among 5 friends. How many pounds of strawberries did each friend receive?

<p>Answer Sentence: Each friend received ____ pounds of strawberries.</p>	<p>Bar Model:</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="text-align: center;">Friend</td> <td style="text-align: center;">Friend</td> <td style="text-align: center;">Friend</td> <td style="text-align: center;">Friend</td> <td style="text-align: center;">Friend</td> </tr> <tr> <td style="text-align: center;">?</td> <td style="text-align: center;">?</td> <td style="text-align: center;">?</td> <td style="text-align: center;">?</td> <td style="text-align: center;">?</td> </tr> </table> <p style="text-align: center;">$\frac{5}{8}$ lb strawberries</p>	Friend	Friend	Friend	Friend	Friend	?	?	?	?	?
Friend	Friend	Friend	Friend	Friend							
?	?	?	?	?							
<p>Part: ? each friend received</p> <p>Group: 5 friends</p> <p>Whole: $\frac{5}{8}$ lb of strawberries</p>	<p>Equation:</p> <p>$\frac{5}{8} \text{ lb} \div 5 \text{ friends} = \underline{\hspace{2cm}}$</p> <p>Multiply by the reciprocal or keep-change-flip.</p>										

	$5/8 \times 1/5 = \underline{\quad}$ lb. $5/8 \times 1/5$ is equal to $5/40$ lb. This can be simplified to $1/8$ lb.
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Practice: Now do these three word problems using all four parts: answer sentence, part-group-whole, bar model, and equation.

4. Eric had 28 kg of soy beans. He gave 3.2 kg to his wife and packed the rest equally into bags. If each bag contained 0.8 kg of soy beans, how many bags could he pack?

<p>Answer Sentence:</p>	<p>Bar Model:</p>
<p>Part (how much did he give to his wife? How much can each bag hold?):</p> <p>Group (this is what you are trying to solve):</p> <p>Whole (how much kg of soy beans does Eric have):</p>	<p>Equation:</p>

5. Muthu reads 30 pages of a book in a day. After 6 days, $2/5$ of the book is still unread. How many pages are there in this book?


<p>Answer Sentence:</p>	<p>Bar Model:</p>
<p>Part (each $1/5$ is how many pages):</p> <p>Group (look at the fraction that is given, it</p>	<p>Equation:</p>

will tell you how many groups): Whole (this you are trying to find):	
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6. Challenge (optional): After $\frac{1}{6}$ of a barrel of rice was eaten, 10 kg of the rice was left. How many kg of rice would be left after $\frac{1}{4}$ of it had been eaten?

Answer Sentence:	Bar Model:
Part: Group: Whole:	Equation:

Name _____



Twelves

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

Spalding

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: **Europe, Indian Ocean, Lincoln, North America, Pacific Ocean, perpendicular, persevere, vertical, accurate, accuracy, equate, equation, Israel, Mediterranean, orchestra**

Literature and Writing

Read pages 237-243 in Chapter Eighteen of *Where the Red Fern Grows* (about 20 minutes):

As you read...

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

After reading...

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

1) How did the men in the camp know Billy and the group experienced trouble? What was their response and what virtue did they show?

2) What was so incredible about Billy's dogs behavior? What lesson does Mr. Kyle say dogs can teach people?

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

<https://www.youtube.com/watch?v=NA4GrbW4zoI&list=PLI9tN5ZzGGQGAXopWUm2xhsjwpUblgUjo&index=12> and follow along with the text in your book stopping at "I was happy again and felt good all over."

XVIII
JUST BEFORE DAWN, THE STORM BLEW ITSELF OUT WITH ONE last angry roar. It started snowing. A frozen silence settled over the canebrake. Back in the thick timber of the river bottoms, the sharp snapping of frozen limbs could be heard. The tall stalks of wild cane looked exhausted from the hellish night. They were drooping and bending from the weight of the frozen sleet. I climbed out of the deep gully and listened for my dogs. I couldn't hear them. Just as I started back down the bank, I heard something. I listened. Again I heard the sound.

Papa was watching me. "Can you hear the dogs?" he asked.
"No, not the dogs," I said, "but I can hear something else."
"What does it sound like?" he asked.
"Like someone whooping," I said.
Papa and the judge hurried up the bank. We heard the sound again. It was coming from a different direction.
"The first time I heard it," I said, "it was over that way."
"It's the men from camp," the judge said. "They're searching for us."
We started whooping. The searchers answered. Their voices came from all directions. The first one to reach us was Mr. Kyle. He looked haggard and tired. He asked if everything was all right.
"Yes, we're all right," Papa said, "but the old man has a bad ankle. It looks like we'll have to carry him out."
"Your team broke loose and came back to camp about midnight," Mr. Kyle said.
"This really spooked us. We were sure something bad had happened. Twenty-five of us have been searching since then."
Several men climbed down the bank and went over to Grandpa. They looked at his ankle. One said, "I don't think it's broken, but it sure is a bad sprain."
"You're in luck," another one said. "We have one of the best doctors in the state of Texas in our camp, Dr. Charley Lathman. He'll have you fixed up in no time."
"Yes," another said, "and if I know Charley, he's probably got a small hospital with him."
Back in the crowd, I heard another man say, "You mean that Lathman fellow, who owns those black and tan hounds, is a doctor?"
"Sure is," another said. "One of the best."
Mr. Kyle asked where my dogs were. I told him that they were treed somewhere.
"What do you mean, treed somewhere?" he asked.
Papa explained what had happened.
With a wide-eyed look on his face, he said, "Do you mean to tell me those hounds stayed with the tree in that blizzard?"
I nodded.
Looking at me, he said, "Son, I hope they have that coon treed, because you need that one to win the cup. Those two walker hounds caught three before the storm came up. When it got bad, all the hunters came in."
The judge spoke up. "I'll always believe that those hounds knew that boy needed another coon to win," he said. "If you fellows had seen some of the things those dogs have done, you'd believe it, too."
One hunter walked over to the broken snag. "Three out of one tree," he said. "No wonder, look here! That old snag was half-full of leaves and grass. Why, it was a regular old den tree."
Several of the men walked over. I heard one say, "I've seen this happen before."
Remember that big hunt in the Red River bottoms, when the two little beagle hounds treed four coons in an old hollow snag? They won the championship, too."
"I wasn't there but I remember reading about it," one said.
"Say, I don't see Benson," Mr. Kyle said.
The men started looking at each other.

"He was searching farther downriver than the rest of us," one fellow said. "Maybe he didn't hear us shouting."
Some of the men climbed out of the gully. They started whooping. From a distance we heard an answering shout.
"He hears us," someone said. "He's coming."
Everyone looked relieved.
Mr. Benson struck the washout a little way above us. He was breathing hard, as if he'd been running. He started talking as soon as he was within hearing distance.
"It scared me when I first saw them," he said. "I didn't know what they were. They looked like white ghosts. I'd never seen anything like it."
A hunter grabbed Mr. Benson by the shoulder, shaking him. "Get ahold of yourself, man," he said. "What are you talking about?"
Mr. Benson took a deep breath to control himself, and started again in a much calmer voice. "Those two hounds," he said. "I found them. They're frozen solid. They're nothing but white ice from the tips of their noses to the ends of their tails."
Hearing Mr. Benson's words, I screamed and ran to my father. Everything started whirling around and around. I felt light as a feather. My knees buckled. I knew no more.
Regaining consciousness, I opened my eyes and could dimly see the blurry images of the men around me. A hand was shaking me. I could hear my father's voice but I couldn't understand his words. Little by little the blackness faded away. My throat was dry and I was terribly thirsty. I asked for some water.
Mr. Benson came over. He said, "Son, I'm sorry, truly sorry. I didn't mean it that way. Your dogs are alive. I guess I was excited. I'm very sorry."
I heard a deep voice say, "That's a hell of a thing to do. Come running in here saying the dogs are frozen solid."
Mr. Benson said, "I didn't mean it to sound that way. I said I'm sorry. What more do you want me to do?"
The deep voice growled again. "I still think it was a hell of a thing for a man to do."
Mr. Kyle took over. "Now let's not have any more of this," he said. "We have work to do. We've been standing here acting like a bunch of schoolkids. All this time that old man has been lying there suffering. A couple of you men cut two poles and make a stretcher to carry him."
While the men were getting the poles, Papa heated the coonskins again and rewrapped Grandpa's foot.
With belts and long leather laces from their boots, the hunters made a stretcher.
Very gently they put Grandpa on it.
Again Mr. Kyle took command. "Part of us will start for camp with him," he said.
"The others will go after the dogs."
"Here, take this gun," Papa said. "I'll go with him."
Looking at me, Mr. Kyle said, "Come on, son. I want to see your hounds."
Mr. Benson led the way. "As soon as we get out of this cane," he said, "we may be able to hear them. They have the coon treed in a big black gum tree. You're going to see a sight. Now I mean a sight. They've walked a ring around that tree clear down through the ice and snow. You can see the bare ground."
"Wonder why they did that?" someone asked.
"I don't know," Mr. Benson replied, "unless they ran in that circle to keep from freezing to death, or to keep the coon in the tree."
I figured I knew why my dogs were covered with ice. The coon had probably crossed the river, maybe several times. Old Dan and Little Ann would have followed him.
They had come out of the river with their coats dripping wet, and the freezing blast of the blizzard had done the rest.
Nearing the tree, we stopped and stared.

"Did you ever see anything like that?" Mr. Benson asked. "When I first saw them, I thought they were white wolves."

My dogs hadn't seen us when we came up. They were trotting round and round. Just as Mr. Benson had said, we could see the path they had worn down through the ice and snow till the bare black earth was visible. Like ghostly white shadows, around and around they trotted.

In a low voice, someone said, "They know that if they stop they'll freeze to death."

"It's unbelievable," said Mr. Kyle. "Come on. We must do something quick." With a choking sob, I ran for my dogs.

On hearing our approach, they sat down and started bawling treed. I noticed their voices didn't have that solid ring. Their ice-covered tails made a rattling sound as they switched this way and that on the icy ground.

A large fire was built. Standing my dogs close to the warm heat, the gentle hands of the hunters went to work. With handkerchiefs and scarves heated steaming hot, little by little the ice was thawed from their bodies, "If they had ever lain down," someone said, "they would've frozen to death."

"They knew it," another said. "That's why they kept running in that circle."

"What I can't understand is why they stayed with the tree," Mr. Benson said. "I've seen hounds stay with a tree for a while, but not in a northern blizzard."

"Men," said Mr. Kyle, "people have been trying to understand dogs ever since the beginning of time. One never knows what they'll do. You can read every day where a dog saved the life of a drowning child, or lay down his life for his master. Some people call this loyalty. I don't. I may be wrong, but I call it love-the deepest kind of love."

After these words were spoken, a thoughtful silence settled over the men. The mood was broken by the deep growling voice I had heard back in the washout.

"It's a shame that people all over the world can't have that kind of love in their hearts," he said. "There would be no wars, slaughter, or murder; no greed or selfishness. It would be the kind of world that God wants us to have-a wonderful world."

After all the ice was thawed from my dogs and their coats were dried out, I could see they were all right. I was happy again and felt good all over.

Grammar

Indirect object diagram practice

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

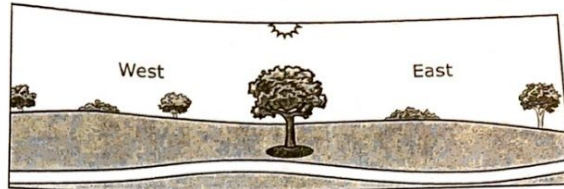
1. Jerry gave his little brother chocolate cookies.	
2. A friend had gifted Perry the best game.	
3. Sam quietly read her dog short stories.	
4. Should Hank pass his teammate the ball?	
5. Lacey offered Allie hot fries.	
6. Jackson and Ryan will be selling people pizza.	

Poetry

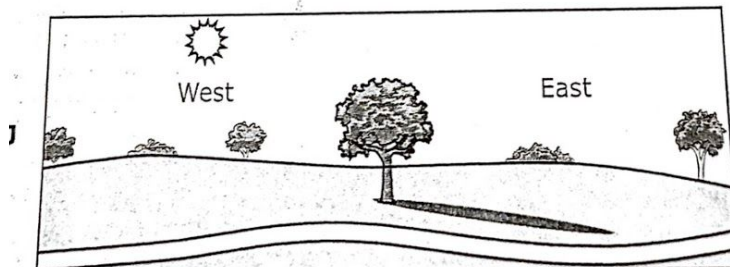
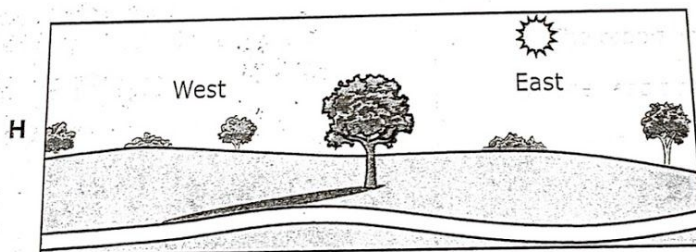
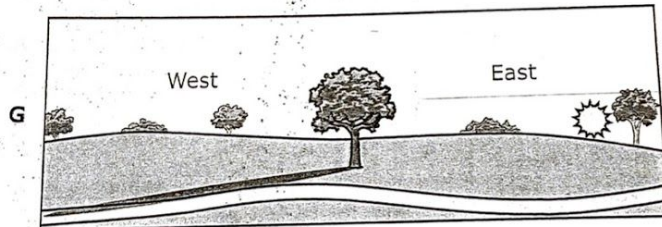
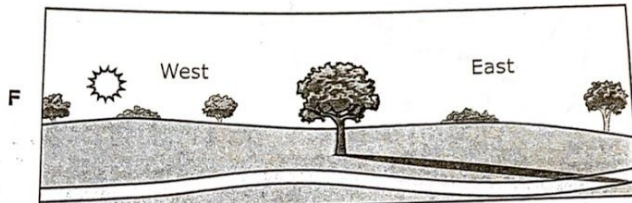
Spend some time today practicing "Casey at the Bat," so that you are prepared to recite the poem to an adult tomorrow. You may use the copy of the poem from Day One to help you if needed. You can practice the poem while doing other tasks as well. Be sure to practice using feeling and expression!

Science

- 20 The diagram shows the shadow of a tree in a field at noon on a summer day.



The sun rises at 7:00 A.M. on this day. Which diagram best shows the shadow of the tree at 10:00 A.M. on the same day?



- 22 A student filled each of four beakers with 100 mL of water at 25 °C. The student added an equal amount of a different substance to each of the beakers of water.

Student Investigation

Substance	Appearance	Observations When Stirring	Observations After Stirring Stopped
Iron filings	Silvery gray	Particles swirling around	Particles settled to bottom of beaker
Papain	White powder	Cloudy changing to clear	Clear; no visible particles
Talcum powder	White powder	Floating on surface in clumps	Collected on beaker walls above liquid
Vegetable oil	Yellow liquid	Oil in clumps moving around	Formed a layer on top of water

Based on the student's observations in the table, how many of the substances did NOT dissolve in the water?

- F 1 substance
- G 2 substances
- H 3 substances
- J 4 substances
- 14 The moon, the sun, and Earth have different physical characteristics. Which of these best describes a physical characteristic of the sun?
- F It is solid and has many layers.
- G It rotates on its axis every 24 hours.
- H It is mostly made of hydrogen and helium.
- J It is smaller and has less gravity than Earth or the moon.

29 Which table correctly classifies statements about weather and climate?

A

Weather	Climate
Hail can form in thunderstorms that have strong winds.	The high temperature for Tuesday was 28 °C.

B

Weather	Climate
There will be thunderstorms tomorrow in the afternoon.	The month of February has had the coldest temperatures on record for thirty years.

C

Weather	Climate
August has the hottest temperatures each year.	A cold front is expected next week.

D

Weather	Climate
The high temperature for March is usually around 20 °C.	There are clear skies with no chance of rain for the next four days.

33 Eight activities that use energy are listed in the box.

1. A bus driver starts a bus.
2. A soccer player kicks a ball.
3. A teacher writes notes on a chalkboard.
4. A chef stirs soup on a stove.
5. A bird flaps its wings and chirps to attract a mate.
6. A basketball referee blows a whistle.
7. A waiter pours water into a glass.
8. A person changes the channel on a TV.

Each of these activities requires the use of which kind of energy?

- A Thermal
- B Mechanical
- C Electrical
- D Sound

36 A group of students makes observations about fish in a small aquarium.

Observations of Fish in an Aquarium

1. Most are about 10 cm long.
2. One of the fish looks sick.
3. Eight of the fish have black stripes.
4. Some fish can squeeze through small openings between rocks.
5. The fish swim to the surface when food is held over the water.
6. Some fish have wide tail fins.

Which observations are about inherited traits?

- F Observations 1, 3, and 6
- G Observations 1, 2, and 4
- H Observations 2, 3, and 5
- J Observations 2, 5, and 6

Art

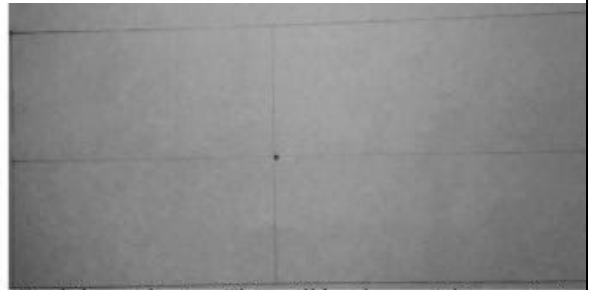
Masaccio's *The Tribute Money*

Materials: Pencil, separate piece of paper, and a ruler

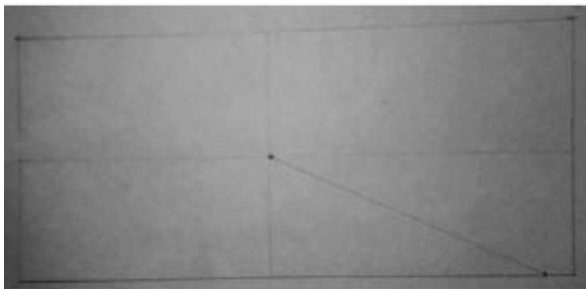
Directions: Follow the step-by-step directions on how to sketch the architecture and background of *The Tribute Money*. Sketch on a separate piece of paper and keep it in a safe spot for next class.



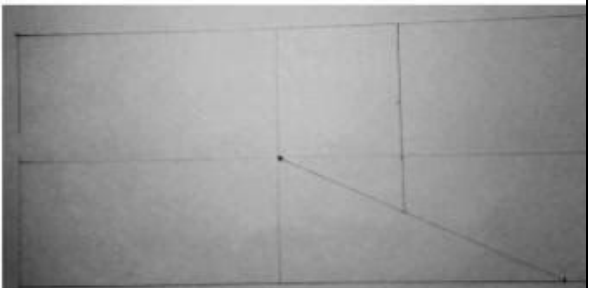
Using a ruler or a straight edge, draw a horizon line.



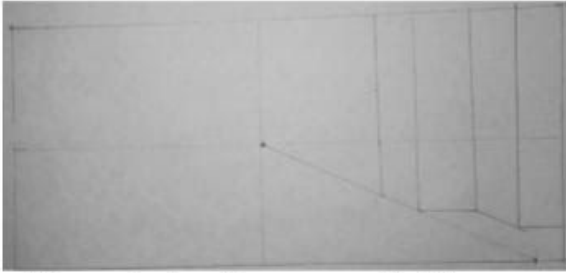
Find the midpoint. This will be the vanishing point. Draw a vertical line through the midpoint using a ruler.



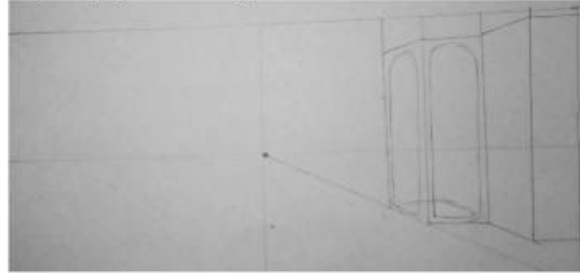
Using a ruler draw a diagonal line from the midpoint to a little bit before the lower right corner.



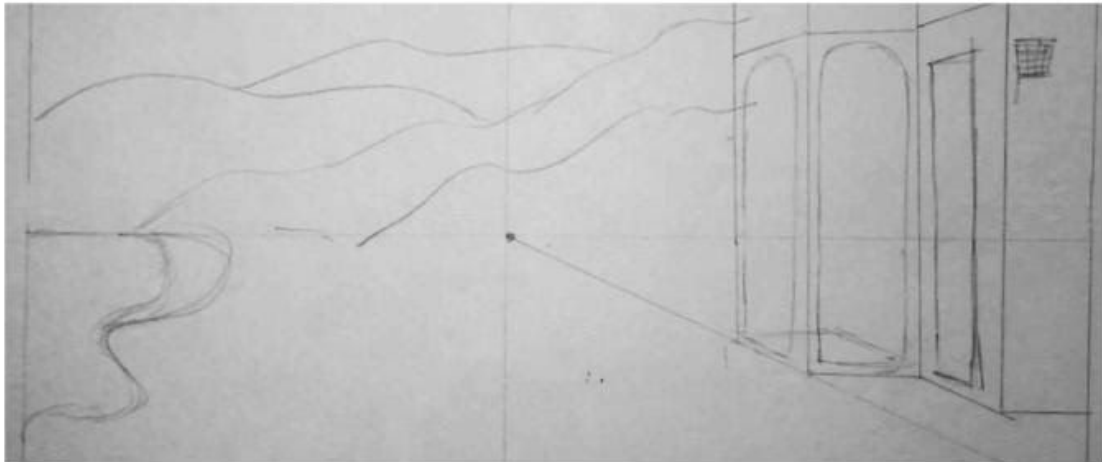
Using a ruler draw a vertical line from the top of your page to the diagonal line.



Using a ruler draw three more vertical line from the top of your page to the diagonal line. These should all be about an inch from the last line.



Draw the arches and details of the building.



Draw the sea as a curved line, starting at the horizon line. Add mountains in the background.

Latin

Profile of a Friend: Mad-Lib (8-10 min.)

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

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

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

Word Bank

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

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

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

Day 5 Instructions and Resources

Friday, 5/22

Math

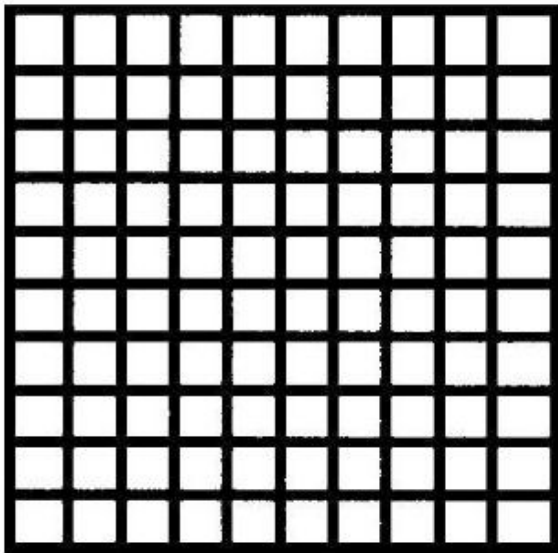
Review (5 Minutes): Using the flashcards you created, shuffle them into one large deck and select twenty from the shuffled deck. Test yourself on those twenty before taking the Math Fact Practice.

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.

Fractions, Decimals, and Percentages:

<https://cloud.swivl.com/v/c287d9e03d45784899cb25697bbd3eb1>

Notes: We have been practicing converting fractions, decimals, and percentages. Today we will practice converting all three. On the grid below shade 35 out of 100 squares.



What fraction is that? _____ simplified _____

What decimal is that? _____

What percentage is that? _____

Practice: Change these decimals into fractions (simplified) and percentages. Consider how many decimal spaces you have to determine the fraction.

0.08 Fraction: _____ Percent: _____	0.43 Fraction: _____ Percent: _____
0.7 Fraction: _____ Percent: _____	0.2 Fraction: _____ Percent: _____
0.61 Fraction: _____ Percent: _____	0.01 Fraction: _____ Percent: _____

Change these percentages into fractions (simplified) and decimals. Consider making these percentages out of 100%. Think about what that would look like as a fraction and then a decimal.

12% Fraction: _____ Decimal: _____	41% Fraction: _____ Decimal: _____
2% Fraction: _____ Decimal: _____	58% Fraction: _____ Decimal: _____
27% Fraction: _____ Decimal: _____	60% Fraction: _____ Decimal: _____

Change these fractions into decimals and percentages. Consider dividing the numerator by the denominator to find the decimal. Then you may multiply by 100 to find the percent.

30/50 Decimal: _____ Percent: _____	40/500 Decimal: _____ Percent: _____
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Spalding

Review (5 min): Take a few minutes to review the 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 this test with your packet.

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

1. Europe - Europe is a relatively small continent, but a very powerful influence in the world.
2. Indian Ocean - The Indian Ocean is bounded by Asia to the north, Africa to the west, and Australia to the east.
3. Lincoln - Abraham Lincoln was a great president who led the country during the Civil War.
4. North America - There are many different climate zones in North America.
5. Pacific Ocean - The Pacific Ocean is the world's largest ocean.
6. Perpendicular- The two main roads in the city run perpendicular to each other.
7. Persevere- If you persevere, you will succeed.
8. Vertical- The vertical drop off the cliff is very steep.
9. Accurate- It is very important to ensure that your answers and measurements are accurate.
10. Accuracy- Swiss watches are known for their accuracy.
11. Equate - Do your expenses equate with your income?
12. Equation - In Algebra we use a variable for the unknown quantity in an equation.
13. Israel - Israel is the birthplace of several important religions.
14. Mediterranean - Italy is a peninsula that extends into the Mediterranean Sea.
15. Orchestra - The orchestra played a beautiful symphony by Mozart.

Literature and Writing

Read pages 243-251 in Chapter Eighteen 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) Do you believe Billy has figured out his parents' conversation? Why do you think Mama wept and thanked God for answering her prayers when she got the prize money?

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

<https://youtu.be/NA4GrbW4z0I?list=PLI9tN5ZzGGQGAXopWUm2xhsjwpUbIgUjo&t=595> and

follow along with the text in your book beginning at "I was happy again and felt good all over."

One of the hunters said, "Do you think those hounds are thawed out enough to fight a coon?"

"Sure, just run him out of that tree," I said.

At the crack of the gun, the coon ran far out on a big limb and stopped. Again the hunter sprinkled him with bird shot. This time he jumped. Hitting the ground, he crouched down.

Old Dan made a lunge. Just as he reached him, the coon sprang straight up and came down on his head. Holding on with his claws, the coon sank his teeth in a long tender ear. Old Dan was furious. He started turning in a circle, bawling with pain.

Little Ann was trying hard to get hold of the coon but she couldn't. Because of his fast circling, Old Dan's feet flew out from under him and he fell. This gave Little Ann a chance. Darting in, her jaws closed on the back of the coon's neck. I knew the fight was over.

Arriving back at camp, I saw that all the tents had been taken down but ours.

A hunter said, "Everyone was in a hurry to get out before another blizzard Sets in."

Papa told me to take my dogs into the tent as Grandpa wanted to see them.

I saw tears in my grandfather's eyes as he talked to them. His ankle was wrapped in bandages. His foot and toes were swollen to twice their normal size. They had turned a greenish-yellow color. Placing my hand on his foot, I could feel the feverish heat.

Dr. Lathman came over. "Are you ready to go now?" he asked.

Snorting and growling, Grandpa said, "I told you I wasn't going anywhere till I see the gold cup handed to this boy."

Turning to face the crowd, Dr. Lathman said, "Men, let's get this over. I want to get this man to town. That's one of the meanest sprains I've ever seen and it should be in a cast, but I don't have any plaster of Paris with me."

The hunter who had come by our tent collecting the jackpot money came up to me. Handing me the box, he said, "Here you are, son. There's over three hundred dollars in this box. It's all yours."

Turning to the crowd, he said, "Fellows, I can always say this. On this hunt I've seen two of the finest little coon hounds I ever hope to see."

There was a roar of approval from the crowd.

Looking down, I saw the box was almost full of money. I was shaking all over. I tried to say "Thanks," but it was only a whisper. Turning, I handed the box to my father. As his rough old hands closed around it, I saw a strange look come over his face. He turned and looked at my dogs.

Some of the men started shouting, "Here it is!"

The crowd parted and the judge walked through. I saw the gleaming metal of the gold cup in his hand. After a short speech, he handed it to me, saying, "Son, this makes me very proud. It's a great honor to present you with this championship cup."

The crowd exploded. The hunters' shouts were deafening.

I don't know from where the two silly old tears came. They just squeezed their way out. I felt them as they rolled down my cheeks. One dropped on the smooth surface of the cup and splattered. I wiped it away with my sleeve.

Turning to my dogs, I knelt down and showed the cup to them. Little Ann licked it. Old Dan sniffed one time, and then turned his head away.

The judge said, "Son, there's a place on the cup to engrave the names of your dogs.

I can take it into Oklahoma City and have it done, or you can have it done yourself. The engraving charge has already been paid by the association."

Looking at the cup, it seemed that far down in the gleaming shadows I could see two wide blue eyes glued to a windowpane. I knew that my little sister was watching the road and waiting for our return. Looking back at the judge, I said, "If you don't mind, I'll take it with me. My grandfather can send it in for me."

Laughing, he said, "That's all right." Handing me a slip of paper, he said, "This is the address where you should send it."

Grandpa said, "Now that that's settled, I'm ready to go to town." Turning to Papa, he said, "You'll have to bring the buggy, and I wish you'd look after my stock. I know Grandma will want to go in with us and there'll be no one there to feed them. Tell Bill Lowery to come up and take care of the store. You'll find the keys in the usual place."

"We'll take care of everything," Papa said. "Don't worry about a thing. I don't intend to stop until we get back, because it looks like we're in for some more bad weather."

I went over and kissed Grandpa good-bye. He pinched my cheek, and whispered, "We'll teach these city slickers that they can't come up here and beat our dogs."

I smiled.

Grandpa was carried out and made comfortable in the back seat of Dr. Lathman's car. I stood and watched as it wheezed and bounced its way out of sight.

"While I'm harnessing the team," Papa said, "you take the tent down and pack our gear."

On the back seat of the buggy, I made a bed out of our bed-clothes. Down on the floor boards, I fixed a nice place for my dogs.

All through the night, the creaking wheels of our buggy moved on. Several times I woke up. My father had wrapped a tarp around himself. Reaching down, I could feel my dogs. They were warm and comfortable.

Early the next morning, we stopped for breakfast. While Papa tended to the team, I turned my dogs loose and let them stretch.

"We made good time last night," Papa said. "If everything goes right, we'll be home long before dark."

Reaching Grandpa's store in the middle of the afternoon, Papa said, "I'll put the team in the barn and feed the stock while you unload the buggy."

Coming back from the barn, he said, "In the morning, I'll go over and tell Bill Lowery to come up and open the store."

Looking around, he said, "It snowed more here than it did where we were hunting."

Feeling big and important, I said, "I don't like the looks of this weather. We'd better be scooting for home."

Papa laughed. "Sure you're not in a hurry to get home to show off the gold cup?" he asked.

A smile was my only answer.

Two hundred yards this side of our home, the road made a turn around a low foothill shutting our house off from view.

Papa said, "You're going to see a scramble as soon as we round that bend."

It was more of a stampede than a scramble. The little one came out first, and all but tore the screen door from its hinges. The older girls passed her just beyond the gate. In her hurry, she slipped and fell face down in the snow. She started crying.

The older girls ran up asking for the cup.

Holding it high over my head, I said, "Now wait a minute. I've got another one for you two." I held the small silver cup out to them.

While they were fighting over it, I ran to the little one. Picking her up, I brushed the snow from her long, braided hair and her tear-stained face. I told her there was no use to cry. I had brought the gold cup to her, and no one else was going to get it.

Reaching for the cup, she wrapped her small arms around it. Squeezing it up tight, she ran for the house to show it to Mama.

Mama came out on the porch. She was just as excited as the girls were. She held out her arms. I ran to her. She hugged me and kissed me.

"It's good to have you home again," she said.

"Look what I have, Mama," the little one cried, "and it's ail mine."

She held the golden cup out in her two small hands.

As Mama took the beautiful cup, she looked at me. She started to say something but was interrupted by the cries from the other girls.

"We have one, too, Mama," they cried, "and it's just as pretty as that one."

"It's not either," the little one piped in a defiant voice. "It's not even as big as mine."

"Two cups!" Mama exclaimed. "Did you win two?"

"Yes, Mama," I said. "Little Ann won that one all by herself."

The awed expression on my mother's face was wonderful to see. Holding a cup in each hand, she held them out in front of her.

"Two," she said. "A gold one and a silver one. Who would have thought anything so wonderful could have happened to us. I'm so proud; so very proud."

Handing the cups back to the girls, she walked over to Papa. After kissing him, she said, "I just can't believe everything that has happened. I'm so glad you went along. Did you enjoy yourself?"

With a smile on his face, Papa almost shouted, "Enjoy myself? Why, I never had such a time in my 1 'C' ire.

His voice trailed off to a low calm, "That is, except for one thing. Grandpa had a bad accident."

"Yes, I know," Mama said. "One of Tom Logan's boys was at the store when they arrived. He came by and told us all about it. The doctor said it wasn't as bad as it looked, and he was pretty sure Grandpa would be home in a few days."

I was happy to hear this news, and could tell by the pleased look on my father's face, he was glad to hear it, too.

On entering the house, Papa said, "Oh, I almost forgot." He handed the box of money to Mama.

"What's this?" she asked.

"Oh, it's just a little gift from Old Dan and Little Ann," Papa said.

Mama opened the box. I saw the color drain from her face. Her hands started trembling. Turning her back to us, she walked over and set it on the mantel. A peaceful silence settled over the room. I could hear the clock ticking away. The fire in the fireplace crackled and popped.

Turning from the mantel, Mama looked straight at us. Her lips were tightly pressed together to keep them from quivering. Walking slowly to Papa, she buried her face in his chest. I heard her say, "Thank God, my prayers have been answered."

There was a celebration in our home that night. To me it was like a second Christmas.

Mama opened a jar of huckleberries and made a large cobbler. Papa went to the smokehouse and came back with a hickory-cured ham. We sat down to a feast of the ham, huge plates of fried potatoes, ham gravy, hot corn bread, fresh butter, and wild bee honey.

During the course of the meal, the entire story of the championship hunt was told, some by Papa but mostly by me.

Just when everything was so perfect and peaceful, an argument sprang up between the two oldest girls. It seemed that each wanted to claim the silver cup. Just when they were on the verge of sawing it in two, so each would have her allotted share, Papa settled the squabble by giving the oldest one a silver dollar. Once again peace and harmony was restored.

That night as I was preparing for bed, a light flashed by my window. Puzzled, I tiptoed over and peeked through the pane. It was Mama. Carrying my lantern and two large plates heaped high with food, she was heading for the doghouse. Setting the light down on the ground in front of it, she called to my dogs. While they were eating, Mama did something I couldn't understand. She knelt down on her knees in prayer.

After they had eaten their food, Mama started petting them. I could hear her voice but couldn't make out her words. Whatever she was saying must have pleased them. Little Ann wiggled and twisted. Even Old Dan wagged his long red tail, which was very unusual.

Papa came out. I saw him put his arm around Mama. Side by side they stood for several minutes looking at my dogs. When they turned to enter the house, I saw Mama dab at her eyes with her apron.

Lying in bed, staring into the darkness, I tried hard to figure out the strange actions of my parents. Why had Mama knelt in prayer in front of my dogs? Why had she wept?

I was running all the why's around in my mind when I heard them talking.

"I know," Papa said, "but I think there's a way. I'm going to have a talk with Grandpa. I don't think that old foot of his is ever going to be the same again. He's going to need some help around the store."

I knew they were talking about me, but I couldn't understand what they meant. Then I thought, "Why, that's it. They want me to help Grandpa." That would be all right with me.

I could still hunt every night.

Feeling smart for figuring out their conversation, I turned over and fell asleep.


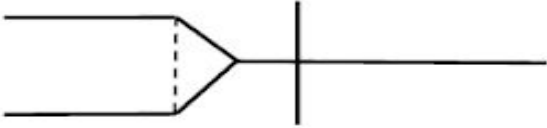
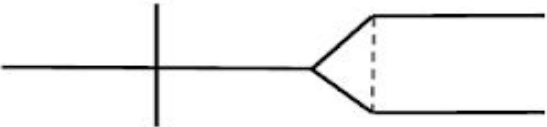

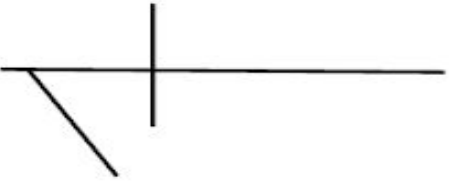
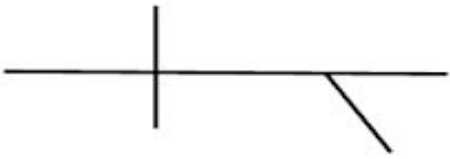


Grammar

Hopefully you saved the master diagram page from Week 6. If you did not, you may want to go to the Google Classroom, find it, and review it.

DIAGRAMMING REVIEW

Name: _____

Label the parts of speech that belong in each section of the diagrams below. You may abbreviate (S = subject).

DIAGRAMMING REVIEW

Name: _____

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

1. She had slammed the front door loudly.	
2. Will the author and illustrator create a new children's story?	
3. The sleepy child loudly cried and fussed.	
4. Can you and Mom tell me a long bedtime story?	
5. The red balloon soared quickly upward.	
6. Dad made little Joe two ham sandwiches.	

Poetry

Please recite "Casey at the Bat," by Ernest Lawrence Thayer, to an adult. Be sure to speak clearly, to use correct posture, and to recite with feeling. There will be a copy of the poem in the Answer Key for adults to use.

Adults, please fill out the following:

Was your student able to recite the poem to you?

Yes or No

Adult Signature: _____

Science

We have studied and learned about five different areas of science this year: Geology, Biology, Chemistry, Physics, and Astronomy. **Write a four sentence paragraph** about the one you enjoyed the most and explain at least one thing that you learned about it.

P.E.

5 minute warm-up:

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

10 minute game of "Paper-ball Tennis:"

You will need:

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

Set up your laundry basket on the floor and then take five steps away from it. If it is just you playing, then ask a parent or sibling to throw the paper ball towards you. Using your empty binder like a tennis racket, try and hit the ball into the laundry basket. See how many points you can get. If you would like to play with others, then make sure that everyone has a binder. Start by hitting the

paper ball back and forth with the laundry basket in between you. If the ball falls to the floor, then the player who let it fall has to pick it up and throw it to the other player. If the other player is able to hit the ball into the laundry basket, then they get a point. See how many points you can get. Make sure not to try and make the other person drop the paper ball. Use this as a fun opportunity to practice hand-eye coordination.

Music

- 1) Sing our class warm-ups: <https://cloud.swivl.com/v/b5f0398266bab69877aab14598d22691>
- 2) Today we are learning the Japanese rice-pounding song! Hooray! Grab a partner.
- 3) Note: although the music below is in the key of C, in the video I am singing in the key of G.
- 4) Get a partner to be Person A; you are Person B. Watch me be Person B in this video: <https://cloud.swivl.com/v/d18a62bc1aeaa90022a3112afe78a52c>

O mochio tsuki macho Rice Pounding Song

O mo - chi - o tsu - ki ma - cho, O mo - chi - o tsu - ki ma - cho,
pe - tan - ko pe - tan - ko pe - tan pe - tan pe - tan - ko
ko - no - te ko - no - te ko - no - te ko - no - te ko - no - te
toom toom toom toom toom toom toom toom toom toom toom toom

Partners facing each other. Partner **A** claps steady beat in “alligator” style throughout game. Partner **B** motions:
1st phrase: Alligator clap **2nd phrase:** *Pe*=tap own hand *Tan*=tap partner’s hand *Ko*=tap own hand **3rd phrase:** *Konote*=tap own hand then make clockwise circle with their right hand between “A’s” hands on each “konote.” (clap pattern is I Z I Z I I I I) **4th phrase:** *Boom*=Clap rhythm of the “Boom” to follow melodic contour of song- Below A’s arm (low) between A’s arms (middle) Above A’s arms (high).