



# GREAT HEARTS WESTERN HILLS

## Academy

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### Dear 6th Grade Families,

Welcome to week six of Remote Learning! We have enjoyed seeing many of our scholars in whole Zoom classes or taking the opportunity to ask questions during tutoring. It has been a pleasure to read the Friday assessments and see our scholar's thoughts on the exciting new concepts they are learning. Please continue to encourage your child to use their RLN (Remote Learning Notebook) to collect their notes from the daily guided instruction and their independent practice. Remember this RLN is their "souvenir" for the last quarter of their historical 6th grade year! Feel free to encourage your child to glue notes, Art projects, Latin work, or anything else they would like to look back on years later.

Again, if your child has any questions, does not know or understand how to do something, please reach out to us by e-mail and we will provide more directions and clarifications. Stay safe, healthy, and studious! Most importantly, the 6th grade team misses each one of our scholars!

All of our best,

Your 6th Grade Teachers

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**\*\*The Friday Assessment Packet needs to be turned in by Saturday at 8pm**

Sections in **bold** are necessary for printing. The rest can be viewed online and completed in your remote learning notebook.

## **General Packet Instructions for Parents**

Dear Families,

In this packet, you will find all of the activities and readings necessary for your student to access and complete this week's lessons. In the table of contents you will see how the material is divided. The work for Monday - Thursday does not need to be printed. The Parent Guide can be found at the beginning of the packet. This guide has helpful tips and answers to some of the Independent Work. This is a great time for our scholars to work on their great sense of wonder! Remember it is up to the parent to decide the daily schedule and decide how much work to do in one sitting (see sample schedule below). As much as possible, the teachers have designed the activities to be done independently. Each activity will be coded as either **I=Independent activity** or **PA=parent assistance needed**. Additionally, each activity/assignment will have a suggested amount of time it should take to complete.

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, review, or assist the student. The only item that the students will be **submitting** is the **Friday Assessment Portion**. This is attached separately and will be graded. You will be asked to administer these assessments to your child. After your student completes their Assessment packet, please email it as a PDF to your teacher.

**The deadline for submission is Saturday at 8pm.**

Sample Daily Schedule:

**8:00 AM** Wake up and follow the typical school morning routine (minus the uniform!) - get dressed, comb hair, eat breakfast, brush teeth, etc.

**8:30 AM** Read The Wind in the Willows and answer the reflection questions

**9:15 AM** Take a walk, play a game, grab a snack, or play "Simon Says" ;)

**9:30 AM** Math- if you have extra time Check out the extra "Skill Review" in the Appendix portion OR practice your Math Facts

**10:15 AM** Help out around the house or help a younger sibling with their remote learning

**10:30 AM** Poetry and Vocabulary

**10:45 AM** Specials

**11:00 AM** Recess. Run around, build something, or have a snack!

**11:30 AM** History or Science

**12:15-1:15 PM** Go outside and pick a plant or find a cool bug to draw! Enjoy a picnic lunch if the weather is nice!

**1:15 PM** Complete ELAR or MATH independent work IF you are finished enjoy a book of your choice.

**1:45 PM** That's it! You're done for the day.

## **Helpful Tips and Resources:**

ELAR: Our new novel is The Adventures of Tom Sawyer ISBN

You can also access the book at the following website [gutenberg.org](http://gutenberg.org) or click [here](#)

*A note on reading The Adventures of Tom Sawyer:* If your student struggles to comprehend this text, or finds it a challenge to read on their own, please consider the following options:

- 1) Purchase the audiobook from [Audible](#)
- 2) Read aloud with your child!

**MATH:** Practice Math facts at <https://www.math-drills.com/>

Find extra help at <https://www.khanacademy.org/math>

### **HISTORY:**

This week we will move to Venezuela in our studies of Independence for Latin America. All of the reading material is included in the packet or you can click [here](#) to read straight from our textbook. Khan Academy has a brief 6 minute overview of the independence of Latin America that can be viewed [here](#).

## PARENT GUIDE/ANSWER KEY - Monday

### ELAR

**LITERATURE:** *The Adventures of Tom Sawyer* by Mark Twain

Parent Instructions: Scholars will need to read two chapters every school workday for a total of 8 chapters per week until the book is completed.

Answer Key: Tom's aunt (his mom's sister) is raising him because his mother passed away. 2. Both boys were intimidated by the other and unsure of their own ability to overpower the other. They wanted to deter a physical altercation. 3. Tom pretends to like painting so others will want to try it. He uses his wits to get a tough job done quickly and without much effort on his part. He learned that "in order to make a man or boy covet a thing, it is only necessary to make the thing difficult to attain."

### MATH

Parent Instructions: Solving Equations. This should be a review for your child. However, they will be able to use negative integers now to solve for variables. Khan Academy has a great chalkboard lesson [here](#)

Answer Key: 1) 25 2) -13 3) -20 4) 9 5) -50 6) -297 7) -2 8) 5 9) 5 10) -21

### SCIENCE:

Parent Instructions: Scholars will learn about the Plant Kingdom. They will create a table of notes in their RLN.

## PARENT GUIDE/ANSWER KEY - Tuesday

### ELAR

**LITERATURE:** *The Adventures of Tom Sawyer* by Mark Twain

Parent Instructions: Scholars will need to read two chapters every school workday for a total of 8 chapters per week until the book is completed.

Answer Key: To Tom, it is fair to trick and trade with people in order to get what is desired (tricking people to whitewash, collecting trades in order to trade further for tickets to earn a bible. It is not fair for someone to go without punishment when deserved (his brother Sid). 2. Tom seems to appreciate people he can get something from, material or attention. People who are given things without apparent effort are worthless to Tom. 3. Tom is motivated by getting a prize, a reward. He values material objects.

### MATH

Parent Instructions: Scholars will continue solving equations. Today they will solve multi step equations. Khan Academy has a great intro that can be viewed [here](#).

Answer Key: 1)x = 3 2)m = -6 3)x = 12 4)y = 6 5)w = 2 6)t = 3 7)z = -6 8)x = -11 9)n = -1  $\frac{1}{3}$

Answers to selected Review Questions: Perpendicular lines - lines that intersect AND form right angles.

Trapezoid: a quadrilateral with one pair of parallel sides Isosceles Triangle: a triangle with at least two congruent sides Obtuse Triangle: a triangle with one obtuse angle

## HISTORY

Parent Instructions: Scholars will read the first part of Chapter 5 in the Independence for Latin America Textbook. (pgs. 52-60) The reading can be found in the google classroom under Class Materials or it is in the Tuesday packet material. Scholars will read and answer the reflection questions in their RLN. They are asked to create a Key Word Outline to write key details about the following Venezuela Freedom Fighters: Simón de Bolívar, Francisco de Miranda, and José de San Martín. The Key Word Outline should look similar to the following

This Key Word Outline will help scholars with their assessment on Friday.

- |      |   |
|------|---|
| I.   | What were the achievements and failures of Simon Bolivar? |
| A.   | Liberating, South America, Spanish Rule                   |
| B.   | Failure, weak leader,                                     |
| C.   | Gran columbia   |
| D.   | Conspiracies, uprisings                                   |
| II.  | Francisco Miranda   |
| A.   | Liberate, Venezuela                                       |
| B.   | visited the United States, revolution                     |
| C.   | Failed, no support, Venezuelans, Creoles                  |
| D.   | supported by mestizos and indigenous people was           |
| E.   | Strong-willed, proud, glory                               |
| III. | José de San Martín  |
| A.   | 1813, liberate South America                              |
| B.   | army, Lima, declared Peru's independence                  |
| C.   | main leader, southern South America, revolutions          |
| D.   | Spain, Napoleon   |
| E.   | Andes, daring plan, attack                                |
| F.   | Died, Europe  |



## **PARENT GUIDE/ANSWER KEY - Wednesday**

### **ELAR**

**LITERATURE:** *The Adventures of Tom Sawyer* by Mark Twain

Parent Instructions: Scholars will need to read two chapters every school workday for a total of 8 chapters per week until the book is completed.

Answer Key: 1. Willie Mufferson. He took care of his mother and brought her to church. 2. The model boy was raved about too frequently and he was snobbish because he wore a white handkerchief. 2. Huckleberry Finn; he was “idle and lawless and vulgar and bad”. 3. He envied Huckleberry’s “outcast condition”. He came and went as he pleased, he didn’t have any rules or responsibilities to follow. 4. He knew that his confession would “earn” him the consequence of sitting with the girls and the only vacant spot in the girls’ section was next to the new girl that he admired.

### **MATH**

Parent Instruction: Scholars will learn how to graph ordered pairs. A great video by Khan Academy is [here](#).

Answer Key: A. (-4, 3) B. (-2,0) C. (2, -2) D. (1, -3) E. (-3, -3) F. (4, 3) G. (1, 4)

### **SCIENCE**

Parent Instructions: Scholars are asked to pick a flower (wildflower) from outside to sketch and label the parts. This sketch will be turned in with the Friday assessment.

## PARENT GUIDE/ANSWER KEY - Thursday

### ELAR

**LITERATURE:** *The Adventures of Tom Sawyer* by Mark Twain

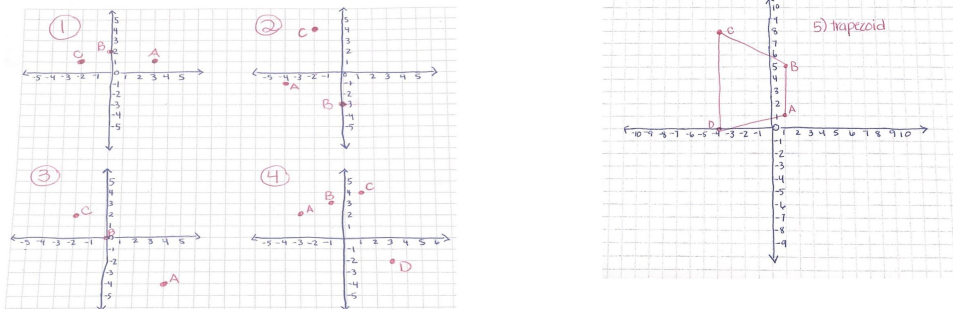
Parent Instructions: Scholars will need to read two chapters every school workday for a total of 8 chapters per week until the book is completed.

Answer Key: 1. The murmur of students, the air is “utterly dead”, there is nothing stirring, and it was “the sleepest of days”. 2. Cardiff Hill has soft green sides tinted with purple and a few birds and sleeping cows. 3. The tick has no reason to be happy as Tom begins to turn it around with a pin rather than letting it be. 4. The tick moved around due to the pin, the quiet room causing Tom to use the Tick to amuse himself, and Joe deciding to join the fun with the tick because of his boredom.

### MATH

Parent Instructions: Scholars will continue graphing ordered pairs. Today should be a review of Wednesday’s lesson. They will need the included graph paper printed for today’s assignment OR they can make .5 inch squares in their RLN to make graph paper for today’s assignment.

Answer Key: Check graphs for correct graphing of points. (x- coordinate always comes first!)



### HISTORY:

Parent Instructions: Scholars will complete Chapter 5. They will continue to work on their KWO as they read. This KWO will be part of their assessment on Friday.

Answer Key: Petion was once enslaved and wanted an end to slavery. It was a surprise attack on the Spaniards. Geography was important. Defeated the main Spanish army. Both are on horses with troops. One is in battle and one is in the Andes. Portrayed as leaders and reaching forward. Perhaps leading their people forward. Important to the liberation of South America from Spain.

## **MONDAY- 4/27/20**

### **ELAR (I)**

VOCABULARY: pages 193-197; Vocabulary packet in the Appendix

LITERATURE: Goal/Objective:  
Materials Needed: The Adventures of Tom Sawyer by Mark Twain and  
RLN

WRITING: Specific Instructions: Read Chapters 1 & 2 and answer comprehension questions.  
Goal/Objective: Writing good paragraphs  
Materials Needed: RLN  
Specific Instructions: Identify main idea and write supporting details.

POETRY: Goal/Objective: Memorize poetry  
Materials Needed: "My Heart Leaps Up"  
Specific Instructions: Memorize poem by Friday.

### **Math (I/PA to help check answers)**

Goal/Objective: Solving Equations involving integers  
Materials needed: RLN, Monday packet, and a pencil  
Specific Instructions: Copy all key details and Rules into your RLN. Complete the independent practice in your RLN.

### **Science (I/PA for proofreading)**

Goal/Objective: identify characteristics that all plants share  
Materials needed: RLN  
Specific Instructions: Read material and answer questions.

### **Special:**

### **PE (I)**

Goal/Objective: Sports Charades and Card PE  
Materials needed: open space, a deck of cards  
Specific Instructions: follow instructions given for each activity

## ELAR

(Monday)

### LITERATURE

The Adventures of Tom Sawyer by Mark Twain

Vocabulary for Notebook Journal

- 1) Peril: danger; something that is likely to cause injury, pain, or harm
- 2) Diligence: persistence; effort
- 3) Alacrity: eagerness; cheerful readiness
- 4) Derision: contemptuous ridicule or mockery
- 5) Vulgar: lacking sophistication or good taste
- 6) Guile: sly or cunning intelligence
- 7) Vanity: excessive pride in one's own achievements or appearance
- 8) Knack: an acquired or natural skill at performing a task

Read Chapters One and Two, annotating the text and/or using the Stop, Think, and Jot technique. Answer the following questions in your RLN:

- 1) Who is raising Tom and why?
- 2) Think about the quarrel between Tom and the new boy. Tom was threatening the boy and the boy was taunting Tom. Both boys lied about having an older brother. Why?
- 3) Tom has been given a consequence of painting the fence. He is able to trade this painting responsibility with other boys. How does he do this? What does Tom learn about human nature as a result?

### WRITING:

Writing Paragraphs

A paragraph is a group of sentences that relates one main idea. Usually, a paragraph is part of a longer piece of writing. Paragraphs tell the reader when the writer is switching to a new main idea. Without paragraphs, main ideas would run into each other, confusing the reader.

Parts of Paragraphs:

Paragraphs **usually** contain the following:

1. Main idea- the topic around which the entire paragraph is organized
2. Topic sentence- states the main idea of the paragraph. It can occur anywhere in the paragraph, but usually it is the first or second sentence.
3. Supporting sentences- give specific details that explain or prove the main idea, possibly using sensory details, facts, or examples.
4. Some paragraphs end with a clincher sentence- clinches or summarizes the point made in the paragraph.

Sometimes a paragraph will not have a topic sentence. In this situation, the reader has to add the details together to figure out what the main idea is.

**Exercise: Identify the main idea in the following paragraph. If there is a topic sentence, write it into your RLN. If there is not a topic sentence, summarize the main idea in your own words in your RLN.**

In the sun's family of planets, the earth is unique in its possession of oceans. Indeed, it is remarkable that oceans exist at all. They do only because the largest part of the earth has a surface temperature in the small range within which water remains a liquid: in short, between 32°F (below which, under ordinary conditions, water freezes) and 212°F (when it boils and becomes a gas).

Supporting Details (sensory details, facts, or examples)

1. Sensory details- words that appeal to one or more of your five senses. These help a reader form a clear image of the subject.
2. Facts-things that are known or proven to be true.
3. Examples- specific instances or illustrations of a general idea.

**Exercise: Think of at least two details to support each of the following main ideas. For each idea, a type of support - sensory, facts, or examples - is suggested. Use your RLN.**

1. Staying healthy is partly under your control. (facts)
2. When I walk around my neighborhood (or city), there is always something going on. (sensory details)
3. No one in my class is just like me. (examples)

## POETRY

This week focus your efforts on memorizing "My Heart Leaps Up" by William's Wordsworth. You will recite to a parent/guardian this week for your Friday Assessment.

### *My Heart Leaps Up*

My heart leaps up when I behold

A rainbow in the sky:

So was it when my life began,

So is it now I am a man,

So be it when I shall grow old

Or let me die!

The child is father of the man:

And I could wish my days to be

Bound each to each by natural piety

# MATH

(Monday)

## Solving Equations

### Guided Instruction:

There are times we are not given a number to substitute for the variable. This is when we must “solve for the unknown” OR “solve for  $x$ ”

Solving for an equation is like asking  
“Which value makes this equation true?”



EXAMPLE:  $x + 7 = 13$

**Step 1:** ISOLATE the variable on one side of the equal sign. In order to isolate the variable ( $x$ ) on one side of the equal sign, we must:

- 1) Think of an equation as a scale, with the = sign as the middle. You *must* keep the scale balanced at all times.
- 2) Ask: “What is happening to this variable?”  
\*in this case, 7 is being added to the variable.



INVERSE= Opposite

- 3) Ask: How do we get the variable alone? We use **INVERSE OPERATIONS** on both sides of the equation.  
What is the inverse of adding 7? Subtracting 7.

$$\begin{aligned} x + 7 &= 13 \\ x + \cancel{7} - \cancel{7} &= 13 - 7 \\ x &= 6 \end{aligned}$$

Check your work:  
 $x + 7 = 13$   
 $6 + 7 = 13$   
 $13 = 13$

Check your work by replacing the variable with your answer.

EXAMPLE: Solve for  $m$ .  $m - 9 = -13$

$$\begin{aligned} m - 9 &= -13 \\ m - \cancel{9} + \cancel{9} &= -13 + 9 \\ m &= -4 \end{aligned}$$

Ask yourself the following:  
What is happening to the  $m$ ? The 9 is being subtracted from  $m$ . What is the *INVERSE* of subtraction?  
Addition!

EXAMPLE:  
Solve for  $t$ :  $-3t = 39$   
 $\cancel{-3}t = 39$  (What is the inverse of multiplication? Division)  
 $\cancel{-3} \quad \cancel{-3}$   
 $t = -13$

EXAMPLE:  
Solve for  $y$ :  $\frac{y}{4} = -19$   
 $\frac{y}{\cancel{4}} = -19$  (What is the inverse of division? Multiplication)  
 $\cancel{4} \times y = -19 \times 4$   
 $1 \quad 4$   
 $y = -76$

**Try This!**

1)  $x + 14 = 22$     2)  $7x = -35$     3)  $y + 19 = 24$     4)  $x - 11 = 8$     5)  $-7 + m = -15$

*Check your answers:*

$x = 8, m = -8, y = -5, x = -5, y = 5, x = 19, m = 8$

**Independent Practice:**

Solve each equation.

1.  $x + (-10) = 15$

6.  $-\frac{1}{9}c = 33$

2.  $-8y = 104$

7.  $3u - 1 = -7$

3.  $u + 10 = -10$

8.  $-2t + 3 = -7$

4.  $t - (-10) = 19$

9.  $-2 - x = -7$

5.  $r - (-16) = -34$

10.  $\frac{1}{3}c + 4 = -3$

## SCIENCE

Imagine a forest where a thick deep mat of fungi, mosses, and ferns carpets the floor. Because there is no bare soil, seedlings start their lives on fallen logs. Ferns hang like curtains from the limbs of giant hemlock trees. Douglas fir trees grow taller than 20-story buildings. Other plants with strange names - vanilla leaf, self-heal, and licorice fern- also grow in the forest.

### What Is a Plant?

Members of the plant kingdom share important characteristics. Plants are **multicellular eukaryotes that produce their food through photosynthesis. In addition, many plants have vascular tissue, leaves, roots, and stems.**

**Vascular Tissue** Most plants have vascular tissue to transport needed materials to their cells. **Vascular tissue** is an internal system of tubelike structures that carry water, minerals, and food. Materials move quickly through vascular tissue. In addition, vascular tissue supports the bodies of plants, enabling them to grow large. Plants with vascular tissue are called vascular plants.

Nonvascular plants, such as mosses, do not have vascular tissue. Nonvascular plants can only pass materials from one cell to the next. Therefore, materials do not travel very far or very quickly. Also, nonvascular plants lack the support that vascular tissue provides. Without vascular tissue, these plants cannot grow very wide or tall. *Exploring Plant Groups* on the next two pages shows examples of nonvascular and vascular plants.

**Leaves** In vascular plants, leaves are organs that carry out photosynthesis. Nonvascular plants, on the other hand, have leaflike structures where photosynthesis occurs. The structure of a leaf is ideal for photosynthesis. For example, photosynthesis takes place in chloroplasts. Notice in Figure 16 that the cells with the most chloroplasts are near the leaf's upper surface, where they are exposed to the sun. Vascular tissue carries the water needed for photosynthesis to the leaf. Plants also need carbon dioxide for photosynthesis. Carbon dioxide enters a leaf through tiny pores called **stomata** (STOH muh tuh) (singular *stoma*), which control the movement of gases into and out of the leaf. When stomata are open, carbon dioxide enters the leaf while oxygen and water vapor move out.

**Roots and Stems** Vascular plants have roots and stems. Roots are organs that anchor plants in the ground and absorb water and nutrients from soil. Stems carry substances back and forth between the roots and leaves. They also support plants and hold up leaves to the sun. Nonvascular plants do not have true roots or stems. However, they have structures that are similar to roots and stems and perform the same functions.

In your RLN, create the following table. Write down 3 notes on each side comparing vascular to nonvascular plants.

Vascular Plants	Nonvascular Plants
• • •	• • •

## PE

**Select one or both of the following activities for Physical Education.**

### **Activity: Sports Charades**

#### **Game Instructions**

- The object of Sports Charades is for the guessers to call out the sport that the actor is demonstrating.
- Actors cannot speak or make sounds — only movements.
- Choose a sport from the list below. Do not choose a sport that has already been used.
- Be creative! You may use sports not in the list below as long they are factual. For example, specific events such as the long jump, triple jump, or pole vault.

List: Basketball, Archery, Baseball, Football, Dodgeball, Cheerleading, Soccer, Volleyball, Hockey, Golf, Horse Racing.

### **Activity: Card PE**

#### **Game Instructions**

- Use a standard deck of 52 playing cards from Ace to King.
- Each card is given a value. For example, an Ace is one repetition with each number increasing in value to the King equaling 13 repetitions.
- You may select any exercise to perform with the draw of each card, however, you may not do the same exercise two cards in a row.
- Try to complete the entire deck throughout the week.

Example: My first card is an Ace (One pushup), my second card is a 10 (10 jumping jacks)....now I can go back to pushups for the next card.

## TUESDAY- 4/28/20

### **ELAR (I)**

VOCABULARY: page 198; Vocabulary packet in the Appendix  
LITERATURE: Goal/Objective:  
Materials Needed: The Adventures of Tom Sawyer by Mark Twain & RLN  
Specific Instructions: Read Chapters 3 & 4 and answer comprehension questions.

WRITING: Goal/Objective: Write a good paragraph  
Materials Needed: RLN  
Specific Instructions: rewrite a paragraph by elaborating on the main idea and supporting details.

POETRY: Goal/Objective: Memorize Poetry  
Materials Needed: "My Heart Leaps Up"  
Specific Instructions: Memorize the poem by Friday.

### **Math (I/PA to help check answers)**

Goal/Objective: Solving Equations  
Materials needed: RLN and Tuesday Packet  
Specific Instructions: Take notes from the Guided Instruction and complete the Independent Practice.

### **History (I)**

Goal/Objective: Compare and contrast Francisco de Miranda, Simon Bolivar, and Jose de San Martin. Answer the Big Question: What were the achievements and failures of Simón Bolívar?  
Materials needed: Map of The Colonies of Latin America, RLN, and Tuesday packet  
Specific Instructions: Read the first part of Chapter 5 and start a KWO from the details you learn about Simón Bolívar, Francisco de Miranda, and Jose de San Martin. Answer the "Reflect" questions as you read.

### **Special:**

### **Music (I)**

Goal/Objective: Time signatures, bar lines, and double line bars.  
Materials needed: pencil  
Specific Instructions: follow instructions given for each activity

## ELAR

(Tuesday)

### LITERATURE

#### The Adventures of Tom Sawyer by Mark Twain

#### Vocabulary for Notebook Journal

- 1) Intrepid: fearless; adventurous
- 2) Audacious: showing a willingness to take exceptionally bold risks.
- 3) Reproach: to express disapproval or disappointment
- 4) Morose: sullen and ill-tempered
- 5) Pathos: a quality that evokes pity or sadness
- 6) Felicity: intense happiness
- 7) Blighted: have a severely detrimental effect on
- 8) Profane: irreverence or disrespect
- 9) Allusion: to call something to mind without explicitly mentioning it
- 10) Omission: something that is left out or excluded.

Read Chapters Three and Four, annotating the text and/or using the Stop, Think, and Jot technique. Answer the following questions in your RLN:

1. Find two examples from the text (from chapters one, two, or three) of Tom's idea of fairness. What is fair and unfair in Tom's world?
2. What things and/or people are important to Tom Sawyer? What things and/or people are worthless to Tom Sawyer? Why?
3. What motivates Tom Sawyer to memorize a Bible passage? What seems to motivate Tom Sawyer to do anything in this book so far?
4. How do you think Tom Sawyer would define religion?

### WRITING:

#### Writing Paragraphs

#### What Makes a Good Paragraph?

-Good paragraphs have unity, coherence, or elaboration.

1. Unity- all the sentences relate to the main idea.
2. Coherence\*- easily see how all of the details are connected by ordering details and by using appropriate transitional words.
3. Elaboration- add greater detail by beginning with a main idea and a few supporting details, then piece by piece, craft the paragraph by adding more details and explanation.

\*Good paragraphs also follow a logical order. This involves arranging supporting details into related groups. A logical pattern of organization can help the reader understand the connection between details.

\*Create coherence by using transitional words and phrases. These can help create coherence by showing how related details are connected. The following chart lists some common transitions.

<b>Transitional Words and Phrases</b>		
<u>Chronological Order</u>		
<i>Showing Time</i>		
after	finally	soon
At last	first	then
At once	later	thereafter
before	meanwhile	when
eventually	next	while
<i>Showing Cause-and-Effect</i>		
As a result	for	so
because	For this reason	So that
consequently	since	therefore
<u>Spatial Order</u>		
above	beneath	inside
across	beside	into
among	beyond	near
around	by	Next to
before	down	over
behind	here	there
below	in	under
<u>Order of Importance</u>		

first	mainly	then
last	More important	To begin with
<u>Logical Order</u>		
<i>Comparing Ideas</i>		
also	Just as	moreover
and	like	similarly
another	likewise	too
<i>Contrasting Ideas</i>		
although	In spite of	On the other hand
but	instead	still
however	nevertheless	yet

Example of Elaboration in a paragraph. Italics show the elaboration.

Definition	The spotted hyena, <i>a meat-eating mammal that roams the</i>
Adjective	<i>plains of Africa</i> , is a <i>fierce and</i> able hunter. <i>The spotted hyena</i>
Comparison	<i>is similar to a gray wolf in some ways</i> : It has powerful jaws and sharp teeth. <i>However, unlike the wolf</i> , the spotted hyena has
Contrast	strong, <i>stubby</i> hind legs. Hunting in large packs allows the
Adjective	spotted hyena to overwhelm much larger prey, <i>such as the</i>
Example Fact	<i>gazelle, a deerlike animal</i> . <i>The moment a gazelle becomes</i>
Sensory Details	<i>separated from the herd, the pack quickly moves in for the kill</i> . <i>Hovering around the prey in an ever-tightening circle, the</i>
	<i>menacing group sounds a shrill, piercing cry before setting upon</i>
	<i>its victim</i> . Only the fittest, smartest, and strongest survive in the world.

**Exercise: Rewrite the following paragraph in your RLN by adding more detail. Remember to create a clear, well-defined “word picture” for the reader.**

My day is filled with activity. I wake up very early, eat breakfast, and go to school. Once in the classroom, I am on a very tight schedule. Each class has its own routine. I am glad when the lunch bell finally rings because I finally have time to relax. However, all too soon lunch is over and I am in the classroom for the rest of the afternoon. When school is out, I go home, eat, do my homework, and go to bed. The next day, I do it all again.

POETRY : This week focus your efforts on memorizing “My Heart Leaps Up” by William’s Wordsworth. You will recite to a parent/guardian this week for your Friday Assessment.

# MATH

(Tuesday)

## Solving Equations

Let's Review:

1)  $x + 5 = -2$

2)  $y - 5 = -2$

3)  $2x = -6$

4)  $\frac{w}{3} = -2$

Check your answers:

g-e-e'z-

### Guided Instruction:

Remember: Isolating the variable is the goal of solving equations. Here are the ways to isolate a variable:

1) Use inverse operations (as many times as necessary)

Solve for x:  $3x + 7 = 28$

$$3x + 7 = 28$$

$$3x + \cancel{7} - \cancel{7} = 28 - 7$$

$$3x = 21$$

$$\frac{3x}{3} = \frac{21}{3} \quad x = 7$$

$$x = 7$$

2) Use the distributive property *then* use inverse operations

Solve for m:  $3(m-6) = -12$

$$3(m-6) = -12$$

$$3m - 18 = -12$$

$$3m - \cancel{18} + \cancel{18} = -12 + 18$$

$$3m = 6$$

$$\frac{3m}{3} = \frac{6}{3}$$

$$m = 2$$

3) Combine *like terms*, then use inverse operations.

Solve for y:  $4y + 5y = 90$

$$4y + 5y = 90$$

$$\cancel{9}y = 90$$

$$\frac{9y}{9} = \frac{90}{9} \quad y = 10$$

At times, you will need to use many steps to isolate a variable on one side of the equal sign.

Example:

$$\text{Solve for } x: -3(x - 3) - 9x - 9 = 4(x + 2) - 12$$

Step 1 - Use the distributive property:  $-3x + 9 - 9x - 9 = 4x + 8 - 12$

Step 2 - Combine like terms:  $-12x = 4x - 4$

Step 3 - Use the inverse operations to get the variable alone on one side of the equation:  $-12x = 4x - 4$

$$-12x - 4x = 4x - 4x - 4$$

$$\cancel{-16}x = \frac{-4}{\cancel{-16}}$$

$$x = \frac{1}{4}$$

**Try This!**

Solve.  $-3x - x = -6 + 3x - 3x$

Step 1: subtract  $3x$  from both sides -  $3x - x = -6 + 3x - 3x$

$$x = -6 + 3x$$

Step 2: divide  $-2$  from both sides -  $\frac{-2x}{-2} = \frac{-6}{-2}$

$$x = 3$$

**Independent Practice:**

1)  $6x + 10 = 28$

2)  $-2m - 4 = 8$

3)  $x + x + 2x = 48$

4)  $3y + 4 + 3y - 6 = 34$

5)  $9(w - 6) = -36$

6)  $-5(t + 3) = -30$

7)  $5z + 2 = 3z - 10$

8)  $11 + 3x + x = 2x - 11$

9)  $-5(n - 1) = 7(n + 3)$

**REVIEW:**

Explain the meaning of each term.

1) perpendicular lines

2) square

3) rectangle

4) parallelogram

5) trapezoid

6) pentagon

7) hexagon

8) isosceles triangle

9) obtuse triangle

## HISTORY

(Tuesday)

**Directions:** Read the first part of Chapter 5. Write the big question: “What were the achievements and failures of Simón de Bolívar?” in your RLN. As you read, add the key vocabulary to your notes and answer the “Reflection questions” in your RLN. Make a KWO that includes key details about: Simón de Bolívar, Francisco de Miranda, and José de San Martín. (You will use the same KWO for Thursday’s reading assignment)

**Key Vocabulary:**

liberator, n. a person who frees others from oppression

conspirator, n. a person who plans or participates with others in a crime archbishop, n. a high-ranking official in the Catholic Church

garrison, n. troops stationed in a town or fort for the purpose of defense

### Chapter 5 Simón Bolívar the Liberator

**A Marriage Ends in Tragedy** Maria Teresa was dying,

and all Simón Bolívar could do was stand by helplessly and watch. She was the love of his life. He had met her just two years before, in 1801, while they were both living in Madrid, Spain. They fell in love immediately and wanted to marry right away. Bolívar was only seventeen, however, and Maria Teresa’s father insisted that they wait. But she did become his wife. Now, less than a year after their marriage, she lay dying. In some ways,



Bolívar must have blamed himself for her death. As soon as they married, Bolívar had brought Maria Teresa back to Venezuela, where he had been born and owned property. Soon after, Maria Teresa caught yellow fever and died. If only he had stayed in Spain, he thought, it would not have happened. But if Bolívar had stayed in Spain, and if Maria Teresa had not died, the history of South America would have been much different. He would not have become the most famous and successful liberator of South America. At the time of Maria Teresa’s death, Bolívar was only twenty years old. He became restless and left Venezuela once more to travel in Europe. There, he lived for some time in France, where Napoleon now ruled. It was 1803. Bolívar read the works of important Enlightenment writers, such as Montesquieu, Voltaire, and John Locke. His experiences in France and the rest of Europe convinced him that Venezuela must become independent. During a visit to Italy in 1805, Bolívar climbed to a religious shrine high above Rome. “I swear,” Bolívar said, “by the God of my fathers and the honor of my country, I will not rest, not in body or soul, till I have broken the chains of Spain.”

**Reflect:**

What do you notice about the background of this painting of Bolívar?

Why do you think the artist selected this background?

Why did Bolívar say, “My wife’s death led me early in my career onto the road of politics.”

**Failed Rebellion In 1807,** Bolívar finally returned to Venezuela. He went back to his family’s hacienda and took up the life of a wealthy Creole farmer. However, Bolívar’s quiet life would not last long. Revolution was in the air, and he would be at the center of it. Bolívar was not the first Venezuelan to try to liberate the Spanish colony. In 1806, Francisco de Miranda, another Venezuelan, had tried to start a revolution against Spain. Miranda had traveled through the United States and Europe for years. He was a soldier and an adventurer. He had served in the armies of Spain and

France. He had fought in the French Revolution and had become a general. He had traveled to the United States and met many leaders of the American Revolution, including George Washington, Benjamin Franklin, and Thomas Jefferson. Miranda was convinced that Venezuela and the rest of Spain's American colonies should be free. Miranda arrived in Venezuela in February 1806 with 150 men and a fleet of three ships, two of which he got in Santo Domingo, and the third from the British navy. The Spanish authorities were alerted and stopped him before he could land on Venezuelan soil. He lost two of the ships and sixty of his men. Venezuelan independence was a lifelong dream for Miranda, however, and he refused to accept defeat. He went to Barbados, an island in the Caribbean, where the British gave him more ships and more men. This time, Miranda landed his troops in Venezuela but found little local support. The Creoles, in particular, refused to rally behind him. Miranda had spent a lifetime talking about independence, yet he failed now because he lacked support in his native land. The problem was that he had talked too much about equality. He had even suggested freeing the enslaved. Most Creoles in Venezuela, as in Mexico, did not want equality. They enjoyed the power of being second only to the Spaniards and did not want their relationship with the lower classes to change. All the Creoles wanted was to get rid of the upper class, the Spaniards. And so, unable to inspire these powerful Venezuelans with his zeal for independence, Miranda was driven away once more.

**The First Venezuelan Republic** You know that in 1808, Napoleon overthrew the Spanish king and placed his brother Joseph on the Spanish throne. For Venezuelans, this meant they no longer had to worry about being disloyal to the true Spanish king if they pursued independence. By 1810, a group of Venezuelan Creoles was beginning to think Miranda was right about Venezuelan independence. Simón Bolívar became one of the leaders of these conspirators. To the Creoles, Miranda was a troublemaker who might ruin them all. The conspirators first threw out the highest-ranking Spanish officer in the colony who had been appointed by Napoleon's brother, Joseph. As a result, the conspirators could declare that they were acting out of loyalty to Ferdinand VII, the deposed Spanish king. Of course, they really intended to make Venezuela independent. Bolívar was sent to get help from Great Britain. He failed to get any money, but he did convince Miranda to come back to Venezuela and lead the revolution. By this time, Miranda was sixty years old, an advanced age for someone at this time. Miranda still believed in his dream of South American independence. Despite his age, he was also an able and experienced military leader. The would-be revolutionaries needed that experience to lead them in a fight against the Spanish army. On July 5, 1811, the leaders of the rebellion declared Venezuela's independence and established what has become known as the First Republic. Meanwhile, the Spanish forces in Venezuela were organizing. In addition, many Venezuelan Creoles still opposed independence. Together, the Spanish troops and royalists fought back against the rebels. Royalists were people who supported the king and opposed independence. The revolutionary army gained important victories, but there was no overwhelming support for the new government. At the same time, Bolívar and Miranda began to argue. Bolívar's supporters were Creoles. Miranda's strength came from the mestizos and the indigenous people. The two men had different views. Most important, perhaps, they were both strong-willed and proud, and each wanted the glory and the power of being Venezuela's leader. While the royalists gained strength, the quarrel between Miranda and Bolívar deepened. The problems within the revolutionary movement were matched by uncertainty among the people. They were unsure of whom to support, the republicans or the royalists. Soon, an unexpected event gave them their answer.

Reflect:  
Why did the Creoles refuse to rally behind Francisco de Miranda?

What effect did Napoleon Bonaparte have on the Venezuelan independence movement?

**The Earth Shakes** March 26, 1812, was an extraordinarily hot day, even for steamy Venezuela. Except for a pattering of rain, all was unusually quiet. Suddenly, the earth began to shake violently. A low rumble broke the silence as houses and buildings cracked and then collapsed. The screams of trapped and injured people pierced the air. A huge earthquake had struck Venezuela. Caracas, the capital, and other areas under rebel control were hit the hardest. Nearly twenty thousand people were killed, including most of the rebel soldiers in Caracas. The capital and several other cities were nearly flattened, but the royalist controlled towns were spared. The archbishop of Caracas, who was a royalist, preached that the earthquake was a message that God was on the side of the Spaniards. In the chaos that followed, the revolutionaries were defeated. Miranda tried to negotiate with the Spanish authorities to let the rebels leave the country, but Bolívar and some of the other young officers claimed he was being disloyal. They turned him over to the Spaniards. Miranda died four years later in a Spanish prison. Meanwhile, the Spanish officials let Bolívar and his allies leave the country.

New Granada and Venezuela in the Early 1800s



The territory of New Granada would become the present-day countries of Panama, Colombia, and Ecuador.

**Reflect:**  
How did the geographic features impact the conflict in Venezuela?

Why were many Venezuelans forced to choose a side in the revolution?

**War to the Death** Bolívar had to flee Venezuela, but he was not through fighting. He went to New Granada, the colony next to Venezuela. Rebels in the capital, Bogotá (/boh\*guh\*tah/), had declared independence in 1811. Bolívar joined the rebels of New Granada. He was given command of a troop of soldiers at a place called Cúcuta (/koo\*koo\*tah/), near the Venezuelan border. He defeated the Spanish garrisons there and earned a promotion to general in the rebel army. Bolívar then convinced the leaders of New Granada to let him lead an army to liberate Venezuela. He met little resistance at first, but soon the fighting became brutal. Spanish commanders often executed the rebels they captured. Finally, Bolívar proclaimed: “Those executioners who call themselves our enemies have broken international law. . . . But the victims will be avenged [and] these executioners exterminated. . . . Our hatred knows no bounds, and the war shall be to the death!” The fight became bloodier. Both sides committed acts of terror and cruelty. But Bolívar’s declaration of “war to the death” aided the rebels. Venezuelans could no longer remain undecided about the war around them. They had to make up their minds, “Am I for independence, or am I for Spain?” Those who failed to choose a side could be mistaken for the enemy. Many joined the revolution. Bolívar continued his

march through Venezuela. He won major battles and reached Caracas in three months. The pro-independence people of Venezuela regarded Bolívar as a hero. That is when people first began calling him “The Liberator.” Bolívar had earned a quick victory, but the war was far from over. And it became even bloodier and crueler than it had been before. The Andes Mountains form a high barrier on the western edge of South America bordering the Pacific Ocean. To the north lie vast plains called the Llanos (/yah\*nohs/). The Orinoco River, one of South America’s largest rivers, flows through the Llanos. The Llanos were divided into huge ranches. Cowboys, called llaneros (/yah\*neh\*rohs/), tended the cattle. These llaneros organized a formidable army that supported the royalists. They were master horsemen, armed with long poles with knives strapped to the end. Their leader, José Tomás Boves (/hoh\*say/toh\*mahs/boh\*ves/), was a Spaniard, and he may have been the

most bloodthirsty and ruthless leader in any of the wars for independence. Boves showed no mercy in war. Prisoners were automatically executed. In July 1814, Boves drove toward Caracas and forced Bolívar's troops to retreat back to New Granada. Things were not going well in New Granada, either. The French were recently driven from Spain, and King Ferdinand VII returned to the throne. Determined to restore his empire, Ferdinand sent an army of eleven thousand men to regain control of Venezuela and New Granada. It was the largest army Spain had ever sent to Latin America, and the rebels were overwhelmed. The Spanish commander was ruthless in destroying the rebels and their leaders. Bolívar escaped to Haiti, which had been independent since 1804.

### Colonies in Latin America



Name: \_\_\_\_\_

Class: \_\_\_\_\_

### Time Signature, Bar Lines, and Double Bar Lines

Remember that the **time signature** specifies how many beats are contained in each measure of music (or **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.

Bar lines ( $\text{||}$ ) divide beats into equal groups depending on the time signature. Double bar lines ( $\text{|||}$ ) are placed at the end of the last bar (measure) to show where the music ends.

**Directions:** For the lines below, draw the bar lines in the correct place based on the time signature. At the end of each line, draw a double bar line. Make sure you check the time signature so you know how many beats go in each measure.

Use the **Rhythm Study Guide** to help you determine where the bar lines should go in each line.

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

↓ Pay attention to the time signature (hint: four beats per measure, therefore, a bar line every FOUR beats)

$\frac{4}{4}$  

$\frac{4}{4}$  

↓ (Hint: TWO beats per measure)

$\frac{2}{4}$  

$\frac{2}{4}$  

↓ (Hint: THREE beats per measure)

$\frac{3}{4}$  

↓ (Hint: FIVE beats per measure)

$\frac{5}{4}$  

## **WEDNESDAY- 4/29/20**

### **ELAR (I)**

VOCABULARY: page 199; Vocabulary packet in the Appendix  
LITERATURE: Goal/Objective:  
Materials Needed: The Adventures of Tom Sawyer by Mark Twain  
Specific Instructions: Read Chapters 5 & 6 and answer comprehension questions.

WRITING: Goal/Objective: writing good paragraphs  
Materials Needed: RLN  
Specific Instructions: write a narrative and expository paragraph.

POETRY: Goal/Objective: Memorize poetry  
Materials Needed: "My Heart Leaps Up"  
Specific Instructions: Memorize by Friday.

### **Math (I/PA to help check answers)**

Goal/Objective: Solving Equations  
Materials needed: graph paper (optional) provided in the packet, RLN, pencil, and Wednesday packet  
Specific Instructions: Make notes and copy vocabulary into your Remote Learning Notebook and complete the Independent practice.

### **Science (I)**

Goal/Objective: describe the lifecycle of a plant and identify the parts of a flower  
Materials needed: RLN  
Specific Instructions: Read and sketch a real flower to label the parts.

### **Special:**

### **Art (I)**

Goal/Objective: African art, Adinkra  
Materials needed: pencil  
Specific Instructions: follow instructions given for each activity

## LITERATURE

### The Adventures of Tom Sawyer by Mark Twain

#### Vocabulary for Notebook Journal

- 1) Facetious: silly; foolish
- 2) Fetters: shackles; chains
- 3) Pariah: outsider; someone who is despised and rejected by other people
- 4) Desolate: in a state of bleak and dismal emptiness
- 5) Colicky: experiencing pain in the abdomen due to gas or intestinal obstruction

Directions: Read Chapters Five and Six, annotating the text and/or using the Stop, Think, and Jot technique. Answer the following questions in your RLN:

1. In Chapter 1 we learn the Tom Sawyer “was not the Model Boy of the village. He knew the model boy very well though –and loathed him.” Who is the “the Model Boy” and why are all the matrons proud of him?
2. Why does Tom loathe the model boy?
3. Who is the “juvenile pariah of the village,” and why is he hated and dreaded by all the mothers?
4. Why does Tom admire Huck Finn?
5. Given Huck’s reputation, why does Tom so readily confess to talking with him?

## WRITING:

### Writing Paragraphs

#### Four Types of Paragraphs:

1. Narrative: use chronological order to tell a story or relate a sequence of events.
2. Expository: used to inform or explain, often by including facts, definitions, or instructions on how to do something.
3. Descriptive: used to describe a person, place, thing, or idea; often used to express or entertain.
4. Persuasive: used to influence others to agree with the writer’s opinion or to take action.

#### **Exercises:**

1. Use your RLN to write a narrative paragraph on one of the following topics. Remember to arrange your details in chronological order.
  - a. An eventful birthday or other special occasion.
  - b. Your favorite year in school so far.
  - c. The funniest thing that ever happened to you.
2. Use your RLN to write an expository paragraph either to explain a topic of your choice or to explain a process.

POETRY : This week focus your efforts on memorizing “My Heart Leaps Up” by William’s Wordsworth. You will recite to a parent/guardian this week for your Friday Assessment.

# MATH

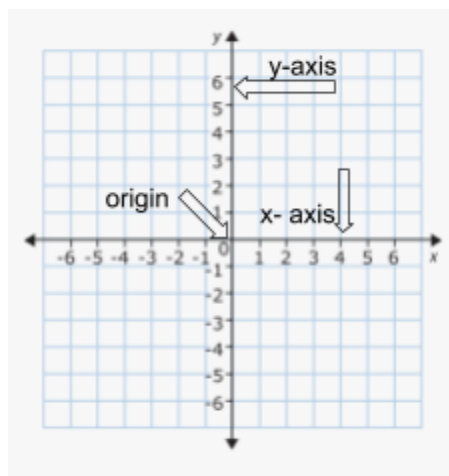
(Wednesday)

## Graphs of Ordered Pairs

**Introduction:** How would I describe the location of your new desk assignment without pointing directly to it? One way would be to describe the location. For example- The desk is in the second row and third desk to the right. If we write (2, 3) to represent this location, the order of the numbers is very important. If we write (3, 2) that would represent the third row and second desk to the right. You would find yourself in someone else's seat! A pair of numbers whose order is important is called an **ordered pair**.

An **ordered pair** gives the **coordinates** (exact location) of a **POINT**. We graph this *ordered pair* on a **coordinate plane** that is a flat surface formed by the intersection of two lines or **AXES**.

The x-coordinate of the origin is **0**  
AND  
the y-coordinate of the origin is also **0**  
So.....  
The ordered pair of the origin is **(0,0)**

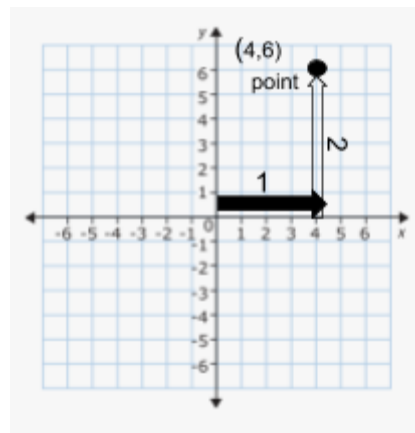


### Guided Instruction:

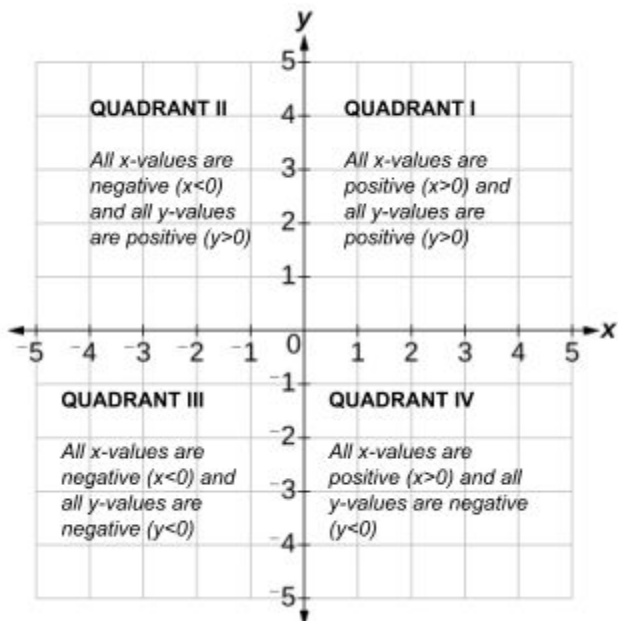
**Example 1:** Plot the point (4, 6)

\*For the x-coordinate: start at the origin then move 4 spaces to the right on the x-axis.

\*Next, apply the y-coordinate: move 6 spaces up on the y-axis.



The coordinate plane is divided into four **quadrants**.

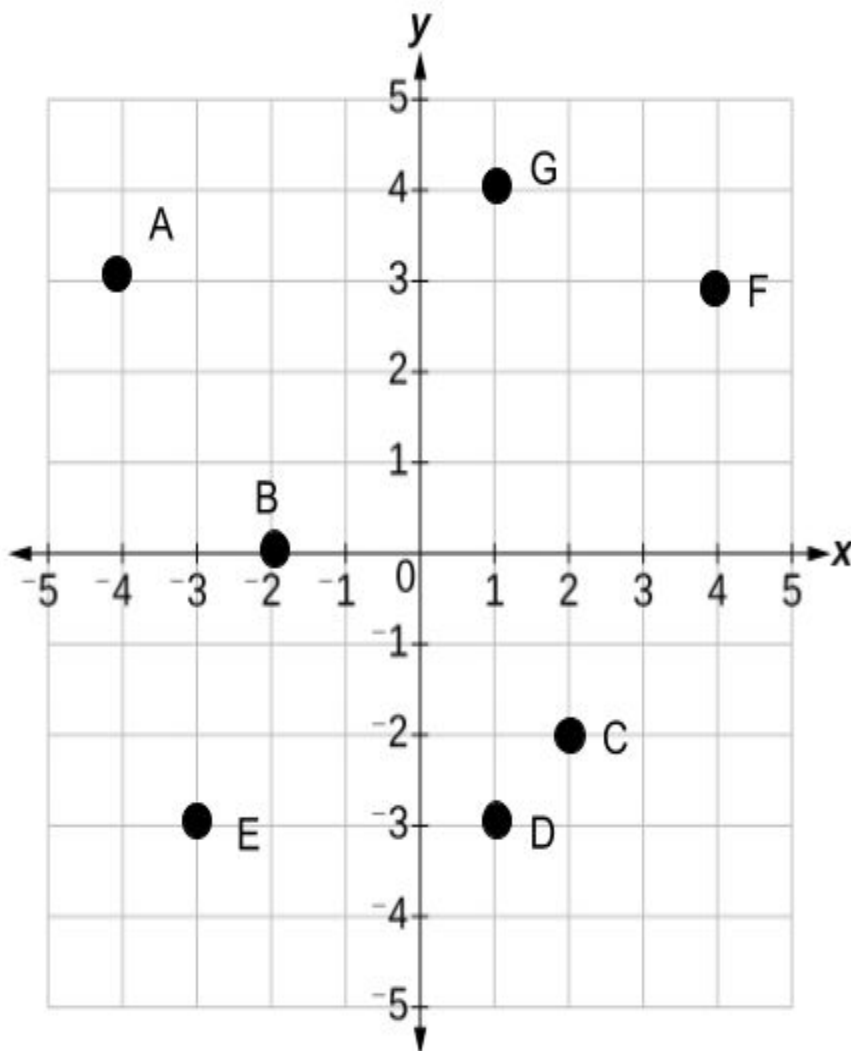


**Independent Practice:**

Directions: Find the coordinates of the following points. (Hint: The x-coordinate ALWAYS comes first!)

A \_\_\_\_\_ B \_\_\_\_\_ C \_\_\_\_\_ D \_\_\_\_\_ E \_\_\_\_\_

F \_\_\_\_\_ G \_\_\_\_\_



Part II. Name three "real life" situations where you need to know how to find the exact coordinates of a point.

1) \_\_\_\_\_

2) \_\_\_\_\_

3) \_\_\_\_\_

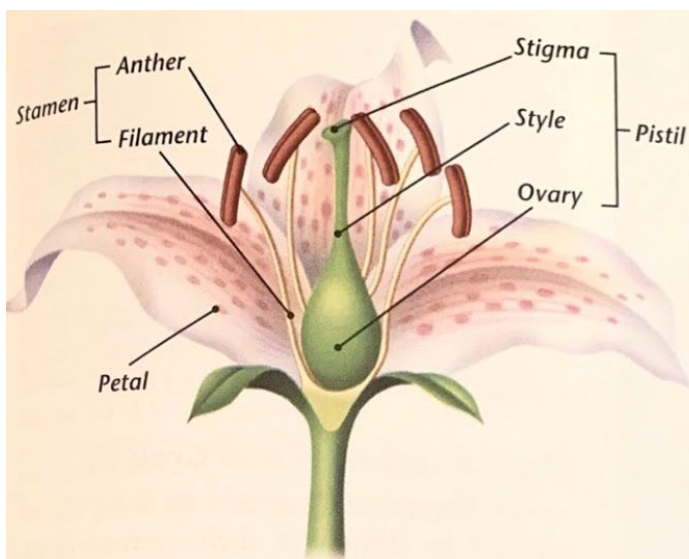
## SCIENCE

Read about the life cycles and parts of plants from excerpts from the *Science Explorer* and *Nature of Science*. Following the reading, you will be asked to **pick a flower from your yard, illustrate the flower, and label the parts that you can identify**. If you are unable to find a flower in your yard you may use an unlabeled photo of a flower. You will be asked to show your illustrations and labels in the Friday assessment. Recall and use the principles for observing living beings (attached below).

### Reproduction

The life cycles of plants have two stages, or generations. In one stage, the plant produces spores, the tiny cells that can grow into new organisms. A spore develops into the plant's other stage, in which the plant undergoes sexual reproduction that involves fertilization. **Fertilization** occurs when a sperm cell unites with an egg cell. Sperm cells and egg cells contain genetic information. The fertilized egg is called a **zygote**. A young organism that develops from a zygote is called an **embryo**.

**Seeds** In seed plants, including gymnosperms and angiosperms, an embryo develops inside a seed. A **seed** is a structure that contains a young plant inside a protective covering. **A seed has three important parts—an embryo, stored food, and a seed coat.** The embryo has the beginnings of roots, stems, and leaves. The embryo uses food stored in the seed until it can make its own food. In some plants, food is stored inside one or two seed leaves, or **cotyledons** (kaht uh LEED unz). The outer covering of a seed is called the seed coat. The seed coat protects the embryo and its food and keeps them from drying out.



**Figure 18** Like most flowers, this lily contains both male and female reproductive structures.

**Interpreting Photographs** What structures in the diagram can you find in the photograph?

After seeds have formed, they are usually scattered, or dispersed, sometimes far from where they were produced. Seeds are dispersed in several ways. Wind carries some seeds from one place to another. Animals may eat seeds, and then deposit them elsewhere in wastes. Seeds may stick to an animal's fur and hitch a ride to a new place. When seeds land in a suitable area, they can germinate, or begin to grow. To develop into a new plant, a seed needs light, water, and nutrients.

**Cones** Gymnosperms usually have reproductive structures called cones. Most gymnosperms have two types of cones: male cones and female cones. Male cones produce tiny grains of pollen. **Pollen** contains the microscopic cells that will later become sperm cells. Female cones produce ovules. An **ovule** (OH vyool) is a structure that contains an egg cell. During reproduction, pollen from a male cone reaches a female cone. Fertilization occurs when a sperm cell and an egg cell join together in an ovule on the female cone. After fertilization occurs, the zygote develops into the embryo part of the seed.

**Flowers** Most of the plants that you see around you are angiosperms. In these plants, the seeds are produced in **flowers**, which are the reproductive organs of some kinds of seed plants. Look at Figure 18 to see the parts of a typical flower. Within the petals are the flower's male and female reproductive organs. **Stamens** (STAY munz) are the male reproductive parts. Pollen is produced in the knobby structure, or **anther**, at the top of the stamen. Each of the female parts, or **pistils**, has a hollow organ called an **ovary**. In the ovary are the ovules that contain egg cells.



**Figure 19** The face of this sunflower turns on its stalk throughout the day so that it always faces the sun.

**Making Generalizations** How does a positive phototropism help a plant survive?

A flower is pollinated when a grain of pollen falls on the top of a pistil, called the stigma. Because the stigma is sticky, pollen adheres to it. In time, the sperm cell fertilizes the egg cell in the ovule. The zygote develops into the embryo part of the seed. As the seed develops, the ovary changes into a **fruit**, which is a ripened ovary and other structures that enclose one or more seeds. Apples and cherries are fruits. So are many foods you usually call vegetables, such as tomatoes and squash.

### Plant Responses and Growth

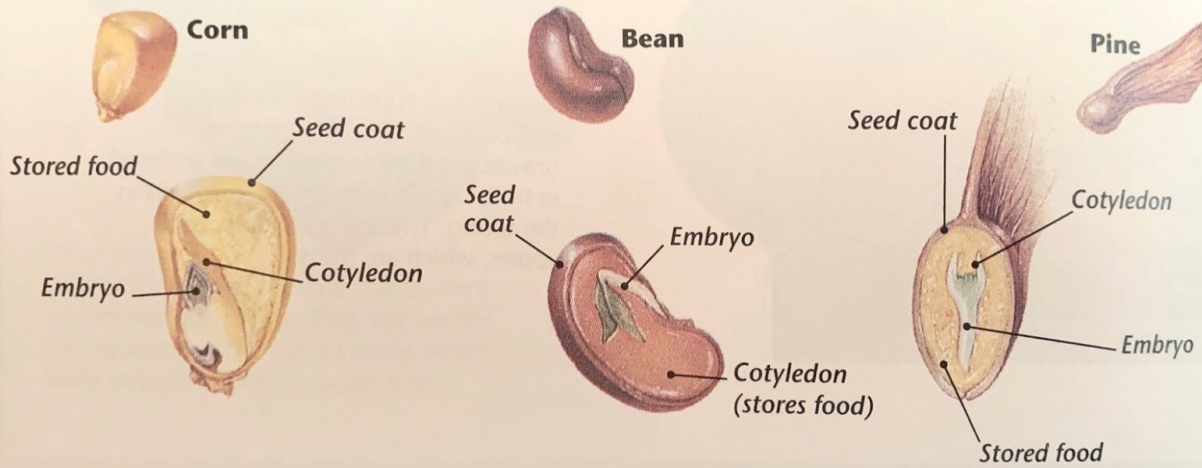
As you learned in Chapter 4, all living things respond to stimuli in their surroundings. Animals usually respond to stimuli by moving. **Unlike animals, plants commonly respond to stimuli by growing either toward or away from a stimulus.**

**Tropisms** A plant's growth response toward or away from a stimulus is called a **tropism** (TROH pihz uhm). If a plant grows toward the stimulus, it shows a positive tropism. If a plant grows away from a stimulus, it shows a negative tropism.

Plants respond to three important external stimuli: touch, light, and gravity. For example, the stems of many vines, such as grapes and morning glories, respond positively to touch. They coil around any object they touch. All plants grow toward light, which is a positive tropism. The parts of plants respond differently to gravity. Roots grow downward, which is a positive tropism. However, stems grow upward, which is a negative tropism to gravity.

**Hormones** Plants are able to respond to touch, light, and gravity because they produce hormones. A **hormone** is a chemical produced inside an organism that affects the organism's body processes, such as growth and development. Hormones act as internal stimuli that cause an organism's cells, tissues, and organs to respond in specific ways. In addition to tropisms, plant hormones also control the formation of flowers, stems, and leaves, the shedding of leaves, and the development and ripening of fruit.

**Figure 17** The structures of three different seeds are shown in this diagram.



**Figure 20** A flowering plant is classified as an annual, biennial, or perennial depending on the length of its life cycle. (A) These morning glories are annuals. (B) This foxglove, *Digitalis purpurea*, is a biennial. (C) This peony, a perennial, will bloom year after year.

**Life Spans of Flowering Plants** If you've ever planted a garden, you know that many flowering plants grow, flower, and die in one year. Flowering plants that live for only one growing season are called annuals. Marigolds, petunias, and pansies are all annuals. Wheat, tomatoes, and cucumbers are also annuals.

Flowering plants that live for two years are called biennials (by EN ee ulz). In the first year, biennials grow roots, very short stems, and leaves. During their second year, they grow new stems and leaves, produce flowers and seeds, and then die. Parsley, celery, and most kinds of foxglove are biennials.

Flowering plants that live any longer than two years are called perennials. Some perennials, such as peonies and asparagus, have leaves and above-ground stems that die each winter. These perennials produce new leaves and stems each spring. Most perennials, however, have woody stems that do not die each winter. Bristlecone pines, oak trees, and honeysuckle are examples of woody-stemmed perennials.

## Flower Parts and their Purposes

1. **Calyx** – The outer, protective covering of the flower while it is a bud, which falls to the base of the flower after it opens and encircles the base.
2. **Sepals** – The individual leaf-like structures which together form the calyx. "*Separate petals*".
3. **Petals** – The flat, thin, colored structures surrounding the reproductive organs of the flower. The color of the petals often attracts insects and other pollinators to the flower.
4. **Corolla** – The whorl of flower petals as a whole, "crown" shaped.
5. **Stamen** – The male reproductive organ of the flower, composed of an anther and a filament. The stamen "stand" up from the base of the flower and typically surround the pistil.
  - a. **Anther** – This upper part of the stamen produces and stores pollen cells, which are the male reproductive cells of the flower.
  - b. **Filament** – The "thread-like" stalk that holds up the anthers of a flower.
6. **Pistil** – The female reproductive organ of the flower, centrally located within the flower. During pollination, pollen from a stamen is brought into contact with the pistil and then drawn into it. The pollen cells fertilize one or more ovum (egg), which grows into a new plant.
  - a. **Stigma** – The uppermost part of the pistil, often covered with a sticky residue which catches pollen on its surface.
  - b. **Style** – The pillar-like stalk that holds up the stigma and connects it to the ovary.
  - c. **Ovary** – As the main reproductive part of the pistil, the ovary is a chamber that produces and houses eggs along the inner surface of itself.
  - d. **Ovum** – One of the many female reproductive cells within the ovary of the pistil, known as the egg.

## Pollination, Fruiting, and Germination

**Pollination** is the process in which pollen is transferred from an anther to a pistil in order to fertilize an ovum. The fertilized egg is called a **seed**, and the seed grows within the ovary of the flower. As the flower petals die, the ovary grows and forms a protective covering around the seed. Typically, it either swells and becomes fleshy or hardens around the seed. This swollen ovary is what is known as botanical **fruit**. In a variety of different ways for different plants, fruits serve as carriers and protectors of their seeds until the seeds find their way into the ground. When a seed becomes buried in the soil and sprouts roots, this is called **germination** – a new life taking root in order to grow into a mature plant.

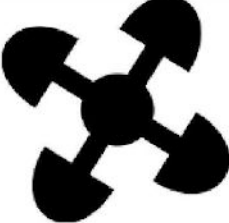
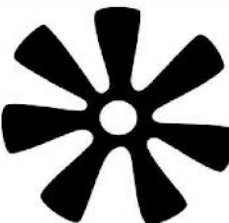

# ART



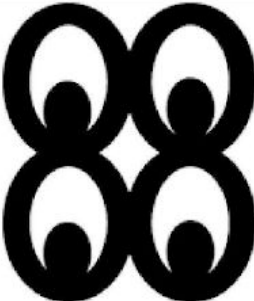
## Remote Art Assignment Week 6: African Art, Adinkra

Adinkra symbols are used by the Asante Tribe in West Africa. They are found all over the beautiful country of Ghana.

Adinkra symbols each represent a unique thought or concept. They were originally stamped on cloth that was only worn by royalty.

In the tables below and on the back of this page, practice drawing these elegant symbols.

 <p><b>AKOMA NTOSO</b> "linked hearts" symbol of understanding and agreement</p>	 <p><b>ANANSE NTONTAN</b> "spider's web" symbol of wisdom, creativity, and the complexities of life</p>	 <p><b>ASASE YE DURU</b> "the Earth has weight" symbol of providence and the divinity of Mother Earth</p>
<p>1<sup>st</sup> practice:</p>	<p>1<sup>st</sup> practice:</p>	<p>1<sup>st</sup> practice:</p>
<p>2<sup>nd</sup> practice:</p>	<p>2<sup>nd</sup> practice:</p>	<p>2<sup>nd</sup> practice:</p>
<p>3<sup>rd</sup> practice:</p>	<p>3<sup>rd</sup> practice:</p>	<p>3<sup>rd</sup> practice:</p>

 <p><b>BOA ME NA ME MMOA WO</b></p> <p>"Help me and let me help you"</p> <p>symbol of cooperation and interdependence</p>	 <p><b>FUNTUNFUNEFU- DENKYEMFUNEFU</b></p> <p>"Siamese crocodiles"</p> <p>symbol of democracy and unity</p> <p>The Siamese crocodiles share one stomach, yet they fight over food. This popular symbol is a remind that infighting and tribalism is harmful to all who engage in it.</p>	 <p><b>MATE MASIE</b></p> <p>"What I hear, I keep"</p> <p>symbol of wisdom, knowledge ,and prudence</p>
<p>1<sup>st</sup> practice:</p>	<p>1<sup>st</sup> practice:</p>	<p>1<sup>st</sup> practice:</p>
<p>2<sup>nd</sup> practice:</p>	<p>2<sup>nd</sup> practice:</p>	<p>2<sup>nd</sup> practice:</p>
<p>3<sup>rd</sup> practice:</p>	<p>3<sup>rd</sup> practice:</p>	<p>3<sup>rd</sup> practice:</p>

## **THURSDAY- 4/30/20**

### **ELAR (I)**

VOCABULARY: pages 200-201; Vocabulary packet in the Appendix  
LITERATURE: Goal/Objective:  
Materials Needed: The Adventures of Tom Sawyer by Mark Twain  
Specific Instructions: Read Chapters 7 & 8 and answer comprehension questions.

WRITING: Goal/Objective: Write good paragraphs  
Materials Needed: RLN  
Specific Instructions: Write a descriptive and a persuasive paragraph.

POETRY: Goal/Objective: Memorize poetry  
Materials Needed: "My Heart Leaps Up"  
Specific Instructions: Complete the memorization of the poem.

### **Math (I/PA to help check answers)**

Goal/Objective: Graphs of ordered pairs  
Materials needed: Graphing paper (included in packet) RLN and pencil  
Specific Instructions: Take notes in your RLN as you follow the guided instruction. You will need to print the graph paper included in the packet. You can cut the graph paper and use your glue stick to glue your completed homework in your RLN.

### **History (I)**

Goal/Objective: Continue to compare and contrast Francisco de Miranda, Simon Bolivar, and Jose de San Martin. Answer the Big Question: What were the achievements and failures of Simón Bolívar?  
Materials needed: Map of The Colonies of Latin America, RLN, and Thursday packet  
Specific Instructions: Read the second part of Chapter 5 (pgs. 60-67) and complete your KWO from details you learn about Simón Bolívar, Francisco de Miranda, and Jose de San Martin. Answer the "Reflect" questions as you read.

### **Special:**

#### **Latin (I)**

Goal/Objective: Learn about the theatre at Pompeii.  
Materials needed: none  
Specific Instructions: follow instructions given for each activity

## ELAR

### LITERATURE

The Adventures of Tom Sawyer by Mark Twain

Vocabulary for Notebook Journal

- 1) Bosom- close
- 2) Refuge- shelter from pursuit, danger, or trouble
- 3) Andiron- a metal support that holds wood burning in a fireplace
- 4) Upbraid- scold; find fault
- 5) Noonday- middle of the day
- 6) Frivolity- lack of seriousness
- 7) Cogitating- think deeply about something

Read Chapters Seven and Eight, annotating the text and/or using the Stop, Think, and Jot technique. Answer the following questions in your RLN:

1. Use text evidence to describe what helps cause Tom's boredom.
2. What does Cardiff Hill look like? Use descriptive examples in the text to support your answer.
3. Explain why the tick has no reason to be happy about being let out of the box.
4. Find an example of cause and effect based on the events in the second paragraph of Chapter 7.

### WRITING:

Writing a Paragraph

Four Types of Paragraphs:

1. Narrative: use chronological order to tell a story or relate a sequence of events.
2. Expository: used to inform or explain, often by including facts, definitions, or instructions on how to do something.
3. Descriptive: used to describe a person, place, thing, or idea; often used to express or entertain.
4. Persuasive: used to influence others to agree with the writer's opinion or to take action.

### Exercises:

1. Use your RLN to write a descriptive paragraph about one of the following topics. Be sure to appeal to the reader's senses and create coherence.
  - a. Your bedroom
  - b. Your favorite place
  - c. A beautiful sunset
2. Use your RLN to write a persuasive paragraph on a topic of your choice or a topic below. Convince the reader to agree with you.
  - a. What school policy would you change or enact if you could?
  - b. What is your opinion on an issue you have seen on the news or read about in the newspaper?
  - c. Who is the greatest historical figure of all time?

POETRY This week focus your efforts on memorizing "My Heart Leaps Up" by William's Wordsworth.

# MATH

(Thursday)

## Graphs of Ordered Pairs

### Let's Review:

Find the value of  $y$  for the given value of  $x$ .

- 1)  $7x - 18 = y$ ;  $x=9$       2)  $y=54 - 3x$ ;  $x = 17$       3)  $y=9x + 19$ ;  $x = 13$

Check your answers:

$$y = 45 \quad y = 3 \quad y = 136$$

### Guided Instruction:

Let's review the vocabulary we used in Wednesday's Math Lesson. These should be in your RLN.

**Ordered pair:** a pair of numbers whose order is important

**Axes:** a plane marked with two perpendicular number lines

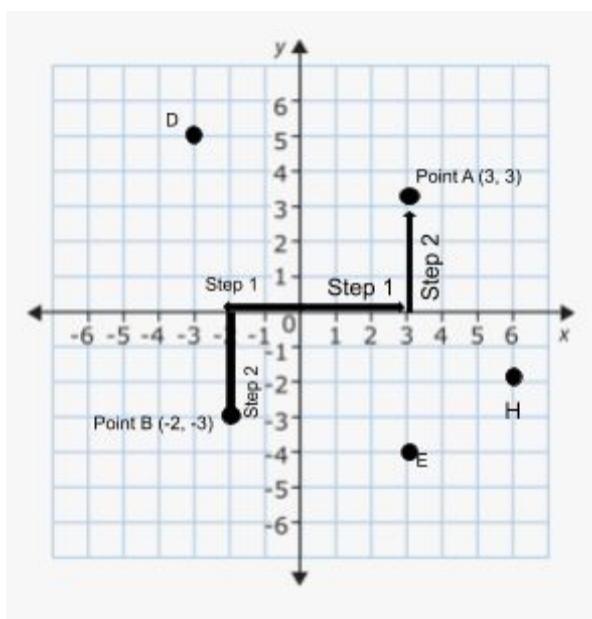
**X-axis:** the first number of an ordered pair is placed on this horizontal number line

**Y-axis:** the second number of an ordered pair is placed on this vertical number line

**Origin:** where the axes meet in a point

**Coordinates:** the ordered pair that gives the exact location or the coordinate of a point

**Coordinate Plane:** flat surface formed by the intersection of two lines



Review:

To graph the ordered pair  $(3, 3)$ :

\*Start at the origin and go 3 units right and 3 units up.

To graph the ordered pair  $(-2, -3)$ :

\*Start at the origin and go 2 units left and 3 units down.

Try This!

Give the ordered pair associated with each letter:

- 1) D      2) H      3) E

Check your answers:

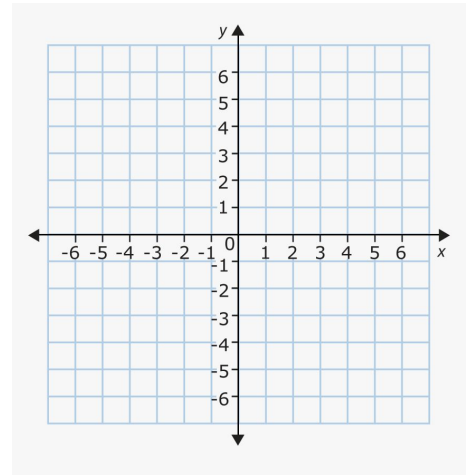
D  $(-3, 5)$     H  $(6, -2)$     E  $(3, -4)$

**Independent Practice:**

You will need to draw the following for each set of ordered pairs.

Graph the following ordered pairs on graph paper and label with the correct letter.

1. A (3,1) B (0,2) C(-2, 1)
2. A(-4, -1) B (0, -3) C (-2, 4)
3. A(4, -4) B (0,0) C (-2, 2)
4. A (-3, 2) B(-1, 3) C(1, 4) D(3, -2)

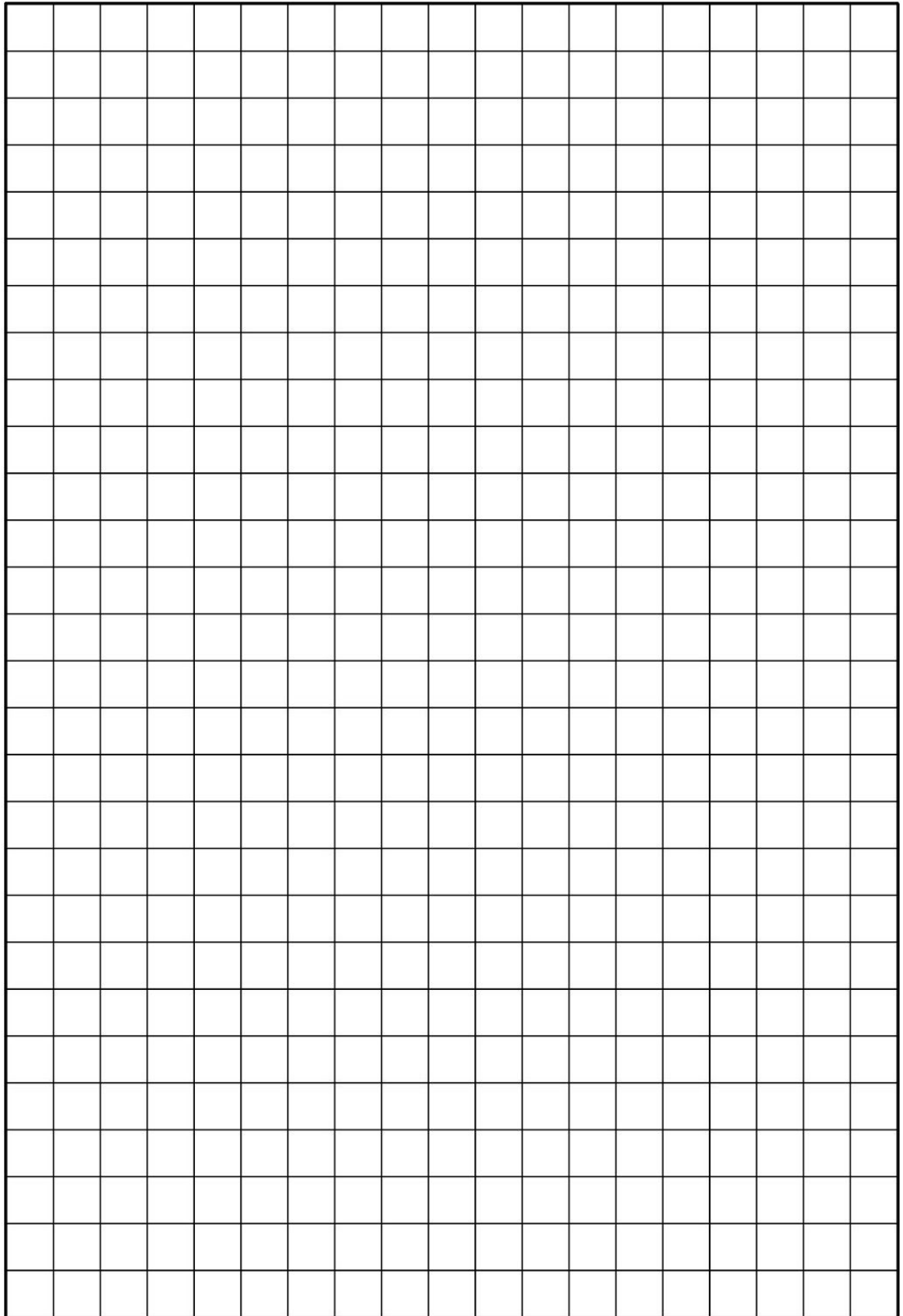


Graph the following ordered pairs and join the points with lines.  
What type of shape is produced?

A(1,1) B (1,5) C(-4,8) D (-4,0)

Graph the following ordered pairs and join the points to form a triangle.  
Classify the triangle by angles and by sides.

5. (-2, -1) (1, 1) (4,-1)
6. (2, 2) (-3, 1) (3, -1)



## HISTORY

**Directions:** Read the second part of Chapter 5. Write the big question: “What were the achievements and failures of Simon Bolivar?” in your RLN. Before you read, look at the map of the Colonies of Latin America. Find the Orinoco River, Angostura, Boyaca, Carabobo, Lima, Quito, Guyaquil, and Ayacucho. As you read, add the key vocabulary to your notes and answer the

“Reflection questions” in your RLN. Continue your KWO that you began on Tuesday that included key details about: Simón de Bolívar, Francisco de Miranda, and José de San Martín.

**Key Vocabulary:**

**artillery**, n. large guns that are used to shoot across long distances

### Chapter 5 Simón Bolívar the Liberator (Part II pgs. 60-67)

**Bolívar’s Daring Plan** Bolívar may have been defeated, but he never gave up! He immediately began assembling a new army in Haiti, where he had the strong support of Pétion (/pay\*tyawn/), the Haitian president. Pétion had once been enslaved, and he asked two things in exchange for his support. First, Bolívar must recognize Haiti’s government once he established his own government in South America. Second, Bolívar must free all enslaved people. Bolívar agreed, and Pétion provided support that made the next stage in the Venezuelan independence movement possible. Bolívar left Haiti with just two hundred soldiers in seven small ships. He tried to land on the Venezuelan coast, but the effort failed. He needed the Venezuelans to join his army, but most either supported the royalists or were indifferent to the war altogether. Realizing that he could not succeed, Bolívar changed his strategy. By this time, the llaneros were unhappy with Spanish rule. If he could gain their support, Bolívar might still win the war. In July 1817, Bolívar sailed up the Orinoco River and set up headquarters in the town of Angostura (/ang\*guhs\*toor\*uh/). It was a small, isolated town where the rebels could reorganize without interference from the Spaniards and royalists. The plan worked. The llaneros now favored independence and joined Bolívar. In addition, more than four thousand British volunteers joined the revolution. These troops were among the best in the rebel army. Now Bolívar was ready to try again to win independence for Venezuela and New Granada.

**Reflect:**

Why do you think it was important to Pétion to make freedom of enslaved people a condition of his support?

**On to Bogotá!** Bolívar decided on a bold move. He would attack Bogotá, the capital of New Granada. Bogotá was tucked safely away in the distant Andean highlands. The Spanish leaders thought no rebel army would be able to cross the hundreds of miles of trackless country and climb the mountains to attack such an isolated place. But that is exactly why Bolívar did it. In May 1819, Bolívar left Angostura with 2,500 men. Crossing the Llanos was worse than facing the Spaniards. The army endured rain, wind, and floods. Their clothing rotted, and their saddles and boots fell apart. One soldier later recalled, “For seven days we marched in water up to our waists.” Soldiers were swept away in floods, lost in quicksand, and killed by disease. Matters got worse when they reached the mountains. All the horses died, and Bolívar lost many men. Hundreds died from



Bolívar's army defeated Spanish troops and reached Bogotá. This painting shows Bolívar on route to the city.

exhaustion. The army abandoned everything but its guns. Even the artillery was left on the narrow, snow-covered, and icy mountain trails. But still, the army struggled on until finally, exhausted and out of supplies, they descended from the mountains into New Granada. There they were given fresh supplies and horses. As Bolívar had hoped, his army surprised the Spanish troops. The battle of Boyacá (/boi\*yah\*kah/) was one of the most important in the entire campaign. The main Spanish army was beaten, and Bolívar marched into Bogotá almost without resistance. The people of Bogotá cheered Bolívar and welcomed him as a liberator.

Bolívar left behind a general from New Granada to establish a government there and then turned once again to the liberation of Venezuela. Bolívar returned to Angostura where he joined forces with a new llanero chieftain, José Antonio Páez. The two of them led an army that met the royalists in the battle of Carabobo. Once again, Bolívar surprised the royalist forces by attacking from an unexpected direction. The victory ended most of the Spanish resistance in Venezuela. Four days later, on June 28, 1821, Bolívar marched into Caracas. Venezuela's independence had been won.

Reflect:

Why did Bolívar decide to attack Bogotá?

Why was the battle of Boyacá important?

**Bolívar's Dream** After more than ten years of struggle, two battles had turned the tide, winning independence for New Granada and Venezuela. With their independence, Bolívar was able to set in motion another dream for South America. He admired the United States and was impressed that the thirteen British colonies had united to form a single country. He dreamed of doing the same thing in South America. Uniting New Granada and Venezuela was the beginning. The new country was called Gran Colombia. Its first constitution was written in 1821, and Bolívar became the first president. However, this was just the beginning. Bolívar next turned his attention to the south. Lima (/lee\*muh/), Peru, had been the capital of Spanish South America for centuries,

and it was a royalist stronghold. Capturing this city was a major objective on the road to independence for all of South America. But to get to Peru, the rebels would have to take the important city of Quito. Today, Quito is the capital of Ecuador. José Antonio Sucre (/hoh\*say/ahn\*tone\*yoh/soo\*kray/) was a native of Venezuela. He joined the revolution in 1810 and had followed Bolívar ever since. In 1821, Bolívar sent Sucre to Guayaquil (/gwye\*ah\*keel/), the main port city of Ecuador. There, he gathered an army to attack the



José Antonio Sucre was a skillful and experienced soldier.



José de San Martín fought for many years to remove the Spanish from southern South America.

Spanish forces stationed in Quito. 65 Sucre's army met the Spanish forces on May 24, 1822. The Spanish were defeated, and Ecuador was liberated. Now only Peru remained to be liberated. However, another

Reflect:

What similarities do you recognize in the 2 above portraits?

What differences?

How are both of the men portrayed in the portraits?

liberator was already there! José de San Martín had been fighting since 1813 to liberate southern South America. By 1821, his army had reached Lima. Although San Martín declared independence for Peru, his army was not strong enough to beat the large Spanish forces that remained in mountain fortresses. San Martín and Bolívar met in Guayaquil in July 1822. San Martín wanted Bolívar's help in liberating Peru. No one knows for sure what was said at the meeting. Afterwards, however, San Martín took most of his army and marched to Chile— leaving behind some soldiers to help liberate Peru. Bolívar went to Lima in September 1823. However, something was different: The Peruvians did not trust him. He was a Venezuelan, and he was the president of Gran Colombia. No one in Lima wanted Peru to become a part of Gran Colombia. Bolívar feared that, if he left the city to pursue the Spanish army, the people of Lima would turn against him. As a result, he asked Sucre to once again lead the liberation army. Sucre's force met and defeated the Spanish army near the city of Ayacucho (/ah\*yah\*koo\*choh/) on December 9, 1824. Peru was finally freed from Spanish rule. With the liberation of Peru, only an area called Upper Peru remained under Spanish control. By this time, Bolívar believed that Lima was safely under his control. He handed over the command to Sucre, who freed upper Peru in 1825. This victory completed the liberation of South America. The leaders of Upper Peru wanted their homeland to become independent. They named the new country Bolivia (/buh\*lihv\*ee\*uh/), in honor of Bolívar, the Liberator. He wrote a constitution for the country, and Sucre became its first president.



Forces led by Bolívar and Sucre defeated the Spanish and liberated, or freed, Venezuela and New Granada.

**The End of Bolívar's Dream** Bolívar had brought liberty to much of South America. He had really hoped to achieve a united South America. Nevertheless, he had achieved a great deal. But then, in his moment of triumph, things turned against him. Following his victory in Bolivia, Bolívar returned to Lima and found the Peruvians plotting against him. Bolivia had already established itself as an independent nation, and now Peru wanted to be independent as well. Back in Gran Colombia, conflicts were also arising. Bolívar hurried back to try to calm the storms that were raging there. He faced rebellions in Venezuela and unhappiness in Colombia. On top of all this, Bolívar was sick. Bolívar proved to be a better general than he was a president. Bolívar's rule in Gran Colombia was too harsh, and he was resented by many of his former supporters. Finally, in 1830, Gran Colombia broke up into the three countries of Venezuela, Colombia, and Ecuador. Bolívar's dream of a united South America had failed. Bolívar, near death and discouraged, resigned as president and left Bogotá for the coastal city of Santa Marta where he planned to take a ship to Europe. When he got to Santa Marta, he discovered that his old friend General Sucre had been killed by political rivals. Bolívar was heartbroken. He canceled his trip and went to stay with a friend. He died there in December 1830. At the end, when it was clear that South America would never be united, Bolívar was very disheartened. His reported last words show the sting of rejection he felt. "Let us go!" he whispered with his last breath. "Let us go!— the people do not want us in this land!"

**Reflect:**  
Do you think that Bolívar was successful?  
Give at least one example to prove your claim.

### Colonies in Latin America



## LATIN

### The theater at Pompeii

Plays were not performed in Pompeii every day but only at festivals, which were held several times a year. There was therefore all the more excitement in the town when the notices appeared announcing a performance. On the day itself the shops were closed and no business was done in the forum. Men and women with their slaves set off for the theater early in the morning. Some carried cushions, because the seats were made of stone, and many took food and drink for the day. The only people who did not need to hurry were the town councillors and other important citizens, for whom the best seats at the front of the auditorium were reserved. These important people carried tokens which indicated the entrance they should use and where they were to sit. It is uncertain whether men and women sat separately or together, and women may have had to be content with a seat at the top of the large semicircular auditorium. The large theater at Pompeii could hold 5,000 people.

A dramatic performance was a public occasion, and admission to the theater was free. All the expenses were paid by a wealthy citizen, who provided the actors, the producer, the scenery, and costumes. He volunteered to do this, not only to benefit his fellow-citizens, but also to gain popularity which would be useful in local political elections.



*A bronze head of Sorex, a famous Pompeian actor. Originally the eyes would have been inserted in lifelike colors.*



*Pompeii's smaller, roofed theater.*



The performance consisted of a series of plays and lasted all day, even during the heat of the afternoon. To keep the spectators cool, a large awning was suspended by ropes and pulleys across most of the theater. The awning was managed by sailors, who were used to handling ropes and canvas; even so, on a windy day the awning could not be unfurled, and the audience had to make use of hats or sunshades to protect themselves from the sun. Between plays, scented water was sprinkled by attendants.

One of the most popular kinds of production was the **pantomime**, a mixture of opera and ballet. The plot, which was usually serious, was taken from the Greek myths. The parts of the different characters were mimed and danced by one masked performer, while a chorus sang the lyrics. An orchestra containing such instruments as the lyre, double pipes, trumpet, and castanets accompanied the performance, providing a rhythmic beat. Although there is evidence that women and girls sometimes performed in pantomimes, most performers were men who were usually Greek slaves or freedmen. They were much admired for their skill and stamina, and attracted a large following of fans.

Equally popular were the comic actors. The bronze statue of one of these, Sorex, was discovered at Pompeii, together with graffiti on walls naming other popular actors. One of these reads:

**Actius, our favorite, come back quickly.**

*Pompeii's main, open-a*

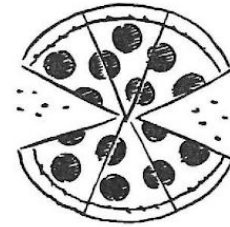


*A mosaic of a theater m*

# VOCABULARY

## Chapter 17: Order, Proportion, and Comparison

Chapter 17:  
Order, Proportion,  
and Comparison



You are in sixth grade. Last year you were in fifth grade, and next year, you will be in seventh grade. You are following a series of classes in your education. In this chapter you will learn words that have to do with order, proportion, and comparison.

### Roots to Learn:

sequ  
rat

### Words to Learn:

sequence	ratio
sequel	ration
consequence	rational
subsequent	rationale

The Latin word **SEQUOR, SECUTUS** means "to follow." From this word we get the root **SEQU**.

**SEQUENCE** means "order."

Most things in life, in nature, and in the world of business occur in a certain **SEQUENCE**. You are born, you learn to walk, you ride a bike, you learn to drive a car. Spring, summer, fall, winter. A magazine photographer takes a picture, downloads it to the computer, stores it in a file, then prints it out. As you can see, if you were to take a step out of sequence, or put the things in a different order, everything would be wrong! If summer followed winter immediately, the trees would die, your clothes would be all wrong, and Christmas vacation would be right after Labor Day.

A **SEQUEL** is a book, story, or movie that follows another.

Have you seen or read any famous sequels? With some, it's difficult to tell which was the original. Look at this list of movies and see if you can figure out the sequence of the sequels: *Frankenstein Reborn*, *Frankenstein*, *Frankenstein and Me*, *Frankenweenie*, *Frankenstein's Daughter*, *Bride of Frankenstein*.

ANTIETAM  
FREDERICKSBURG  
CHANCELLORSVILLE  
VICKSBURG  
GETTYSBURG



The students were asked to list the Civil War battles in the **sequence** in which they occurred.

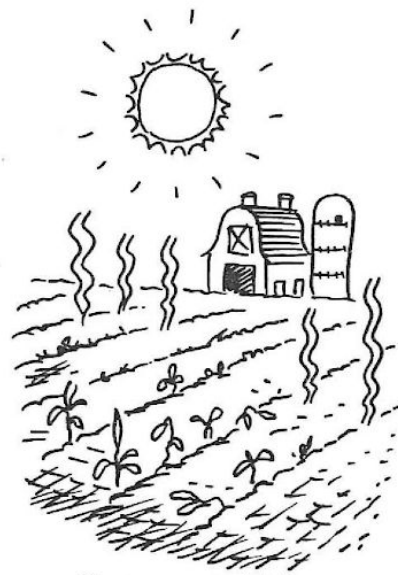
**Growing Your Vocabulary:** Learning from Latin and Greek Roots

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## Chapter 17: Order, Proportion, and Comparison

A **CONSEQUENCE** is a result that follows an action.

Every action has **CONSEQUENCES**. Sometimes, there are what's called "unintended consequences," which means that what happens is not expected. For example, a boy might start smoking cigarettes because he thinks that smoking is cool. After a few years, the boy can't run as far as he could before, he gets sick easier than before, and he has really horrible breath. These are the unintended consequences of trying to be cool. We won't even mention the terrible diseases that smoking can cause!



The poor crop yield was a consequence of the drought.

**SUBSEQUENT** means "coming after in time" or "following."



Solving the complex math problem made subsequent problems seem much easier.

**SUBSEQUENT** to graduating from high school, what do you want to do: go to work or go to college?

### Did You Know?

If you are below the primary level of a building, you are at the *sublevel*. If you are in a *submarine*, you can travel under the water. If you are not an authority figure, you are considered a *subordinate*. If your writing is not good enough, it is *substandard*.



## Chapter 17: Order, Proportion, and Comparison

The Latin noun **RATIO, RATIONIS** means "computation" or "reason." From the root **RAT**, we get words having to do with order and reason.

A **RATIO** is a comparison in size between one thing and another.

What is the **RATIO** of boys to girls in your class? If there are 13 boys and 15 girls, the ratio is 13 to 15. How about the ratio between a dollar and a nickel? That's 100 to 5 or 20 to 1. If you get five A's and two B's on your report card, what's that ratio? Ratios help explain the relationship between many things!



The *ratio* of the boat to the model is 10:1.



During the First World War, the family saved its *ration* of sugar to bake a cake.

A **RATION** is a calculated portion, and as a verb, it also means "to give a portion."

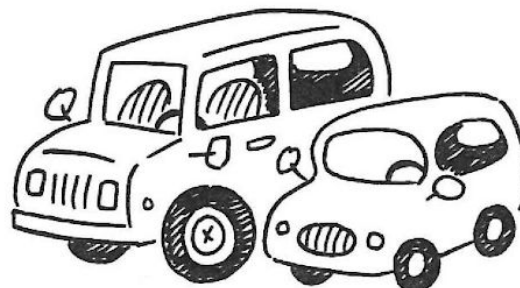
During certain times of shortages, like major wars, the United States has had to **RATION** various items. During the Second World War, people were given government stamps that allowed them to buy small amounts of rubber, sugar, butter, baby foods, gasoline, cotton, meat, and many other ordinary supplies that are easy to buy today. The rest of the country's supply of these things went to fight the war: For example, most cars were allowed only four gallons of gas each week!!! One stamp allowed a family to buy five pounds of sugar, but the sugar had to last 3 ½ months!!! Can you imagine the hardships this rationing must have caused?

## Chapter 17: Order, Proportion, and Comparison

**RATIONAL** means “having reason.” (The opposite is **IRRATIONAL**.)

You have two areas in your brain—one part controls your emotional responses like anger, love, friendliness, etc.—and another part controls your rational behavior like knowledge, conscious thought, etc. It’s when the two mix that trouble begins. You know there’s no monster in your closet, but you’re frightened when you hear a sound, you know you should study for the test, but you want to play with your friends. As you grow up, your emotions still are going to be strong, but the rational part of your life will take control of most of what you do.

BUILT LIKE A  
TANK.



BORROW LESS FROM  
THE BANK.

When buying a car, try to make  
as *rational* a decision as possible.



Greg’s *rationale* for keeping his old computer is  
that the new one might not work properly.

**RATIONALE** is a person’s reason for doing something. Usually it gives an explanation for the person’s actions.

One way to remember the meaning of **RATIONALE** is a simple synonym: an excuse. If I cross the street on a red light, my rationale might be that I’m in a hurry. That’s really just a made-up reason, a justification, an excuse.

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2  
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7  
8

Chapter 17:  
**Exercises**

## Exercises

### Word Bank

sequence  
sequel

consequence  
subsequent

ratio  
ration

rational  
rationale

### I. Define It! (Part I)

DIRECTIONS: Write the letter of the word from the right column that matches the definition in the left column. The first one has been done for you.

- |  |                |
|--|----------------|
| 1. a book that follows another <b>F</b>                    | A. consequence |
| 2. a comparison in size between one thing and another ____ | B. rationale   |
| 3. having reason ____                                      | C. sequence    |
| 4. the order of something ____                             | D. ratio       |
| 5. a reason for doing something ____                       | E. rational    |
| 6. a result of an action ____                              | F. sequel      |
| 7. coming after, following ____                            | G. subsequent  |
| 8. a calculated portion ____                               | H. ration      |

### II. Finish It!

DIRECTIONS: Using the root provided, write a word to complete each sentence. The first one has been done for you.

1. To create a timeline for a novel, you will need to put the main events in the **sequence** in which they occur. (Root = SEQU)
2. On the island, the survivors had to \_\_\_\_\_ the remaining bottles of water so they would not run out before they were rescued. (Root = RAT)
3. Susie's \_\_\_\_\_ for buying the expensive bicycle was that she earned plenty of money mowing lawns. (Root = RAT)
4. The author will probably write a \_\_\_\_\_ if his first novel is a success. (Root = SEQU)
5. Leaving the car windows open was not a \_\_\_\_\_ decision, because it was clearly about to rain! (Root = RAT)
6. After you have used a paint primer on a wall, the \_\_\_\_\_ step will be to paint the wall with several coats of the desired paint color. (Root = SEQU)
7. The state of Vermont has the largest \_\_\_\_\_ of cows to people in the entire country. (Root = RAT)
8. As a \_\_\_\_\_ of riding the roller coaster four times in a row, Mario got dizzy and threw up. (Root = SEQU)

## Chapter 17: Exercises

### Word Bank

sequence  
sequel

consequence  
subsequent

ratio  
ration

rational  
rationale

### III. Define It! (Part 2)

DIRECTIONS: Based on what you have learned in this chapter, define each of the following in your own words, and create a sentence using the word.

1. sequence: \_\_\_\_\_  
\_\_\_\_\_
2. sequel: \_\_\_\_\_  
\_\_\_\_\_
3. consequence: \_\_\_\_\_  
\_\_\_\_\_
4. subsequent: \_\_\_\_\_  
\_\_\_\_\_
5. ratio: \_\_\_\_\_  
\_\_\_\_\_
6. ration: \_\_\_\_\_  
\_\_\_\_\_
7. rational: \_\_\_\_\_  
\_\_\_\_\_
8. rationale: \_\_\_\_\_  
\_\_\_\_\_

### IV. Decode It!

DIRECTIONS: Use what you have learned about the roots *sequ* and *rat* and the prefixes and suffixes you have learned to answer the following questions:

1. Review the prefix *pre-*. What do you think a *prequel* is?  
\_\_\_\_\_
2. If someone asks you to list *consecutive* numbers, what answer would you give?  
\_\_\_\_\_
3. Review the prefix *ir-*. If someone is being *irrational*, what might you expect that person to be doing?  
\_\_\_\_\_
4. If the Latin root *sequ* means "to follow," what do you think the Latin term *non sequitur* means? Explain your thinking.  
\_\_\_\_\_

Chapter 17:  
**Exercises**

..... *Word Bank* .....

sequence  
sequel

consequence  
subsequent

ratio  
ration

rational  
rationale

**V. Unscramble It!**

DIRECTIONS: The vocabulary words from the chapter have been scrambled. Using the sentence, figure out which word belongs in the blank. Then, unscramble the letters to write the word correctly.

1. The \_\_\_\_\_ of boys to girls in the class was three to one.  
**ITORA**
2. When the electricity went out, the family had to \_\_\_\_\_ their ten candles because they did not know when the power would come on. **ONARIT**
3. Dialing the correct \_\_\_\_\_ of numbers will unlock the safe.  
**UCEQESEN**
4. The outbreak of malaria was one unexpected \_\_\_\_\_ of the ban on spraying mosquito poison. **ECUQENESOCN**
5. It seemed totally \_\_\_\_\_ that Treana wanted to take an ice cold shower; the thermometer was at ninety-nine degrees. **ONARLATI**
6. Although the first chapter of the novel was boring, the \_\_\_\_\_ chapters had me on the edge of my seat!  
**QTEBSUNSEU**
7. Ashley loved the new romance novel so much that she could not wait for its \_\_\_\_\_.  
**EUSLQE**
8. Mrs. Clark's \_\_\_\_\_ for buying the car was that it was the last one left in her favorite color. **IONATLERA**

*Chapter 17:*  
**Exercises**

*Word Bank*

sequence  
sequel

consequence  
subsequent

ratio  
ration

rational  
rationale

**VI. Compare It!**

DIRECTIONS: Learning a word's synonym can help you understand the word better. Match each vocabulary word below with a word that has a similar meaning.

1. consecutive \_\_\_
2. proportion \_\_\_
3. arrangement \_\_\_
4. explanation \_\_\_
5. continuation \_\_\_
6. after-effect \_\_\_
7. logical \_\_\_
8. allowance \_\_\_

- A. consequence
- B. rationale
- C. sequence
- D. ratio
- E. rational
- F. sequel
- G. subsequent
- H. ration

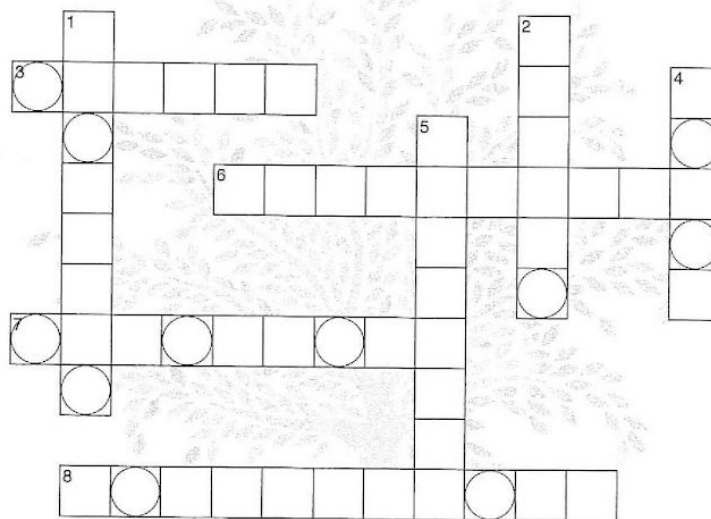
*Chapter 17:*  
**Exercises**

**VII. Solve It!**

Directions: Use the clues and words from this chapter to complete the crossword puzzle. The clues you see will be examples or instances of how the word is commonly used.

*Word Bank*

- sequence
- sequel
- consequence
- subsequent
- ratio
- ration
- rational
- rationale



*Clues:*

**ACROSS**

- 3. the only way to make one loaf of bread feed thirty castaways
- 6. Seventh grade English follows sixth grade English.
- 7. using "I bought a new pair of shoes, and now I need a dress to match" as a reason to go shopping
- 8. losing your computer privileges because you used it without permission

**DOWN**

- 1. raking cover in a basement during a tornado instead of watching it from the front porch
- 2. the second of two of Paul Zindel's books: *The Pigman* and *The Pigman's Legacy*
- 4. three to one
- 5. The Civil War came first, then two World Wars and then the War in Iraq.

Unscramble the letters in the circles in the crossword puzzle to answer the question below. The unscrambled word is not exactly from the vocabulary words in this lesson, but it is related to some of them.

If you behave or act without thinking something through, you are acting \_\_\_\_\_ **Y** \_\_\_\_\_.

# Student Attendance Affidavit

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

Monday, April 27, 2020

Tuesday, April 28, 2020

Wednesday, April 29, 2020

Thursday, April 30, 2020

Friday, May 1, 2020

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

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

Parent Signature: \_\_\_\_\_

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

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

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

# FRIDAY ASSESSMENTS

Name: \_\_\_\_\_

## Chapter 17 Vocabulary Quiz

### Part I

- |  |                |
|--|----------------|
| 1. _____ order of something  | A. ratio       |
| 2. _____ a book, story, or movie that follows another                  | B. rationale   |
| 3. _____ a result that follows an action                               | C. sequel      |
| 4. _____ coming after in time or following                             | D. rational    |
| 5. _____ a comparison in size between one thing and another            | E. consequence |
| 6. _____ as a noun, a calculated portion; as a verb, to give a portion | F. sequence    |
| 7. _____ having reason   | G. ration      |
| 8. _____ a person's reason for doing something                         | H. subsequent  |

### Part II

Imagine that you are writing a mystery novel. In 4-6 sentences, describe the sequence of events which would make up the plot of your story.

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## ELAR

### Literature

Directions: Answer each question with a “claim” and then support or warrant that claim with “evidence” directly quoted from the book.

1. Tom feels great melancholy when he looks at the fence that he needs to whitewash. Describe why he feels that way.

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2. Sid gets into lots of mischief, but he seems to have immunity from punishments. Do you think this is fair? Why or why not?

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3. Compare the characters of Tom and Sid. Who would you prefer as a brother? Why?

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4. Do you think Tom is justified in getting his friends to help with the fence? Would you fall for the trick? Why or why not?

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Poetry

Write "My Heart Leaps Up" from memory.

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Writing

Choose one of the following prompts about *Tom Sawyer* to answer. Be sure you include a topic sentence, supporting detail, and a clincher

1. Opinion/Argument Piece- If you knew Becky, would you encourage her to try to win back Tom's affections? If so, what do you think she should do? If you think she should not try to win him back, explain why.
2. Informative/Explanatory Piece- In Chapter 8, Tom states several incantations. Incantations are chants or sayings. They show how superstitious he is. Find and describe two or three of his incantations in the story. Explain why they can't really work.

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## MATH

Part I. Solve the equations given.

1.  $x - -8 = 10$

2.  $\frac{p}{-8} = 18$

3.  $-17y = -102$

4.  $w + -9 = -23$

5.  $\frac{-1}{4}a + 5 = -45$

6.  $-2g + 4 = 2$

Part II. Find the value of y for the given value of x.

1.  $y = x$ :  $x = 17$

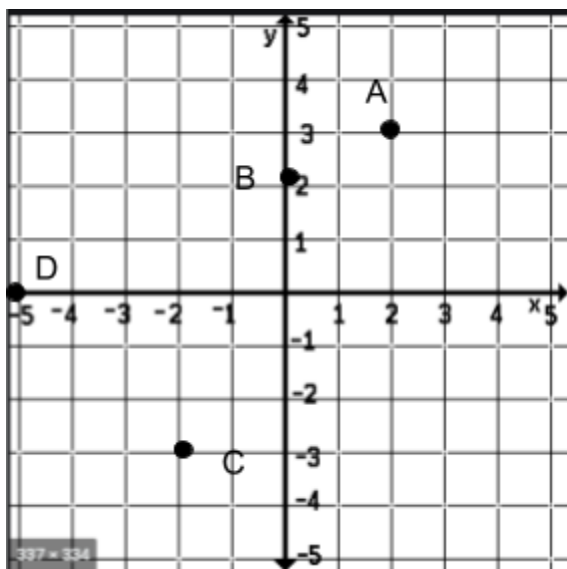
2.  $y = 4x$ :  $x = 13$

3.  $y = x - 23$ :  $x = 41$

Part III.

Give the ordered pair associated with each letter

1. A \_\_\_\_\_ B \_\_\_\_\_ C \_\_\_\_\_ D \_\_\_\_\_



**SCIENCE**

Pick a flower from your yard, illustrate the flower and label the parts. What is the purpose of each part that you have identified? (You may illustrate a flower from a photo if you cannot find one in your yard).

