



GREAT HEARTS WESTERN HILLS

A Great Hearts Academy

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Dear Fifth Grade Families,

The support you have given to your scholars and to GHWH has been touching. Your scholar's participation in tutoring, grade level zoom meetings as well as the effort put into their daily work shows they are not just memorizing facts and numbers, but they are becoming mature students who will show forth virtues of perseverance, hope and resilience when they face crises of similar magnitude, if not greater, in the years of their adult lives to come. We thank you for keeping in touch with us daily as we work together to educate your scholars and assist you in bringing out the best in them during this time of crisis.

Do not hesitate to reach out to us. We are here for you, and we are deeply appreciative of the kindness you have extended us. Enjoy your weekend!

With Warm Regards,

Your 5th Grade Teachers

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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 - Monday Checklist

Art (20 mins)	<input type="checkbox"/> <u>Independent Work</u> : Complete Coloring Assignment
PE (20 mins)	<input type="checkbox"/> <u>Independent Work</u> : Complete Workout
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 using complete sentences
Literature/Poetry/ Grammar (30 mins)	<input type="checkbox"/> <u>Independent Work</u> : Student reads Chapter 15 <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 - Tuesday 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
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 in complete sentences
Literature/Poetry/ Grammar (30 mins)	<input type="checkbox"/> <u>Independent Work</u> : Student reads Chapter 16 <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 - Wednesday Checklist

Latin (20 mins)	<input type="checkbox"/> <u>Independent Work</u> : Reading assignment
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	<ul style="list-style-type: none"> <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
Science (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 17 <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

Monday:

Math:

TB 5B p. 141 Tasks 1-3	1. a) 13 years b) (x +8) years 2. a) \$8 b) \$(m-2) 3. b) 3
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Science:

1. Chordata describes animals with an internal skeleton. Vertebrate animals would include dogs and cats; invertebrate animals would include spiders and jellyfish.
2. The 7-kingdom classification system is kingdom, phylum, class, order, family, genus, species.
3. Amphibians are animals that can live in water and on land and lay eggs. They may have gills. Mammals have hair and/or fur and can directly feed or nurse their babies.
4. A species is defined as a group of organisms that resemble each other and are capable of interbreeding to produce fertile offspring.

Literature:

1. Old Dan wouldn't eat his food because he was waiting for Little Ann.
2. Billy thought that the two screech owls meant bad luck.
3. Billy picked Little Ann for the beauty pageant because Old Dan's face was all scared.

Grammar:

1. **S** Clay is in the band.
2. **SCS** Clay and LaTonya are in the band.
3. **SCV** My brothers painted and cleaned the shed.

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
<u>le</u> <u>o</u> <u>pard</u> r.4	The leopard slept in the tree.	R. 4: e may say e at the end of a syllable
<u>lit</u> <u>er</u> <u>al</u> <u>ly</u> r.6	He literally laughed out loud when he heard the joke.	R. 6: English words end in y not i
<u>lit</u> <u>er</u> <u>ar</u> <u>ly</u> r.6	She dressed up as her favorite literary character.	R. 6: English words end in y not i
<u>lit</u> <u>er</u> <u>a</u> <u>ture</u> r.4,11	His favorite subject is literature.	R. 4: a may say a at the end of a syllable R. 11: write base word without silent final e because ending starts with a vowel
<u>lit</u> <u>er</u> <u>ate</u>	The students are all very literate.	
<u>man</u> <u>u</u> <u>fac</u> <u>tur</u> <u>ing</u> r.4,11	He works at a manufacturing plant.	R. 4: u may say u at the end of a syllable R. 11: write base word without silent final e because ending starts with a vowel
<u>man</u> <u>u</u> <u>fac</u> <u>ture</u> r.4	They want to manufacture new products.	R. 4: u may say u at the end of a syllable
<u>Med</u> <u>i</u> <u>ter</u> <u>ra</u> <u>ne</u> <u>an</u> r.26,4	The family went on a Mediterranean cruise.	R. 26: capitalize proper nouns R. 4: a/e may say a/e at the end of a syllable

Math:

In Packet Questions	A) 32 B) 44 C) 18 D) 30 E) 45
Task 1-3 Exercise 1 5B WB p. 139-140	1. a) $m + 2$ b) 6 c) 2. a) $x - 5$ b) 6 c) 10 3. a) $3n$ b) \$24 c) \$30

History:

1. The Dred Scott decision, John Brown's raid, and the election of 1860 increased the disagreements between the North and the South.
2. The growing issue of slavery and the election of Abraham Lincoln led the South to secede.
3. Though Abraham Lincoln and the Republican Party promised to preserve slavery in the South, Southerners did not trust this was the case.
4. Within a month of Lincoln's election to the presidency, South Carolina opted to leave the Union, leading other states in the South to follow.

Literature:

1. Grandpa looked funny drying by the fire because his long underwear was steaming.
2. The judge was worried that the raccoon might drown the dogs.
3. The judge was surprised because the dogs cleaned each other's cuts after the fight.

Grammar:

1. **SCS** The trees and shrubs provide shade for our house.
2. **SCV** Sheila stood in the long line and waited for a ticket.
3. **S** A family of redbirds rested in our holly bush.
4. **SCS** The high winds and heavy rain ended our picnic.
5. **S** My dad jogs around the neighborhood every morning.
6. **SCV** A large boulder rolled down the cliff and blocked the road.
7. **S** My little brother rode his tricycle on the patio.

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>mem<u>o</u>ra<u>ble</u>₄ r.4</i>	The play was very memorable.	R. 4: o/a may say o/a at the end of a syllable
<i>mem<u>o</u>ri<u>al</u>⁻ r.4,24</i>	They wanted to create a memorial for the dog.	R. 4: o may say o at the end of a syllable R. 24: change the y at the end of the base word to i and add ending
<i>mem<u>o</u>ri<u>ze</u> r.4,24</i>	Work hard to memorize your poem.	R. 4: o may say o at the end of a syllable R. 24: change the y at the end of the base word to i and add ending
<i>mem<u>o</u>ry r.4,6</i>	She has a wonderful memory.	R. 4: o may say o at the end of a syllable R. 6: English words end in y not i
<i>men<u>tal</u>ly r.6</i>	He did the math mentally.	R. 6: English words end in y not i
<i>mil<u>lion</u>aire₅ r.29</i>	He wishes he were a millionaire.	R. 29: double the l because i does not say i
<i>mi<u>nor</u>ity⁻ r.5,6</i>	They were the minority in the voting population.	R. 5: i may say i at the end of a syllable R. 6: English words end in y not i
<i>mi<u>nor</u>^o r.5</i>	It was only a minor cut.	R. 5: i may say i at the end of a syllable
<i>neg<u>a</u>tive₂ r.4,11</i>	The test results were negative.	R. 4: a may say a at the end of a syllable R. 11: write base word without silent final e and add ending
<i>ne<u>g</u>ate⁻ r.4</i>	That did not negate the facts.	R. 4: e may say e at the end of a syllable

Wednesday:

Math:

<p>Task 5-9 p. 143 5B TB</p>	<p>1. (not assigned) 2. b) 21 3. 8k cm² 4. a) 12 b) x/8 5. a) 4 b) \$ m/3 6. a) 10 b) 16 c) 9 d) 0 e) 24 f) 60 g) $\frac{3}{4}$ h) 1 i) $\frac{1}{2}$</p>
<p>Exercise 1 Tasks 4 & 5 p. 140-141 5B WB</p>	<p>4. a) w/4 b) 148 c) 152 5. a) 22 b) 5 c) 45 d) 20 e) 3 f) 12 g) 5 h) 75 i) 18 j) $\frac{1}{3}$</p>

Science:

1. Sugar is the nutrient used by plant cells to perform their life functions.
2. Plants use water, carbon dioxide and light energy to build sugar molecules which come from the environment.
3. Chlorophyll uses blue and red light from the Sun which is used to make sugar molecules during photosynthesis.
4. The products of photosynthesis are sugar, oxygen and water. The plants use the sugar for growth, oxygen is released into the air and the water is released into the air as water vapor or reused by the plant for photosynthesis.
5. Animals take in the oxygen the plants release for life and survival. Plants need the carbon dioxide released by animals for survival. The oxygen- carbon dioxide is essential for producers and animals.

Literature:

1. The judge wanted to quit because of the storm.
2. The family got Little Ann to come to them by firing a gun.
3. When they cut the tree down, three raccoons came out.

Grammar:

1. SN V
P1 CSN C CSP V P Adj OP P
 Robin and I / collided (with another skier) (during
A Adj OP
 the downhill race) E

2. SN V
P1 A Adv Adj SN CV C CV Adv
 The extremely hot fire / burned and spread amazingly
Adv P A Adj OP
 fast (through the dry forest.) D



Sentence 1

Robin and I collided with another skier during the downhill race!

1. Who collided with another skier during the downhill race? **Robin and I** - Compound Subject Noun, Compound Subject Pronoun
2. What is being said about Robin and I? **Robin and I collided** - Verb
3. **With** - Preposition
4. With whom? **skier** - Object of the Preposition
5. Which skier? **another** - Adjective
6. **During** - Preposition
7. During what? **race** - Object of the Preposition
8. What kind of race? **downhill** - Adjective
9. **The** - Article Adjective
10. **And** - Conjunction
11. **Subject Noun, Verb, Pattern 1**
12. **Skill Check!**

- ➡ (With another skier) - Prepositional Phrase
- ➡ (During the downhill race) - Prepositional Phrase
- ➡ Exclamation point, strong feeling, exclamatory sentence
- ➡ Go back to the verb. Divide the complete subject from the complete predicate.



Sentence 2

The extremely hot fire burned and spread amazingly fast through the dry forest.

1. What burned and spread amazingly fast through the dry forest? **fire** - Subject Noun
2. What is being said about fire? **fire burned and spread** - Compound Verb, Compound Verb
3. Burned and spread how? **fast** - Adverb
4. How fast? **amazingly** - Adverb
5. **Through** - Preposition
6. Through what? **forest** - Object of the Preposition
7. What kind of forest? **dry** - Adjective
8. **The** - Article Adjective
9. **And** - Conjunction
10. What kind of fire? **hot** - Adjective
11. How hot? **extremely** - Adverb
12. **The** - Article Adjective
13. **Subject Noun, Verb, Pattern 1**
14. **Skill Check!**

- ➡ (Through the dry forest) - Prepositional Phrase
- ➡ Period, statement, declarative sentence
- ➡ Go back to the verb. Divide the complete subject from the complete predicate.

Spalding:

Dictate eighteen 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.

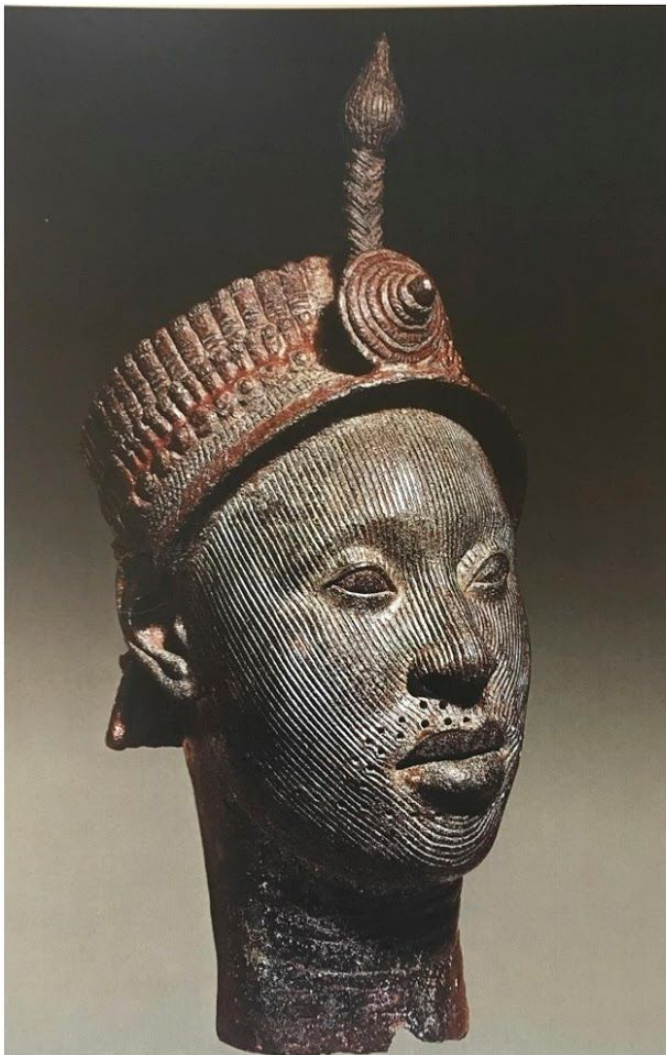
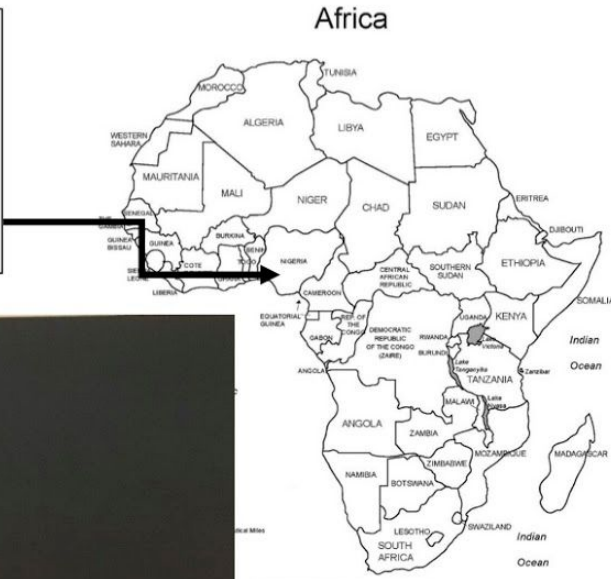
<i>leopard</i>	<i>memorable</i>
<i>literally</i>	<i>memorial</i>
<i>literary</i>	<i>memorize</i>
<i>literature</i>	<i>memory</i>
<i>literate</i>	<i>mentally</i>
<i>manufacturing</i>	<i>millionaire</i>
<i>manufacture</i>	<i>minority</i>
<i>Mediterranean</i>	<i>minor</i>
	<i>negative</i>
	<i>negate</i>

Student Packet

Art - Monday

Remote Learning Art Assignment 5: Nigerian Art

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



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

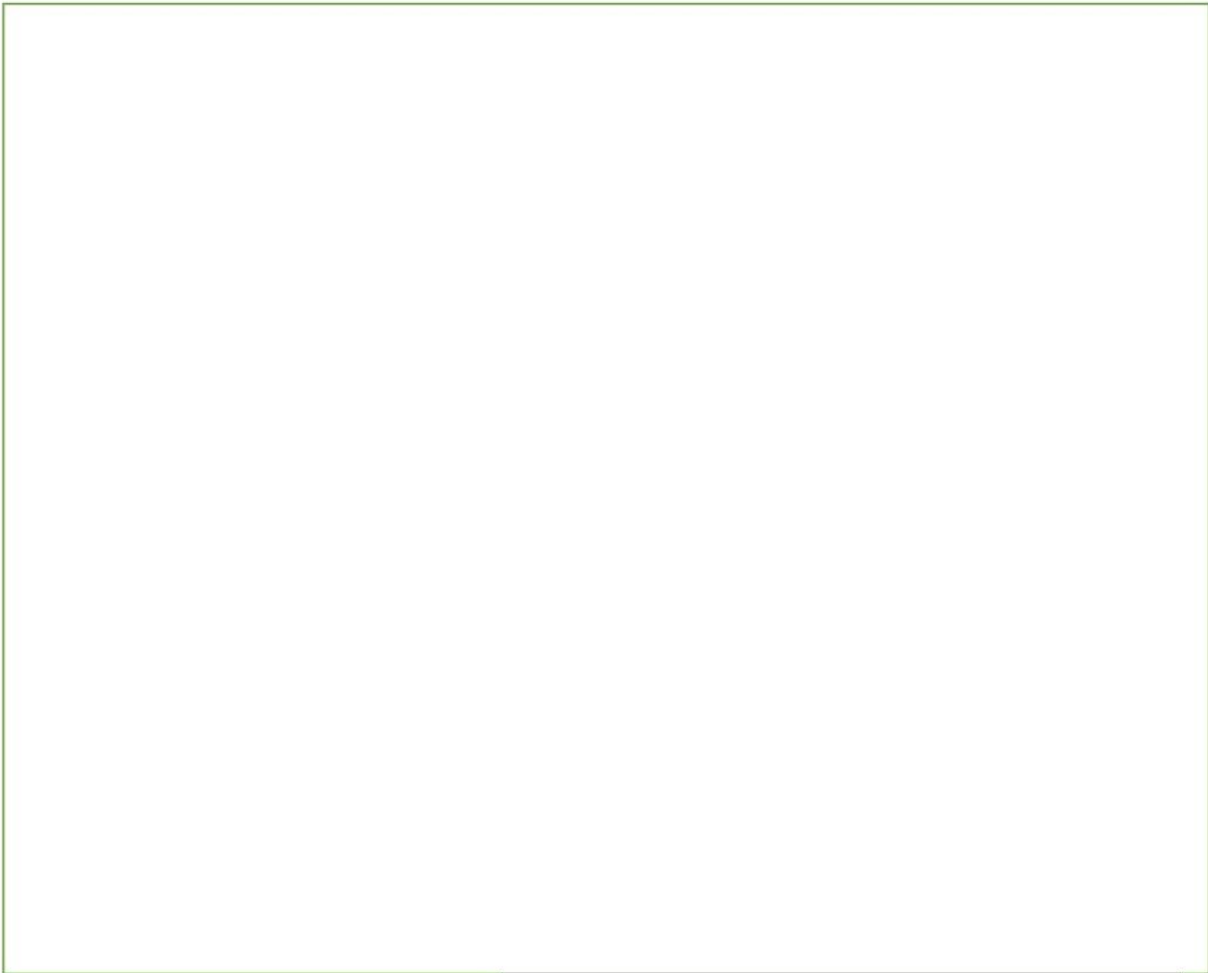
Questions:

1. The style of this portrait is called *naturalistic*. What do you think that means?

2. What about this portrait makes you think this is an important person?

3. Notice how the lines move with the shape of the face. What does this add to the way the portrait looks?

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



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

PE - Monday

Physical Education Week 5 Online

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

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

Materials: None

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

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

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

Coach France

Math - Monday

Turn to p. 140 in 5B TB

Notice the table shows the age of both Angela and Limei. When using the table we can easily see that when Angela was 6, Limei was 8. Which would mean that Limei is **2 years** older than Angela.

With this information we can create another column for the table, that shows how we evaluate for Limei's age, given Angela's age.

Angela's Age	Algebraic Expression	Limei's Age
6	$6 + 2 = 8$	8
7	$7 + 2 = 9$	9
8	$8 + 2 = 10$	10
9	$9 + 2 = 11$	11
10	$10 + 2 = 12$	12
12	$12 + \underline{\quad} =$	
15		

When Angela was 12 years old, how old was Limei. What about when Angela was 15 years old? Fill out the chart to find Limei's age.

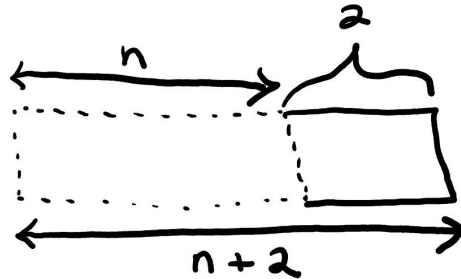
What if we didn't know Angela's age, or we wanted to write a general expression to show how Limei's age relates to Angela's age. We can use the letter "n" to stand for Angela's age. The letter n can represent any number that makes sense within the context of Angela's age. Therefore Limei's age could be written as an **algebraic expression** $n + 2$. It contains an unknown number represented by n. When the value of n changes, the value of $n + 2$ changes accordingly.

Angela's Age	Limei's Age
n	$n + 2$

With this expression we can determine Limei's age whenever we are given Angela's age. So, when Angela is 56, we will **replace** n with 56, giving us the new expression $56 + 2$. Then add!

$$56 + 2 = 58$$

Let's think about the **algebraic expression** $n + 2$ in terms of a bar graph. The number 2 always stays the same, so it is a solid bar. Because n is just a placeholder until we assign it a number, we can think of its bar as being elastic - it can shrink or stretch depending on the value we assign.



Now let's think about the following table that shows us the pricing of school supplies.

Book	Notepad	Total
\$4	\$3	
\$4	$\$n$	
$\$b$	\$3	

- Write the equations you will need in the column labeled "Total"
 - Remember that addition is commutative, which means the order of our equation is not significant ex. $4 + 3 = 7$ & $3 + 4 = 7$

Write equation for the following scenarios:

1. John had 35 marbles. He **lost** (think about what operation loss would be) 8 of them. How many did he have left?
2. John had 35 marbles. He **lost** x of them. How many did he have left?
3. John had m marbles. He **lost** 8 of them. How many did he have left?

Complete TB 5B p. 141 Tasks 1-3

Science - Monday

Last week we studied Carolus Linnaeus (1707-1778), a scientist who devised the science of taxonomy, which is the science of the description, identification, naming and classification of organisms. We discussed a 5 kingdom classification system which consisted of monera (simple one celled organisms), Protista (complex one celled organisms), fungi (organisms which consume dead things), plants (producers such as trees) and animals (consumers such as wolves). This week we will study a 7-kingdom system. Scientists categorize different organisms according to their characteristics to help them organize the organisms according to different biological characteristics. For instance, the scientific name for cats is known as felis domesticus, a Latin term which communicates to us a tame or domesticated “house” cat. In contrast, the scientific name for a tiger is panthera tigris, telling us tigers are categorized with panthers. (Tigers are usually located in Asia).

The 7-kingdom system we will look at today consists of kingdom, phylum, class, order, family, genus, species. Each system breaks the preceding system down into a more specified group. Let’s look at the table below.

	Human	Dog	House Cat
Kingdom:	Animalia	Animalia	Animalia
Phylum:	Chordata	Chordata	Chordata
Class:	Mammalia	Mammalia	Mammalia
Order:	Primata	Carnivora	Carnivora
Family:	Hominidae	Canidae	Felidae
Genus:	Homo	Canis	Felis
Species:	Sapiens	Familiaris	Domesticus

Within the phylum subcategory, chordata are animals with an internal skeleton, such as mice, cats, deer etc. These animals are also called vertebrates. Invertebrates are animals lacking an internal skeleton. Over 90% of the animal world are invertebrates; examples are worms, spiders, bees and butterflies.

Class and order further separate organisms according to their traits. In the class category, mammalia are defined as animals that have hair or fur and mammary glands to feed their young. Amphibians are animals with characteristics somewhere between fish and reptiles, living part of their lives on land and part on water. Frogs are amphibians, able to live in both environments. Unlike mammals, which give birth to their babies, amphibians lay eggs (along with birds and fish). A species is defined as a group of organisms that resemble each other and are capable of interbreeding to produce fertile offspring. If

two organisms cannot reproduce, or if their offspring are incapable of reproducing, then the organisms are a different species.

The genus and species are terms scientists use to describe the organism. Sapiens, used for human beings, means wise or intelligent.

You might also notice the names used are in Latin. Carolus Linnaeus used Latin because it was a common language scholars and scientists used to communicate with one another across national borders. Scientists today continue to use Latin because it is a static language, that is, it doesn't change and is the same worldwide. For example, a dog is called a "dog" in England and the United States, chien in France, and sobaska in Russia.

A mnemonic device you can use to memorize the 7-kingdom classification is "King (kingdom) Philip (phylum) came (class) over (order) for (family) good (genus) spaghetti (species).

Fun Facts

*The largest known land mammal (Indricotherium) lived more than 30 million years ago. It weighed 33 tons and was so tall a modern giraffe would just reach its shoulder.



*Humans are biologically speaking, most closely related to chimpanzees, sharing over 98% of their gene sequence.

*Poison arrow frogs of Central and South American rainforests produce some of the most toxic biological substances known. Just .00001 gram of this frog's skin secretion can kill a human being.

*Marine mammals, like dolphins, whales and seals, evolved from creatures that lived on land. Whales and dolphins have hair, lungs (not gills, such as fish have) and must have air to breathe.

*The West African Goliath frog is the world's largest frog species; it is the size of a house cat!



Reflection Questions:

1. What does the term chordata describe? List 2 animals with vertebrae and 2 invertebrate animals.

2. List the 7-kingdom classification system in order.

3. What are amphibians? What are mammals?

4. What is a species?

Literature - Monday
Where the Red Fern Grows
Chapter 15 (30 minutes)

Directions: After reading the chapter, answer the following questions. Answer using complete sentences.

1. Why wouldn't Old Dan eat his food?

2. What did Billy think two screech owls meant?

3. Why did Billy pick Little Ann for the beauty contest?

Poetry

Our next poem is actually a very famous speech. As we begin studying the American Civil War, we will begin working to memorize Lincoln's Gettysburg Address. This is a little bit more challenging so we will use new methods to help us memorize the speech. Today, just read through the speech to become familiar with it.

The Gettysburg Address
President Abraham Lincoln
November 19, 1863

"Fourscore and seven years ago our fathers brought forth on this continent a new nation, conceived in liberty and dedicated to the proposition that all men are created equal.

Now we are engaged in a great civil war, testing whether that nation, or any nation so conceived and so dedicated, can long endure. We are met on a great battlefield of that war. We have come to dedicate a portion of that field as a final resting-place for those who here gave their lives that that nation might live. It is altogether fitting and proper that we should do this. But, in a larger sense, we cannot dedicate — we cannot consecrate — we cannot hallow — this ground. The brave men, living and dead, who struggled here have consecrated it, far above our poor power to add or detract. The world will little note, nor long remember what we say here, but it can never forget what they did here. It is for us the living, rather, to be dedicated here to the unfinished work which they who fought here have thus far so nobly advanced. It is rather for us to be here dedicated to the great task remaining before us — that from these honored dead we take increased devotion to that cause for which they gave the last full measure of devotion — that we here highly resolve that these dead shall not have died in vain — that this nation shall have a new birth of freedom and that government of the people, by the people, for the people, shall not perish from the earth."

Grammar - Monday

A **clause** is a special grammar name given to a group of words with a subject and a predicate. Clauses are used to make different types of sentences. You will find them in simple sentences, compound sentences and complex sentences. There are two kinds of clauses: an independent clause and a dependent clause.

An **independent clause** has a subject and predicate, expresses complete thought, and can stand alone in a sentence.

example: the bees flew around the flowers

A **dependent clause** has a subject and a predicate, does not express a complete thought and cannot stand alone in a sentence.

example: when the bees flew around the flowers.

A simple sentence is made of one independent clause. A clause can only become a complete sentence if you capitalize the first word and add an end mark.

Independent clause: the bees flew around the flowers

Simple sentence: The bees flew around the flowers.

A Simple Sentence with compound parts.

A simple sentence with compound parts is also made from one independent clause.

Independent clause: the bees and wasps flew around the flowers

Simple sentence: The bees and wasps flew around the flowers.

Exercise:

Identify the sentences with the following labels: (S) simple sentence, (SCS) simple sentence with compound subject, and simple sentence with compound verb (SCV).

1. _____ Clay is in the band.
2. _____ Clay and LaTonya are in the band.
3. _____ My brothers painted and cleaned the shed.

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

Music - Tuesday


Name: _____

Class: _____

Time Signature

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

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

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

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



A musical staff with a treble clef and a 4/4 time signature. The notes and rests are: quarter note, quarter note, quarter note, quarter note, quarter note, quarter note, quarter note, quarter note, quarter rest, quarter rest, quarter note, quarter rest.



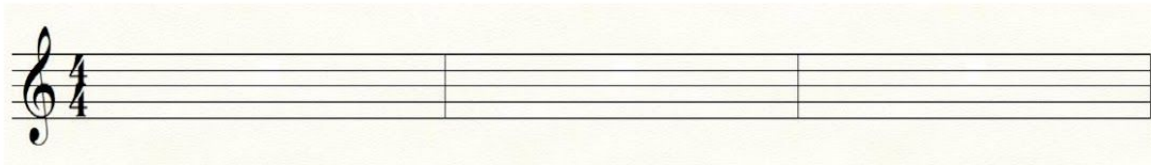
A musical staff with a treble clef and a 4/4 time signature. The notes and rests are: quarter note, quarter note, quarter note, quarter note, quarter note, quarter note, quarter note, quarter note, quarter rest, quarter rest, quarter rest, quarter rest.



A musical staff with a treble clef and a 4/4 time signature. The notes and rests are: quarter note, quarter note, quarter rest, quarter note, quarter note, quarter note, quarter note, quarter note, quarter note, quarter note, quarter note, quarter note.

BONUS

In the staff below, write your own notes in, keeping the time signature in mind. Make sure you only have four beats per measure (for a total of three). The bar lines are already provided for you. Write neatly.



A musical staff with a treble clef and a 4/4 time signature. The staff is divided into three measures by vertical bar lines. The first measure contains a treble clef and a 4/4 time signature.

Math - Tuesday

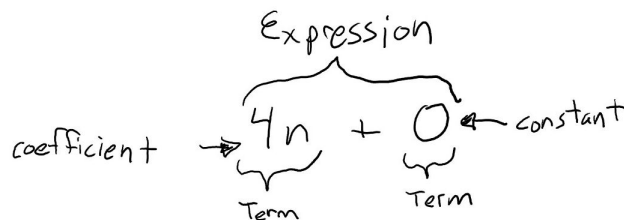
Turn to p. 142 5B TB Task 4

Notice that we have 4 apples in each packet. The table below the illustration in your TB shows the relationship between the amount of apples in a packet, and the amount of packets. Using this table how could we solve for A and B? Write the expression and solve:

- A. If $n = 8$, how many apples are there altogether?
- B. If $n = 11$, how many apples are there altogether?

Notice what is written on our table for n number of packets. Instead of writing $4 \times n$ -or- $n \times 4$ we write down $4n$. For algebraic expressions we omit the multiplication sign to give us the expression $4n$.

In every algebraic expression there are three parts. The **coefficient**, **term**, and **constant**. Here is our expression broken down into these three parts



In a term we always write the coefficient first. Because our second term is a constant that is zero, we omit it just like our multiplication symbol.

Now imagine there are 3 crates, each crate containing n bags, each bag containing 4 apples. The expression we make of this can be $3 \times n \times 4$. Again, we can rewrite our expression as $3 \times 4n$. Because the multiplication symbol \times can also be used as a variable like n you may also see the equivalent expression $3 \cdot 4n$ where the dot is in place of the multiplication symbol as not to be confused as an unknown variable.

Lets practice:

Each notebook costs \$ \square . How much do \square notebooks cost?

Let's add in our numbers:

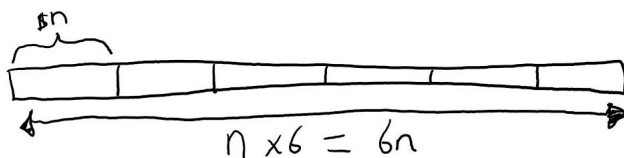
Each notebook costs \$ $\square 3$. How much do $\square 6$ notebooks cost?

Now let's draw a model:



What if we didn't know the price of the notebook? We could use the letter n in place of a number:

$$\$n \times 6 = \$6n$$



**Note the we do not write $n6$ but $6n$ (coefficient goes first)*

What if we didn't know the amount of notebooks? We could use the letter z in place of a number:

Each notebook costs \$3. How much do $\square z$ notebooks cost?

$$\$3 \times z = \$3z$$

For some practice with multiplication write down your answers for the following question.

What would the expression be when

- C) $z = 6$
- D) $z = 10$
- E) $z = 15$

Complete Task 1-3 Exercise 1 5B WB p. 139-140

History - Tuesday

The Crisis Deepens



Bleeding Kansas left the nation more divided over the issue of slavery than ever before. Things got even worse in 1857 when the U.S. Supreme Court announced its decision in the Dred Scott case.

Dred Scott was an African American and a slave in the state of Missouri until he was in his thirties. Then his owner, an army doctor, took him to the state of Illinois, where they lived for several years. The owner also took Dred Scott to the Wisconsin Territory for a time before finally returning to Missouri.

Sometime after, with the help of several antislavery white friends in St. Louis, Dred Scott went to court to seek his freedom. Illinois, said Scott, was a free state where slavery was not allowed. The Wisconsin Territory was above 36° 30' latitude—again, an area where slavery was not allowed. Scott asked the court to rule that as soon as he entered the free state of Illinois and the free Wisconsin Territory, he had automatically become a free man.

Dred Scott appealed the case all the way to the Supreme Court. The Court, however, decided against him. It was true, said the Court, that no one could own a slave in the free state of Illinois. But once Dred Scott came back to Missouri, he was a slave again.

If that were all the Court said, antislavery people might have grumbled a bit and accepted the decision. But the Court went on to say that a slave was like any other property. And the U.S. Constitution says that Congress cannot take away a person's right to his property by passing a law. Therefore, the law that had prohibited a person from owning slaves in certain territories—that is, the Missouri Compromise—had been unconstitutional all along. In other words, the Missouri Compromise was never a proper law.

Worst of all, the Supreme Court declared that African Americans were not citizens of the United States and could never become citizens. This was a terrible injustice against African Americans, especially the thousands of free African Americans who had been considered citizens and had exercised certain civil rights.

Southerners were delighted with this decision. Meanwhile, Northerners were up in arms. If Congress did not have the right to prohibit slavery in a territory, then there was no way to stop the spread of slavery in the territories! Antislavery Northerners made it clear that they would never accept such a situation. The Supreme Court had tried to calm tensions over slavery with the decision. Instead, it ended up making things worse.

The next year, 1858, the people of Illinois prepared to elect a U.S. senator. Stephen A. Douglas, who had already served for many years, ran for reelection. To run against him, the Republicans chose Abraham Lincoln.

In his very first speech after being nominated, Lincoln summed up the situation facing the nation as he saw it. "A house divided against itself cannot stand," said Lincoln. "I believe this government cannot endure permanently half slave and half free. I do not expect the Union to be dissolved—I do not expect the house to fall—but I do expect it will cease to be divided. It will become all one thing, or all the other." Lincoln said that if the spread of slavery was not stopped now and made to disappear, then it would spread all through the nation. "It will become all one thing, or all the other."

In seven cities up and down the state, Lincoln and Douglas debated each other before crowds of thousands. Lincoln said that he believed African Americans were "entitled to all the natural rights . . . in the Declaration of Independence," including the right to liberty. In these rights, Lincoln said, African Americans were "my equal and the equal of Judge Douglas, and the equal of every living man." Stephen A. Douglas disagreed. Douglas believed that African Americans had no such rights. They were in no way his equal.

Lincoln went on to ask: Now that the Supreme Court ruled that Congress couldn't keep slavery out of the territories, was there any way to stop the spread of slavery? If not, wouldn't slavery continue to spread?

Not necessarily, replied Douglas. That was up to the people in each new territory. If they did not want slavery, then they wouldn't permit it.

Newspapers all over the country reported the words of these two candidates. When the votes were counted, Douglas won the election. But the campaign made Abraham Lincoln a well-known figure throughout America.

The U.S. government had built an arsenal in Harpers Ferry, a small town nestled in the foothills of the Appalachian Mountains

Vocabulary natural rights, n. rights that all people are born with and that cannot be taken away by the government in western Virginia (now West Virginia). A quiet town, Harpers Ferry was not prepared for the fame that was about to come to it.

In the dark hours of October 16, 1859, a band of nineteen men crossed the Potomac River from Maryland. The men took the arsenal by surprise and captured it. The mayor of the town and two others were killed in the attack.

Abolitionist John Brown led the attack. Brown believed he had been chosen by God to end slavery. He and his five sons had lived in Kansas. There, they had killed five Southern settlers during the days of bleeding Kansas.

To some abolitionists, this made Brown a hero. When he told some wealthy abolitionists in New York State that he had a plan to strike a major blow against slavery, they provided him with money. Brown's plan, which he did not reveal to the New Yorkers, was to seize the arsenal at Harpers Ferry and give the arms to nearby slaves. The slaves would then rise up in rebellion, kill their masters, and create a free area in the mountains of Maryland and Virginia. From there, the newly freed slaves would encourage slave rebellions throughout the South.

The plan never had a chance of succeeding. Brown himself was so disorganized that he forgot to bring food for his men. Many of his men were killed in a shootout with the townspeople of Harpers Ferry. Within a day after the attack, U.S. Marines under the command of Robert E. Lee cornered Brown and his men in a building. When Brown refused to surrender, they stormed the building and captured Brown and seven others.

Brown was quickly tried by the state of Virginia, found guilty, and hanged. His raid drove the North and the South even further apart. In the North, many newspapers and leaders, such as Lincoln, spoke out against Brown's violence. Some leading abolitionists, however, called him a hero and even agreed with his methods to end slavery. In the South, Brown's raid reawakened the nightmare of slave revolts. Those who wanted to secede from the Union now could say to their fellow Southerners, "Do you see what the North wants to do to us? And this is only the beginning. We must leave the Union now!"

As the election of 1860 drew near, it was clear to all Americans that it might be the most important election in the young nation's history. Quite possibly, it might be the last one.

The Republican Party chose Abraham Lincoln as its candidate for president of the United States. Lincoln and the Republicans guaranteed slavery wherever it then existed and condemned John Brown, but they also promised to do everything they could to keep slavery out of the territories. But the South did not trust the Republicans, or Abraham Lincoln. No matter how many times U.S. Marines captured John Brown after Brown's attack at Harpers Ferry.

They promised not to interfere with slavery in the Southern states where it already existed, the South did not believe them. Several Southern states said that if a Republican was elected president, they would secede.

And that is exactly what happened. In November 1860, Abraham Lincoln was elected president. One month later, South Carolina seceded from the Union. Over the next six weeks, Mississippi, Florida, Alabama, Georgia, Louisiana, and Texas also voted to leave.

At that moment the future of the United States of America looked grim. In fact, it was not clear that the United States had any future at all.

Reflection Questions

1. What did the Supreme Court decide in the Dred Scott case?

2. What was John Brown's plan?

3. What did Abraham Lincoln and the Republic Party promise during the election of 1860?

4. What happened after Abraham Lincoln was elected president?

Literature - Tuesday

Where the Red Fern Grows

Chapter 16 (30 minutes)

Directions: After reading the chapter, answer the following questions. Answer using complete sentences.

1. Why did Grandpa look funny drying by the fire?

2. Why was the judge worried with the raccoon in the river?

3. What surprised the judge?

Poetry

Now that you have read the speech in its entirety, we need to focus on trying to memorize it. We're going to work piece by piece so that we don't feel overwhelmed. Today, spend your time trying to memorize the underlined portion of the speech. Once you have recited (or read) the underlined portion five times, finish reading the remainder of the speech. This will help us to feel more comfortable with the speech as we add more on each week.

The Gettysburg Address
President Abraham Lincoln
November 19, 1863

"Fourscore and seven years ago our fathers brought forth on this continent a new nation, conceived in liberty and dedicated to the proposition that all men are created equal.

Now we are engaged in a great civil war, testing whether that nation, or any nation so conceived and so dedicated, can long endure. We are met on a great battlefield of that war. We have come to dedicate a portion of that field as a final resting-place for those who here gave their lives that that nation might live. It is altogether fitting and proper that we should do this. But, in a larger sense, we cannot dedicate — we cannot consecrate — we cannot hallow — this ground. The brave men, living and dead, who struggled here have consecrated it, far above our poor power to add or detract. The world will little note, nor long remember what we say here, but it can never forget what they did here. It is for us the living, rather, to be dedicated here to the unfinished work which they who fought here have thus far so nobly advanced. It is rather for us to be here dedicated to the great task remaining before us — that from these honored dead we take increased devotion to that cause for which they gave the last full measure of devotion — that we here highly resolve that these dead shall not have died in vain — that this nation shall have a new birth of freedom and that government of the people, by the people, for the people, shall not perish from the earth."

Grammar - Tuesday

Identify the sentences with the following labels: (S) simple sentence, (SCS) simple sentence with compound subject, and simple sentence with compound verb (SCV).

1. _____ The trees and shrubs provide shade for our house.
2. _____ Sheila stood in the long line and waited for a ticket.
3. _____ A family of redbirds rested in our holly bush.
4. _____ The high winds and heavy rain ended our picnic.
5. _____ My dad jogs around the neighborhood every morning.
6. _____ A large boulder rolled down the cliff and blocked the road.
7. _____ My little brother rode his tricycle on the patio.

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 notebook. Repeat two more times in space provided.

Latin - Wednesday

LATINA CANTEBRIGIA V: In Theatro

***Instructio:** please read through and translate the below story into English in the space provided. In the gloss below the text I have provided the definitions of any new words.*

Actōrēs

magna turba est in urbe. fēminae et puellae sunt in turbā. senēs quoque et iuvenēs sunt in turbā. servī hodiē nōn labōrant. senēs hodiē nōn dormiunt. mercātōrēs hodiē nōn sunt occupātī.

Pompēiānī sunt ōtiōsī. urbs tamen nōn est quiēta. Pompēiānī ad theātrum contendunt. magnus clāmor est in urbe.

agricolae urbem intrant. nautae urbem petunt. pāstōrēs dē monte veniunt et ad urbem contendunt. turba per portam ruit.

nūntius in forō clāmat: “āctōrēs sunt in urbe. āctōrēs sunt in theātrō. Priscus fābulam dat. Priscus fābulam optimam dat.

āctōrēs sunt Actius et Sorex.”

Caecilius et Metella ē villā discēdunt. argentārius et uxor ad theātrum ambulant. Quīntus et Lūcia ad theātrum contendunt.

Clēmēns et Melissa ad theātrum currunt. sed Grumiō in villā manet.

Ōtiōsī: on holiday/vacation

Āctōrēs: actors

Turba: crowd

Fēminae: women

Puellae: girls

Iuvenēs: young men

Quiēta: quiet

ad theātrum to the theater

contendunt: hurry

clamor: shout, uproar

agricolae: farmers

nautae: sailors

petunt: head for

pāstōrēs: shepherds

uxor: wife

manet: remains, stays

nūntius: messenger

Otiosi: on holiday, vacation

De monte: down from the
mountain

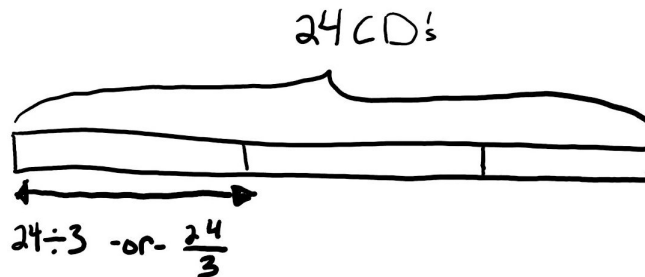
Fabulam dat: showing a play

Math - Wednesday

With division in algebraic expressions, we will have some total that needs to be divided into equal parts. Take a look at this word problem.

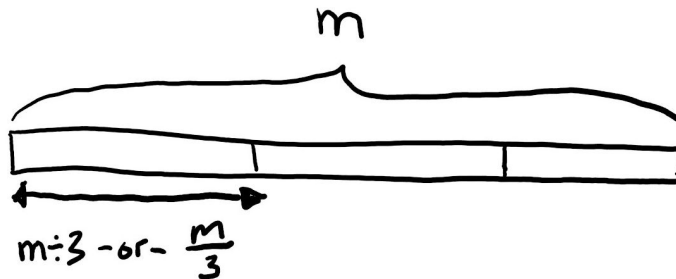
Marcus has music CDs. He divides them into equal groups. How many CDs are in each group?

Let's say Marcus has 24 CDs and he divides them into 3 equal groups. How many CDs are there in each group? Let's draw a picture:



If, $24 \div 3 = 8$, then **each group gets 8 CD's**

Easy enough right? Let's say we don't know how many CDs Marcus has, but we do know that he still wants 3 equal groups. Let's use the letter m to represent the amount of CDs Marcus has:



*We write algebraic expressions involving division as fraction

When $m = 24$ we see that $24 \div 3 = 8$, and **each group gets 8 CDs**. What if $m = 30$?

$$\frac{m}{3} = \frac{30}{3} = 10$$

*Notice that:

$$\frac{1}{3}m = \frac{1}{3} \times m = \frac{1}{3} \times \frac{m}{1} = \frac{m}{3}$$

$$\text{So, } \frac{1}{3}m = \frac{m}{3}$$

Practice Task 5-9 p. 143 5B TB; Complete Exercise 1 Tasks 4 & 5 p. 140-141 5B WB

Science - Wednesday

Producers

We have looked at the 7-kingdom classification system, and now we will look at plants, which are producers. Plants produce their own food. The food is sugar. The sugar is used by all plant cells. The cells use the energy in the sugar to do whatever they do.

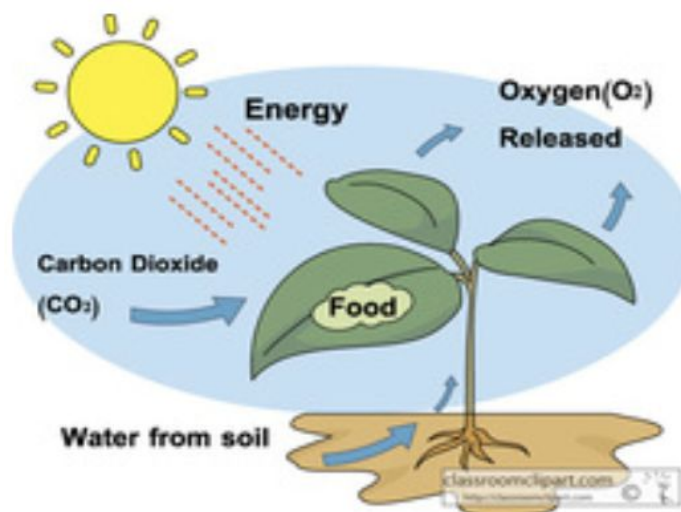
Plants make sugar through a process called photosynthesis. They use three important non living things from their environment to do it. A plant combines water and carbon dioxide (CO_2) with light energy from the Sun. The products of photosynthesis are sugar, oxygen and water.

Most plants are green. Or at least they have a lot of green leaves. Leaves look green because they have a lot of chlorophyll. Chlorophyll can absorb blue and red light. It reflects green light. That's why chlorophyll looks green.

The important part is that chlorophyll absorbs blue and red light. The energy from the absorbed blue and red light is then used to make the sugar molecules during photosynthesis. Sugar is the nutrient used by the plant cells to perform their life functions.

The green leaf cells make sugar out of carbon dioxide (CO_2) and water (H_2O). Carbon dioxide comes from the air. Water comes from the soil, up through the roots. The water carbon dioxide and water meet in the green cells.

The carbon dioxide, water, and energy from the Sun combine to make sugar molecules in the plant's cells. The cells also produce oxygen and water molecules. The oxygen is released into the air. The plant uses the water or releases it into the air as water vapor (gas). So where is food produced? Food is produced in the green parts of the plant. Every cell that contains chlorophyll is making sugar.



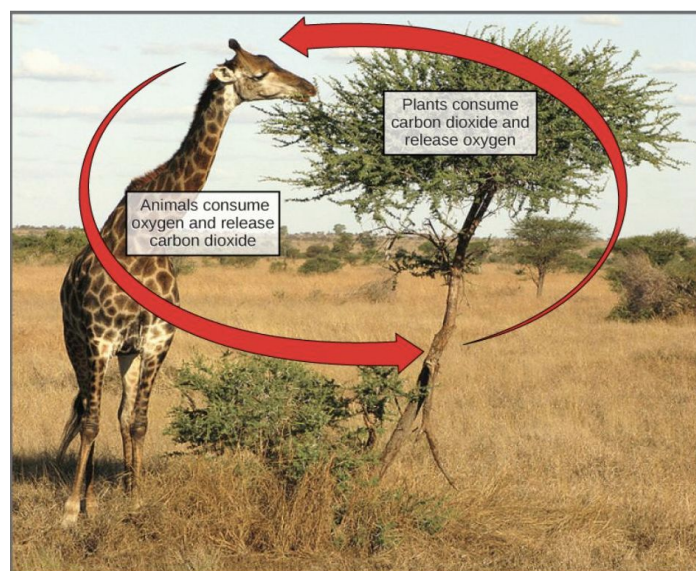
Food production doesn't stop there. Plants use the sugar to produce a lot of other molecules. They produce other kinds of sugars with names like sucrose, dextrose and fructose. They produce starches, which store energy in potatoes and grains like wheat. They produce vegetable oils, such as corn oils, sunflower oil and olive oil.

Plants store energy as sugars, starches and oils. When the plant needs them, it pulls them out of storage, turns them back into glucose, and sends the glucose to the cells. That's how plants survive at night and during winter. They used stored energy to do whatever they needed to do.

Other organisms use the energy stored by plants to live and survive. That includes humans. When you eat a slice of bread or a baked potato, you are eating energy stored by a plant. When you eat lettuce and carrots, you are eating sugars, starches and all the cells made by plants. And when you eat food to nourish your cell, remember where the food came from. It started as carbon dioxide, water, and sunlight. It's really quite amazing when you stop to think about it. You are running on solar energy.

The Carbon Dioxide Cycle

Through the process of photosynthesis, plants and other producers release oxygen into the air. This is very important to the biosphere. Animals and most other living things need oxygen to live. Their bodies use oxygen to release energy from the food they eat. Even plants need oxygen for their life function, but plants release more oxygen than they use. Animals take in oxygen when they breathe. They breathe out carbon dioxide as waste. plants take in carbon dioxide and use it during photosynthesis to make sugar. Plants release oxygen as waste. The two gases are exchanged between plants and animals in a kind of a cycle. This carbon dioxide cycle is very important to the health of the biosphere. Without this constant exchange of gases, plants and animals would not survive.



Reflection Questions

1. What is sugar?

2. What raw materials do plants need to build sugar molecules? Where do those materials come from?

3. What is the role played by chlorophyll?

4. What are the products of photosynthesis? Where do they go?

5. Why is the carbon dioxide oxygen cycle important to plants and animals?

Literature - Wednesday

Where the Red Fern Grows

Chapter 17 (30 minutes)

Directions: After reading the chapter, answer the following questions. Answer using complete sentences.

1. Why did the judge want to quit?

2. How did the family get Little Ann to come to them?

3. What happened when the tree was cut down?

Poetry

Now that you have read the speech in its entirety, we need to focus on trying to memorize it. We're going to work piece by piece so that we don't feel overwhelmed. Today, spend your time trying to memorize the underlined portion of the speech. Once you have recited (or read) the underlined portion five times, finish reading the remainder of the speech. This will help us to feel more comfortable with the speech as we add more on each week.

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Grammar - Wednesday

1. _____ Robin and I collided with another skier during
the downhill race!
2. _____ The extremely hot fire burned and spread amazingly
fast through the dry forest.

Spalding - Wednesday

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

Thursday Assessments

Math:

1) Find the value of each of the following expressions when $n = 7$

a) $3n$

b) $n + 5$

c) $49/n$

d) $n - 3$

2) Travis has \$7 more than Alex.

a) If Travis has \$10, how much money does Alex have?

b) If Travis has \$ m , how much money does Alex have? Give your answer in terms of m .

3) Complete the table

Cindy's Age (C)	Lauren's Age (L)	Algebraic expression
7	12	$7 + 5 = 12$
8	13	
10		
	17	

4) The total length of 6 jump ropes is m ft.

a) Express the average length in terms of m .

b) If $m = 36$, find the average length of each jump rope.

c) If $m = 48$, find the average height of each jump rope.

Science:

1. List the 7-kingdom classification system in order.

2. What does the term Chordata describe? List 2 vertebrae animals and 2 invertebrate animals.

3. What is a species? What 2 terms in the classification system are used to describe organisms?

4. What is photosynthesis? What products does it use? What products does it produce?

5. What is the role played by chlorophyll?

6. Why is the carbon dioxide oxygen cycle important to plants and animals?

Literature:

1. What kind of dogs were at the hunt?

2. Where did the hounds run the raccoon in Chapter 16?

3. Who led the family to Grandpa?

Poetry

Challenge yourself to recite what we worked on this week from memory to an adult. If there are places where you struggled, simply making a note so that you can focus on that next week.

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 20, 2020

Tuesday, April 21, 2020

Wednesday, April 22, 2020

Thursday, April 23, 2020

Friday, April 24, 2020 No School

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

My scholar has completed 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: _____