



# GREAT HEARTS WESTERN HILLS

A Great Hearts Academy

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**To our dearest 4th grade students,**

We hope that you enjoyed our third 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. Just like last week, we only have four days of learning this week!

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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#### Student Packet (SP) - printing is optional

|          |   |
|----------|---|
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#### Assessment Packet (AP) - printing is necessary (8 pgs)

|        |                             |
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## Parent Packet

## TUESDAY OVERVIEW

|   |   |
|---|---|
| <p><b><u>Spalding (15 min) - PA</u></b></p> <p><b><u>Literature (25 min) - I</u></b></p> <p><b><u>Poetry (10 min) - I</u></b></p> <p><b><u>Grammar (5 min) - PA</u></b></p> <p><b><u>Math (30 min) I / PA</u></b></p> <p><b><u>Science (20 min) I</u></b></p> <p><b><u>Music (15 min) I</u></b></p> <p><b><u>P.E. (ongoing)</u></b></p> | <p><input type="checkbox"/> Complete dictation.</p> <p><input type="checkbox"/> Read and annotate <a href="#">chapter 28</a> of <i>The Princess and the Goblin</i>, then answer the question.</p> <p><input type="checkbox"/> Read stanza 10 of "<a href="#">Paul Revere's Ride</a>" 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"/> Complete the activity.</p> <p><input type="checkbox"/> Complete one of the challenges throughout the week.</p> |
|---|---|

## Tuesday Instructions

ELA

## SPALDING (p. 1 in SP)

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

**PARENT:** Says the word.

Says the word in a sentence.

Says the word again.

**CHILD:** Repeats the word.

Determines 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>identified</i> r.5,24,28 | The witness <u>identified</u> the criminal.                   | Write identify but change Y to I because base word identify ends with /y/ and add "d" (ed)   |
| <i>identify</i> r.5,6       | <u>Identify</u> who the villain is in the story.              | Base word.   |
| <i>ignorance</i> r.4,11     | His negative attitude was born out of <u>ignorance</u> .      | Write base word without silent final e because ending ant/ance starts with a vowel.          |
| <i>ignorant</i> r.4,11      | The traveler's were <u>ignorant</u> of the country's culture. |  |
| <i>ignore</i>               | To <u>ignore</u> the truth shows ignorance.                   | Base word.   |
| <i>indication</i> r.4,14    | She displays no <u>indication</u> of homesickness.            | Write indicate but replace /t/ with /ti/ for "sh" and add 'on'                               |
| <i>indicate</i>             | The assessment scores <u>indicate</u> you are learning.       | Base word  |
| <i>interference</i> r.11    | This fortunate <u>interference</u> effected a change.         | Write interfere without the silent final e because the ending starts with a vowel. End: ence |
| <i>interfere</i>            | Do not <u>interfere</u> with your classmates' education.      | Base word.   |
| <i>problems</i>             | They brainstormed to solve their <u>problems</u> .            | Base word: problem<br>End: "z"   |

### 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 28 of *The Princess and the Goblin*, then answer the question. Scholars may choose to use [the free online audiobook](#) as they read.

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

Short answer: Ex. They are running to prevent the mines from being flooded by the goblins.

**POETRY (p. 2 in SP)**

**Instructions:** Please ensure your child reads Stanza 10 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.

| Key for Labeling   |  |   |
|--|--|---|
| <b>SN</b> = Subject Noun<br><b>SP</b> = Subject Pronoun<br><b>V</b> = Verb<br><b>V-t</b> = Verb Transitive | <b>Adj</b> = Adjective<br><b>Adv</b> = Adverb<br><b>P</b> = Preposition<br><b>OP</b> = Object of the Preposition<br><b>PNA</b> = Possessive Noun Adj | <b>C</b> = Conjunction<br><b>I</b> = Interjection<br><b>DO</b> = Direct Object<br><b>A</b> = Article Adjective<br><b>PPA</b> = Possessive Pronoun Adj |
| Note: adding “C” before any of the labels means it’s <b>compound</b> . (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*
- The three article adjectives are *a, an, the*

Your scholar’s sentences should look like this:

**SP**  
(You) **V-t PPA DO Adv**  
**SN V-t** / Do your work carefully. **Imp**  
**DO P2**

**SN V-t A DO P A Adj OP**  
**SN V-t** Paul Revere / felt the damp (of the river fog.) **D**  
**DO P2**

**SP V-t A DO P A OP**  
**SN V-t** He / heard the crowing (of the cock.) **D**  
**DO P2**

**MATH (SP p. 4)**

**Part 1**

Students will be activating their prior knowledge about volume, which they learned in third grade and this year during our chemistry unit in Science. First we focus on the volume of one cube, then add on more cubes. They should see that 1 row of 6 cubes has a volume of  $6 \text{ cm}^3$ .

**Part 2**

Now we start seeing different three-dimensional figures. The focus here is that they can find the volume of the figure by counting the number of cubes it has.

**Practice Problem Answers:** 1) 3      2) 6      3) 32

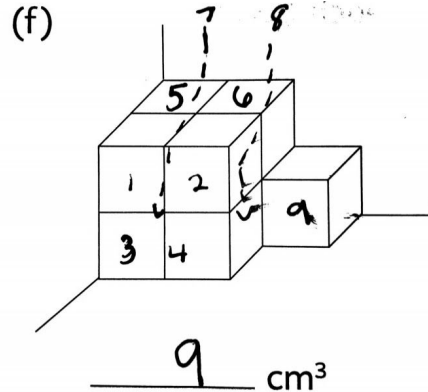
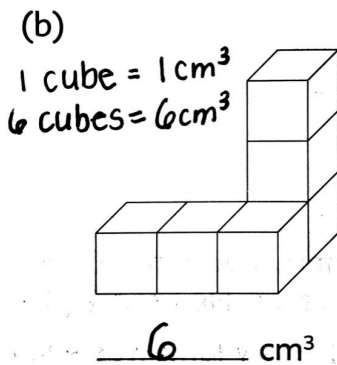
\*\*For number three, they could use multiplication. The dimensions are 4 by 4 by 2.  $4 \times 4 \times 2 = 32$ .

**Independent Practice:** WB p. 150, Ex. 4, #1 (a-f)

As students complete the practice, monitor the following:

- Encourage students to use multiplication when possible instead of counting.
- For f, there are 2 cubes that are “hidden” from sight. Make sure your child doesn’t miss those!

**Answer Key:** a)  $6 \text{ cm}^3$    b)  $6 \text{ cm}^3$    c)  $18 \text{ cm}^3$    d)  $16 \text{ cm}^3$    e)  $6 \text{ cm}^3$    f)  $9 \text{ cm}^3$



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

|             |             |             |             |             |             |             |             |             |             |
|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|
| 12          | 12          | 12          | 12          | 10          | 12          | 12          | 12          | 8           | 12          |
| $\times 9$  | $\times 11$ | $\times 12$ | $\times 2$  | $\times 12$ | $\times 1$  | $\times 5$  | $\times 3$  | $\times 12$ | $\times 4$  |
| 108         | 132         | 144         | 24          | 120         | 12          | 60          | 36          | 96          | 48          |
| 12          | 12          | 8           | 9           | 12          | 7           | 12          | 6           | 5           | 12          |
| $\times 10$ | $\times 12$ | $\times 12$ | $\times 12$ | $\times 3$  | $\times 12$ | $\times 1$  | $\times 12$ | $\times 12$ | $\times 11$ |
| 120         | 144         | 96          | 108         | 36          | 84          | 12          | 72          | 60          | 132         |
| 12          | 12          | 6           | 5           | 12          | 9           | 12          | 10          | 12          | 11          |
| $\times 8$  | $\times 7$  | $\times 12$ | $\times 12$ | $\times 12$ | $\times 12$ | $\times 3$  | $\times 12$ | $\times 1$  | $\times 12$ |
| 96          | 84          | 72          | 60          | 144         | 108         | 36          | 120         | 12          | 132         |
| 2           | 1           | 4           | 8           | 9           | 12          | 5           | 12          | 12          | 12          |
| $\times 12$ | $\times 12$ | $\times 12$ | $\times 12$ | $\times 12$ | $\times 6$  | $\times 12$ | $\times 3$  | $\times 7$  | $\times 10$ |
| 24          | 12          | 48          | 96          | 108         | 72          | 60          | 36          | 84          | 120         |
| 12          | 12          | 12          | 5           | 12          | 8           | 12          | 12          | 2           | 12          |
| $\times 1$  | $\times 6$  | $\times 7$  | $\times 12$ | $\times 4$  | $\times 12$ | $\times 10$ | $\times 9$  | $\times 12$ | $\times 3$  |
| 12          | 72          | 84          | 60          | 48          | 96          | 120         | 108         | 24          | 36          |

**SCIENCE (SP p. 6-7)**

**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.

**Answers**

1. **Nuclear energy** is the **energy** stored inside an atom by the forces that hold together the nucleus of the atom.
2. Define light energy and give an example.  
**Light energy** is a kind of kinetic **energy** with the ability to make types of **light** visible to human eyes.  
**Examples:** candle, flash light, fire, electric bulb, kerosene lamp, stars
3. Electromagnetic waves are a form of **energy** waves that have both an electric and magnetic field. Voices, whistles, horns and musical instruments are examples of Sound energy.

**SPECIALS (SP p. 8-9)****Answer Key**

Excerpt from "The Nutcracker" by Peter Tchaikovsky

**March**

Ex: D D D D E E F# D E D D D D E E F# D E E

C DC BA GF# D B CB AG F#E G F# E D# AG F#E BC BA GD D

D F G A C B D E D G C F

\*either note is correct

| WEDNESDAY OVERVIEW  |  |
|---|--|
| <p><b><u>Spalding (15 min) - PA</u></b></p> <p><b><u>Literature (25 min) - I</u></b></p> <p><b><u>Poetry (10 min) - I</u></b></p> <p><b><u>Grammar (5 min) - PA</u></b></p> <p><b><u>Math (30 min) - I / PA</u></b></p> <p><b><u>History (20 min)- I</u></b></p> <p><b><u>Art (15 min)- I</u></b></p> | <ul style="list-style-type: none"> <li><input type="checkbox"/> Complete dictation with a parent.</li> <li><input type="checkbox"/> Read and annotate <a href="#">chapter 29</a> of <i>The Princess and the Goblin</i>, then answer the question.</li> <li><input type="checkbox"/> Practice Stanza 10 of "<a href="#">Paul Revere's Ride</a>," then answer the questions.</li> <li><input type="checkbox"/> Classify the sentences.</li> <li><input type="checkbox"/> Carefully read the lesson.</li> <li><input type="checkbox"/> Complete the workbook problems.</li> <li><input type="checkbox"/> Timed Math Sprint</li> <li><input type="checkbox"/> Read and highlight the selection, then answer the questions.</li> <li><input type="checkbox"/> Complete the activity.</li> </ul> |



### Wednesday Instructions

ELA

#### SPALDING (SP p.11)

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

PARENT: Says the word.

Says the word in a sentence.

Says the word again.

CHILD: Repeats the word.

Determines 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>l</u> ea <u>sh</u> i <u>p</u> r.13      | When you work together, I see <u>leadership</u> qualities among you. | We use /sh/ to begin word and end syllable; we also use to write ending 'ship' ex. worship, kinship |
| <u>l</u> ea <u>e</u> r                     | As a <u>leader</u> in school, he mentored a new student.             | Dictate leader first. Base word: lead   |
| <u>m</u> es <u>s</u> en <u>g</u> er r.29,3 | The <u>messenger</u> rushed across town to deliver the package.      |   |
| <u>m</u> es <u>s</u> a <u>g</u> e r.29     | She wrote a kind <u>message</u> on the thank you card.               | Base word but it doesn't help spell messenger.  |
| <u>m</u> u <u>s</u> i <u>c</u> ian r.4,14  | He is studying to be a <u>musician</u> .                             | Write music but replace /c/ with /ci/ for "sh" and add 'an'.  |
| <u>m</u> u <u>s</u> i <u>c</u> r.4         | I enjoy listening to <u>music</u> while cleaning the house.          | Base word.  |
| <u>p</u> l <u>a</u> ne                     | The <u>plane</u> was loud when it flew over the playground.          |   |
| <u>p</u> l <u>a</u> in                     | The deer ran across the field in <u>plain</u> sight.                 |   |
| <u>r</u> e <u>h</u> ea <u>s</u> al r.4,11  | She practiced daily to prepare for the <u>rehearsal</u> .            | Write rehearse without silent final e because ending 'al' starts with a vowel. Which "er"?          |
| <u>r</u> e <u>h</u> ea <u>s</u> e r.4      | The students <u>rehearse</u> the play 3 times a week.                | Base word.  |

### LITERATURE (SP p. 11)

#### 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 29 of *The Princess and the Goblin*, then answer the question below. Your child may listen to [the free online audiobook](#) as they read.

- Possible answer: "...the thunder was bellowing" (p.219)

### POETRY (SP p. 12)

**Instructions:** Please help your child memorize Stanza 10 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. "He heard the crowing of the cock, and the barking of the farm's dog" (hearing); "And felt the damp of the river-fog" (touch)
2. clock/cock; town/down; dog/fog

## GRAMMAR (SP p. 12)

### 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  |  |   |
|--|--|---|
| <b>SN</b> = Subject Noun<br><b>SP</b> = Subject Pronoun<br><b>V</b> = Verb<br><b>V-t</b> = Verb Transitive<br><b>HV</b> = Helping Verb | <b>Adj</b> = Adjective<br><b>Adv</b> = Adverb<br><b>P</b> = Preposition<br><b>OP</b> = Object of the Preposition<br><b>PNA</b> = Possessive Noun Adj | <b>C</b> = Conjunction<br><b>I</b> = Interjection<br><b>DO</b> = Direct Object<br><b>A</b> = Article Adjective<br><b>PPA</b> = Possessive Pronoun Adj |
| Note: adding "C" before any of the labels means it's <b>compound</b> . (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:

**SP HV V Adv P Adj Adj OP**

**SN V** You / are doing well (in this scary time.) **D**  
**P1**

**Adj Adj SN V-t DO**

**SN V-t** Every good boy / deserves fudge. **D**  
**DO P2**

**SP**

**(You) V-t DO**

**SN V-t** / Choose joy. **Imp**  
**DO P2**

**MATH (SP p. 13)****Part 1**

Students will recall that to find the “capacity” of something, is to find its volume. They will be reminded that all three-dimensional, or 3D, shapes have three dimensions: length, width and height.

For all visuals used in the lesson, please remember:

- Each cube has a height of 1 cm, a width of 1 cm, and a length of 1 cm.
- The volume of each cube is 1 cubic centimeter, or  $1 \text{ cm}^3$

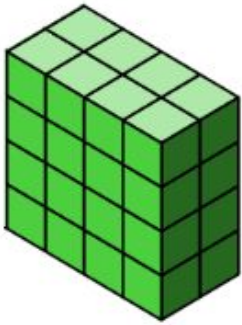
Students will then explore how to find the volume of a rectangular prism by breaking apart each layer into more manageable sections where all cubes are visible. This will allow them to count the number of cubes.

**Part 2**

Now students will see how to find volume without breaking apart the figure by finding the length, width, and height. With this information students can multiply length x width x height to find volume in cubic centimeters ( $\text{cm}^3$ ).

**Part 3**

Students will find the length, width, and height of a rectangular prism to determine its volume.

**Practice Problem Answers:**

The volume of each cube is 1 cubic centimeter, or  $1 \text{ cm}^3$

Length = 4 cm

Width = 2 cm

Height = 4 cm

Volume = 32  $\text{cm}^3$

**Independent Practice:**

*As students complete the practice, monitor the following:*

- Encourage students to use multiplication when possible instead of counting.
- If counting is necessary, have students determine the dimensions of each layer.
- Write length x width x height = volume
- The solids are made up of 1-in. cubes

**Answer Key:**

| Solid | Length | Width | Height | Volume            |
|-------|--------|-------|--------|-------------------|
| A     | 3 in.  | 3 in. | 3 in.  | $27 \text{ cm}^3$ |
| B     | 2 in.  | 2 in. | 2 in.  | $8 \text{ cm}^3$  |
| C     | 5 in.  | 2 in. | 4 in.  | $40 \text{ cm}^3$ |
| D     | 3 in.  | 2 in. | 7 in.  | $42 \text{ cm}^3$ |

|   |              |             |             |                          |
|---|--------------|-------------|-------------|--------------------------|
| E | <i>7 in.</i> | <i>3 in</i> | <i>2 in</i> | <i>42 cm<sup>3</sup></i> |
|---|--------------|-------------|-------------|--------------------------|

### 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          |
| $\times 12$ | $\times 12$ | $\times 12$ | $\times 12$ | $\times 12$ | $\times 12$ | $\times 12$ | $\times 12$ | $\times 3$  | $\times 1$  |
| 96          | 144         | 48          | 120         | 108         | 84          | 24          | 132         | 36          | 12          |
| 12          | 12          | 12          | 12          | 12          | 12          | 12          | 2           | 8           | 1           |
| $\times 9$  | $\times 4$  | $\times 12$ | $\times 5$  | $\times 10$ | $\times 7$  | $\times 3$  | $\times 12$ | $\times 12$ | $\times 12$ |
| 108         | 48          | 144         | 60          | 120         | 84          | 36          | 24          | 96          | 12          |
| 4           | 11          | 12          | 12          | 3           | 12          | 1           | 12          | 2           | 7           |
| $\times 12$ | $\times 12$ | $\times 12$ | $\times 6$  | $\times 12$ | $\times 10$ | $\times 12$ | $\times 8$  | $\times 12$ | $\times 12$ |
| 48          | 132         | 144         | 72          | 36          | 120         | 12          | 96          | 24          | 84          |
| 12          | 2           | 10          | 12          | 12          | 8           | 12          | 12          | 12          | 12          |
| $\times 11$ | $\times 12$ | $\times 12$ | $\times 4$  | $\times 9$  | $\times 12$ | $\times 6$  | $\times 7$  | $\times 1$  | $\times 12$ |
| 132         | 24          | 120         | 48          | 108         | 96          | 72          | 84          | 12          | 144         |
| 12          | 11          | 5           | 8           | 7           | 4           | 12          | 12          | 3           | 12          |
| $\times 12$ | $\times 12$ | $\times 12$ | $\times 12$ | $\times 12$ | $\times 12$ | $\times 6$  | $\times 9$  | $\times 12$ | $\times 2$  |
| 144         | 132         | 60          | 96          | 84          | 48          | 72          | 108         | 36          | 24          |

### HISTORY (SP p. 15)

**Instructions:** Monitor your child's progress as they read about the explorers Cabeza de Vaca, Francisco Coronado, and Robert La Salle. While reading, students should **highlight** or underline when the expeditions took place, what successes, or failures they experienced, and examples of how the experiences of the Spanish and French differed in Texas. After reading, students will provide thoughtful answers designed to promote reading comprehension and critical thinking.

#### Answer Key:

- 1. Explain the impact the stories of Cabeza de Vaca had on explorers like Francisco Coronado.**

The stories of Cabeza de Vaca greatly impacted the course of the life of Francisco Coronado. Leaving his post as a Governor of New Spain, Coronado set out in search of "cities of gold." Though he never found the treasure he was looking for, Coronado is still remembered for his mapping of much of the Southwest, and for the lands he claimed for Spain.

- 2. Why do you think the Spanish never built any permanent settlements in Texas until after the French had done so? Consider their original interest in the region. How do you think that would change after La Salle?**

When the Spanish first reached Texas, their primary motivation for exploration was their desire for great wealth, and permanent settlements were not necessary to achieve this goal. The Spanish believed their

claim to the region was sufficient. After La Salle, however, the Spanish feared that the French would take control of the land in Texas for themselves, and decided to strengthen their control of Texas.

| THURSDAY OVERVIEW                     |  |
|---------------------------------------|--|
| <b><u>Spalding (15 min) - PA</u></b>  | <input type="checkbox"/> Complete dictation with a parent.   |
| <b><u>Literature (25 min) - I</u></b> | <input type="checkbox"/> Read and annotate <a href="#">chapter 30</a> of <i>The Princess and the Goblin</i> , then answer the question.                        |
| <b><u>Poetry (10 min) - I</u></b>     | <input type="checkbox"/> Read stanza 11 of " <a href="#">Paul Revere's Ride</a> " aloud and copy it down.  |
| <b><u>Writing (5 min) - I</u></b>     | <input type="checkbox"/> 5 minute writing sprint. Answer the prompt given.   |
| <b><u>Math (30 min) - I / PA</u></b>  | <input type="checkbox"/> Carefully read the lesson.<br><input type="checkbox"/> Complete math workbook problems.<br><input type="checkbox"/> Timed Math Sprint |
| <b><u>Science (20 min) - I</u></b>    | <input type="checkbox"/> Read and highlight the selection, then answer the questions.  |
| <b><u>Art (15 min) - I</u></b>        | <input type="checkbox"/> Complete and practice the activity.   |

### Thursday Instructions

ELA

#### SPALDING (SP p.20)

**Instructions:** Scholar sounds out each syllable of each word.

Parent dictates the 20 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 they learned in class. You will then help your child make appropriate corrections, immediately before moving on to the next word.

|              |            |
|--------------|------------|
| identified   | leadership |
| identify     | leader     |
| ignorance    | messenger  |
| ignorant     | message    |
| ignore       | musician   |
| indication   | music      |
| indicate     | plane      |
| interference | plain      |
| interfere    | rehearsal  |
| problems     | rehearse   |

### Literature (SP p.21)

#### 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.

- Possible answer: "...he ran with her like a deer" p.223

### POETRY (SP p.21)

**Instructions:** Please ensure that your child copies Stanza 11 of "Paul Revere's Ride" on a separate sheet of paper.

**WRITING (SP p.22)**

**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, invite them to think: what in the picture could be personified? The bench? The trees?
- Imagine yourself in the picture. What would it feel like? Look like? Smell like? Sound like?

**MATH (SP p. 23)**

**Instructions:**

**Part 1**

Students will learn about the relationship of cubic centimeters and liters and milliliters They will learn **1 ml = 1cm<sup>3</sup>**. They will convert measurements in liters millimeters to cubic centimeters and vice versa. They will discover the correlation of **1000 cm<sup>3</sup> = 1000ml = 1 ℓ**

**Part 2**

Students will find the volume of water in rectangular containers by finding out the volume of a rectangular prism by using the formula length x width x height.

The “**Your turn!**” section has 9 practice problems. As they complete it, some things to monitor include:

- Ensure scholars are looking for the correct information. Encourage them to underline important information in the instructions (centimeters, milliliters, liters...)
- Have scholars write the formula for volume when asked to find it ( $V = \text{length} \times \text{width} \times \text{height}$ )
- Scholars should show all work when multiplying. If they run out of space, they may do so in their math workbook or on a separate sheet of paper.
- Scholars will need to convert from  $\text{cm}^3$  to liters in some problems. Remind them that they must do so after finding the volume by dividing their  $\text{cm}^3$  by 1000. Their remainder will be expressed in milliliters.

**Answer Key** (All problems from Exercise 6 are included in case your scholar wanted extra practice.

Assigned problems are highlighted):

Ex. 6

Task 1(a) 300cm<sup>3</sup> | 1(b) 800cm<sup>3</sup>

Task 2(a) 400ml | 2(b) 120ml

Task 3(a) 4ℓ | 3(b) 3ℓ

Task 4 (left column in vertical order) 1ℓ 200ml | 1ℓ 200ml | 2ℓ 160ml

Task 4 (right column in vertical order) 3ℓ 600ml | 3ℓ 600ml | 1ℓ 440ml

## Math Sprint

|             |             |             |             |             |             |             |             |             |             |
|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|
| 12          | 12          | 12          | 12          | 10          | 12          | 12          | 12          | 8           | 12          |
| $\times 9$  | $\times 11$ | $\times 12$ | $\times 2$  | $\times 12$ | $\times 1$  | $\times 5$  | $\times 3$  | $\times 12$ | $\times 4$  |
| 108         | 132         | 144         | 24          | 120         | 12          | 60          | 36          | 96          | 48          |
| 12          | 12          | 8           | 9           | 12          | 7           | 12          | 6           | 5           | 12          |
| $\times 10$ | $\times 12$ | $\times 12$ | $\times 12$ | $\times 3$  | $\times 12$ | $\times 1$  | $\times 12$ | $\times 12$ | $\times 11$ |
| 120         | 144         | 96          | 108         | 36          | 84          | 12          | 72          | 60          | 132         |
| 12          | 12          | 6           | 5           | 12          | 9           | 12          | 10          | 12          | 11          |
| $\times 8$  | $\times 7$  | $\times 12$ | $\times 12$ | $\times 12$ | $\times 12$ | $\times 3$  | $\times 12$ | $\times 1$  | $\times 12$ |
| 96          | 84          | 72          | 60          | 144         | 108         | 36          | 120         | 12          | 132         |
| 2           | 1           | 4           | 8           | 9           | 12          | 5           | 12          | 12          | 12          |
| $\times 12$ | $\times 12$ | $\times 12$ | $\times 12$ | $\times 12$ | $\times 6$  | $\times 12$ | $\times 3$  | $\times 7$  | $\times 10$ |
| 24          | 12          | 48          | 96          | 108         | 72          | 60          | 36          | 84          | 120         |
| 12          | 12          | 12          | 5           | 12          | 8           | 12          | 12          | 2           | 12          |
| $\times 1$  | $\times 6$  | $\times 7$  | $\times 12$ | $\times 4$  | $\times 12$ | $\times 10$ | $\times 9$  | $\times 12$ | $\times 3$  |
| 12          | 72          | 84          | 60          | 48          | 96          | 120         | 108         | 24          | 36          |

## SCIENCE (SP p. 25)

**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.

## Answers

- Electricity** is the flow of tiny particles called atoms.
- Define electric charge.  
**Electric charge** is a quantity of **electricity** that is related to the balance of electrons and protons in an object.
- List any 5 appliances/ devices that use electricity in your house.  
Some of the appliances that students can think about are Phone, Refrigerator, Air conditioner, Television, and Oven

## Latin (SP p. 27) - Answer Key

1. Ubi Lupus habitat?

*Lupus habitat in silva.*

2. Ubi avis volat?

*Avis volat in caelo.*

3. Ubi piscis natat?

*Piscis natat in aqua/ in rivo.*

**Friday Spalding Assessment (Assessment Packet p.3)**

**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**.

| # | Spalding Test       |   |                     |
|---|---------------------|---|---------------------|
|   | <b>identified</b>   | The witness <u>identified</u> the criminal.                     | <b>identified</b>   |
|   | <b>identify</b>     | It's hard to <u>identify</u> who the villain is in the story.   | <b>identify</b>     |
|   | <b>ignorance</b>    | His negative attitude was born out of <u>ignorance</u> .        | <b>ignorance</b>    |
|   | <b>ignorant</b>     | The travelers were <u>ignorant</u> of the country's culture.    | <b>ignorant</b>     |
|   | <b>ignore</b>       | Please do not <u>ignore</u> my request.                         | <b>ignore</b>       |
|   | <b>indication</b>   | She displays no <u>indication</u> of homesickness.              | <b>indication</b>   |
|   | <b>indicate</b>     | The assessment scores <u>indicate</u> you are learning.         | <b>indicate</b>     |
|   | <b>interference</b> | This fortunate <u>interference</u> effected a change.           | <b>interference</b> |
|   | <b>interfere</b>    | Do not <u>interfere</u> with your classmates' education.        | <b>interfere</b>    |
|   | <b>problems</b>     | They brainstormed to solve their <u>problems</u> .              | <b>problems</b>     |
|   | <b>leadership</b>   | You display <u>leadership</u> qualities.                        | <b>leadership</b>   |
|   | <b>leader</b>       | As a <u>leader</u> in school, he mentored a new student.        | <b>leader</b>       |
|   | <b>messenger</b>    | The <u>messenger</u> rushed across town to deliver the package. | <b>messenger</b>    |
|   | <b>message</b>      | She wrote a kind <u>message</u> on the thank you card.          | <b>message</b>      |
|   | <b>musician</b>     | He is studying to be a <u>musician</u> .                        | <b>musician</b>     |
|   | <b>music</b>        | I enjoy listening to <u>music</u> while cleaning the house.     | <b>music</b>        |
|   | <b>plane</b>        | The <u>plane</u> was loud when it flew over the playground.     | <b>plane</b>        |
|   | <b>plain</b>        | The deer ran across the field in <u>plain</u> sight.            | <b>plain</b>        |
|   | <b>rehearsal</b>    | She practiced daily to be prepared for the <u>rehearsal</u> .   | <b>rehearsal</b>    |
|   | <b>rehearse</b>     | The students <u>rehearse</u> the play 3 times a week.           | <b>rehearse</b>     |



# GREAT HEARTS WESTERN HILLS

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G4 Student Packet 1

## Student Packet

### TUESDAY OVERVIEW

**Spalding (15 min) - PA**

**Literature (25 min) - I**

**Poetry (10 min) - I**

**Grammar (5 min) - I**

**Math (30 min) - I / PA**

**Science (20 min) - I**

**Music (15 min) - I**

**P.E. (ongoing) - I**

- Complete dictation with a parent.
- Read and annotate [chapter 28](#) of *The Princess and the Goblin*.
- Read stanza 10 of "[Paul Revere's Ride](#)" aloud and copy it down.
- Classify the sentences aloud.
- Carefully read the lesson.
- Complete workbook problems.
- Timed Math Sprint
- Read and highlight the selection, then answer the questions.
- Complete the activity.
- Complete one of the challenges throughout the week.

## 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 28](#) 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

- **Consolation:** (n) the comfort received by a person after a loss or disappointment
- **Contrived:** (v) create or bring about (an object or a situation) by deliberate use of skill and artifice
- **Give the slip:** (idiom) To evade, escape, or get away from somebody
- **Row:** (n) a serious dispute
- **Lame:** (adj) (of a person or animal) unable to walk normally because of an injury or illness affecting the leg or foot

**Predict:** What do you think Curdie and his father are running so quickly to do?

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\*\* Try summarizing the chapter to a family member or sibling. Retell what happened in the chapter!

### Poetry

**Instructions:** Copy Stanza 10 of “Paul Revere’s Ride” on a sheet of paper and practice reciting to an adult.

It was twelve by the village clock  
When he crossed the bridge into Medford town.  
He heard the crowing of the cock,  
And the barking of the farmer’s dog,  
And felt the damp of the river-fog,  
That rises when the sun goes down.

## 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 [here](#) if you want to classify #1 with Ms. Conlon!

1. \_\_\_\_\_ Do your work carefully.
2. \_\_\_\_\_ Paul Revere felt the damp of the river-fog.
3. \_\_\_\_\_ He heard the crowing of the cock.

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

| 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?                     |

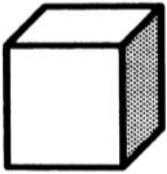
## Math

### Lesson: Volume of Solids

#### Part 1

One of the measurements we explored last week was the “capacity” of something, or its volume. Volume is the measure of how much **space** a three-dimensional object takes up. We hear the word “3D” in our everyday language, but what does it really mean?

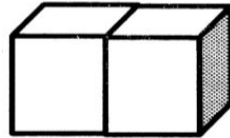
- 3D simply means that there are three dimensions: **length, width, and height**. Think back to when we learned about area and perimeter. We only worked with length and width. Now, we get to add an object’s height into the mix! But don’t worry: we’ll start small.



This cube has a height of 1 cm, a width of 1 cm, and a length of 1 cm. Its volume is 1 cubic cm, or  $1 \text{ cm}^3$ .

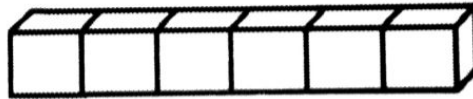
If we add another cube to the one above, what do you think the new volume would be?

- If the volume of one cube is  $1 \text{ cm}^3$ , then the volume of 2 cubes is  $2 \text{ cm}^3$ .
- **In other words**,  $1 \text{ cm}^3 \times 2 = 2 \text{ cm}^3$



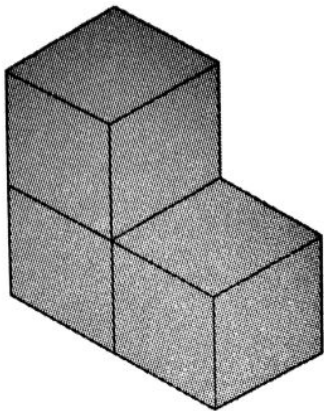
What do you think the volume of a figure with 6 cubes will be?

\_\_\_\_\_  $\text{cm}^3$

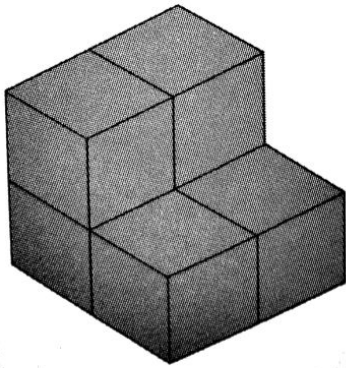


#### Part 2

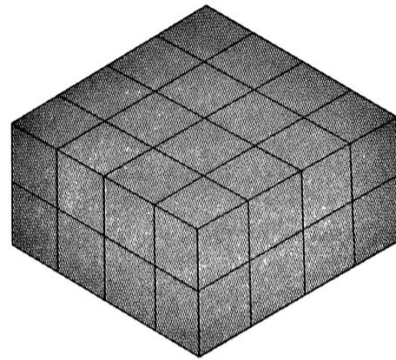
So far, all of our figures have been in one neat row, but sometimes the shape can be a little different! You’ve probably noticed so far that a simple way to find the volume is to simply count the number of cubes. The same goes for the shapes below.



1. This figure has 3 cubes, so its volume is \_\_\_\_\_  $\text{cm}^3$ .



2. This figure has \_\_\_\_\_ cubes,  
so its volume is \_\_\_\_\_  $\text{cm}^3$ .



3. This figure has \_\_\_\_\_ cubes,  
so its volume is \_\_\_\_\_  $\text{cm}^3$ .

**Your turn!** Open your workbook to page 150. Complete Ex. 4, #1a-f.

**\*\*Hint:** on f, don't forget to count the blocks that may be "hidden"!

**Extension Activity:** Not all 3-D objects are rectangular prisms! We can also find the volume of ordinary objects. Go outside and find a cool rock. Fill a **liquid measuring cup** with water.

- **Record the initial volume:** \_\_\_\_\_ ml
- **Now put your rock inside.** What is the new volume? \_\_\_\_\_ ml
- Subtract the new volume from the initial volume. **That is the volume of your rock!**

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

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

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

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




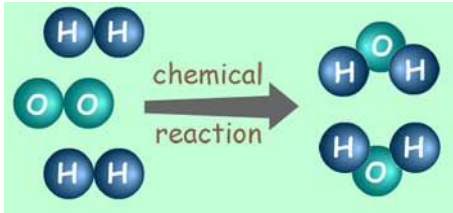
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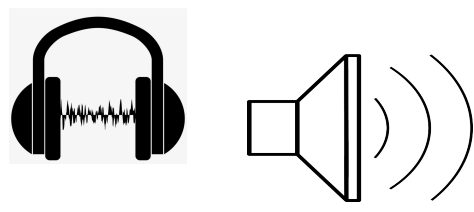

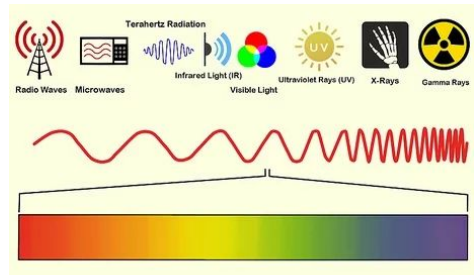
## Science

Read the following about energy, then underline/highlight the important facts and check your understanding by answering the questions below:

### DIFFERENT FORMS OF ENERGY

**Energy**, in physics, is the ability to do work. Energy comes in many different forms. We will be discussing all the different types of energy in detail.

|  |  |
|--|--|
|  <p style="text-align: center;">Mechanical Energy</p> <p style="text-align: center;">Potential Energy</p> <p style="text-align: center;">Energy</p> <p style="text-align: center;">Energy Out</p> <p style="text-align: center;"><small>shutterstock.com • 1508735069</small></p> | <p><b>Mechanical energy</b> is the sum of potential energy and kinetic energy. It is the energy associated with the motion and position of an object (where it is).</p> <ul style="list-style-type: none"> <li>● <b>Examples:</b> a moving car, a barbell lifted high above a weightlifter's head.</li> </ul> <p><b>**Think:</b> Which would have more potential energy: a pencil balancing on top of a desk, or a pencil balancing on top of a skyscraper?</p>                    |
|    | <p><b>Electrical energy</b> is a form of <b>energy</b> resulting from the flow of <b>electric</b> charge. <b>Energy</b> is the ability to do work or apply force to move an object. In the case of <b>electrical energy</b>, the force is <b>electrical</b> attraction or repulsion between charged particles.</p> <ul style="list-style-type: none"> <li>● <b>Examples:</b> Lightning, batteries, and electrical current</li> </ul>   |
|   | <p><b>Thermal energy</b> (also called <b>heat energy</b>) is produced when temperature rises. This rise causes the atoms and molecules to move faster and collide with each other. The faster the atoms are moving, the more "energy" it has!</p> <ul style="list-style-type: none"> <li>● <b>Examples:</b> A cup of hot chocolate, Solar energy, melting ice.</li> </ul>  |
|   | <p><b>Chemical energy</b> is <b>energy</b> stored in the bonds of <b>chemical</b> compounds, like atoms and molecules. This <b>energy</b> is released when a <b>chemical</b> reaction takes place. Usually, once <b>chemical energy</b> has been released from a substance, that substance is transformed into a completely new substance.</p> <ul style="list-style-type: none"> <li>● <b>Examples:</b> Coal being converted into Light and heat by chemical reaction.</li> </ul> |

|  |  |
|--|--|
| <p><b>L</b>: Light energy<br/>- Energy that can be seen</p> <p>ex:  Lightbulb  The SUN</p> | <p><b>Light energy</b> is a kind of kinetic <b>energy</b> with the ability to make types of <b>light</b> visible to human eyes. <b>Light</b> is defined as a form of electromagnetic radiation emitted by hot objects like lasers, bulbs, and the sun.</p> <ul style="list-style-type: none"> <li>• <b>Examples:</b> candle, flash light, fire, electric bulb, kerosene lamp, stars</li> </ul>       |
|   | <p><b>Sound energy</b> is the movement of <b>energy</b> through a substance – such as air or water – in the form of waves. It is produced when a force causes an object or substance to vibrate. In physics, sound energy is a form of energy that can be heard by humans.</p> <ul style="list-style-type: none"> <li>• <b>Examples:</b> Voices, whistles, horns and musical instruments.</li> </ul> |
|    | <p><b>Nuclear energy</b> is the <b>energy</b> stored inside an atom by the forces that hold together the nucleus of the atom. When we break an atom apart, that energy is released! This is how the sun works.</p> <ul style="list-style-type: none"> <li>• <b>Example:</b> Sun</li> </ul>   |
|   | <p><b>Electromagnetic waves</b> are a form of <b>energy</b> waves that have both an electric and magnetic field.</p> <ul style="list-style-type: none"> <li>• <b>Examples</b> are radio waves, microwaves, infrared radiation, visible light</li> </ul>  |

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

1. \_\_\_\_\_ is the **energy** stored inside an atom's **nucleus**.
2. Define light energy and give an example.  
\_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_ are a form of **energy** waves that have both an electric and magnetic field.
4. Voices, whistles, horns and musical instruments are examples of \_\_\_\_\_ energy.

**Hint:** a helpful way to remember the major forms of energy is the acronym MELTS.

**M**echanical energy, **E**lectrical energy, **L**ight energy, **T**hermal energy, **S**ound energy



## Physical Education

Physical Education

Week 4 Online

This week in PE, choose one of the following challenges to complete:

Challenge 1: Walk/Run a combined total of eight miles.

Goal: To complete the eight miles over the course of five days. To improve/maintain cardiovascular endurance.

Materials: designated walk/run path; comfortable shoes

Specific Task: Complete a total of eight miles distance in a walk/run format. Control your pace to burn maximum calories. The walk/run time and distance for each day is up to you. If possible, involve your family in accomplishing your goal. For example, Day 1 (Monday) 30 minutes time with a distance of 1.5 miles, Day 2 (Tuesday) 45 minutes with a distance of 2 miles. Continue throughout the week until you reach the 8-mile goal.

Challenge 2: Pushup maximum.

Goal: Complete as many correct pushups as you can in a five-day period. Remember, your body should form a straight line from start to finish.

Materials: enough space to perform exercise.

Specific Task: Starting on Monday, throughout the day perform correct pushups. Record the total number completed at 5:00 pm on Friday. If possible, turn this into a family competition. For example, in my house Allison and I compete weekly. We stop every hour and perform as many as we can, record the number on a sheet, and wait for the next hour. My best week is 652 pushups. Let me know if you beat coaches' number.

Coaches note: Remember to remain active, this will help keep you healthy while lowering your risk factors to getting sick. These challenges will help in breaking up the monotony of looking at four walls. Also, being physically active will stimulate your mental faculties. I miss all of you and hope to see you soon. Feel free to email me at either [Stephen.france@greatheartswesternhills.org](mailto:Stephen.france@greatheartswesternhills.org) or [sfrance04@gmail.com](mailto:sfrance04@gmail.com) with any questions or suggestions.

**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,<br>4/14 | <ul style="list-style-type: none"><li><input type="checkbox"/> I spent around _____ minutes on the daily activities.</li><li><input type="checkbox"/> I read all directions before I asked for more help.</li><li><input type="checkbox"/> If required, I wrote all of my answers in complete, cursive sentences.</li><li><input type="checkbox"/> I double-checked my written answers to check for capitalization, punctuation, and correct grammar usage.</li><li><input type="checkbox"/> My handwriting is neat and can be read by both me and an adult.</li><li><input type="checkbox"/> I showed all of my work in math when necessary.</li><li><input type="checkbox"/> I read for at least 20 minutes today.</li><li><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.</li></ul> |
|------------------|--|

## WEDNESDAY OVERVIEW

|                                       |   |
|---------------------------------------|---|
| <b><u>Spalding (15 min) - PA</u></b>  | <input type="checkbox"/> Complete dictation with a parent.  |
| <b><u>Literature (25 min) - I</u></b> | <input type="checkbox"/> Read and annotate <a href="#">chapter 29</a> of <i>The Princess and the Goblin</i> , then answer the question.                       |
| <b><u>Poetry (10 min) - I</u></b>     | <input type="checkbox"/> Practice Stanza 10 of " <a href="#">Paul Revere's Ride</a> ," then answer the questions.   |
| <b><u>Grammar (5 min) - I</u></b>     | <input type="checkbox"/> Classify the sentences aloud.  |
| <b><u>Math (30 min) - I / PA</u></b>  | <input type="checkbox"/> Carefully read the lesson.<br><input type="checkbox"/> Complete the workbook problems.<br><input type="checkbox"/> Timed Math Sprint |
| <b><u>History (20 min) - I</u></b>    | <input type="checkbox"/> Read and highlight the selection, then answer the questions.   |
| <b><u>Art (15 min) - I</u></b>        | <input type="checkbox"/> Complete 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 [chapter 29](#) 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

- **Buttress:** (n) a projecting support of stone or brick built against a wall
- **Brook:** (n) a small stream
- **Torrent:** (n) a strong and fast-moving stream of water or other liquid
- **Tempest:** (n) a violent windy storm

Find an example of a personification used in this chapter. *Hint:* Look at how the storm is described.

---

### Poetry

**Instructions:** Practice reciting Stanza 10 of “Paul Revere’s Ride.” Then answer the questions.

It was twelve by the village clock  
 When he crossed the bridge into Medford town.  
 He heard the crowing of the cock,  
 And the barking of the farmer’s dog,  
 And felt the damp of the river-fog,  
 That rises when the sun goes down.

**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. Give an example of a sensory detail in this stanza.

---

2. What words rhyme in this 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. \_\_\_\_\_ You are doing well in this scary time.
2. \_\_\_\_\_ Every good boy deserves fudge.
3. \_\_\_\_\_ Choose joy.

| 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: Volume of Rectangular Prisms

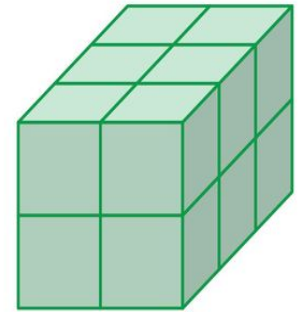
#### Part 1

On Tuesday, we explored how to find the “capacity” of something, or its volume. **Volume**, if you remember, is the measure of how much **space** a three-dimensional object takes up. All three-dimensional, or 3D, shapes have three dimensions: **length**, **width** and **height**.

Having already explored how to find the volume of solids, we will now explore how to find the volume of a rectangular prism.

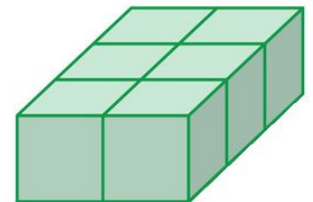
- Here are 2 layers of 6 cubes.
- Each cube has a height of 1 cm, a width of 1 cm, and a length of 1 cm.
- The volume of each cube is 1 cubic centimeter, or  $1 \text{ cm}^3$

We have already learned that it is possible to find volume by counting the number of  $1 \text{ cm}^3$  cubes. But how can we find the volume of a prism with multiple layers when not all cubes are visible?

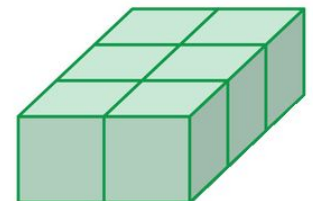


To find the volume of a prism with multiple layers, we can separate the two layers

- In each layer there are  $3 \times 2$  1-cm cubes, or 6 1-cm cubes
- Since there are 2 layers of cubes, there are  $6 \times 2$  1-cm cubes, or 12 1-cm cubes.
- Because the volume of each 1-cm cube is  $1 \text{ cm}^3$ , **the volume of this rectangular prism is  $12 \text{ cm}^3$ .**



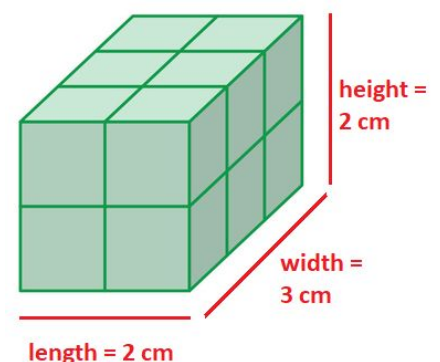
$$3 \times 2 = 6 \quad 6 \times 2 = 12 \quad 12 \times 1 \text{ cm}^3 = 12 \text{ cm}^3$$



#### Part 2

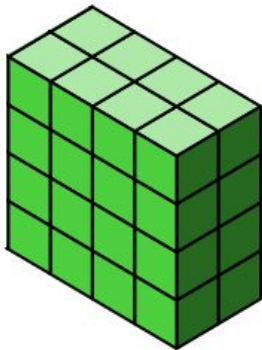
Many rectangular prisms will have more than two layers, so we don't always have to separate the layers to determine volume. Let's examine the original rectangular prism again.

- Remember: all three-dimensional figures have three dimensions: **length**, **width** and **height**.
- Each cube has a height of 1 cm, a width of 1 cm, and a length of 1 cm, so the volume of each cube is 1 cubic centimeter, or  $1 \text{ cm}^3$
- This is because **volume = length x width x height**  
 $1 \text{ cm} \times 1 \text{ cm} \times 1 \text{ cm} = 1 \text{ cm}^3$
- So to find the volume of this rectangular prism, we multiply:  
**length x width x height = 2 cm (length) x 3 cm (width) x 2 cm (height) =  $12 \text{ cm}^3$**



**Part 3**

By using the formula **length x width x height = volume**, we can solve for the volume of any rectangular prism as long as we know the value of each of the three dimensions. Let's solve one together below. Find the three dimensions in order to solve for the volume.



The volume of each cube is 1 cubic centimeter, or 1 cm<sup>3</sup>

Length = \_\_\_\_\_ cm

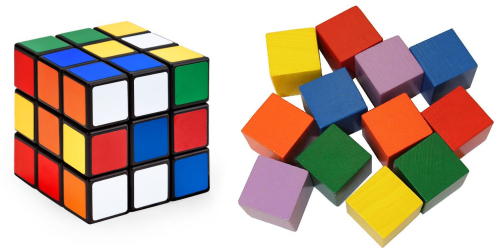
Width = \_\_\_\_\_ cm

Height = \_\_\_\_\_ cm

Volume = \_\_\_\_\_ cm<sup>3</sup>

**Your turn!** Open your workbook to page 151. Complete Ex. 5, #1 (fill in the table)

**Extension Activity:** Find any cube-shaped items you have around the house. Maybe you have a Rubik's cube or cube building blocks. Stack up these items to create a rectangular prism. Treat each cube as 1 cubic centimeter (1 cm<sup>3</sup>) and take note of the length, width, height to find the volume.



**Record your findings below:**

|   |   |   |
|---|---|---|
| <p><b>Object(s):</b></p> <p>Length = _____ cm</p> <p>Width = _____ cm</p> <p>Height = _____ cm</p> <p>Volume = _____ cm<sup>3</sup></p> | <p><b>Object(s):</b></p> <p>Length = _____ cm</p> <p>Width = _____ cm</p> <p>Height = _____ cm</p> <p>Volume = _____ cm<sup>3</sup></p> | <p><b>Object(s):</b></p> <p>Length = _____ cm</p> <p>Width = _____ cm</p> <p>Height = _____ cm</p> <p>Volume = _____ cm<sup>3</sup></p> |
|---|---|---|

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

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

## History

**Instructions:** Read the passages below, **highlighting** or underlining important details. When you are finished, complete the questions below.

### Explorers in Texas

In 1519, Spanish Explorer Alonso Álvarez de Piñeda arrived in Texas, creating the first maps of the Gulf of Mexico. Piñeda discovered the Rio Grande River and claimed the area for Spain. After Piñeda's discoveries became known, explorers from Mexico City, the Capital of New Spain, and elsewhere, set out in every direction in search of treasure and new lands to conquer. Cabeza de Vaca, Francisco Coronado, and Robert La Salle were three such explorers.

### Cabeza De Vaca

While exploring the Florida coast in 1528, Spanish explorer Cabeza de Vaca was caught in a storm that completely destroyed his ship. De Vaca and a small number of survivors used the wreckage to make rafts, and a few months later, arrived in Texas near the present-day city of Galveston.



16th century Spanish soldier

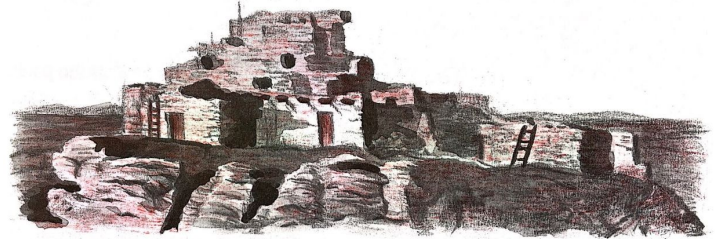
Once in Texas, de Vaca and his men were enslaved by the Karankawa tribe, escaped their captivity, and wandered the American Southwest alone and on foot. It would be 1536 before they finally reached Mexico City to tell of their adventures. Their stories convinced the Spanish rulers and other Spanish explorers that

there were cities of gold to be found in present-day New Mexico. According to his stories, even the streets in these cities were paved with gold.

### Francisco Coronado

Hearing Cabeza de Vaca tell stories about cities of gold, Governor Francisco Coronado, the leader of a province of New Spain gathered an army to search for their location. In 1540, he traveled through the Texas Panhandle and into New Mexico in search of the place de Vaca had described.

Coronado and his army eventually came across the Native Americans of the Zuni tribe. Thinking they had hidden the treasures he sought, the governor ordered his men to attack, defeating the Zuni people and seizing their town. No gold was found, but Coronado was sure that great wealth could be found in the Southwest. He set up a base of operations in northern New Mexico, sending small groups of men out in every direction in search of gold.



A pueblo style home of the Zuni people

In 1542, however, Coronado returned to Mexico City without the gold he had spent the last two years searching for. Today we remember Coronado not for his failure to find gold, but his mapping of the Southwest and the lands he claimed for Spain.

### Robert La Salle

While Spanish explorers traveled through Texas and the rest of the Southwest, the French explorer Robert La Salle was busy exploring and claiming land for France in present-day Canada. Yet in 1679, King Louis XIV of France gave La Salle permission to claim new land for France, and he set out to build a French colony at the mouth of the Mississippi River.

In April of 1682, La Salle and his men reached the Gulf of Mexico. In honor of King Louis XIV, La Salle named the entire region Louisiana. The arrival of the French worried the Spanish in Texas. Though they still had not built any permanent settlements, Spain believed that its explorers had claimed all of Texas. They feared that the French would travel to Texas and take control of the land for themselves.

A few years later, the French seemed intent on doing just that. La Salle built a colony called Fort Saint Louis, again naming it for King Louis XIV of France near present-day Houston, Texas. This settlement was short



The French explorer Robert La Salle

lived, however, as illness, poor management, conflict with Native Americans and the death of La Salle led to the site being abandoned and the survivors taken by the Karankawa as slaves. Later, the same location would be home to a Spanish fort as the Spanish government made plans to take a firmer hold on its control of Texas.

- 1. Explain the impact the stories of Cabeza de Vaca had on explorers like Francisco Coronado.**

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- 2. Why do you think the Spanish never built any permanent settlements in Texas until after the French had done so? Consider their original interest in the region. How do you think that would change after La Salle?**

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## SPECIALS

### Art

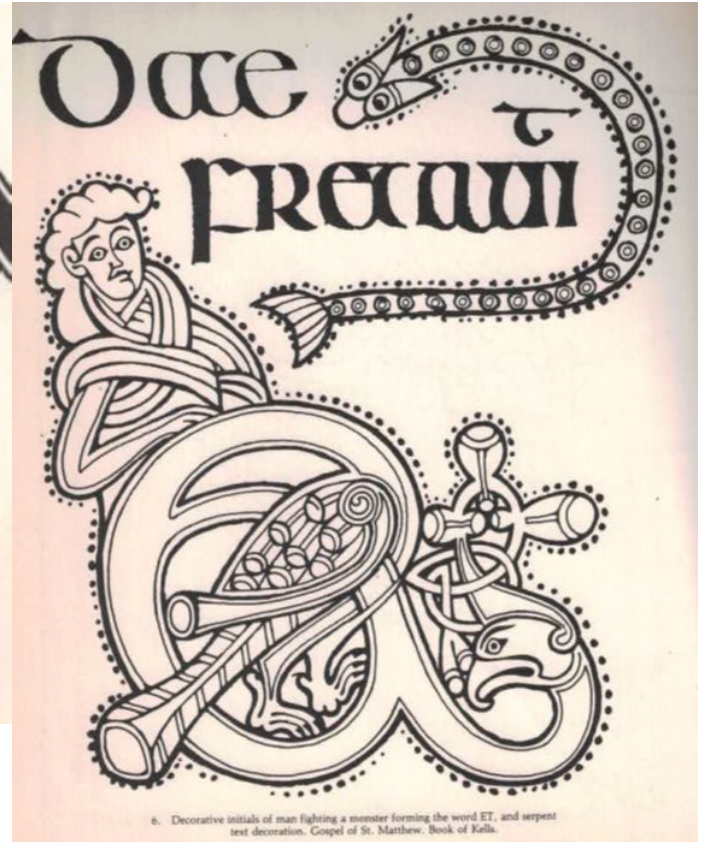
#### Remote Learning Assignment 3: Medieval Art

The following pictures are a few examples of Medieval art. You can color the images and try drawing a few different versions of them. Next week's assignment will be a more in-depth study of one of these, so feel free to experiment with representing these images using a variety of different materials.

#### Details from the Book of Durrow



**Details from The Book of Kells:**



**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>Wednesday,<br/>4/15</p> | <ul style="list-style-type: none"> <li><input type="checkbox"/> I spent around _____ minutes on the daily activities.</li> <li><input type="checkbox"/> I read all directions before I asked for more help.</li> <li><input type="checkbox"/> If required, I wrote all of my answers in complete, cursive sentences.</li> <li><input type="checkbox"/> I double-checked my written answers to check for capitalization, punctuation, and correct grammar usage.</li> <li><input type="checkbox"/> My handwriting is neat and can be read by both me and an adult.</li> <li><input type="checkbox"/> I showed all of my work in math when necessary.</li> <li><input type="checkbox"/> I read for at least 20 minutes today.</li> <li><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.</li> </ul> |
|----------------------------|--|

## 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**

**Latin (15 min) - I**

- Complete dictation with a parent.
- Read and annotate [chapter 30](#) of *The Princess and the Goblin*, then answer the question.
- Read stanza 11 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 the activities.

### Thursday Materials

**ELA**

#### Spalding

**Instructions:** Scholar sounds out each phonogram in each word.

|              |            |
|--------------|------------|
| identified   | leadership |
| identify     | leader     |
| ignorance    | messenger  |
| ignorant     | message    |
| ignore       | musician   |
| indication   | music      |
| indicate     | plane      |
| interference | plain      |
| interfere    | rehearsal  |
| problems     | rehearse   |

## Literature

**Instructions:** Read [chapter 30](#) 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

- **Blockade:** (v) seal off (a place) to prevent goods or people from entering or leaving
- **Unendurable:** (adj) not able to be tolerated or endured
- **Inarticulate:** (adj) unable to speak distinctly or express oneself clearly
- **Asunder:** (adv) apart; divided

Find and write an example of a simile used in this chapter.

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## Poetry

**Instructions:** Copy Stanza 11 of “Paul Revere’s Ride” on a separate sheet of paper and practice reciting to an adult.

It was one by the village clock,  
When he galloped into Lexington.  
He saw the gilded weathercock  
Swim in the moonlight as he passed,  
And the meeting-house windows, blank and bare,  
Gaze at him with a spectral glare,  
As if they already stood aghast  
At the bloody work they would look upon.

**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.
- Practice the entire poem through Stanza 11!



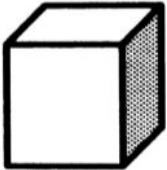
## Math

### Part 1:

So far you have learned that  $1 \text{ cm} \times 1 \text{ cm} \times 1 \text{ cm} = 1 \text{ cm}^3$ . We can actually express  $1 \text{ cm}^3$  in millimeters.

Knowing this allows us to measure the volume of liquid in a container.  **$1 \text{ ml} = 1 \text{ cm}^3$**

That means if we have a container that has the measurement of  $1 \text{ cm}^3$ , we can put 1 ml of water in it.



- If this container measures as  $1 \text{ cm}^3$ , 1 ml of water could fit inside of it. That works with any liquid! It could hold 1 ml of sweet tea, 1 ml of CapriSun, 1 ml of spicy salsa... whatever liquid you would want to put inside of it!

- So if we have a container that measures  $400 \text{ cm}^3$ , how much water do you think we can pour into it? If you said 400 ml, you are correct!

$$400 \text{ ml} = \underline{\quad} \text{ cm}^3$$

$$\text{Since } 1 \text{ ml} = 1 \text{ cm}^3, \text{ then } 400 \text{ ml} = 400 \times 1 \text{ cm}^3 = \underline{400 \text{ cm}^3}$$

- If we have a container that measures  $2450 \text{ cm}^3$ , how much water do you think we can pour into it?  
 $2450 \text{ cm}^3 = \underline{\quad} / \underline{\quad} \text{ ml}$       Since  **$1 \text{ cm}^3 = 1 \text{ ml}$** , therefore  **$1000 \text{ cm}^3 = 1000 \text{ ml} = 1 \text{ l}$**   
 $2450 \text{ cm}^3 = \underline{2 \text{ l } 450 \text{ ml}}$

### Part 2:

We can find the volume of a rectangular prism by using the formula length x width x height.

We can use this exact same formula to find the volume of water held inside rectangular containers.

\*\*\*Think for a moment: Why don't we need a different formula?

We can use the same formula because any liquid such as water takes the shape of the container it is in. We learned that in Science! So, the volume is then equal to the capacity of the container it takes up.

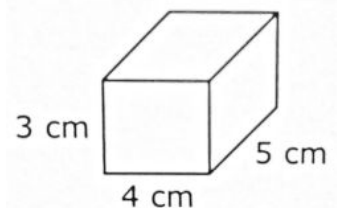
- Let's look at an example of this. What is the volume of the container here?  
 We must multiply  $4 \times 5 \times 3$  (length x width x height) to find the answer.  
 If we do so, we will find that the volume is  $60 \text{ cm}^3$ .

Now, what if I told you that this container was filled with chocolate milk?

Let's figure out how much milk this container can hold in milliliters.

- We know that the volume of the container is  $60 \text{ cm}^3$ .
- We know that  **$1 \text{ cm}^3 = 1 \text{ ml}$** .
- Therefore, the volume of this container is 60 ml.
- The container can hold 60 ml of chocolate milk.

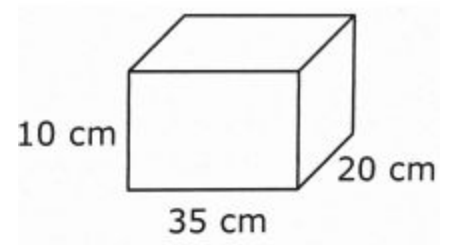
➤ We might need a larger container - that's not very much chocolate milk. :)



- Let's look at another example. This rectangular prism has a length of 35 cm, a width of 20 cm, and a height of 10 cm. Using our formula, we can find the volume by multiplying  $35 \times 20 \times 10$ .

**\*Remember**, append zeros to multiply large numbers easily when you can.

The volume of the container is  $7000 \text{ cm}^3$ .



Now, if we want to tell how much water (or lemonade perhaps) that can be filled in this rectangular container in liters and milliliters, we can convert this measurement of  $7000 \text{ cm}^3$  to that in liters and milliliters.

\*Remember that  $1000 \text{ cm}^3 = 1000 \text{ ml} = 1 \text{ l}$

Since, 1000 goes into 7000 seven times, meaning that there are 7 liters in 7000 ml, then  $7000 \text{ cm}^3 = 7000 \text{ ml} = 7 \text{ l}$

**Your turn!** Complete WB p.153-154

- Exercise 6 tasks 1(a)/(b), 2(a)/(b), 3(a), 4 left column only (4 problems on that page)

Take a look at the following examples as you work:

(b)

$20 \times 10 = 200$   
 $200 \times 15 = 3000$   
 $3000 \text{ cm}^3 = 3 \text{ l}$   
 $3000 \div 1000 = 3$

$1 \text{ l} = 1,000 \text{ cm}^3$   
 $15 \times 20 \times 12 = 3600$   
 The volume of the water is  $3 \text{ l } 600 \text{ ml}$

$8 \times 12 = 96$   
 $96 \times 15 = 1440$   
 The volume of the water is  $1 \text{ l } 440 \text{ ml}$

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

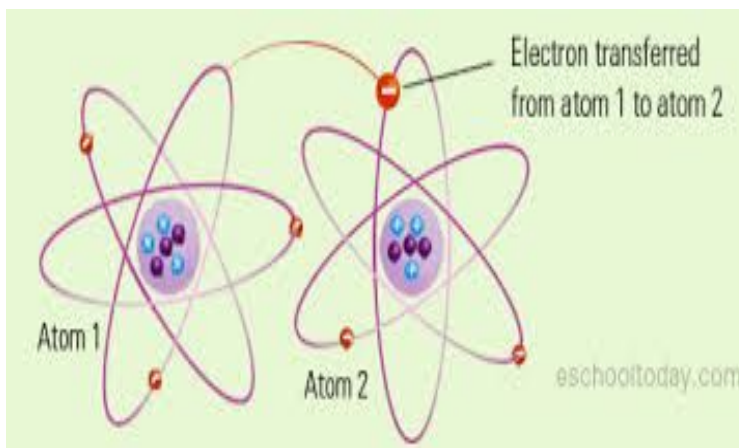
|  |  |  |   |  |   |  |  |   |  |
|--|--|--|---|--|---|--|--|---|--|
| $\begin{array}{r} 12 \\ \times 9 \\ \hline \end{array}$  | $\begin{array}{r} 12 \\ \times 11 \\ \hline \end{array}$ | $\begin{array}{r} 12 \\ \times 12 \\ \hline \end{array}$ | $\begin{array}{r} 12 \\ \times 2 \\ \hline \end{array}$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

## Science

Read the following about the Electrical energy, underline/highlight the important facts and check your understanding by answering the questions below:

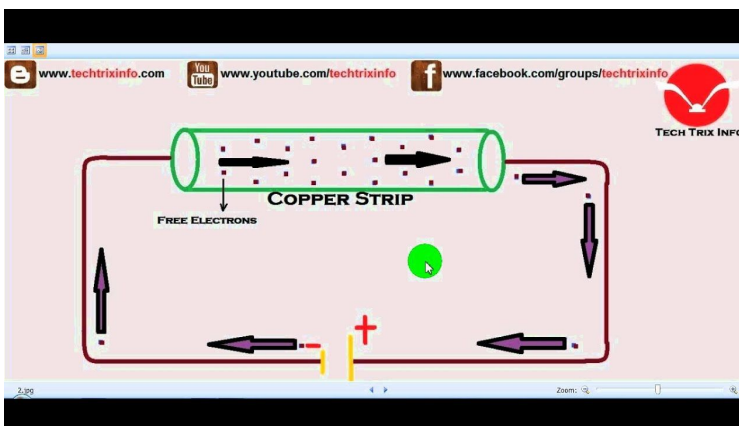


**Electrical energy:** Electricity is the flow of tiny particles called electrons and protons. It can also mean the energy you get when electrons flow from place to place. It can then power such things as heaters, light bulbs, and computers. Today, **electricity** provides most of the energy to run the modern world.



### **Electric charge:**

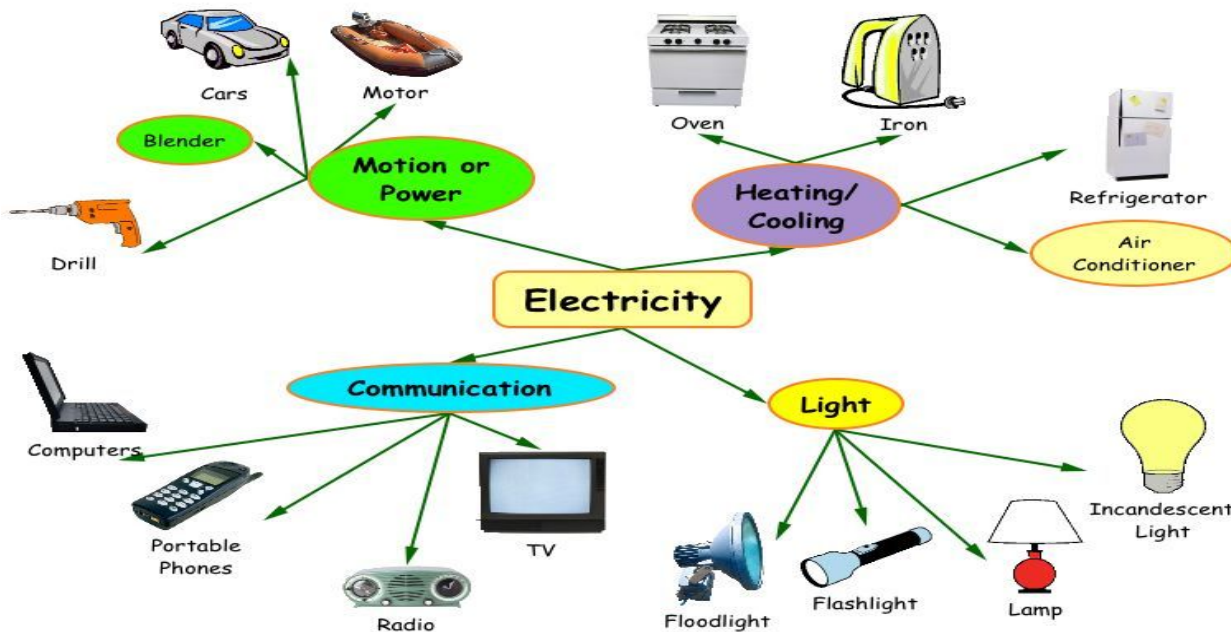
A basic property of matter, **electric charge** is the amount of **electricity** that happens because of the balance of electrons and protons in an object. Electrons and protons are two of the three basic kinds of particles that make up atoms, the building blocks of matter.



**Electric current:** An electric current is the rate of flow of electric charge past a point or region. An electric current is said to exist when there is a net flow of electric charge through a region. In electric circuits this charge is often carried by electrons moving through a wire

Uses of electricity in everyday life:

# Uses Of Electricity In Our Daily Life



**Electricity** is an essential part of modern life and important to the U.S. economy. People use **electricity** for:

- Lighting
- Heating
- Cooling
- Refrigeration
- Operating Appliances
- Computers
- Electronics
- Machinery
- Public Transportation Systems

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

1. Electricity is the flow of tiny particles called \_\_\_\_\_.

2. Define electric charge.

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3. List any 5 appliances / devices that use electricity in your house.

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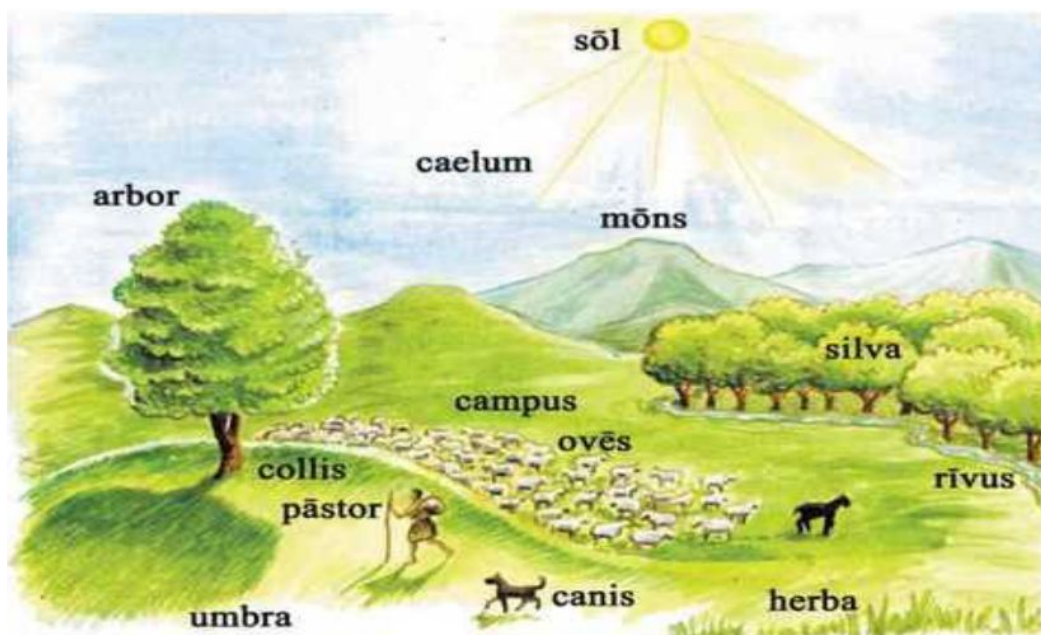
## Latin

**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 vocabulary 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, as in 'cat' and 'get.'*

*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 IV: Ubi habitant?*



1. *Ubi* est arbor?



2. Arbor est *in silva*.



3. *Quid* habitat in silva?



4. *Lupus* habitat in silva.



5. *Ubi* habitat ovis?



6. Ovis habitat *in campo*, non



7. *Ubi est sol?*



8. *Sol in caelo est.*



9. *Quid volat in caelo?*



10. *Avis in caelo volat.*



11. *Quid in aqua natat?*



12. *Piscis in aqua natat, non in caelo.*

### Lexicon

Quid (*Kwid*): what

Ubi (*Oo-bee*): where

Non (*Non*): not

Sol, Solis (*Sol*): sun (*masculine 3<sup>rd</sup>*)

**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,<br>4/16 | <ul style="list-style-type: none"><li><input type="checkbox"/> I spent around _____ minutes on the daily activities.</li><li><input type="checkbox"/> I read all directions before I asked for more help.</li><li><input type="checkbox"/> If required, I wrote all of my answers in complete, cursive sentences.</li><li><input type="checkbox"/> I double-checked my written answers to check for capitalization, punctuation, and correct grammar usage.</li><li><input type="checkbox"/> My handwriting is neat and can be read by both me and an adult.</li><li><input type="checkbox"/> I showed all of my work in math when necessary.</li><li><input type="checkbox"/> I read for at least 20 minutes today.</li><li><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.</li></ul> |
|-------------------|--|



# 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, April 13, 2020  NO SCHOOL

Tuesday, April 14, 2020

Wednesday, April 15, 2020

Thursday, April 16, 2020

Friday, April 17, 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 ch.28, how did Curdie's view of Grandmother Irene change in this chapter? In your opinion, what caused the change?

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2. In ch.29, how did the miners prepare to prevent damage from the goblins' second plan (flooding the mines)?

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3. In ch.29, what made Irene feel safe in the storm at Curdie's cottage?

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4. In ch.30, what do the people of the house believe happened to Irene before she and Curdie arrive? How do you know?

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## 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. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_

8. \_\_\_\_\_

9. \_\_\_\_\_

10. \_\_\_\_\_

11. \_\_\_\_\_

12. \_\_\_\_\_

13. \_\_\_\_\_

14. \_\_\_\_\_

15. \_\_\_\_\_

16. \_\_\_\_\_

17. \_\_\_\_\_

18. \_\_\_\_\_

19. \_\_\_\_\_

20. \_\_\_\_\_

21. \_\_\_\_\_

22. \_\_\_\_\_

23. \_\_\_\_\_

24. \_\_\_\_\_

25. \_\_\_\_\_

26. \_\_\_\_\_

27. \_\_\_\_\_

28. \_\_\_\_\_

29. \_\_\_\_\_

30. \_\_\_\_\_

## Science

**Instructions:** After all your hard work this week on learning about the different forms of energy and understanding all the definitions, I want you to complete the activity below! Each letter in the word **MELTS** stands for a form of energy which you have learned this week.

1. First, identify the form of energy that each letter stands for in the word **MELTS**.
2. Second, write a simple definition about the form of energy that you have identified for each letter with an example. ( You can use Tuesday notes. )
3. Third, draw a picture of the example you have chosen and color it for extra credit.

|          | ENERGY TYPE + DEFINITION | PICTURE (OPTIONAL) |
|----------|--------------------------|--------------------|
| <b>M</b> | _____:                   |                    |
| <b>E</b> | _____:                   |                    |
| <b>L</b> | _____:                   |                    |
| <b>T</b> | _____:                   |                    |
| <b>S</b> | _____:                   |                    |

## History

**Instructions:** Answer the questions below in complete sentences. Make sure to answer the whole question. You may use any notes you have taken or your reading passages.

1. What is Spanish explorer Alonso Álvarez de Piñeda most famous for? What impact did he have on the explorers that came after him?

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2. What is Spanish explorer Cabeza de Vaca most famous for? What impact did he have on the explorers that came after him?

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3. What is Spanish explorer Francisco Coronado most famous for? Why do we still consider his expeditions in the Southwest successful?

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4. Why did the arrival of French explorer Robert La Salle worry the Spanish in Texas? How did they respond?

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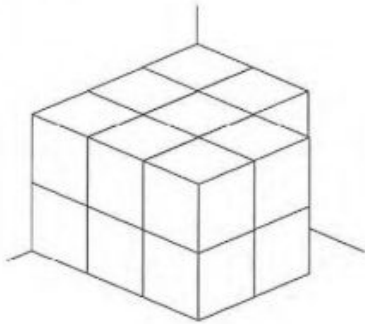
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Math

Unit 11 ch. 4 & 5 Assessment

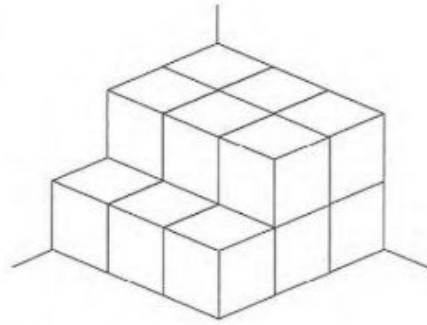
1. Find the volume of each of the following solids, which are made up of 1-cm cubes.

(a)



A: \_\_\_\_\_  $\text{cm}^3$

(b)



B: \_\_\_\_\_  $\text{cm}^3$

2. Fill in the blanks. (1  $\ell$  = 1000  $\text{cm}^3$ )

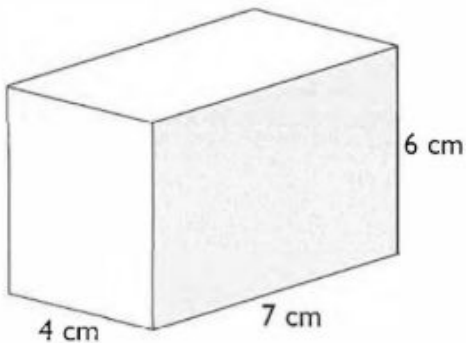
(a)  $2507 \text{ cm}^3 =$  \_\_\_\_\_  $\ell$  \_\_\_\_\_ ml

(b)  $805 \text{ cm}^3 =$  \_\_\_\_\_ ml

(c)  $5 \ell 15 \text{ ml} =$  \_\_\_\_\_  $\text{cm}^3$

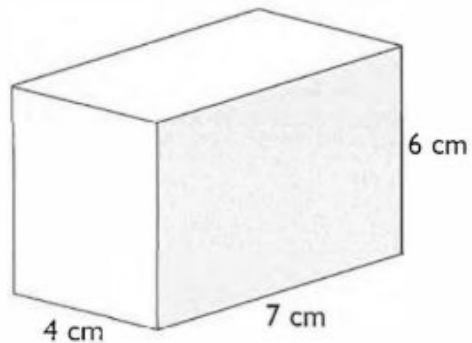
3. Find the volume of the rectangular prism. (**Remember:** Volume = length x width x height)

(a)



\_\_\_\_\_  $\text{cm}^3$

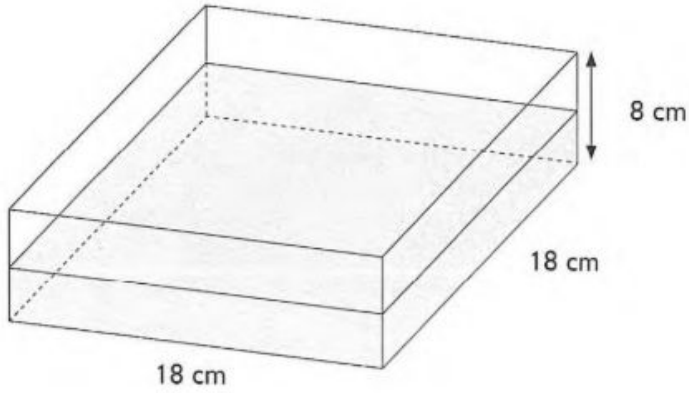
(a)



\_\_\_\_\_  $\text{cm}^3$

**BONUS:** What is the volume of the water of the following container? (OPTIONAL)

The container is half filled.



\_\_\_\_\_  $\text{cm}^3$



**Latin**

*Ae: Please answer the questions in complete sentences in Latin. Use the story you read or this lesson to help you.*

Ex: Ubi habitat ovis?

*Ovis habitat in campo.*

1. Ubi Lupus habitat?

---

2. Ubi avis volat?

---

3. Ubi piscis habitat?

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