



GREAT HEARTS WESTERN HILLS

A Great Hearts Academy

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To our dearest 4th grade students,

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

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Parent Packet

MONDAY OVERVIEW

Spalding - PA**Literature - I****Poetry - I****Math - I / PA****History - I****Latin - I**

- Complete dictation.
- Read and annotate [chapter 9 of *The Wonderful Wizard of Oz*](#), then answer the question.
- Practice "[Paul Revere's Ride](#)."
- Carefully read the lesson.
- Complete the workbook problems.
- Practice x9 flashcards.
- Read and highlight the selection, then answer the questions.
- Read the lesson and practice vocab.

Monday Instructions

ELA

Spalding (SP p. 1)

Day One

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

PARENT: Say the word.

Say the word in a sentence.

Says the word again.

CHILD: Repeats the word.

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

Shows syllables with fists, sounds, and fingers.

Writes the word in syllables while saying it aloud.

Writes the markings and the rules that apply.

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

Word	Example Sentence	Notes
<u>l</u> o <u>c</u> a <u>t</u> i <u>o</u> n r.4,14	Much of the charm of the house is in its <u>location</u> .	Write locate but replace /t/ with /ti/ for "sh". Add 'on'
<u>l</u> o <u>c</u> a <u>t</u> e <u>d</u> r.4,11,28	GHWH is <u>located</u> on Ingram Road.	Write locate without silent final E because ending 'ed' starts with a vowel.
<u>l</u> o <u>c</u> a <u>t</u> e r.4	Can you <u>locate</u> your town on the map?	Dictate first. Base word.
<u>m</u> a <u>g</u> n <u>i</u> f <u>i</u> c <u>e</u> n <u>t</u> r.24,2	The students gave a <u>magnificent</u> performance.	BW: magnify End: cent Write magnify but change Y to I because BA ends with /u/
<u>m</u> a <u>i</u> n	Pay attention to the <u>main</u> idea of the story.	/ai/ followed by n at end of word.
<u>m</u> i <u>n</u> e <u>r</u> a <u>l</u> s ²	A healthy diet has adequate vitamins and <u>minerals</u> .	BW: mineral End: "z"
<u>m</u> e <u>t</u> h <u>o</u> d	He has a <u>method</u> to clean the house.	
<u>m</u> o <u>d</u> e <u>r</u> n	<u>Modern</u> technology is always changing.	
<u>m</u> y <u>s</u> t <u>e</u> r <u>i</u> o <u>u</u> s ⁴ r.4,24	We heard a <u>mysterious</u> noise outside our tent.	Write mystery but change Y to I b/c BW ends with /y/. Add suffix <u>ous</u> means "full of"
<u>m</u> y <u>s</u> t <u>e</u> r <u>y</u> r.6	It was a <u>mystery</u> how she did the card tricks.	Base Word. After child says the syllables, say, "In the first syllable, use y, i, t."

Literature (SP p. 1)

Instructions: Using either [the free online edition](#) of *The Wonderful Wizard of Oz* or a copy of the book, have your child read and annotate chapter 9 of *The Wonderful Wizard of Oz*, 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.

Answer: "...its red eyes glowed like balls of fire." (85)

Literary Device Toolbox

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

Poetry (SP p. 2)

Instructions: If you are able, help your child practice “Paul Revere’s Ride.” Our recitations have already begun, so if your child has already recited his/her poem, feel free to have him/her just work on the illustration activity.

Math (SP p. 3-4)

Part 1 - We are working with **congruent** figures. Congruent figures are shapes that have the **same size and shape**. They are identical! Below are the answers to the questions on page 3.

1. C and E, B and G, H and J, A and I.

****Note:** For B/G, A/I and C/E, scholars have to imagine rotating the image!

2. D and F are not congruent because they are not the same **size**.
3. You can use the dots to see that *K* has a side that is 5 dots long, while *G* has a side that is 3 dots long.

Part 2 - Students will view the shapes and identify which pairs are congruent.

- Pairs b, c, and e are congruent.

Independent Practice: Workbook Exercise 1, p. 83-84, #1-2.

As students complete the practice, monitor the following:

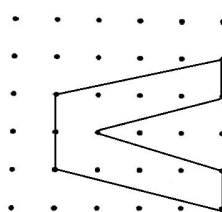
- Encourage your child to use the dots to compare the shapes. They may want to break the shape into pieces as we practiced in their lesson.
- As scholars complete #2, it may take some trial and error to draw the shapes. Encourage them to break the shapes into **pieces** so that they can work with smaller parts and recognize the dimensions.

Answer Key:

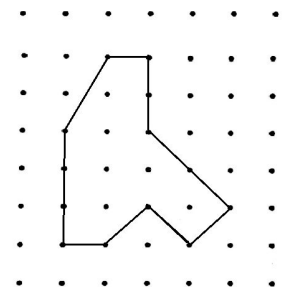
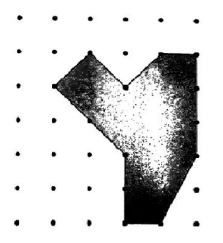
1. B and C, D and E, A and G

2.

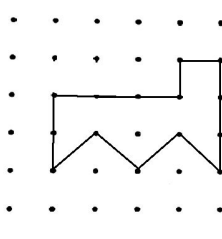
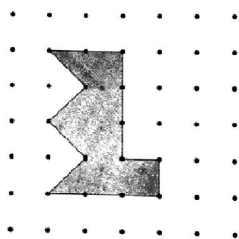
(a)



(c)



(b)



Math Flashcards - Assist your scholar in creating flash cards using notebook paper, printer paper, or note cards. They will need to make flashcards to study their x9 facts throughout the week. You will need 12 cards, beginning with 9x1 and ending with 9x12.

History (SP p.5-7)

Instructions: Answer the comprehension questions below based on today's reading.

1. Why did Texas' President Sam Houston want Texas to join the United States?

President Sam Houston wanted Texas to join the United States so that Texas would have the support of the U.S. military to protect its borders and because their economy would benefit from trade with other states.

2. Why did Texas' President Mirabeau Lamar not want Texas to join the United States?

President Mirabeau Lamar did not want Texas to join the United States because he thought the Republic of Texas was stronger enough without the U.S. and because he made trade deals with countries in Europe.

3. Why did the Northern states want slavery to end?

The Northern states wanted slavery to end because their morals did not support slavery. They believed that to own other human beings and force them to work without pay was morally wrong.

Specials (SP p.8-10)

Scholars should read through the instructions, then read the captions for each picture. After, please ensure your scholar practices his/her vocabulary.

TUESDAY OVERVIEW	
<u>Spalding - PA</u>	<input type="checkbox"/> Complete dictation with a parent.
<u>Literature - I</u>	<input type="checkbox"/> Read and annotate chapter 10 of <i>The Wonderful Wizard of Oz</i> , then answer the question.
<u>Poetry - I</u>	<input type="checkbox"/> Practice " Paul Revere's Ride ."
<u>Math - I / PA</u>	<input type="checkbox"/> Carefully read the lesson. <input type="checkbox"/> Complete the workbook problems. <input type="checkbox"/> Practice x9 Flashcards
<u>Science - I</u>	<input type="checkbox"/> Read and highlight the selection, then answer the questions.
<u>Music - I</u>	<input type="checkbox"/> Complete worksheet.

Tuesday Instructions

ELA

Spalding (SP p. 11)

Day Two

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>oc</u> ² <u>ca</u> <u>sion</u> r.29,4,16	I dressed up for the special <u>occasion</u> .	Can't be pronounced. O ca sion. Use /si/ b/c it is the only phonogram that says "zh".
{ <u>or</u> <u>di</u> <u>na</u> <u>ri</u> <u>ly</u> r.24,6	<u>Ordinarily</u> , I do not like sweet snacks.	Change Y to I because the BW ends with /y/ and add 'ly'.
{ <u>or</u> <u>di</u> <u>na</u> <u>ry</u> r.6	I enjoy an <u>ordinary</u> evening with my family.	Dictate first. Base word.
<u>per</u> <u>so</u> <u>na</u> <u>li</u> <u>ty</u> r.6	He has a very pleasant <u>personality</u> .	/n/ moves to the accented syllable.
<u>ph</u> <u>ys</u> <u>i</u> <u>ca</u> <u>l</u> <u>ly</u> r.6	A firefighter has a physically demanding job.	BW: physical End: ly "In the first syllable, use y, ĩ, ĩ. Add ly (not y) b/c BW ends with /l/.
<u>plan</u> <u>et</u>	We could see the <u>planet</u> with the telescope.	
{ <u>pl</u> <u>en</u> <u>tif</u> <u>ul</u> r.24,22	The land was <u>plentiful</u> to build the house.	Change Y to I because BW ends. with /y/ and add "ful".
{ <u>pl</u> <u>en</u> <u>ty</u> r.6	The backyard has <u>plenty</u> of room for the party.	Dictate first. Base word.
<u>pow</u> <u>er</u> <u>ful</u> r.22	He has proved to be a <u>powerful</u> leader.	BW: power End: ful "In the first syllable, use ow, ō" at the end of the syllable.
<u>pr</u> <u>ai</u> <u>rie</u>	The train tracks extend over miles of <u>prairie</u> .	"Use ā not used and ē, ĩ, ĩ." /ie/ at end of a word is uncommon for /ie/ (menagerie)

Literature (SP p. 11)

Instructions:

Using either [the free online edition](#) of *The Wonderful Wizard of Oz* or a copy of the book, have your child read and annotate chapter 10 of *The Wonderful Wizard of Oz*, 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:** The Munchkins were more friendly than the people of Oz. Both people groups wore peaked hats. The buildings in the Munchkin land were blue while they were green in Oz.

Poetry (SP p. 12)

Instructions: If you are able, help your child practice "Paul Revere's Ride." Our recitations have already begun, so if your child has already recited his/her poem, feel free to have him/her just work on the illustration activity.

Math (SP p. 13-15)

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

Part 1: Tiling patterns called **tessellations** are patterns formed by fitting together the repeated shapes or **congruent shapes** without any **gaps** or **overlaps**.

Part 2: Some tiling patterns are **not** tessellations. Remember, tessellations **cannot have gaps** or **spaces left** around a point. They also **cannot overlap**.

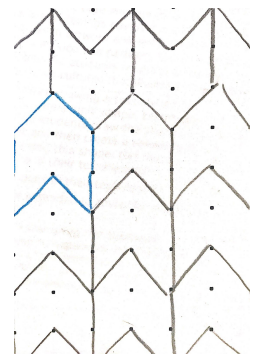
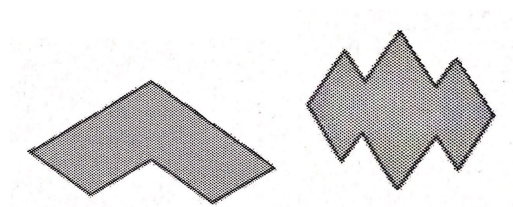
Answers: **B and D are not tessellations. Pattern B overlaps, and Pattern D has gaps between each unit shape.**

Part 3: The repeated shape that creates the pattern in a tessellation is called the **unit shape**.

Answers:

Figure A:

Figure B:



Part 4: Scholars will create their own tessellations given a unit shape. The tessellation should cover the whole page (of the dotted paper pictured). It should look something like what is pictured to the right. However, scholars could orient the shape in a different direction.

The “Your turn!” **Answer Key:**

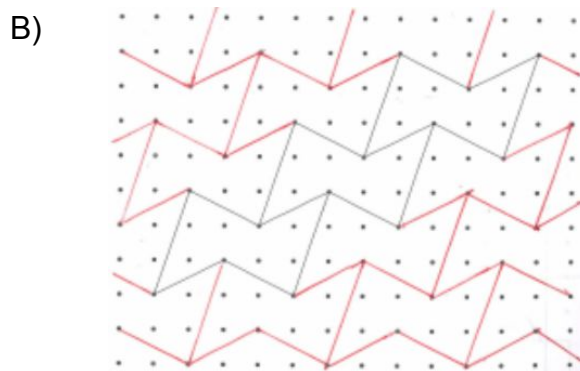
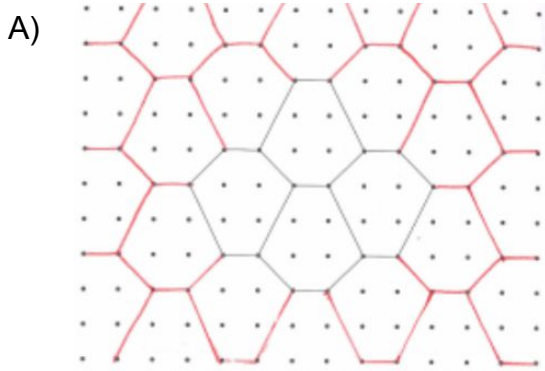
Ex.2 #1

B) C) D) E) F)

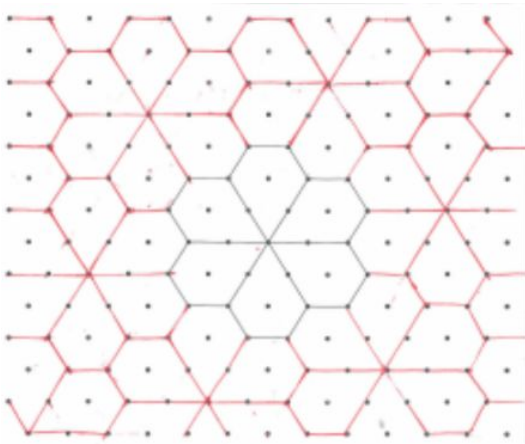


Ex.1

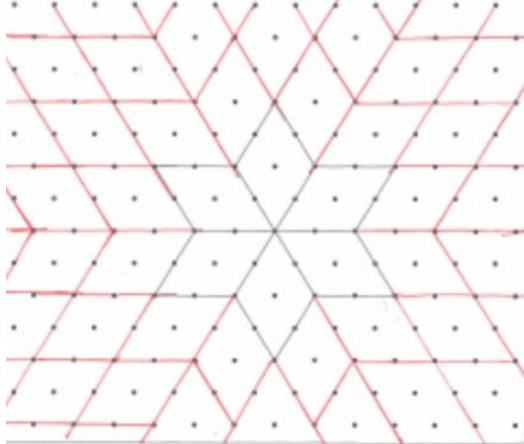
#2



C)



D)



Scholar practices x9 flashcards for 5 minutes.

Science (SP p.16-17)

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

Answer key:

1. A **magnet** is a rock or a piece of metal that can pull certain types of metal toward itself.
2. Like poles in a magnet **repel** each other.
3. **Magnetism** is the force exerted by magnets when they attract or repel each other.
4. What happens when you cut a whole magnet into pieces? Will it exhibit the same characteristics of a magnet? Why or why not?

No matter how many pieces you cut a magnet into, each piece will still be a whole magnet with a north pole and south pole.

Music (SP p. 17-18)

Students should be able to complete this independently. Email Mrs. Lucio with any questions.

WEDNESDAY OVERVIEW	
<p><u>Spalding - PA</u></p> <p><u>Literature - I</u></p> <p><u>Poetry - I</u></p> <p><u>Writing - I</u></p> <p><u>Math - I / PA</u></p> <p><u>History - I</u></p> <p><u>Art - I</u></p>	<ul style="list-style-type: none"> <input type="checkbox"/> Complete dictation with a parent. <input type="checkbox"/> Read and annotate chapter 11 of <i>The Wonderful Wizard of Oz</i>, then answer the question. <input type="checkbox"/> Practice "Paul Revere's Ride." <input type="checkbox"/> Respond to the writing prompt. <input type="checkbox"/> Carefully read the lesson. <input type="checkbox"/> Complete math workbook problems. <input type="checkbox"/> Practice x9 Flashcards <input type="checkbox"/> Read and highlight the selection, then answer the questions. <input type="checkbox"/> Complete and practice the activity.

ELA**Spalding (SP p. 19)**

Day Three

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>pre</u> <u>pa</u> <u>re</u> ² r.4,11,28	Study daily and you'll be <u>prepared</u> for your assessment.	BW: prepare End: "d"
<u>pre</u> <u>ve</u> r.4	Being cautious will help <u>prevent</u> illness.	
<u>pro</u> <u>te</u> <u>cti</u> <u>o</u> r.4,14	The isolation is for our <u>protection</u> .	Ed: on Change /t/ to /ti/ for "sh" and add "on"
<u>pro</u> <u>te</u> <u>cti</u> <u>ve</u> r.4	Medical professionals wear <u>protective</u> gear to treat patients.	End: ive Write protect. Add ive
<u>pro</u> <u>te</u> <u>ct</u> r.4	I like to wear a hat to <u>protect</u> my head from the hot sun.	Base word. For spelling, say each sound in the last syl
<u>quar</u> <u>ter</u> r.1	I need a <u>quarter</u> of a cup of sugar for the recipe.	/ar/ is distorted by /w/ and /qu/ to create "or" sound <u>war</u> <u>warm</u>
<u>quar</u> r.1	The car needs a <u>quart</u> of oil.	BW: quart
<u>rec</u> <u>og</u> <u>ni</u> <u>ti</u> <u>o</u> r.14	The team was given <u>recognition</u> for their hard work.	Use /ti/: no reason to use /si/ or /ci/
<u>rec</u> <u>og</u> <u>ni</u> <u>ze</u>	I didn't <u>recognize</u> your voice over the phone.	Base word but does not help me spell.
<u>re</u> <u>lie</u> <u>ve</u> r.4,12	I like to go for a run to <u>relieve</u> stress.	"In the last syl, use ē, ī, ŷ b/c it isn't after a 'c', doesn't say "A", and isn't an exception.

Literature (SP p. 19)

Instructions:

Using either [the free online edition](#) of *The Wonderful Wizard of Oz* or a copy of the book, have your child read and annotate chapter 11 of *The Wonderful Wizard of Oz*, 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.

- **Answer:** "...as big as an elephant" (110)

Poetry (SP p. 20)

Instructions: If you are able, help your child practice "Paul Revere's Ride." Our recitations have already begun, so if your child has already recited his/her poem, you get a break today!

Writing (SP p. 20)

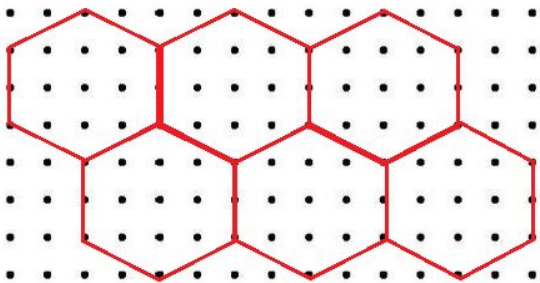
Instructions: If your scholar is stuck, try having a discussion about the prompt with them. Perhaps you can share about a time you acted like someone you were not. You may have a conversation about the importance of authenticity. As your child brainstorms, he/she may create a concept map to organize his/her ideas.

Math (SP p. 21-22)

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

Lesson: Shapes that Tessellate

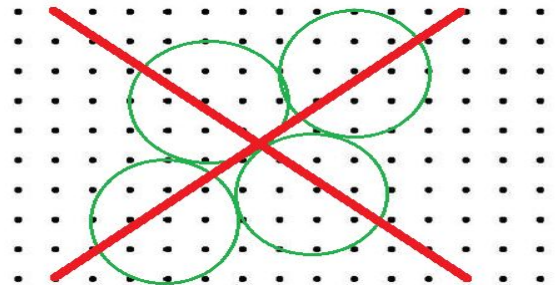
Part 1 - We are working with shapes that **tessellate**. A tessellation pattern is formed by fitting together the **repeated shapes** or **congruent shapes** without any **gaps or overlaps**.



In this section, we will examine what shapes **can tessellate**, and what shapes **do not tessellate**.

The **Hexagons** to the left can tessellate because they are repeated shapes that are fitted together without any gaps.

The **Circles** to the right are repeated shapes, but cannot tessellate because there are gaps between the circles.

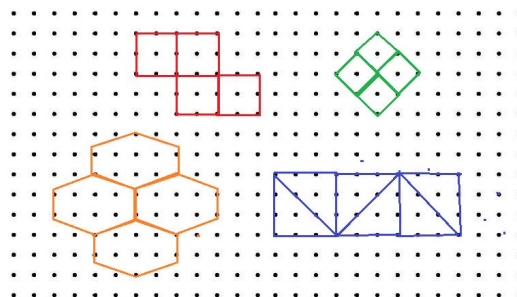


Part 2: Students will examine shapes to determine which can tessellate.

- Shapes B and C can tessellate.

Part 3: Students will Make tessellations using a shape of your choice in the space provided.

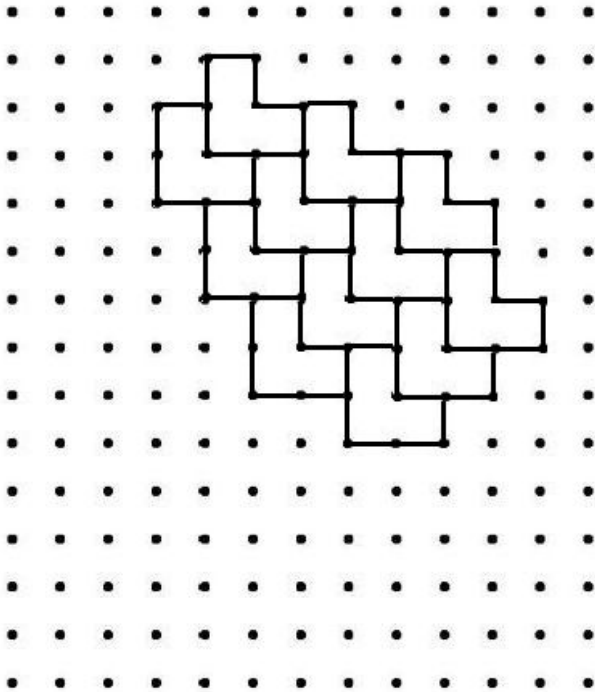
Remember, the pattern is formed by fitting together the repeated shapes or congruent shapes without any gaps or overlaps. Examples include:



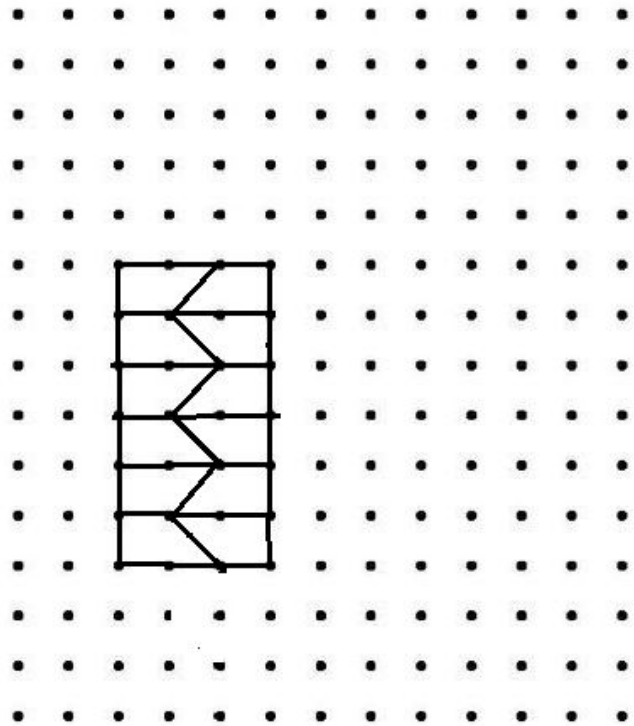
Your turn! Complete Workbook Exercise 4, p. 91-92, #1a-c

Answer Key: Student tessellations may vary.

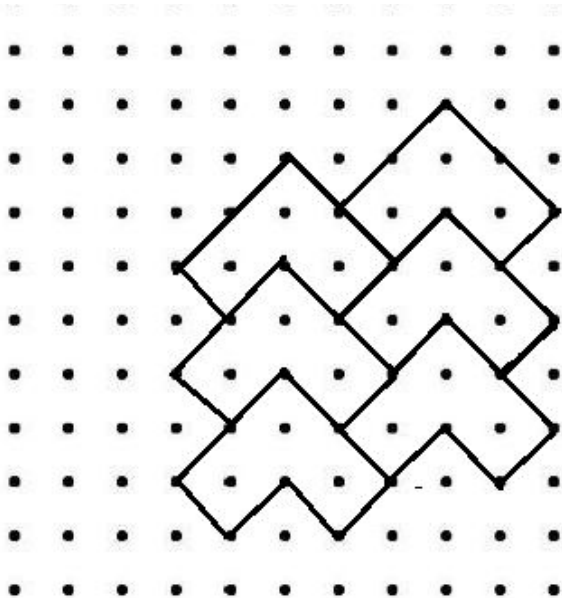
1a.



1b.



1c.



Scholar practices x9 flashcards for 5 minutes.

History (SP p.23-25)

Instructions: Read the introduction and the passage that follows. Then read each question and choose the correct answer. **The correct answers are marked in red.**

Grace is learning about the Civil War. She wrote about what she learned in a report. She needs you to help her revise and edit the report. Read Grace's report about the Civil War and think about the changes she should make. Then answer the questions that follow.

The Civil War

(1) On April 12th, 1861, the first shots of the Civil War were fired. (2) The battle over slavery had begun. (3) The Union sent soldiers to fight for it's belief that slavery was wrong. (4) The Confederacy sent soldiers to fight for its belief that states should make their own decisions about whether or not to own slaves. (5) Women on both sides cared for sick and wounded soldiers. (6) They worked as nurses in hospitals. (7) More than 200,000 black soldiers fought for the Union. (8) The confederacy lost the war and slavery was abolished.

<p>1. What change, if any, should be made to sentence 2?</p> <p>a. Change had begun to had began b. Change had begun to beginning c. Change had begun to has begun d. Make no change</p>	<p>3. What change, if any, should be made to sentence 8?</p> <p>a. Change war to wars b. Change confederacy to Confederacy c. Change the period to a question mark d. Make no change</p>
<p>2. What change, if any, should be made to sentence 3?</p> <p>a. Change it's to its' b. Change it's to its c. Change it's to its's d. Make no change</p>	<p>4. What is the BEST way to combine sentences 5 and 6 without changing their meaning?</p> <p>a. The women, they cared, and they worked as nurses caring for sick and wounded soldiers in hospitals. b. Women on both sides worked in hospitals, as nurses, and women cared for sick and wounded soldiers. c. Women on both sides worked in hospitals, caring for sick and wounded soldiers. d. Make no change</p>

Art (SP p.26-27)

Students should be able to complete this independently.

THURSDAY OVERVIEW

<u>Spalding - PA</u>	<input type="checkbox"/> Complete dictation with a parent.
<u>Literature - I</u>	<input type="checkbox"/> Read and annotate chapter 12 of <i>The Wonderful Wizard of Oz</i> , then answer the question.
<u>Poetry - I</u>	<input type="checkbox"/> Practice reciting " Paul Revere's Ride ."
<u>Writing - I</u>	<input type="checkbox"/> Complete the 5 minute writing sprint.
<u>Math - I / PA</u>	<input type="checkbox"/> Complete the review problems. <input type="checkbox"/> Practice x9 Flashcards
<u>Science - I</u>	<input type="checkbox"/> Read and highlight the selection, then answer the questions.
<u>PE - PA</u>	<input type="checkbox"/> Complete the Exercise.

ELA**Spalding (SP p. 28)**

Instructions: Scholar sounds out each syllable of each word.

Please dictate the 30 words to your child. Say each word, then say it in a sentence, and then say the word again. Your scholar writes the word only as seen below. He/she does not include markings rules they learned in class. You will then help your child make appropriate corrections immediately before moving on to the next word.

location	occasion	prepared
located	ordinarily	prevent
locate	ordinary	protection
magnificent	personality	protective
main	physically	protect
minerals	planet	quarter
method	plentiful	quart
modern	plenty	recognition
mysterious	powerful	recognize
mystery	prairie	relieve

Literature (SP p. 29)**Instructions:**

Using either [the free online edition](#) of *The Wonderful Wizard of Oz* or a copy of the book, have your child read and annotate chapter 12 of *The Wonderful Wizard of Oz*, 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.

- **Answer:** "...her **black bees** in little heaps **like fine coal**..." (121)

Poetry (SP p. 29)

Instructions: If you are able, help your child practice "Paul Revere's Ride." Our recitations have already begun, so if your child has already recited his/her poem, you get a break today!

Writing (SP p. 29-30)

Instructions: If your child has a difficult time answering the questions, feel free to have a discussion with them to get their ideas flowing. The phrase we've asked students to reflect on is "Laugh and the world laughs with you. Weep and you weep alone." Our goal is for scholars to understand the importance of showing kindness and empathy to those who are hurting and lonely. We want them to know that it is okay to weep and to feel sad, and that it is also important to strive for joy. Encourage your scholar to use the writing checklist to evaluate their answers!

Math (SP p. 31-33)**Answer Key: 8.1 and 8.2 Practice**

1. Color.



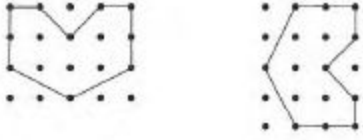
2. Circle only the last shape.



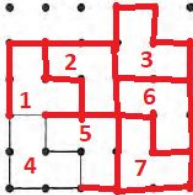
3. Circle semicircle.



4. Check the top pair of congruent figures.



5. Given the grid, the maximum number of unit shapes that can form a tessellation is 7.



6. a.) R b.) S c.) P d.) Q

Scholar practices x9 flashcards for 5 minutes.

Science (SP p. 33-35)

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

Answer key:

- Describe how electromagnets are formed. **Electricity can also create magnets. Electricity is a flow of electrons. As electrons move through a piece of wire they have the same effect as electrons spinning around the nucleus of an atom. This is called an electromagnet.**
- Define magnetic field. **The magnetic field is the area around a magnet in which there is magnetic force.**
- Look around your house to find some useful magnets and list them. **Students' answers vary. Some examples include: Fridge magnet, credit card, vacuum cleaner etc.**

P.E. (SP p. 35)

E-mail Coach France with any questions.

Friday Spelling Assessment (Assessment Packet p.3)

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		
	location	Much of the charm of the house is in its <u>location</u> .	location
	located	GHWH is <u>located</u> on Ingram Road.	located
	locate	Can you <u>locate</u> your town on the map?	locate
	magnificent	The students gave a <u>magnificent</u> performance.	magnificent
	main	Pay attention to the <u>main</u> idea of the story.	main
	minerals	A healthy diet has adequate vitamins and <u>minerals</u> .	minerals
	method	He has a <u>method</u> to clean the house.	method
	modern	<u>Modern</u> technology is always changing.	modern
	mysterious	We heard a <u>mysterious</u> noise outside our tent.	mysterious
	mystery	It was a <u>mystery</u> how she did the card tricks.	mystery
	occasion	I dressed up for the special <u>occasion</u> .	occasion
	ordinarily	<u>Ordinarily</u> , I do not like sweet snacks.	ordinarily
	ordinary	I enjoy an <u>ordinary</u> evening with my family.	ordinary
	personality	He has a very pleasant <u>personality</u> .	personality
	physically	A firefighter has a <u>physically</u> demanding job.	physically
	planet	We could see the <u>planet</u> with the telescope.	planet
	plentiful	The land was <u>plentiful</u> to build the house.	plentiful
	plenty	The backyard has <u>plenty</u> of room for the party.	plenty
	powerful	He has proved to be a <u>powerful</u> leader.	powerful
	prairie	The train tracks extend over miles of <u>prairie</u> .	prairie
	prepared	Study daily and you'll be <u>prepared</u> for your assessment.	prepared
	prevent	Being cautious will help <u>prevent</u> illness.	prevent
	protection	The isolation is for our <u>protection</u> .	protection
	protective	Medical professionals wear <u>protective</u> gear to treat patients.	protective
	protect	I like to wear a hat to <u>protect</u> my head from the hot sun.	protect
	quarter	I need a <u>quarter</u> of a cup of sugar for the recipe.	quarter
	quart	The car needs a <u>quart</u> of oil.	quart
	recognition	The team was given <u>recognition</u> for their hard work.	recognition
	recognize	I didn't <u>recognize</u> your voice over the phone.	recognize
	relieve	I like to go for a run to <u>relieve</u> stress.	relieve



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G4 Student Packet 1

Student Packet

MONDAY OVERVIEW

Spalding - PA

Literature - I

Poetry - I

Math - I / PA

History - I

Latin - I

- Complete dictation with a parent.
- Read and annotate [chapter 9 of *The Wonderful Wizard of Oz*](#).
- Practice your poem and complete the activity.
- Carefully read the lesson.
- Complete workbook problems.
- Create flashcards to practice your x9 multiplication facts.
- Read and highlight the selection, then answer the questions.
- Complete Lesson 8 and practice vocabulary

Monday Materials

ELA

Spalding

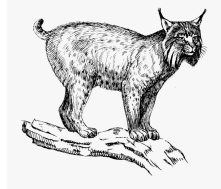
Instructions: Write the 10 Spalding words with markings and rules as dictated by a parent/guardian on notebook paper. Pretend you're in the classroom with your teacher. Remember, fists up fast! Use your phonogram knowledge and spelling rules. Practice proper letter formation and to use your best handwriting.

Literature

Instructions: Read [chapter 9 of *The Wonderful Wizard of Oz*](#). As you read, circle words from your glossary and underline literary devices. When you finish, answer the question.

Glossary

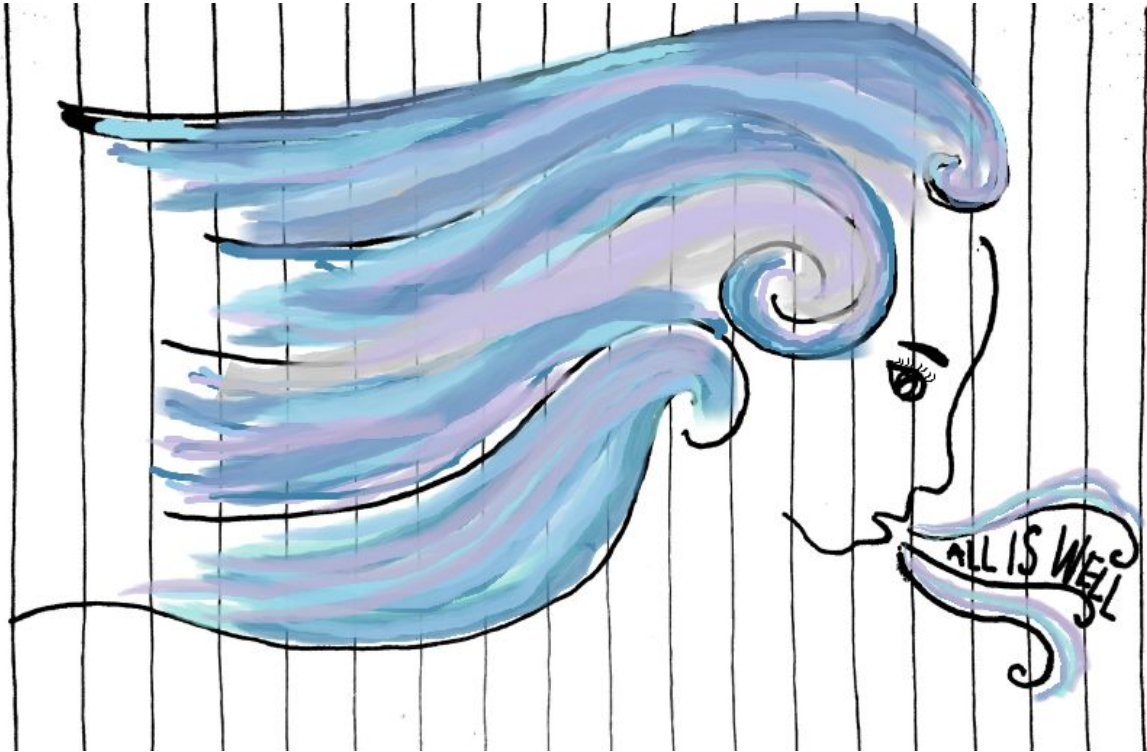
- P.85 **Wildcat:** (n) a small native Eurasian and African cat that is typically gray with black markings and a bushy tail, noted for its ferocity. Pictured here is a Lynx.
- P.85 **Field mouse:** (n) a dark brown mouse with a long tail and large eyes



What simile do you see on p.85? What two things are being compared?

Poetry

Instructions: Practice reciting “Paul Revere’s Ride.” As you recite it, pay attention to strong imagery and literary devices. Choose one example from the poem to **illustrate**. See Ms. Conlon’s example below. If you’ve already recited it, all you need to do is this activity!

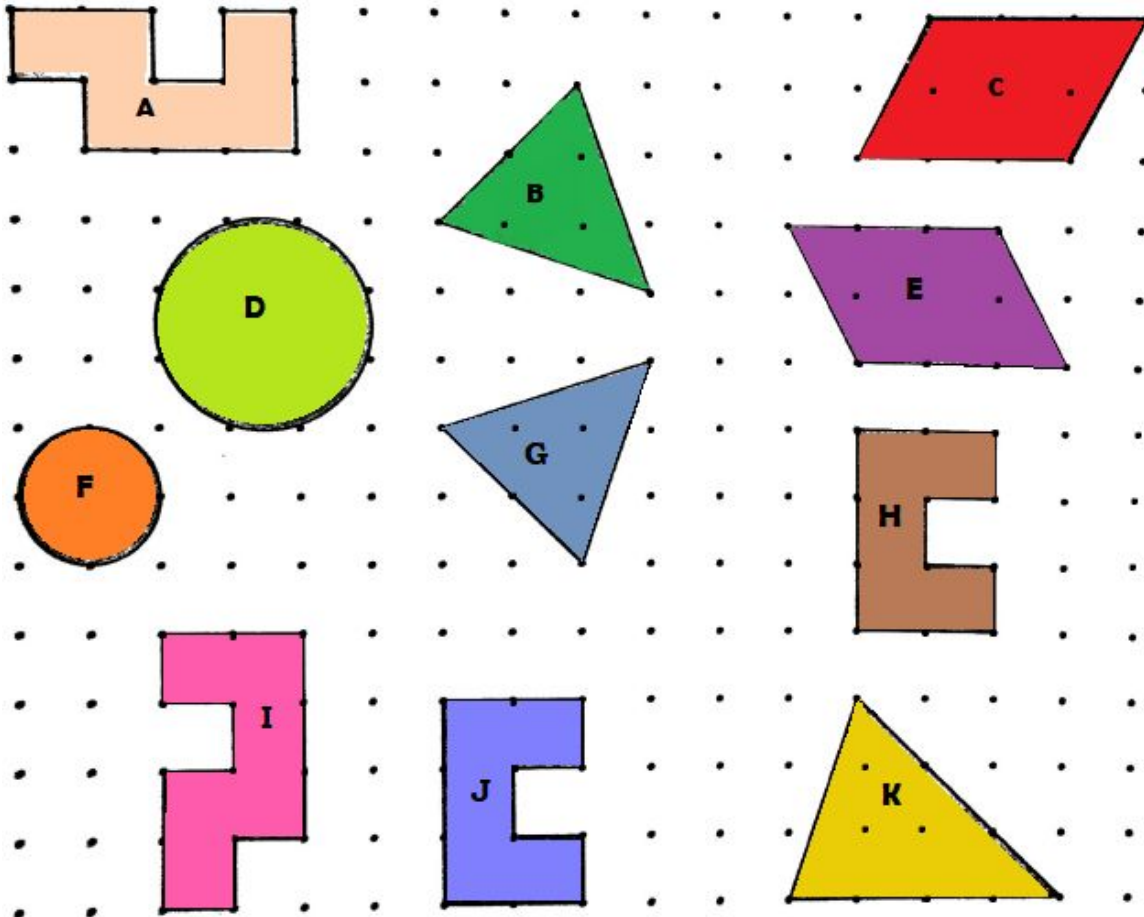


“He could hear... the watchful night-wind, as it went creeping along from tent to tent, and seeming to whisper, ‘All is well!’”

Math

Lesson: Congruent Figures

Part 1 - In the following figure, observe shapes C, D, E, and F. C and E are congruent, but D and F are not. What do you think the word **congruent** means? _____



When two shapes have the same **size** and **shape**, they are **congruent**.

1. Including C and E, there are 4 total pairs of **congruent** shapes. Identify the other 3 pairs:

_____.

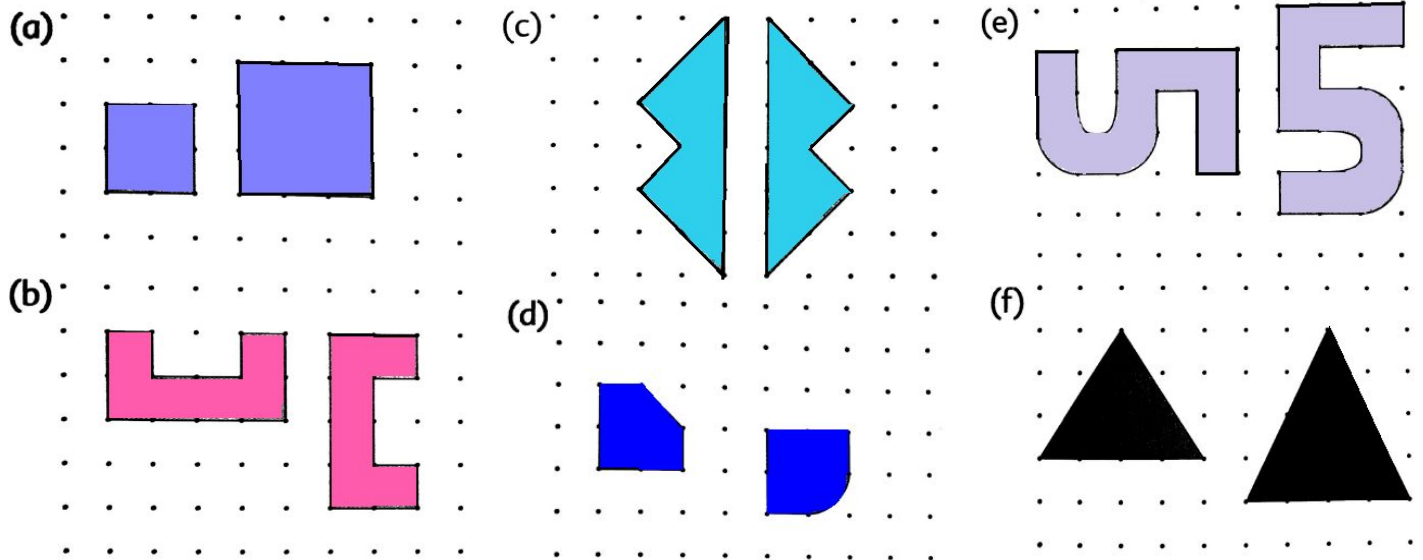
****Hint:** Sometimes you have to turn or flip a shape to see if it is congruent or not!

2. D and F look like they are the same shape. Why are they not **congruent**?

3. How can you use the grid of dots to tell that K and G are **not congruent**?

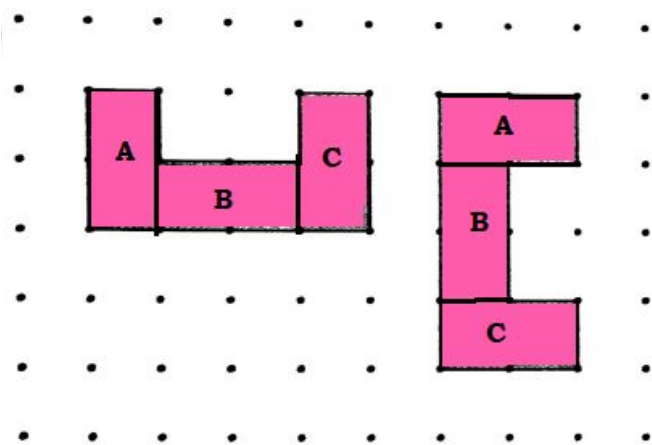
****Answers to the above questions are in the Parent Packet (p 4)**

Part 2 - Of the shapes below, which pairs are **congruent**? Write the letter for each pair here: _____



Let's take a closer look at "b." At first glance, they don't immediately look identical. But if I take one of the shapes and turn (or rotate) it, they actually line up perfectly!

Another method we can use is breaking the shapes apart.



To the left, I have broken both shapes into three separate rectangles: A, B, and C.

I can use the grid to find the dimensions of each rectangle and compare the shapes.

- In both shapes, rectangles A, B, and C are 3 dots by 2 dots.
- Since each part of the figures are identical, the figures are identical as a whole.

We can use the same methods for "c" and "e" above!

Your turn! Complete Workbook Exercise 1, p. 83-84, #1-2.

Flashcards: Create flashcards for x9s, beginning with 9x1 and ending with 9x12. Practice them for 5 minutes.

History

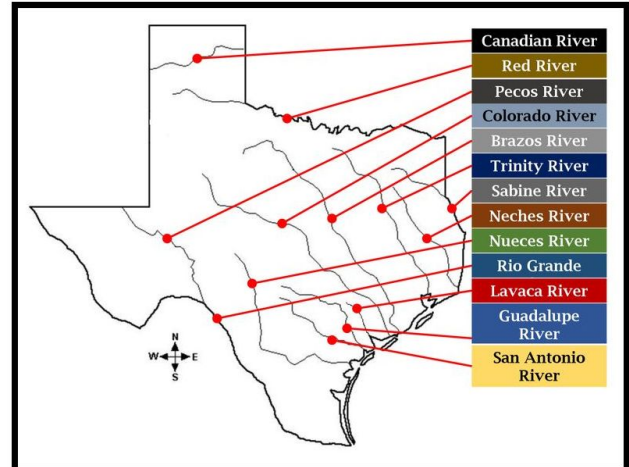
The Republic of Texas

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

Taking Control of the Republic

Over the next few years, many improvements were made in the Republic of Texas. Just like the United States and other countries had done, the Republic of Texas adopted a constitution and designed a flag. Developing a transportation system was important to the economy of the Republic. A banking system was also established. Money was loaned to companies that wanted to build roads and canals to connect the Rio Grande and Sabine rivers.

An army of more than 3,000 men was organized to build trading posts and encourage trade between Texans and the Native Americans. President Houston did not want to anger the Native Americans. He sent leaders to have friendly talks with the Native Americans in an effort to get them to sign treaties and quietly give up their land. Vice President Lamar, on the other hand, believed that the Native Americans should be forced from their land.



Major Rivers of Texas

President Mirabeau Lamar and the Native Americans

In 1838, Mirabeau Lamar was elected President of the Republic of Texas. President Lamar wanted to make more economic progress in the Republic. A year after he was elected, the capital was moved to the city of Austin where government buildings, hotels, businesses, and houses were being built. Trade deals with England and France helped support the economy. President Lamar decided that the Republic of Texas was strong enough to stand on its own and didn't need to become part of the United States.

All of the progress in the Republic of Texas did not change the fact that Native Americans were inhabiting land that Texans wanted. President Lamar made plans to remove the Native Americans. Some tribes signed treaties peacefully, but tribes who refused were forced from their land. Soldiers removed the Shawnees, Alabamans, and Coshattas from their hunting grounds. The Alabamans and Coshattas were given land in eastern Texas.

Texas Statehood

The Republic of Texas lasted nine years from 1836-1845. During that time, it was an independent nation with an organized government, a constitution, and all of the problems that came with defending itself against Native American attacks and outside threats from Mexico. From the very beginning, Sam Houston wanted Texas to become a part of the United States. President Houston pointed out that the United States had an army to protect Texas from Mexico and other countries that might want to take control of Texas. Texas's economy could make more progress by selling and trading its cattle and crops with other states and countries.

Slavery in Texas

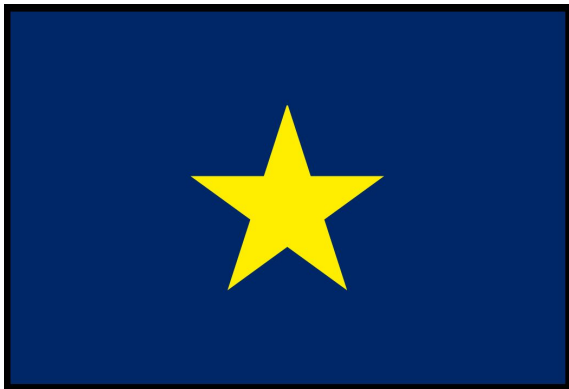
The United States considered **annexing** [taking over] Texas, but the republic's financial debts and struggles with Mexico made the United States government uncomfortable. In addition, Texas allowed slavery. There were many disagreements in the United States over the issue of slavery. The settlers who lived in the Southern part of the United States, including Texas, argued that they needed slave labor to work on their cotton plantations. The settlers who lived in the Northern states felt it was wrong to own other human beings and force them to work without pay. The Northerners wanted slavery to end.

Annexation and the Mexican War

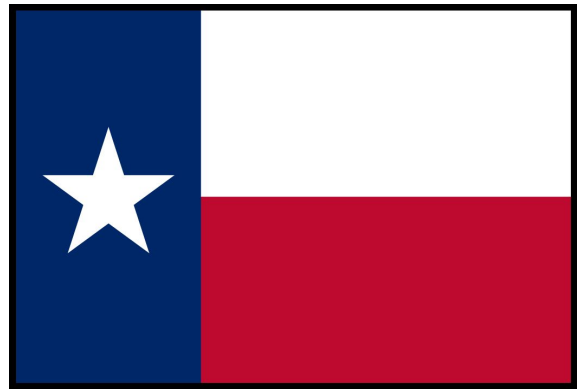
On December 29th, 1845, Texas became the 28th state to join the Union. Against the wishes of the Northern States, slavery was permitted in the new state of Texas. As a result of the annexation of Texas, Mexico's border disputes with Texas meant their quarrel was now with the United States. The United States claimed that the Texas border extended to the Rio Grande River. Mexico argued that the boundary was actually 100 miles northeast, at the Nueces River.

The United States government also wanted Mexico to pay for the damages in Texas from the Texas Revolution. In addition, the United States government wanted more land. The United States offered to purchase that land, but Mexico refused to sell. It seemed that the only way to settle this boundary dispute was to go to war. In 1846, the United States declared war on Mexico. From 1846 to 1847, the United States won almost every battle fought. American armies marched in and easily took over parts of Arizona, California, and other Mexican territories.

Satisfied with the land the United States had gained, President James Polk sent ambassadors to discuss an end to the war. Yet, Mexico still refused to talk peace with the United States. The Mexican War continued. In August 1847, the United States army marched into Mexico City and captured Mexico's capital. Mexico's president stepped down from power and a new government took control in Mexico. The new government signed the Treaty of Guadalupe-Hidalgo, which resulted in further territory for the United States.



Republic of Texas national flag from 1836-1839 (Burnet Flag)



Republic of Texas national flag from 1839-1845/1846 (Lone Star Flag)

Instructions: Answer the comprehension questions below based on today's reading.

1. Why did Texas' President Sam Houston want Texas to join the United States?

2. Why did Texas' President Mirabeau Lamar not want Texas to join the United States?

3. Why did the Northern states want slavery to end?

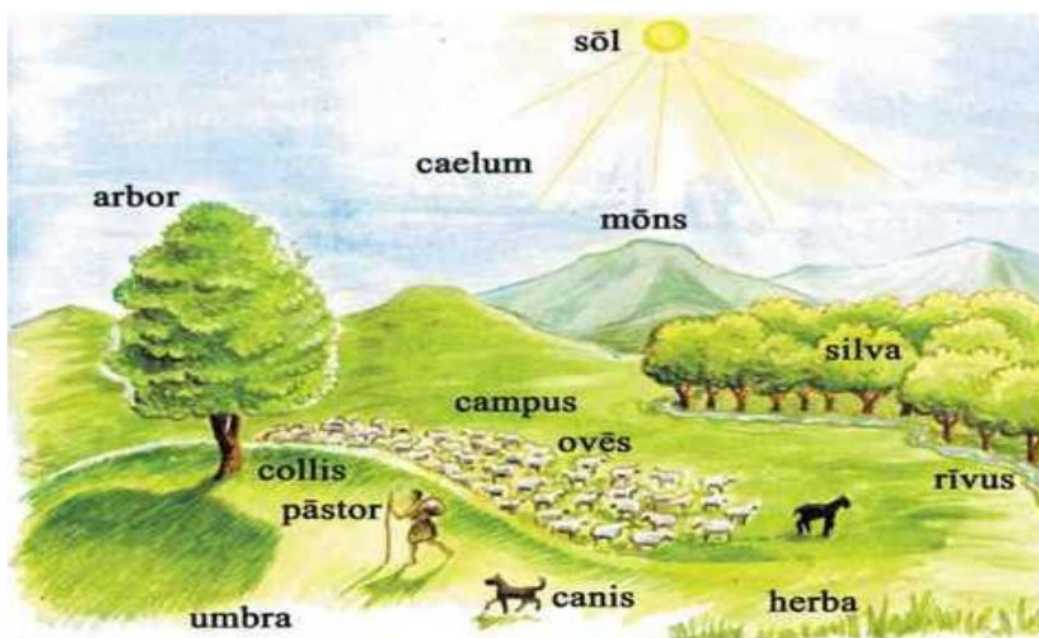
SPECIALS - Latin

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 VIII: Quid domesticam habes?



1. Iulia *felem* habet.
2. "Ego *felem* habeo."



3. Marcus *canem* habet.
4. "Ego *canem* habeo."



5. "Ego *piscem* habeo."



6. "Ego *avem* habeo."



7. "Quid *animal tu* habes?"



8. "Ego *Equum* habeo."



9. "Quid *animal tu* habes?"



10. "Ego *galinam* habeo."



11. "Quid *animal tu* habes?"



12. "Nulla *animal non* habeo!"

Grammatica Nova

In this lesson, we learn the phrase, “Ego...habeo,” which means “I have a....” We can use the phrase to say in Latin what animals or pets we have. For example:

Ego vacam habeo. = I have a cow.

Notice we also changed the ending of each animal. Because it is the object of the sentence (the action is being done to it), we change the ending to show this. This will be covered more in fifth grade, but we can get some early practice with it now.

Here are some examples:

Subject	Object
Vaca	Vacam
Equus	Equum
Galina	Galinam
Porcus	Porcum
Feles	Felem
Canis	Canem
Piscis	Pisces
Avis	Avem
Animal	Animal

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, 5/11	<input type="checkbox"/> I spent around _____ minutes on the daily activities. <input type="checkbox"/> I read all directions before I asked for more help. <input type="checkbox"/> If required, I wrote all of my answers in complete, cursive sentences. <input type="checkbox"/> I double-checked my written answers to check for capitalization, punctuation, and correct grammar usage. <input type="checkbox"/> My handwriting is neat and can be read by both me and an adult. <input type="checkbox"/> I showed all of my work in math when necessary. <input type="checkbox"/> I read for at least 20 minutes today. <input type="checkbox"/> I used integrity and put forth my best effort today. I am proud of myself, and I know my teacher would be proud of me, too.
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TUESDAY OVERVIEW

<u>Spalding - PA</u>	<input type="checkbox"/> Complete dictation with a parent.
<u>Literature - I</u>	<input type="checkbox"/> Read and annotate chapter 10 of <i>The Wonderful Wizard of Oz</i> , then answer the question.
<u>Poetry - I</u>	<input type="checkbox"/> Practice " Paul Revere's Ride ," then complete the activity.
<u>Math I / PA</u>	<input type="checkbox"/> Carefully read the lesson. <input type="checkbox"/> Complete the workbook problems.
<u>Science - I</u>	<input type="checkbox"/> Read and highlight the selection, then answer the questions.
<u>Music - I</u>	<input type="checkbox"/> Complete worksheet.

Tuesday Materials

ELA

Spalding

Instructions: Write the 10 Spalding words with markings and rules as dictated by your parent/guardian 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 10 of *The Wonderful Wizard of Oz*](#). As you read, circle words from your glossary and underline literary devices. When you finish, answer the question.

Glossary

- P.94 **Tame:** (adj) (of an animal) not dangerous or frightened of people; domesticated
- P.95 **(Scotch) Brownie:** (n) A Scottish elf who secretly does children's chores and adults' housework.
- P.98 **Perplexity:** (n) inability to deal with or understand something complicated or unaccountable
- P.98 **Idle:** (adj) (of time) characterized by inaction or absence of significant activity
- P.98 **Spectacles:** (n) another term for glasses
- P.99 **Portal:** (n) a doorway, gate, or other entrance, especially a large and imposing one

The land of Oz is described on page 94 of this chapter. What similarities and differences are there between the land of the Munchkins and the land of Oz?

Poetry

Instructions: Practice reciting “Paul Revere’s Ride.” As you recite it, pay attention to strong imagery and literary devices. Choose one example from the poem to **illustrate** in the open space below or on a separate sheet of paper. See Ms. Conlon’s example below if you need ideas!



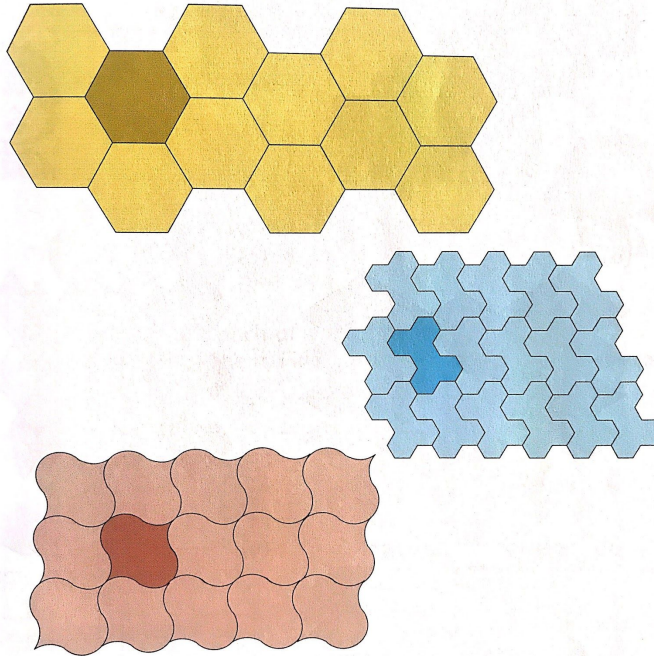
“A second lamp in the belfry burns!”

Math

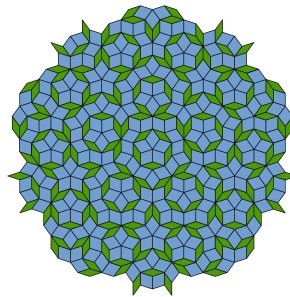
Lesson: Tessellations and Unit Shapes

Part 1: Look at the tiling patterns below. What do you notice about each pattern?

The bolded shape has been used repeatedly in each pattern, and between each shape, there is no hole or gap. They fit snugly together! In each of these three **tiling patterns**, a single shape has been repeated to create that pattern. The pattern is formed by fitting together the **repeated shapes** or **congruent shapes** without any **gaps or overlaps**. We call this type of tiling pattern a **tessellation**.

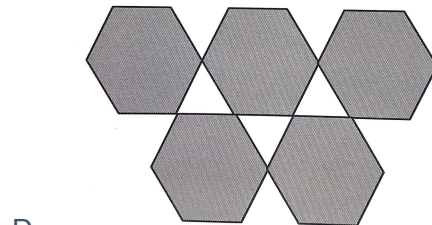
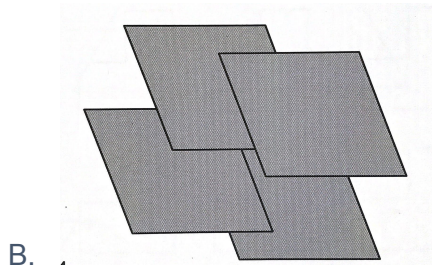
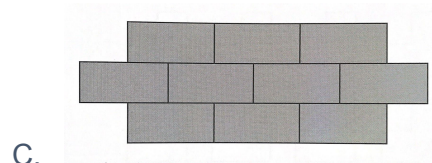
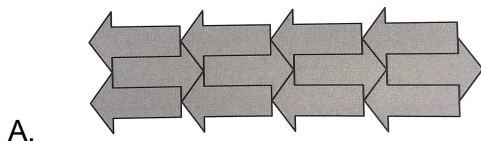


Today, we will only observe tessellations made with a **single shape**. In real life, tessellations can be made using two or more shapes. Here is an example of a pattern using a tessellation with more than one shape:



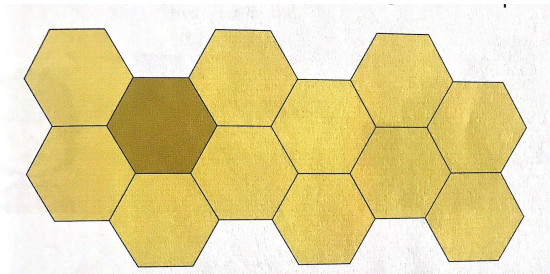
Think of other real life examples of tessellations. What about the honeycomb in a beehive? A soccer ball? Tessellation patterns have been used for ages in building designs, mosaics, and quilts. They can be found in floor tiles and kitchen tiles - that's where the name, **tiling pattern**, comes from! Take time to tour the Blue Mosque in Turkey with Mrs. Manning in Google Classroom, then go and view pictures of [the Alhambra Palace in Spain](#). [Rugs created by the Zapotec Indians](#) in Mexico and patterns found in carpet weaving in Tunisia contain tessellations as well. If you have time, take a look at the [works of M.C. Escher](#), a famous artist known for incorporating tessellations into his works!

Part 2: Some tiling patterns are **not** tessellations. Remember, tessellations **cannot** have gaps or spaces left around a point. They also **cannot overlap**. Which of the patterns below are **not** tessellations? Think: A true tessellation should be able to extend infinitely on all sides.

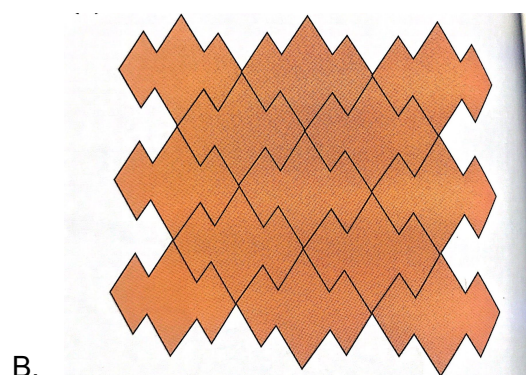
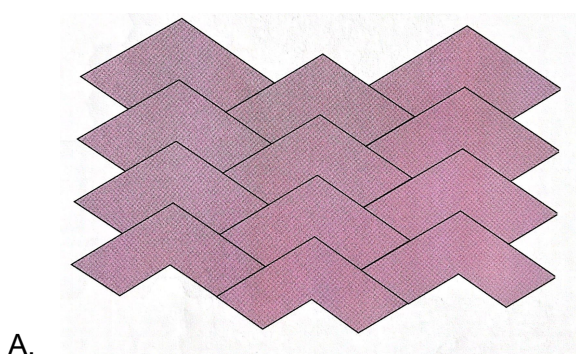


***Answers can be found in the Parent Packet.

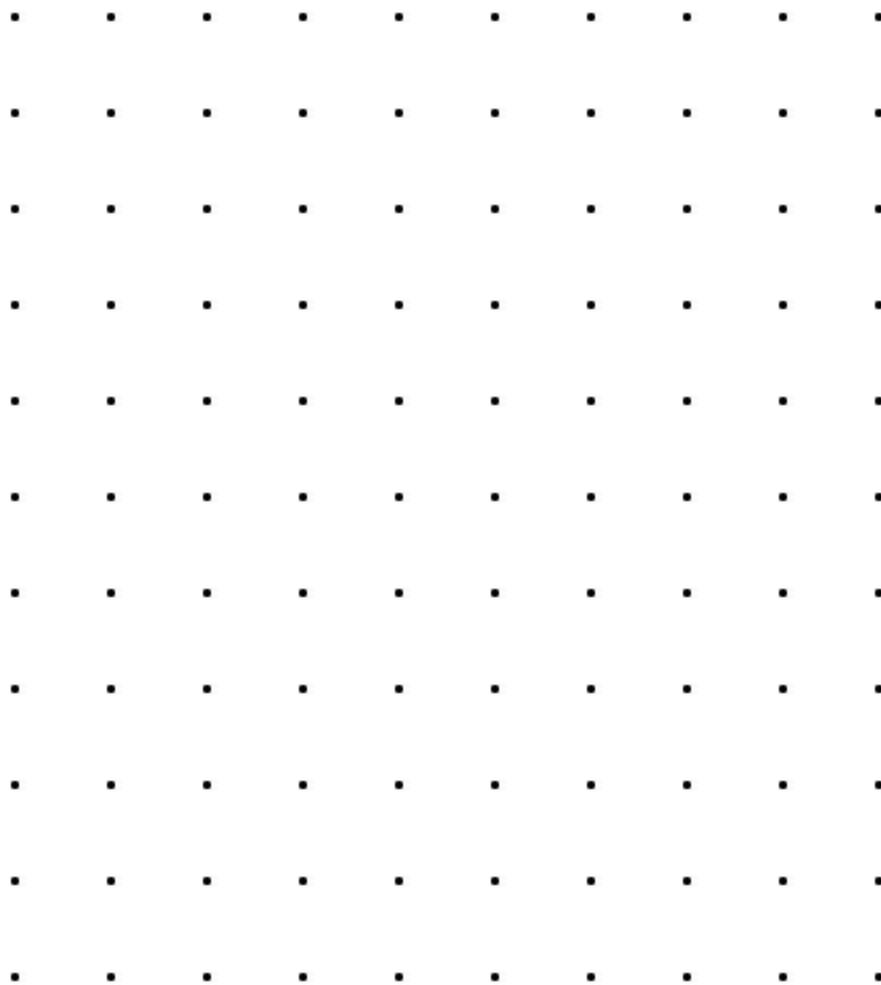
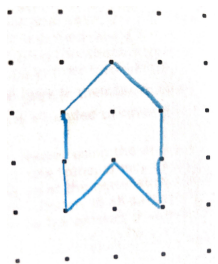
Part 3: The repeated shape that creates the pattern in a tessellation is called the **unit shape**. Let's look back at one of the tessellations from the beginning of the lesson. Can you identify the unit shape? Remember, the tessellations we are observing are made of a single shape. The unit shape in this tessellation is a hexagon. Here, an example of the unit shape shaded for you. You could have shaded in any of the hexagons below!



Try finding the **unit shape** of the tessellations below. The answers will be in today's Parent Packet.



Part 4: Now, it's your turn to try making your own tessellation! Using the paper below, draw the shape to the left. To make your tessellation, be sure you align each **unit shape** with no gaps in between. Try to cover the whole dotted part of the paper with your shape. If you have extra time, color it in to make it a work of art!



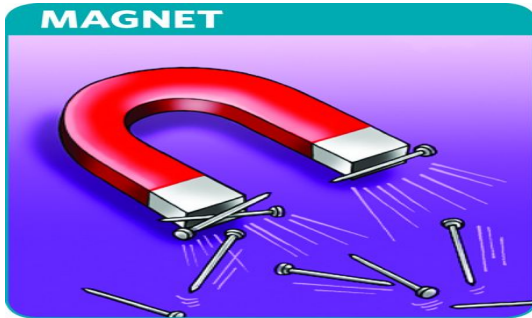
Your turn! Complete WB Exercise 2, pp. 86-88, *all problems*.

Practice math x9 flashcards for 5 minutes.

Science

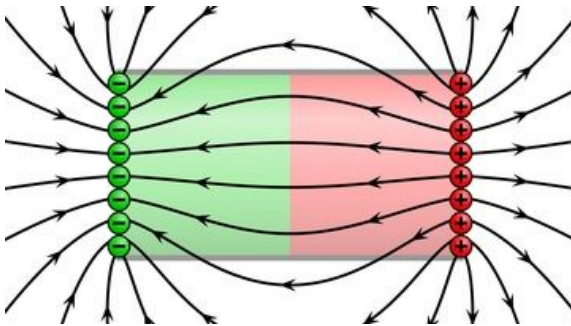
Instructions: Read the following introduction to magnets, then underline/highlight the important facts. Afterwards, check your understanding by answering the questions below.

What is a Magnet?



A **magnet** is a rock or a piece of metal that can pull certain types of metal toward it. The **force of magnets**, called **magnetism**, is a basic force of nature, like electricity and gravity. Magnetism works over distance. This means that a magnet does not have to be touching an object to pull it.

What causes Magnetism?

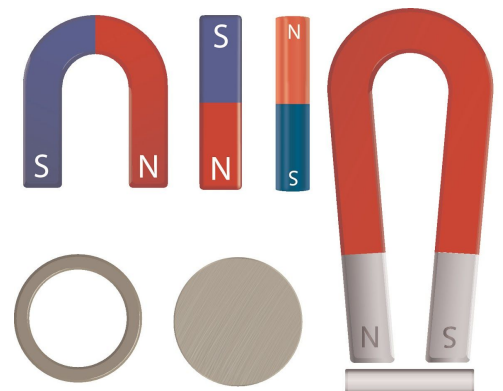


People have known for a long time that a certain type of rock, called lodestone, is a natural magnet. When scientists learned why that is, they also learned how to make other metals into magnets.

Magnetism is the force exerted by magnets when they attract or repel each other. **Magnetism** happens when tiny particles called **electrons** behave in a certain way. All objects in the universe are made up of units called **atoms**. Atoms in turn are made up of **electrons** and other particles (neutrons and protons). The electrons spin around the atom's nucleus, which contains the other particles. The spinning electrons form tiny **magnetic forces**. Sometimes many of the electrons in an object spin in the same direction. In these cases, all the tiny magnetic forces from the electrons add up to make the object one big magnet.

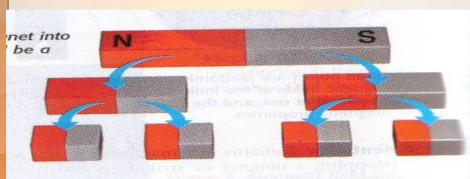
Properties of a Magnet:

Magnets strongly attract objects that contain iron, steel, nickel, or cobalt. Magnets also attract or **repel** (push away) other hard magnets. This happens because every magnet has two opposite poles, or ends: a north pole and a south pole. North poles attract the south poles of other magnets, but they repel other north poles. Likewise, south poles attract north poles, but they repel other south poles. In a nutshell, **like poles repel each other and unlike poles attract each other**. No matter how many pieces you cut a magnet into, each piece will still be a whole magnet with a north pole and south pole.



Half a Magnet?

- **What happens if you cut a magnet into pieces?**



Each piece will still have two poles

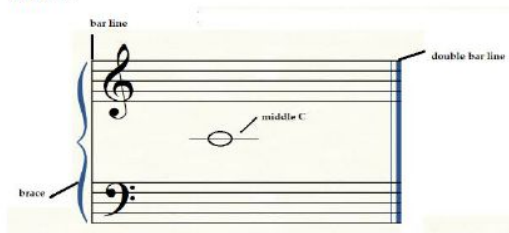
Good job reading and highlighting the important facts. Now, it's time to check your understanding:

1. A _____ is a rock or a piece of metal that can pull certain types of metal toward itself.
2. Like poles in a magnet _____ each other.
3. _____ is the force exerted by magnets when they attract or repel each other.
4. What happens when you cut a whole magnet into pieces? Will it exhibit the same characteristics of a magnet? Why or why not?

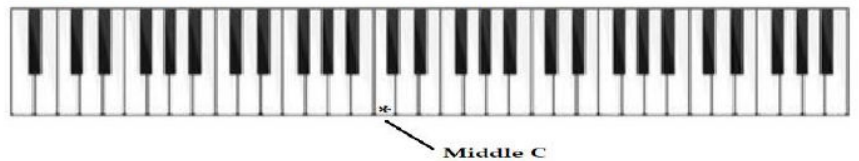
SPECIALS - Music

The Grand Staff

The Grand Staff is the treble and bass staves joined together by a **bar line**, **brace**, and **double bar line**.

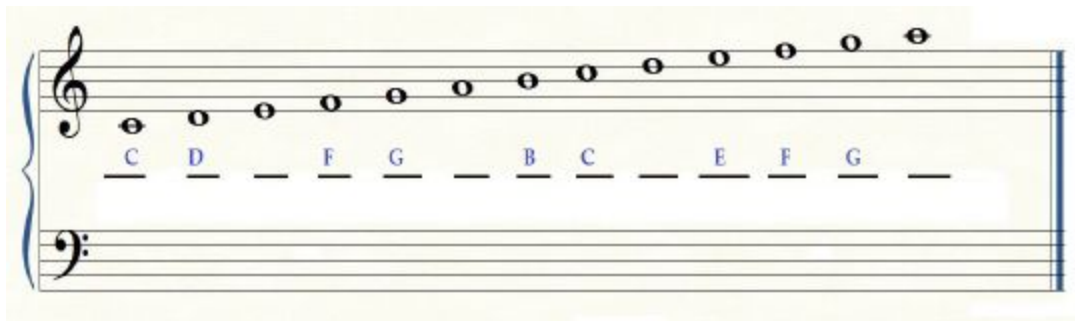


Middle C is written on a ledger line between the treble and bass staff. Middle C divides the grand staff in half just like it divides the piano keyboard in half. It is in the “middle.”



PART I

Directions: In the Grand Staff below, write in the names of the notes on the treble staff (the top part). Some notes have already been filled in for you. Remember, when naming notes we use **CAPITAL** letters. Some answers are already provided for you, so just go through the music alphabet: **ABCDEFG**. *Hint:* Use the same letters over and over again. When you get to “G,” start over again with “A.”



PART II

Directions: For the Grand Staff below, write in the names of the notes on the bass staff (the bottom part). Start with Middle C and go backwards in the music alphabet: **GFEDCBA**.

**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>Tuesday, 5/12</p>	<ul style="list-style-type: none"> <input type="checkbox"/> I spent around _____ minutes on the daily activities. <input type="checkbox"/> I read all directions before I asked for more help. <input type="checkbox"/> If required, I wrote all of my answers in complete, cursive sentences. <input type="checkbox"/> I double-checked my written answers to check for capitalization, punctuation, and correct grammar usage. <input type="checkbox"/> My handwriting is neat and can be read by both me and an adult. <input type="checkbox"/> I showed all of my work in math when necessary. <input type="checkbox"/> I read for at least 20 minutes today. <input type="checkbox"/> I used integrity and put forth my best effort today. I am proud of myself, and I know my teacher would be proud of me, too.
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WEDNESDAY OVERVIEW

Spalding - PA

Literature - I

Poetry - I

Writing - I

Math - I / PA

History - I

Art - I

- Complete dictation with a parent.
- Read and annotate [chapter 11 of *The Wonderful Wizard of Oz*](#), then answer the question.
- Practice “Paul Revere’s Ride.”
- Respond to the writing prompt.
- Carefully read the lesson.
- Complete math workbook problems.
- Timed Math Sprint
- Read and highlight the selection, then answer the questions.
- 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 11 of *The Wonderful Wizard of Oz*](#). As you read, circle words from your glossary and underline literary devices. When you finish, answer the question.

Glossary

- P.104 **Prosperous:** (n) successful in material terms; flourishing financially
- P.105 **Basin:** (n) a bowl for washing, typically attached to a wall with faucets connected to a water supply
- P.105 **Brocaded:** (n) a rich fabric woven with a raised pattern, typically with gold or silver thread (below)
- P.106 **Meek:** (adj) quiet, gentle, and easily imposed on; submissive
- P.108 **Earnestly:** (adv) with sincere and intense conviction; seriously
- P.109 **Gauze:** (n) a thin translucent fabric of silk, linen, or cotton
- P.110 **Dominions:** (n) the territory of a sovereign or government
- P.110 **Bestow:** (v) confer or present (an honor, right, or gift)
- P.111 **Compel:** (v) force or oblige (someone) to do something
- P.113 **Grindstone:** (n) a thick disk of stone or other abrasive material mounted so as to revolve, used for grinding, sharpening, or polishing metal objects



What simile is used to describe the size of the beast that appears as Oz for the Tin Woodman on page 110?

Poetry

Instructions: Practice reciting “Paul Revere’s Ride.” Remember to come up with gestures! To have fun, try practicing in a silly voice. If you’ve already recited your poem to your teacher, you get the day off from poetry!

Writing

Instructions: Read the prompt, then write a well-developed paragraph (4-6 sentences) in response.

*“To be yourself in a world that is constantly trying to
make you something else is the greatest accomplishment.”*

- Ralph Waldo Emerson

Think: In chapter 11 of *The Wonderful Wizard of Oz*, the Wizard appears in numerous forms when meeting Dorothy and her friends. Sometimes when we meet new people, we pretend to be someone we’re not, or we act differently than we would around our family. Have you ever done that? How did it feel?

Write: In 4-6 sentences, explain why it is important to be yourself when you meet new people. What happens when we are not authentic or sincere with those around us?

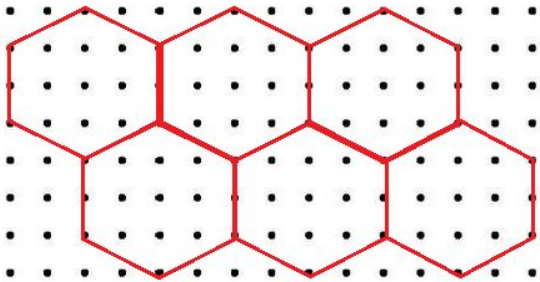
Writing Checklist
<ul style="list-style-type: none"><input type="checkbox"/> I indented my paragraph.<input type="checkbox"/> I capitalized the first letter of every sentence.<input type="checkbox"/> Each sentence ends with a punctuation mark.<input type="checkbox"/> I used quality adjectives, strong verbs, and interesting adverbs.<input type="checkbox"/> I used transition words to move from idea to idea.

Math

Lesson: Shapes that Tessellate

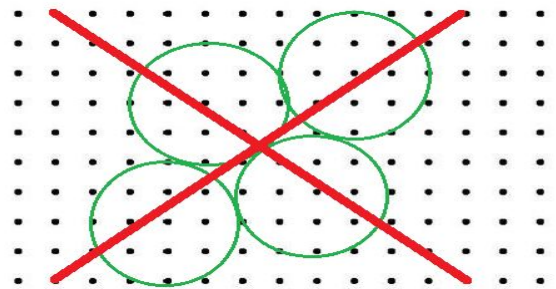
Part 1: You've already learned that a tiling pattern like the example below is called a **tessellation**. The pattern is formed by fitting together the **repeated shapes** or **congruent shapes** without any **gaps or overlaps**.

In this section, we will examine what shapes **can tessellate**, and what shapes **do not tessellate**.

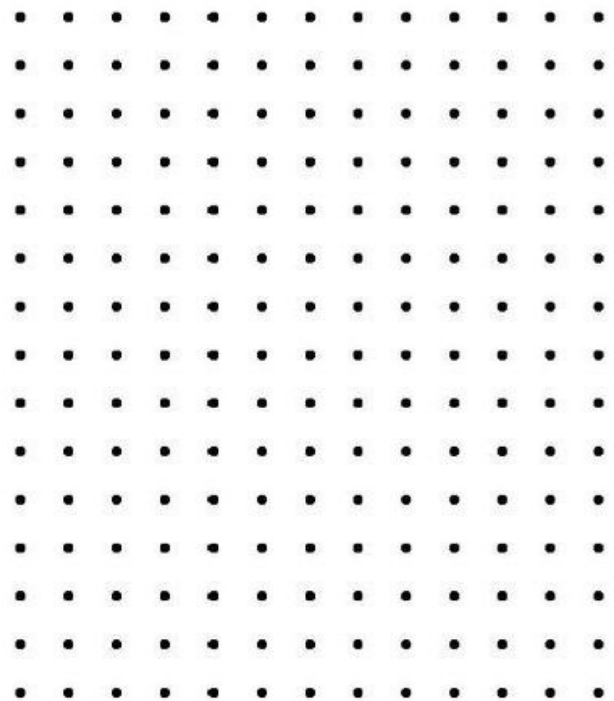
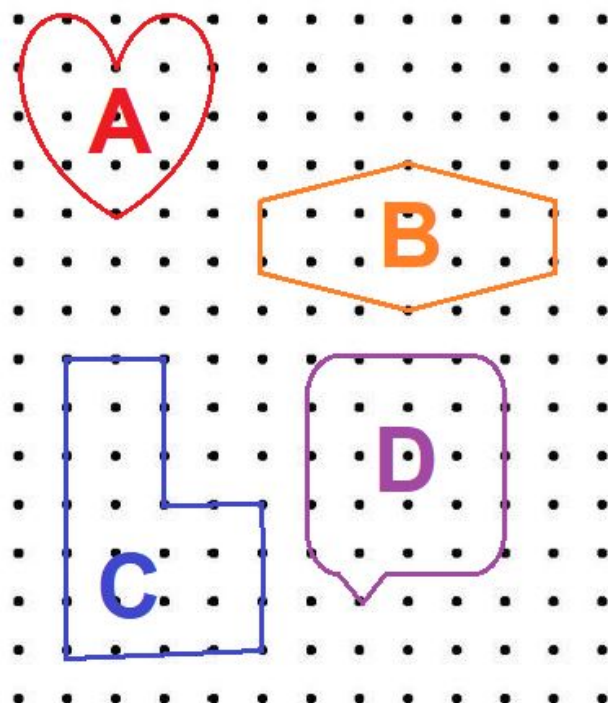


The **Hexagons** to the left can tessellate because they are repeated shapes that are fitted together without any gaps.

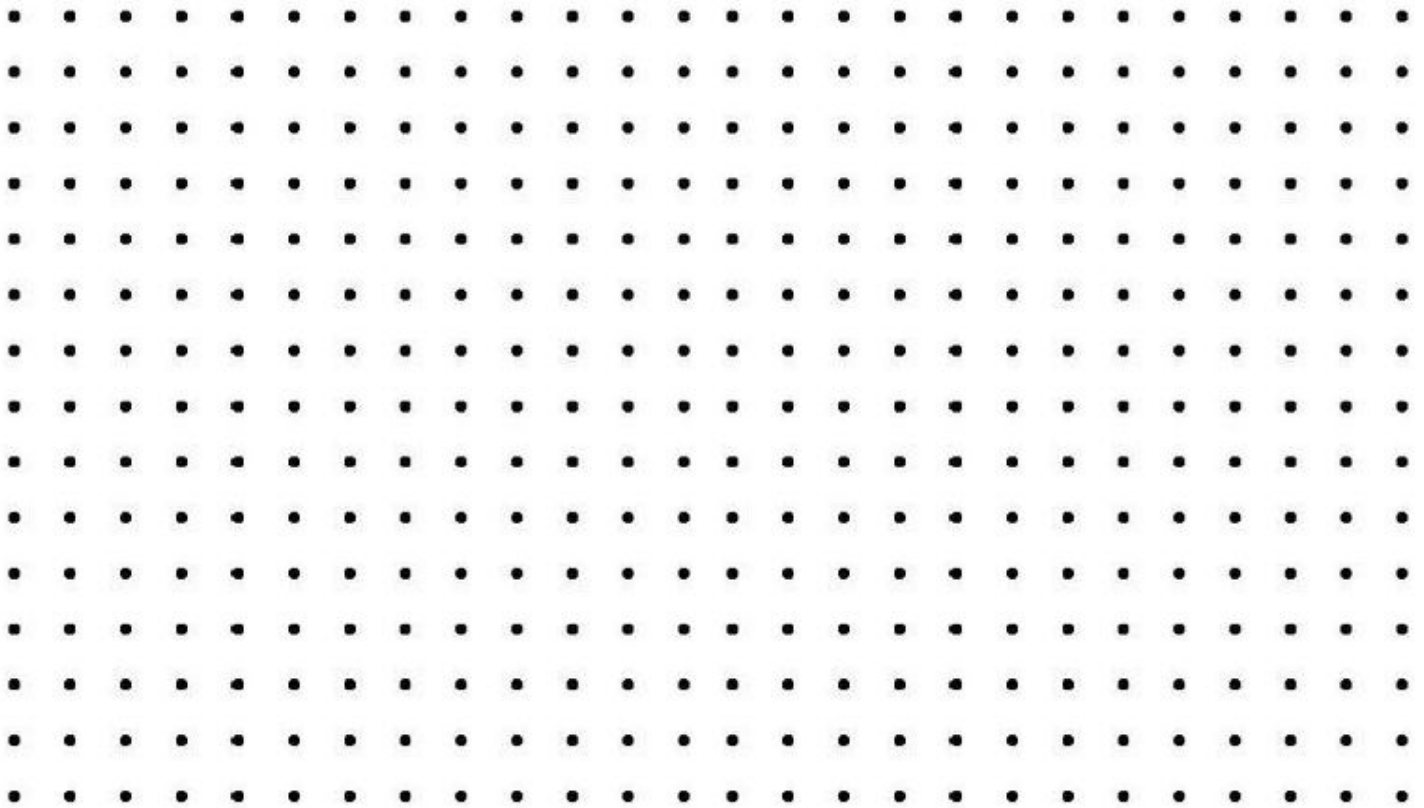
The **Circles** to the right are repeated shapes, but cannot tessellate because there are gaps between the circles.



Part 2: Examine the shapes below. Which shapes can tessellate? Choose one shape that tessellates and make as many copies as you can in the space provided.



Part 3: Make tessellations using a shape of your choice in the space provided. Remember, the pattern is formed by fitting together the repeated shapes or congruent shapes without any gaps or overlaps.



Your turn! Complete Workbook Exercise 4, p. 91-92, #1a-c

Practice math x9 flashcards for 5 minutes.

History

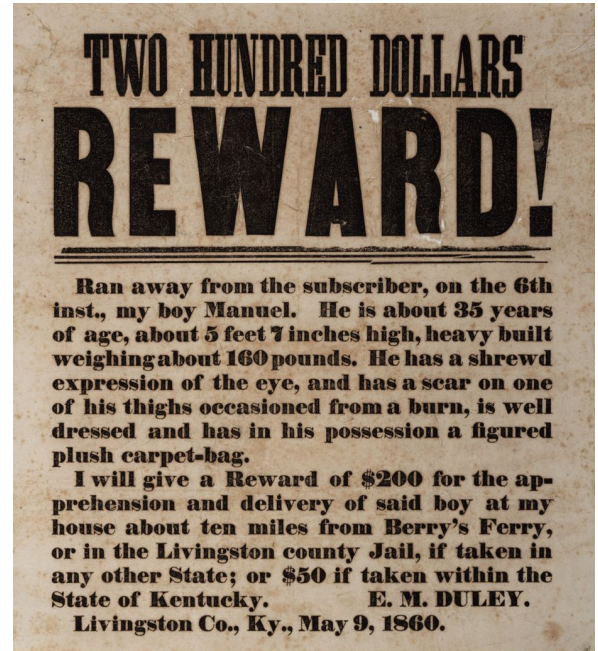
Texas and the Civil War

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

The Issue of Slavery

In 1860, fifteen years after Texas was admitted as a slave state, the United States was ready to spit apart over the issue of slavery. The Northern States had hundreds of factories with workers who were paid to make shoes, tools, weapons, and clothing. Northerners did not believe in slave labor. On the other hand, Southerners regrettably prioritized their farming economy over the lives of those enslaved.

Huge rewards were offered in the Southern States for runaway slaves. Laws were passed to punish **abolitionists** who wanted to abolish [remove] slavery and often helped slaves escape to freedom in the North. Yet these abolitionists did not let fear stop them from doing what was right. Books and magazines that wrote about the cruel treatment of slaves were published. **Antislavery** groups were organized. Everyone feared the United States would fall apart over the issue of slavery.



Poster offering a reward for the return of a slave in Kentucky.

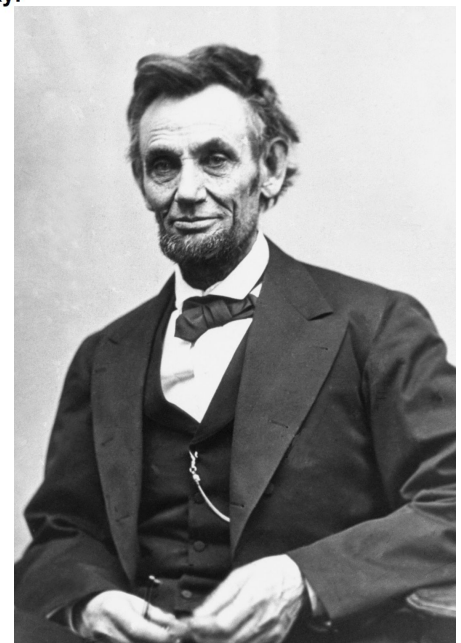
Abraham Lincoln

On November 6th, 1860, Abraham Lincoln became the sixteenth president of the United States. Abraham Lincoln was not an abolitionist, but he did want to stop the spread of slavery into new states and territories. The Southern States had promised to **secede** [leave] the Union if Lincoln was elected president and had made plans to form their own nation where slavery was legal and the states could make their own decisions.

Texas and the Confederate States of America

The Southern States separated from the United States and formed a new nation. They called themselves the Confederate States of America. The Confederacy chose Jefferson Davis from Mississippi to be its president.

Delegates from Texas met to discuss how Texas would handle the issue of slavery. Governor Sam Houston was against breaking away from the United States. He believed that leaving the United States and establishing a new government would lead to war. The delegates did not listen. On February 1st, 1861, Texas voted to secede from the Union and join the Confederacy.



President Abraham Lincoln

Texas and the Civil War

President Lincoln was outraged that Texas and the other southern states had split from the United States. He was willing to fight to put the United States back together and outlaw slavery. On April 12th, 1861, a few months after Texas seceded from the Union, the first shots of the Civil War were fired.

Few battles were fought in Texas during the Civil War, but more than 70,000 of Texas's men joined the Confederate Army. Mexicans and Native Americans raided farms and towns while the men were off fighting in the Civil War. Texas also supplied the Confederate Army with beef, crops, cotton, and other valuable supplies. About 2,000 men joined the Union army and fought to abolish slavery.

Reconstruction

In 1865, the Civil War ended. Slavery was abolished, and the United States began picking up the pieces from the war. This period of history is known as **Reconstruction** because it involved reconstructing, or putting the United States back together. During Reconstruction, Texas and other southern states had to make changes before they could rejoin the Union. To begin with, they had to free their slaves. On June 19th, 1865, the slaves in Texas received news that they were free.

Reconstruction also required Texas to grant slaves the same freedoms and protections as white citizens. Texas wanted to be part of the United States again, but it was not willing to allow its slaves complete freedom. Union troops were sent to Texas.

By 1868, all Confederate states except Texas, Mississippi, and Virginia had made the changes required to rejoin the United States. These last three states had waited so long to follow the new rules that they were also required to give former slaves the right to vote in their states before they could become part of the United States again. It took five long years and three presidents, but Texas finally freed its slaves, legally granting black citizens the same rights as white citizens, including the right to vote. However, for decades after this conflict, many barriers still prevented black citizens from truly experiencing social, political, and financial equality. In 1870, Texas was readmitted to the Union.



Confederate soldier in uniform



Union soldier in uniform

Instructions: Read the introduction and passage below to answer the questions that follow.

Grace is learning about the Civil War. She wrote about what she learned in a report. She needs you to help her revise and edit the report. Read Grace's report about the Civil War and think about the changes she should make. Then answer the questions that follow.

The Civil War

(1) On April 12th, 1861, the first shots of the Civil War were fired. (2) The battle over slavery had begun. (3) The Union sent soldiers to fight for it's belief that slavery was wrong. (4) The Confederacy sent soldiers to fight for its belief that states should make their own decisions about whether or not to own slaves. (5) Women on both sides cared for sick and wounded soldiers. (6) They worked as nurses in hospitals. (7) More than 200,000 black soldiers fought for the Union. (8) The confederacy lost the war, and slavery was abolished.

1. What change, if any, should be made to sentence 2?

- a. Change **had begun** to **had began**
- b. Change **had begun** to **beginning**
- c. Change **had begun** to **has begun**
- d. Make no change

2. What change, if any, should be made to sentence 3?

- a. Change **it's** to **its'**
- b. Change **it's** to **its**
- c. Change **it's** to **its's**
- d. Make no change

3. What change, if any, should be made to sentence 8?

- a. Change **war** to **wars**
- b. Change **confederacy** to **Confederacy**
- c. Change the **period** to a **question mark**
- d. Make no change

4. What is the BEST way to combine sentences 5 and 6 without changing their meaning?

- a. The women, they cared, and they worked as nurses caring for sick and wounded soldiers in hospitals.
- b. Women on both sides worked in hospitals, as nurses, and women cared for sick and wounded soldiers.
- c. Women on both sides worked in hospitals, caring for sick and wounded soldiers.
- d. Make no change

SPECIALS - Art

Remote Learning Assignment: Renaissance

The Creation of Adam, Sistine Chapel

The Sistine Chapel is in Italy and is best known for the paintings done by Renaissance artist, Michelangelo di Lodovico Buonarroti Simoni.

Below is a small part of the scene on the ceiling of the Sistine Chapel called The Creation of Adam. Try sketching it in the area below the photo



Hands are difficult to draw, but luckily you can use your own as models to practice.

<p>With your drawing tool in your right hand, try drawing a picture of your left</p>	<p>With your drawing tool in your left hand, try drawing a picture of your right hand</p>
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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, 5/13</p>	<ul style="list-style-type: none"> <input type="checkbox"/> I spent around _____ minutes on the daily activities. <input type="checkbox"/> I read all directions before I asked for more help. <input type="checkbox"/> If required, I wrote all of my answers in complete, cursive sentences. <input type="checkbox"/> I double-checked my written answers to check for capitalization, punctuation, and correct grammar usage. <input type="checkbox"/> My handwriting is neat and can be read by both me and an adult. <input type="checkbox"/> I showed all of my work in math when necessary. <input type="checkbox"/> I read for at least 20 minutes today. <input type="checkbox"/> I used integrity and put forth my best effort today. I am proud of myself, and I know my teacher would be proud of me, too.
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THURSDAY OVERVIEW

<p><u>Spalding - PA</u></p> <p><u>Literature - I</u></p> <p><u>Poetry - I</u></p> <p><u>Writing - I</u></p> <p><u>Math - I / PA</u></p> <p><u>Science - I</u></p> <p><u>Physical Education - PA</u></p>	<p><input type="checkbox"/> Complete dictation with a parent.</p> <p><input type="checkbox"/> Read and annotate chapter 12 of <i>The Wonderful Wizard of Oz</i>, then answer the question.</p> <p><input type="checkbox"/> Practice reciting "Paul Revere's Ride."</p> <p><input type="checkbox"/> Respond to the writing prompt.</p> <p><input type="checkbox"/> Complete the review problems.</p> <p><input type="checkbox"/> Practice x9 flashcards.</p> <p><input type="checkbox"/> Read and highlight the selection, then answer the questions.</p> <p><input type="checkbox"/> Complete the exercise below.</p>
--	---

Thursday Materials

ELA

Spalding

Instructions: Sound out each syllable of each word.

location	occasion	prepared
located	ordinarily	prevent
locate	ordinary	protection
magnificent	personality	protective
main	physically	protect
minerals	planet	quarter
method	plentiful	quart
modern	plenty	recognition
mysterious	powerful	recognize
mystery	prairie	relieve

Literature

Instructions: Read [chapter 12 of *The Wonderful Wizard of Oz*](#). As you read, circle words from your glossary and underline literary devices. When you finish, answer the question.

Glossary

- P. 117 **Enquired:** (v) ask for information from someone
- P.119 **Buttercups:** (n) a plant with bright yellow cup-shaped flowers, which is common in grassland and as a garden weed. All kinds are poisonous and generally avoided by livestock
- P.125 **Meekly:** (adv) in a quiet, gentle, and submissive manner
- P.127 **Cunning:** (n) having or showing skill in achieving one's ends by deceit or evasion



What simile is used to describe the bees after they died on p.121?

Poetry

Instructions: Practice reciting “Paul Revere’s Ride.” Remember to come up with gestures! To have fun, try practicing in a silly voice.

Writing

Instructions: Read about the phrase below, then answer the questions in complete sentences.

A famous saying goes, *“Laugh and the world laughs with you. Weep and you weep alone.”*

This saying means that people prefer cheerfulness, so a cheerful person usually has a lot of company. On the other hand, someone who is gloomy will often be alone.

1. Think back to a time when you had a good, long laugh with a friend. What was it like? Describe the experience in the space below.
-

2. Do you think it is true that people generally prefer to be around happy people? Why?

3. How can we challenge (or improve upon) this phrase in our own lives? Should we leave someone who is unhappy to suffer alone?

Writing Checklist
<input type="checkbox"/> I capitalized the first letter of every sentence. <input type="checkbox"/> Each sentence ends with a punctuation mark. <input type="checkbox"/> I used my neatest handwriting. <input type="checkbox"/> I used quality adjectives, interesting adverbs, and strong verbs.

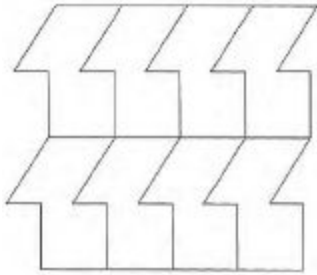
OPTIONAL:

Draw an illustration of the phrase, "Laugh and the world laughs with you. Weep and you weep alone."

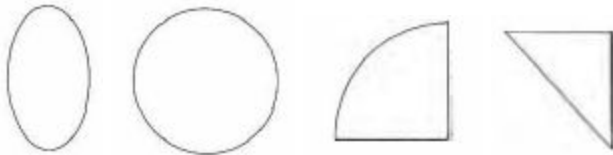
Math
8.1 and 8.2 Practice

Instructions: Complete the practice and then check answers with the Parent Packet. Do not rush. Show your work. For added guidance you may refer to your packet math notes and textbook pages 74-80.

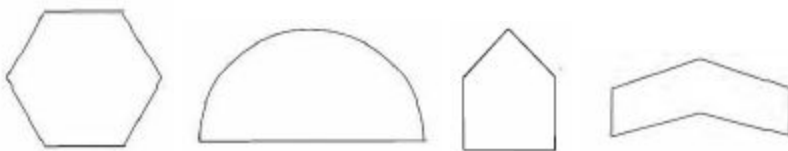
1. Color the unit shape that tessellates.



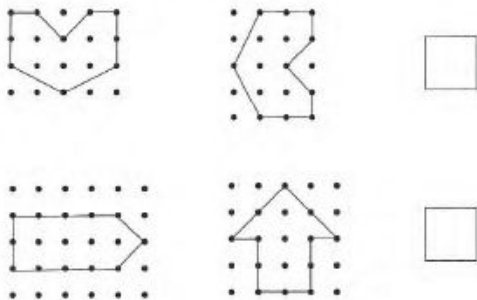
2. Circle the shape that can tessellate.



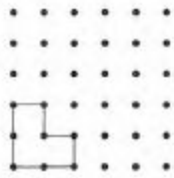
3. Circle the shape **cannot** tessellate?



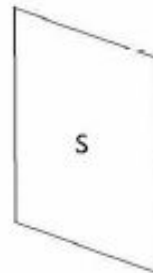
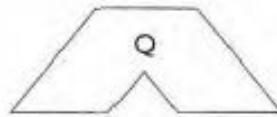
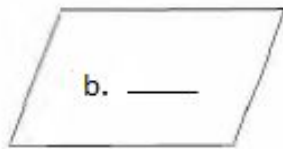
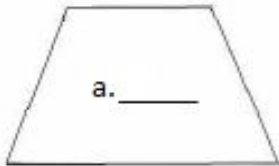
4. Check the box if the figures are congruent.



5. Given the grid, the maximum number of unit shapes that can form a tessellation is _____.



6. Write the letter of the congruent shape in the corresponding shape.

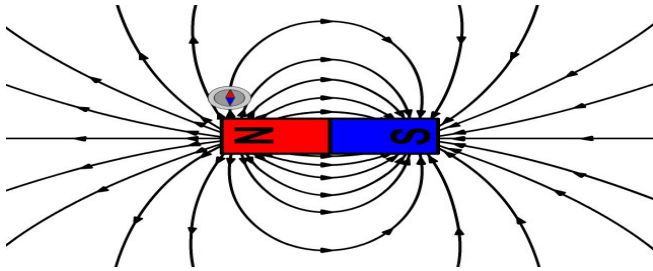


Practice math x9 flashcards for 5 minutes.

Science

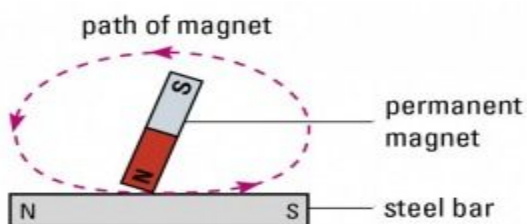
Instructions: Read the following about magnets, underline/highlight the important facts, and check your understanding by answering the questions below.

Magnetic field:



A **magnetic field** is the area around a **magnet** in which there is **magnetic force**. A magnetic field surrounds all magnets. The closer the lines are to each other, the stronger the **magnet** is. The farther away they are, the weaker.

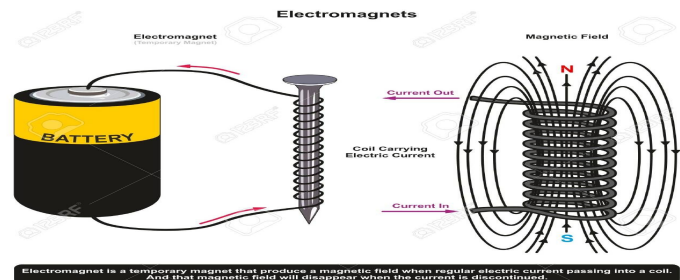
Rubbing method to create a magnet:



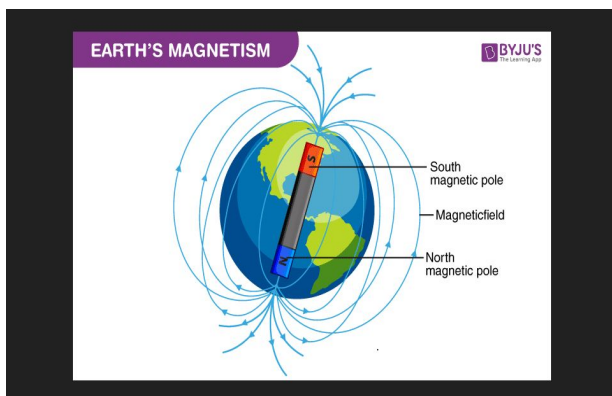
It is possible to make a magnet by taking an existing magnet and rubbing another piece of metal with it. The new piece of metal must be rubbed continuously in the same direction. This will make the electrons in that metal start to spin in the same direction.

Electromagnets:

Electricity can also create magnets. Electricity is a flow of electrons. As electrons move through a piece of wire they have the same effect as electrons spinning around the nucleus of an atom. This is called an electromagnet.



Earth's magnetism:



One of the earliest uses of magnets was in **compasses**. A compass is a needle-shaped magnet that is free to turn around. The planet Earth is a giant magnet. Like a magnet, it is surrounded by a magnetic field. The magnetic field is a zone where the force is active along imaginary lines. From the south magnetic pole to the north magnetic pole, this force has an effect on all magnetized objects, such as the needle of a compass. Under the effect of Earth's magnetic field, the needle always points toward the north magnetic pole.

Common uses of Magnets:

Examples of magnets in everyday life.

Today, magnets are found in many places. Magnets hold papers on refrigerator doors. They also hold the doors shut. Credit cards have a magnetic strip. Automatic doors, stereo speakers, and many electric motors use electromagnets.

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

1. Describe how electromagnets are formed.

2. Define magnetic field.

3. Look around your house to find some useful magnets and list them.

OPTIONAL: Once you find some magnets, do a little experimenting with them!

- Try finding out which ends have opposite poles (which attract) and which ones have like poles (which repel). You can do this by trying to push the ends together.
- Try turning a piece of metal into a magnet! Rub a relatively strong magnet against the metal of your scissors and see what happens. Test its magnetism using a paper clip or another small item.
- Create a magnet chain! Grab a handful of paperclips and a magnet. Let the magnet “pick up” one paperclip. Try touching another paperclip to the original one. It should stick! See how many paperclips you can add to your chain.

SPECIALS - P.E.

Activity: Food Label PE

Materials: You will need five individual food packages with labels.

Specific Actions: Food labels have many categories listed on them. This activity involves both exercise and identifying different components in the food you eat daily. Understanding how to read a food label properly will support your efforts to make sound decisions when choosing foods. For this activity will use total carbohydrates, protein, sodium, total fat, and dietary fiber numbers from the label. Disregard the percentages and look specifically at the numbers.

- **Step 1:** Select your food items.
- **Step 2:** Identify the total numbers in each category listed above.
- **Step 3:** Do the activity associated with that category of the food label.

Total Carbohydrates = Pushups

Protein = Mountain Climbers

Sodium = Jumping Jacks

Total Fat = Crab Kicks

Dietary Fiber = Steam Engine

For example: I have a can of sweet peas. The total carbohydrates read four percent. This means four pushups. The protein reads as 3g (grams), so this means three mountain climbers. The sodium is listed at thirteen percent equaling thirteen jumping jacks. The total fat reads 0 percent, so Coach got lucky on crab kicks. The dietary fiber is equal to eleven percent, so eleven steam engines. Do this for five total items, add the exercise numbers together, and enjoy your workout.

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, 5/14
- I spent around _____ minutes on the daily activities.
 - I read all directions before I asked for more help.
 - If required, I wrote all of my answers in complete, cursive sentences.
 - I double-checked my written answers to check for capitalization, punctuation, and correct grammar usage.
 - My handwriting is neat and can be read by both me and an adult.
 - I showed all of my work in math when necessary.
 - I read for at least 20 minutes today.
 - 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.



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, May 11, 2020

Tuesday, May 12, 2020

Wednesday, May 13, 2020

Thursday, May 14, 2020

Friday, May 15, 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(s). Use your book and include quotes that support your answers.

1. On page 85 of chapter 9, The Tin Woodman “knew it was wrong for the wildcat to try to kill such a pretty, harmless creature” when he saw it chasing the field mouse. Why is it wrong for the wildcat to try to kill a field mouse but not for the Woodman to kill the wildcat?

2. On page 96 of chapter 10, when asked what he wants from Oz, Toto “only wagged his tail.” The narrator says it’s “strange to say [that] he could not speak.” Why do you think it is considered strange that Toto couldn’t respond?

3. On page 106 of chapter 11, Oz describes himself as ‘the Great and Terrible,’ while Dorothy introduces herself as ‘the Small and Meek.’ What do you think of the differences in how they describe themselves?

4. On page 109, Dorothy asks the “Great and Terrible” Oz how he expects her to kill the Wicked Witch of the West when he cannot kill her himself. He replies, “I don’t not know... but that is my answer.” In your opinion, is it right for Oz to ask Dorothy to do something he doesn’t know how to do himself? Why or why not?

5. On page 127 of chapter 12, Dorothy defeats the Wicked Witch. **Describe** how she accomplished this task. Do you think it is admirable that she defeated the Wicked Witch without knowing she could do so? **Explain** why or why not.

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. _____

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29. _____

30. _____

Science


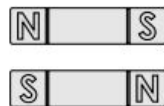
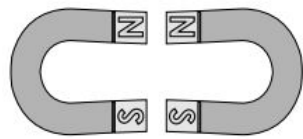

Instructions: Answer the following questions **in complete sentences** based on the reading passage. Don't forget to go back to the passage whenever necessary to find or confirm your answers.

TO REVIEW: An object that attracts metals, especially iron, is called a magnet. The area near the magnet where it has enough power to attract things is called its magnetic field. The farther away from the magnet an item is, the weaker the magnetic field. When it is weak, it is less likely an object will become attracted to the magnet. Magnets can be either permanent or temporary. A permanent magnet stays magnetized for a long time. A temporary magnet loses its magnetism after only a short time. You can even turn something made out of iron into a temporary magnet by rubbing it against a permanent magnet. The more you rub, the stronger your temporary magnet gets. However, the effects will wear off over time. The two ends of the magnets are called magnetic poles. The poles are found at the ends of bar magnets and the tips of the horseshoe magnets. They are the strongest parts of the magnet. Each magnet has a north pole and a south pole. *Opposite poles attract*, or pull toward each other. *Poles that are the same repel*, or push away from each other. A north pole and a south pole will pull toward each other. Two north poles will push away from each other. The same happens with two south poles. When you hold magnets, you can actually feel the push and pull effects of magnetism.



1) Explain the difference between a temporary magnet and a permanent magnet.

2) Circle the pairs of magnets that will **attract** each other..

			
Explain why they will attract.			

3) How are magnets useful in your everyday life?

History

Instructions: Answer the questions that follow based on this week's lessons. You may use the text, and any notes as necessary. Be sure to answer in complete sentences.

1. What did abolitionists do to help slaves in the Southern States?

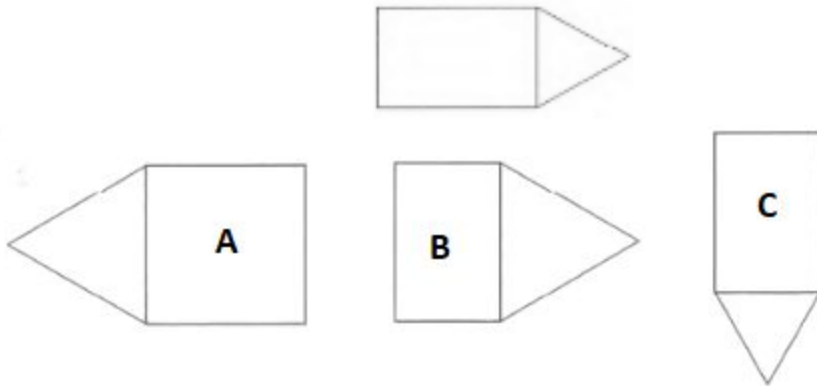
2. What did Texas supply to the Confederate Army in addition to soldiers? Did all Texas fight for the Confederacy?

3. What are the two main reasons that led Texas and other Southern states to secede [leave] the Union?

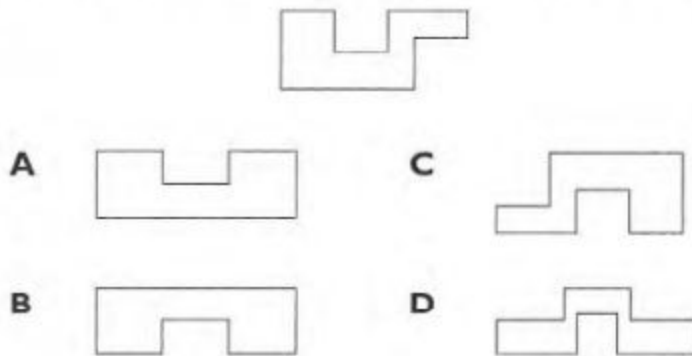
Math

Unit 8 ch. 1 & 2 Assessment

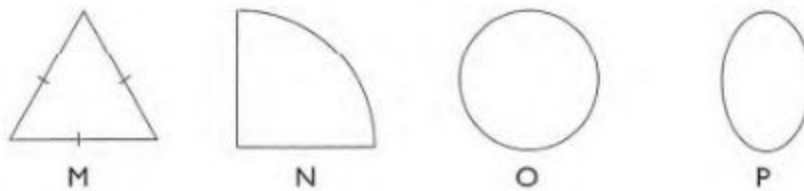
1. Which of the following is congruent to the given figure? _____



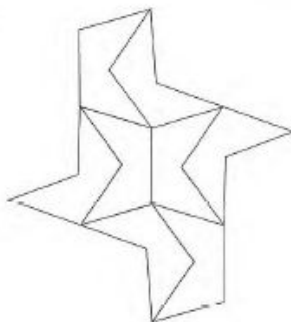
2. Which of the following is congruent to the given figure? _____



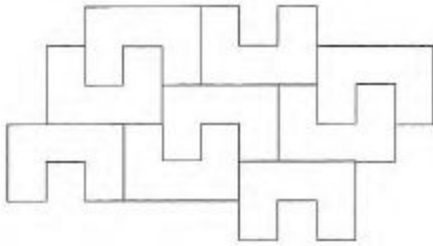
3. Which of the following shapes can tessellate? _____



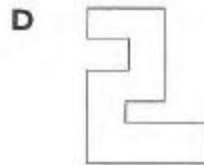
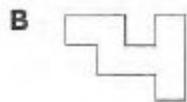
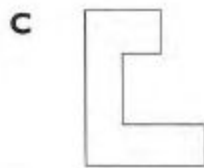
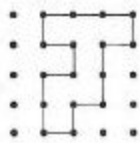
4. Color the unit shape that tessellates.



5. The total number of unit shapes in the tessellation is _____.



6. Which of the following shapes is congruent to the one given below, but in a new position?



7. Which of the following shapes is the one used in the given tessellation? ____

