



GREAT HEARTS WESTERN HILLS

A Great Hearts Academy

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Letter to Our Students

To our dearest 4th grade students,

We hope that you enjoyed our first week of learning at home! We dearly miss being in the classroom. As ever, stay safe and well during this difficult time. Your wellbeing is just as important to us as your learning! Remember to show the virtues of perseverance, patience, and citizenship as you spend this time at home.

Each day you will get an overview of objectives. This is like a roadmap of your learning tasks for the day--your "To-Do" list. You can put a checkmark by each task as you go. At the end of each day there will be a Rubric for you to fill out. Make sure you go through it thoughtfully. If you have any questions or do not understand something, **please** tell your parents or guardian. They can send us an email, and we will provide more directions. You can do it! We cannot wait to see you all again. Take care!

With love,
Your 4th Grade Teachers

General Packet Instructions for Parents

In this packet, you will find all of the activities and readings necessary for your student to access and complete this week's lessons. This packet is specifically arranged by days of the week, so that both parent and student can easily pace out the work needed to be done. It is up to the parent to decide the daily schedule and chunk how much for the work to do in one sitting. As much as possible, the teachers have designed the activities to be done independently. Each activity will be coded as either **I=independent activity** or **PA=parent assistance needed**. Additionally, each activity will have a suggested amount of time it should take to complete.

The only item that the students will be **submitting** is the **Friday Assessment Portion**. This is attached separately and will be graded. You will be asked to administer these assessments to your child, including giving them their "spelling test." We will give you clear instructions for anything you need to do! We have three "sub-packets" one, for parents, one for students, and one for Friday Assessments. Any time you see the Spartans emblem above, it begins a new "segment"! Feel free to separate these three sub-sections. The parent packet is for you only, containing answer keys and resources to help at-home learning run smoothly and successfully.

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Parent Packet

MONDAY OVERVIEW

<p><u>Spalding (15 min) - PA</u></p> <p><u>Literature (25 min) - I</u></p> <p><u>Poetry (10 min.) - I</u></p> <p><u>Grammar (5 min) - PA</u></p> <p><u>Math (30 min.) I / PA</u></p> <p><u>History (20 min.) I</u></p> <p><u>Latin (15 minutes) I</u></p>	<p><input type="checkbox"/> Complete dictation.</p> <p><input type="checkbox"/> Read and annotate chapter 21 of <i>The Princess and the Goblin</i>, then answer the question.</p> <p><input type="checkbox"/> Read stanza 6 of "Paul Revere's Ride" aloud and copy it down.</p> <p><input type="checkbox"/> Classify the sentences.</p> <p><input type="checkbox"/> Carefully read the lesson.</p> <p><input type="checkbox"/> Complete the workbook problems.</p> <p><input type="checkbox"/> Timed Math Sprint</p> <p><input type="checkbox"/> Read and highlight the selection, then answer the questions.</p> <p><input type="checkbox"/> Read the lesson and practice vocab.</p>
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Monday Instructions

ELA

Spalding (p. 1 in SP)

*Please refer to the Spalding Parent Resource Links below for added support and reference

- [Spalding Phonograms and Rules](#)
- [Spalding Phonograms Cards](#)
- [Spalding Phonogram App](#)
- [Spalding Markings](#)
- [Spalding Cursive](#)

Spalding Day One

Dictate ten words to your child. Please see the list below.

PARENT: Say the word.

Say the word in a sentence.

Says the word again.

CHILD: Repeats the word.

Determine the base word (and affix, if applicable).

Shows syllables with fists, sounds, and fingers.

Writes the word in syllables while saying it aloud.

Writes the markings and the rules that apply.

TOGETHER: Make the appropriate corrections before moving onto the next word. Remind student to use their phonogram and spelling rule knowledge and to use their best handwriting.

Word	Example Sentence	Notes
<i>respectfully</i> r.4.22b	They walked respectfully in the hallway.	
<i>respectful</i> r.4.22	Be respectful to your teachers.	After children say the syllables, say, "in the last syllable, write full with one l = rule 22"
<i>respect</i> r.4	Without respect, love cannot go far.	Base word. For spelling, say each sound in the second syllable.
<i>unfortunate</i> r.4.11	It was an unfortunate mistake, but it'll be okay.	BW: fortunate Pre: un Write fortune without silent final e because ending ate starts with a vowel
<i>majority</i> r.6	The majority of my time is spent at school.	Note pronunciation change.
<i>major</i> r.4	Get advice before making a major decision.	Base word.
<i>elaborate</i> r.4	He told the story in elaborate detail.	adjective
<i>elaborate</i> r.4	Please elaborate on your idea.	Verb: explain meaning
<i>citizen</i> r.2.24	Being a citizen of the U.S. is a privilege.	Write city but change Y to I because the base word ends with /y/.
<i>city</i> r.2.6	I like living in a big city.	Base word.

Literature (p. 2 in SP)

Instructions: Using either [the free online edition](#) of *The Princess and the Goblin* or a copy of the book, have your child read and annotate chapter 21 of *The Princess and the Goblin*, then answer the question. Scholars may choose to use [the free online audiobook](#) as they read. Those scholars who are using an online text may take notes as they follow along.

Literary Device Toolbox

Device	Example
Simile: a comparison between two unlike things using like or as	<i>Her eyes sparkled like diamonds.</i>
Metaphor: a comparison between two unlike things where the writer says that they really are the same.	<i>Her eyes were an ocean.</i>
Personification: when a nonliving thing is given human qualities	<i>Her heart leapt and danced.</i>
Alliteration: when a few words in a row start with the same consonant	<i>Five ferocious felines fought fiercely.</i>

Poetry (p. 2 in SP)

Instructions: Please ensure your child reads Stanza 6 aloud to him/herself or a family member twice.

Grammar (p. 3 in SP)

Instructions for parents: Classifying a sentence means identifying the parts of speech in the sentence by asking questions. These questions tell the student what specific part of speech it is. We follow a “Question and Answer Flow” that functions kind of like a script. Below you will find a recording of how to classify and labels for the sentence.

Keys for Labeling		
SN = Subject Noun SP = Subject Pronoun V = Verb V-t = Verb Transitive	Adj = Adjective Adv = Adverb P = Preposition OP = Object of the Preposition	C = Conjunction I = Interjection DO = Direct Object A = Article Adjective
Note: adding “C” before any of the labels means it’s compound . (i.e., CSN = compound subject noun)		

Part of Speech	Questions
Noun	Who or what?
Verb	What is being said about the subject?
Adjective	What kind, which one, how many?
Adverb	How, when, where?

If you click [this link](#), you will hear a recording of exactly what to say to classify sentence 1. Feel free to play it for your scholar as they classify!

- [Here](#) is a list of common prepositions that your scholar may use.
- The most common conjunctions are: *and, but, or*

Your scholar’s sentences should look like this:

CSN C CSN V-t Adj DO P COP C COP
SN V-t Ellen and Joe / consumed four boxes (of cookies and cupcakes.) **D**
DO P2
A Adj SN V-t A DO P PPA OP
SN V-t A warm breeze / blew the paper (from my hands.) **D**
DO P2
A SN V Adv P A OP
SN V The breeze / whispered silently (through the camp.) **D**
P1

MATH (SP p. 4 - 5)

Instructions: Please work through the “Lesson” portion in the student packet.

Part 1 focuses on the connection between dividing whole numbers and dividing decimals.

(e.g., $15 \div 3 = 5$, $1.5 \div 3 = 0.5$, $0.115 \div 3 = 0.05$).

- If your child is struggling with this connection, try having them draw number circles as seen in the first example. Try a few examples.
 - $2.4 \div 6$, $0.3 \div 5$, $0.4 \div 8$

Part 2 focuses on using the standard algorithm for long division. Remind your scholar of the 5 steps:

1. Divide
2. Multiply
3. Subtract
4. Bring down
5. Repeat

Independent Practice: Workbook (WB) p. 65 Exercise 15 #1a-d and p. 67 Ex. 16 #1 a-d)

As students complete the practice, monitor the following:

- When they complete standard division, are they putting the numbers in the proper position in their quotient?
- Is their decimal place in the correct position?
- Have they divided and subtracted correctly?
- Are their place values all aligned?

Answer Key:

1. a) 0.4 b.) 0.3 c.) 0.3 0.4 2. a) 0.24 b.) 0.21 c) 0.13 d) 0.19

Math Sprint: Please set a timer for 90 seconds as the students compete as many problems as they can. If you do not print this, he/she may complete it orally.

$\begin{array}{r} 12 \\ \times 9 \\ \hline 108 \end{array}$	$\begin{array}{r} 12 \\ \times 11 \\ \hline 132 \end{array}$	$\begin{array}{r} 12 \\ \times 12 \\ \hline 144 \end{array}$	$\begin{array}{r} 12 \\ \times 2 \\ \hline 24 \end{array}$	$\begin{array}{r} 10 \\ \times 12 \\ \hline 120 \end{array}$	$\begin{array}{r} 12 \\ \times 1 \\ \hline 12 \end{array}$	$\begin{array}{r} 12 \\ \times 5 \\ \hline 60 \end{array}$	$\begin{array}{r} 12 \\ \times 3 \\ \hline 36 \end{array}$	$\begin{array}{r} 8 \\ \times 12 \\ \hline 96 \end{array}$	$\begin{array}{r} 12 \\ \times 4 \\ \hline 48 \end{array}$
$\begin{array}{r} 12 \\ \times 10 \\ \hline 120 \end{array}$	$\begin{array}{r} 12 \\ \times 12 \\ \hline 144 \end{array}$	$\begin{array}{r} 8 \\ \times 12 \\ \hline 96 \end{array}$	$\begin{array}{r} 9 \\ \times 12 \\ \hline 108 \end{array}$	$\begin{array}{r} 12 \\ \times 3 \\ \hline 36 \end{array}$	$\begin{array}{r} 7 \\ \times 12 \\ \hline 84 \end{array}$	$\begin{array}{r} 12 \\ \times 1 \\ \hline 12 \end{array}$	$\begin{array}{r} 6 \\ \times 12 \\ \hline 72 \end{array}$	$\begin{array}{r} 5 \\ \times 12 \\ \hline 60 \end{array}$	$\begin{array}{r} 12 \\ \times 11 \\ \hline 132 \end{array}$
$\begin{array}{r} 12 \\ \times 8 \\ \hline 96 \end{array}$	$\begin{array}{r} 12 \\ \times 7 \\ \hline 84 \end{array}$	$\begin{array}{r} 6 \\ \times 12 \\ \hline 72 \end{array}$	$\begin{array}{r} 5 \\ \times 12 \\ \hline 60 \end{array}$	$\begin{array}{r} 12 \\ \times 12 \\ \hline 144 \end{array}$	$\begin{array}{r} 9 \\ \times 12 \\ \hline 108 \end{array}$	$\begin{array}{r} 12 \\ \times 3 \\ \hline 36 \end{array}$	$\begin{array}{r} 12 \\ \times 12 \\ \hline 120 \end{array}$	$\begin{array}{r} 12 \\ \times 1 \\ \hline 12 \end{array}$	$\begin{array}{r} 12 \\ \times 12 \\ \hline 132 \end{array}$
$\begin{array}{r} 2 \\ \times 12 \\ \hline 24 \end{array}$	$\begin{array}{r} 1 \\ \times 12 \\ \hline 12 \end{array}$	$\begin{array}{r} 4 \\ \times 12 \\ \hline 48 \end{array}$	$\begin{array}{r} 8 \\ \times 12 \\ \hline 96 \end{array}$	$\begin{array}{r} 9 \\ \times 12 \\ \hline 108 \end{array}$	$\begin{array}{r} 12 \\ \times 6 \\ \hline 72 \end{array}$	$\begin{array}{r} 5 \\ \times 12 \\ \hline 60 \end{array}$	$\begin{array}{r} 12 \\ \times 3 \\ \hline 36 \end{array}$	$\begin{array}{r} 12 \\ \times 7 \\ \hline 84 \end{array}$	$\begin{array}{r} 12 \\ \times 10 \\ \hline 120 \end{array}$
$\begin{array}{r} 12 \\ \times 1 \\ \hline 12 \end{array}$	$\begin{array}{r} 12 \\ \times 6 \\ \hline 72 \end{array}$	$\begin{array}{r} 12 \\ \times 7 \\ \hline 84 \end{array}$	$\begin{array}{r} 5 \\ \times 12 \\ \hline 60 \end{array}$	$\begin{array}{r} 12 \\ \times 4 \\ \hline 48 \end{array}$	$\begin{array}{r} 8 \\ \times 12 \\ \hline 96 \end{array}$	$\begin{array}{r} 12 \\ \times 10 \\ \hline 120 \end{array}$	$\begin{array}{r} 12 \\ \times 9 \\ \hline 108 \end{array}$	$\begin{array}{r} 2 \\ \times 12 \\ \hline 24 \end{array}$	$\begin{array}{r} 12 \\ \times 3 \\ \hline 36 \end{array}$

HISTORY (SP p. 6-8)

Instructions: Students will read about the regions of Texas. As they read, they will **Highlight** or underline key features of each region. Upon conclusion, they will answer three questions and complete the Venn Diagram comparing the Coastal Plains and Central Plains regions. Please remind your child to answer using complete sentences.

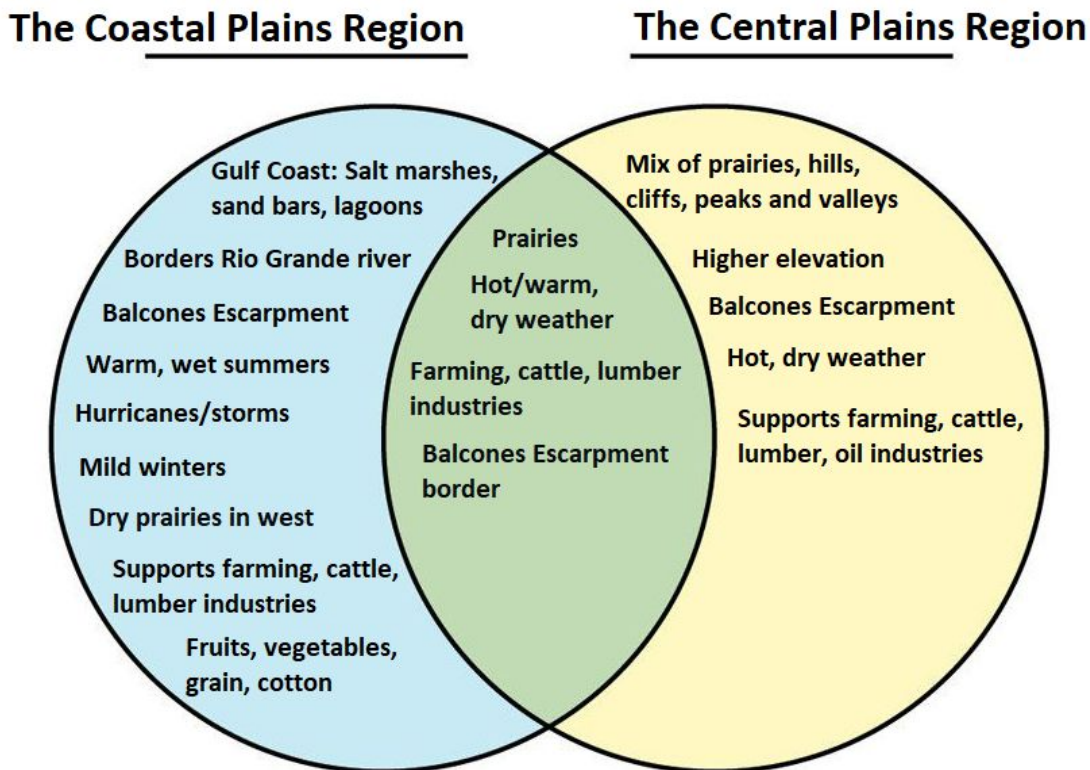
Answer Key:

1. Which region borders the Gulf of Mexico?
The Coastal Plains region borders the Gulf of Mexico.

2. Which region is home to Austin, the state capital of Texas?
Austin, the state capital of Texas, is located in the Central Plains region.

3. What is the most valuable crop in the state of Texas?
The most valuable crop in the state of Texas is cotton.

A completed Venn Diagram may look like this:



SPECIALS (SP p. 9-11) Scholars can use the pictures and vocab guide to answer the questions.

TUESDAY OVERVIEW	
<u>Spalding (15 min) - PA</u>	<input type="checkbox"/> Complete dictation with a parent.
<u>Literature (25 min) - I</u>	<input type="checkbox"/> Read and annotate chapter 22 of <i>The Princess and the Goblin</i> , then answer the question.
<u>Poetry (10 min.) - I</u>	<input type="checkbox"/> Practice Stanza 6 of " Paul Revere's Ride ," then answer the questions.
<u>Grammar (5 min.) - PA</u>	<input type="checkbox"/> Classify the sentences.
<u>Math (30 min.) I / PA</u>	<input type="checkbox"/> Carefully read the lesson. <input type="checkbox"/> Complete the workbook problems. <input type="checkbox"/> Timed Math Sprint
<u>Science (20 min.) I</u>	<input type="checkbox"/> Read and highlight the selection, then answer the questions.
<u>Music (15 minutes) I</u>	<input type="checkbox"/> Complete worksheet.

Tuesday Instructions

ELA

Spalding (SP p.12)

Spalding Day Two

Dictate ten words to your child. Please see the list below.

PARENT: Say the word.

Say the word in a sentence.

Says the word again.

CHILD: Repeats the word.

Determine the base word (and affix, if applicable).

Shows syllables with fists, sounds, and fingers.

Writes the word in syllables while saying it aloud.

Writes the markings and the rules that apply.

TOGETHER: Make the appropriate corrections before moving onto the next word. Remind student to use their phonogram and spelling rule knowledge and to use their best handwriting.

Word	Example Sentence	Notes
<u>n</u> ecessity r.2,29,6	Getting plenty of rest is a necessity.	Write necessary but change 'ary' to 'ity'. Accent moves to 'ces'
necessar <u>y</u> r.2,29,6	Take your time to fill out all the necessary paperwork.	Base word. The S appears in the syllable that says S "es". Accent on nec'
di <u>vide</u>	Let's divide the chores between us all.	
ach <u>ie</u> ves ² r.4,12	She achieves her big goals by setting small goals.	
ach <u>ie</u> ve ₂ r.4,12	What did you achieve at school today?	Base word Do we use ei or ie? Why?
ac <u>q</u> uire r.1	You acquire an education by your own effort.	A followed by qui = water aqua, aquatic, aquarium
² anc <u>ie</u> nt r.14	Ancient means belonging to the distant past.	BW: ancestor End: end Write ancestor but Replace c with ci for "sh" sound.
any <u>o</u> ne r.6	Does anyone know the answer to the problem?	BW: any BW:one Write any. Add one to make compound word. Use Y not I at the end of the base word.
a <u>pie</u> ce ₃ r.4,12	You may have one cupcake apiece.	BW: a BW: piece Compound word. "A" gives meaning. Why ie? Not after c, doesn't say "A" not an exception
ap <u>pr</u> oach <u>e</u> s ² r.29	She approaches her struggles with perseverance.	Say the syllables, say, "In the second syllable, use o of boat."

Literature (SP p. 12)

Instructions:

Using either [the free online edition](#) of *The Princess and the Goblin* or a copy of the book, have your child read and annotate chapter 22 of *The Princess and the Goblin*, then answer the question below. If your child struggles with independent reading, have them listen to [the free online audiobook](#) as they read. Those scholars who are using an online text may take notes on a sheet of paper or in a notebook as they follow along. One way to ensure they are comprehending the chapter is to have them retell the chapter in their own words to you or a sibling after they finish.

- Possible answer: 'her nightgown, as white as snow' (p.176)

Poetry (SP p. 13)

Instructions: Please help your child memorize Stanza 6 of the poem. You can help them come up with verbal and visual cues as reminders if they get stuck!

Possible Answers to Questions:

1. The speaker uses touch and sound when he describes the wind whispering and creeping through the tent (This is also an example of personification!)
2. "...he could hear, like a sentinel's tread, the watchful night-wind..." or "a line of black, that bends and floats on the rising tide, like a bridge of boats."

Grammar (SP p. 13)

Resources:

- [Here](#) is a list of common prepositions that your scholar may use.
- The most common conjunctions are: *and, but, or*.
- The three article adjectives are *a, an, the*.

Keys for Labeling		
SN = Subject Noun SP = Subject Pronoun V = Verb V-t = Verb Transitive	Adj = Adjective Adv = Adverb P = Preposition OP = Object of the Preposition	C = Conjunction I = Interjection DO = Direct Object A = Article Adjective
Note: adding "C" before any of the labels means it's compound . (i.e., CSN = compound subject noun)		

Part of Speech	Questions
Noun	Who or what?
Verb	What is being said about the subject?
Adjective	What kind, which one, how many?
Adverb	How, when, where?

Script: Click [here](#) for a recording of exactly what to say while classifying. Your scholar may listen and classify along with the teacher.

Your scholar's sentences should look like:

A SN V Adv P A Adj Adj OP
SN V The phone / rang loudly (on the old, wooden desk.) **D**
P1

Adj SN V P OP
SN V Good friendships / develop (over time.) **D**
P1

A SN V-t A Adj DO P A OP
SN V-t The dog / ate the pepperoni pizza (from the counter.) **D**
DO P2

MATH (SP p. 14 - 15)

Instructions: Please work through the “Lesson” portion in the student packet.

Part 1 shows scholars how to use estimation to find a reasonable answer.

- If your scholar does not remember how to find a multiple, a [100s chart](#) is a good place for them to visualize them. In the case of our example (423/6), we wanted a multiple of our divisor (6) that was close to our dividend (423). To find the multiples of six, your scholar can count by six through the multiplication chart highlighting each sixth number, and all of those would be multiples.

Part 2 shows scholars that rather than leaving a remainder, we can find the exact quotient of a division problem with decimal places.

The “**Your turn!**” section has 8 practice problems (3 problems are worked out as examples) and a short answer question to explain you. As they complete it, some things to monitor include:

- When they complete standard division, are they putting the divisor and the dividend in the proper places? Are they putting the numbers in the proper position in their quotient?
- Is their decimal place in the correct position?
- Have they divided and subtracted correctly?
- Are their place values all aligned?

Answer Key:

- Exercise 17 task 1(a): 4.13 1(b) 3.22
- Exercise 17 task 2(g): \$2.55
- Exercise 17 task 3(a): 4.85 3(b) 15.15
- Exercise 18 task 1(a): 1.4 1(b) 0.75
- Exercise 18 task 2(a) \$0.95

Math sprint! Please set a timer for 90 seconds as the students compete as many problems as they can. If you do not print this, he/she may complete it orally.

8	12	4	10	9	7	2	11	12	12
× 12	× 12	× 12	× 12	× 12	× 12	× 12	× 12	× 3	× 1
96	144	48	120	108	84	24	132	36	12
12	12	12	12	12	12	12	2	8	1
× 9	× 4	× 12	× 5	× 10	× 7	× 3	× 12	× 12	× 12
108	48	144	60	120	84	36	24	96	12
4	11	12	12	3	12	1	12	2	7
× 12	× 12	× 12	× 6	× 12	× 10	× 12	× 8	× 12	× 12
48	132	144	72	36	120	12	96	24	84
12	2	10	12	12	8	12	12	12	12
× 11	× 12	× 12	× 4	× 9	× 12	× 6	× 7	× 1	× 12
132	24	120	48	108	96	72	84	12	144
12	11	5	8	7	4	12	12	3	12
× 12	× 12	× 12	× 12	× 12	× 12	× 6	× 9	× 12	× 2
144	132	60	96	84	48	72	108	36	24

SCIENCE (SP p. 16-17)

Instructions: Students will read about the respiratory system. As they read, they will **Highlight** or underline key important details from the text to answer the questions below.

Answer Key:

The lungs are the primary organs in the human respiratory system.

1. List the parts of a human respiratory system:

- Nose
- Mouth
- Larynx
- Trachea
- Pharynx
- Lungs
- Diaphragm
- Alveoli

2. The process of gas exchange happens between the alveoli of the lungs.

3. When you breathe in, why do you think your chest rises and falls?

When you breathe in, your lungs expand to accommodate the air you are taking in. When you breathe out, your lungs decrease in size because they are expelling the remaining carbon dioxide.

MUSIC (SP p. 18) Students should be able to complete this independently.

WEDNESDAY OVERVIEW

<u>Spalding (15 min) - PA</u>	<input type="checkbox"/> Complete dictation with a parent.
<u>Literature (25 min) - I</u>	<input type="checkbox"/> Read and annotate chapter 23 of <i>The Princess and the Goblin</i> , then answer the question.
<u>Poetry (10 min.) - I</u>	<input type="checkbox"/> Read stanza 7 of " Paul Revere's Ride " aloud and copy it down.
<u>Writing (5 min) - I</u>	<input type="checkbox"/> 5 minute writing sprint. Answer the prompt given.
<u>Math (30 min.) I / PA</u>	<input type="checkbox"/> Carefully read the lesson. <input type="checkbox"/> Complete math workbook problems. <input type="checkbox"/> Timed Math Sprint
<u>History (20 min.) I</u>	<input type="checkbox"/> Read and highlight the selection, then answer the questions.
<u>Art (15 minutes) I</u>	<input type="checkbox"/> Complete and practice the activity.

ELA

Spalding (SP p.20)

Spalding Day Three

Dictate ten words to your child. Please see the list below.

PARENT: Say the word.

Say the word in a sentence.

Says the word again.

CHILD: Repeats the word.

Determine the base word (and affix, if applicable).

Shows syllables with fists, sounds, and fingers.

Writes the word in syllables while saying it aloud.

Writes the markings and the rules that apply.

TOGETHER: Make the appropriate corrections before moving onto the next word. Remind student to use their phonogram and spelling rule knowledge and to use their best handwriting.

Word	Example Sentence	Notes
at tack r.29,25	She was scared that the swarm of bees would attack.	We hear /t/ in syl 2 but add /t/ to syl 1 because /a/ does not say "a". Use /ck/ after first sound of single vowel at end of syl
at tor ney ³ r.29	Hire an attorney for your legal issue.	For spelling, say tor. For reading say tor.
bal ance ₃	He learned to keep balance on the bike.	
calcu la tion r.4,14	She was thorough with her math calculations.	BW calculate end: on Write calculate but Replace /t/ with /ti/ for "sh" and add 'on'
calcu late r.4	Carefully calculate your budget for the month.	Base word
cen tral r.2	What is the central idea of the article?	
cer e mony ¹ r.2,4,6	It was a lovely wedding ceremony.	
con cealed ² r.2,28	She concealed her fear behind her smile.	BW: Conceal end: "ed" Write conceal and add "ed" (ed- past tense ending rule 28)
de li cious ⁴ r.4,14	The dinner was delicious.	BW: delicacy end: ous Write delicacy but replace /c/ with /ci/ for "sh" and add 'ous' (full of)
dis ap pear r.29	It seems my pencils disappear everyday.	BW: appear pre: dis Write dis. Add appear. Dis means bad or not

Literature (SP p.20)

Instructions:

Using either [the free online edition](#) of *The Princess and the Goblin* or a copy of the book, have your child read and annotate chapter 23 of *The Princess and the Goblin*, then answer the question below. If your child struggles with independent reading, have them listen to [the free online audiobook](#) as they read. Those scholars who are using an online text may take notes on a sheet of paper or in a notebook as they follow along. One way to ensure they are comprehending the chapter is to have them retell the chapter in their own words to you or a sibling after they finish.

- Answers will vary. Examples: brave, honest, thoughtful, caring...

Poetry (SP p.21)

Instructions: Please ensure that your child copies Stanza 7 of “Paul Revere’s Ride” on a separate sheet of paper. The sentence structure may be difficult to parse, so here is a summary of the stanza!

Paul Revere walked back and forth across the shore with boots and spurs on. He looked eagerly at the Old North Church tower for the signal from his friend. He saw two lamps in the belfry arch. That meant the British were coming by sea!

Writing (SP p.21)

Instructions: Set a timer for 5 minutes. Let your child write as much as possible. Only 5 minutes worth of work is required. If a student wants to spend more time on it and develop their narrative more, he/she may feel free to do so!

MATH (SP p.22)

Instructions: Please work through the “Lesson” portion in the student packet.

Part 1 focuses on how to obtain an approximate answer by rounding off to a chosen decimal place.

- If your child is struggling with this connection, review the place-value chart below.
 - 2.444 corrected to 1-decimal place is 2.4.
 - 2.444 corrected to 2-decimal places is 2.44, and so on.

Hundreds	Tens	Ones	Decimal	Tenths	Hundredths	Thousandths
		2	.	4	4	4

Part 2 focuses on rounding the quotient that is not non-ending.

- If your child is struggling with when to round, remind them that any number greater than or equal to 5 means they round up, and any number less than 5 means they round down.

Part 3 focuses on solving word problems involving division of decimals.

- If your child is struggling, help your child to relate the word problem on each page.
- In each of the drawings, the parts are equal units.
- A major strategy in solving these types of word problems is to find the value of one unit.

The “**Your turn!**” section has 6 practice problems. As they complete it, some things to monitor include:

- When they complete standard division, are they putting the numbers in the proper position in their quotient?
- Is their decimal place in the correct position?
- Have they divided and subtracted correctly?
- Are their place values all aligned?
- Did they give their answers to the correct decimal place?
- Did they use \$ in problems involving money?

Answer Key:

WB pp. 73-74:

- Exercise 19 task 1 → You should have colored in the number 9.

$35 \div 7 = 5$	$60 \div 3 = 20$	$21 \div 3 = 7$	$30 \div 5 = 6$
$30 \div 6 = 5$	$27 \div 9 = 3$	$36 \div 4 = 9$	$16 \div 8 = 2$

- Exercise 20 task 2: 1kg of shrimp is \$6.80 each.
- Exercise 20 task 3: Holly spent \$5.65.

Math Sprint:

$\begin{array}{r} 12 \\ \times 9 \\ \hline 108 \end{array}$	$\begin{array}{r} 12 \\ \times 11 \\ \hline 132 \end{array}$	$\begin{array}{r} 12 \\ \times 12 \\ \hline 144 \end{array}$	$\begin{array}{r} 12 \\ \times 2 \\ \hline 24 \end{array}$	$\begin{array}{r} 10 \\ \times 12 \\ \hline 120 \end{array}$	$\begin{array}{r} 12 \\ \times 1 \\ \hline 12 \end{array}$	$\begin{array}{r} 12 \\ \times 5 \\ \hline 60 \end{array}$	$\begin{array}{r} 12 \\ \times 3 \\ \hline 36 \end{array}$	$\begin{array}{r} 8 \\ \times 12 \\ \hline 96 \end{array}$	$\begin{array}{r} 12 \\ \times 4 \\ \hline 48 \end{array}$
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$\begin{array}{r} 2 \\ \times 12 \\ \hline 24 \end{array}$	$\begin{array}{r} 1 \\ \times 12 \\ \hline 12 \end{array}$	$\begin{array}{r} 4 \\ \times 12 \\ \hline 48 \end{array}$	$\begin{array}{r} 8 \\ \times 12 \\ \hline 96 \end{array}$	$\begin{array}{r} 9 \\ \times 12 \\ \hline 108 \end{array}$	$\begin{array}{r} 12 \\ \times 6 \\ \hline 72 \end{array}$	$\begin{array}{r} 5 \\ \times 12 \\ \hline 60 \end{array}$	$\begin{array}{r} 12 \\ \times 3 \\ \hline 36 \end{array}$	$\begin{array}{r} 12 \\ \times 7 \\ \hline 84 \end{array}$	$\begin{array}{r} 12 \\ \times 10 \\ \hline 120 \end{array}$
$\begin{array}{r} 12 \\ \times 1 \\ \hline 12 \end{array}$	$\begin{array}{r} 12 \\ \times 6 \\ \hline 72 \end{array}$	$\begin{array}{r} 12 \\ \times 7 \\ \hline 84 \end{array}$	$\begin{array}{r} 5 \\ \times 12 \\ \hline 60 \end{array}$	$\begin{array}{r} 12 \\ \times 4 \\ \hline 48 \end{array}$	$\begin{array}{r} 8 \\ \times 12 \\ \hline 96 \end{array}$	$\begin{array}{r} 12 \\ \times 10 \\ \hline 120 \end{array}$	$\begin{array}{r} 12 \\ \times 9 \\ \hline 108 \end{array}$	$\begin{array}{r} 2 \\ \times 12 \\ \hline 24 \end{array}$	$\begin{array}{r} 12 \\ \times 3 \\ \hline 36 \end{array}$

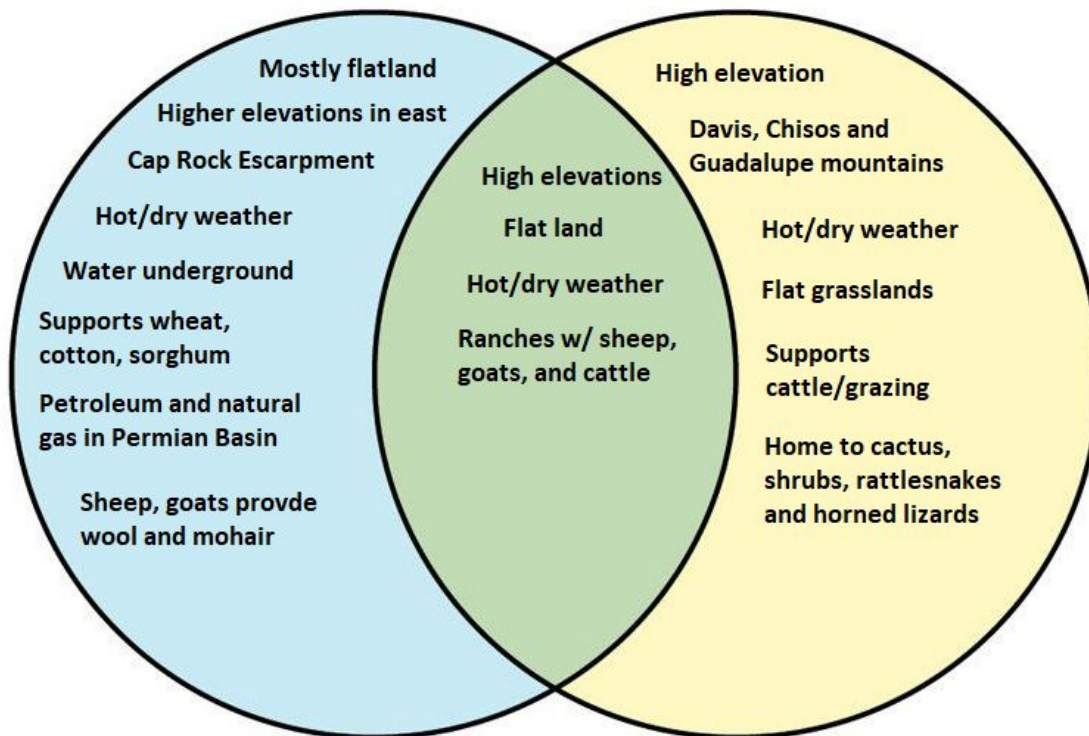
HISTORY (SP pp.24-26)

Instructions: Students will read about the regions of Texas. As they read, they will **Highlight** or **underline** key features of each region. Upon conclusion, they will complete the Venn Diagram comparing the Great Plains and Mountains and Basins regions and then answer two questions. Please remind your child to answer using complete sentences.

A completed Venn Diagram may look like this: (Next page)

The Great Plains Region

The Mountains/Basin Region



- Now that you have learned about all four Texas regions, and have compared their terrain, climates, plants/animals and industries, what do all the regions of Texas have in common?
Answers will vary, but should reflect the generally warm, dry weather of Texas, and a strong ranching industry across all four regions.
2. What region of Texas would you like to visit? Why? What most interests you about this region?
Answers will vary, but should include why your child would like to visit this region and what most interests them about it. Example: if your child likes swimming, they might want to visit the Coastal Plains region because of the beaches along the Gulf of Mexico.

Art (SP p.27) Students should be able to complete this independently. The answer key is located beneath the assignment.

THURSDAY OVERVIEW	
<u>Spalding (15 min) - PA</u>	<input type="checkbox"/> Complete dictation with a parent.
<u>Literature (25 min) - I</u>	<input type="checkbox"/> Read and annotate chapter 24 of <i>The Princess and the Goblin</i> , then answer the question.
<u>Poetry (10 min.) - I</u>	<input type="checkbox"/> Practice reciting stanza 7 of " Paul Revere's Ride ."
<u>Writing (5 min) - I</u>	<input type="checkbox"/> Complete the 5 minute writing sprint.
<u>Math (30 min.) I / PA</u>	<input type="checkbox"/> Complete the review problems. <input type="checkbox"/> Timed Math Sprint
<u>Science (20 min.) I</u>	<input type="checkbox"/> Read and highlight the selection, then answer the questions.
<u>PE (15 minutes) PA</u>	<input type="checkbox"/> Complete the Exercise.

ELA

Spalding (SP p.30)

Instructions: Scholar sounds out each syllable of each word.

Parent dictate the 30 words to your child. Say each word, then say it in a sentence, and then say the word again. Your scholar writes the word only as seen below. He/she does not include markings rules

respectfully	necessity	attack
respectful	necessary	attorney
respect	divide	balance
unfortunate	achieve	calculation
majority	achieves	calculate
major	acquire	central
elaborate	ancient	ceremony
elaborate	anyone	concealed
citizen	apiece	delicious
city	approaches	disappear

they learned in class. You will then help your child make appropriate corrections, immediately before moving on to the next word.

Literature (SP p.31)

Instructions:

Using either [the free online edition](#) of *The Princess and the Goblin* or a copy of the book, have your child read and annotate chapter 24 of *The Princess and the Goblin*, then answer the question below. If your child struggles with independent reading, have them listen to [the free online audiobook](#) as they read. Those scholars who are using an online text may take notes on a sheet of paper or in a notebook as they follow along. One way to ensure they are comprehending the chapter is to have them retell the chapter in their own words to you or a sibling after they finish.

- Answers will vary for this question.

Poetry (SP p.31)

Instructions: Please help your child memorize Stanza 6 of the poem. You can help them come up with verbal and visual cues as reminders if they get stuck!

Writing (SP p.32)

Instructions: Set a timer for 5 minutes. Let your child write as much as possible. Only 5 minutes worth of work is required. If a student wants to spend more time on it and develop their narrative more, he/she may feel free to do so!

- If your child is stuck, encourage them to pick the first answer that comes to their head and run with it!

MATH (SP pp.32-33)

Instructions: Word Problem Exercises

Answer Key: #1 a) 3.2 b) 0.42 #2. a) 4 b) 9 #3 a) 7.7 b) 5.7 #4 a) \$6 b) \$6.60

Math Sprint:

$\begin{array}{r} 12 \\ \times 9 \\ \hline 108 \end{array}$	$\begin{array}{r} 12 \\ \times 11 \\ \hline 132 \end{array}$	$\begin{array}{r} 12 \\ \times 12 \\ \hline 144 \end{array}$	$\begin{array}{r} 12 \\ \times 2 \\ \hline 24 \end{array}$	$\begin{array}{r} 10 \\ \times 12 \\ \hline 120 \end{array}$	$\begin{array}{r} 12 \\ \times 1 \\ \hline 12 \end{array}$	$\begin{array}{r} 12 \\ \times 5 \\ \hline 60 \end{array}$	$\begin{array}{r} 12 \\ \times 3 \\ \hline 36 \end{array}$	$\begin{array}{r} 8 \\ \times 12 \\ \hline 96 \end{array}$	$\begin{array}{r} 12 \\ \times 4 \\ \hline 48 \end{array}$
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SCIENCE (SP pp.34-35)

Instructions: Students will read about the respiratory system. As they read, they will **Highlight** or underline key important details from the text to answer the questions below.

Answer Key:

1. **Respiration** is the process that all living things go through to create the energy they need to live.
1. **Diaphragm** is a dome-shaped muscle that works with your lungs to allow you to inhale and exhale air.
2. Explain the path of air in the human respiratory system:

The air that we breathe in enters the nose or mouth, flows through the throat (pharynx) and voice box (larynx) and enters the windpipe (trachea). The trachea divides into two hollow tubes called bronchi. At the end of the smallest bronchioles are tiny air sacs called alveoli. Alveoli are lined by a very thin layer of cells. They also have an excellent blood supply. The tiny alveoli are the place where oxygen enters the blood and where carbon dioxide (CO₂) leaves the blood.

Nose/mouth ---> Larynx ---> Trachea --->Trachea --->Bronchi --->Alveoli

P.E. (SP p.36) Email Coach France with any questions.

Friday Spelling Assessment (Assessment Packet p.3)

Parent Dictation

Instructions: Read spelling words in a random order. Please ask them to **say the word**, use it in a sentence, and **say the word again**.

Number	Spalding Test		
	respectfully	They walked respectfully in the hallway.	respectfully
	respectful	Be respectful to your teachers.	respectful
	respect	Without respect, love cannot go far.	respect
	unfortunate	It was an unfortunate mistake, but it'll be okay.	unfortunate
	majority	The majority of my time is spent at school.	majority
	major	Get advice before making a major decision.	major
	elaborate	He told the story in elaborate detail.	elaborate
	elaborate	Please elaborate on your idea.	elaborate
	citizen	Being a citizen of the U.S. is a privilege.	citizen
	city	I like living in a big city.	city
	necessity	Getting plenty of rest is a necessity	necessity
	necessary	Take your time to fill out all the necessary paperwork.	necessary
	divide	Let's divide the chores between us all.	divide
	achieve	What did you achieve at school today?	achieve
	achieves	She achieves her big goals by setting small goals.	achieves
	acquire	You acquire an education by your own effort.	acquire
	ancient	Ancient means belonging to the distant past.	ancient
	anyone	Does anyone know the answer to the problem?	anyone
	apiece	You may have one cupcake apiece.	apiece
	approaches	She approaches her struggles with perseverance.	approaches
	attack	She was scared that the swarm of bees would attack.	attack
	attorney	Hire an attorney for your legal issue.	attorney
	balance	He learned to keep balance on the bike.	balance
	calculation	She was thorough with her math calculations.	calculation
	calculate	Carefully calculate your budget for the month.	calculate
	central	What is the central idea of the article?	central
	ceremony	It was a lovely wedding ceremony.	ceremony
	concealed	She concealed her fear behind her smile.	concealed
	delicious	The dinner was delicious.	delicious
	disappear	It seems my pencils disappear everyday.	disappear



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Student Packet

1

Student Packet

MONDAY OVERVIEW	
<u>Spalding (15 min) - PA</u>	<input type="checkbox"/> Complete dictation with a parent.
<u>Literature (25 min) - I</u>	<input type="checkbox"/> Read and annotate chapter 21 of <i>The Princess and the Goblin</i> .
<u>Poetry (10 min.) - I</u>	<input type="checkbox"/> Read stanza 6 of " Paul Revere's Ride " aloud and copy it down.
<u>Grammar (5 min) - PA</u>	<input type="checkbox"/> Classify the sentence aloud.
<u>Math (30 min.) I / PA</u>	<input type="checkbox"/> Carefully read the lesson. <input type="checkbox"/> Complete practice problems in the workbook. <input type="checkbox"/> Timed Math Sprint
<u>History (20 min.) I</u>	<input type="checkbox"/> Read and highlight the selection, then answer the questions.
<u>Latin (15 minutes) I</u>	<input type="checkbox"/> Complete Lesson 2 and practice vocabulary

Monday Materials

ELA

Spalding

Instructions: Student will write 10 Spalding words with markings and rules as dictated by the parent on notebook paper. Pretend you're in the classroom with your teacher. Remember, fists up fast! Use your phonogram knowledge and spelling rules. Practice proper letter formation and to use your best handwriting.

Literature

Instructions: Read chapter 21 of *The Princess and the Goblin*. As you read, circle words from your glossary and underline literary devices. When you finish, answer the question.

Glossary

- **Hither and thither:** (adv) in various directions, especially in a disorganized way
- **Slab:** (n) a large, thick, flat piece of stone, concrete, or wood, typically rectangular
- **Chink:** (n) a narrow opening or crack, typically one that admits light
- **Lest:** (n) with the intention of preventing (something undesirable); to avoid the risk of
- **Gleam:** (n) a faint or brief light, especially one reflected from something
- **Stout:** (adj) (of a person) somewhat fat or of heavy build
- **Leisurely:** (adj) acting or done at leisure; unhurried or relaxed
- **Gulf:** (n) a deep ravine, chasm, or abyss

Predict what will happen when Irene and Curdie meet Irene's grandmother.

Poetry

Instructions: Copy Stanza 6 of "Paul Revere's Ride" on a separate sheet of paper and practice reciting to an adult.

[1] Beneath, in the churchyard, lay the dead,
 In their night-encampment on the hill,
 Wrapped in silence so deep and still
 That he could hear, like a sentinel's tread,
 [5] The watchful night-wind, as it went
 Creeping along from tent to tent,
 And seeming to whisper, "All is well!"

A moment only he feels the spell
 Of the place and the hour, and the secret dread
 [10] Of the lonely belfry and the dead;
 For suddenly all his thoughts are bent
 On a shadowy something far away,
 Where the river widens to meet the bay,—
 A line of black, that bends and floats
 [15] On the rising tide, like a bridge of boats.

Grammar

Instructions: Orally classify the sentences below. Remember your skill check! You can use the guides below to help you if you're stuck. Click [this link](#) if you want to classify #1 with Ms. Conlon!

1. _____ Ellen and Joe consumed four boxes of cookies and cupcakes.
2. _____ A warm breeze blew the paper from my hands.
3. _____ The breeze whispered silently through the camp.

Keys for Labeling		
SN = Subject Noun SP = Subject Pronoun V = Verb V-t = Verb Transitive	Adj = Adjective Adv = Adverb P = Preposition OP = Object of the Preposition	C = Conjunction I = Interjection DO = Direct Object A = Article Adjective
Note: adding "C" before any of the labels means it's compound . (i.e., CSN = compound subject noun) List of prepositions Here .		

Part of Speech	Questions
Noun	Who or what?
Verb	What is being said about the subject?
Adjective	What kind, which one, how many?
Adverb	How, when, where?

MATH

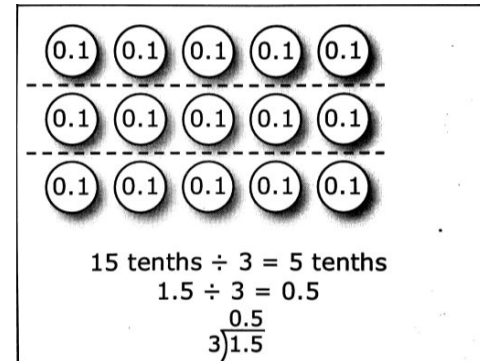
Lesson: Dividing Decimals

Part 1

- You know that $15 \div 3 = 5$. We could also say that as 15 ones $\div 3 = 5$ ones.

Think: What do you think 15 tenths $\div 3$ will be?

- Hopefully you said 5 tenths! You can write 5 tenths as 0.5.
- We can also use long division. Just like when adding and subtracting, we must line up the place values.
 - Look at the number discs. You can see that there are **15 tenths**. When we divide **15 tenths** into **three groups**, we have **5 tenths per group**.
 - [Remember, we can write 15 tenths as 1.5 (one whole and 5 tenths)!]*
- Now you try:** Explain to an adult how to solve $0.15 \div 3$.
[Think: 15 hundredths divided by 3.]



Part 2

- Think back to when we were converting improper fractions to mixed numbers. We used long division! We can also use long division to divide a smaller number by a larger number and get an answer with a **decimal** instead of a remainder.
- Let's use the example of $2 \div 5$.
 - First, **divide** 2 by 5. 2 does not go into 5, so write a zero in your quotient.
 - Next, **multiply** 0 by 5. 0 times 5 is 0.
 - Third, **subtract** 0 from 0. It equals 0!
 - Fourth, **bring down** the 0 in the tenths place.
 - Repeat what you just did, but dividing 20 by 5!
- As you can see, we're just using our standard long division. The only thing that has changed is that now we have a decimal. Now let's try something a little more challenging.
- Try it with $7.02 \div 3$. Explain to your parent each step that you see worked out in the model.
 - Hint: The very first thing you should do when solving a division problem with decimals is put the decimal place in your quotient.** Say this to your parent 5 times out loud!
 - Notice how there are no decimal points in the subtract/bring down steps.

$$\begin{array}{r} 0.4 \\ 5 \overline{)2.0} \end{array}$$

$$\begin{array}{r} 2.34 \\ 3 \overline{)7.02} \\ \underline{-6} \\ 10 \\ \underline{-9} \\ 12 \\ \underline{-12} \\ 0 \end{array}$$

Your turn! Please complete WB p. 65 Exercise 15 #1a-d and p. 67 Ex 16 #1a-d. See Ex. 16 #1a modeled below.

1.

(a) $0.48 \div 2 =$

$$\begin{array}{r} 0.24 \\ 2 \overline{) 0.48} \\ \underline{-0} \\ 0 \\ \underline{-4} \\ 08 \end{array}$$

As an extra challenge, you may complete the unassigned problems from Exercise 15 and 16.

Math sprint! Set a timer for 90 seconds and solve as many problems as you can.

<u>12</u>	<u>12</u>	<u>12</u>	<u>12</u>	<u>10</u>	<u>12</u>	<u>12</u>	<u>12</u>	<u>8</u>	<u>12</u>
<u>× 9</u>	<u>× 11</u>	<u>× 12</u>	<u>× 2</u>	<u>× 12</u>	<u>× 1</u>	<u>× 5</u>	<u>× 3</u>	<u>× 12</u>	<u>× 4</u>
<u>12</u>	<u>12</u>	<u>8</u>	<u>9</u>	<u>12</u>	<u>7</u>	<u>12</u>	<u>6</u>	<u>5</u>	<u>12</u>
<u>× 10</u>	<u>× 12</u>	<u>× 12</u>	<u>× 12</u>	<u>× 3</u>	<u>× 12</u>	<u>× 1</u>	<u>× 12</u>	<u>× 12</u>	<u>× 11</u>
<u>12</u>	<u>12</u>	<u>6</u>	<u>5</u>	<u>12</u>	<u>9</u>	<u>12</u>	<u>10</u>	<u>12</u>	<u>11</u>
<u>× 8</u>	<u>× 7</u>	<u>× 12</u>	<u>× 12</u>	<u>× 12</u>	<u>× 12</u>	<u>× 3</u>	<u>× 12</u>	<u>× 1</u>	<u>× 12</u>
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<u>× 1</u>	<u>× 6</u>	<u>× 7</u>	<u>× 12</u>	<u>× 4</u>	<u>× 12</u>	<u>× 10</u>	<u>× 9</u>	<u>× 12</u>	<u>× 3</u>

HISTORY

Instructions: Read about the regions of Texas below. **Highlight** or underline key features of each region and check for understanding by completing the questions/tasks that follow.

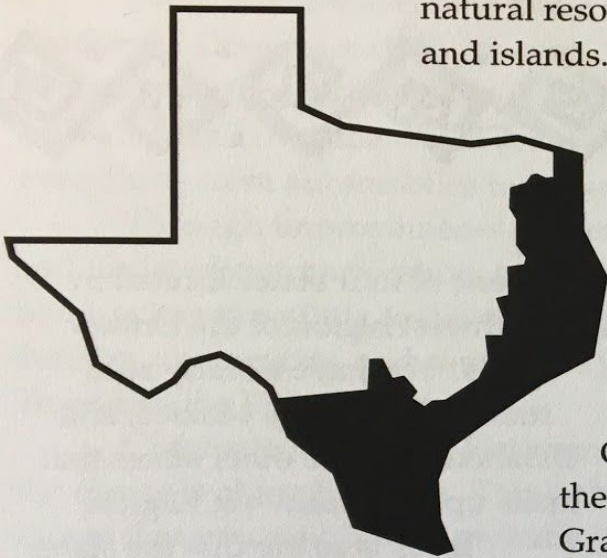


REGIONS OF TEXAS



THE COASTAL PLAINS REGION

The Coastal Plains region in the eastern part of Texas covers about one-third of the state. This region has a variety of climates and **terrains**. The Coastal Plains region borders the Gulf of Mexico. The area closest to the Gulf waters is made up of natural resources that include **salt marshes, sand bars, lagoons,** and islands. Padre Island, the largest sand bar, is a popular place



for tourists and visitors. The coastal area has warm summers and mild winters. Many species of birds and insects make their homes in this wet, warm climate. The same warm, moist weather that allows a long growing season throughout the entire region also causes hurricanes and other types of storms.

The Rio Grande River, one of the main rivers of Texas, borders the southernmost part of the Coastal Plains region. The Rio Grande Valley is one of the most fertile farming areas in Texas. North of the Rio Grande Valley is the Middle Nueces (noo•AY•sis) Valley. The weather here is a little drier than along the coast.

Farmers use the fertile soil of the Rio Grande and Nueces valleys to grow vegetables, fruits, and grains that we eat every day. Cotton is our state's most valuable crop. Texas is responsible for producing almost 30 percent of the nation's cotton.

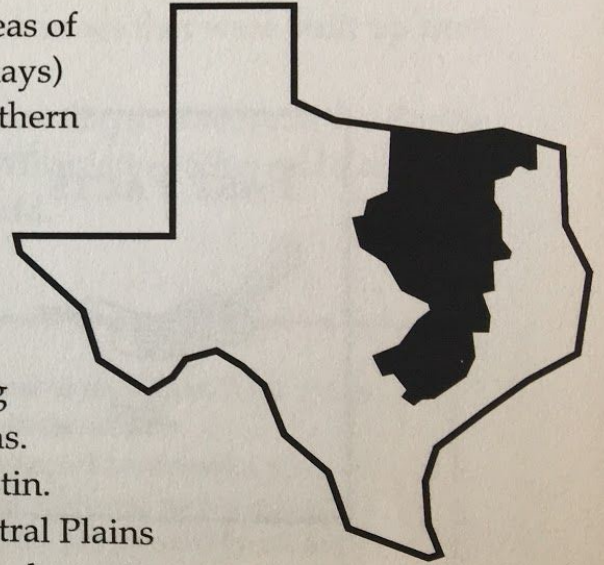
The western edge of the Coastal Plains region is mostly **prairie** with few trees. Ranchers use this land to graze their large herds of cattle, providing meat for families all over the world. The northeastern part of this region, often called the Piney Woods, is heavily forested with oak, pine, sweet gum, and other trees. The Piney Woods is home to lumber companies that cut down the trees in the forest and turn them into wood for houses and paper for writing. All four of Texas's national forests are found in the Piney Woods area.

THE CENTRAL PLAINS REGION

The Central Plains region lies west of the Coastal Plains. This region is sometimes called the Interior Plains. The landscape of the Central Plains region is a mix of prairies and low rolling hills with some areas of rugged cliffs, peaks, and valleys. The Balcones (bal•COH•nays) **Escarpment**, formed by **faulting** and **erosion**, marks the southern boundary between the Central and Coastal Plains regions. It received the Spanish name Balcones because Spanish explorers thought it looked like **balconies**. These cliffs and hills stretch from the Rio Grande River to the Colorado River.

Several important Texas cities are close to the dividing line between the Coastal Plains and the Central Plains regions. They include Dallas, Waco, and the state's capital city of Austin.

The higher **elevations** and hot, dry climate of the Central Plains region support an economy that meets the needs of Texans and people throughout the United States, with oil, cattle, farm crops, and wood from forests.



Answer the questions below.

1. Which region borders the Gulf of Mexico?

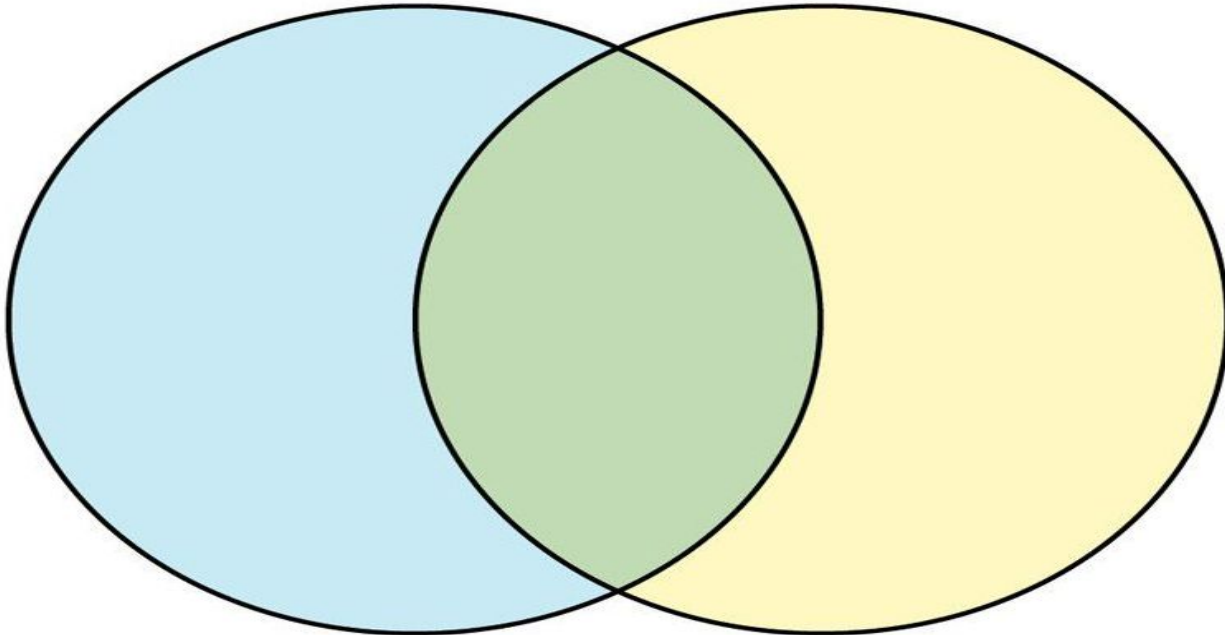
2. Which region is home to Austin, the state capital of Texas?

3. What is the most valuable crop in the state of Texas?

Using the Venn Diagram below, notate the general terrain, climate, plants/animals and industries of each region. In the middle, be sure to include what the two regions have in common.

The Coastal Plains Region

The Central Plains Region

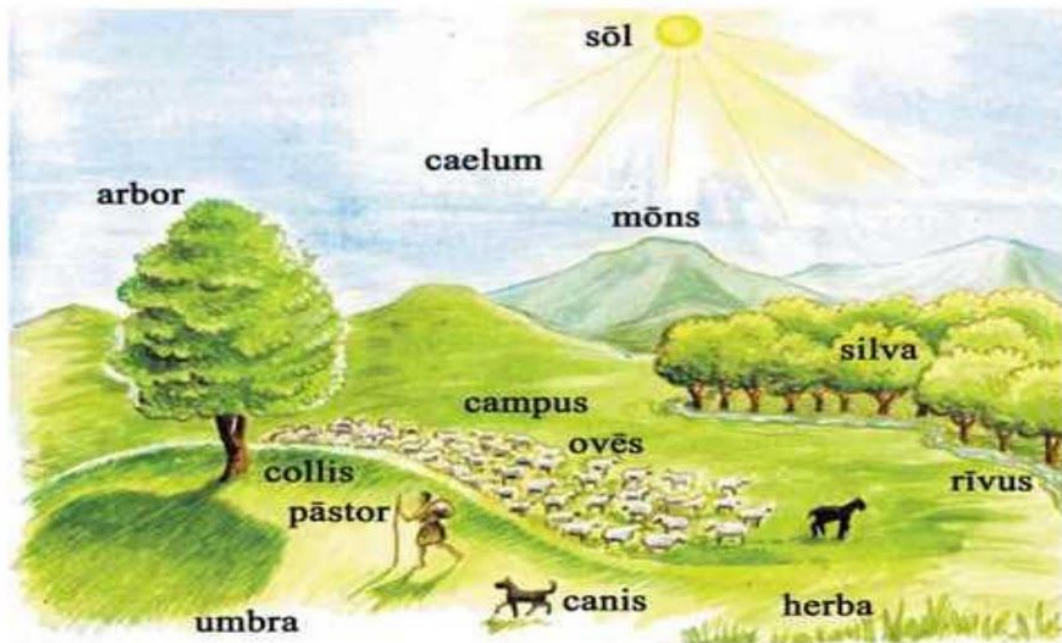


SPECIALS**LINGVA LATINA****CAPITVLVM IX**

Instructiones Aenglice: Please read each scene aloud, using the below picture as a reference. After reading through, please complete the assessment that follows. A list of new vocab words to study shall be included as well.

**nota bene: remember in Classical Latin that all letters 'v' are pronounced like the English 'w,' and that all letters 'c' and 'g' are hard before all vowels, never soft.*

Instructiones Latine: Quaeso totas scaenas cum voce lege et ad picturam qui subtradetur refere. Postea quaesitum sequitur scribe. Adest lexicon vocabulorum novorum studere quoque inconclusio.



Lectio 2: In Montibus



1. Ecce *avis*. *Avis* est in *caelo*.



2. Ecce *arbor*. *Avis* in *arbore*
habitat



3. Ecce *Piscis*. *Piscis* est in
Aqua.



4. Ecce *rivus* (*fluvius parvus*).
Piscis in *rivo* habitat.



5. Ecce *Mons*. *Rivus* est in
monte. *Arbores* sunt in
monte.

Lexicon

Ae: Here is a list of vocabulary words from this lesson. Please use them to make vocab flash cards to study with.

Avis, Avis (*Ah-wees*): Bird (*feminine 3rd*)

Piscis, Piscis (*Pis-kis*): Fish (*masculine 3rd*)

Caelum, Caeli (*Kai-loom*): Sky, heaven (*neuter 2nd*)

Arbor, Arboris (*Ar-bor*): Tree (*feminine 3rd*)

Rivus, Rivi (*Ree-woos*): Stream, small river (*masculine 2nd*)

Aqua, Aquae (*Ah-kwa*): Water (*feminine 1st*)

Mons, Montis (*Mons*): Mountain (*masculine 3rd*)

Ecce (*Ek-keh*): Here is/ This is

Sunt: Are

Daily Rubric

Directions: Give yourself a check mark in each box at the end of each day. Then, give yourself a pat on the back! You did it! Nice work ☺

<p>Monday, 3/30</p>	<p>I spent around _____ minutes on the daily activities.</p> <ul style="list-style-type: none"> <input type="checkbox"/> I read all directions before I asked for more help. <input type="checkbox"/> If required, I wrote all of my answers in complete, cursive sentences. <input type="checkbox"/> I double-checked my written answers to check for capitalization, punctuation, and correct grammar usage. <input type="checkbox"/> My handwriting is neat and can be read by both me and an adult. <input type="checkbox"/> I showed all of my work in math when necessary. <input type="checkbox"/> I read for at least 20 minutes today. <input type="checkbox"/> I used integrity and put forth my best effort today. I am proud of myself and I know my teacher would be proud of me, too.
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TUESDAY OVERVIEW

Spalding (15 min) - PA

Literature (25 min) - I

Poetry (10 min.) - I

Grammar (5 min.) - PA

Math (30 min.) I / PA

Science (20 min.) I

Music (15 minutes) I

- Complete dictation with a parent.
- Read and annotate [chapter 22](#) of *The Princess and the Goblin*, then answer the question.
- Practice Stanza 6 of "[Paul Revere's Ride](#)," then answer the questions.
- Classify the sentences aloud.
- Carefully read the lesson.
- Complete the workbook problems.
- Timed Math Sprint
- Read and highlight the selection, then answer the questions.
- Complete worksheet.

Tuesday Materials

ELA

Spalding

Instructions: Student will write 10 Spalding words with markings and rules as dictated by the parent on notebook paper. Pretend you're in the classroom with your teacher. Remember, fists up fast! Use your phonogram knowledge and spelling rules. Practice proper letter formation and to use your best handwriting.

Literature

Instructions: Read chapter 22 of *The Princess and the Goblin*. As you read, circle words from your glossary and underline literary devices. When you finish, answer the question.

Glossary

- **Counterpane:** (n) a bedspread
- **Expostulated:** (v) express strong disapproval or disagreement
- **Vexation:** (n) the state of being annoyed, frustrated, or worried
- **Gulf:** (n) a large difference or division between two people or groups, or between viewpoints, concepts, or situations
- **Draggled:** (adj) dirty or wet, typically from being trailed through mud or water.
- **Blissful:** (n) extremely happy; full of joy

Find an example of a simile used in this chapter.

Poetry

Instructions: Practice reciting Stanza 6 of “Paul Revere’s Ride.” Then answer the questions.

<p>[1] Beneath, in the churchyard, lay the dead, In their night-encampment on the hill, Wrapped in silence so deep and still That he could hear, like a sentinel’s tread,</p> <p>[5] The watchful night-wind, as it went Creeping along from tent to tent, And seeming to whisper, “All is well!”</p>	<p>A moment only he feels the spell Of the place and the hour, and the secret dread</p> <p>[10] Of the lonely belfry and the dead; For suddenly all his thoughts are bent On a shadowy something far away, Where the river widens to meet the bay,— A line of black, that bends and floats</p> <p>[15] On the rising tide, like a bridge of boats.</p>
--	---

TO PRACTICE: Work with three lines at a time. Follow the process below.

Read the lines twice. Cover the lines and recite from memory twice.

Recite all lines from stanza memorized thus far. Repeat until you’ve covered the whole stanza.

1. The speaker uses sensory details to describe what is happening. What senses does the speaker use?

2. Give an example of a simile in the stanza.

Grammar

Instructions: Classify the sentences aloud. Remember your skill check! You can use the guides below to help you if you’re stuck. Click [here](#) if you want to classify #1 with Ms. Conlon!

1. _____ The phone rang loudly on the old, wooden desk.
2. _____ Good friendships develop over time.
3. _____ The dog ate the pepperoni pizza from the counter.

Part of Speech	Questions
Noun	Who or what?
Verb	What is being said about the subject?
Adjective	What kind, which one, how many?
Adverb	How, when, where?

MATH

Lesson: Dividing 2-place Decimals

Part 1:

- When we divide decimals, we can use long division to find our answer. Let's practice together with the following problem: $4.35 \div 3$
 - First (1), we will divide 4 ones by 3.
 - Next (2), we will divide 13 tenths by 3.
 - Then (3), we will divide 15 hundredths by 3.
 - Our **quotient** is **1.45**.

(1)
$$\begin{array}{r} 1 \\ 3 \overline{)4.35} \\ \underline{-3} \\ 1 \end{array}$$

(2)
$$\begin{array}{r} 1.4 \\ 3 \overline{)4.35} \\ \underline{-3} \downarrow \\ 1.3 \\ \underline{-1.2} \\ 15 \end{array}$$

(3)
$$\begin{array}{r} 1.45 \\ 3 \overline{)4.35} \\ \underline{-3} \downarrow \\ 1.3 \\ \underline{-1.2} \downarrow \\ 15 \\ \underline{-15} \\ 0 \end{array}$$

- We can also use **estimation** to find a reasonable answer to a division problem involving decimals. Let's use the example of $423 \div 6$:
 - Remember that when we estimate for division, we look for a **multiple** of the number we are dividing by.
 - Since we know that $6 \times 70 = 420$, we can use $420 \div 6 = 70$.
 - So, now we know that $423 \div 6 \approx 70$ → Our answer should be close to 70 for it to make sense!
 - The actual answer is worked out for you. Explain to your parent or guardian each step that you see worked out in the model to the right.

$$\begin{array}{r} 70.5 \\ 6 \overline{)423.0} \\ \underline{-0} \downarrow \\ 42 \\ \underline{-42} \downarrow \\ 03 \\ \underline{-0} \downarrow \\ 30 \\ \underline{-30} \\ 0 \end{array}$$

Part 2:

- Let's look at a problem that will give us a **quotient** with a **decimal**.

$132 \div 5$

- The digit 1 in the hundreds place cannot be divided by 5, so we rename it as 10 tens, giving us 13 tens altogether. Dividing the 13 tens by 5 gives us 2 tens with a remainder of 3 tens. Then, these remaining 3 tens are renamed as 30 ones. We now have 32 ones altogether. 32 ones divided by 5 gives 6 ones, but with a remainder of 2 ones.
- Guess what! We no longer have to stop with a remainder! We can rename our 2 remaining ones as 20 tenths and continue with division. Dividing 20 tenths by 5 gives us 4 tenths with no remainder. Hooray!

$$\begin{array}{r} 26 \\ 5 \overline{)132} \\ \underline{-10} \downarrow \\ 32 \\ \underline{-30} \\ 2 \end{array}$$

$$\begin{array}{r} 26.4 \\ 5 \overline{)132.0} \\ \underline{-10} \downarrow \\ 32 \\ \underline{-30} \downarrow \\ 20 \\ \underline{-20} \\ 0 \end{array}$$

Your turn! Complete the following exercises from WB pp. 68-72:

- Exercise 17 task 1(a)/1(b)
- Exercise 17 task 2(g)
- Exercise 17 task 3(a)/3(b)
- Exercise 18 task 1(a)/1(b)
- Exercise 18 task 2(a)

See Ex.17 task 2(h) and Ex.18 task 2(b) worked out as examples below.

(h)
$$\begin{array}{r} 1.79 \\ 9 \overline{) \$15.75} \\ \underline{- 9 \downarrow} \\ 67 \\ \underline{- 63 \downarrow} \\ 45 \\ \underline{- 45} \\ 0 \end{array}$$

(b) 4 notebooks cost \$3.40.
1 notebook costs \$0.85.

$$\begin{array}{r} 0.85 \\ 4 \overline{) 3.40} \\ \underline{- 32 \downarrow} \\ 20 \\ \underline{- 20} \\ 0 \end{array}$$



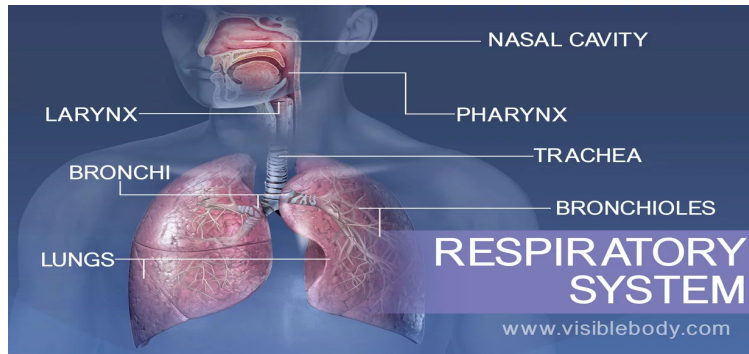
Now, explain to an adult or sibling why we chose to use division in Ex. 18 task 2a.

Math sprint! Set a timer for 90 seconds and solve as many problems as you can.

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

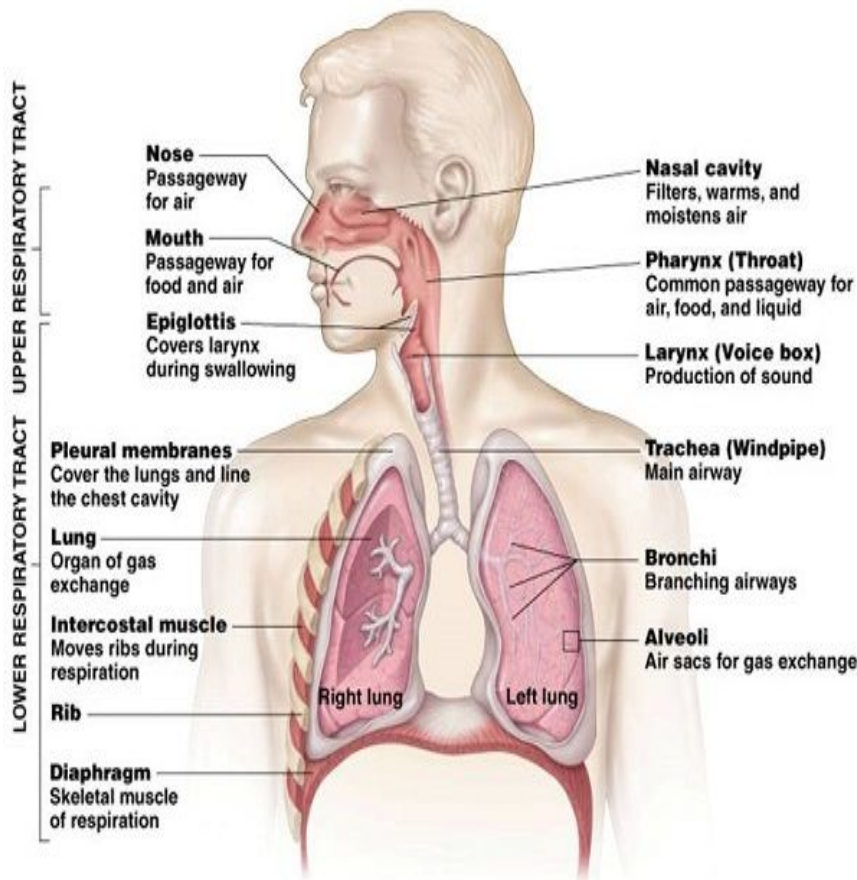
SCIENCE

Instructions: Read the following about the human respiratory system, underline the important facts and check your understanding by answering the questions below:



The human **respiratory system** is a series of organs responsible for taking in oxygen and expelling carbon dioxide. The primary organs of the **respiratory system** are the lungs, which carry out this exchange of gases as we breathe.

Parts of a human respiratory system:



Nose - Passageway for air

Mouth - Passageway for food and air

Larynx - also called voice box
production of sound

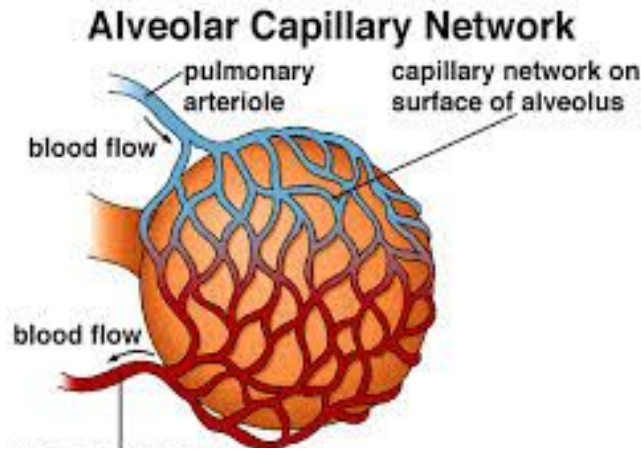
Trachea - main airway

Pharynx - common passageway for air, food and liquid

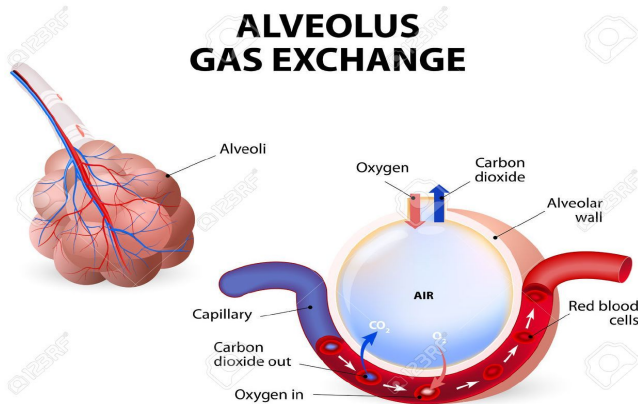
Lungs - organ of gas exchange

Diaphragm - Skeletal muscle for respiration

Alveoli - Air sacs for gas exchange



The **alveoli** are surrounded by tiny blood vessels, called **capillaries**. The **alveoli and capillaries** both have very thin walls, which allow the oxygen to pass from the **alveoli** to the blood. The **capillaries** then connect to larger blood vessels, called veins, which bring the oxygenated blood from the lungs to the heart.



Gas exchange takes place in the millions of alveoli in the **lungs** and the capillaries that envelop them. As shown in the picture inhaled oxygen moves from the alveoli to the blood in the capillaries, and carbon dioxide moves from the blood in the capillaries to the air in the alveoli.

Good job on reading and highlighting the important facts, now it's time to check your understanding:

1. _____ are the primary organs in the human respiratory system.
2. List the parts of a human respiratory system:

3. The process of gas exchange happens between the _____.
4. When you breathe in, why do you think your chest rises and falls?

SPECIALS

Music

Writing Rhythms

Directions: Each square below represents one beat. Fill in the empty squares with a note(s) or rest(s) that equal one beat. An example has been provided for you already. Use quarter notes (♩), quarter rests (♩), or paired eighth notes (♪) to fill in the empty squares. Do your best to write neatly and beautifully.

Example:



Part I:

♩		♩			♪		♩
	♪	♩		♩			
♩			♩				♪
♪	♪			♩			

When you finish writing your rhythms, count and clap them out loud (ta, ti-ti, rest).

Part II: Make a pattern with your rhythms! You could write ♩♩♩ or ♩♪♪ ♩♪♪, or any pattern you like. Make sure that you can count and clap your rhythms when you're finished, and make sure that you can understand your own handwriting.

Daily Rubric

Directions: Give yourself a check mark in each box at the end of each day. Then, give yourself a pat on the back! You did it! Nice work 😊

Tuesday, 3/31	<p>I spent around _____ minutes on the daily activities.</p> <ul style="list-style-type: none"><input type="checkbox"/> I read all directions before I asked for more help.<input type="checkbox"/> If required, I wrote all of my answers in complete, cursive sentences.<input type="checkbox"/> I double-checked my written answers to check for capitalization, punctuation, and correct grammar usage.<input type="checkbox"/> My handwriting is neat and can be read by both me and an adult.<input type="checkbox"/> I showed all of my work in math when necessary.<input type="checkbox"/> I read for at least 20 minutes today.<input type="checkbox"/> I used integrity and put forth my best effort today. I am proud of myself and I know my teacher would be proud of me, too.
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WEDNESDAY OVERVIEW

Spalding (15 min) - PA

Literature (25 min) - I

Poetry (10 min.) - I

Writing (5 min) - I

Math (30 min.) I / PA

History (20 min.) I

Art (15 minutes) I

- Complete dictation with a parent.
- Read and annotate [chapter 23](#) of *The Princess and the Goblin*, then answer the question.
- Read stanza 7 of "[Paul Revere's Ride](#)" aloud and copy it down.
- 5 minute writing sprint. Answer the prompt given.
- Carefully read the lesson.
- Complete math workbook problems.
- Timed Math Sprint
- Read and highlight the selection, then answer the questions.
- Complete and practice the activity.

Wednesday Materials

ELA

Spalding

Instructions: Student will write 10 Spalding words with markings and rules as dictated by the parent on notebook paper. Pretend you're in the classroom with your teacher. Remember, fists up fast! Use your phonogram knowledge and spelling rules. Practice proper letter formation and to use your best handwriting.

Literature

Instructions: Read chapter 23 of *The Princess and the Goblin*. As you read, circle words from your glossary and underline literary devices. When you finish, answer the question.

Glossary

- **Made a clean breast of it:** (idiom) to confess to one's mistakes or transgressions, to tell the truth about oneself
- **Bantam:** (n) a chicken of a small breed, the male of which is noted for its aggression
- **Pease pudding:** (n) a savoury pudding dish made of boiled legumes, typically split yellow peas, with water, salt, and spices, and often cooked with a bacon or ham joint
- **Obstinate:** (adj) stubbornly refusing to change one's opinion or chosen course of action, despite attempts to persuade one to do so

Describe Curdie's mother using 3 adjectives.

Poetry

Instructions: Copy Stanza 7 of “Paul Revere’s Ride” on a separate sheet of paper and practice reciting to an adult.

[1] Meanwhile, impatient to mount and ride,
Booted and spurred, with a heavy stride,
On the opposite shore walked Paul Revere.
Now he patted his horse’s side,
[5] Now gazed on the landscape far and near,
Then impetuous stamped the earth,
And turned and tightened his saddle-girth;
But mostly he watched with eager search

The belfry-tower of the old North Church,
[10] As it rose above the graves on the hill,
Lonely and spectral and sombre and still.
And lo! as he looks, on the belfry’s height,
A glimmer, and then a gleam of light!
He springs to the saddle, the bridle he turns,
[15] But lingers and gazes, till full on his sight
A second lamp in the belfry burns!

Writing

Instructions: Set a timer for 5 min. and answer the prompt. Give as many details as you can!

A common theme in *The Princess and the Goblin* is getting lost. Describe a time that you got lost. Who were you with? What happened? How did you feel? What did you learn? Ready... Go!

MATH

Lesson: Rounding Decimal Quotients and Division of Decimal Word Problems

Part 1:

- Today, we will learn how to solve division problems that result in a **non-ending decimal quotient** and how to round to find an **approximate answer** by **rounding** to a **chosen decimal place**.
- Now let's look at a problem that will result in a **non-ending decimal quotient**:

$$4 \div 9 =$$

- Right away you can see that we **cannot** evenly divide 9 from 4.
- We **cannot** divide 9 from 4, but we can add a 0 to as many **decimal places** (tenths, hundredths, thousandths, etc.) as needed to solve the problem without changing the value of 4.
- Yet no matter how many **decimal places** we add, there will always be a **remainder**.
- Because the **remainder** of 4 will repeat unnecessarily, we can give an **approximate answer** by **rounding** to a **chosen decimal place**.
- If you want to correct our answer to 1-decimal place, the answer is 0.4.
- If you want to correct our answer to 2-decimal places, the answer is 0.44, and so on.

$$\begin{array}{r} 0.444 \\ 9 \overline{)4.000} \\ \underline{36} \\ 40 \\ \underline{36} \\ 40 \\ \underline{36} \\ 4 \end{array}$$

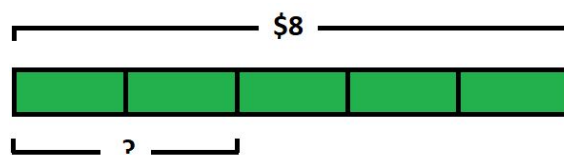
Part 2:

- Even if the quotient is **not** non-ending, there are times it makes sense to **round the quotient** to a **chosen decimal place**.
- To the right we have a quotient of 8.571.
- If you want to round to 1-decimal place, we divide two two decimal places and then round off.
- So the digit in the hundreds place (in this case 7), determines whether the digit in the tenths place (in this case 5) stays the same, or goes up by 1 tenth (when the digit in the hundredths place is 5 or greater).
- When rounding to 1-decimal place, 8.571 becomes 8.6.

$$\begin{array}{r} 60 \div 7 \\ 8.571 \\ 7 \overline{)60.000} \\ \underline{56} \\ 40 \\ \underline{35} \\ 50 \\ \underline{49} \\ 10 \\ \underline{7} \\ 3 \end{array}$$

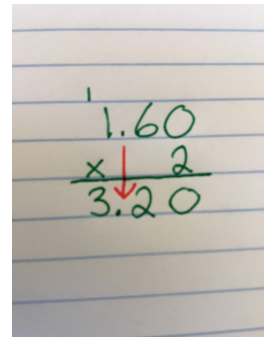
Part 3:

- When solving word problems involving the division of decimals, be sure to use bar models to visualize what the problem is asking.
- Let's solve the following problem together:
Ellie bought 5 bags of apples for \$8. How much did two bags cost?



$$\begin{array}{r} 1.6 \\ 5 \overline{)8.0} \\ \underline{-5} \\ 30 \\ \underline{-30} \\ 0 \end{array}$$

- To solve this problem, you need to determine how much Ellie spent (\$8).
- Because Ellie bought 5 identical bags of apples, you know that their price will be the same, so you can divide our \$8 by 5 boxes.
- What we do not know is how much each bag of apples cost.
- To find the cost of each bag of apples, you must divide 5 from 8, but because 5 is not a factor of 8, you know your answer will be a decimal.
- Having completed your division, you now know each bag of apples costs \$1.60, but that is not what the problem asked us to find.
- To determine the price of two bags, you need to multiply \$1.60 by 2.
- Two bags of apples cost \$3.20.



Your turn! Complete the following exercises from WB pp. 73-74:

- Exercise 19 task 1
- Exercise 20 tasks 2 and 3

Math sprint! Set a timer for 90 seconds and solve as many problems as you can.

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

HISTORY

Instructions: Read about the regions of Texas below. **Highlight** or underline key features of each region and check for understanding by completing the questions that follow.

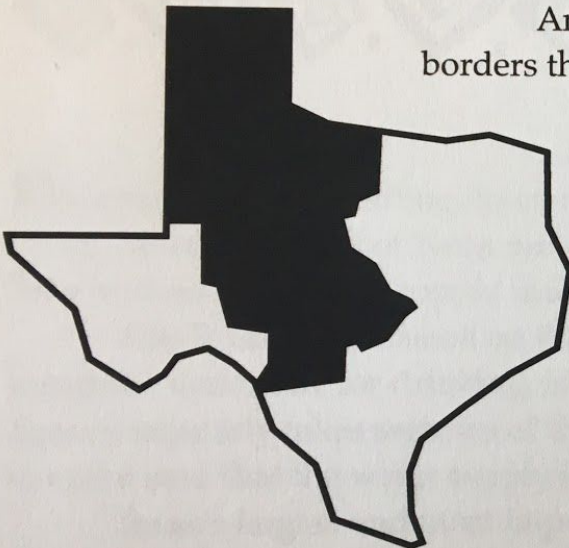


REGIONS OF TEXAS



THE GREAT PLAINS REGION

The Great Plains region lies to the north and west of the Central Plains region. This area stretches westward to the border of New Mexico and northward into the Texas **Panhandle**. The terrain of the Panhandle is mostly flatland, but changes to higher elevations as we move eastward.



Another escarpment, known as the Cap Rock Escarpment, borders the eastern edge of the Great Plains region. The Cap Rock

Escarpment is 200 miles long with cliffs that reach almost 1,000 feet high.

Though the Great Plains region is drier, hotter, and more **barren** than the other regions, farmers have located water underground. With the help of **irrigation**, wheat, cotton, and **sorghum** grown and **harvested** in the Great Plains region can be enjoyed by people everywhere.

The southern part of the Great Plains region lies above an area called the Permian (PER•mee•on) **Basin**. This basin is the state's largest natural

reservoir (REH•zeh•vwar) for **petroleum** and natural gas. Oil wells are used to pump the oil from the ground. Trains, trucks, and ships take Texas's oil all over the world.

Many people raise sheep and goats in the Great Plains region. The Great Plains city of San Angelo (AN•juh•low) is called the "Wool and **Mohair** Capital." Texas's Angora goats provide about half of the world's mohair. This fact gives a whole new meaning to "wild and wooly" West.

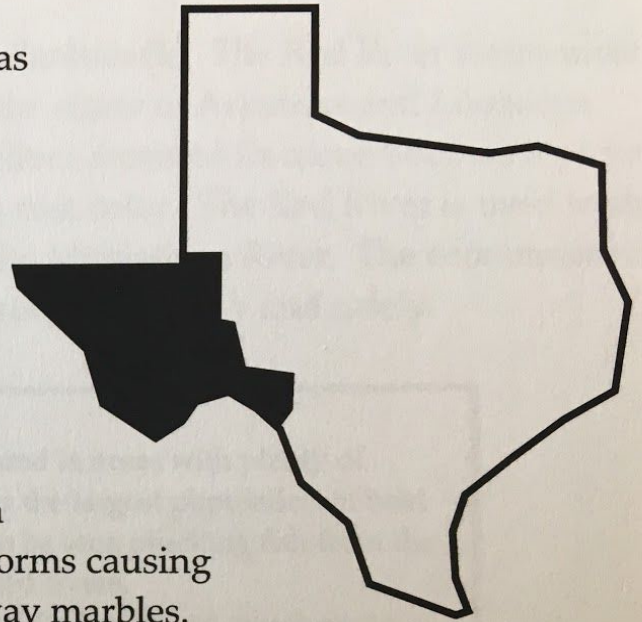
THE MOUNTAINS AND BASINS REGION

The Mountains and Basins region, also known as the Trans-Pecos region, is located in the southwestern part of Texas. Trans-Pecos means “across the Pecos River.” The mountain ranges here rise as high as 8,000 feet.

The Davis, Chisos (CHEE•sos), and Guadalupe (gwah•duh•LUH•pay) mountains in the Mountains and Basins region stretch from north to south.

The climate in the Mountains and Basins region is hot and dry. High winds often kick up large dust storms causing **tumbleweeds** to roll wildly across the land like runaway marbles.

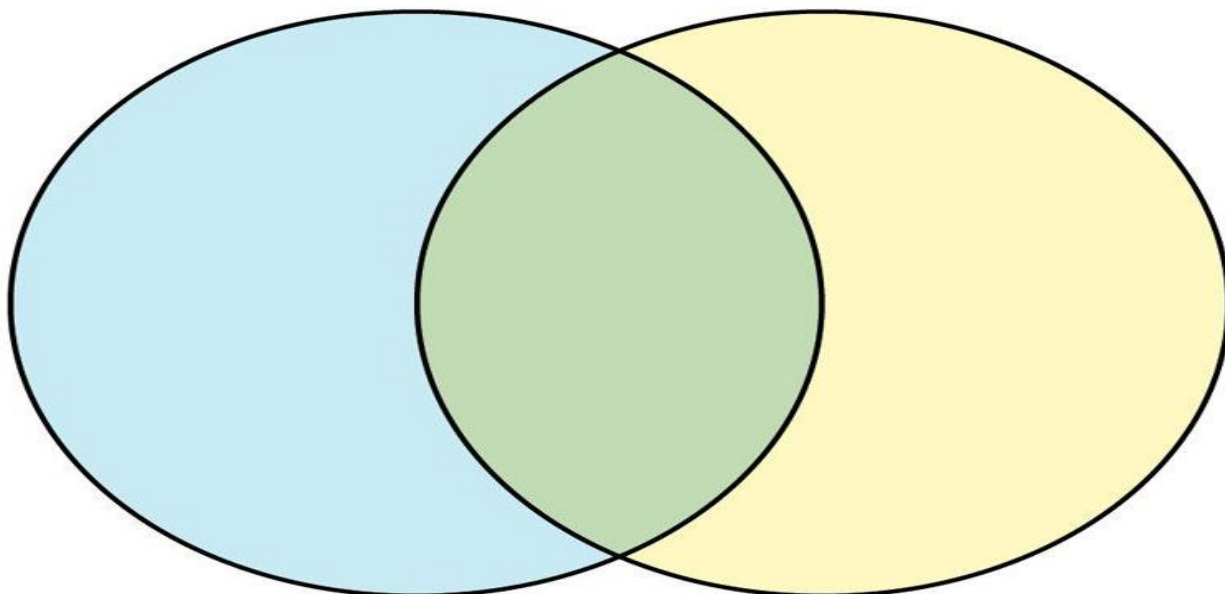
Ranchers use the flat grassy sections of the Mountains and Basins region for grazing. Texas is responsible for raising 20 percent of the nation’s beef cattle. Water from the Rio Grande River irrigates crops in the Mountains and Basins region. Cactus, shrubs, rattlesnakes, and horned lizards are at home in this barren region.



Using the Venn Diagram below, notate the general terrain, climate, plants/animals and industries of each region. In the middle, be sure to include what the two regions have in common.

The Great Plains Region

The Mountains/Basin Region



Answer the questions below.

1. Now that you have learned about all four Texas regions, and have compared their terrain, climates, plants/animals and industries, what do all the regions of Texas have in common?

2. What region of Texas would you like to visit? Why? What most interests you about this region?

Remote Art Assignment: Still Life

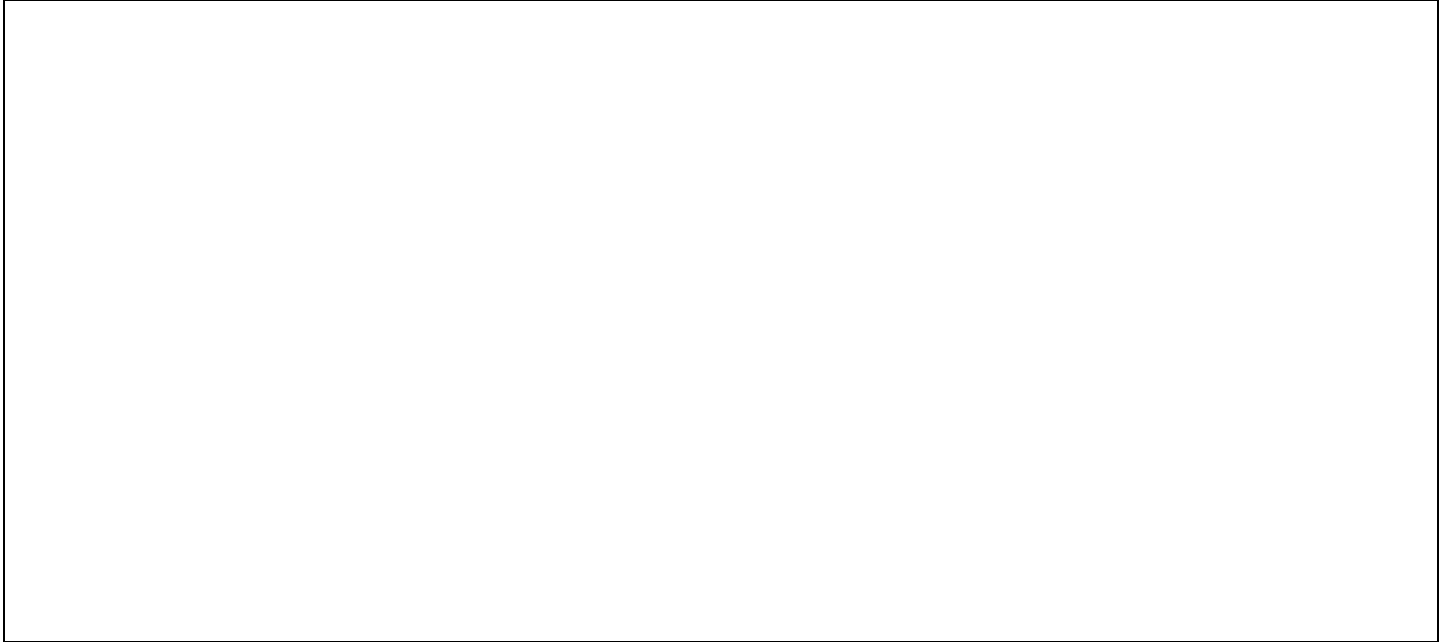
Here is a quick matching game, to review a few drawing terms we have learned this year. Write the letter from the definition box in the corresponding answer space in the vocabulary box. Check your answers with the key at the bottom of the page.

Vocabulary:	Matching Definition:	Definitions:
1. Still Life	_____	A. A line drawing done without lifting the pencil from the paper, so it is made with one unbroken line.
2. Blind Contour	_____	B. Coloring in an area to show where the light does not hit the object, where the shadows are.
3. Continuous Contour	_____	C. A line drawing done without looking at the paper or lifting the pencil.
4. Shading	_____	D. The depiction of where the light hits an object, where the coloring is brightest.
5. Highlights	_____	E. A drawing, painting, or photo of an arrangement of objects.

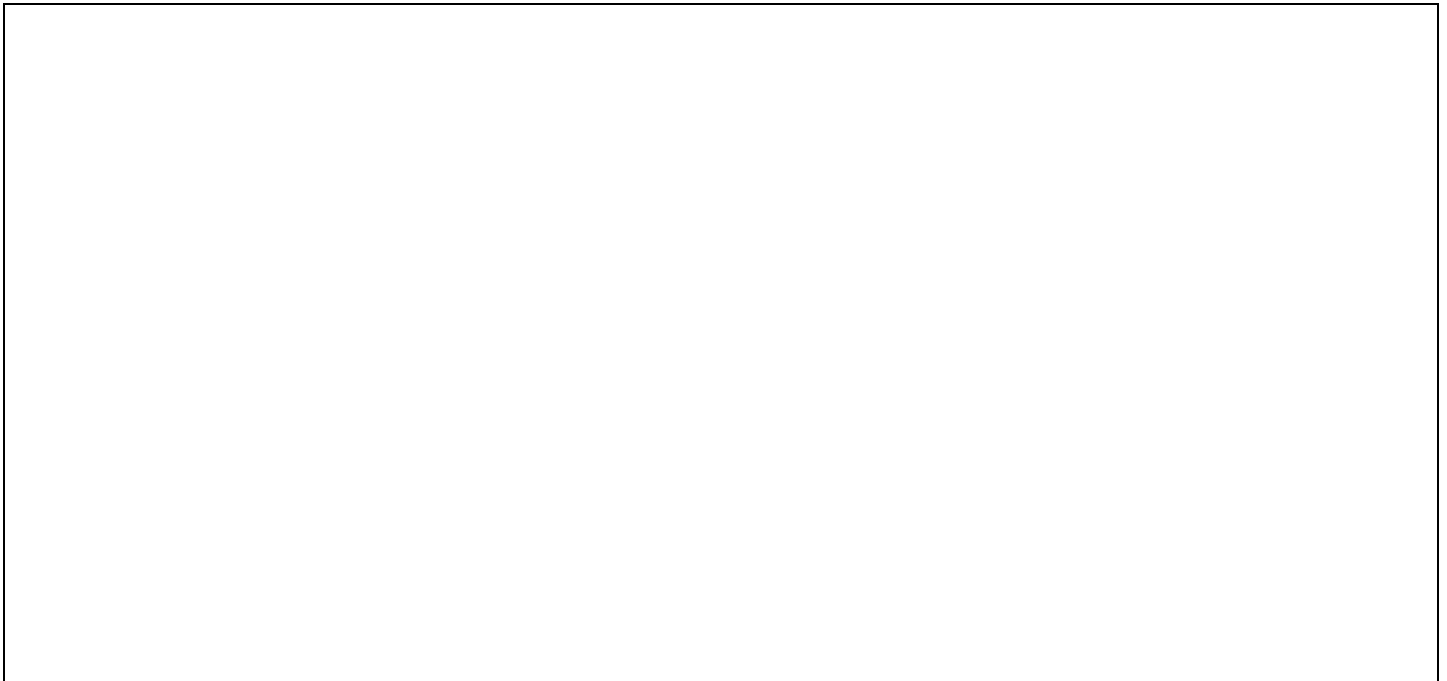
Assignment: Gather at least 3 objects and arrange them into a still life. In the box below, you will do a quick blind contour as a warm-up activity to get those creative juices flowing. Spend about 30 seconds to a minute on this.

Answer Key: 1(E), 2(C), 3(A), 4(B), 5(D)

Now, try drawing a continuous contour of your still life in the box below. Take your time and do your best to not lift your pencil from the paper. If you do so, just continue your drawing right where you left off. Try to spend about two minutes on this.



Now, it is time to practice sketching and shading. Use the same still life and sketch the objects in the box in the box below. Then practice shading in the areas that look darker. Spend about 10-15 minutes on this.



Daily Rubric

Directions: Give yourself a check mark in each box at the end of each day. Then, give yourself a pat on the back! You did it! Nice work 😊

Wednesday, 4/1	<p>I spent around _____ minutes on the daily activities.</p> <ul style="list-style-type: none"><input type="checkbox"/> I read all directions before I asked for more help.<input type="checkbox"/> If required, I wrote all of my answers in complete, cursive sentences.<input type="checkbox"/> I double-checked my written answers to check for capitalization, punctuation, and correct grammar usage.<input type="checkbox"/> My handwriting is neat and can be read by both me and an adult.<input type="checkbox"/> I showed all of my work in math when necessary.<input type="checkbox"/> I read for at least 20 minutes today.<input type="checkbox"/> I used integrity and put forth my best effort today. I am proud of myself and I know my teacher would be proud of me, too.
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THURSDAY OVERVIEW

Spalding (15 min) - PA

Literature (25 min) - I

Poetry (10 min.) - I

Writing (5 min) - I

Math (30 min.) I / PA

Science (20 min.) I

PE (15 minutes) PA

- Complete dictation with a parent.
- Read and annotate [chapter 24](#) of *The Princess and the Goblin*, then answer the question.
- Practice reciting stanza 7 of "[Paul Revere's Ride](#)."
- Complete the 5 minute writing sprint.
- Complete the review problems.
- Timed Math Sprint
- Read and highlight the selection, then answer the questions.
- Complete the exercise below.

Thursday Materials

ELA

Spalding

Instructions: Scholar sounds out each syllable of each word.

respectfully	necessity	attack
respectful	necessary	attorney
respect	divide	balance
unfortunate	achieve	calculation
majority	achieves	calculate
major	acquire	central
elaborate	ancient	ceremony
elaborate	anyone	concealed
citizen	apiece	delicious
city	approaches	disappear

Literature

Instructions: Read chapter 24 of *The Princess and the Goblin*. As you read, circle words from your glossary and underline literary devices. When you finish, answer the question.

Glossary

- **Provoking:** (adj) causing annoyance; irritating
- **Patch up:** (idiom) to deal with (a problem, disagreement, etc.) in order to improve or repair a relationship
- **Scullery-maid:** (n) a female domestic servant responsible for washing dishes and doing other household work

What do you think will happen when Irene's king-papa arrives?

Poetry

[1] Meanwhile, impatient to mount and ride,
 Booted and spurred, with a heavy stride,
 On the opposite shore walked Paul Revere.
 Now he patted his horse's side,
 [5] Now gazed on the landscape far and near,
 Then impetuous stamped the earth,
 And turned and tightened his saddle-girth;
 But mostly he watched with eager search

The belfry-tower of the old North Church,
 [10] As it rose above the graves on the hill,
 Lonely and spectral and sombre and still.
 And lo! as he looks, on the belfry's height,
 A glimmer, and then a gleam of light!
 He springs to the saddle, the bridle he turns,
 [15] But lingers and gazes, till full on his sight
 A second lamp in the belfry burns!

TO PRACTICE: Work with two lines at a time. Follow the process below.

- Read the lines twice.
- Cover the lines and recite from memory twice.
- Recite all lines from stanza memorized thus far.
- Repeat until you've covered the whole stanza.

There are two lamps in the belfry arch. That means the British are coming by: _____.

Writing

Instructions: Set a timer for 5 min. and answer the prompt. Give as many details as you can!

Choose a virtue, and write about how or when a character in the story demonstrates that virtue.

Honesty Integrity Citizenship Humility Friendship
Perseverance Courage Wisdom Responsibility

MATH**Lesson: Word Problem Exercises**

1. Find the value of each of the following.

A. 25.6 divided by 8 is _____.

B. 2.94 divided by 7 is _____.

2. Estimate the problems below, then divide to find the actual answer.

A. 23.94 divided by 6 is _____.

B. 35.04 divided by 4 is _____. (**Hint:** Round to the nearest multiple of 4)

3. Find the value of each of the following correct to 1 decimal place.

A. 54 divided by 7 is _____.

B. 50.9 divided by 9 is _____.

4. Circle and underline important information. Write the answer sentence. Draw a bar model. Show math work. Box your answers.

A. Mr. Meissner bought 5 storybooks at \$2.80 each. He gave the cashier \$20 How much change did he receive?

B. Mrs. Perez saved \$25 in 5 days. She saved \$4.60 a day in the first 4 days. How much did she save on the fifth day?

Math sprint! Set a timer for 90 seconds and solve as many problems as you can.

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

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

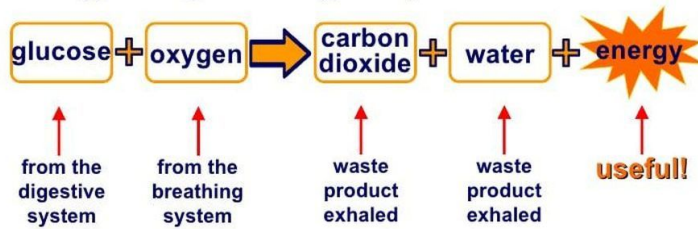
$$\begin{array}{r} 12 \\ \times 12 \\ \hline \end{array} \quad \begin{array}{r} 11 \\ \times 12 \\ \hline \end{array} \quad \begin{array}{r} 5 \\ \times 12 \\ \hline \end{array} \quad \begin{array}{r} 8 \\ \times 12 \\ \hline \end{array} \quad \begin{array}{r} 7 \\ \times 12 \\ \hline \end{array} \quad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

SCIENCE

Instructions: Read the following about respiration and the path of air in our body, underline the important facts, and check your understanding by answering the questions below:

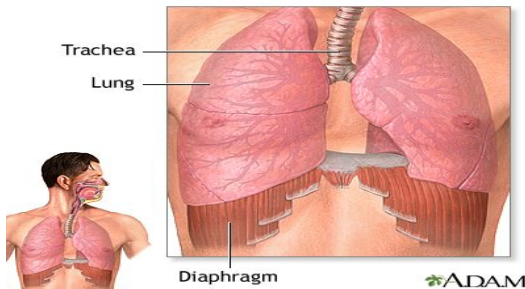
What is respiration?

Respiration is the process that the body uses to release energy from digested food (glucose):



Respiration is the process that all living things go through to create the energy they need to live. This happens in the **cells** so it is also called cellular respiration. It usually involves exchanging two gases—oxygen and carbon dioxide. The cells take in oxygen and release carbon dioxide. It provides useful energy to the entire part of the body.

Diaphragm

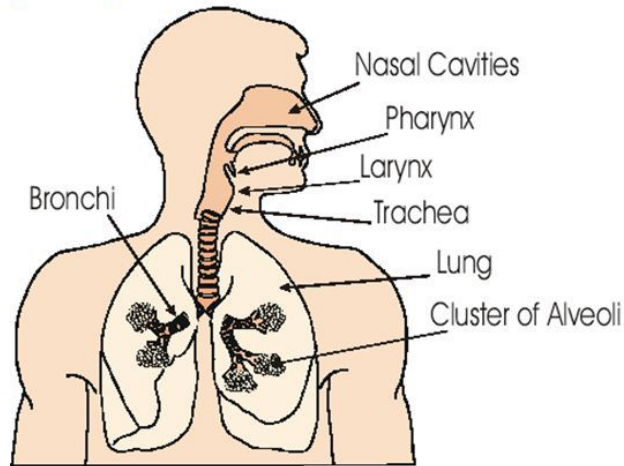


Beneath the **lungs** is the **diaphragm**, which is a dome-shaped muscle that **works** with your **lungs to** allow you **to** and exhale air. As you breathe in, your **diaphragm** contracts and flattens out. This allows it **to** move down, so your **lungs** have more room **to** grow larger as they fill up with air.

INHALATION	EXHALATION
<p>We breathe in using a muscle called the diaphragm. It flattens out making our lungs expand and fill with air. When we breathe in, air gets forced through our nose or mouth, down our windpipe, and into bronchial tubes in our lungs.</p>	<p>As you breathe out (exhale), you release the carbon dioxide-rich air into the space around you. With each breath you take, you are taking oxygen in, and putting carbon dioxide out. When air is breathed in, it passes down the trachea. This divides into two airways called main bronchi, which go to the two lungs.</p>

The path of air in the human body:

nose → pharynx → trachea → bronchi → alveoli



Air enters the **nose** or **mouth**. It then flows through the **throat (pharynx)** and **voice box (larynx)** and enters the windpipe (**trachea**). The trachea divides into two hollow tubes called bronchi. You have a right bronchus and a left bronchus.

The right main bronchus gives air to the right lung; the left main bronchus supplies the left lung. These bronchi then go on to divide into smaller bronchi. The small bronchi divide into smaller and smaller hollow tubes which are called **bronchioles** - the smallest air tubes in the lungs.

At the end of the smallest bronchioles are tiny air sacs called alveoli. Alveoli are lined by a very thin layer of cells. They also have an excellent blood supply. The tiny alveoli are the place where oxygen enters the blood and where carbon dioxide (CO₂) leaves the blood.

Good job reading and highlighting the important facts. Now, it's time to check your understanding:

1. _____ is the process that all living things go through to create the energy they need to live.
2. _____ is a dome-shaped muscle that works with your lungs to allow you to inhale and exhale air.
3. Explain the path of air in the human respiratory system:

SPECIALS - P.E.

Instructions: In an open area, a hallway or yard, have your scholar perform sprinting/relay drills. Establish approximately 30-50 feet for this exercise. None of these exercises require additional equipment. This activity should take approximately 15-20 minutes to complete.

Scholars should stretch prior to and following the exercises to reduce the chances of injury. For example, iterations might include the bear crawl, crab walk, sprint, duck walk, hopping, or any cardio related activity.

Daily Rubric

Directions: Give yourself a check mark in each box at the end of each day. Then, give yourself a pat on the back! You did it! Nice work 😊

Thursday, 4/3	<p>I spent around _____ minutes on the daily activities.</p> <ul style="list-style-type: none"> <input type="checkbox"/> I read all directions before I asked for more help. <input type="checkbox"/> If required, I wrote all of my answers in complete, cursive sentences. <input type="checkbox"/> I double-checked my written answers to check for capitalization, punctuation, and correct grammar usage. <input type="checkbox"/> My handwriting is neat and can be read by both me and an adult. <input type="checkbox"/> I showed all of my work in math when necessary. <input type="checkbox"/> I read for at least 20 minutes today. <input type="checkbox"/> I used integrity and put forth my best effort today. I am proud of myself and I know my teacher would be proud of me, too.
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GREAT HEARTS WESTERN HILLS

A Great Hearts Academy

8702 Ingram Road | San Antonio, Tx 78251 | Office: (210) 888-9488 | Fax: (210) 888-9484 |
www.greatheartswesternhills.org

Student Attendance Affidavit

My Western Hills student attended to his/her distance learning studies on the following days:

- Monday, March 30, 2020
- Tuesday, March 31, 2020
- Wednesday, April 1, 2020
- Thursday, April 2, 2020
- Friday, April 3, 2020

For the sake of academic honesty, please help the students be accountable for doing the portions of the work that were designated as Independent work. If you notice that from the student's answers that they need some help better understanding the directions or the content, feel free to reteach or review the content or directions with your student before allowing them to make a second attempt. Reach out to your scholar's teacher via email if you need further assistance.

My scholar has completed Friday's Assessments to the best of his/her abilities and I have directed these assessments with my child's academic integrity in mind.

Parent Signature: _____

I have completed Friday's Assessments to the best of my abilities.

Student Signature: _____

Student Printed Name: _____ Class Section: _____

FRIDAY ASSESSMENTS

Literature

Instructions: Answer the following questions in complete sentences. Make sure to answer the whole question. You may use the book to help you.

1. In chapter 21, what helped Irene keep courage and persevere as she was trying to get through the heap of rocks?

2. We have a saying that goes, "Seeing is believing." In chapter 22, the grandmother says, "Seeing is not believing - it is only seeing." (173) Which do you believe is more correct? Why?

3. In chapter 23, how does the story Curdie's mother tells him help him to accept that Irene was telling the truth?

4. In chapter 24, what shows that the Princess is the real 'boss' of the household?

Spelling

Instructions: Please have an adult read your spelling words to you. Your parent / guardian should give the words in a random order. Please ask them to **say the word, use it in a sentence, and say the word again.**

1. _____

16. _____

2. _____

17. _____

3. _____

18. _____

4. _____

19. _____

5. _____

20. _____

6. _____

21. _____

7. _____

22. _____

8. _____

23. _____

9. _____

24. _____

10. _____

25. _____

11. _____

26. _____

12. _____

27. _____

13. _____

28. _____

14. _____

29. _____

15. _____

30. _____

Science

Instructions: Answer the questions below in complete sentences.

1. List the parts of the human respiratory system, and explain the function of the alveoli.

2. Explain briefly the process of Inhalation and Exhalation:

INHALATION	EXHALATION

3. Explain the path of air in the human respiratory system:

History

Instructions: Answer the questions in complete sentences.

1. What do we call the four major Texas regions?

2. What major industry dominates all four Texas regions?

3. What are some of the other big industries in Texas? Choose one and share in what region(s) it can be found.

4. What other important landmarks or features does Texas have? Choose one and share in what region(s) it can be found.

Math**Unit 7 ch. 3 Assessment**

1. Find the value of each of the following.

a. $0.09 \div 3 =$ _____

b. $2.46 \div 6 =$ _____

2. Estimate the problem, then solve for the actual answer.

$23.94 \div 6 =$ _____

Hint: Round to the nearest whole number.

3. Find the value of the following to **1 decimal place**.

$59.5 \div 4 =$ _____

4. Meg paid \$27.40 for 3 pens and a book. The book cost \$5.80. What is the cost of a pen?

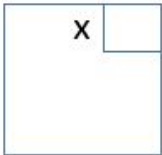
Physical Education

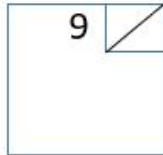
Answer the following question.

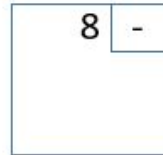
During our bowling unit we discussed key terms necessary to effectively score a team's performance.

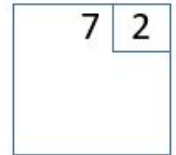
What do each of these symbols represent?

Choices include: Strike, 8, 4, Spare, 0, and 9. Only four are correct.









Latin

Ae: Please answer the questions in complete sentences in English, based on what you read above.

1. Where can I find an avis?

2. Where can I find a piscis?

3. What can I find in the mountains?
