



# 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](http://www.greatheartswesternhills.org)

1

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

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

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

With love,  
Your 4th Grade Teachers

### General Packet Instructions for Parents

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

The only item that the students will be **submitting** is the **Thursday 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.

### Table of Contents

#### Parent Packet (PP) - printing is optional

<b>Pg 3-7</b>	Monday overview, materials, and resources
<b>Pg 8-12</b>	Tuesday overview, materials, and resources
<b>Pg 13-18</b>	Wednesday overview, materials, and resources
<b>Pg 19</b>	Thursday Spalding assessment instructions

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

<b>Pg 1-15</b>	Monday overview, materials, and daily rubric
<b>Pg 16-23</b>	Tuesday overview, materials, and daily rubric
<b>Pg 24-32</b>	Wednesday overview, materials, and daily rubric

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

<b>Pg 1</b>	Thursday Attendance Affidavit
<b>Pg 2-9</b>	Thursday Assessments

## Parent Packet

## MONDAY OVERVIEW

<p><b><u>Spalding - PA</u></b></p> <p><b><u>Literature - I</u></b></p> <p><b><u>Poetry - I</u></b></p> <p><b><u>Grammar - PA</u></b></p> <p><b><u>Math - I / PA</u></b></p> <p><b><u>History - I</u></b></p> <p><b><u>Latin - I</u></b></p> <p><b><u>Art - PA</u></b></p>	<p><input type="checkbox"/> Complete dictation.</p> <p><input type="checkbox"/> Read and annotate <a href="#">chapter 31</a> of <i>The Princess and the Goblin</i>, then answer the question.</p> <p><input type="checkbox"/> Read stanza 12 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"/> Read the lesson and practice vocab.</p> <p><input type="checkbox"/> <b>OPTIONAL</b> - Complete the project.</p>
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## Monday Instructions

## ELA

**Spalding (SP p.1)**

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

**PARENT:** Say the word.

Say the word in a sentence.

Says the word again.

**CHILD:** Repeats the word.

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

Shows syllables with fists, sounds, and fingers.

Writes the word in syllables while saying it aloud.

Writes the markings and the rules that apply.

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

Word	Example Sentence	Notes
<u>re</u> mo <u>va</u> l r.4,11	Trash <u>removal</u> on my block is on Tuesdays and Fridays.	Write rehearse without silent final e because al/ed starts with a vowel.
<u>re</u> mo <u>ve</u> d r.4,11,28	The dentist <u>removed</u> the cavity.	
<u>re</u> mo <u>ve</u> r.4	<u>Remove</u> your shoes before entering the house.	Dictate remove first. Base word.
<u>si</u> ege r.12	The castle was built to withstand the <u>siege</u> .	After child says the sounds for siege, ask "Do we use ei or ie? Why? Rule page 5"
<u>va</u> lley r.29	The river runs down through the <u>valley</u> .	Accented syllable is 'val' so little voice is on /ey/.
<u>ve</u> ge <u>ta</u> ble r.24	Eat a <u>vegetable</u> with every meal.	"Eat your veggies at the tables!"
<u>pr</u> in <u>ci</u> pal r.2	The student was sent to the <u>principal</u> .	~Headmaster or adj "main" → principal character, reason, dancer, etc. For spelling say al, not ul.
<u>pr</u> in <u>ci</u> ple r.2	He was a man of <u>principle</u> and good to his word	
<u>tes</u> ti <u>mo</u> ny r.4,6	Her success is a <u>testimony</u> to her perseverance.	Pronounce syllables to write precisely.
<u>evi</u> dence	The scientist seeks <u>evidence</u> to support his theory.	

### Literature (SP p.2)

**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 31 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.</i>

Examples of possible answers: p.233 "...the new stream, which had already devoured half the road..."; p.229 "...the issuing torrent, which glimmered fierce and foamy..."

**Poetry (SP p.2)**

**Instructions:** Please ensure your child reads Stanza 12 aloud to him/herself or a family member.

**Grammar (SP p.3)**

**Instructions for parents:** This week, scholars are learning a new sentence pattern. We are now learning about **Indirect Objects**. Indirect objects tell us what/whom something is being done to/for. If you would like to help your scholar, read the lesson along with him/her carefully in the student packet.

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

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

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

Your scholar's sentences should look like this:

**SN V-t IO PPA Adj DO**

**SN V-t** Sarah / gave Mandy her new toy. **D**  
**IO DO P3**

**Math (SP pp.4-6)**

**Instructions:** Please work through the "Lesson" portion in the student packet.

**Part 1** Students will be activating their prior knowledge about money. Answers to this portion will vary.

**Part 2** The objective of this section is for students to understand the difference between **fixed** and **variable** expenses.

- **Examples of fixed expenses:** Rent, car payment, cell phone bill, membership fees/dues
- **Examples of variable expenses:** Entertainment, eating out, monthly cost of gas

**Part 3 - Application (Answer Keys below)**

- **School Lunch** - \$2.00 per day (**F**)
- **After-school snack** - about \$2.00 per day for 3 days (**V**)
- **Cell phone bill** - \$12 per month (**F**)
- **Knitting Club fee** - \$1.50 per week (**F**)
- **Muffin's food** - \$5.50 per bag (1 bag per week) (**F**)
- **Bike repair** - about \$10.00 (**V**)
- **Book** - about \$5.50 (**V**)

1. School lunch  $\frac{\$2}{\text{Daily cost}} \times \frac{5}{\text{Number of school days}} = \frac{\$10}{\text{Weekly expense}}$

2. Cell phone bill  $\frac{\$12}{\text{Monthly cost}} \div 4 \text{ weeks per month} = \frac{\$3}{\text{Weekly expense}}$

3. After school snacks  $\frac{\$2}{\text{Daily cost}} \times \frac{3}{\text{Number of Days}} = \frac{\$6}{\text{Weekly expense}}$

Fixed Expenses	Weekly Cost	Variable Expenses	Weekly Cost
Knitting club fee	\$1.50	After school snack	\$6.00
School lunches	\$10.00	Bike repair	\$10.00
Cell phone bill	\$3.00	Book	\$5.50
Muffin's food	\$5.50		
<b>Total</b>	<b>\$20.00</b>	<b>Total</b>	<b>\$21.50</b>

ANSWER KEY: 1) Variable expenses

2) Answers will vary

### Math Sprint

Please set a timer for 90 seconds as the students compete as many problems as they can.

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

### History (SP pp.7-8)

**Instructions:** Monitor your child's progress as they read about the history of the Spanish mission-presidio system. While reading, students should **highlight** or underline important details. Special attention should be paid to the goals of Spanish missions, and how the Spanish interact with Native Americans. After reading, students will provide thoughtful answers to questions designed to promote reading comprehension and critical thinking.

#### Answer Key:

- 1. Why do you think church buildings dominate mission villages? Use the reading and the diagram to the right.**

Church buildings dominate mission villages because these settlements were built by Catholics to first and foremost convert the Native Americans to Christianity. Religious devotion was the most important purpose of the missions.

- 2. Based on what you read, how would you describe the Spanish settlers' attitude (behavior/feelings) toward the Native Americans?**

The mission-presidio system might suggest that the Spanish believed it was their duty to pass on their religion and their culture to the Native Americans. The mission-presidio system might also suggest that the Spanish believed that their two cultures were not compatible and that peace could only be maintained if the Native Americans adjusted to the Spanish way of life.

### Specials (SP pp.9-14 )

*Latin:* Scholars can use the pictures and vocab guide to answer the questions.

*Art:* Scholars may need assistance following the instructions in their packet. This project is optional.

TUESDAY OVERVIEW	
<b><u>Spalding - PA</u></b>  <b><u>Literature - I</u></b>  <b><u>Poetry - I</u></b>  <b><u>Grammar - PA</u></b>  <b><u>Math - I / PA</u></b>    <b><u>Science - I</u></b>  <b><u>Music - I</u></b>	<input type="checkbox"/> Complete dictation with a parent.  <input type="checkbox"/> Read and annotate <a href="#">chapter 32</a> of <i>The Princess and the Goblin</i> , then answer the question. <input type="checkbox"/> Practice Stanza 12 of " <a href="#">Paul Revere's Ride</a> ," then answer the questions. <input type="checkbox"/> Classify the sentences.  <input type="checkbox"/> Carefully read the lesson. <input type="checkbox"/> Complete the workbook problems. <input type="checkbox"/> Timed Math Sprint  <input type="checkbox"/> Read and highlight the selection, then answer the questions.  <input type="checkbox"/> Complete worksheet.



### Tuesday Instructions

#### ELA

#### Spalding (SP p.16)

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

**PARENT:** Say the word.

Say the word in a sentence.

Says the word again.

**CHILD:** Repeats the word.

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

Shows syllables with fists, sounds, and fingers.

Writes the word in syllables while saying it aloud.

Writes the markings and the rules that apply.

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

Word	Example Sentence	Notes
<i>discussion</i> r.14,15	Once decided, there would be no <u>discussion</u> or argument.	Use /si/ because the syllable before "sh" ends in /s/ and it replaces /s/ in the base word.
<i>discuss</i> r.17	Make an appointment to <u>discuss</u> your concern.	Dictate <i>discuss</i> first. Base word.
<i>'arrangement</i> r.29	Let's make an <u>arrangement</u> for your yearly visit.	For spelling say both r's. For reading, say word in normal speech.
<i>'arrange</i> r.29	I will <u>arrange</u> your transportation for the week.	BW. For spelling say both r's. For reading, say word in normal speech.
<i>reference</i> r.10	Please write a <u>reference</u> letter for my job interview.	Do not write another r, because the accent shifts to the first syllable, 'ref'
<i>referred</i> r.4,10,28	My friend <u>referred</u> the restaurant to me.	Since my final syl of BW looks like 1,1,1 word and ending starts with vowel, I might have to treat it like 1,1,1 word ... Accented syllable is 'fer' so I double the /r/
<i>refer</i> r.4	<u>Refer</u> to your class notes when studying for your test.	Dictate first. Base word.
<i>experience</i> r.20,4	It was a fortunate <u>experience</u> .	Syl two: /e/ says E and is accented. Leave at end of syl.
<i>session</i> r.14,15	I signed up for a <u>session</u> to learn about gardening.	Syllable before "sh" ends with /s/ = Use /si/.
<i>secretary</i> r.4,6,10	From the hallway, I could hear the <u>secretary</u> typing.	BW: secret End: ary

**Literature (SP p.16)**

**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 32 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.

- Possible answer: The goblins who survived grew milder in character. Their hearts grew softer as did their heads. They became friendly with the miners and the people who lived on the mountain. \*\*See second from the last paragraph of ch.32

**Poetry (SP p.17)**

**Instructions:** Please help your child memorize Stanza 12 of the poem. You can help them come up with verbal and visual cues as reminders if they get stuck!

**Possible Answers to Questions:**

1. The bleating of the flock (sound); the twitter of birds (sound), the breath of the morning breeze / Blowing over the meadows brown (touch, sight), pierced by a British musket-ball (touch)
2. By giving us the time for each stanza, it builds the suspense and invites the reader into the events of the poem. It makes it feel more real!

**Grammar (SP p.17)****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 <b>SP</b> = Subject Pronoun <b>V</b> = Verb <b>V-t</b> = Verb Transitive <b>HV</b> = Helping Verb	<b>Adj</b> = Adjective <b>Adv</b> = Adverb <b>P</b> = Preposition <b>OP</b> = Object of the Preposition <b>PNA/PPA</b> = Possessive Noun/Pronoun Adj	<b>C</b> = Conjunction <b>I</b> = Interjection <b>DO</b> = Direct Object <b>IO</b> = Indirect Object <b>A</b> = Article Adjective
Note: adding "C" before any of the labels means it's <b>compound</b> . (i.e., CSN = compound subject noun)		

**Script:** Click on the links for [#1](#), [#2](#), and [#3](#) 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:**

SN V-t IO A DO P A OP  
**SN V-t** Ryan / tossed Terry the ball (during the game). **D**  
 IO DO P3

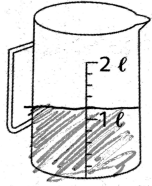
SN V-t A DO P OP  
**SN V-t** Ryan / tossed the ball (to Terry.) **D**  
 DO P2

SN V-t PPA IO A DO  
**SN V-t** Rebecca / gave her mom a flower. **D**  
 IO DO P3

## Math (SP pp.18-20)

**Instructions:** Please work through the practice problems given.

**Answer Key:**



- 1.
2. Fixed: fitness classes OR rent / Variable: plants OR books
3. 78 hours = 3 days 6 hours
4. 34 feet = 11 yards 1 foot
5. 18 kilograms 500 grams
6. 1 ribbon is equal to 430 cm in length, or 4m 30cm.
7. 15 cubic units
8. You would have 1 liter 500 milliliters of lemonade.
9. Each scholar received 3 liters 10 milliliter of chocolate milk.

**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



### WEDNESDAY OVERVIEW

**Spalding - PA****Literature - I****Poetry - I****Writing - I****Math - I / PA****History - I****Art - I****PE - PA**

- Complete dictation with a parent.
- Answer the question given about the final portion of *The Princess and the Goblin*.
- Read stanza 13 of "[Paul Revere's Ride](#)" aloud and copy it down.
- 5 minute writing sprint. Answer the prompt given.
- Carefully read the lesson.
- Complete math workbook problems.
- Timed Math Sprint
- Read and highlight the selection, then answer the questions.
- Complete and practice the activity.
- Please complete the exercises under parent supervision.

**ELA****Spalding (SP p.24)**

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

Parent, dictate the 20 words to your child. 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.

removal	discussion
removed	discuss
remove	arrangement
siege	arrange
valley	reference
vegetable	referred
principal	refer
principle	experience
testimony	session
evidence	secretary

**Literature (SP p.25)**

**Instructions:** Using either [the free online edition](#) of *The Princess and the Goblin* or a copy of the book, have your child answer the question about the final portion of the book.

- Answers will vary. Scholars could talk about the battle in the castle, the escape from the flooding, Curdie's search for Princess Irene, or another major event. Ensure scholars use complete sentences and use transition words as they describe the event. This should be a comprehensible summary of whatever event they choose.

**Poetry (SP p.25)**

**Instructions:** Please ensure that your child copies Stanza 13 of "Paul Revere's Ride" on a separate sheet of paper.

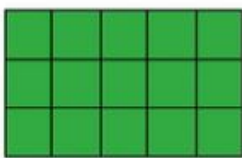
**Writing (SP pp.25-26)**

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

**Math (SP pp.27-28)**

**Instructions:** Students will review math concepts from units 1-11 in preparation for tomorrow's cumulative test.

- a. Find the factors of 15. Use the arrays below to help visualize the number. Remember, factors are numbers that divide EXACTLY into another number.

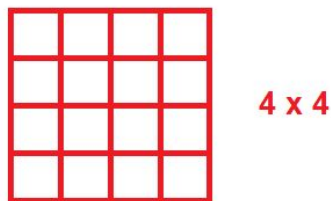
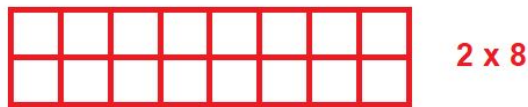


If you get stuck, check the dimensions of each array.

- There are 4 factors of 15. They are: **1, 3, 5, and 15**
  - **If your child gets stuck, have them find the dimensions of each array.**
  - **Because the first array is 1 by 15 (or 15 by 1), both 15 and 1 must be factors.**
  - **This is a great time to also remind your child that when asked to find the factors of a number, they will always include the number and 1.**
  - **Because the second array is 3 by 5 (or 5 by 3), both 3 and 5 must be factors.**
  - **There are no other ways to arrange 15 evenly, so we have now found all factors.**

b. Find the factors of 16. Draw an array(s) in the space provided to help you visualize the number.

- There are **5** factors of 16. They are: **1, 2, 4, 8, and 16**
- **Challenge your child to draw as many rectangular arrays as they can to find the factors of 16. These include:**



2. Mr. Meissner has 75.6 lbs (pounds) of books in his classroom library. If he loads them evenly into 4 boxes, how much would each box weigh? Draw a bar model to help you visualize the operation.

- Each box contains **18.9** lbs of books.
- **For this problem we follow all of our normal division steps.**
- **The only change is that we need to carry our decimal placement to the quotient.**

$$\begin{array}{r}
 4 \overline{)75.6} \\
 \underline{-4} \\
 3
 \end{array}
 \qquad
 \begin{array}{r}
 1 \\
 4 \overline{)75.6} \\
 \underline{-4} \\
 35
 \end{array}
 \qquad
 \begin{array}{r}
 1 \\
 4 \overline{)75.6} \\
 \underline{-4} \\
 35
 \end{array}
 \qquad
 \begin{array}{r}
 18 \\
 4 \overline{)75.6} \\
 \underline{-4} \\
 35 \\
 \underline{-32} \\
 3
 \end{array}
 \qquad
 \begin{array}{r}
 18. \\
 4 \overline{)75.6} \\
 \underline{-4} \\
 35 \\
 \underline{-32} \\
 36
 \end{array}
 \qquad
 \begin{array}{r}
 18.9 \\
 4 \overline{)75.6} \\
 \underline{-4} \\
 35 \\
 \underline{-32} \\
 36 \\
 \underline{-36} \\
 0
 \end{array}$$

- Bonus: Each box contains **302.4 oz**
  - We find this answer by using the conversion chart or remembering that there are 16 oz in 1 pound.
  - So, we need to multiply 18.9 lbs by 16 to find each box contains 302.4 oz

3. Express 3.4 and 3.45 as fractions in their simplest form.

- 3.4  $3\frac{4}{10} \Rightarrow 3\frac{2}{5} =$

- Because 0.4 is in the tenths place, our denominator becomes 10.
- But because both 4 and 10 are divisible by 2, we must divide to find the simplest form.

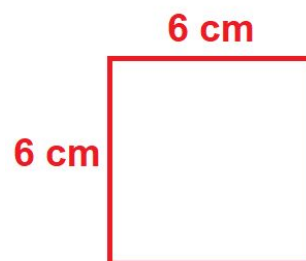
- 3.45 =  $3\frac{45}{100} \Rightarrow 3\frac{9}{20}$

- Because we are dealing with the hundredths place, our denominator becomes 100.
- But because both 100 and 45 are divisible by 5, we must divide to find the simplest form.

4. The area of a square is 36 cm<sup>2</sup>. Find its perimeter.

- P = 24 cm

- Because this is a square, all sides are equal.
- We know the area, but to find the dimensions of each side to get our answer, we need to consider the factors of 36.
- The factors of 36 are 1, 2, 3, 4, 6, 9, 12, 18, and 36.
- Because a length or width of 6 cm will make a square, we have found our dimensions.
- We then add all the sides together, or multiply to find a perimeter of 24 cm.



Area = 36 cm<sup>2</sup>

Perimeter = 24 cm

**Math Sprint:**

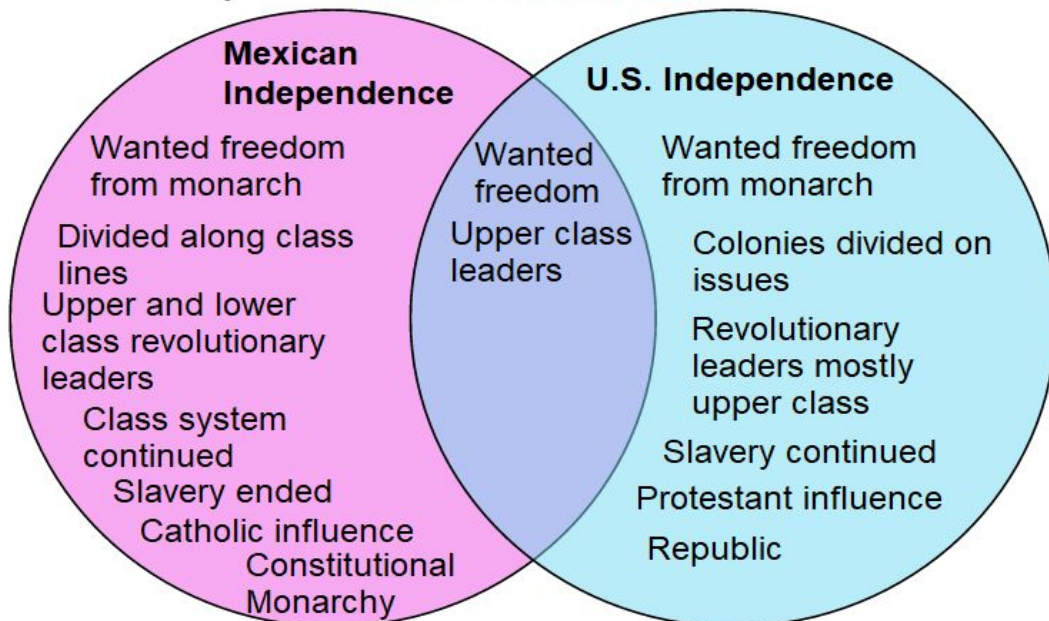
12	12	12	12	10	12	12	12	8	12
$\times 9$	$\times 11$	$\times 12$	$\times 2$	$\times 12$	$\times 1$	$\times 5$	$\times 3$	$\times 12$	$\times 4$
108	132	144	24	120	12	60	36	96	48
12	12	8	9	12	7	12	6	5	12
$\times 10$	$\times 12$	$\times 12$	$\times 12$	$\times 3$	$\times 12$	$\times 1$	$\times 12$	$\times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

**History (SP pp.28-30)**

**Instructions:** Monitor your child’s progress as they read about how Mexico gained its independence. While reading, students should **highlight** or underline important details. Special attention should be paid to the issues caused by the Spanish class system and the Plan of Iguala. After reading, students will provide thoughtful answers to questions designed to promote reading comprehension and critical thinking.

1. In what ways were the U.S. and Mexican independence movements similar? In what ways were they different? Complete the Venn Diagram.

**Answers may include:**



2. **Article 4 of the Iguala Plan states that the Mexican government shall be a constitutional monarchy. How might that government work based on our understanding of the U.S. Constitution and the monarchies of Europe?**

A constitutional monarchy is a form of government in which a monarch serves as the head of state within the limits of a constitution. Political power in a constitutional monarchy is shared between the monarch and an organized government such as the British Parliament, or other representative body.

**Art (SP pp. 31-32)**

Students should be able to complete this independently. The answer key is located beneath the assignment.

**P.E. (SP p. 33)**

E-mail Coach France with any questions.

<b>Thursday Spelling Assessment (Assessment Packet p.3)</b>
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## Parent Dictation

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

#	Spalding Test		
	<b>removal</b>	Trash <u>removal</u> on my block is on Tuesdays and Fridays.	<b>removal</b>
	<b>removed</b>	The dentist <u>removed</u> the cavity.	<b>removed</b>
	<b>remove</b>	<u>Remove</u> your shoes before entering the house.	<b>remove</b>
	<b>siege</b>	The castle was built to withstand the <u>siege</u> .	<b>siege</b>
	<b>valley</b>	The river runs down through the <u>valley</u> .	<b>valley</b>
	<b>vegetable</b>	Eat a <u>vegetable</u> with every meal.	<b>vegetable</b>
	<b>principal</b>	The student was sent to the <u>principal</u> .	<b>principal</b>
	<b>principle</b>	He was a man of <u>principle</u> and good to his word	<b>principle</b>
	<b>testimony</b>	Her success is a <u>testimony</u> to her perseverance.	<b>testimony</b>
	<b>evidence</b>	The scientist seeks <u>evidence</u> to support his theory.	<b>evidence</b>
	<b>discussion</b>	Once decided, there would be no <u>discussion</u> or argument.	<b>discussion</b>
	<b>discuss</b>	Make an appointment to <u>discuss</u> your concern.	<b>discuss</b>
	<b>arrangement</b>	Let's make an <u>arrangement</u> for your yearly visit.	<b>arrangement</b>
	<b>arrange</b>	I will <u>arrange</u> your transportation and housing for the week.	<b>arrange</b>
	<b>reference</b>	For my job interview, please write a <u>reference</u> letter for me.	<b>reference</b>
	<b>referred</b>	My friend <u>referred</u> the restaurant to me.	<b>referred</b>
	<b>refer</b>	<u>Refer</u> to your class notes when studying for your test.	<b>refer</b>
	<b>experience</b>	It was an unfortunate <u>experience</u> , but we learned from it.	<b>experience</b>
	<b>session</b>	I signed up for a <u>session</u> to learn about gardening.	<b>session</b>
	<b>secretary</b>	From the hallway, I could hear the <u>secretary</u> typing.	<b>secretary</b>



# GREAT HEARTS WESTERN HILLS

A Great Hearts Academy

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Student Packet

1

## Student Packet

### MONDAY OVERVIEW

**Spalding - PA**

**Literature - I**

**Poetry - I**

**Grammar - I**

**Math - I / PA**

**History - I**

**Latin - I**

**Art - PA**

- Complete dictation with a parent.
- Read and annotate [chapter 31](#) of *The Princess and the Goblin*.
- Read stanza 12 of "[Paul Revere's Ride](#)" aloud and copy it down.
- Read the lesson and classify the sentence.
- Carefully read the lesson.
- Complete workbook problems.
- Timed Math Sprint
- Read and highlight the selection, then answer the questions.
- Complete Lesson 5 and practice vocabulary
- OPTIONAL:** Complete the project.

## Monday Materials

ELA

### Spalding

**Instructions:** Student will write 10 Spalding words with markings and rules as dictated by the parent on notebook paper. Use your phonogram knowledge and spelling rules. Practice proper letter formation and to use your best handwriting. **Optional:** Write the words one more time without markings or rules.

## Literature

**Instructions:** Read chapter 31 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

- **Harper:** (n) a musician, especially a folk musician, who plays a harp
- **Prowess:** (n) bravery in battle
- **Thitherward:** (adj) toward that place
- **Turbid:** (adj) (of a liquid) cloudy, opaque, or thick with suspended matter
- **Torrent:** (n) a strong and fast-moving stream of water or other liquid
- **Consternation:** (n) feelings of anxiety or dismay, typically at something unexpected
- **Countenance:** (n) a person's face or facial expression

What examples of personification can you find in this chapter?

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## Poetry

**Instructions:** Copy Stanza 12 of “Paul Revere’s Ride” on a separate sheet of paper and practice reciting to an adult.

[1] It was two by the village clock,  
 When he came to the bridge in Concord town.  
 He heard the bleating of the flock,  
 And the twitter of birds among the trees,  
 [5] And felt the breath of the morning breeze

Blowing over the meadows brown.  
 And one was safe and asleep in his bed  
 Who at the bridge would be first to fall,  
 Who that day would be lying dead,  
 [10] Pierced by a British musket-ball.

## Grammar

Though we aren't learning in the classroom, we teachers still want you to continue on in your Grammar studies! We will now begin learning Pattern 3. You are probably excited to encounter something new!

*Recall our basic structure for Patterns 1 and 2:*

- **Pattern 1:** SN + V
- **Pattern 2:** SN + V-t + DO

For a pattern three sentence, we are adding a new type of noun called an **indirect object**. We abbreviate an **indirect object** as **IO**. The basic outline looks like this:

- **Pattern 3:** SN + V-t + IO + DO

*Here are some examples of Pattern 3 sentences:*

- Ms. Conlon made the **class** some cookies.
- I tossed **Johnny** the ball.

In the sentences above, the indirect object is in bold. Think: in sentence 2, what am "I" tossing? Am I tossing "Johnny"? Or am I tossing the "ball"? Of course we're not tossing "Johnny"! In this case, I am tossing the ball **to Johnny**. Below are a few more examples.

SN    V-t    IO    A    DO  
 SN V-t **Sheila** gave **Tom** a **hug**.  
 IO DO P3

SN            V-t    IO    Adj    DO  
 SN V-t **Ms. Conlon** bought **Lila** some **treats**.  
 IO DO P3

To identify an indirect object, we ask ourselves, "to or for what or whom"? For instance:

- Who bought Lila some treats? **Ms. Conlon. SN**
- What is being said about Ms. Conlon? **Ms. Conlon bought. V.**
- Ms. Conlon bought what? **Treats. Verify the noun.**
  - Does "treats" mean the same thing as Ms. Conlon? **No! Treats, DO.**
  - **Bought, V-t.**
- Bought treats **for whom? Lila. Indirect Object (IO)**
- How many treats? **Some. Adj.**
- Subject noun (SN), Verb-transitive (V-t), Indirect Object (IO), Direct Object (DO), Pattern 3.

Try classifying the sentence below. Click [here](#) if you'd like to classify with Ms. Conlon!

\_\_\_\_\_ Sarah gave Mandy her new toy.

### Keys for Labeling

**SN** = Subject Noun  
**SP** = Subject Pronoun  
**V** = Verb  
**V-t** = Verb Transitive  
**HV** = Helping Verb

**Adj** = Adjective  
**Adv** = Adverb  
**P** = Preposition  
**OP** = Object of the Preposition  
**PNA/PPA** = Possessive Noun/Pronoun  
 Adj

**C** = Conjunction  
**I** = Interjection  
**DO** = Direct Object  
**IO** = Indirect Object  
**A** = Article Adjective

Note: adding "C" before any of the labels means it's **compound**. (i.e., CSN = compound subject noun)  
 List of prepositions [Here](#).

## Math

### Lesson: Personal Finances

**Part 1** - We have discussed a number of units of measurement over the past couple of weeks. Seconds, minutes, hours, cubic centimeters, milliliters, meters, kilometers, cups, quarts... you name it! Today, we are going to be discussing another unit of measurement that you probably know a bit about! **Money**.

Before we dive in, I want you to tell me **what you know** about money and what you **want to know**.

K What you <b>know</b>	W What you <b>want</b> to know
Money can look like....	
Money comes from....	
Money can help me buy things like...	
Money can get me into financial trouble by....	

**Part 2** - Read about Cindy's situation. Then, answer the questions.

Cindy gets \$20.00 from her parents each week to spend. She has a few responsibilities that she has to pay for with this money. She pays for her school lunches, the cost of her knitting club, and food for her cat, Muffin. She also has to pay \$12.00 each month toward the cost of her cell phone. Cindy feels like even though it seems like she's getting a lot of money, she doesn't have a lot of extra cash for the things she *wants* to do. She likes to buy snacks after school, and she wants to buy a new book every now and then, but she feels like she doesn't have enough allowance for her hobbies! Her bike even got a flat tire that had to be fixed, and she

had to beg her parents for the extra money. Her parents want her to be more responsible, but she feels like she can't properly manage her money if she doesn't really have any money left over to manage.

**Cindy's main problem** is that the money she gets from her parents is going towards her **fixed expenses**, so she does not have much money left over for **variable expenses**.

- **Fixed expenses** are when the expense does not change. It costs the exact same amount every day/week/month/year. These expenses happen regularly.
- **Variable expenses** are when the cost changes. It does not always stay the same.

Question	Fixed Expense	Variable Expense
Is the expense always the same amount?	Yes	No
Does the payment always happen at the same time?	Yes	No
Is it a one-time expense?	No	Yes

**Think:** Talk with a parent / guardian about some fixed expenses and variable expenses in your family.

- What are some **fixed expenses** your family has? \_\_\_\_\_
- What are some **variable expenses**? \_\_\_\_\_

**Part 3** - Let's make a plan for Cindy.

Below are Cindy's expenses.

- **School Lunch** - \$2.00 per day
- **After-school snack** - about \$2.00 per day for 3 days
- **Cell phone bill** - \$12 per month
- **Knitting Club fee** - \$1.50 per week
- **Muffin's food** - \$5.50 per bag (1 bag per week)
- **Bike repair** - about \$10.00
- **Book** - about \$5.50

**Think:** Which expenses do you think are **fixed**? Which ones are **variable**? Write an F next to each item you think is **fixed** and a V next to each item you think is **variable**.

Now let's convert her daily/monthly expenses into weekly expenses to make our math a little easier!

$$1. \text{ School lunch } \frac{\text{Daily cost}}{\text{Daily cost}} \times \frac{\text{Number of school days}}{\text{Number of school days}} = \frac{\text{Weekly expense}}{\text{Weekly expense}}$$

$$2. \text{ Cell Phone Bill } \frac{\text{Monthly cost}}{\text{Monthly cost}} \div 4 \text{ weeks per month} = \frac{\text{Weekly expense}}{\text{Weekly expense}}$$

$$3. \text{ After school snacks } \frac{\text{Daily cost}}{\text{Daily cost}} \times \frac{\text{Number of Days}}{\text{Number of Days}} = \frac{\text{Weekly expense}}{\text{Weekly expense}}$$

Complete the chart below by sorting Cindy's fixed and variable expenses. List the weekly cost to the right of the expense. When all the expenses are listed, find the sum of each column.

Fixed Expenses	Weekly Cost	Variable Expenses	Weekly Cost
Knitting club fees	\$1.50	After school snack	\$6.00
<b>Total</b>		<b>Total</b>	

1. What is Cindy spending more money on? Fixed expenses or variable expenses? \_\_\_\_\_
2. What would be a reasonable amount for Cindy's parents to increase her weekly allowance? Why do you think this?

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

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

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

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

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

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

## History

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

### The Mission-Presidio System

The discovery of LaSalle's fort provoked great fear among the Spanish. They had claimed Texas as their own, but clearly they were not in control of it. So they began to implement a system that had helped them gain control of other parts of the New World. That system was the **mission-presidio system**.

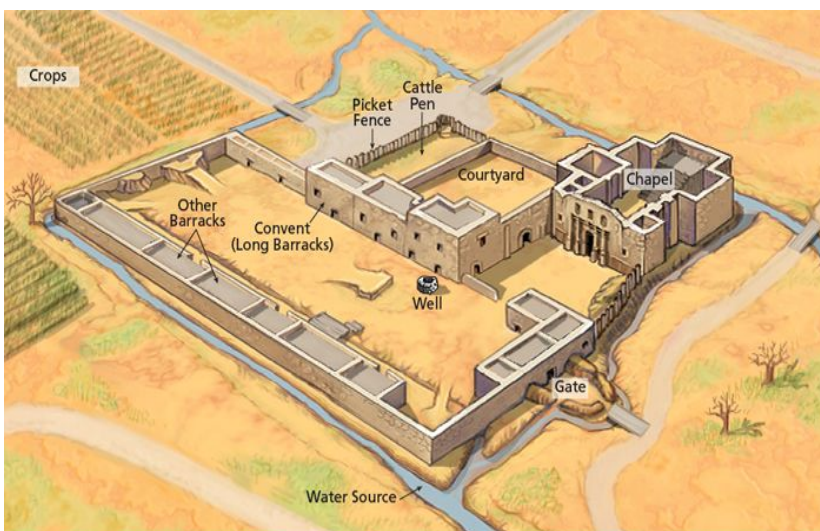
#### Missions

A **mission** was a settlement set up in Native American territory. Catholic priests started these settlements, and invited Indians to live there. The priests taught them about Christianity, and the language and customs of the Spanish people. They also taught them Spanish farming methods. The purpose of these teachings were to convert the Native Americans into Christians and loyal Spanish subjects. The system had worked well in Mexico, and Spain's leaders hoped the same system would work in Texas. Thus, mission by mission, Texas would become "Spanish."

The most successful of the Spanish missions in Texas was a chain of five missions built along the San Antonio river in the early 1700s. By the late 1700s, the Native American residents of the San Antonio missions had helped construct their own homes and worked irrigated farms, spoke Spanish, practiced the Catholic faith, and were marrying into the families of Spanish citizens that settled the area.



The chapel building at Mission Espada in San Antonio, TX



A typical presidio in the early 1700s

#### Presidios

**Presidios** were forts that protected missions and offered safety from unfriendly Indians. They also helped control the Native Americans in the missions. Native Americans who were not willing to come to the missions were sometimes taken against their will, and once inside the mission, they were not allowed to leave without permission. Soldiers from the presidios caught Indians that fled the missions and often treated them harshly.

### The End of the Missions

In the early 1800s, the Mexican citizens who lived in New Spain had grown tired of being ruled by a government that was thousands of miles away. In 1821, Mexico declared its complete independence from Spain (we will learn more about this on Wednesday).

In 1834, the new Mexican government closed all the missions in Texas and the present-day states of New Mexico, Arizona and California. Native American families that had lived in the mission villages were given a small piece of land, but most sold their plots to ranchers. In the years that followed, many Native Americans found themselves hungry, homeless, and unprotected. Some returned to the ranches they had sold in search of jobs. They were given food and a place to sleep, but were paid very little for their hard work.



Mexico, 1821

1. **Why do you think church buildings dominate mission villages? Review paragraph one, and use the diagram to the right to answer.**

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2. **Based on what you read, how would you describe the Spanish settlers' attitude (behavior/feelings) towards the Native Americans?**

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## SPECIALS

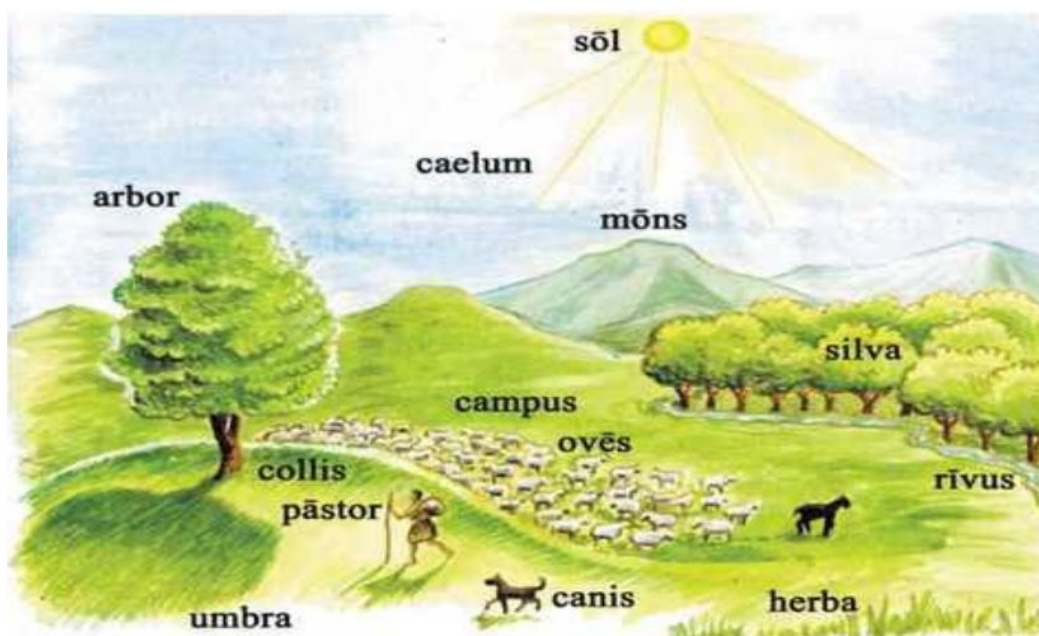
LINGVA LATINA

## CAPITVLVM IX

*Instructiones Aenglice: Please read each scene aloud, using the below picture as a reference. After reading through, please complete the assessment that follows. A list of new 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 V: Domesticae et ferrae*



1. Ecce *canis*. *Canis* est *bestia*  
(animal) *domestica*.



2. *Lupus* non est *bestia*  
*domestica*. *Lupus* est *bestia*  
*ferra*.



3. *Ovis* est *bestia domestica*,  
non *bestia ferra*.



4. *Cervus* non est *bestia*  
*domestica*, sed *bestia ferra*  
est.



5. Ecce *Mus*. *Mus* est *parvus*



6. *Ursus* non est *parvus*.

*Ursus* est *magnus*.



7. *Feles* est *bestia domestica*  
et *parva*.



8. *Leo* non est *bestia*  
*domestica* et *parva*. *Leo* est  
*bestia ferra* et *magna*!

## Lexicon

Animal, animalia (*ah-nee-mal*): animal (*neuter 3<sup>rd</sup>*)

Bestia, bestiae (*Bey-stee-ah*): beast, animal (*feminine 1<sup>st</sup>*)

Bestia domestica: household animal, domesticated animal, pet

Bestia ferra: wild animal

Mus, mures (*moos*): mouse (*masculine 3<sup>rd</sup>*)

Cervus, cervi (*kair-woos*): deer, stag (*masculine 2<sup>nd</sup>*)

Ursus, ursi (*oor-soos*): bear (*masculine 2<sup>nd</sup>*)

Leo, leonis (*Leh-oh*): lion (*masculine 3<sup>rd</sup>*)

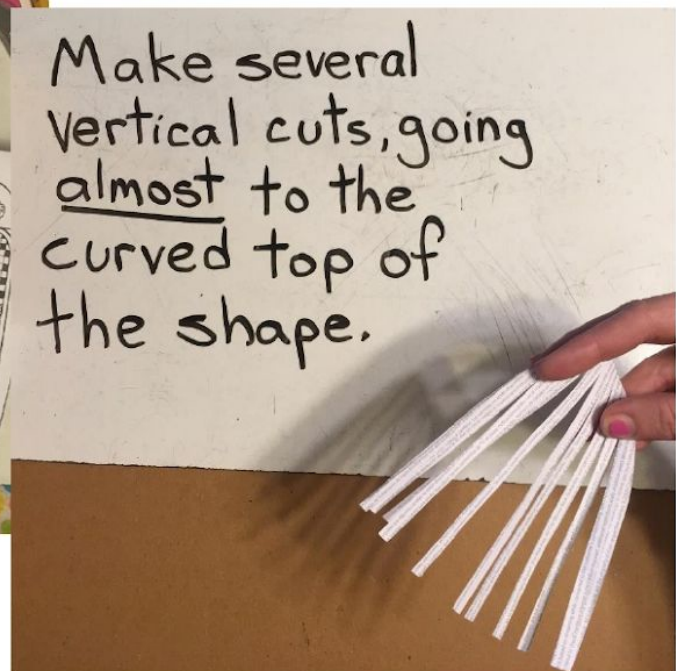
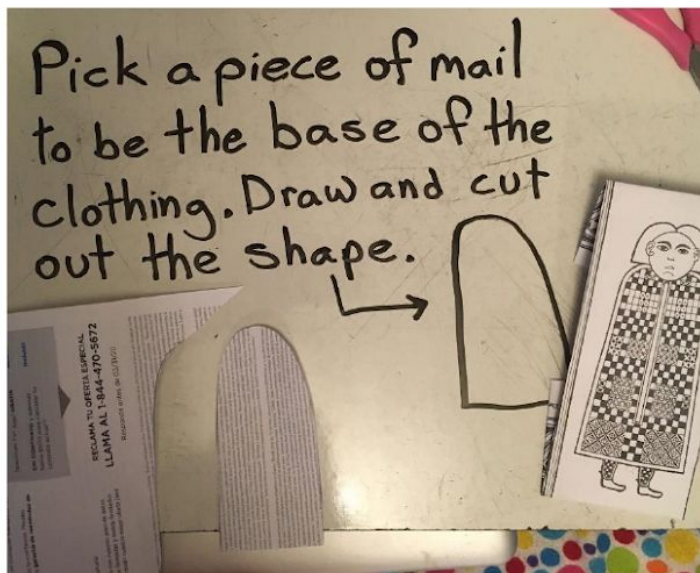
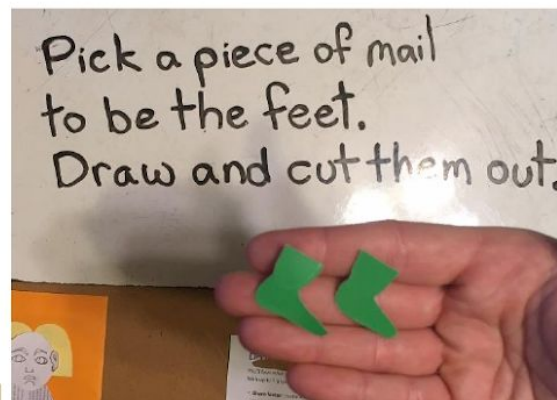
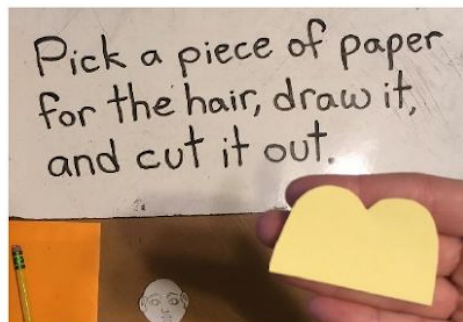
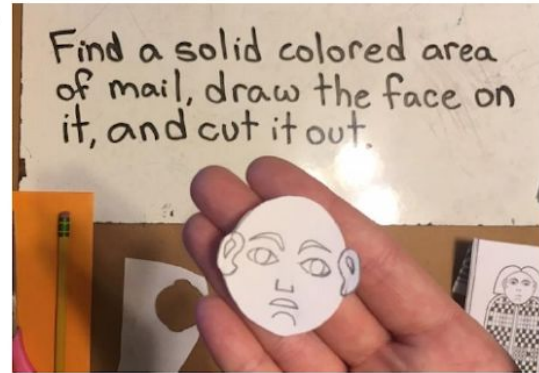
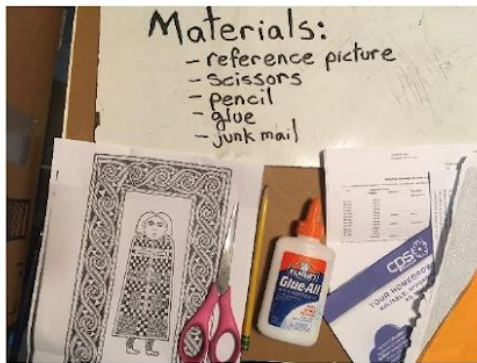
Magnus, -a, -um (*mag-noos*): Big

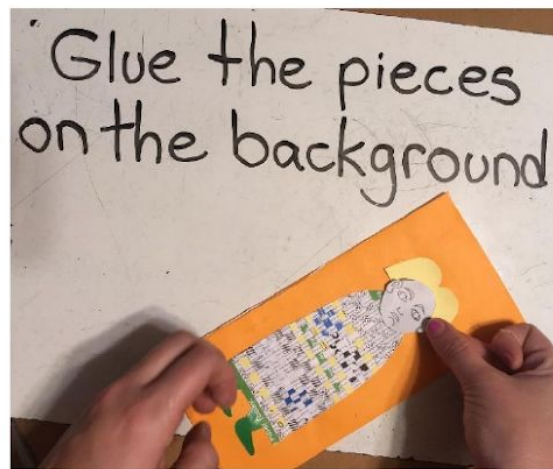
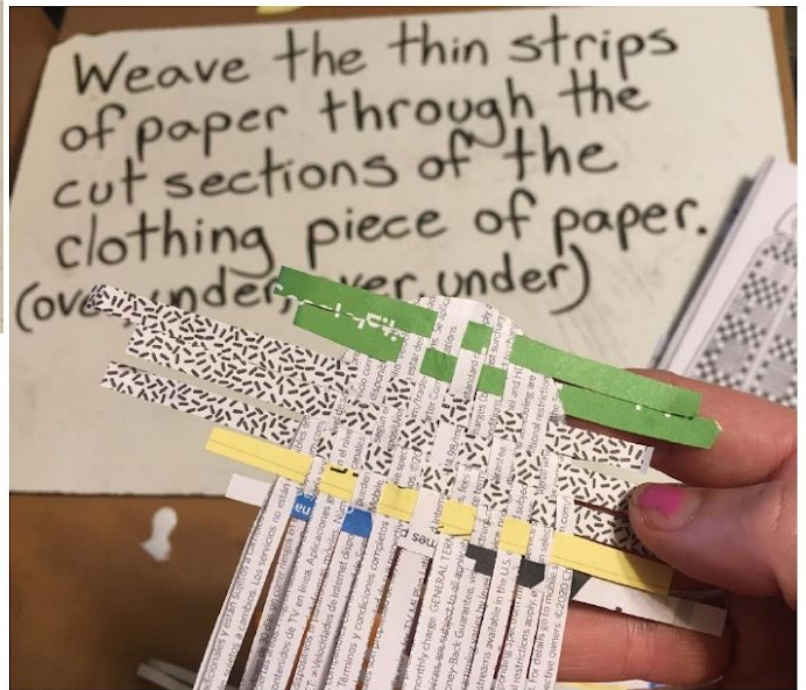
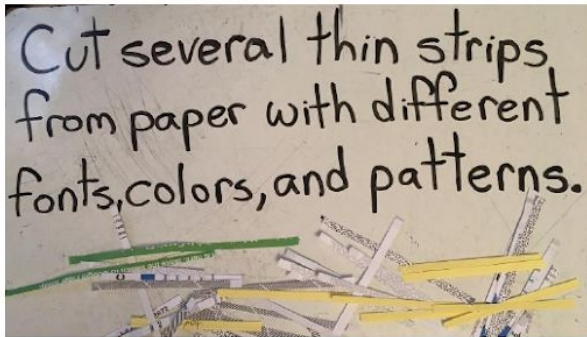
Parvus, -a, -um (*par-wah*): small

Sed: but,

## Optional Art Project

Last week, we studied some pictures of art from the Middle Ages, one of which was the Man symbol from *The Book of Durrow*. This week, I am going to show you an example of how you can make it out of junk mail, in case you have limited access to art supplies.





## 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 😊

Monday, 4/20	<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>
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## TUESDAY OVERVIEW

<b><u>Spalding - PA</u></b>	<input type="checkbox"/> Complete dictation with a parent.
<b><u>Literature - I</u></b>	<input type="checkbox"/> Read and annotate <a href="#">chapter 32</a> of <i>The Princess and the Goblin</i> , then answer the question.
<b><u>Poetry - I</u></b>	<input type="checkbox"/> Practice Stanza 12 of " <a href="#">Paul Revere's Ride</a> ," then answer the questions.
<b><u>Grammar - I</u></b>	<input type="checkbox"/> Classify the sentences aloud.
<b><u>Math - I / PA</u></b>	<input type="checkbox"/> Carefully read the lesson. <input type="checkbox"/> Complete the workbook problems. <input type="checkbox"/> Timed Math Sprint
<b><u>Science - I</u></b>	<input type="checkbox"/> Read and highlight the selection, then answer the questions.
<b><u>Music - I</u></b>	<input type="checkbox"/> Complete worksheet.

### Tuesday Materials

#### ELA

#### Spalding

**Instructions:** Student will write 10 Spalding words with markings and rules as dictated by the parent on notebook paper. Use your phonogram knowledge and spelling rules. Practice proper letter formation and to use your best handwriting. **Optional:** Write words once without markings or rules.

#### Literature

**Instructions:** Read chapter 32 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

- **Barricade:** (n) an improvised barrier erected across a street or other thoroughfare to prevent or delay the movement of opposing forces
- **Inundation:** (n) flooding
- **Scotch Brownies:** a creature from Scottish folklore thought to be good-natured and helpful, working at night while everyone is asleep. If you offer to repay the brownie, he will leave and never come back.
- **Latter:** (adj) denoting the second or second mentioned of two people or things
- **Volume:** (n) a book forming part of a work or series

Describe changes that occurred with the remaining goblins.

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## Poetry

**Instructions:** Practice reciting Stanza 12 of “Paul Revere’s Ride.” Then answer the questions.

<p>[1] It was two by the village clock,          When he came to the bridge in Concord town.          He heard the bleating of the flock,          And the twitter of birds among the trees,          [5] And felt the breath of the morning breeze</p>	<p>Blowing over the meadows brown.          And one was safe and asleep in his bed          Who at the bridge would be first to fall,          Who that day would be lying dead,          [10] Pierced by a British musket-ball.</p>
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**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. Identify a **sensory detail** in stanza 12. What do you hear, see, feel, smell, or taste?

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2. Why do you think Henry Wadsworth Longfellow starts off the stanza by telling you the time?

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## Grammar

**Instructions:** Classify the sentences aloud. Remember your skill check! You can use the guides below to help you if you’re stuck. Click on the number if you want to classify [#1](#), [#2](#), and [#3](#) with Ms. Conlon!

1. \_\_\_\_\_ Ryan tossed Terry the ball during the game.
2. \_\_\_\_\_ Ryan tossed the ball to Terry. **(Stop and think: How is #2 different from #1?)**
3. \_\_\_\_\_ Rebecca gave her mom a flower.

### Keys for Labeling

**SN** = Subject Noun  
**SP** = Subject Pronoun  
**V** = Verb  
**V-t** = Verb Transitive  
**HV** = Helping Verb

**Adj** = Adjective  
**Adv** = Adverb  
**P** = Preposition  
**OP** = Object of the Preposition  
**PNA/PPA** = Possessive Noun/Pronoun  
 Adj

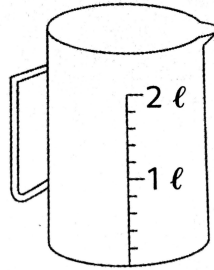
**C** = Conjunction  
**I** = Interjection  
**DO** = Direct Object  
**IO** = Indirect Object  
**A** = Article Adjective

Note: adding “C” before any of the labels means it’s **compound**. (i.e., CSN = compound subject noun)  
 List of prepositions [Here](#).

## Math

Today, we will spend time practicing the concepts we have learned in Unit 11.

- Using your pencil or a colored pencil, shade in the pitcher below to represent a volume of 1,200 ml. Remember, 1 liter is equal to 1000 milliliters, so each tick mark is worth 200 ml.

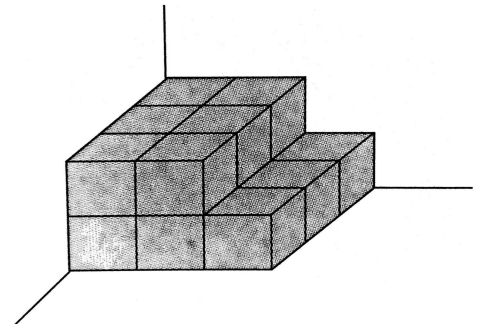


- Alicia pays \$80 each month for her fitness classes. Her rent is \$700 a month. In May, she spent about \$75 on plants for her garden and \$40 on new books for her library. Of the expenses listed, give an example of one fixed expense and one variable expense.
  - Fixed: \_\_\_\_\_
  - Variable: \_\_\_\_\_
    - Remember: Fixed expenses are when the expense does not change. It costs the exact same amount every day/week/month/year. These expenses happen regularly. Variable expenses are when the cost changes. It does not always stay the same.
- Convert the hours below to days and hours. Remember, there are 24 hours in one day. You will need to use division to complete this problem. You may have leftover hours, or a remainder, - leave those as hours!
  - 78 hours = \_\_\_\_\_ days \_\_\_\_\_ hours
- Convert the feet below to yards. Remember, there are 3 feet in 1 yard. To solve this, you will need to divide. You may have some leftover feet (a remainder) - leave those as feet!
  - 34 feet = \_\_\_\_\_ yards \_\_\_\_\_ feet
- Asher weighs 14 kg 900 g. Coco weighs 3 kg 600 g. How much do they weigh altogether? To solve, you will need to add - think of the word *altogether* as your clue to do so. Remember, 1 kilogram is equal to 1000 grams.
  - \_\_\_\_\_ kilograms \_\_\_\_\_ grams

6. Alissa had 17 m 20 cm of ribbon to make costumes for a play. This ribbon needs to be cut into 4 equal pieces for the belts of 4 dresses. What is the length of one ribbon? You will need to convert to centimeters first: 1 m = 100 cm. Because we see that the ribbon is being cut into *equal* pieces, we know we need to divide.

7. What is the volume of the solid? Remember, the volume of a solid is the amount of space it occupies. Each cube in the solid is equal to 1 cubic unit.

\_\_\_\_\_ cubic units



8. A carton contains 250 ml of lemonade. How much lemonade would you have if you had 6 of such cartons? You will need to multiply. Then, convert your answer to liters and milliliters knowing that 1 liter is equal to 1,000 milliliters.

• \_\_\_\_\_ liters \_\_\_\_\_ milliliters

9. 9 ℓ 30 ml of chocolate milk was poured equally into 3 cups for three very excited scholars. How much chocolate milk did each scholar receive? First, you should convert to milliliters first, knowing that 1 ℓ = 1000 ml. Since this is an *equal* division of something, you will need to divide.

• \_\_\_\_\_ liters \_\_\_\_\_ milliliters

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

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

### Science

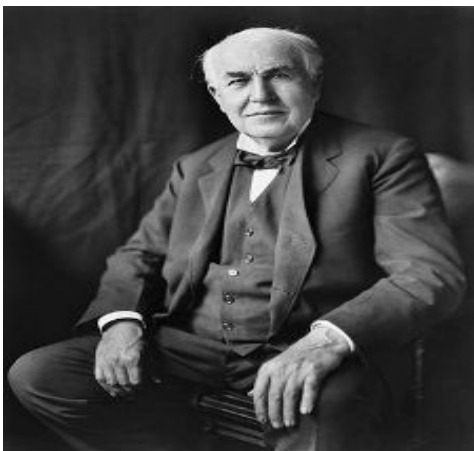
Read the following about the Light bulb, underline/Highlight the important facts and check your understanding by answering the questions below:



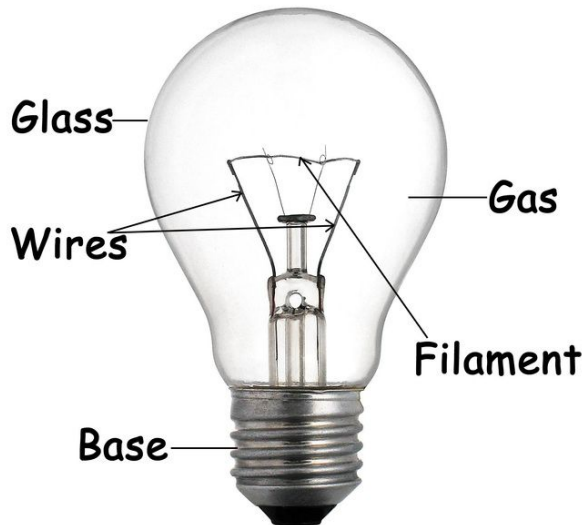
#### Initial invention of light bulb:

In 1809, English inventor Humphry Davy, created the first electric light. He had connected rods made of charcoal, a form of the chemical element carbon, to a battery with two wires. Although the light did not last long, it showed that some materials became so hot that they glow when electricity passes through them.

#### Invention by the famous American inventor Thomas Alva Edison:



Although Edison did not invent the first electric light, many people say that Edison invented the light bulb. But why? Edison actually made the **first practical electric light bulb that could be used in the home**. The British experimented with electric light beginning in 1835 by creating the arc lamp, but it would be another 45 years before Edison patented the first incandescent light bulb in 1880 after much trial and error. Along with electricity, the light bulb paved the way for cleaner and safer ways to use artificial light in darkened homes at night. In many ways, the light bulb opened up new opportunities and possibilities.

**Parts and functions of a simple light bulb:**

The simplest light bulb is the incandescent light bulb, which has **three basic parts**: the base, filament, and glass bulb enclosure. The base connects the light bulb to the power source. Inside of the bulb is the contact wires through which electricity must continuously flow to energize the filament. An incandescent (*meaning something that creates light when heated*) light bulb has a small thin wire with two bigger wires holding it up. This wire is called a filament. The filament is the part of the light bulb that produces light. Filaments in incandescent light bulbs are made of tungsten, a metal with a very high melting point. This very high melting point allows tungsten to remain stable enough (*meaning the metal won't melt*) for the light bulb to continue working. Whenever an electric current goes through the filament, the filament glows. A glass bulb surrounds the tungsten filament so that it does not catch anything on fire. The glass bulb either has a vacuum inside or an inert gas (*meaning chemical changes won't happen to the gas*) that extends the life of the filament so that the bulb can continue to light up.

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







1. Who invented the first practical light bulb? \_\_\_\_\_
2. What are the three basic parts of a light bulb?  
\_\_\_\_\_  
\_\_\_\_\_
3. Define a **filament** and explain its role in a light bulb.  
\_\_\_\_\_  
\_\_\_\_\_

## SPECIALS - Music

## Time Signature

The time signature specifies how many beats are contained in each measure of music (a measure can also be called a *bar*). The time signature also specifies which note value equals one beat. Four-four time signature, which looks like this:  $\frac{4}{4}$ , specifies that there are four beats per measure, and that the quarter note (♩) gets one beat.

Use the Rhythm Study Guide to help you determine the number of beats that should go in each measure.

 = 1	 = 1	 = 1	 = 2	 = 2	 = 4
quarter note	quarter rest	eighth notes	half note	half rest	whole note

**Directions:** In the lines of music below, write in the measure lines (bar lines) for every *four* beats. Make sure your measure lines are as straight and neat as possible, like this:  $\frac{4}{4}$ . Remember, the time signature is  $\frac{4}{4}$ , so there are should only be *four* beats per measure. Write neatly and beautifully.

**\*\*BONUS\*\***

In the staff below, draw your own notes/rests in each measure, keeping the time signature in mind. Make sure you only have four beats per measure (for a total of three measures). You may draw your notes/rests on any line or space on the staff. The bar lines are already provided for you. Write neatly.

## 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, 4/21	<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>
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## WEDNESDAY OVERVIEW

**Spalding - PA****Literature - I****Poetry - I****Writing - I****Math - I / PA****History - I****Art - I****P.E. - PA**

- Complete dictation with a parent.
- Answer the question given about the final portion of *The Princess and the Goblin*.
- Read stanza 13 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 activity.
- Follow the instructions and complete the activity.

### Wednesday Materials

ELA

#### Spalding

**Instructions:** Scholar sounds out each phonogram of each word. Parents dictate words once to scholar.

removal	discussion
removed	discuss
remove	arrangement
siege	arrange
valley	reference
vegetable	referred
principal	refer
principle	experience
testimony	session
evidence	secretary

### Literature

**Instructions:**

You have finished reading our fifth classic this year! Hooray! Today, you will respond to the following prompt using at least 4 sentences.

- Describe one major event from the end of the book. Think: What happened? How did the characters react? Use transition words such as *first*, *then*, and *finally*.

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### Poetry

**Instructions:** Copy Stanza 13 of “Paul Revere’s Ride” on a separate sheet of paper and practice reciting.

re[1] You know the rest. In the books you have read,  
How the British Regulars fired and fled,—  
How the farmers gave them ball for ball,  
From behind each fence and farmyard-wall,

[5] Chasing the red-coats down the lane,  
Then crossing the fields to emerge again  
Under the trees at the turn of the road,  
And only pausing to fire and load.

### Writing

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

“Letter writing is the only device for combining solitude with good company.” - Lord Byron

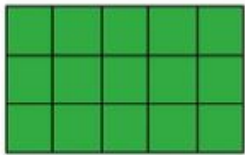
Choose a friend or classmate and write them a letter. You will not be sending this, but you may share out during our weekly Zoom check-in or submit it to your teacher if you would like. Tell your friend how you have been doing away from school and what you have been up to. What do you miss the most about school? What do you enjoy the most about staying home? Finally, end your letter asking about your friend and how they are doing.



**Math****Lesson:**

Today, we will spend time practicing the concepts we have been learning this year.

1. a. Find the factors of 15. Use the arrays below to help visualize the number. Remember, factors are numbers that divide EXACTLY into another number.



**If you get stuck, check the dimensions of each array.**

- There are 4 factors of 15. They are: \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_.

b. Find the factors of 16. Draw an array(s) in your math notebook or a separate sheet of paper.

- There are \_\_\_\_\_ factors of 16. They are: \_\_\_\_\_

2. Mr. Meissner has 75.6 lbs (pounds) of books in his classroom library. If he loads them evenly into 4 boxes, how much would each box weigh? Draw a bar model to help you visualize the operation.

- Each box contains \_\_\_\_\_ lbs of books.
- Bonus: Each box contains \_\_\_\_\_ oz of books

3. Express 3.4 and 3.45 as fractions in their simplest form. **Hint:** Think about what denominator we would use for tenths and hundredths).

- $3.4 = \underline{\hspace{2cm}}$
- $3.45 = \underline{\hspace{2cm}}$

4. The area of a square is  $36 \text{ cm}^2$ . Find its perimeter. Remember that the perimeter of a square = side  $\times$  4. Area of a square =  $l \times w$ . (Or side  $\times$  side since all sides are the same length!)

- $P = \underline{\hspace{2cm}} \text{ cm}$

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

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

## History

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

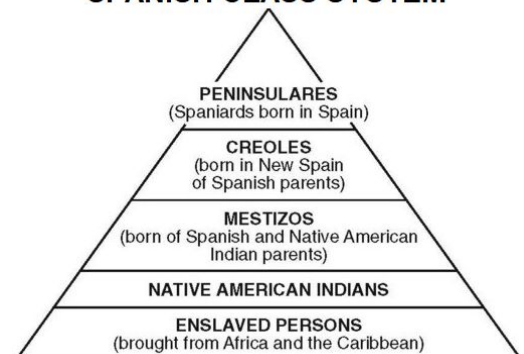
### Spanish Control of Texas

By the early 1800s, Spain had controlled Texas for more than 100 years. Spanish priests had built 26 missions in Texas where Native Americans lived and worked. You have already read that the Mexican settlers in new Spain grew tired of being controlled by Spain. They weren't permitted to make any decisions or laws without first getting permission from the king of Spain.

#### The Spanish Class System

The people of New Spain also faced the problem of poverty. Many of its people were extremely poor. The Spanish based **class**, or social rank, on a person's wealth, place of birth, and other factors. The Spaniards from Europe, called **peninsulares**, occupied the highest class in society. The second highest class was Spaniards born in the Americas, called **creoles**. Below the rank of creoles were the **mestizos**, people of mixed Spanish and Native American heritage. Below the rank of mestizos were Native Americans with no Spanish heritage, and the lowest class were **enslaved peoples** from Africa and the Caribbean.

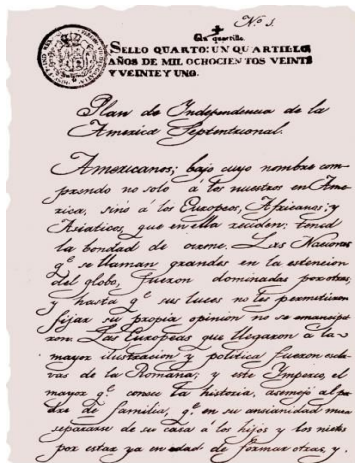
#### SPANISH CLASS SYSTEM



## The Cry of Dolores

Among those looking for a change in New Spain was a priest from Dolores named **Miguel Hidalgo y Costilla**. On September 16th, 1810, he issued his “**Cry of Dolores**”. Hidalgo wanted to end the power of the peninsulares. He wanted New Spain to treat all people equally. New Spain’s lower classes rose up in great numbers to join his revolt. They went on to take control of portions of New Spain, but killed many people of the upper class in doing so.

The creoles saw this as a lower-class revolt and refused to support Hidalgo, choosing to fight against him instead. Retreating north towards Texas, Hidalgo hoped to gain support from the United States. Though many of his followers escaped to the United States, Hidalgo never made it, having been betrayed and killed by one of his officers. Yet after Hidalgo’s death, his ideals went on to inspire other uprisings in New Spain.



The Plan of Iguala,  
ratified August 24th, 1821

## The Plan of Iguala

It became clear that in order to free their land from Spanish rule, Mexicans had to work together. In 1821, **Augustín de Iturbide** (a soldier) and **Vicente Guerrero** (a rebel) brought powerful Mexican groups together under the **Plan of Iguala**. The Plan was a compromise between peninsulares and creoles. Below are the first three articles of the plan (the three guarantees):

**Article 1.** The Mexican nation is independent of the Spanish nation, and of every other, even on its own continent.

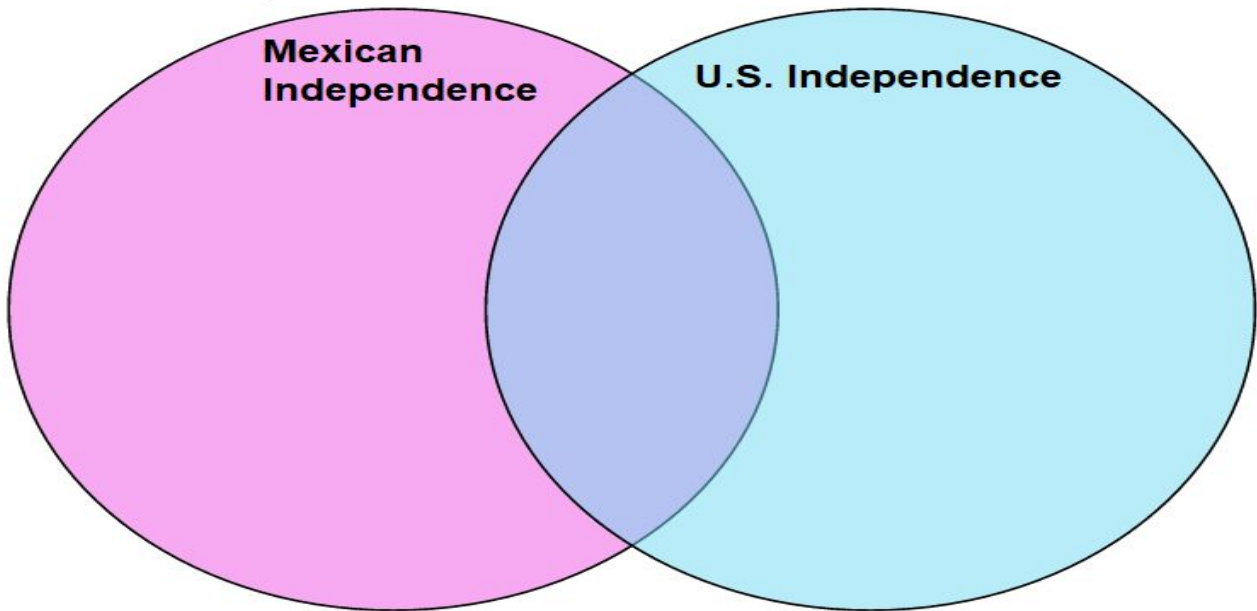
**Article 2.** Its religion shall be Catholic, which all its inhabitants profess.

**Article 3.** They shall all be united, without any distinction between Americans [creoles] and Europeans [peninsulares].

**Article 4.** The Mexican government shall be a constitutional monarchy.

With the plan of Iguala, Spain had lost control of New Spain. On August 24th, 1821, the nation of Mexico was born. The long fight for Mexican independence was over. Members of both the upper and lower classes wanted an end to Spanish rule, but they still disagreed about how their new country should be governed. Most basic issues still split the different classes. Many people were still poor. In the years ahead, Mexico would struggle with these issues.

1. In what ways were the U.S. and Mexican independence movements similar? In what ways were they different? Complete the Venn Diagram



2. Article 4 of the Iguala Plan states that the Mexican government shall be a constitutional monarchy. How might that government work based on our understanding of the U.S. Constitution and the monarchies of Europe? (Hint/reminder: monarchies governments run by kings and queens).

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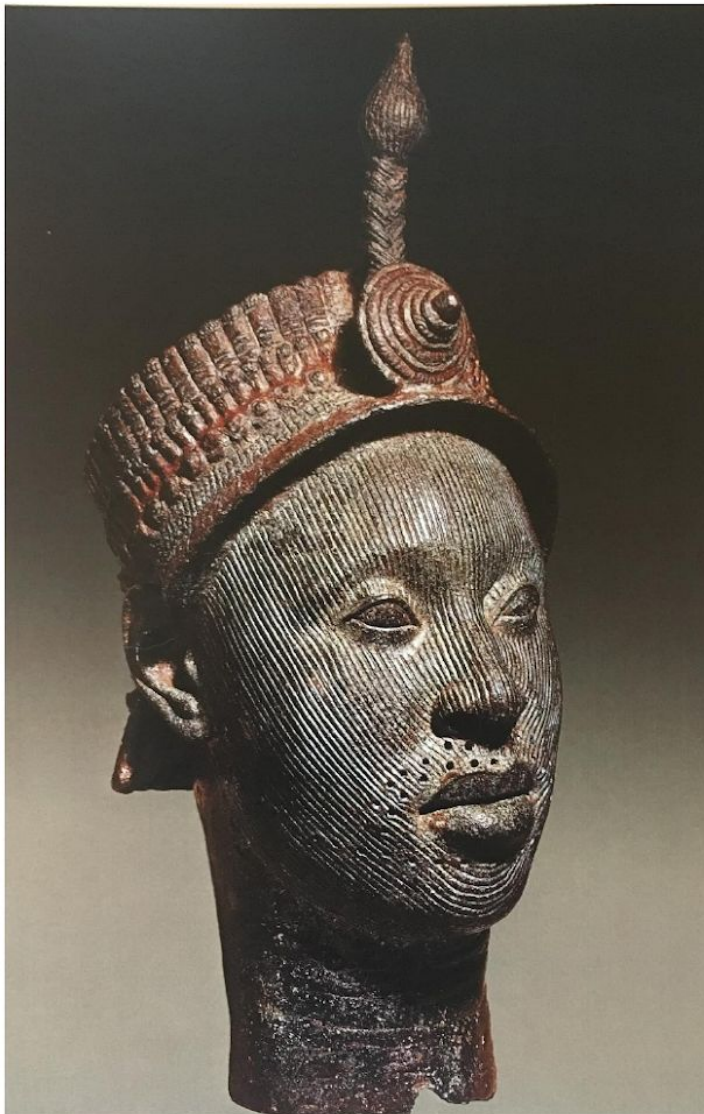
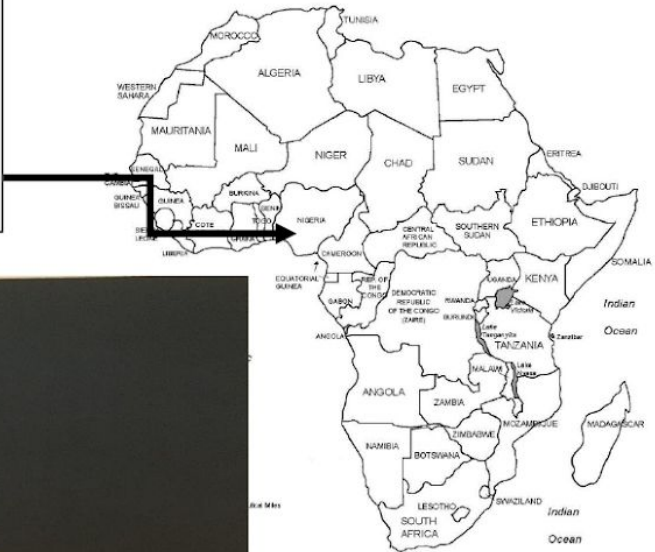
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Remote Learning Art Assignment 5: Nigerian Art

This week we are beginning our study of African Art. Africa is the second largest continent in the world, so we will be studying art from a different country in Africa each week. This week, we are looking at a piece from Nigeria.

Africa



Notes:

- Portrait Head of an Ife King**
- Made around 1300 CE
- Material: Bronze/Copper casting
- From: Nigeria, Africa

Questions:

1. The style of this portrait is called *naturalistic*. What do you think that means?  
\_\_\_\_\_
2. What about this portrait makes you think this is an important person?  
\_\_\_\_\_
3. Notice how the lines move with the shape of the face. What does this add to the way the portrait looks?  
\_\_\_\_\_  
\_\_\_\_\_

Take your time while you are practicing drawing this picture in the space below. Really make sure you are paying attention to the movement of the lines around the facial features. They do not go straight across the face. Notice where there are no lines on the face.



Answers: 1. Realistic or lifelike, 2. Headdress is fancy/elaborate, 3. Answers will vary

**P.E**

## Physical Education Week 5 Online

Task: This week's PE activity involves the use of your full name. I call this Alphabet PE as each letter of the alphabet is associated with a specific exercise. Each exercise is done in repeated sets of 10 except the run-in place and planks. For that exercise, do 30 seconds. (Don't shorten your name or use nicknames)

Goal: Try to complete the exercises in a single activity. If you cannot, continue when able and finish the exercises associated with your name.

Materials: None

A Frog Kicks	B Pushups	C Sit-ups	D Steam Engine	E Windmill
F Run in Place	G Jumping Jacks	H Squats	I Wall Sit	J Flutter Kicks
K Leg Lifts	L Crunches	M Mountain Climbers	N Crab Kick	O Planks
P Lunges	Q Cobras	R V Ups	S Front Clap	T Overhead Clap
U Bicycle	V Wide Arm Pushups	W Toe Touches	X High Jumper	Y Step Up
Z Burpee				

Example: Coach ( C 10 sit-ups/O Plank/A 10 Frog Kicks/C 10 Sit-ups/H 10 squats)

I will be publishing a video demonstrating each of these exercises for you. I miss you all.

Coach France

### Daily Rubric

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

Wednesday, 4/22	<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>
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# GREAT HEARTS WESTERN HILLS

A Great Hearts Academy

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

## Student Attendance Affidavit

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

- Monday, April 20, 2020
- Tuesday, April 21, 2020
- Wednesday, April 22, 2020
- Thursday, April 23, 2020
- Friday, April 24, 2020  No School

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 Thursday'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 Thursday's Assessments to the best of my abilities.

Student Signature: \_\_\_\_\_

Student Printed Name: \_\_\_\_\_ Class Section: \_\_\_\_\_



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

## Science

**Read the passage and answer the questions below:**

Inside of a light bulb, there is a tiny coil of wire called a filament. The filament is held between two large wires. This is the part of the bulb that glows with light. The metal in the filament is specially made to conduct electricity with some resistance. Filaments in incandescent light bulbs are made of tungsten, a periodic table metal with a very high melting point. This very high melting point allows tungsten to remain stable enough (***without melting***) for the light bulb to continue working. When the light switch is turned on, electricity is sent to the light bulb and the filament inside both conducts and resists the flow of electrons. This resistance produces heat. The filament gets so hot it glows. The glass of the light bulb is there for protecting things that are near the filament. This protection is needed because the temperature of the filament can go up to 4,500 degrees Fahrenheit.



1. What is the main idea of this passage?

- A) Wires have the ability to glow.
- B) Don't ever touch a filament.
- C) How a light bulb lights up.

2. What is the tiny coil of wire inside the bulb called?

- A) A filament.
- B) A friction coil.
- C) A resistance meter.

3. Why is there a glass shield around the filament?

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4. What happens to the light bulb when you turn on a light switch?

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5. Would you ever want to touch a glowing filament? Why or why not?

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## 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 was the goal of the Spanish mission-presidio system?

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2. Do you think the Spanish Class system was fair or unfair? How did this system lead the “New Spain” people to revolt? Refer to page 28-29 of your packet to support your answer.

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3. Father José Francisco López wrote a report on the missions in Texas in 1785. He noted that the Native Americans had different tastes in food than the Spanish. Read his notes then answer the questions.

“[W]heat is not sown, although it does well, because the Indians hold it in very low regard in comparison with corn, which is the daily bread of this land . . . . There is cultivation of vegetables, fruits, etc., which would give a good, large yield if the weather were not so changeable and if there were fewer of the locusts, grasshoppers, ants, beetles, plants, lice, etc., that abounds here.”

“Report and Account...of the Missions in the Province of Texas,”  
by Father José Francisco López, August 4th, 1785

- a. Why did the Native Americans grow little wheat?

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- b. What problems were faced as the missions grew crops? (Think: what would hurt the crops?)

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## Math

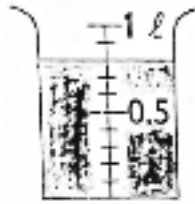
## Units 1-11 Assessment

**Instructions:** Show your work and box your answers.

1. List all the factors of 36.

\_\_\_\_\_

2. What is the volume of the water in the beaker? \_\_\_\_\_ ml



3.  $110.7$  divided by  $9 =$  \_\_\_\_\_.

4. Express  $12.05$  as a fraction. \_\_\_\_\_ (\*Don't forget to simplify.)

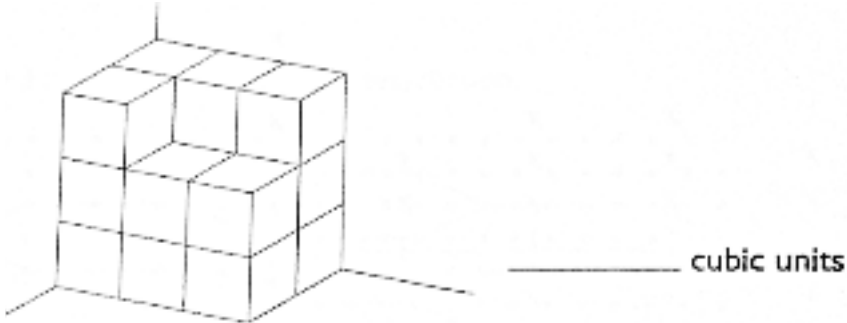
5. 3 days 8 hours = \_\_\_\_\_ hours (1 day = 24 hours)

6. 15 yd 3 ft = \_\_\_\_\_ ft (1 yd = 3 ft)

7. There are 6 bags of sugar, each weighing 1 kg 250 g. What is their **total** weight?  
(1 kg = 1000 g)

8. Linda had 8 m 40 cm of wire. She cut it equally into 6 pieces. How long was one piece?  
 (1 m = 100 cm) (Hint: first convert to centimeters)

9. What is the volume of the solid?



10. The area of a square is  $64 \text{ cm}^2$ . Find its perimeter.  $P =$  \_\_\_\_\_ cm

For a square:  
 Area =  $s \times s$   
 Perimeter =  $4 \times s$

11. Mrs. Robertson pays \$48 each month for her gym membership. Her car payment is \$75 per month. In March, she spent about \$220 on going out to eat and \$65 on going to the movies. Of the expenses listed, give an example of one fixed and one variable expense.

Fixed: \_\_\_\_\_

Variable: \_\_\_\_\_

12. 3  $\ell$  50 ml water was poured into 5 similar containers. How much water was in each container?  
 (1  $\ell$  = 1000 ml) (Hint: convert to ml first)



**Latin**

*Ae: Please answer the questions by filling in the blank with either domestica or ferra.*

Ex: Ovis est bestia *domestica*

1. Canis est bestia \_\_\_\_\_ .
2. Cervus est bestia \_\_\_\_\_ .
3. Leo est bestia \_\_\_\_\_ ,
4. Ursus est bestia \_\_\_\_\_ .
5. Feles est bestia \_\_\_\_\_ .