



GREAT HEARTS WESTERN HILLS

A Great Hearts Academy

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Dear Fifth Grade Families,

We have been inspired by the positivity and enthusiasm from our students. We are so very proud of them for making the most of their current situation and firmly believe that when this passes, our scholars will be able to feel accomplished and as though they truly added to the history of our country. We have enjoyed being able to reconnect with students through zoom meetings. Seeing the smiling faces, hearing the laughter and joy, and enjoying the feeling of teaching individuals has been a silver lining through darkened days. Thank you so very much for your continued support! Your efforts have not gone unnoticed; remote instruction would not be possible without your support.

We would also like to introduce Ms. Gabby Pedrotti. She is joining the fifth grade team as apprentice teacher in 5A. We look forward to her joining us and hope that our students will soon be able to meet her as well.

Kindly,

Your 5th Grade Teachers

Mr. Craig Cowley - 5A Lead	craig.cowley@greatheartswesternhills.org
Ms. Gabby Pedrotti - 5A AT	gabriellina.pedrotti@greatheartswesternhills.org
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Sections in **bold** are necessary for printing. The rest can be viewed online and completed on notebook paper.

Parent Packet

5th Grade - Tuesday Checklist

PE (20 mins)	<input type="checkbox"/> <u>Independent Work</u> : Complete workout
Art (20 mins)	<input type="checkbox"/> <u>Independent Work</u> : Complete Coloring Assignment
Math (30 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 using complete sentences
Literature/Poetry/ Grammar (30 mins)	<input type="checkbox"/> <u>Independent Work</u> : Student reads Chapter 12 <input type="checkbox"/> <u>Independent Work</u> : Student answers Comprehension Questions in complete sentences <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 <input type="checkbox"/> <u>Independent Work</u> or <u>Parent Assisted</u> : Classify sentence using Question and Answer Flow
Spalding (10 mins)	<input type="checkbox"/> <u>Parent Assisted</u> : Spalding words three times on lined paper

5th Grade - Wednesday Checklist

Music (20 mins)	<input type="checkbox"/> <u>Independent Work</u> : Complete Worksheet
Math (30 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 in complete sentences
Literature/Poetry/ Grammar (30 mins)	<input type="checkbox"/> <u>Independent Work</u> : Student reads Chapter 13 <input type="checkbox"/> <u>Independent Work</u> : Student answers Comprehension Questions in complete sentences <input type="checkbox"/> <u>Independent Work</u> : Student practices poetry <input type="checkbox"/> <u>Independent Work</u> : Student reads 20 minutes and log it <input type="checkbox"/> <u>Independent Work</u> or <u>Parent Assisted</u> : Classify sentence using Question and Answer Flow
Spalding (10 mins)	<input type="checkbox"/> <u>Parent Assisted</u> : Spalding words three times on lined paper

5th Grade - Thursday Checklist

Latin (20 mins)	<ul style="list-style-type: none"> <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 (30 mins)	<ul style="list-style-type: none"> <input type="checkbox"/> <u>Independent Work</u> or <u>Parent Assisted</u>: Read information and answer questions
History (30 mins)	<ul style="list-style-type: none"> <input type="checkbox"/> <u>Parent Assisted</u>: Read assignment together <input type="checkbox"/> <u>Independent Work</u> or <u>Parent Assisted</u>: Complete questions in complete sentences
Literature/Poetry/ Grammar (30 mins)	<ul style="list-style-type: none"> <input type="checkbox"/> <u>Independent Work</u>: Student reads Chapter 14 <input type="checkbox"/> <u>Independent Work</u>: Student answers Comprehension Questions in complete sentences <input type="checkbox"/> <u>Independent Work</u>: Student practices poetry <input type="checkbox"/> <u>Independent Work</u>: Student reads 20 minutes and log it <input type="checkbox"/> <u>Independent Work</u> or <u>Parent Assisted</u>: Classify sentence using Question and Answer Flow
Spalding (10 mins)	<ul style="list-style-type: none"> <input type="checkbox"/> <u>Parent Assisted</u>: Spalding words three times on lined paper

Answer Keys

Tuesday:

Math:

<p>Tuesday 5B TB p. Tasks 1-4</p>	<p>1. a) 40 b) 50 2. Method 1) 28 Method 2) 28 3. 70 (use method 3) 4. a) 25% b) 40% c) 80% d) 45% e) 65% f) 24% g) 56% h) 82%</p>
<p>5B WB p. 52-53 Exercise 3</p>	<p>1) a) 50% b) 18% c) 85% d) 48% e) 60% f) 60% g) 16% h) 25% i) 24% j) 30%</p>

History:

1. Slaves became blacksmiths, carpenters, brick makers and barrel makers. Some slaves worked in homes and took care of children. Most worked on plantations in the fields.
2. Slave families could be sold and split apart. Slaves could be whipped for not working fast enough or not showing respect. It was forbidden to teach them to read or write. Violence was used to keep them from walking away from the assigned labors and instilling respect.
3. Slaves resisted by running away, breaking tools, pretending to be sick or setting fire to buildings.
4. Nat Turner was a slave who led a rebellion with other slaves in Virginia killing fifty-five men, women and children.

Literature/Poetry/Grammar:

Literature:

1. Grandpa called Rubin crooked and spat to accept the bet.
2. The bet was to catch the ghost raccoon for \$2.
3. The raccoon disappeared when it went up the tree.

Poetry:

Student should be reciting the poem from memory in preparation for recitation due Friday.





Grammar:

1 SN V _____ CSN C CSN P PPA OP V Adv Adv P A OP P OP
PI Fruits and vegetables (from our garden)/ sell quite well (at the market) (in town). D



Sentence 1

Fruits and vegetables from our garden sell quite well at the market in town.

1. What sells quite well at the market in town?
fruits and vegetables - Compound Subject Noun, Compound Subject Noun
2. What is being said about fruits and vegetables?
fruits and vegetables sell - Verb
3. Sell how? **well - Adverb**
4. How well? **quite - Adverb**
5. **At - Preposition**
6. At what? **market - Object of the Preposition**
7. **The - Article Adjective**
8. **In - Preposition**
9. In what? **town - Object of the Preposition**
10. **From - Preposition**
11. From what? **garden - Object of the Preposition**
12. Whose garden? **our - Possessive Pronoun Adjective**
13. **And - Conjunction**
14. **Subject Noun, Verb, Pattern 1**
15. **Skill Check!**
 -  **(From our garden) - Prepositional Phrase**
 -  **(At the market) - Prepositional Phrase**
 -  **(In town) - Prepositional Phrase**
 -  **Period, statement, declarative sentence**
 -  **Go back to the verb. Divide the complete subject from the complete predicate.**

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
<u>d</u> i <u>g</u> est i ble ₄ r.3	Pennies are not digestible.	R. 3: the e lets the g say its second sound.
<u>d</u> i <u>g</u> est (verb) r.3	Your stomach works to digest your food.	R. 3: the e lets the g say its second sound.
<u>d</u> i <u>g</u> est (noun) r.5,3	A digest is a compilation of information.	R. 5: i may say i at the end of a syllable. R. 3: the e lets the g say its second sound.
<u>E</u> <u>g</u> yp <u>t</u> ian r.26,4,3,14	We studied the Egyptian gods in history.	R. 26: capitalize proper nouns. R. 4: e may say e at the end of a syllable. R. 3: the y lets the g say its second sound. R. 14: ti may be used at the beginning of a syllable.
<u>E</u> <u>g</u> yp <u>t</u> r.26,4,3	They went to Egypt to see the pyramids.	R. 26: capitalize proper nouns. R. 4: e may say e at the end of a syllable. R. 3: the y lets the g say its second sound.
<u>e</u> lec <u>t</u> ron ^s r.4	Electrons are subatomic particles.	R. 4: e may say e at the end of a syllable.
<u>e</u> <u>q</u> ua <u>t</u> o <u>r</u> i al r.4,1,11	They wanted to visit equatorial Africa.	R. 4: e/a/o may say e/a/o at the end of a syllable R. 1: q is always followed by u R. 11: write base word without the silent final e because ending starts with a vowel
<u>e</u> <u>q</u> ua <u>t</u> or r.4,1,11	The equator is an invisible line of symmetry.	R. 4: e/a may say e/a at the end of a syllable. R. 1: q is always followed by u R. 11: write base word without the silent final e because ending starts

		with a vowel.
<u>e</u> <u>qu</u> <u>a</u> <u>ti</u> <u>on</u> r.4,1,14	The students solved the equation.	R. 4: e/a may say e/a at the end of a syllable. R. 1: q is always followed by u R. 14: ti may be used at the beginning of a syllable.
<u>e</u> <u>qu</u> <u>a</u> <u>t</u> <u>e</u> r.4,1	The level of prices will move to equate supply and demand.	R. 4: e may say e at the end of a syllable. R. 1: q is always followed by u

Math:

Wednesday Task 7 TB 5B	7. a) 4% b) 18% c) 20% d) 43% e) 10% f) 32% g) 4% h) 51%
Exercise 4 p. 54-55 in WB 5B	1. a) 93% b) 13% c) 24% d) 47% e) 61% 2. 45% 3. 30% 4. 32%

Science:

1. Living things are made up of cells, obtain and use energy, grow and develop, reproduce, adapt to their environment and respond to stimuli.
2. Monera (bacteria), Protist (multicellular algae), Fungi (yeast), Plant (ferns, cactus), Animal (monkeys, elephants, etc)
3. A scientist who developed the system of classification of living things
4. Yeast eats the sugar in bread. When it does, it breaks off the carbon molecules from the sugar. The carbon molecules combine with oxygen and form carbon dioxide gas. Thousands of carbon dioxide bubbles form and make the bread dough rise. The bubbles make the bread soft.

Literature/Poetry/Grammar:

Literature:

1. Little Ann knew the raccoon was in the gate post because a breeze carried the raccoon's scent.
2. Billy wouldn't kill the ghost raccoon.
3. Old Blue couldn't beat Old Dan because Little Ann helped him fight.

Poetry:

Student should be reciting the poem from memory in preparation for recitation due Friday.

Grammar:

2SN V
P1PPA CSN C PPA CSN V P A OP P PPA OP
My brothers and their friends / wandered (around the woods) (behind our cabin). D**My brothers and their friends wandered around the woods behind our cabin.**

1. Who wandered around the woods behind our cabin?
brothers and friends - Compound Subject Noun, Compound Subject Noun
2. What is being said about brothers and friends?
brothers and friends wandered - Verb
3. **Around - Preposition**
4. Around what? **woods - Object of the Preposition**
5. **The - Article Adjective**
6. **Behind - Preposition**
7. Behind what? **cabin - Object of the Preposition**
8. Whose cabin? **our - Possessive Pronoun Adjective**
9. Whose friends? **their - Possessive Pronoun Adjective**
10. **And - Conjunction**
11. Whose brothers? **my - Possessive Pronoun Adjective**
12. **Subject Noun, Verb, Pattern 1**
13. **Skill Check!**
 - ➡ **(Around the woods) - Prepositional Phrase**
 - ➡ **(Behind our cabin) - Prepositional Phrase**
 - ➡ **Period, statement, declarative sentence**
 - ➡ **Go back to the verb. Divide the complete subject from the complete predicate.**

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
<i>ex pen sive</i> <i>r. 20, 11</i>	The earrings were expensive.	R. 20: s/z never follow x R. 11: write base word

		(expense) without the silent final e because ending (ive) starts with a vowel.
<i>ex'pla na tion</i> r.20,4,14	The child gave his explanation to his parents.	R. 20: s/z never follow x R. 4: a may say a at the end of a syllable. R. 14: ti may be used at the beginning of a syllable.
<i>ex ten sion</i> r.20,14	She needed an extension cord.	R. 20: s/z never follow x R. 14: si may be used at the beginning of a syllable.
<i>ex ten sive</i> r.20	The exercises were extensive.	R. 20: s/z never follow x
<i>ex tent</i> r.20	It was the extent of his knowledge.	R. 20: s/z never follow x
<i>ex tend</i> r.20	Please extend your arm.	R. 20: s/z never follow x
<i>im mense</i> r.29	His love for his family was immense.	R. 29: double the m because i does not say i.
<i>in tro duced</i> r.4,11,28	He introduced his friend to his family.	R. 4: o may say o at the end of a syllable. R. 11: write base word without the silent final e because ending starts with a vowel. R. 28: ed makes a verb past tense.
<i>in tro duc tion</i> r.4,14	The girl read the introduction aloud.	R. 4: o may say o at the end of a syllable. R. 14: ti may be used at the beginning of a syllable.
<i>in vis i ble</i>	The boy wished he were invisible.	Silent final e job 4: every syllable must have a vowel.

Thursday:

LATINA CANTEBRIGIA V: In Theatro

Instructio: please read through and translate the below story into English in the space provided. Almost all of the vocabulary should be familiar; in the gloss below the text I have provided the definitions of any new words. Then answer the two questions in complete sentences in English.

hodiē Pompēiānī sunt ōtiōsī. dominī et servī nōn
labōrant. multī Pompēiānī in theātrō sedent.
spectātōrēs Actium exspectant. tandem Actius in
scaenā stat. Pompēiānī plaudunt.
subitō Pompēiānī magnum clāmōrem audiunt.
servus theātrum intrat. “euge! fūnambulus adest,”
clāmat servus. Pompēiānī Actium nōn spectant. omnēs
Pompēiānī ē theātrō currunt et fūnambulū spectant.
nēmō in theātrō manet. Actius tamen nōn est īrātus.
Actius quoque fūnambulū spectat.

Ōtiōsī: on holiday/vacation

nēmō: no one

Multī: many

Fūnambulus: tightrope walker

Hodie: today

Adest: is here

Actius: famous Roman actor

Omnes : all

Exspectant: await

Manet: stay

Scaena: scene/stage

Iratus: angry

Tandem: at last

e : out of

subitō suddenly

Euge!: “behold!”

Nomen: _____

translatio: Pompeiians are on holiday. Masters and servants (slaves) do not work. Many Pompeiians sit in the theatre. The spectators await Actius. At last, Actius stands on stage (in the scene). The Pompeiians cheer. Suddenly, The Pompeiians hear a great shout (clamor). A servant enters the theatre. "Behold! A tightrope walker is here.," shouts the servant. The pompeiians do not watch Actius. All the Pompeiians run out of the theatre and watch the tightrope walker. Nobody stays in the theatre. Actius, however, is not angry. Actius also watches the tight-rope walker.

Interrogatio:

1. Why do the Pompeiians leave the theatre?

The Pompeiians leave the theatre to watch the tightrope walker.

2. Is Actius angry? Why, or why not?

Actius is not angry because he also watches the tightrope walker.

Math:

<p>Thursday p. 67 Tasks 8-11; p. 68 Practice A Tasks 1 & 5-12</p>	<p>P. 67 8. a) 10% b) 50% c) 80% d) 70% e) 40% 9. a) 75 b) 25 10. a) 28% b) 72% 11. 60% P. 68 1. a) 5% b) 36% c) 60% d) 5% 5. 15% 6. 63% 7. % 8. 30% 9. 80% 10. 28% 11. 70% 12. 60%</p>
<p>WB 5B p. 56-57 Exercise 5</p>	<p>1. a) 48% b) 52% 2. a) 40 % b) 60% 3. a) 30% b) 70% 4. a) 68% b) 32%</p>

History:

1. The southern states wanted slavery to be legal in their states and the northern states wanted slavery to be illegal in their states.
2. The states that wanted to be slave states were Louisiana and Missouri. The state that wanted to be a free state was Maine.
3. The northern states believed that adding more states would give the southern states too much power. The southern states believe that adding more states would give the northern states too much power.
4. The Missouri Compromise stated that any state north of the southern border of Missouri would be admitted as a free state, and any state south of Missouri's southern border would be admitted as a slave state. This would keep a balance of power between free and slave states.

Literature/Poetry/Grammar:

Literature:

1. Registered dogs could enter the raccoon hunt.
2. Billy's little sister wanted the gold cup.
3. The only thing wrong with Little Ann was that she was gun-shy.

Poetry:

Student should be reciting the poem from memory in preparation for recitation due Friday.

Grammar:

3 **SN V** **A Adj Adj SN V Adv P COP C Adj**
PI The small frugal woman / shopped carefully (for food and essential
COP Adv
supplies) today. **D**

The small frugal woman shopped carefully for food and essential supplies today.

1. Who shopped carefully for food and essential supplies today? **woman - Subject Noun**
2. What is being said about woman? **woman shopped - Verb**
3. Shopped how? **carefully - Adverb**
4. **For - Preposition**
5. For what? **food and supplies - Compound Object of the Preposition, Compound Object of the Preposition**
6. What kind of supplies? **essential - Adjective**
7. **And - Conjunction**
8. Shopped when? **today - Adverb**
9. What kind of woman? **frugal - Adjective**
10. What kind of woman? **small - Adjective**
11. **The - Article Adjective**
12. **Subject Noun, Verb, Pattern 1**
13. **Skill Check!**
 -  **(For food and essential supplies) - Prepositional Phrase**
 -  **Period, statement, declarative sentence**
 -  **Go back to the verb. Divide the complete subject from the complete predicate.**

Spalding:

Dictate twenty 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>digestible</i>	<i>expensive</i>
<i>digest (verb)</i>	<i>explanation</i>
<i>digest (noun)</i>	<i>extension</i>
<i>Egyptian</i>	<i>extensive</i>
<i>Egypt</i>	<i>extent</i>
<i>electrons</i>	<i>extend</i>
<i>equatorial</i>	<i>immense</i>
<i>equator</i>	<i>introduced</i>
<i>equation</i>	<i>introduction</i>
<i>equate</i>	<i>invisible</i>

Student Packet

PE - Tuesday

Physical Education

Week 4 Online

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

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

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

Materials: designated walk/run path; comfortable shoes

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

Challenge 2: Pushup maximum.

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

Materials: enough space to perform exercise.

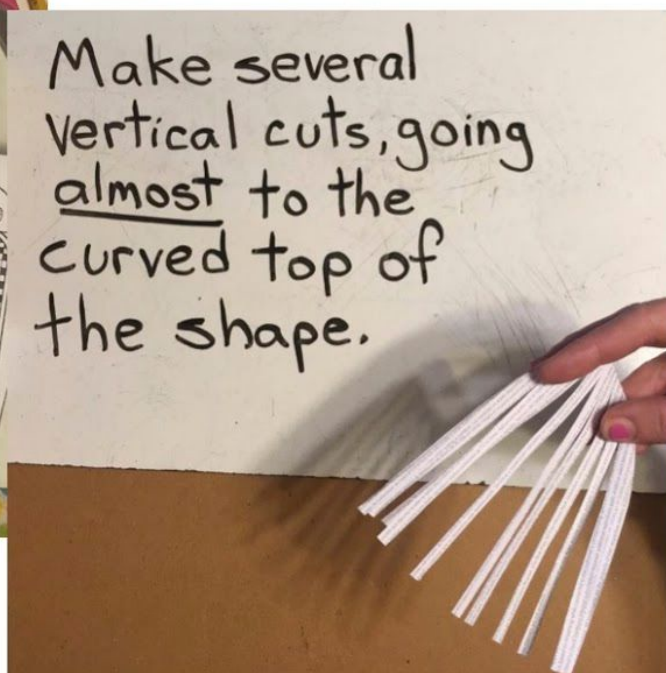
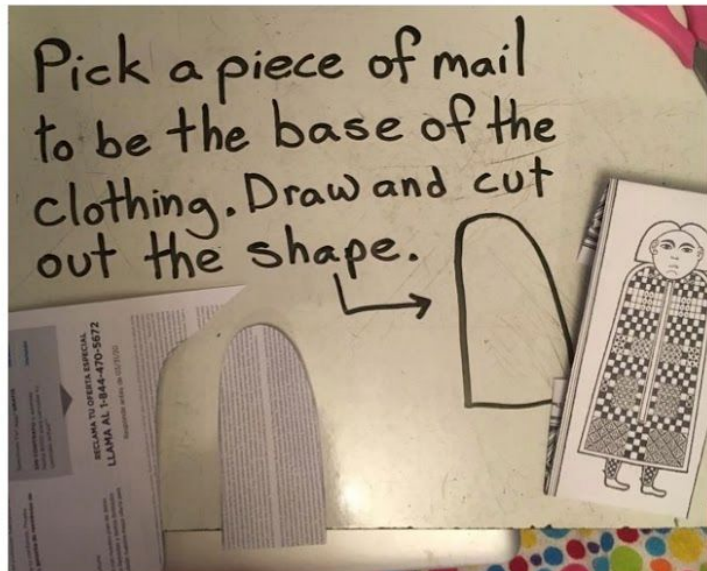
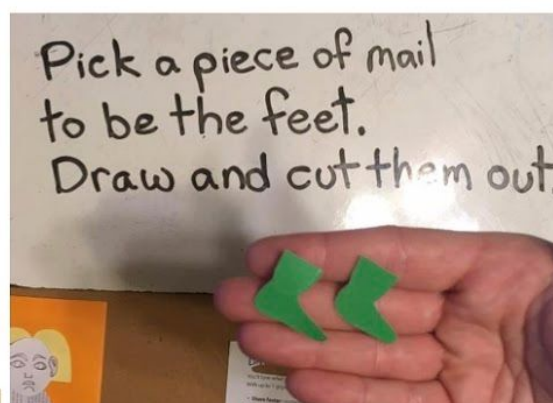
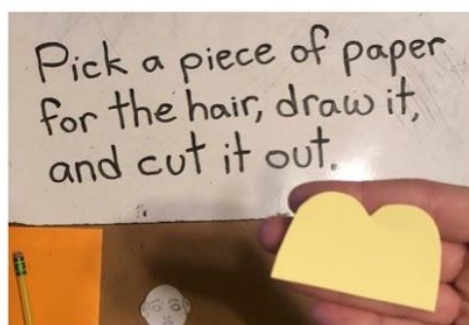
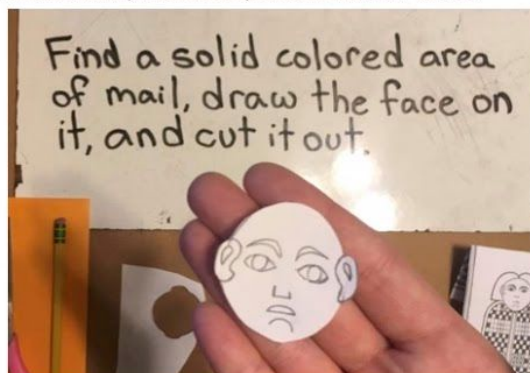
Specific Task: Starting on Monday, throughout the day perform correct pushups. Record the total number completed at 5:00 pm on Friday. If possible, turn this into a family competition. For example, in my house Allison and I compete weekly. We stop every hour and perform as many as we can, record the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

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

Art - Tuesday

Remote Learning Assignment 4: Medieval Mail Man

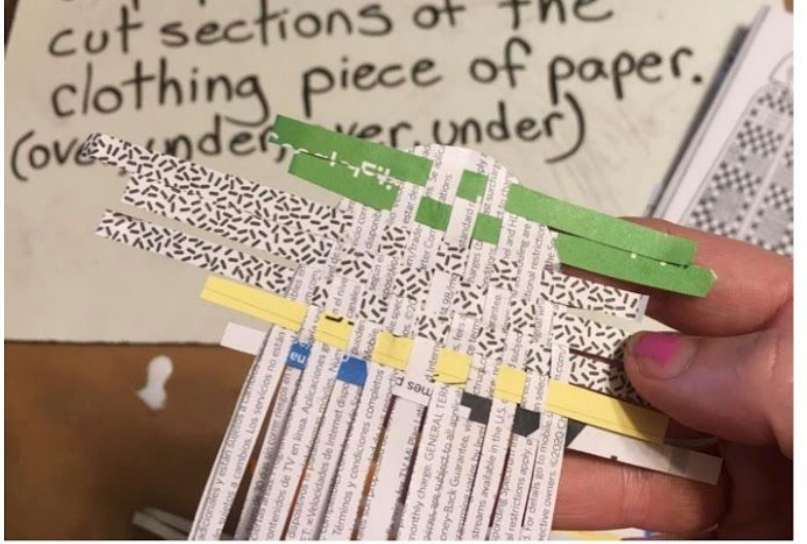
Last week, we studied some pictures of art from the Middle Ages, one of which was the Man symbol from *The Book of Durrow*. This week, I am going to show you an example of how you can make it out of junk mail, in case you have limited access to art supplies.



Cut several thin strips from paper with different fonts, colors, and patterns.



Weave the thin strips of paper through the cut sections of the clothing piece of paper. (over, under, over, under)



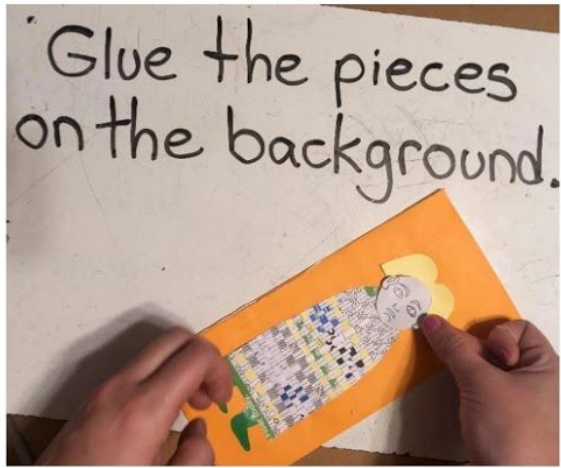
Secure each strip with a few dots of glue.



Trim off the edges.



Glue the pieces on the background.



Add some details.



Math - Tuesday

There are three methods we can use to convert a fraction to a percentage.

Method 1:

When given a fraction, find an **equivalent** fraction with a denominator of 100

Ex:

$$\frac{3}{4} = \frac{?}{100} \quad \frac{3 \times 25}{4 \times 25} = \frac{75}{100}$$

If you think of a fence made of 100 planks, every 25 planks is $\frac{1}{4}$ of the entire fence. So 3 fourths of the fence will be 75 planks.

Method 2:

Recall the fence made of 100 planks. Each plank would be 1% of the fence. To find the percentage of $\frac{3}{4}$ we could multiply $\frac{3}{4} \times 100\%$

Ex:

$$\frac{3}{4} = \frac{3}{4} \times 100\% = \frac{3}{\cancel{4}_1} \times \frac{100\%}{\cancel{25}} = 3 \times 25\% = 75\%$$

* The denominator 4 is a factor of 100, so we can reduce by dividing both by 4

Method 3:

Any fraction given can also be interpreted as a division problem.

Ex.

$$\frac{3}{4} = 3 \div 4 = 4 \overline{)3}$$

Find the quotient and multiply by 100 to find the percentage.

$$\begin{array}{r} 0.75 \\ 4 \overline{)3.00} \\ \underline{-2.80} \\ .20 \\ \underline{-.20} \\ .00 \end{array} \quad 0.75 \times 100 = \underbrace{0.75}_{75} = 75\%$$

Practice Task 1 - 4 in TB 5B p. 65

Complete Exercise 3, p. 52 - 53

History - Tuesday

The Life of the Slave



Slavery in the South What was life like for slaves in the American South? Much depended on where they worked and who owned them. Slaves on small farms usually worked in the fields alongside their owners. They did many other tasks, too. On a small farm, everyone did a little bit of everything. On large plantations, however, slaves usually did only one task. A small number worked and lived in the great house with the master's family. These house servants cooked, cleaned, and did other housework. They also helped raise the master's children. Some other slaves became skilled carpenters, blacksmiths, brick makers, and barrel makers.

By far, however, most slaves on a large plantation worked in the fields.

Whether they lived on a small farm or a great plantation, slaves worked from dawn until dusk. Hard work, however, is not what made slavery a terrible thing. After all, many people who were not slaves also worked hard.

No, what made slavery wrong was that slaves were not free. They did not have, as in the words of the Declaration of Independence, the right to "life, liberty, and the pursuit of happiness." Another person owned them without their consent and was their master. Another person owned their labor and the fruits of that labor.

An owner could treat his slaves like pieces of property. He could buy them; he could sell them. He could sell some members of a slave family and not others or sell husbands and wives and children to different buyers. In fact, three in every ten slave families were broken up by such sales.

Slaves could be whipped for not working hard enough or fast enough, or for not showing proper respect to members of their owner's family, or for many other small reasons—sometimes for no reason at all. Not all owners were this cruel, but some certainly were. Violence was essential to the slave system, or the slaves would stop working for free and walk away. In addition, slaves could not leave the plantation without their owner's permission. Only the kindest and most unusual of owners allowed their slaves to be educated. In many states, it was illegal to teach slaves to read and write. A famous slave named Frederick Douglass later said he recovered his manhood and humanity when he learned to read.

Slave Resistance

Slave owners told themselves, and anyone else who would listen, that their slaves were happy. And probably some of these slave owners actually believed that. Of course, if the slaves were really happy being slaves, they would not have fought against the slavery system. But they did.

A few slaves organized uprisings, or rebellions. One such person was Nat Turner. Turner was the slave of a plantation owner in Virginia. His master's family thought of him as a religious, peaceful man—until one day in 1831. On that day, Nat Turner led a group of slaves in an uprising. Over the next three days, he and his followers killed fifty-five men, women, and children. In the end, all the slaves who took part in Turner's Rebellion were caught, tried, and hanged.

Not many slaves rebelled as Nat Turner did, for they knew they had almost no chance to succeed. Many more slaves simply ran away at one time or another, even though they knew their chances of successfully escaping were not much better. Runaway slaves from Mississippi or Louisiana, for example, would have to cross hundreds of miles in slave states before finally reaching a Northern state where there was no slavery. Chances were that slave catchers, eager to collect rewards, would hunt them down long before they could reach freedom. The catchers would return the runaways to their plantations, where they would receive harsh punishment.

Most slaves resisted slavery in other ways. Sometimes they would simply work slowly. They would pretend to be ill. They would "accidentally" break tools or set fire to the buildings. Owners suspected that these things had been done on purpose, but they rarely knew for sure.

Working in the fields from sunup to sundown was not the only thing slaves did, however. After work they returned to their cabins in the slave quarter, or the section of the plantation where they lived. Here, slave families could be by themselves. Even though they were tired, they often raised small gardens or hunted and fished for more variety in their diet other than just pork and corn.

In the slave quarter, slaves created their own community. They told and retold stories and folktales handed down from earlier generations. In many of these stories, a weak character outwits a strong one. For example, a clever rabbit might trick a hungry fox. Can you see why such stories would be popular among the slaves? The slaves also kept African music and dancing alive. Some continued to hold on to the religious beliefs and practices of their ancestors in Africa.

Even slaves who became Christians, as most did, often mixed some African religious beliefs and customs in with their new beliefs. And as they blended elements of African cultures with American culture, they created something new and different—the beginnings of a unique African American culture.

Reflection Questions

1. What types of skills did slaves learn? What responsibilities did they have?

2. What could slave owners do to slaves who did not comply? Why did they use violence against slaves?

3. In what ways did slaves resist?

4. Who was Nat Turner? What did he do?

Literature/Poetry - Tuesday

Where the Red Fern Grows

Chapter 12 (30 minutes)

1. Why did Grandpa accept the bet with Ruben?

2. What and how much was the bet for?

3. What happened when the raccoon went up a tree?

Directions: Our poem is due THIS WEEK! Your poem will be a part of your Friday assessment. Let's make sure we still feel confident in our poem. Remind yourself of poetry position, get ready, and recite the entire poem from memory. Take note of where you struggled so you can focus on those places tomorrow.

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.

Directions: Classify the sentence below using the question and answer flow.

1. _____ Fruits and vegetables from our garden sell quite well at the market in town.

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. First time, write in your Spalding notebooks. Repeat two more times in the space provided.

Music - Wednesday

Name: _____

Class: _____

Bass Staff Practice

Accidentals are notes that have been altered in pitch (usually a half step up or down) and are identified by a sharp (#) or flat (♭) sign. The **accidentals** are also known as the black keys on a piano keyboard: .


When labeling notes on the bass staff, we use CAPITAL letters, and when labeling accidental notes (notes with a sharp or flat sign), we place the sign *after* the letter, like this: F#.

I have provided a Bass Staff Review diagram to help you, but try not to use it for every note. See if you can remember the line and space notes on your own.

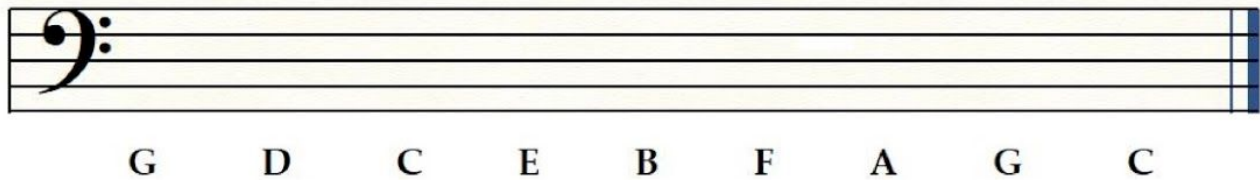


Part One: Label all the notes in the musical excerpt below by writing the correct note name under each note. Remember to use CAPITAL letters as well as the proper sign for F-sharp, written like this: F#. In the excerpt below, all F's are sharp. The sharp sign (#) looks exactly like a hashtag. Remember to write neatly and beautifully.

Excerpt from "The Nutcracker" by Peter Tchaikovsky
Russian Dance



Part Two: Write in the correct note on the bass staff above the note names provided. To make it easy, just draw the note and don't worry about the direction of the note stems (sticks).



Math - Wednesday

Turn to p. 66 Task 5 in your 5B textbook:

Think about this: If we count all the little squares, shaded and not shaded, we count 300 in total. If we only count the shaded squares, we count 180. To represent this as a fraction, we take the amount of shaded squares as our numerator, and the total amount of squares as our denominator giving us the fraction 180/300.

Because the denominator is not 100, we cannot find what percentage of shaded squares there are. To find the percentage of shaded squares there are, we must use one of our methods we learned yesterday.

Method 1: Because the fraction we have does not have a denominator of 100, we cannot clearly see the percentage. To do so, we must find an equivalent fraction of 180/300 that has a denominator of 100.

$$\frac{180}{300} = \frac{?}{100} \rightarrow \frac{180 \div 3}{300 \div 3} = \frac{60}{100} = 60\%$$

To find the equivalent fraction with a denominator of 100, we divide our denominator and numerator by 3. Now we can clearly see that 60% of the 300 total squares are shaded.

Method 2: Another way to find the percentage of shaded squares is by multiplying our fraction 180/300 by 100. 180 and 300 have a GCF (greatest common factor) of 60. To simplify our fraction we can divide both numerator and denominator by our GCF.

$$\frac{180}{300} \times 100\% = \frac{180 \div 60}{300 \div 60} \times 100\% = \frac{3}{5} \times 100\%$$

From this point we can see that our denominator, 5, and 100 have a GCF of 5. We can simplify again to find our percentage of shaded squares.

$$\frac{3}{5} \times 100\% = \frac{3}{5 \div 5} \times (100 \div 5)\% = \frac{3}{1} \times 20\% = 3 \times 20\% = 60\%$$

Take a look at Task 6: For this task we could utilize methods 1&2, but let's try method 3

$$\frac{98}{200} = 98 \div 200 = 200 \overline{) 98.00} \begin{array}{r} 0.49 \\ -80.00 \\ \hline 18.00 \\ -18.00 \\ \hline 0 \end{array} \rightarrow 0.49 = \frac{49}{100} = 49\%$$

Practice Task 7 TB 5B

Complete Exercise 4 p. 54-55 in WB 5B

Science - Wednesday

As we have studied, we have discussed living things, non-living things and dead things. Dead things are organisms that were once alive and non-living things are things such as rocks, minerals, soils, gases and liquids. But what defines a living organism? Below are six ways we identify living things:

1. **Living things are made of cells.** A cell is defined as the basic unit of life. It has a cell membrane, similar to a wall, which allows food to enter and waste to exit. A cell is able to use the food for energy to complete its basic function.
2. **Living things obtain and use energy.** Plants, animals and fungi obtain and use energy from other sources to utilize energy to function and survive. Plants convert energy from the sun into food and absorb nutrients in the soil through their roots.
3. **Living things grow and develop.** A small acorn will develop into an oak tree, and a human baby at 12 weeks is about 2 and ½ inches long and weighs ½ ounce has the capacity to grow to a 125 lb adult over 5 feet tall.
4. **Living things reproduce.** Living things are able to reproduce themselves for the survival of the species.
5. **Living things respond to their environment.** Flowers interact with bees by releasing pollen to be picked up and dispersed among plants for reproduction. The Venus Flytrap plant interacts and responds to nature by enclosing itself over flies and other edible insects that land within its grasp.
6. **Living things adapt to their environment.** This is the ability to survive in its environment. An example is how an animal is able to change the color of its coat through the season to make it hard for a predator to detect them.

Carolus Linnaeus (1707-1778) is often called the “Father of Taxonomy”. Taxonomy is the science of the description, identification, naming and classification of organisms. Linnaeus’s classification system is the foundation of classifying organisms by common traits and is the basis for scientific classification systems. He was the first to create a system which started as large general categories called kingdoms. He believed organisms were divided into plants and animals, but as scientific knowledge advanced, scientists discovered that the 2-kingdom system was not adequate to describe and organize all the living organisms being discovered. They eventually expanded his system to larger systems. Below is a 5-kingdom classification system.

Monera - one -celled organisms, very basic/simple (ex: bacteria, blue-green algae)

Protist - one -celled organisms that are more complex (ex: amoeba, multicellular algae, slime mold)

Fungi - organisms that cannot make their own food, release carbon dioxide, and most are multicellular (ex: mushrooms, yeast, mildew)

Plants - multicellular organisms that make their own food (photosynthesis) (ex: fern)

Animals - multicellular organisms that cannot make their own food and have complex cellular structures such as tissues and organs. Examples are birds, wolves, etc.

Fungi

If you've ever watched someone make bread, you might have noticed that they added a light brown material called yeast to the dough. What is yeast, and why add it to the dough?

Yeast is a kind of fungus. You might have heard of some other kinds of fungus. Mildew is a kind of fungus that grows on organic materials like paper and leather. Mushroom are the visible part of fungi that live on organic matter in the soil. These fungi are distant relatives of the yeast used to make bread.

One baker's yeast organism is a single cell. A single yeast cell is way too small to be seen with unaided eyes. With a microscope, you can see that one yeast organism is a tiny round object.

Why put fungus in bread dough? Yeast eats sugar. When a yeast cell eats a molecule of sugar, it breaks it down to use it for energy. The yeast breaks several carbon atoms off the sugar molecule. The carbon atoms combine with oxygen, forming carbon dioxide gas. The carbon dioxide produced by the yeast creates thousands of tiny bubbles in the dough. The dough rises as it fills with gas bubbles. The bubbles make the bread soft and light.

Where does sugar that feeds the yeast come from? Some bread recipes call for a little sugar, but extra sugar is not necessary. Wheat flour contains a lot of starch and a small amount of a chemical called an enzyme. The enzyme breaks down the starch molecules into simpler molecules. Some of these molecules are sugar. The sugar that the yeast eats is from the starch in the flour. It takes time for the enzyme to act on the starch. So, it can take several hours for the bread to rise.

Next time you have a slice of bread, look closely at its texture. It is full of holes, like a sponge. The holes were carbon dioxide bubbles. And remember, when you are eating a piece of bread, you are eating millions of baked yeast cells.



Reflection Questions

1. List 4 ways we identify living things.

2. List the 5 kingdoms discussed in the reading with an example of each.

3. Who was Carolus Linnaeus?

4. How does yeast make bread soft?

Literature/Poetry - Wednesday

Where the Red Fern Grows

Chapter 13 (30 minutes)

1. How did Little Ann know the raccoon was in the gate post?

2. How did Billy feel about the ghost raccoon?

3. Why couldn't Old Blue beat Old Dan?

Directions: Our poem is due THIS WEEK! Your poem will be a part of your Friday assessment. Let's make sure we still feel confident in our poem. Remind yourself of poetry position, get ready, and recite the entire poem from memory. Take note of where you struggled so you can focus on those places tomorrow.

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.

Directions: Classify the sentence below using the question and answer flow.

2. _____ My brothers and their friends wandered around the woods behind our cabin.

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. First time, write in your Spalding notebook. Repeat two more times in space provided.

Latin - Thursday

LATINA CANTEBRIGIA V: In Theatro

Instructio: please read through and translate the below story into English in the space provided. Almost all of the vocabulary should be familiar; in the gloss below the text I have provided the definitions of any new words. Then answer the two questions in complete sentences in English.

hodiē Pompēiānī sunt ōtiōsī. dominī et servī nōn labōrant. multī Pompēiānī in theātrō sedent. spectātōrēs Actium exspectant. tandem Actius in scaenā stat. Pompēiānī plaudunt. subitō Pompēiānī magnum clāmōrem audiunt. servus theātrum intrat. “euge! fūnambulus adest,” clāmat servus. Pompēiānī Actium nōn spectant. omnēs Pompēiānī ē theātrō currunt et fūnambulū spectant. nēmō in theātrō manet. Actius tamen nōn est irātus. Actius quoque fūnambulū spectat.

Ōtiōsī: on holiday/vacation

nēmō: no one

Multī: many

Fūnambulus: tightrope walker

Hodie: today

Adest: is here

Actius: famous Roman actor

Omnes : all

Exspectant: await

Manet: stay

Scaena: scene/stage

Iratus: angry

Tandem: at last

e : out of

subitō suddenly

Eugue!: “Oh my”

Interrogatio:

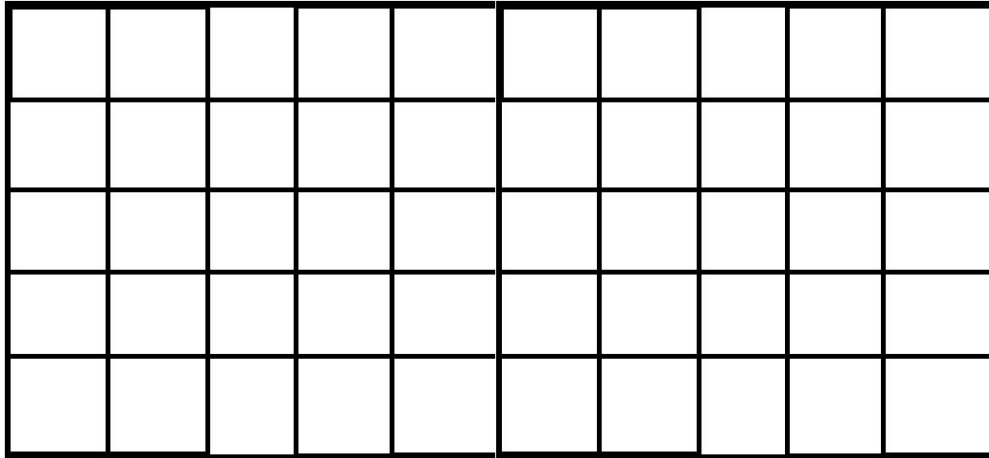
1. Why do the Pompeians leave the theatre?

2. Is Actius angry? Why, or why not?

Math - Thursday

Imagine we have a total of 50 green, red, and blue marbles. Of those marbles, 10 are red, and 25 are blue. We need to find the percentage of green marbles.

Let these squares represent our 50 total marbles. Using red and blue colors, color in the amount of each (if you don't have colors you can write R and B in the boxes)



- Now we can count, or add our red and blue marbles together $10 + 25 = 35$
 - What percentage of marbles are red and blue?

$$\frac{35}{50} = \frac{?}{100} \rightarrow \frac{35 \times 2}{50 \times 2} = \frac{70}{100} = 70\%$$

Since the whole is always 100% we can simply subtract the percentage of red and blue marble to find the percentage of green marbles.

100% total marbles - 70% red & blue marbles = 30% green marbles

- Another way we can find the percentage of green marbles is to count squares that aren't colored in, or subtract the amount of red and blue marble from the total amount of marbles.

$$50 \text{ marbles} - 35 \text{ red \& blue marbles} = 15 \text{ green marbles}$$

There's 15 out of 50 marbles, or $15/50$. Then we can use one of our methods to find the percentage, let's try method 3

$$\frac{15}{50} = 15 \div 50 = 50 \overline{) 15.0} \begin{array}{r} 0.3 \\ \underline{15.0} \\ 0 \end{array} \rightarrow 0.3 = \frac{3 \times 10}{10 \times 10} = \frac{30}{100} = 30\%$$

Practice p. 67 Tasks 8-11; p. 68 Practice A Tasks 1 & 5-12

Complete WB 5B p. 56-57 Exercise 5

History - Thursday

Chapter 3 The Missouri Compromise

The Spread of Slavery: By the early 1800s, Southern slaveholders demanded that slavery be allowed to spread into America's western lands. Most Northerners were against this idea largely because they wanted to reserve territories for white settlers. They opposed the Southern slave owners' demands. In the end, this disagreement between the North and the South would become one of the major issues that led to the Civil War.

Before then, however, the two sections of the country tried to settle their disagreement through compromise. To understand this issue, it's important to know about the differences between states and territories in the history of the United States. Today, the United States of America has fifty states. Each has its own state constitution, and each makes many of its own laws.

In the beginning, though, there were only thirteen states. The other states were formed over a period of time from the huge chunks of land that the United States gained from countries such as Great Britain, France, and Mexico.

Early in the history of the United States, Congress wisely decided to set up a three-step process for turning those lands into states. In the first step, Congress created a territory, or sometimes several territories. As a part of this first step, Congress made the laws for the territory. The second step came when the population of a territory reached five thousand adult males. Then the people were allowed to elect their own representatives and make many of their own laws. When a territory's population reached sixty thousand free inhabitants, it could ask Congress to be admitted into the Union with its own state constitution. That was the third and final step—the step that allowed a territory to become a state.

In those days, each state decided for itself whether to allow slavery within its borders. Southern states allowed slavery. Most Northern states did not. But for territories, slavery was a different matter. During a territory's first step toward statehood, it was Congress that made all the rules, including whether to allow slavery.

Suppose Congress voted not to allow slavery in a territory. Would anyone who owned slaves or who wanted to own slaves choose to live there? Certainly not. So when the population became large enough for the territory to start making its own laws, almost no one living there would be in favor of slavery, and the new legislature would pass laws against it. Later still, when the territory was ready to become a state, it would write a state constitution that would prevent slavery. Of course, the opposite would happen if Congress permitted slavery when the territory was formed.

Slave or Free?

Regardless of how a person felt about the spread of slavery into the western lands, that first law Congress passed for any territory was important. That is what led to a big argument in 1820 between the North and the South. The argument concerned slavery in the Louisiana Purchase, a huge area

that the United States had bought from France. When Congress began to form new territories in this region, it did not make any laws about slavery. Southern slaveholders felt free to move there with their slaves. The first of these new territories to become a state was Louisiana, which entered the Union in 1812 as a slave state. Seven years later a second territory was ready for statehood. This was the Missouri Territory, which also asked to come into the Union as a slave state.

At that time, there were eleven slave states and eleven free states in the Union. The Northern free states were against adding more slave states. They said this would give the South too much power in Congress. "Nonsense," replied the South. Without any more slave states, it was the North that would have too much power in Congress.

Each side was determined not to give in. One New York newspaper editor wrote that the Missouri question "involves not only the future character of our nation, but the future weight and influence of the free states. If now lost—it is lost forever.

The Missouri Compromise



For more than a year, Congress angrily debated the Missouri question. Finally, in 1820, a compromise was reached. At this time, Maine in northern New England was also ready for statehood. Congress admitted Maine, and just over a year later Missouri was admitted. Maine was admitted as a free state and Missouri as a slave state.

That kept the balance between slave and free states. At the same time, Congress drew a line starting at Missouri's southern border, which was at 36°30' north latitude, straight across the rest of the Louisiana Purchase. Congress prohibited slavery in territories above that line and permitted slavery in territories below it. This came to be known as the Missouri Compromise.

For the time being, the Missouri Compromise quieted the anger over the spread of slavery. By making a law that dealt with slavery in all the remaining western lands owned by the United States, Congress thought it had settled the slavery question once and for all.

Time would show how wrong Congress was.

Reflection Questions

1. Which part of the United States wanted to make slavery legal? Which part of the United States wanted slavery to be illegal?

2. In the section, Slave or Free, there were 2 states that wanted to become slave states. What states were they? In the section, The Missouri Compromise, what state in the north that was being admitted wanted to be free?

3. Why did the north not want any more slave states? Why did the south not want any more free states?

4. To solve the dilemma mentioned in question #3, the United States congress devised a plan called The Missouri Compromise. How did the compromise balance power between the northern and southern states?

Literature/Poetry - Thursday

Where the Red Fern Grows

Chapter 14 (30 minutes)

1. What kind of dogs could enter the raccoon hunt?

2. What did Billy's little sister want from the hunt?

3. What was the only thing wrong with Little Ann?

Directions: Our poem is due THIS WEEK! Your poem will be a part of your Friday assessment. Let's make sure we still feel confident in our poem. Remind yourself of poetry position, get ready, and recite the entire poem from memory.

Sonnet 29

By William Shakespeare

When, in disgrace with fortune and men's eyes,
I all alone bewep 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.

Directions: Classify the sentence below using the question and answer flow.

3. _____ The small frugal woman shopped carefully for food and essential supplies today.

Spalding - Thursday

Directions: After hearing the word, repeat the word. As you say the word, write the word in the space provided.

Friday Assessments

Math:

1. Fill in the blanks

$$a) \frac{4}{25} = \frac{\boxed{}}{100} = \underline{} \%$$

$$b) \frac{3}{4} = \frac{\boxed{}}{100} = \underline{} \%$$

2. Express the sum of $\frac{3}{20}$ and $\frac{1}{4}$ as a percentage.

3. Express $\frac{16}{25}$ as a percentage.

4. Express $\frac{45}{500}$ as a percentage.

5. Express $\frac{46}{200}$ as a percentage.

6. Express $\frac{198}{300}$ as a percentage.

7. Express 16 minutes as a percentage of an hour. (Recall how many minutes are in an hour)

8. Express 8 months as a percentage of 4 years. (Recall how many months are in a year)

9. Magdalene answered 16 out of 20 questions correctly. What percentage of the questions did she answer correctly?

10. Joe has 200 marbles. 60 of them are blue and 85 of them are red. The rest are green. What percentage of the marbles are green?

Science:

1. List 3 ways we identify living things.

2. List 3 kingdoms discussed in the reading with an example of each.

3. Who was Carolus Linnaeus?

4. How does yeast make bread soft? What molecules do the carbon molecules combine with to make carbon dioxide? How does this make holes in the bread to make it soft?

History:

1. Many slaves worked in fields. However, some learned skills. What types of skills did slaves learn? What responsibilities did they have?

2. What could slave owners do to slaves who did not comply? Why did they use violence against slaves?

3. Each state has a number of votes in congress. Why did the north not want any more slave states? Why did the south not want any more free states?

4. The United States congress devised a plan called The Missouri Compromise. How did the compromise balance power in congress between the northern and southern states?

Literature/Poetry:

Directions: Answer the following questions in complete sentences.

1. Where was the ghost raccoon hiding?

2. How did Rainie react to his brother's death?

3. What did Grandpa keep as a secret from Grandma?

Poetry Recitation

Directions: Please indicate on the chart below how your poetry recitation went. Have an adult sign to verify accuracy of information.

Stood in poetry position (standing straight, not swaying, hands behind back)	<input type="checkbox"/> Yes <input type="checkbox"/> No
Recited poem in clear, strong voice	<input type="checkbox"/> Yes <input type="checkbox"/> No
How many corrections/cues were needed?	
Parent/Guardian Signature	

Spalding:

Directions: Listen to the word. After the word is said, write the word in space provided. Remember to use your best Spalding handwriting.

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 _____



GREAT HEARTS WESTERN HILLS

A Great Hearts Academy

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

Student Attendance Affidavit

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

Monday, April 13, 2020 No School

Tuesday, April 14, 2020

Wednesday, April 15, 2020

Thursday, April 16, 2020

Friday, April 17, 2020

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

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

Parent Signature: _____

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

Student Signature: _____

Student Printed Name: _____ Class Section: _____