



GREAT HEARTS WESTERN HILLS

A Great Hearts Academy

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Dear 5th Grade Families,

As we now enter into our second week of this experience, we want to let you know we miss you and have enjoyed even speaking to a few of you! This coming week, we hope to be able to speak to more of you! Continue to exercise virtues of service and patience day by day. Please reach out to us with any questions you may have and we will get back to you quickly. Continue to work hard and enjoy this coming week! We are proud of you and believe in you!

Kindly,

Your 5th Grade Teachers

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Table of Contents

1. Letter to Families.....	Pg. 1
2. Table of Contents.....	Pg. 2
3. Parent Packet.....	Pg. 3-13
a. Monday - Friday Instructions for Parents	
4. Student Packet.....	Pg. 14-46
a. Monday - Thursday Activities to Complete	
5. Friday Assessments	Pg. 47-52
a. Student Affidavit	
b. Assessments	
c. Reading Log	

Sections in **bold** are necessary for printing. The rest can be viewed online and completed on notebook paper.

Parent Packet

5th Grade - Monday Checklist

Art (20 mins)	<input type="checkbox"/> <u>Independent Work</u> : Student Worksheet
Math (40 mins)	<input type="checkbox"/> <u>Independent Work</u> or <u>Parent Assisted</u> : Read information and answer questions
Science (30 mins)	<input type="checkbox"/> <u>Parent Assisted</u> : Read assignment together <input type="checkbox"/> <u>Independent Work</u> or <u>Parent Assisted</u> : Complete questions
Literature/Poetry (30 mins)	<input type="checkbox"/> <u>Independent Work</u> : Student reads Chapter 5 <input type="checkbox"/> <u>Independent Work</u> : Student answers Comprehension Questions <input type="checkbox"/> <u>Independent Work/Parent Assisted</u> : Student practices poetry <input type="checkbox"/> <u>Independent Work</u> : Student reads 20 minutes and log it
Spalding (10 mins)	<input type="checkbox"/> <u>Parent Assisted</u> : Spalding words three times on lined paper

5th Grade - Tuesday Checklist

Latin (20 mins)	<input type="checkbox"/> <u>Independent Work</u> : Reading assignment <input type="checkbox"/> <u>Independent Work</u> : Complete Translations <input type="checkbox"/> <u>Independent Work</u> : Study Vocabulary
Math (40 mins)	<input type="checkbox"/> <u>Independent Work</u> or <u>Parent Assisted</u> : Read information and answer questions
History (30 mins)	<input type="checkbox"/> <u>Parent Assisted</u> : Read assignment together <input type="checkbox"/> <u>Independent Work</u> or <u>Parent Assisted</u> : Complete questions
Literature/Poetry (30 mins)	<input type="checkbox"/> <u>Independent Work</u> : Student reads Chapter 6 <input type="checkbox"/> <u>Independent Work</u> : Student answers Comprehension Questions <input type="checkbox"/> <u>Independent Work</u> : Student practices poetry <input type="checkbox"/> <u>Independent Work</u> : Student reads 20 minutes and log it
Spalding (10 mins)	<input type="checkbox"/> <u>Parent Assisted</u> : Spalding words three times on lined paper

5th Grade - Wednesday Checklist

PE (20 mins)	<input type="checkbox"/> <u>Independent Work</u> : Complete workout <input type="checkbox"/> <u>Independent Work</u> : Answer questions
Math (40 mins)	<input type="checkbox"/> <u>Independent Work</u> or <u>Parent Assisted</u> : Read information and answer questions
Science (30 mins)	<input type="checkbox"/> <u>Parent Assisted</u> : Read assignment together <input type="checkbox"/> <u>Independent Work</u> or <u>Parent Assisted</u> : Complete questions
Literature/Poetry (30 mins)	<input type="checkbox"/> <u>Independent Work</u> : Student reads Chapter 7 <input type="checkbox"/> <u>Independent Work</u> : Student answers Comprehension Questions <input type="checkbox"/> <u>Independent Work</u> : Student practices poetry <input type="checkbox"/> <u>Independent Work</u> : Student reads 20 minutes and log it
Spalding (10 mins)	<input type="checkbox"/> <u>Parent Assisted</u> : Spalding words three times on lined paper

5th Grade - Thursday Checklist

Music (20 mins)	<input type="checkbox"/> <u>Independent Work</u> : Complete Rhythm Worksheet
Math (40 mins)	<input type="checkbox"/> <u>Independent Work</u> or <u>Parent Assisted</u> : Read information and answer questions
History (30 mins)	<input type="checkbox"/> <u>Parent Assisted</u> : Read assignment together <input type="checkbox"/> <u>Independent Work</u> or <u>Parent Assisted</u> : Complete questions
Literature/Poetry (30 mins)	<input type="checkbox"/> <u>Independent Work</u> : Student reads Chapter 8 <input type="checkbox"/> <u>Independent Work</u> : Student answers Comprehension Questions <input type="checkbox"/> <u>Independent Work</u> : Student practices poetry <input type="checkbox"/> <u>Independent Work</u> : Student reads 20 minutes and log it
Spalding (10 mins)	<input type="checkbox"/> <u>Parent Assisted</u> : Mock Test

Answer Keys

Monday:

Math

<p>a) $60 \div (14 - 4) \times 3$ $60 \div 10$</p> <p>6×3 18</p> <p>b) $50 - 8 \times 2 + 16 \div 8$ $50 - 16$ $+16 \div 8$ $50 - 16$ $+2$ $34 + 2$ 36</p> <p>c) 70 d) 36 e) 56</p> <p>2)</p>	<p>5/3</p> <p>or- $2 \frac{1}{3}$</p>	<p>a) $4 - 1 \frac{2}{3} =$ $12/3 -$ $(3/3 + 2/3)$ $= 12/3 -$ $= 7/3 -$</p> <p>b) $72 \times \frac{7}{8}$ $= 72/1 \times$ $\frac{7}{8} = (72$ $\times 7) / (1$ $\times 8)$ $= 504 / 8$ $= 504 \div 8$ $= 63$</p> <p>c) $3/10 \times$ $5/6$ $= (3 \times 5) /$ (10×6)</p>	<p>$= 15/60$ $= \frac{1}{4}$</p> <p>d) $8/9 \div 6$ $= 8/9 \times$ $\frac{1}{6}$ $= (8 \times 1) /$ (9×6) $= 8 / 54$ $= 4/27$</p> <p>e) $3/35$ f) $3/7$ g) $5/6$</p> <p>3)</p> <p>a) 3.79 b) .737 c) 52.02 d) 4.33</p>
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Science

1. The core, mantle and crust of the Earth are called the geosphere.
2. The atmosphere is a system of interacting gases above the Earth or other planets.
3. The interacting water on, under and above the Earth's surface is the hydrosphere. It includes rivers, streams, lakes, glaciers and clouds.
4. The biosphere is a system of interacting living organisms.

Literature

1. Billy carried them in the gunny sack with holes for their heads.
2. Billy fought the freckle face boy because he pulled the pup's ear and made it cry.
3. The Marshall gave Billy a strawberry pop.

Spalding

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

Parent: Say the word.
Say the word in a sentence.
Say the word again.

Child: Repeats the word.
Determines the base word (and affix. If applicable)
Shows syllables with fists, and sounds with fingers.
Writes the word in syllables while saying the word aloud.
Writes the markings and rules that apply.

Together: Make the appropriate corrections before moving on to the next word. Remind students to use their phonogram and spelling rule knowledge and to use their best handwriting.

Word	Example Sentence	Notes
<i>per se vere</i> r.4	We will all persevere through challenges.	R. 4: e may say e at the end of a syllable
<i>re proached</i> r.4,28	The child reproached the dog of eating his cookies.	R. 4: e may say e at the end of a syllable R. 28: ed makes a verb past tense
<i>rev'erence</i> r.11	The children had reverence for their parents.	R. 11: write the base word without the silent final e because the ending starts with a vowel
<i>reverent</i> r.11	We take a moment of reverent silence after the pledges.	R. 11: write the base word without the silent final e because the ending starts with a vowel
<i>re vere</i> r.4	People revere their ancestors.	R. 4: e may say e at the end of a syllable
<i>rinsed</i> r.11,28	She rinsed her mouth with water.	R. 11: write the base word without the silent final e because the ending starts with a vowel R. 28: ed makes a

		verb past tense
<i>rinse</i> =5	Please rinse out your glass.	
<i>sequence</i> = 2 2 = 3 r.4,1	Stories are told as a sequence of events.	R. 4: e may say e at the end of a syllable R. 1: q is always followed by u
<i>series</i> = 3 2 = 3 r.4	They read the entire book series.	R. 4: e may say e at the end of a syllable

Tuesday:

Math

- | | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------|
| <p>1) $2.045 = 2 \text{ \& } 45/1000 = 2 \text{ \& } 9/200$</p> <p>2)</p> <p style="padding-left: 20px;">a) 3.9</p> <p style="padding-left: 20px;">b) 7.64</p> | <p>3) 3,000 km</p> <p style="padding-left: 20px;">a) 2900</p> <p style="padding-left: 20px;">b) 2950</p> <p>4)</p> <p style="padding-left: 20px;">a) $78 - 72 = 6$</p> | <p>b) $78/150 = 0.52$; $0.52 \times 100 = 52\%$</p> <p>c) 48%</p> |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------|

History

1. The United States won and gained the land that became Texas, New Mexico, Arizona, Nevada, Utah, Colorado and California.
2. The cowboy is a symbol of Texas and the symbol represents the fact Texas raises more cattle than any other state. The other symbol is the oil well and it represents the fact that Texas produces more oil than any other state.
3. The Grand Canyon is located in Arizona and is one mile deep, eighteen miles across and has red, brown, yellow, white and yellow colored walls.

Literature

1. The names were carved in the tree.
2. Mama fixed warm milk for the pups.
3. Robber's Cave was the name of the cave where Billy spent the night.

Spalding

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

- Parent: Say the word.
 Say the word in a sentence.
 Say the word again.

Child: Repeats the word.
 Determines the base word (and affix. If applicable)
 Shows syllables with fists, and sounds with fingers.
 Writes the word in syllables while saying the word aloud.
 Writes the markings and rules that apply.

Together: Make the appropriate corrections before moving on to the next word. Remind students to use their phonogram and spelling rule knowledge and to use their best handwriting.

Word	Example Sentence	Notes
<i>sim i lar i ties^{3 2} r.24</i>	The students had several similarities.	R. 24: change y to i then add ending
<i>sim i lar i ty r.6</i>	The students only had one similarity.	R. 6: English words end in y not i.
<i>sim i lar</i>	The vases looked very similar.	
<i>South a mer i ca³ r.26,4</i>	They traveled to South America.	R. 26: capitalize proper nouns R. 4: a may say a at the end of a syllable
<i>treach er y r.6</i>	His actions were considered an act of treachery.	R. 6: English words end in y not i
<i>ty pi cal^o r.11</i>	It was typical behavior.	R. 11: write the base word without the silent final e because the ending starts with a vowel

<i>type</i>	What type of pencil do you prefer?	
<i>vertical</i>	Vertical lines go up and down.	

Wednesday:

Math

- | | |
|---------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------|
| <p>1) $328 \div 4 = 82$
 2) 60
 3) $20:12:56 = 20 \div 4 : 12 \div 4 : 56 \div 4 = 5:3:14$
 4) 5:8:12</p> | <p>5) a) $20/25 = 0.8; 0.8 \times 100 = 80\%$
 b) $90/200 = .45; .45 \times 100 = 45\%$</p> |
|---------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------|

Science

1. Organisms that make their own food are producers. They are usually plants.
2. Consumers are organisms that get their food by eating plants or other animals.
3. Decomposers are organisms that get their food from dead plants or animals. Bacteria and fungi are decomposers.
4. A food chain describes a feeding relationship among a few organisms.

Literature

1. Mama thought that a snake bit him.
2. You can't sell coon skins in the summer because they have yellow hair.
3. Billy thought the pups understood him.

Spalding

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

Parent: Say the word.
Say the word in a sentence.
Say the word again.

Child: Repeats the word.
Determines the base word (and affix. If applicable)
Shows syllables with fists, and sounds with fingers.

Writes the word in syllables while saying the word aloud.

Writes the markings and rules that apply.

Together: Make the appropriate corrections before moving on to the next word. Remind students to use their phonogram and spelling rule knowledge and to use their best handwriting.

Word	Example Sentence	Notes
de ci ² sion r.2,4,16	The teacher made the decision.	R. 4: e may say e at the end of a syllable R. 2: i lets the c say its second sound R. 16: si can be used at the beginning of a syllable
de cide r.2,4	You can decide what type of pizza to eat.	R. 4: e may say e at the end of a syllable R. 2: i lets the c say its second sound
prin ci ple ₄ r.2	It was the principle of the matter.	R. 2: i lets the c say its second sound
'prin ci pal r.2	They hired a new school principal.	R. 2: i lets the c say its second sound
ac com mo date r.29,4	They had to accommodate extra guests.	R. 29: double the c/m because the a/o do not say their second sounds R. 4: o may say o at the end of a syllable
ac cu ra cy r.29,4,2,6	Check your work for accuracy.	R. 29: double the c because the a does not say a R. 4: u/a may say u/a at the end of a syllable R. 2: y lets the c say its second sound R. 6: English words end in y not i
ac cu rate ^u r.29,4	The answer is accurate.	R. 29: double the c because a does not say a R. 4: u may say u at the end of a syllable

<i>ap prox i mate</i> <i>r.29,20</i>	Please approximate your answer.	R. 29: double the p because a does not say a R. 20: the letter s or z almost never follow x *verb form
<i>ap'prox i mate_s</i> <i>r.29,20</i>	The approximate dimensions were needed.	R. 29: double the p because a does not say a R. 20: the letter s or z almost never follow x
<i>com mence</i> <i>r.29</i>	Let the games commence.	R. 29: double the m because o does not say o

Name: _____

Class: _____

































Writing Rhythms

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

Example:



















Part I: *Any note/rest may be correct as long as only there is only ONE per square*

When you finish writing your rhythms, count and clap them out loud (ta, ti-ti, rest). Sixteenth notes are counted "ta-ka-di-mi."

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

Math

- | | | |
|-----------------------------------------|------------------------------|-------------------------|
| 1) $48/100 = 12/25$ | 6) 15 min. | a) $210 \div 20 = 10.5$ |
| 2) $\frac{1}{4}$ | 7) 75 min. | b) 10.5 |
| 3) $\frac{1}{2}$ | 8) $1.5 \div 2 = 0.75$ | c) 10 & 11 |
| 4) $\frac{3}{4}$ | 9) 0.4 -or- $\frac{2}{5}$ | |
| 5) $2 \frac{1}{2} = 60 + 60 + 30 = 150$ | 10) 0.28 -or- $\frac{7}{25}$ | |
| | 11) | |

History

- Los Angeles is located in California and is the world capital for the movie business. It is home to many different people of different ethnic backgrounds to include European Americans, Asian Americans, African Americans and Hispanic Americans. It is also famous for long, white sandy beaches.
- Desalination plants are stations designed to separate salt from saltwater to make fresh water to help with water shortage problems.
- The climate of western Oregon and California is rainy and will often get snow.
- Tx - Austin; NM Albuquerque; Az - Phoenix; Ca-Sacramento; Oregon - Salem; Wa-Olympia

Literature

- Mama was worried about Billy hunting because he had been in the woods all night.
- The first trick the coon pulled on the hounds was that it swam through the water.
- It was important to chop the tree down to keep his bargain.

Spalding

Dictate 27 words to your child. Please see the list below.

Parent: Say the word.
Say the word in a sentence.
Say the word again.

Child: Repeats the word.
Writes the word while saying the word aloud.

Together: Make the appropriate corrections before moving on to the next word. Remind students to use their phonogram and spelling rule knowledge and to use their best handwriting.

<i>persevere</i>	<i>similarities</i>	<i>decision</i>
<i>reproached</i>	<i>similarity</i>	<i>decide</i>
<i>reverence</i>	<i>similar</i>	<i>principle</i>
<i>reverent</i>	<i>South America</i>	<i>principal</i>
<i>revered</i>	<i>treachery</i>	<i>accommodate</i>
<i>rinsed</i>	<i>typical</i>	<i>accuracy</i>
<i>rinse</i>	<i>type</i>	<i>accurate</i>
<i>sequence</i>	<i>vertical</i>	<i>approximate (adj.)</i>
<i>series</i>		<i>approximate (verb)</i>
		<i>commence (.</i>

Student Packet

Art - Monday

Remote Art Assignment: Still Life

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

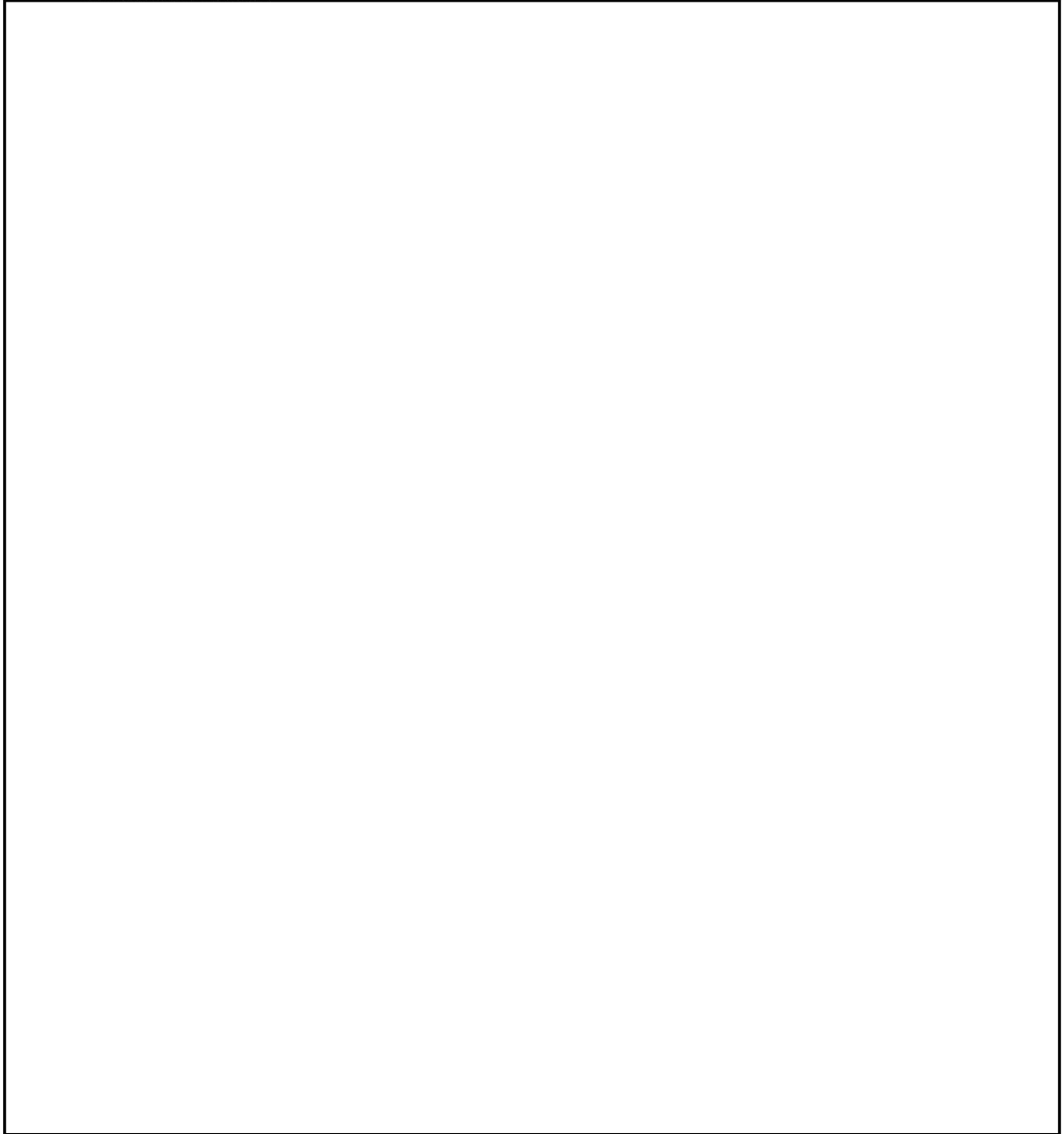
Vocabulary:	Matching Definition:	Definitions:
1. Still Life	_____	A. A line drawing done without lifting the pencil from the paper, so it is made with one unbroken line.
2. Blind Contour	_____	B. Coloring in an area to show where the light does not hit the object, where the shadows are.
3. Continuous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

Assignment:

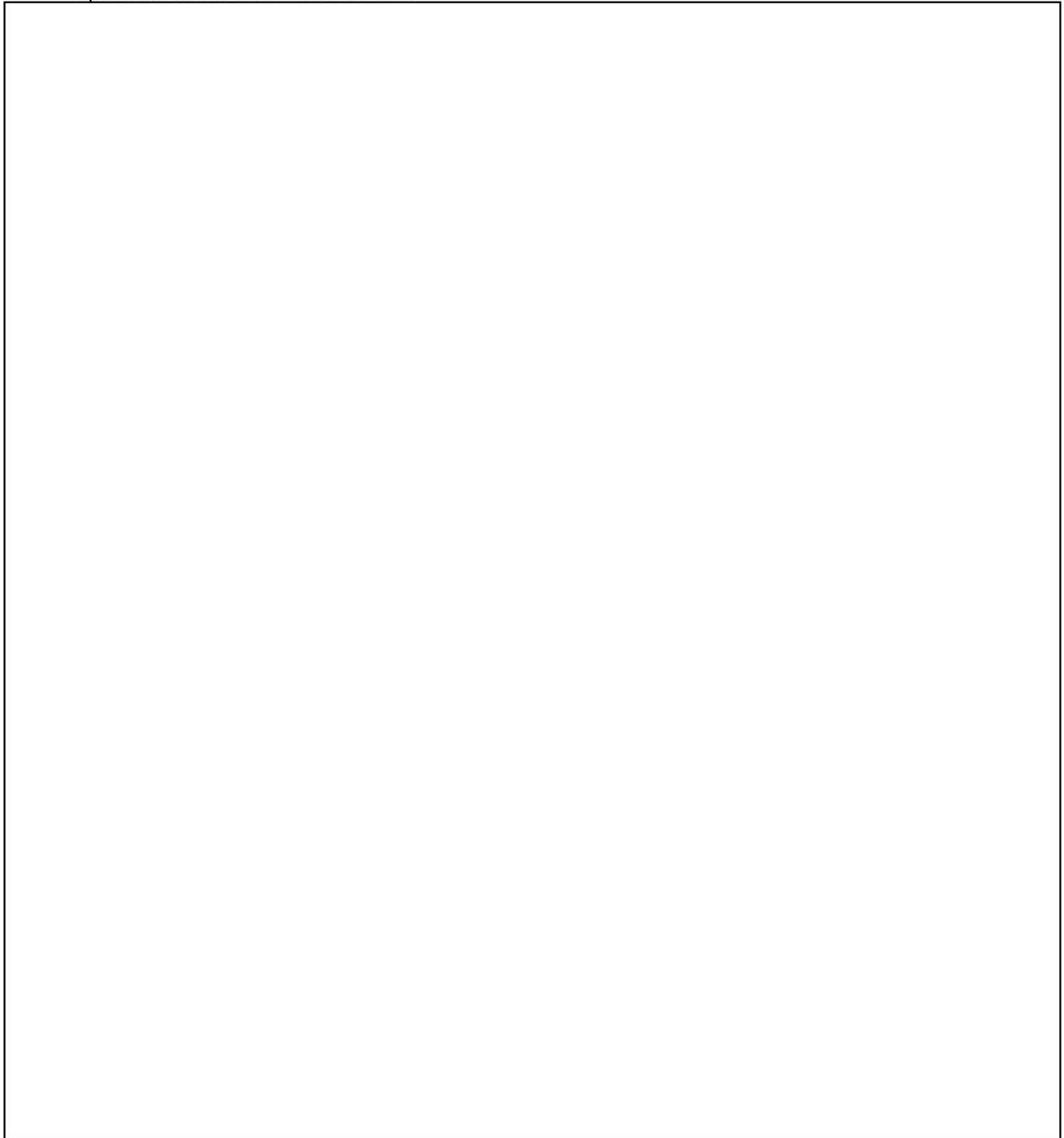
Gather at least 3 objects and arrange them into a still life. In the box below, you will do a quick blind contour as a warm-up activity, to get those creative juices flowing. Spend about 30 seconds to a minute on this.

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

Now that you are warmed up, try drawing a continuous contour of your still life in the box below. Take your time and do your best to not lift your pencil from the paper. If you do so accidentally, don't worry! Just continue your drawing right where you left off. Try to spend about two minutes on this.



Now it is time to practice sketching and shading. Use the same still life and sketch the objects in the box below. Make sure you are taking your time, paying attention to the size and position of each object, and finding your shapes. (Remember, just because you know the top of a cylinder is a circle, doesn't mean it will look like a circle from the angle you are viewing it.) Then practice shading in the areas that look darker, that are facing away from the light source. Spend about 10-15 minutes on this.



Math - Monday

Let's Review!

Use a separate piece of paper to review the following. If you need assistance, please let your parent know.

- 1) Find the value of each of the following (Don't forget about your B.P.E.M.D.A.S.)
Brackets. Parenthesis. Exponents. Multiplication. Division. Addition. Subtraction.

a) $60 \div (14 - 4) \times 3$

b) $50 - 8 \times 2 + 16 \div 8$

c) $(67 - 18) + 7 \times 3$

d) $9 + 3 + 4 \times 6$

e) $(7 \times 8 - 4) + (6 - 2)$

- 2) Find the value of each of the following.

a) $4 - 1 \frac{2}{3}$

(Don't forget 4 and 1 both have an unseen denominator 1. Then make sure each fraction has the same denominator. *Anything you do to the denominator you have to do to the numerator!)

b) $72 \times \frac{7}{8}$

(Multiplying fractions is simple! Just multiply across, numerator times numerator and denominator times denominator, then reduce)

c) $\frac{3}{10} \times \frac{5}{6}$

d) $\frac{8}{9} \div 6$

(When dividing fractions remember “**SAME CHANGE CHANGE**”, keep the first fraction the **same**, **change** the operation to multiplication, and **change** the second fraction to its reciprocal)

e) $3/7 \div 5$

f) $1/2 \times 6/7$

g) $1/2 + 1/3$

3) Write each of the following as a decimal. (Key: $1/2$; 1 is the numerator, 2 is the denominator)

a) $3 + 7/10 + 9/100$ (Think about what place value each number belongs)

b) $7/10 + 3/100 + 7/1000$

c) $50 + 2 + 2/100$

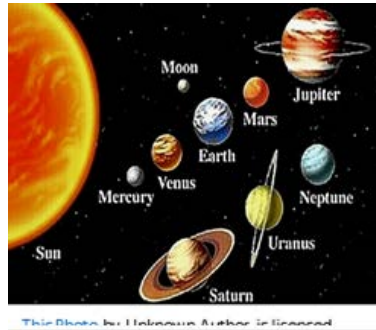
d) $4 + 3/10 + 3/100$

Complete Exercise 2, pages 118 - 121 in WB 5B

Science - Monday

Introduction to Systems

Read the article below and answer the questions.



Have you heard of the solar system? You probably know that it is the Sun, Earth, Moon, Mars, Venus and all the other planets and their moons. But why is it called the solar *system*? Solar refers to the Sun, but what is a system?

A system is a collection of interacting parts. The parts work together to create a structure or produce an action. In the solar system, the parts include the Sun and the planets and their moons. The interactions are the motions of the objects and the force of gravity that holds them together. Gravity and the collection of objects work together as a system.

A pair of scissors is a system. It has two levers with sharp edges. Your hand applies force to the ends of the two levers. The cutting edges apply force to the material between the blades. This system cuts through the material.

The solar system is huge and complex. A pair of scissors is small and simple. Both systems are collections of interacting parts.

A bridge is also a system of interacting parts. The parts include steel girders, steel cables, bolts and concrete supports. The bridge system is a structure that is solid and stable. Bridges don't move much, but they support the weight of the traffic traveling across them.

If you look closely, you can find systems everywhere. Some systems are industrial, like a waste-water treatment plant. Some systems are social, like a hospital or a school. Some systems are technological, like the cellular telephone system and the Internet. Some systems are natural, like the migration of monarch butterflies and cycle of the tides. Some systems are cultural.

Is Earth a System?



Our planet, Earth, is a really big object, with many interacting parts. Interacting parts! That sounds like Earth might be a system.

Earth has a core made of iron and nickel. Around the core is a thick layer of rock called the mantle. The outside surface of the Earth is covered by a thin, hard, rocky crust. The core, mantle and crust are a system called the **geosphere**. But there is more to Earth than just the **geosphere**.

Much of Earth is covered by water. Most of the water is in the ocean. A lot of water is in streams, rivers, lakes, ponds and underground. And more water is stored in huge masses of ice in Greenland, Antarctica and glaciers. Water is in the air as invisible water vapor and as clouds and fog. The interacting water on, under and above the Earth is a system called the **hydrosphere**.

Above Earth's surface is the **atmosphere**. The atmosphere is a system of interacting gases called air. Air is mostly nitrogen (78 percent) and oxygen (21 percent) with some argon (0.93 percent), carbon dioxide (0.039 percent), ozone, water vapor and other gasses. Nitrogen is the most abundant gas in our atmosphere. It is a stable gas, which means it doesn't interact easily with other substances. When we breathe air, the nitrogen goes into our lungs and back out unchanged. We don't need nitrogen gas to survive.

The geosphere, hydrosphere and atmosphere are all composed of nonliving things such as rocks, water and air. But Earth has many living things, or organisms, too.

Earth's crust, ocean, lake, pond, stream and air are home to millions of different species or types of organisms. This is the biosphere. The biosphere is a system of interacting living organisms. Living organisms are very diverse and include animals, plants, fungi, other single celled organisms, and bacteria.

So yes, Earth is a system. The huge Earth system includes the geosphere, hydrosphere, atmosphere and biosphere. Perhaps the most interesting part of the Earth system is the biosphere. Think about it for a second. What are the parts of the biosphere subsystem? How do they work together, or interact, to make the biosphere? How do organisms in the biosphere interact with the

geosphere, hydrosphere, and atmosphere subsystems – the nonliving parts of the Earth system-to live and survive?

The Biosphere

The **biosphere** is all of the organisms living on Earth. Some of the interacting parts live on Earth. Some of the interacting parts live in the North Atlantic Ocean ecosystem. The North Atlantic organisms are very different from the organisms living in a coral reef ecosystem. The biosphere is made up of many different kinds of ecosystems. Each ecosystem has its own kind of organisms.

An **ecosystem** is a community of organisms interacting with one another and with the nonliving environment. Every ecosystem has thousands of interacting parts. Each kind of organism is a part of the ecosystem in which it lives. For instance, the Sonoran Desert ecosystem includes saguaro cacti, mesquite trees, Gila woodpeckers, elf owls, horned lizards, sphinx moths, milkweed bugs, harvester ants, kangaroo rats, coyotes and many other organisms. These organisms interact with one another and with the nonliving things in their environment in many ways.



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Answer the following in complete sentences using cursive handwriting.

Comprehension Questions:

1. What is the geosphere? Please describe it using complete sentences.

2. What is the atmosphere? Please answer using complete sentences.

3. What is the hydrosphere? Please answer using complete sentences.

4. What is the biosphere? Please answer using complete sentences.

Literature/Poetry - Monday

Where the Red Fern Grows

Read Chapter 5 (30 minutes)

Answer the questions below.

Vocabulary:

Submerge - to cause to be under water

1. How did Billy carry the pups home?

2. Why did Billy fight the freckle face boy?

3. What did the Marshall give to Billy?

Directions: Last week you worked to memorize lines 1-6. Today, recite lines 1-6 from memory to an adult. Then, practice lines 5-8 at least 5 times.

Sonnet 29

By William Shakespeare







When, in disgrace with fortune and men's eyes,
I all alone beweep my outcast state,
And trouble deaf heaven with my bootless cries,
And look upon myself and curse my fate,
Wishing me like to one more rich in hope,
Featured like him, like him with friends possessed,
Desiring this man's art and that man's scope,
With what I most enjoy contented least;
Yet in these thoughts myself almost despising,
Haply I think on thee, and then my state,
(Like to the lark at break of day arising
From sullen earth) sings hymns at heaven's gate;
For thy sweet love remembered such wealth brings
That when I scorn to change my state with kings.

Spalding - Monday

Directions: After hearing the word, repeat the word. Find your base word and any prefixes or suffixes. Show syllables using your fists. Show sounds using your fingers. Write the word in syllables as you say the word aloud. Go back and mark the word and rules. Repeat two more times.

CAPITVLVM IV

Instructions: Please review the scenes on the following page, reading each scene aloud. After reading through them, please translate into English the sentences below.

Navigation		Resources	
	1 Grumiō: ego sum coquus. ego cēnam coquō.		2 Caecilius: ego sum argentārius. ego pecūniam habēō.
	3 Pantagathus: ego sum tōnsor. ego barbam tondeō.		4 Syphāx: ego sum vēnālicius. ego servum vēndō.
	5 poēta: ego sum poēta. ego versum recitō.		6 Clāra: ego sum artifex. ego leōnem pingō.
Prev. Page 40 Stage 4		Next Page 41 Stage 4	

This should be review, as we have read these scenes before. Keep in mind the personal endings of verbs:

-o: first person (I)

-s: second person (you)

-t: third person (he/she/it)

I have also provided a list of vocab words that we should know for this chapter. Please make sure you have vocab flashcards for all of these words. Pronunciations are included in brackets.

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

Lectio Exercitia Nomen: _____

1. Cibum coquo.
2. Barbam tondes.

Exemplum: I eat the food.

3. Picturam Pingit.
4. Amicum saluto.
5. Pavonem vendis.
6. Navis video.
7. Canem habes.
8. In foro curro.

Lexicon

Currit (kooor-reet): run (curro, currere)

Coquit (kaw-kweet): cook (coquo, coquere)

Habet (haw-bet): have (habeo, habere)

Pingit (pin-gheet): paint (pingo, pingere)

Quaerit (kwai-reet): search for, desire, want (quaero, quaerere)

Salutat (sa-loo-tawt): greet (saluto, salutare)

Tondet (ton-det): trim hair, shave hair (tondeo, tondere)

Vendit (wen-deet): sell (vendo, vendere)

Venit (weh-neet): come (venio, venire)

Videt (wee-det): see (video, videre)

Amicus, Amici (a-mee-koos): friend (masculine 2nd)

Barba, barbae (bar-ba): beard (feminine 1st)

Canis, Canis (kaw-nees): dog (masculine/feminine 3rd)

Cibus, Cibi (kee-boos): food (masculine 2nd)

Forum, Fori (fo-room): marketplace, city center (neuter 2nd)

Navis, Navis (naw-wees): ship (feminine 3rd)

Pavo, Pavonis (pa-wo): peacock (masculine 3rd)

Pictura, Picturae (peek-too-ra): picture (feminine 1st)

Math - Tuesday

- 1) Express 2.045 as a mixed number in its simplest form.
 - a) Round 3.852 to 1 decimal place. (Nearest tenth)
 - b) Round 7.639 to 2 decimal places. (Nearest hundredth)
 - c) Round 52.3948 to 3 decimal places.
 - d) Round 0.123597 to the nearest tenth.
- 2) An airplane traveled a distance of 2946 km. Round the distance to the nearest 1000 km.
 - a) Round to the nearest 100km.
 - b) Round to the nearest 10km.
- 3) A school has four classes in 5th grade. The table shows the number of boys and girls in each class.

Class	Number of boys	Number of girls
A	23	15
B	18	20
C	17	19
D	20	18

- a) How many **more** boys than girls are there in 5th grade?
- b) What percentage of the students in 5th grade are boys? (Total number of boys will be your dividend [inside the division house] and the total number of students will be your divisor [outside the division house]. Your quotient will be a decimal, multiply your answer by 100 to find the percentage.)
- c) What percentage of the students in 5th grade are girls?

Complete exercise 3 page 122 in WB 5b

History - Tuesday

As you complete the reading, shade in each state as it mentioned.



Chapter 8 The Southwest Exploring the Southwest

Our next job was to explore the states of Texas, New Mexico, Arizona, and Nevada. These states make up the Southwest region.

First, we had to backtrack a little and fly east to Texas. This is a huge state—the map showed that it was more than seven hundred miles wide. Later we found out that Texas is the second largest state in size, after Alaska. It is also the second largest state in population, after California. We certainly saw a lot of really big things in Texas—big cities, big oil fields, and big ranches. In fact, we found out that there is a ranch in Texas that is bigger than the whole state of Rhode Island! Texas raises more cattle than any other state. The cowboy, a person who takes care of cattle, is a symbol of Texas. In the late 1800s, Texas cowboys drove herds of cattle hundreds of miles to market in the northern states.

It was hard, dangerous, adventurous work, so many people thought of cowboys as heroes. Over time, the cattle business changed so that there was less need for cowboys. Today, there are not as many cowboys in Texas. There are, however, many Texans who still dress like cowboys. They wear cowboy boots and a kind of tall cowboy hat they call a “ten-gallon” because it looks as if it could hold that much water.

Another symbol of Texas is the oil well. Texas produces more oil than any other state. Oil was first discovered near the city of Houston in the early 1900s. Today, Houston is the largest city in Texas. The American space program has one of its largest facilities there. One man told us that Houston was the first word spoken on the moon. He explained that when an American became the first human to land on the moon in the 1960s, the first thing he did was radio back to Houston.

In our exploration of Texas and the other Southwestern states, we heard many people speaking Spanish, the same language we had heard spoken in parts of Florida. When we studied the history of the Southwest, we learned the reason for this. The Southwest region was not always part of the United States. Instead, it was part of Mexico, the country just to the south of the United States. There, people speak Spanish. In the 1840s, the United States and Mexico went to war over large areas of land in the Southwest. The United States won the war and gained the land that became parts of Texas, New Mexico, Arizona, Nevada, Utah, Colorado, and California.

Mexican culture still has a strong influence on this region. Many cities here have Spanish names, such as San Antonio, El Paso, and Santa Fe. Today, the region is home to millions of Mexican Americans, many of whom speak both Spanish and English. Mexican influence is especially strong in the state of New Mexico.

One of the best things about traveling in the Southwest is the wonderful Mexican food you can eat. Many Mexican dishes are made with a kind of thin pancake called a tortilla (/tor*tee*ya/). I especially liked the enchiladas (/en*chih*lah*dahs/)—soft tortillas filled with meat or cheese and covered with a spicy sauce.

Much of the Southwest is desert—dry, sandy land with few trees. The desert begins in western Texas and covers much of New Mexico, Arizona, and Nevada. Very little rain falls in the desert. In the summer, it gets hotter than any other part of the United States. Temperatures of 115 or 120 degrees Fahrenheit are not unusual.

We landed our ship in southern Arizona and went exploring. The desert was very different from most of the other landscapes we had seen. We almost felt as if we were on another planet. Instead of trees, we saw cacti—plants covered with sharp spines. Some of the cacti were short and round. Others were very tall and had thick “arms” sticking upward from their trunks.

Suddenly we saw something strange—a little bird with long tail feathers and spiky feathers on its head, running quickly across the sand. We had never seen a bird run before. Lieutenant Koola explained, “That’s a roadrunner. He can fly, but he would rather run.” She went on to say, “You know, a lot of people think there is no life in the desert, but that is not true. Look—there is a jackrabbit.” We saw a large brown rabbit hop out of a bush. Then I said, “Wow! I have found a little lobster.” When we looked down, I saw something that did look like a tiny lobster, except that it had a long tail that curled over its body. Lieutenant Koola yelled, “Do not touch that! It is a scorpion. It has a poisonous stinger in its tail, and if it stings you, you will get very sick.” When I heard that, I jumped back a couple of feet.

After we had explored the desert for a little while, I decided that we should get back inside our ship and fly to northern Arizona. I really wanted to see the Grand Canyon. The Grand Canyon is one of the great natural wonders of the United States. It is a gigantic gorge carved out by the Colorado River. It is a mile deep and up to eighteen miles across. If you peer over the edge, you can see the river glistening far, far down at the bottom. The walls of the canyon are all different colors—red, brown, white, and yellow. The colors come from the layers of different kinds of rock. Like most visitors to the canyon, we just stood there for a long time, looking at it in awe.

Reflection Questions:

1. In 1840, the United States and Mexico went to war. Which side won and what states did the win?

2. Name two symbols of Texas and what do they represent?

3. Identify the state the Grand Canyon is located and 3 characteristics that describe it.

Literature/Poetry - Tuesday

Where the Red Fern Grows

Read Chapter 6 (30 minutes)

Answer the questions below.

Vocabulary:

Riffle - to turn something over

1. How did Billy pick the pups' names?

2. What did Mama fix for the pups?

3. What was the name of the cave where Billy spent the night?

Directions: Review what you worked on yesterday. Start by reciting lines 1-6. Then try lines 1-8. Practice lines 7-10 five times.

Sonnet 29

By William Shakespeare

When, in disgrace with fortune and men's eyes,
I all alone beweep my outcast state,
And trouble deaf heaven with my bootless cries,
And look upon myself and curse my fate,
Wishing me like to one more rich in hope,
Featured like him, like him with friends possessed,
Desiring this man's art and that man's scope,
With what I most enjoy contented least;
Yet in these thoughts myself almost despising,
Haply I think on thee, and then my state,
(Like to the lark at break of day arising
From sullen earth) sings hymns at heaven's gate;
For thy sweet love remembered such wealth brings
That when I scorn to change my state with kings.

Spalding - Tuesday

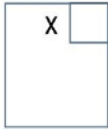
Directions: After hearing the word, repeat the word. Find your base word and any prefixes or suffixes. Show syllables using your fists. Show sounds using your fingers. Write the word in syllables as you say the word aloud. Go back and mark the word and rules. Repeat two more times.

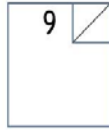
PE - Wednesday

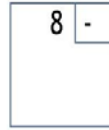
Physical Education Checklist

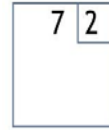
Date: _____

- In an open area, a hallway or yard, have your scholar perform sprinting/relay drills. Establish approximately 30-50 feet for this exercise. None of these exercises require additional equipment. This activity should take approximately 15-20 minutes to complete. Scholars should stretch prior following the exercises to reduce the chances of injury. For example, iterations might include the bear crawl, crab walk, sprint, duck walk, hopping, or related activity.
- Answer the following question.
During our bowling unit we discussed key terms necessary to effectively score a team's performance. What do each of these symbols represent? Choices Strike, 8, 4, Spare, 0, and 9. Only four are correct.









Math - Wednesday

- 1) Find the average of 63, 74, 106 and 85. (Remember to find the average you must first add all the numbers together, then divide the sum by the amount of numbers you have)
- 2) Find the average of 45, 63, 97, 25, and 70.
- 3) Express the ratio 20 : 12 : 56 in its simplest form. (To find its simplest form, ask yourself if there's any way we can reduce the ratio. Are there any common factors all three numbers have?)
- 4) Express the ratio 30 : 48 : 72 in its simplest form.

5)

- a) Express 20 out of 25 (or $20/25$) as a percentage. (First turn your ratio into a decimal by dividing the numerator by the denominator, then multiply that product by 100 to find the percentage)

- b) Express 90 out of 200 as a percentage. (Follow same instructions above)

Complete exercise 4, pages 123 - 126 in WB 5b

Science - Wednesday

Food Chains and Food Webs

Organisms often interact because of food. Food contains stored energy that organisms use to live and grow. Food chains and food webs are systems of interacting organisms. A food chain simply describes a feeding relationship among a few organisms. A food web is a more complex relationship among a few organisms showing all the feeding relationships in an ecosystem.

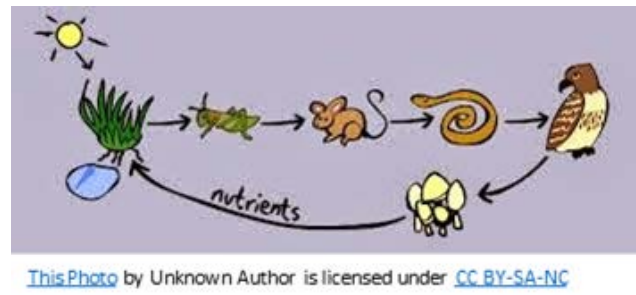
Organisms that make their own food are called **producers**. In terrestrial ecosystems, the most important producers are plants. Grasses, trees, and bushes are producers. In freshwater and ocean ecosystems, algae and phytoplankton are the most important producers. Producers make their own food from sunlight, water, minerals and carbon dioxide.

Animals are **consumers**. Consumers get their food by eating plants or other animals. Plant or animal material that is not eaten is consumed by bacteria and fungi. Bacteria and fungi are **decomposers**. After decomposition, only minerals are left. The minerals help produce the next generation of plants.

Food Chains



The picture above is a simple **food chain**. When a deer eats grass, the matter and energy from the grass go to the deer. This feeding relationship is shown with an arrow. The arrow always points in the direction that the matter and energy flow. If a wolf eats a deer, the matter and energy in the deer go to the wolf.



In a woodland ecosystem, it's possible for a mouse to eat a grasshopper, the snake to eat the mouse and the hawk to eat the snake. Grasshoppers eat grass, and plants get their energy from the Sun. Energy for the producers (grass) comes from the Sun. Mushrooms get their energy from dead things; if the hawk dies, mushrooms will get their energy from the hawk.

Questions: Please use complete sentences.

1. Define a producer.

2. Define consumers.

3. Define decomposers.

4. Define a food chain.

5. Draw a food chain. Please ensure you have the sun, a producer, 2 consumers and decomposer. Please label each organism.

Literature/Poetry - Wednesday

Where the Red Fern Grows

Read Chapter 7 (30 minutes)

Vocabulary:

Limber - flexible

1. What did Mama think when Billy yelled about the coon?

2. Why can't you sell coon skins during the summer?

3. What did Billy think about the pups when they had talks?

Directions: Review what you worked on yesterday. Start by reciting lines 1-8. Then try lines 1-10. Practice lines 9-12 five times.

Sonnet 29

By William Shakespeare

When, in disgrace with fortune and men's eyes,
I all alone beweep my outcast state,
And trouble deaf heaven with my bootless cries,

And look upon myself and curse my fate,
 Wishing me like to one more rich in hope,
 Featured like him, like him with friends possessed,
 Desiring this man's art and that man's scope,
 With what I most enjoy contented least;
 Yet in these thoughts myself almost despising,
 Haply I think on thee, and then my state,
 (Like to the lark at break of day arising
 From sullen earth) sings hymns at heaven's gate;
 For thy sweet love remembered such wealth brings
 That when I scorn to change my state with kings.

Spalding - Wednesday

Directions: After hearing the word, repeat the word. Find your base word and any prefixes or suffixes. Show syllables using your fists. Show sounds using your fingers. Write the word in syllables as you say the word aloud. Go back and mark the word and rules. Repeat two more times.

Music - Thursday

Name: _____

Class: _____














Writing Rhythms

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

Example:



Part I:

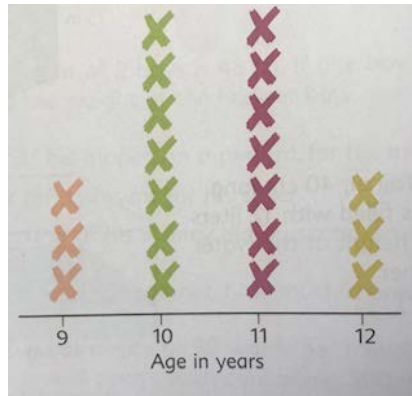
When you finish writing your rhythms, count and clap them out loud (ta, ti-ti, rest). Sixteenth notes are counted "ta-ka-di-mi."

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

Math - Thursday

- Express 48% as a fraction in its **simplest** form. (Percentages are always out of 100. Make 48 your numerator and 100 your denominator. Reduce if necessary.)

2. Express 25% as a fraction in its simplest form.
3. Express 50% as a fraction in its simplest form.
4. Express 75% as a fraction in its simplest form.
5. How many minutes are there in $2\frac{1}{2}$ hours? (Recall how many minutes are in an hour. You could draw a bar graph to help you solve)
6. How many minutes are in $\frac{1}{4}$ hours?
7. How many minutes are in $1\frac{1}{4}$ hours?
8. A cake weighs 1.5 kg. Find the weight of $\frac{1}{2}$ the cake. (Remember your rules on multiplying fractions, and that the bar in a fraction means to divide)
9. A pie weighs 0.8 kg. Find the weight of $\frac{1}{2}$ the pie.
10. A pizza weighs 1.4 kg. Find the weight of $\frac{1}{5}$ of the pizza.
11. Billy did a survey of the students in the drama club to find their ages. He recorded the information in a line plot.



- a) What is the mean (average) age of the students?
 (Each X represents a student. Count up all the X's to find out how many students there are. Next, where the X is determines that student's age. You will need to add every student's age together, then divide by the total amount of students to find the average.)
- b) What is the median age of the students?
 (Write out each student's age from least to greatest ex. 9, 9, 9, 10 etc.; then find the middle most age, there may be two. If there are two, find the average of those two ages to find the median.)
- c) What is the mode age of the students? (what age do you see the most of? There may be more than one)

Complete Exercise 5, pages 127 - 129 in WB 5b

History - Thursday

The West Coast – Washington, Oregon and California

Exploring the West Coast After flying over Nevada, we headed west again, toward the Pacific Ocean. The part of the United States that borders the Pacific is known as the West Coast. There are three states on the West Coast—California, Oregon, and Washington. California is by far the biggest

of the three, covering two-thirds of the coast. It also has more people than any other state in the country.

We decided to begin our exploration of the West Coast in California. We first visited the city of Los Angeles, the second largest city in the United States. Flying over the city, we were amazed by its size. It spread out as far as the eye could see in every direction. We learned that large roads called freeways tie this sprawling city together. Los Angeles is so spread out that people sometimes spend hours every day in their cars, driving from home to work and back again. Because almost everyone has a car, there are too many cars on the roads, and traffic gets jammed. Americans call the times that they drive to work in the morning and back home at night rush hour.

The sprawling city of Los Angeles is home to people of many different backgrounds. For example, there are European Americans, Asian Americans, African Americans, and Hispanic Americans, to name a few. As you wander around L.A.—as the people who live there call it—you hear not only English and Spanish, but also other languages, such as Japanese and Korean.

Los Angeles is famous for its beautiful sandy beaches. On summer days, the beaches are packed with people who have come there to enjoy themselves. While exploring, we saw some people surfing. The surfers paddled out into the water with long boards.

The city of Los Angeles is also famous for being the world capital of the movie business. Thousands of movies have been made here. As you know, Admiral Earthlings are very fond of sitting in dark rooms where they look at the flickering pictures they call movies.

Los Angeles is in the southern part of California. The southern part of California, like the Southwest, does not receive a large amount of rain. People there have developed new technology to solve water shortage problems. California now has several large seawater desalination plants that can transform seawater into freshwater.

Flying north to explore the rest of the state, we saw some very different landscapes. To the north, the California coast becomes rocky instead of sandy. Tall cliffs plunge down to the ocean, and huge waves explode against the rocks.

As beautiful as the mountains were, we were eager to see California's other famous city, San Francisco. So we turned our ship back toward the coast. San Francisco is very different from Los Angeles. San Francisco is full of new skyscrapers as well as old houses. Its parks are lush and green, displaying interesting trees and flowers collected from all over Earth. The city sits beside a beautiful blue bay. Spanning across this area of water is the famous Golden Gate Bridge. The bridge's two towers are seventy stories tall, and they are connected to the bridge by great swooping cables.

Much of San Francisco is built on steep hills. At the end of each day's exploration, we were tired and aching from all of the climbing up and down. We learned that more than a hundred years

ago, someone felt sorry for the horses that had to haul heavy wagons up the steep hills. He felt so sorry for them that he invented a new way to haul things in San Francisco. It was a kind of little train, called a cable car, that was pulled along by an iron rope set in the ground. Today, people come from all over the world to ride the cable cars up San Francisco's steep hills.

After leaving San Francisco, we flew north to explore the states of Oregon and Washington, which make up the area called the Pacific Northwest. From the air, we noticed a long mountain range that runs through both states from north to south. The map said these were the Cascade Mountains. Later, we found out that these mountains were very important to the climate of the region.

When winds blow in from the Pacific Ocean, they pick up moisture from the sea. When the air rises to cross the mountains, it cools off. Because cold air holds less moisture than warm air, the moisture falls as snow or rain—lots of rain. The western part of Oregon and Washington is one of the rainiest areas in the United States. We were amazed by how wet the area was—it drizzled almost the whole time we were there. We were also surprised at how green it was. All that rain has helped give life to great forests full of towering trees. Many people in this region make their living cutting down trees to use for building or to make products like paper. But many of the trees are protected from loggers. Instead, they are set aside in national parks for people to enjoy.

To finish our tour of the West Coast, we flew to Seattle, Washington, which is the biggest city in the Pacific Northwest. The most famous building in Seattle is known as the Space Needle. It is a tall tower with a funny-looking round top that looks like the toy that Americans call the yo-yo. The tower is called the Space Needle because the top is supposed to look like a spaceship that aliens might use to visit Earth. Of course, it looks nothing like a real spaceship. We all had a good laugh over that. Earthlings can be so funny!

Reflection Questions. Please write in complete sentences.

1. What state is the city of Los Angeles located? Describe three characteristics unique to Los Angeles.

2. What are desalination plants?

3. Describe the climate of western Oregon and Washington.

4. Label Texas, New Mexico, Arizona, California, Oregon and Washington State on the map.



Literature/Poetry -Thursday

Where the Red Fern Grows

Read Chapter 8 (30 minutes)

Answer the questions below.

Vocabulary:

Belligerent - hostile or aggressive

1. Why was Mama worried about Billy hunting?

2. What was the first trick the coon pulled on the hounds?

3. Why did Billy tell Papa it was important to chop the tree down?

Directions: Review what you worked on yesterday. Try to recite lines 1-12 by memory.

Sonnet 29

By William Shakespeare

When, in disgrace with fortune and men's eyes,
I all alone beweepe my outcast state,
And trouble deaf heaven with my bootless cries,
And look upon myself and curse my fate,
Wishing me like to one more rich in hope,
Featured like him, like him with friends possessed,
Desiring this man's art and that man's scope,
With what I most enjoy contented least;
Yet in these thoughts myself almost despising,
Haply I think on thee, and then my state,
(Like to the lark at break of day arising
From sullen earth) sings hymns at heaven's gate;
For thy sweet love remembered such wealth brings
That when I scorn to change my state with kings.

Spalding - Thursday

Directions: After hearing the word, repeat the word. Write the word in your best Spalding handwriting.

Science - Friday Assessment

1. Define geosphere. Please be sure to use complete sentences.

2. Define atmosphere. Please be sure to use complete sentences.

3. Define producer. Please be sure to use complete sentences to include examples.

4. Define consumer. Please be sure to use complete sentences to include examples.

5. Define a food chain. Please be sure to use complete sentences. Please draw and label a food chain using a hawk, a mouse, a plant and a grasshopper. Please ensure your arrows are pointing in the correct direction.

History - Friday Assessment

1. In the 1840s, the United States and Mexico went to war. Which side won? List at least three territories they won.

2. Please describe the climate of Oregon and Washington.

3. What are desalination plants? What shortage do they help solve?

4. Describe the Grand Canyon by listing at least two characteristics in complete sentences.

Literature/Poetry - Friday Assessment

Where the Red Fern Grows

Chapters 5-8 (30 minutes)



GREAT HEARTS WESTERN HILLS

A Great Hearts Academy

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Student Attendance Affidavit

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

Monday, March 30, 2020

Tuesday, March 31, 2020

Wednesday, April 1, 2020

Thursday, April 2, 2020

Friday, April 3, 2020

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

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

Parent Signature: _____

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

Student Signature: _____

Student Printed Name: _____ Class Section: _____

Name _____

Week of _____

Monday	
Title: _____	Author: _____
I read pages _____ to _____ Reading Minutes _____	
Tuesday	
Title: _____	Author: _____
I read pages _____ to _____ Reading Minutes _____	
Wednesday	
Title: _____	Author: _____
I read pages _____ to _____ Reading Minutes _____	
Thursday	
Title: _____	Author: _____
I read pages _____ to _____ Reading Minutes _____	
Friday	
Title: _____	Author: _____
I read pages _____ to _____ Reading Minutes _____	

Total minutes of reading this week: _____

Reading level & comprehension for the week ___Excellent ___ Satisfactory ___ Had Difficulty

Parent/Guardian Signature _____