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

To our dearest 4th grade students,

We hope that you enjoyed our second week of learning at home! We still dearly miss being in the classroom. As ever, stay safe and well during this difficult time. Your wellbeing is just as important to us as your learning! Remember to show the virtues of perseverance, patience, and citizenship as you spend this time at home. This week, we will only have four days of learning; you get the day off on Friday!

Each day you will get an overview of objectives. This is like a roadmap of your learning tasks for the day--your “To-Do” list. You can put a checkmark by each task as you go. At the end of each day there will be a Rubric for you to fill out. Make sure you go through it thoughtfully. If you have any questions or do not understand something, **please** tell your parents or guardian. They can send us an email, and we will provide more directions. You can do it! We cannot wait to see you all again. Take care!

With love,
Your 4th Grade Teachers

General Packet Instructions for Parents

In this packet, you will find all of the activities and readings necessary for your student to access and complete this week's lessons. This packet is specifically arranged by days of the week, so that both parent and student can easily pace out the work needed to be done. It is up to the parent to decide the daily schedule and chunk how much for the work to do in one sitting. As much as possible, the teachers have designed the activities to be done independently. Each activity will be coded as either **I=independent activity** *or* **PA=parent assistance needed.** Additionally, each activity will have a suggested amount of time it should take to complete.

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

Table of Contents

Parent Packet (PP) - printing is optional

Student Packet (SP) - printing is optional

Assessment Packet (AP) - printing is necessary (8 pgs)

Parent Packet

MONDAY OVERVIEW	
Spalding (15 min) - PA	☐ Complete dictation.
Literature (25 min) - I	☐ Read and annotate chapter 25 of *The Princess and the Goblin*, then answer the question.
Poetry (10 min.) - I	☐ Read stanza 8 of "Paul Revere's Ride" aloud and copy it down.
Grammar (5 min) - PA	☐ Classify the sentences.
Math (30 min.) I / PA	☐ Carefully read the lesson. ☐ Complete the workbook problems. ☐ Timed Math Sprint
History (20 min.) I	☐ Read and highlight the selection, then answer the questions.
Latin (15 minutes) I	☐ Read the lesson and practice vocab.

Monday Instructions

ELA

Spalding (p. 1 in SP)

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

PARENT: Say the word.
Say the word in a sentence.
Says the word again.

CHILD: Repeats the word.
Determine the base word (and affix, if applicable).
Shows syllables with fists, sounds, and fingers.
Writes the word in syllables while saying it aloud.
Writes the markings and the rules that apply.

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

WORD	EXAMPLE SENTENCE	*NOTES*
de scribed[2] r.4,11,28	She described her favorite book.	*Write describe without silent final e because the ending starts with a vowel.*
de scribe r.4	Words cannot describe the joy I experienced.	*Dictate describe first. Base word*
dropped[3] r.9,28	I dropped my coffee on the floor.	*Write drop but double /p/ because the base word is 1,1,1 word and ending starts with a vowel.*
drop	Be careful not to drop your lunch tray.	*Base word*
el e gant r.4	The wedding was elegant.	*Pronounce E in syl 2 distinctly.*
em per or	Emperor Nero was an extremely evil tyrant.	*or = person*
es tab lish ment r.13	The coffee shop is a relaxing establishment.	
es tab lished[3] r.13,28	She established a reputation as a hard worker.	
es tab lish r.13	As a new student he worked hard to establish himself.	*Base word.*
gath er[2]	Gather fresh eggs from the chicken coop.	

Literature (p. 2 in SP)

Instructions: Using either the free online edition of *The Princess and the Goblin* or a copy of the book, have your child read and annotate chapter 25 of *The Princess and the Goblin*, then answer the question. Scholars may choose to use the free online audiobook as they read. Those scholars who are using an online text may take notes as they follow along.

Literary Device Toolbox

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

Answer key: Curdie was like a prince because he was willing to take responsibility for his actions and confess a fault. The rest of the answer may vary: ex. He often acts as a leader, he is courageous, he is humble…

Poetry (p. 2 in SP)

Instructions: Please ensure your child reads Stanza 8 aloud to him/herself or a family member twice.

Grammar (p. 3 in SP)

Instructions for parents: Classifying a sentence means identifying the parts of speech in the sentence by asking questions. These questions tell the student what specific part of speech it is. We follow a "Question and Answer Flow" that functions kind of like a script. Below you will find a recording of how to classify and labels for the sentence.

Keys for Labeling		
SN = Subject Noun **SP** = Subject Pronoun **V** = Verb **V-t** = Verb Transitive	**Adj** = Adjective **Adv** = Adverb **P** = Preposition **OP** = Object of the Preposition **PNA =** Possessive Noun Adj	**C** = Conjunction **I** = Interjection **DO** = Direct Object **A** = Article Adjective **PPA =** Possessive Pronoun Adj
Note: adding "C" before any of the labels means it's **compound**. (i.e., CSN = compound subject noun		

Part of Speech	**Questions**
Noun	Who or what?
Verb	What is being said about the subject?
Adjective	What kind, which one, how many?
Adverb	How, when, where?

If you click here, you will hear a recording of exactly what to say to classify sentence 1. Feel free to play it for your scholar as they classify!

- Here is a list of common prepositions that your scholar may use.
- The most common conjunctions are: *and, but, or*
- The article adjectives are: *a, an, the*

Your scholar's sentences should look like this:

PNA CSN C CSN V-t A DO P A OP
SN V-t Delia's aunt and uncle / played the harmonica (in the morning.) D
DO P2

A SN V-t A DO P A OP
SN V-t The aardvark / ate the ants (inside the anthill.) **D**
DO P2

A SN CV C CV P OP P A PNA Adj OP
SN V The kitten / yawned and stretched in front of the teacher's computer screen. **D**
P1

MATH (SP p. 4-6)

Part 1 Scholars will be drawing upon what they have already learned about measurement, focusing on simple conversions between units. 2 example problems are worked out for them, then they have 2 practice problems.****They should always look at the conversion table first.**
Answers: 192 hours, 192 ounces

Part 2 Scholars will convert compound units into a single unit. **Make sure they first determine what unit the answer is asking for.** 1 example problem is worked out for them, then they have 1 practice problem.
Answer: 53 months

Part 3 Scholars will convert single units into compound units. 2 example problems are provided.

Independent Practice: WB p. 144-145 Ex. 1, #1(a-c), 2(a-c), 3(a-b)
As students complete the practice, monitor the following:

- **For every problem, students should first write down the unit conversion.**
- Remind them that we multiply when going from a bigger unit to a smaller unit and divide when going from a smaller unit to a bigger unit.
- Check that their answers are labeled with the correct unit.

Answer Key:
1.(a) 2500 cm, (b) 120 in, (c) 8 qt **2**.(a) 66 mo, (b) 6020 m, (c) 8100 ml **3**.(a) 1 lb 14 oz, (b) 1m 1 cm
Examples:

1a 1m = 100cm
25 × 100 = 2500cm

2a 1 yr = 12 mo
5 × 12 = 60
60 + 6 = 66

3a 1 lb = 16 oz
16 $\overline{)}$ 30 1 R 14
− 16
14 = 1 lb 14 oz

Math Sprint: If you do not print this, your scholar may complete it orally.

12 × 9 = 108	12 × 11 = 132	12 × 12 = 144	12 × 2 = 24	10 × 12 = 120	12 × 1 = 12	12 × 5 = 60	12 × 3 = 36	8 × 12 = 96	12 × 4 = 48
12 × 10 = 120	12 × 12 = 144	8 × 12 = 96	9 × 12 = 108	12 × 3 = 36	7 × 12 = 84	12 × 1 = 12	6 × 12 = 72	5 × 12 = 60	12 × 11 = 132
12 × 8 = 96	12 × 7 = 84	6 × 12 = 72	5 × 12 = 60	12 × 12 = 144	9 × 12 = 108	12 × 3 = 36	10 × 12 = 120	12 × 1 = 12	11 × 12 = 132
2 × 12 = 24	1 × 12 = 12	4 × 12 = 48	8 × 12 = 96	9 × 12 = 108	12 × 6 = 72	5 × 12 = 60	12 × 3 = 36	12 × 7 = 84	12 × 10 = 120
12 × 1 = 12	12 × 6 = 72	12 × 7 = 84	5 × 12 = 60	12 × 4 = 48	8 × 12 = 96	12 × 10 = 120	12 × 9 = 108	2 × 12 = 24	12 × 3 = 36

HISTORY (SP p. 7-9)
Instructions: Students will read about the first peoples of the Americas and the Caddo, the first group of Native American farmers in Texas. As they read, they will Highlight or underline important facts about each tribe. After reading, students will provide thoughtful answers designed to promote reading comprehension and critical thinking.

Answer Key:
1. What do you think most contributed to the development of the Caddo civilization? What might their lives have been like before this advancement led to permanent settlements?

Farming was essential to the development of Caddo civilization. Before farming allowed for permanent settlements, the Caddo would have been hunters and gatherers, like their Paleo-Indian ancestors.

2. Examine the image above depicting the Caddo people. Using the passage and this painting, what can you tell us about Caddo life around the year 1100?

Answers will vary, but should reflect the importance of both hunting/farming, men and women having different jobs in the village, village layout, lack of domesticated animals, and clothing worn.

SPECIALS (SP p. 9-12) Scholars can use the pictures and vocab guide to answer the questions. Please contact Mr. White with any questions.

TUESDAY OVERVIEW	
Spalding (15 min) - PA	☐ Complete dictation with a parent.
Literature (25 min) - I	☐ Read and annotate chapter 26 *of The Princess and the Goblin*, then answer the question.
Poetry (10 min.) - I	☐ Practice Stanza 8 of "Paul Revere's Ride," then answer the questions.
Grammar (5 min.) - PA	☐ Classify the sentences.
Math (30 min.) I / PA	☐ Carefully read the lesson. ☐ Complete the workbook problems. ☐ Timed Math Sprint
Science (20 min.) I	☐ Read and highlight the selection, then answer the questions.
Music (15 minutes) I	☐ Complete worksheet.

Tuesday Instructions

ELA

Spalding (SP p.13)

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

PARENT: Say the word.

Say the word in a sentence.

Says the word again.

CHILD: Repeats the word.

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

Shows syllables with fists, sounds, and fingers.

Writes the word in syllables while saying it aloud.

Writes the markings and the rules that apply.

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

WORD	EXAMPLE SENTENCE	*NOTES*
excellent r. 20,2,10	After hours of studying, he made excellent progress.	*In excellent, write another l even though the accent moves to the first syllable. Exception to rule 10.*
excelled r. 20,2,10,28	After years of practice she excelled in swimming.	
excel r. 20,2	I tend to excel in subjects with mathematics.	*Base word*
generally r. 3,6	Drinks are generally served over ice.	*Choose 'ly' not 'y' for ending when the base word ends with /l/.*
grate ful r. 22	I'm grateful to be your teacher.	*Base word is 'gratitude' - helps understanding of /a/ in the first syllable.*
heir r. 12	The king had only one living heir.	*After the scholar, say the sounds for heir, ask do we use ei or ie? Why?*
inherit	He stood to inherit the king's property.	*Write 'inherit' first to explain /h/ in 'heir'.*
hoarse	My voice is hoarse from allergies.	*After saying the sounds for hoarse, say, "Use oa of boat."*
icicle r. 5,11,12	The water formed into an icicle on the window ledge.	*Write base word ice without the silent final e because the ending 'icle starts with a vowel.*
pigeon	The pigeon flew on into the yard.	***New phonogram /ge/. After the scholar says the syllables, say, "In the last syllable, the additional phonogram ge says j." Vowel sound pronounce is "o"*

Literature (SP p. 13)

Instructions:

Using either the free online edition of *The Princess and the Goblin* or a copy of the book, have your child read and annotate chapter 22 of *The Princess and the Goblin*, then answer the question below. If your child struggles with independent reading, have them listen to the free online audiobook as they read. Those scholars who are using an online text may take notes on a sheet of paper or in a notebook as they follow along. One way to ensure they are comprehending the chapter is to have them retell the chapter in their own words to you or a sibling after they finish.

- Answers may vary. Ex. they will take Irene, they will cause a ruckus…

Poetry (SP p. 14)

Instructions: Please help your child memorize Stanza 8 of the poem. You can help them come up with verbal and visual cues as reminders if they get stuck!

Possible Answers to Question: *hurry of hoofs, flies fearless and fleet, spark struck out by that steed*

Grammar (SP p. 14)

Resources:

- Here is a list of common prepositions that your scholar may use.
- The most common conjunctions are: *and, but, or.*
- The three article adjectives are *a, an, the.*

Keys for Labeling		
SN = Subject Noun **SP** = Subject Pronoun **V** = Verb **V-t** = Verb Transitive	**Adj** = Adjective **Adv** = Adverb **P** = Preposition **OP** = Object of the Preposition **PNA =** Possessive Noun Adj	**C** = Conjunction **I** = Interjection **DO** = Direct Object **A** = Article Adjective **PPA =** Possessive Pronoun Adj
Note: adding "C" before any of the labels means it's **compound**. (i.e., CSN = compound subject noun		

Part of Speech	Questions
Noun	Who or what?
Verb	What is being said about the subject?
Adjective	What kind, which one, how many?
Adverb	How, when, where?

Script: Click here for a recording of exactly what to say while classifying #1. Your scholar may listen and classify along with the teacher.

Your scholar's sentences should look like:

A SN V-t PPA DO P Adj OP
SN V-t The scholar / washed her hands (for twenty seconds.) **D**
DO P2

PNA SN V Adv P A OP
SN V George's alarm / sounded early (in the morning.) **D**
P1

Hint: Early is answering "when"

SN V-t DO P OP
SN V-t Lisa / ate cereal (for breakfast.) **D**
DO P2

MATH (SP p. 15 -17)

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

Part 1

Scholars are applying their knowledge of conversions to subtract two measures expressed in different units. Throughout this lesson, it is vital for your scholar to show their work exactly as it is shown in the examples. Units of measure do need to be written as they show their work. Encourage usage of the conversion chart at the top of the lesson.

Parts 2-3

Now, scholars are adding and subtracting **compound units.** Here, it is important for your scholars to draw arrows to show where we are separating each unit to add like units. Just like on Monday, remind them that larger units are placed first followed by the smaller units.

Part 4

While the work on this is more lengthy, encourage your scholar to show each step and use arrows. Here, they are subtracting compound units, but they have to rename one larger unit into the equivalent smaller unit.

The **"Your turn!"**

Answer Key:

Textbook p.130 task

5(a) 27 ft 7 in | 5(c) 40 min

Workbook p.145 task

4(b) 1 kg 410 g | 4(c) 9 ft 11 in | 4(d) 7 gal 11 qt | 4(e) 17 lb 0 oz

Math sprint! Please set a timer for 90 seconds as the students compete as many problems as they can. If you do not print this, he/she may complete it orally.

8 × 12 = 96	12 × 12 = 144	4 × 12 = 48	10 × 12 = 120	9 × 12 = 108	7 × 12 = 84	2 × 12 = 24	11 × 12 = 132	12 × 3 = 36	12 × 1 = 12
12 × 9 = 108	12 × 4 = 48	12 × 12 = 144	12 × 5 = 60	12 × 10 = 120	12 × 7 = 84	12 × 3 = 36	2 × 12 = 24	8 × 12 = 96	1 × 12 = 12
4 × 12 = 48	11 × 12 = 132	12 × 12 = 144	12 × 6 = 72	3 × 12 = 36	12 × 10 = 120	1 × 12 = 12	12 × 8 = 96	2 × 12 = 24	7 × 12 = 84
12 × 11 = 132	2 × 12 = 24	10 × 12 = 120	12 × 4 = 48	12 × 9 = 108	8 × 12 = 96	12 × 6 = 72	12 × 7 = 84	12 × 1 = 12	12 × 12 = 144
12 × 12 = 144	11 × 12 = 132	5 × 12 = 60	8 × 12 = 96	7 × 12 = 84	4 × 12 = 48	12 × 6 = 72	12 × 9 = 108	3 × 12 = 36	12 × 2 = 24

SCIENCE (SP p. 17-18)
Instructions: Students will read about the respiratory system. As they read, they will Highlight or underline key important details from the text to answer the questions below.
Answer Key:

1. *Energy* Is "the ability to do work".

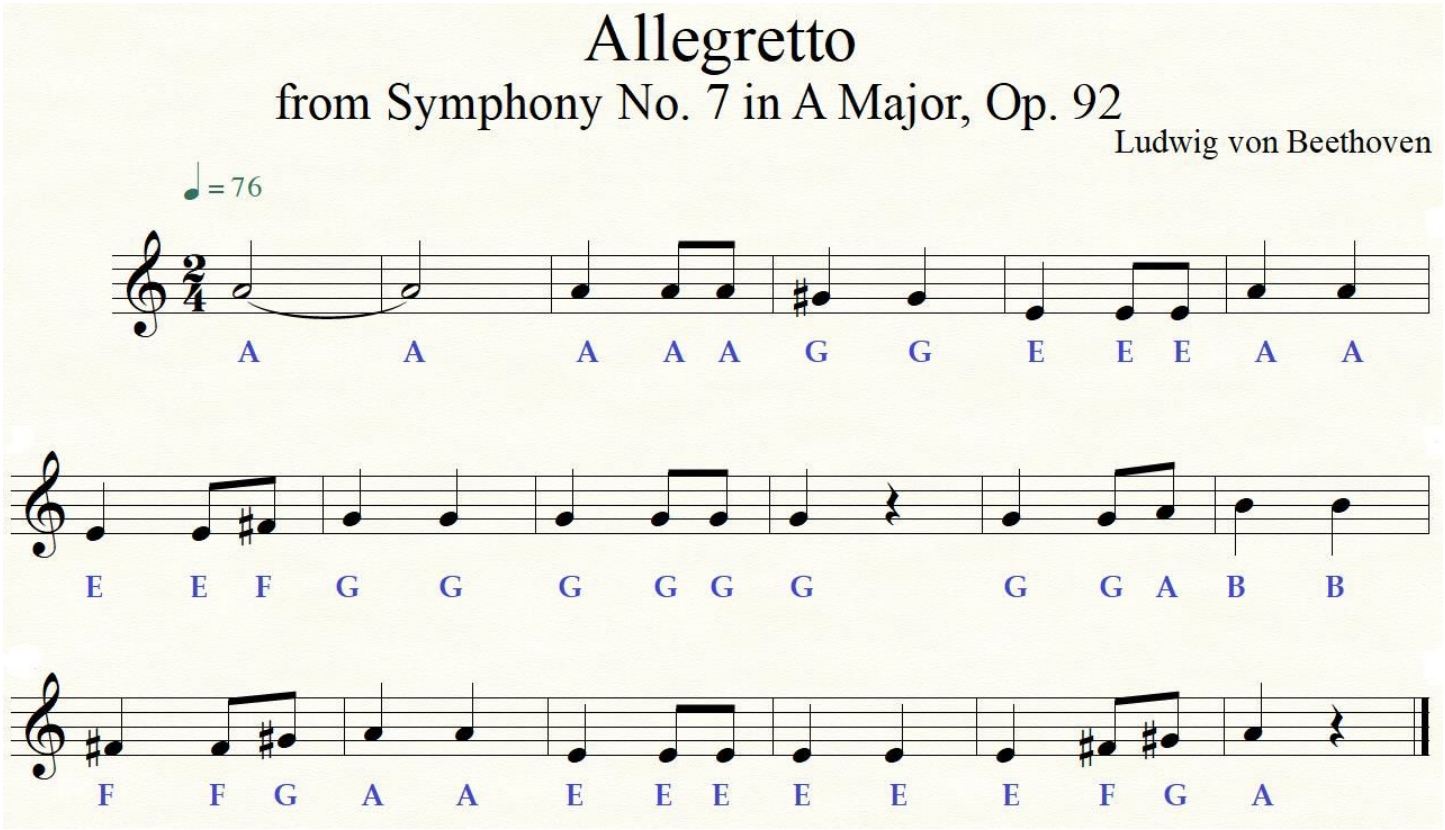
2. Define kinetic energy with an example:

Kinetic energy is the energy of motion. The faster an object moves and the greater its mass, the more kinetic energy it has. ***Example****: The energy of a moving car.*

3. Define potential energy with an example:

Potential energy is stored energy. The higher above ground an object is and the greater its mass, the more potential energy it has. ***Example*** *: The energy of a roller coaster car at the top of a hill.*

MUSIC (SP p. 19) Students should be able to complete this independently. **Answer Key:**



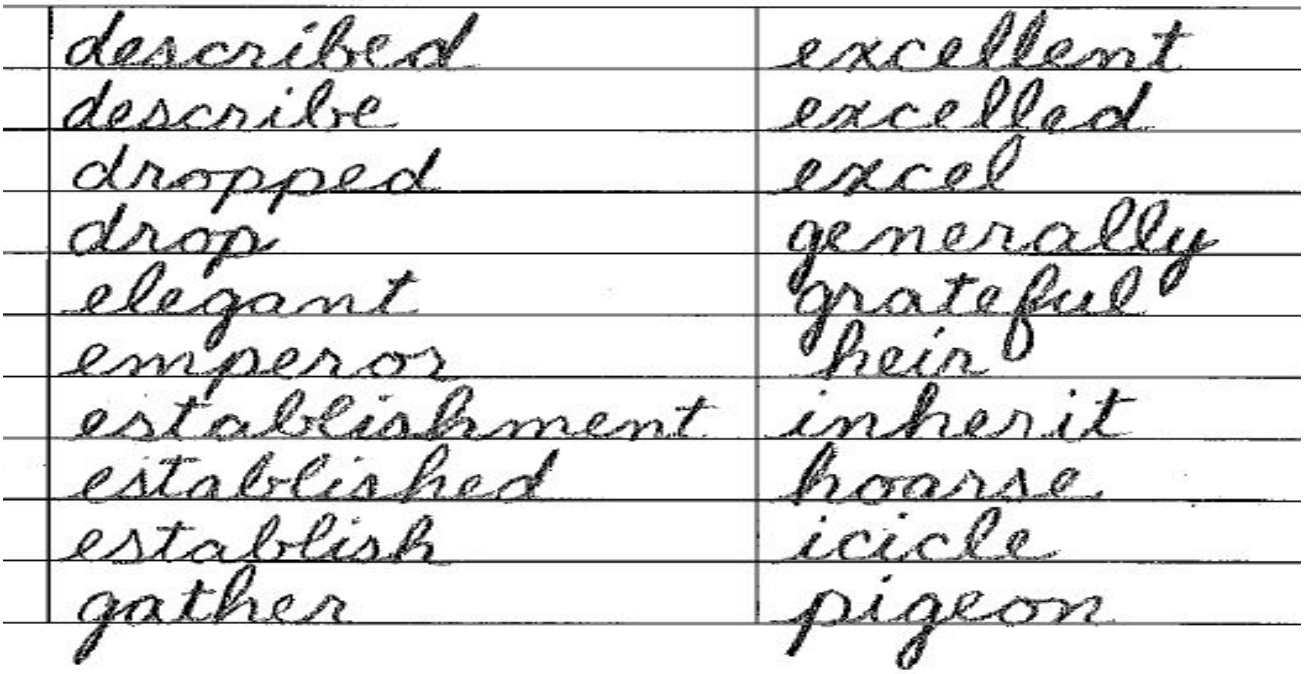
WEDNESDAY OVERVIEW	
Spalding (15 min) - PA	☐ Complete dictation with a parent.
Literature (25 min) - I	☐ Read and annotate chapter 27 of *The Princess and the Goblin*, then answer the question.
Poetry (10 min.) - I	☐ Read stanza 9 of "Paul Revere's Ride" aloud and copy it down.
Writing (5 min) - I	☐ 5 minute writing sprint. Answer the prompt given.
Math (30 min.) I / PA	☐ Carefully read the lesson. ☐ Complete math workbook problems. ☐ Timed Math Sprint
History (20 min.) I	☐ Read and highlight the selection, then answer the questions.
Art (15 minutes) I	☐ Complete and practice the activity.

ELA

Spalding (SP p.21)

Instructions: Scholar sounds out each syllable of each word.

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



Literature (SP p.22)

Instructions:
Using either the free online edition of *The Princess and the Goblin* or a copy of the book, have your child read and annotate chapter 23 of *The Princess and the Goblin*, then answer the question below. If your child struggles with independent reading, have them listen to the free online audiobook as they read. Those scholars who are using an online text may take notes on a sheet of paper or in a notebook as they follow along. One way to ensure they are comprehending the chapter is to have them retell the chapter in their own words to you or a sibling after they finish.

- Answers will vary. Ex. He is running around in a directionless way.

Poetry (SP p.23)

Instructions: Please ensure that your child copies Stanza 9 of “Paul Revere’s Ride” on a separate sheet of paper. The sentence structure may be difficult to parse, so here is a summary of the stanza!

Writing (SP p.23)

Instructions: Set a timer for 5 minutes. Let your child write as much as possible. Only 5 minutes worth of work is required. If a student wants to spend more time on it and develop their narrative more, he/she may feel free to do so!

MATH (SP p. 24-26)

Part 1 In the same way as they have learned how to add and subtract in compound units, by adding and subtracting the quantities in the bigger unit and in the smaller unit separately, students will learn how to multiply in compound units by 1-digit numbers.

****They should always look at the conversion table first.**

Now you try answer: 11 years and 3 months

Part 2 In the same way as they have learned how to add, subtract, and multiply in compound units, by adding, subtracting and multiplying the quantities in the bigger unit and in the smaller unit separately, students will learn how to divide in compound units by 1-digit numbers.

Now you try Answer: 1 quart

Independent Practice:

WB, Ex. 3, p. 147, #3-5

WB, Ex. 4, p. 149, #3-5

As students complete the practice, monitor the following:

- For every problem, students should first write down the unit conversion.
- When multiplying, check to see if there is a need to convert the quantity of the smaller unit into the bigger unit. Whatever remains will then be the quantity in the smaller unit.
- When dividing, check to see if the quantity in the bigger unit can be fully divided by the 1-digit number. If not, convert the remaining quantity in the bigger unit into the smaller unit before dividing it by the 1-digit number.

WB, Ex. 3, p. 147, #3-5 Answer Key:

3.) 4 l and 500 ml **4.)** 6 hours and 40 minutes **5.)** 76 lb 4 oz.

WB, Ex. 3, p. 147, #3-5Answer Key:

3.) 12 lbs **4.) a.)** 150 cm **b.)** 300 cm 5.) 1 kg 250 g

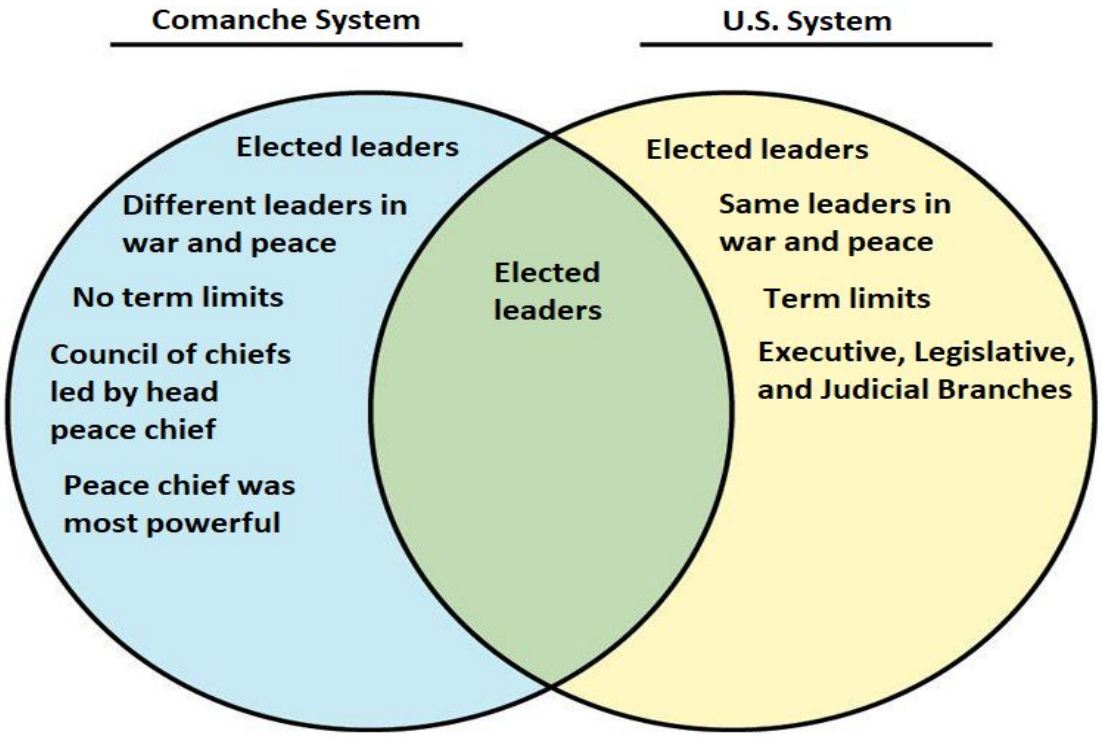
Math Sprint:

12 × 9 = 108	12 × 11 = 132	12 × 12 = 144	12 × 2 = 24	10 × 12 = 120	12 × 1 = 12	12 × 5 = 60	12 × 3 = 36	8 × 12 = 96	12 × 4 = 48
12 × 10 = 120	12 × 12 = 144	8 × 12 = 96	9 × 12 = 108	12 × 3 = 36	7 × 12 = 84	12 × 1 = 12	6 × 12 = 72	5 × 12 = 60	12 × 11 = 132
12 × 8 = 96	12 × 7 = 84	6 × 12 = 72	5 × 12 = 60	12 × 12 = 144	9 × 12 = 108	12 × 3 = 36	10 × 12 = 120	12 × 1 = 12	11 × 12 = 132
2 × 12 = 24	1 × 12 = 12	4 × 12 = 48	8 × 12 = 96	9 × 12 = 108	12 × 6 = 72	5 × 12 = 60	12 × 3 = 36	12 × 7 = 84	12 × 10 = 120
12 × 1 = 12	12 × 6 = 72	12 × 7 = 84	5 × 12 = 60	12 × 4 = 48	8 × 12 = 96	12 × 10 = 120	12 × 9 = 108	2 × 12 = 24	12 × 3 = 36

HISTORY (SP pp.27-29)

Answer the questions below:

1. How does the system of government of the Comanche mirror our own? How is it different? Complete the Venn Diagram below.
   Student answers should resemble the following:



2. What was the chief source of conflict between Native American tribes prior to European contact? What advantage did tribes like the Comanche have?

   Control over hunting territories was the chief source of conflict for Native American tribes prior to European contact. The Comanche, and other tribes that used horses had an advantage over those that did not.

PE (SP p. 30) Please contact Coach France with any questions.

Thurs Spelling Assessment (Assessment Packet p.3)

Instructions: Parent Dictation. Read spelling words in a random order. Please **say the word**, **use it in a sentence,** and **say the word again.**

Number	Spalding Test		
	described	She described her favorite book.	**described**
	describe	Words cannot describe the joy I experienced.	**describe**
	dropped	I dropped my coffee on the floor.	**dropped**
	drop	Be careful not to drop your lunch tray.	**drop**
	elegant	The wedding was elegant.	**elegant**
	emperor	Emperor Nero was an extremely evil tyrant.	**emperor**
	establishment	The coffee shop is a relaxing establishment.	**establishment**
	established	She established a reputation as a hard worker.	**established**
	establish	As a new student he worked hard to establish himself.	**establish**
	gather	Gather fresh eggs from the chicken coop.	**gather**
	excellent	After hours of studying, he made excellent progress.	**excellent**
	excelled	After years of practice she excelled in swimming.	**excelled**
	excel	I tend to excel in subjects with mathematics.	**excel**
	generally	Drinks are generally served over ice.	**generally**
	grateful	I'm grateful to be your teacher.	**grateful**
	heir	The king had only one living heir.	**heir**
	inherit	He stood to inherit the king's property.	**inherit**
	hoarse	My voice is hoarse from allergies.	**hoarse**
	icicle	The water formed into an icicle on the window ledge.	**icicle**
	pigeon	The pigeon flew on into the yard.	**pigeon**

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Student Packet

MONDAY OVERVIEW	
Spalding (15 min) - PA	☐ Complete dictation with a parent.
Literature (25 min) - I	☐ Read and annotate chapter 25 of *The Princess and the Goblin*.
Poetry (10 min.) - I	☐ Read stanza 8 of "Paul Revere's Ride" aloud and copy it down.
Grammar (5 min) - I	☐ Classify the sentences aloud.
Math (30 min.) I / PA	☐ Carefully read the lesson. ☐ Complete workbook problems. ☐ Timed Math Sprint
History (20 min.) I	☐ Read and highlight the selection, then answer the questions.
Latin (15 minutes) I	☐ Complete Lesson 3 and practice vocabulary.

Monday Materials

ELA

Spalding

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

Literature

Instructions: Read chapter 25 of *The Princess and the Goblin*. As you read, circle words from your glossary and underline literary devices. When you finish, answer the question.

Glossary

- **Contemptible:** (adj) deserving contempt; despicable
- **Excavators:** (n) a person who removes earth carefully and systematically from an archaeological site in order to find buried remains
- **Plane:** (n) a flat surface on which a straight line joining any two points on it would wholly lie
- **Impertinence:** (n) lack of respect; rudeness
- **Fare:** (v) perform in a specified way in a particular situation or over a particular period of time
- **Courteously:** (adv) marked by polished manners, gallantry, or ceremonial usage of a court. 2 : marked by respect for and consideration of others
- **Rash:** (adj) displaying or proceeding from a lack of careful consideration of the possible consequences of an action
- **Indignation:** (n) anger or annoyance provoked by what is perceived as unfair treatment
- **Impudence:** (n) the quality of being impudent (not showing due respect for another person; impertinent)
- **Tenfold:** (adj) ten times as great or as numerous
- **Vigilance:** (n) the action or state of keeping careful watch for possible danger or difficulties
- **Coherently:** (adv) (with reference to an argument, theory, or policy) in a logical and consistent way
- **Raving:** (n) wild, irrational, or incoherent talk

How does the narrator say that Curdie is like a prince? What other signs of 'princeliness' do you notice about Curdie's personality?

_____

_____

Poetry

Instructions: Copy Stanza 8 of "Paul Revere's Ride" on a sheet of paper & practice reciting to an adult.

[1] A hurry of hoofs in a village-street,
A shape in the moonlight, a bulk in the dark,
& beneath from the pebbles, in passing, a spark
Struck out by a steed that flies fearless and fleet:

[5] That was all! and yet, through the gloom and the light,
The fate of a nation was riding that night;
& the spark struck out by that steed, in his flight,
Kindled the land into flame with its heat.

Grammar

Instructions: Orally classify the sentences below. Remember your skill check! You can use the guides below to help you if you're stuck. Click here if you want to classify #1 with Ms. Conlon!

1. _____ Delia's aunt and uncle played the harmonica in the morning.
2. _____ The aardvark ate the ants inside the anthill.
3. _____ The kitten yawned and stretched in front of the teacher's computer screen.

Keys for Labeling		
SN = Subject Noun **SP** = Subject Pronoun **V** = Verb **V-t** = Verb Transitive	**Adj** = Adjective **Adv** = Adverb **P** = Preposition **OP** = Object of the Preposition **PNA =** Possessive Noun Adjective	**C** = Conjunction **I** = Interjection **DO** = Direct Object **A** = Article Adjective **PPA =** Possessive Pronoun Adj
Note: adding "C" before any of the labels means it's **compound**. (i.e., CSN = compound subject noun) List of prepositions Here.		

Part of Speech	**Questions**
Noun	Who or what?
Verb	What is being said about the subject?
Adjective	What kind, which one, how many?
Adverb	How, when, where?

MATH

Lesson: Unit Conversions

Part 1

Think about things that you can measure. You can measure the amount of water in a cup, the amount of time it takes to run a mile, the length of your hair, the number of days you've been away from school, the width of your bed, the distance between home and school…. I could keep going on for days! **Think about 3 things you can measure.**

There are a few major categories that we measure: length, weight, time, and volume (capacity). For all of these measurements, we have labels to describe the measurement. We call these units of measurement. Within each category, we can **convert** between units.

- **For example,** if I told you that I live 190,080 **inches** away from school, that wouldn't be very helpful! However, if I told you I live 3 **miles** away from school, we can picture that distance much more easily. But the thing is, 190,080 inches is the **same distance** as 3 miles!
- **Here's another example:** Ms. Conlon is 12,088,800 minutes old. Does that give you any idea of how old she is? No! **Challenge:** Use math to calculate how many **years old** Ms. Conlon is!

Below are some helpful conversions between measurements. Take a minute to review the table, then view the examples.

Conversion of Measurements

Length
1 m = 100 cm
1 km = 1000 m

Weight
1 kg = 1000 g

Capacity
1 ℓ = 1000 ml

1 yd = 3 ft
1 ft = 12 in.

1 lb = 16 oz

1 gal = 4 qt
1 qt = 2 pt
1 pt = 2 c

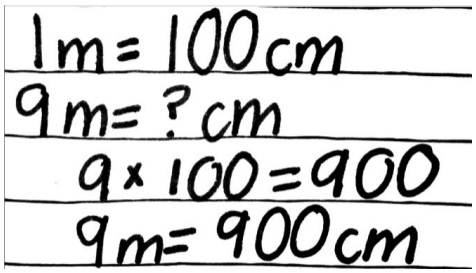
Time
1 year = 12 months
1 week = 7 days
1 day = 24 hours
1 hour = 60 minutes
1 minute = 60 seconds

Examples:

1. 4 ft = _____ in **To solve this, I'm going to look at the table above. How many inches are in 1 ft? **12.**
   - If 1 ft is 12 inches, 2 ft is 24 in, 3 ft is 36 in, and 4 ft is 48 in!
   - In other words, 12 x 4 = 48!

1 ft = 12 in
4 ft = ? in
4 x 12 = 48
4 ft = 48 in.

2. 9 m = ____ cm **To solve this, I'm going to look at the **conversions table**. 1 m = 100cm.



- If 1 m is 100 cm, then 2 m = 200 cm, 3 m = 300 cm, etc.
- In other words, 9 x 100 = 900!

3. You try! 8 days = ____ hours ***Explain your steps to an adult or sibling.***

4. You try! 12 lb = ____ oz (lb = pounds, oz = ounces)

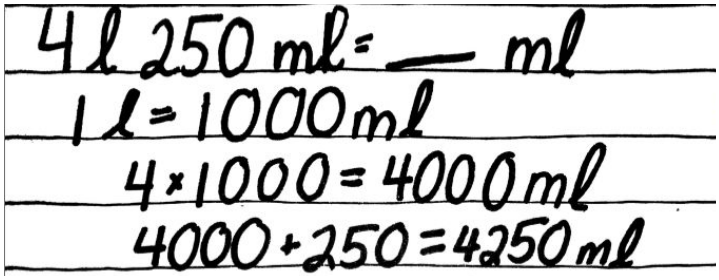
Part 2

Sometimes, measurements don't always come in one unit. For example, it may take you 1 minute and 25 seconds to brush your hair. We have two units here: minutes and seconds. When we have more than one unit, together, they are called **compound units.** It can be easier for us to work with measurements if we make it all one unit.

How many seconds are in 1 minute and 25 seconds?

- First I need to convert 1 minute into seconds. 1 minute = 60 seconds.
- Next I need to add 60 seconds + 25 seconds.
- Therefore, 1 min and 25 sec = 85 seconds.

Below is an example.

1. 

First I look at the **conversion table to see how many milliliters are in one liter. There are 1000.

Since my answer is asking for milliliters, I must **convert the liters to milliliters

**4 x 1000 = 4000 ml

**4000 + 250 = 4250 ml

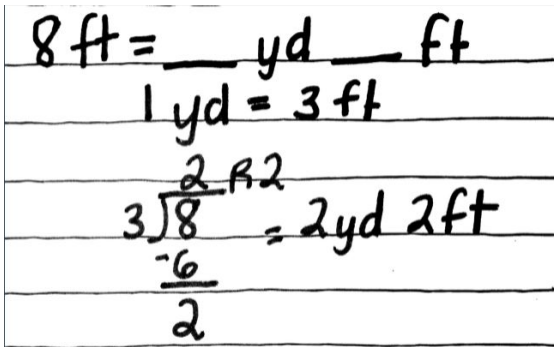
2. You try! **4 years 5 months = ____ months**

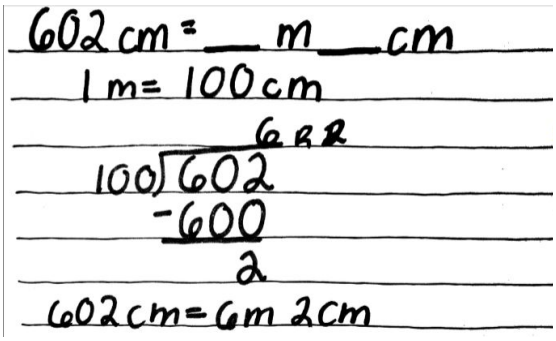
Part 3

We can also convert in the opposite direction (from **single units** to **compound units**). Each day you have 90 seconds to complete your math sprint. What if I wanted to turn that into minutes and seconds?

- I know that one minute is 60 seconds. 60 goes into 90 one time.
- How many seconds are left over? **30 seconds.**
- That means 90 seconds is the same as 1 min and 30 sec.

The process we just talked through is actually the same as long division. 90 divided by 60 is 1 with a remainder of 30! The **whole** is our bigger unit, and the **remainder** becomes our smaller unit. Let's see a few examples.





Your turn! Open your Math Workbook to Ex 1, p. 144-145. Complete #1 a-c, #2 a-c, and #3 a-b

Math sprint! Set a timer for 90 seconds and solve as many problems as you can.

12 × 9	12 × 11	12 × 12	12 × 2	10 × 12	12 × 1	12 × 5	12 × 3	8 × 12	12 × 4
12 × 10	12 × 12	8 × 12	9 × 12	12 × 3	7 × 12	12 × 1	6 × 12	5 × 12	12 × 11
12 × 8	12 × 7	6 × 12	5 × 12	12 × 12	9 × 12	12 × 3	10 × 12	12 × 1	11 × 12
2 × 12	1 × 12	4 × 12	8 × 12	9 × 12	12 × 6	5 × 12	12 × 3	12 × 7	12 × 10
12 × 1	12 × 6	12 × 7	5 × 12	12 × 4	8 × 12	12 × 10	12 × 9	2 × 12	12 × 3

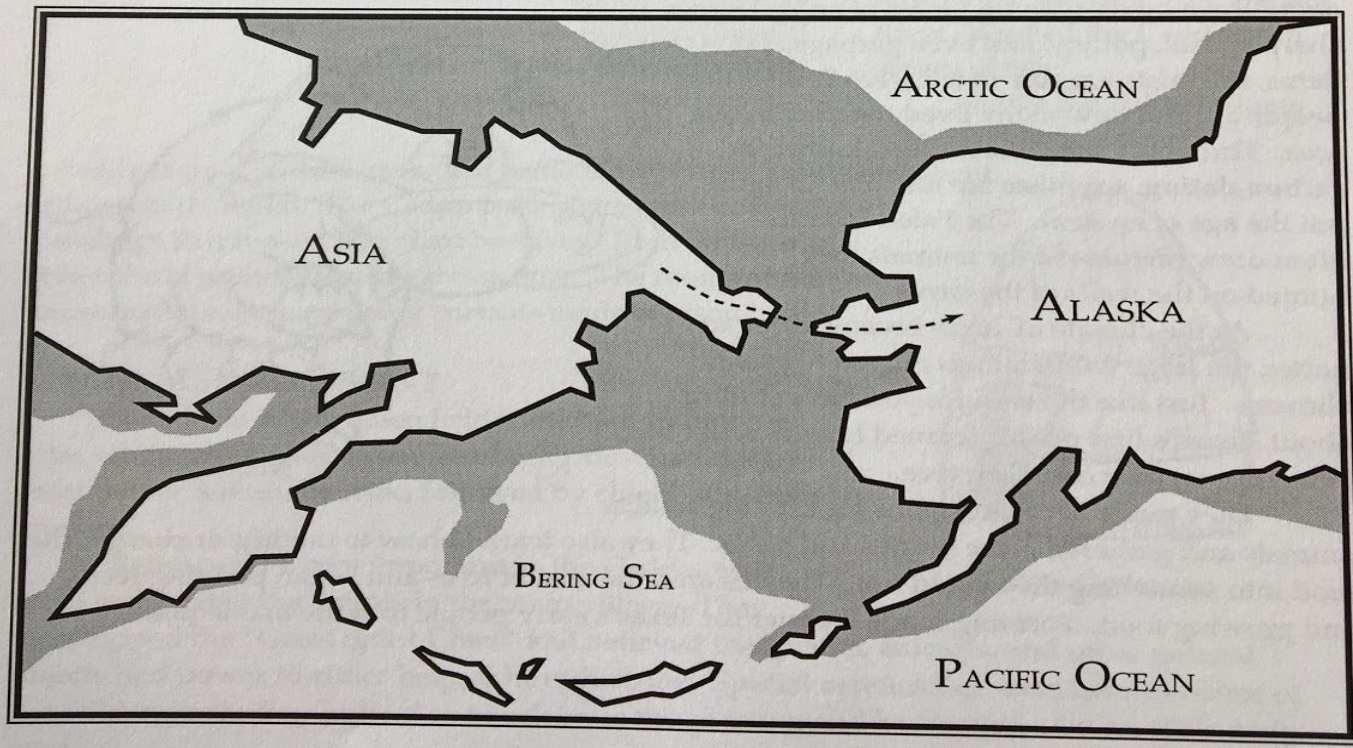
HISTORY

Instructions: Read about the Native American tribes below. Highlight or underline important facts for each tribe and check for understanding by completing the questions/tasks that follow.

FIRST PEOPLE

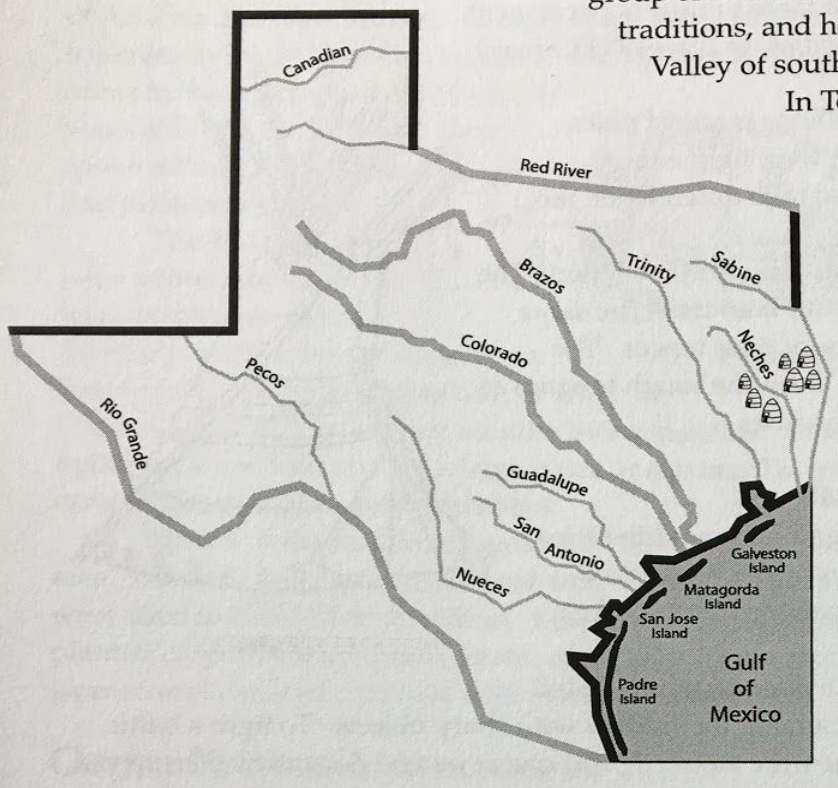
The first humans to live in North America and present-day Texas were hunters. **Archaeologists** (ar•kee•OL•uh•jists) believe that these hunters were originally from the continent of **Asia**. They entered North America by walking across the Bering Land Bridge.

The Bering Land Bridge was actually a strip of frozen ice that was 1,000 miles wide. It connected northeast Asia to western Alaska thousands of years ago. Wild animals crossed back and forth over the Bering Land Bridge. The Asian people followed the animals into North America. When the ice melted, the frozen bridge disappeared and the water raised the level of the sea. The hunters who followed the animals into North America had no way of getting back to Asia. They continued following the wild animals throughout North America. Some of these people settled in Texas where they used the natural resources for survival.



The First Farmers in Texas

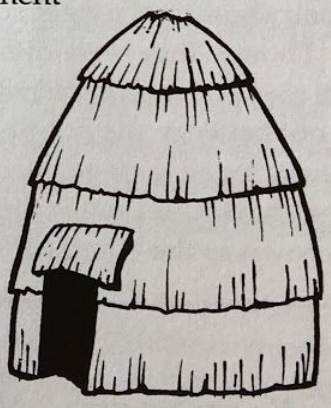
The Caddo (KAH•doe) were the first true farmers and the most advanced group of Native Americans in Texas. They were part of a larger group of 25 tribes who shared the same language, traditions, and homeland around the Red River Valley of southern Oklahoma.



In Texas, the Caddo lived along the Neches (NECH•iz) River in the Piney Woods area. The Caddo adapted by making good use of the resources in this part of Texas. They used the fertile soil along the river to grow crops of corn, sunflowers, and pumpkins. They learned to store their crops so they would have plenty of food during the winter or in times of **drought**.

The wooded areas made it easy for the Caddo people to hide so they could hunt deer and other small animals. The Neches River supplied the Caddo with plenty of fish.

Unlike the Paleo-Indians who lived before them, a steady supply of food gave the Caddo more time to build permanent villages and houses. The Caddo built large, grass-covered dwellings that looked like giant beehives. Each house was able to hold several families at one time. The rooms of the houses were separated using curtains made of bison hide.



Caddo Dwelling

Caddo Government

Both men and women held important leadership roles within the Caddo tribe. The high priest had the most power within the tribe, followed by chiefs, and then workers.

Religion was very important to the Caddo, who often gathered at the temple in the main village. They worshipped the "Great Spirit Chief" and believed that plants, animals, and other natural objects had power to either help or hurt the tribe. Special **ceremonies** were held in honor of the wild animals they hunted or to celebrate the planting and harvesting of corn, their main crop.

Answer the questions below:

1. What do you think most contributed to the development of the Caddo civilization? What might their lives have been like before this advancement led to permanent settlements?

2. Examine the image above depicting the Caddo people. Using the passage and this painting, what can you tell us about Caddo life around the year 1100?

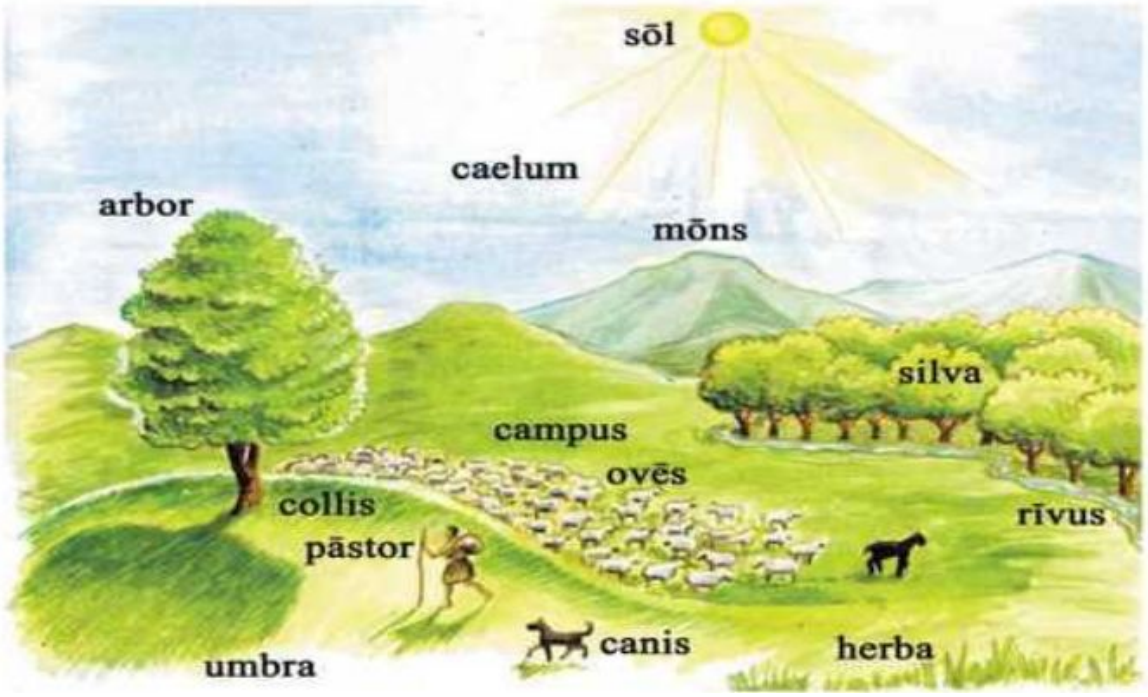
LINGVA LATINA

CAPITVLVM IX

***Instructiones Aenglice**: Please read each scene* aloud, *using the below picture as a reference. A list of new vocab words to study shall be included as well. Pease study the vocab words to prepare for the end of week assessment. For practice, try translating each scene.*

**nota bene: remember in Classical Latin that all letters 'v' are pronounced like the English 'w,' and that all letters 'c' and 'g' are hard before all vowels, as in 'cat' and 'got.'*

***Instructiones Latine**: Quaeso totas scaenas cum voce lege et ad picturam qui subtradetur refere. Postea quaesitum sequitur scribe. Adest lexicon vocabulorum novorum studere quoque inconclusio.*



Lectio III: In Quomodo Sua Movent?

1. Piscis in aqua *natat*.

2. Homo (*vir*) quoque in aqua *natat*.

3. Avis *non* natat. Avis in caelo *volat*.

4. Ovis *non* volat. Ovis in terra *ambulat*.

5. Homo quoque in terra *ambulat*.

Lexicon

***Ae**: Here is a list of vocabulary words from this lesson. Please use them to make vocab flash cards to study with.*

Natat *(Naw-tat)*: swim *(nato, natare)*

Volat *(Woa-lat)*: fly *(volo*, volare)*

Ambulat *(Am-boo-lat)*: walk *(ambulo, ambulare)*

Movet *(Moh-wet)*: move *(moveo, movere)*

Homo, Hominis *(Ho-mo)*: man, human *(masculine 3rd)*

Terra, Terrae *(Ter-ra)*: land, earth *(feminine 1st)*

Quoque (*Kwo-kweh*): also, as well

Quomodo (*Kwo-mo-do*): how, in what way

Non (*Non*): not, does not

**volo* can also mean '*I want,*' as the first person singular of the irregular verb '*vult.*'

Daily Rubric

Directions: Give yourself a check mark in each box at the end of each day. Then, give yourself a pat on the back! You did it! Nice work ☺

Monday, 4/6	☐ I spent around _____ minutes on the daily activities. ☐ I read all directions before I asked for more help. ☐ If required, I wrote all of my answers in complete, cursive sentences. ☐ I double-checked my written answers to check for capitalization, punctuation, and correct grammar usage. ☐ My handwriting is neat and can be read by both me and an adult. ☐ I showed all of my work in math when necessary. ☐ I read for at least 20 minutes today. ☐ I used integrity and put forth my best effort today. I am proud of myself, and I know my teacher would be proud of me, too.

TUESDAY OVERVIEW	
Spalding (15 min) - PA	☐ Complete dictation with a parent.
Literature (25 min) - I	☐ Read and annotate chapter 26 of *The Princess and the Goblin*, then answer the question.
Poetry (10 min.) - I	☐ Practice Stanza 8 of "Paul Revere's Ride," then answer the questions.
Grammar (5 min.) - I	☐ Classify the sentences aloud.
Math (30 min.) I / PA	☐ Carefully read the lesson. ☐ Complete the workbook problems. ☐ Timed Math Sprint
Science (20 min.) I	☐ Read and highlight the selection, then answer the questions.
Music (15 minutes) I	☐ Complete worksheet.

Tuesday Materials

ELA

Spalding

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

Literature

Instructions: Read chapter 26 of *The Princess and the Goblin*. As you read, circle words from your glossary and underline literary devices. When you finish, answer the question.

Glossary

- **Boring:** (v) make (a hole) in something, especially with a revolving tool
- **Consternation:** (n) feelings of anxiety or dismay, typically at something unexpected
- **Affright:** (n) fright
- **Dismayed:** (v) cause (someone) to feel consternation and distress
- **Vein:** (n) a fracture in rock containing a deposit of minerals or ore and typically having an extensive course underground
- **Fissure:** (n) a long, narrow opening or line of breakage made by cracking or splitting, especially in rock or earth

Predict what you think will happen when the goblins force the door open that leads up to the castle.

_____

_____

Poetry

Instructions: Practice reciting Stanza 8 of "Paul Revere's Ride." Then answer the questions.

[1] A hurry of hoofs in a village-street,
A shape in the moonlight, a bulk in the dark,
& beneath from the pebbles, in passing, a spark
Struck out by a steed that flies fearless and fleet:

[5] That was all! and yet, through the gloom and the light,
The fate of a nation was riding that night;
& the spark struck out by that steed, in his flight,
Kindled the land into flame with its heat.

TO PRACTICE: Work with two lines at a time. Follow the process below.
Read the lines twice. Cover the lines and recite from memory twice.
Recite all lines from stanza memorized thus far. Repeat until you've covered the whole stanza.

Alliteration is when multiple words in a row start with the same sound. Give 2 examples of alliteration in the stanza

1. _____
2. _____

Grammar

Instructions: Classify the sentences aloud. Remember your skill check! You can use the guides below to help you if you're stuck. Click here if you want to classify #1 with Ms. Conlon!

1. _____ The scholar washed her hands for twenty seconds.
2. _____ George's alarm sounded early in the morning.
3. _____ Lisa ate cereal for breakfast.

Part of Speech	Questions
Noun	Who or what?
Verb	What is being said about the subject?
Adjective	What kind, which one, how many?
Adverb	How, when, where?

MATH

Lesson: Add and Subtract Measures (11.1b)

During this lesson, please refer to this conversion chart as we learn. You can even use it as you do your workbook exercises!

Conversion of Measurements

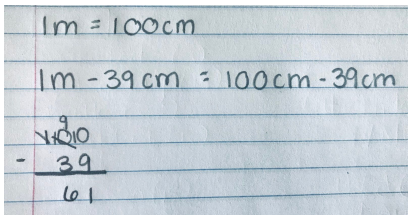
Length		**Time**
1 m = 100 cm	1 yd = 3 ft	1 year = 12 months
1 km = 1000 m	1 ft = 12 in.	1 week = 7 days
Weight		1 day = 24 hours
1 kg = 1000 g	1 lb = 16 oz	1 hour = 60 minutes
Capacity		1 minute = 60 seconds
1 ℓ = 1000 ml	1 gal = 4 qt	
	1 qt = 2 pt	
	1 pt = 2 c	

Part 1:

Yesterday, you learned how to convert from **single units** to **compound units** and vice versa. Today, we will apply that skill as we look at example problems involving addition and subtraction.

Gina and Sharon each have a piece of string. Gina's string is **1 m** long while Sharon's is **39 cm.** Let's find the difference in length between their two strings.

1 m - 39 cm = _____

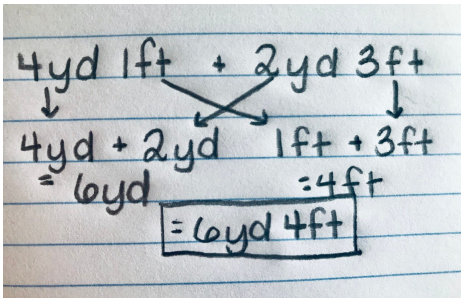


- Our first step is to ensure that our two measurements are in the same **unit**. Right now, we have both m (meters) and cm (centimeters) - that won't work! Let's convert the quantity in meters into centimeters.
- Now, we can see that 1 m - 39 cm is <u>the same</u> as 100 cm - 39 cm, so we can subtract.
- The difference between Gina and Sharon's strings is 61 cm.

Part 2:

Now, you have learned how to subtract measurements in **single units**. Great job! Our next step is to add and subtract measurements in **compound units.** Let's look at an example together.

4 yd 1ft + 2 yd 3 ft = _____ yd _____ ft



- When we add measurements in compound units, we add the quantities in the larger unit together and the quantities in the smaller unit together.
- Our first step is to separate our two units (**yards** and **feet**), then add them together. After writing the problem, move your units to either side by drawing arrows linking them. Then, add them together.

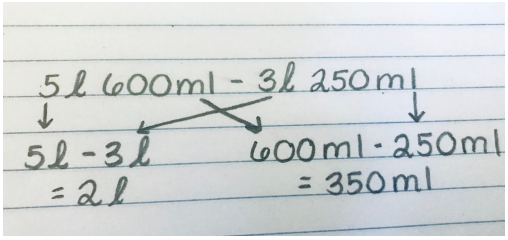
- 4 yd 1 ft + 2 yd 3 ft = **6 yd 4ft**

Part 3:

Now that you have mastered adding **compound units,** let's move to subtracting them!

5 ℓ 600 ml - 3 ℓ 250 ml = _____ ℓ _____ ml

- The same way as with addition in our last problem, we subtract the quantities in ℓ (liters) and the quantities in ml (milliliters) separately. Just as we did previously, we link the two quantities in ℓ together and the two quantities in ml together using arrows.
    - The arrows help us to maintain good organization - and it keeps us from forgetting things!



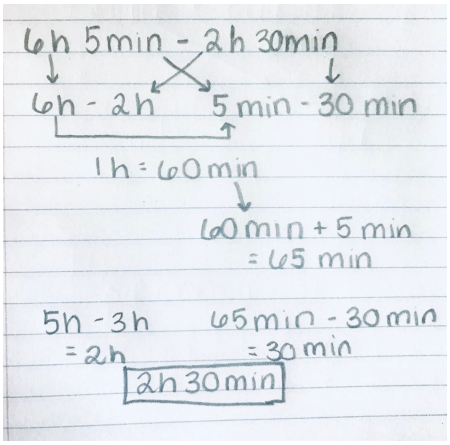
- 5 ℓ 600 ml - 3 ℓ 250 ml = **2 ℓ 350 ml**
- **Challenge:** Try finding the difference between your height and a family member's height! For example, Dr. Manning is 5 ft 9 in and he is 7 in taller than Mrs. Manning. How tall (short? 😊) is Mrs. Manning?

Part 4:

Sometimes, we will have to **rename** units *while* adding and subtracting. The example below will walk us through a problem like that.

6 h 5 min - 2 h 30 min

- Just as before, we subtract the quantities in hours and those in minutes. Draw arrows linking the quantities in hours (h) together and arrows linking the quantities in minutes (min.) together.
- Now, it is not possible to subtract 30 min from 5 min; 30 min is larger than 5 min! So, we have to rename 1 h from 6 h and convert it to min. We will draw a bracketed arrow (see picture) from 6 h to 5 min. Write the conversion: 1 h = 60 min
- Now, we have 60 min + 5 min = 65 min, and instead of 6 h, now we have 5 h. Draw two arrows to link the '60 min' to the '5 min' and an arrow down from the '6 h'. Write 60 min + 5 min = 65 min, 5 h
- Now, we have 5 h - 2 h (we renamed an hour from 6 h!) which gives us 3 h and 65 min - 30 min which gives us 35 min.
- 6 h 5 min - 2 h 30 min = **3 h 35 min**

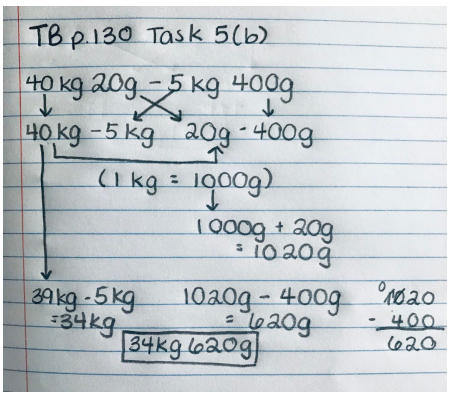


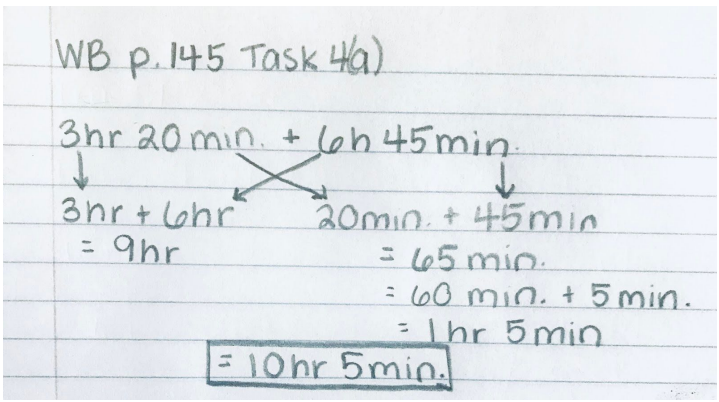
Your turn! Complete the following exercises from TB p.130 and WB p.145

Remember to use the conversion chart at the top of the lesson!

- Textbook p.130 task 5(a)/(c)
- Workbook p.145 task 4(b)/(c)/(d)/(e)

Here are more examples - take a look as you work!



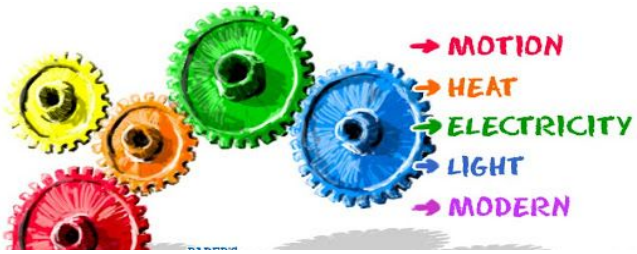


Math sprint! Set a timer for 90 seconds and solve as many problems as you can.

8 × 12	12 × 12	4 × 12	10 × 12	9 × 12	7 × 12	2 × 12	11 × 12	12 × 3	12 × 1
12 × 9	12 × 4	12 × 12	12 × 5	12 × 10	12 × 7	12 × 3	2 × 12	8 × 12	1 × 12
4 × 12	11 × 12	12 × 12	12 × 6	3 × 12	12 × 10	1 × 12	12 × 8	2 × 12	7 × 12
12 × 11	2 × 12	10 × 12	12 × 4	12 × 9	8 × 12	12 × 6	12 × 7	12 × 1	12 × 12
12 × 12	11 × 12	5 × 12	8 × 12	7 × 12	4 × 12	12 × 6	12 × 9	3 × 12	12 × 2

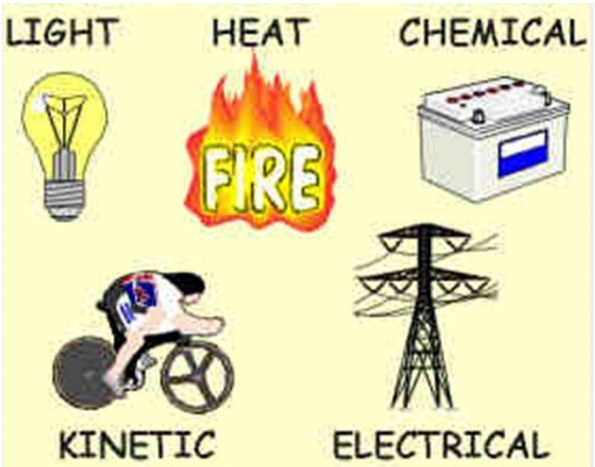
Science

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



Definition of physics:

Physics is a branch of science that studies matter and its motion and how it interacts with energy and forces. Physics is a huge subject. There are many branches of physics including **electricity**, **astronomy, motion, waves, sound**, and **light**. Physics studies the smallest particles and atoms as well as the largest stars and the universe.Scientists who are experts in physics are called **physicists**. Physicists use the scientific method to test hypotheses and develop scientific laws. Some of the most famous scientists in history are physicists such as **Isaac Newton** and **Albert Einstein**.



Definition of energy:

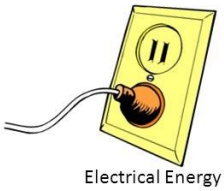
The simplest definition of energy is "the ability to do work". Energy is how things change and move. It's everywhere around us and takes all sorts of forms. It takes energy to cook food, to drive to school, and to jump in the air

Mass energy relationship:

Energy is a property of matter and all matter has it. **It is the ability to "do work"** or make something happen. Every change or action is caused by some form of energy.


Nuclear Energy

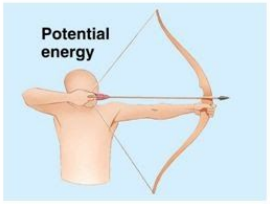
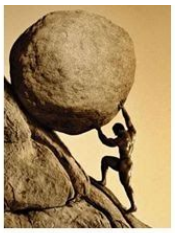

Light Energy


Electrical Energy


Sound Energy


Thermal Energy


Mechanical Energy

KINETIC ENERGY	POTENTIAL ENERGY
Kinetic energy is the energy of motion. The faster an object moves and the greater its mass, the more kinetic energy it has.  An arrow released from the bow, flying through the air.  An object rolling down a hill.  Muscles moving. **Example**: The energy of a moving car.	Potential energy is stored energy. The higher above ground an object is and the greater its mass, the more potential energy it has.  An arrow being stretched by a bow before it's released  A rock at the top of a hill  Food for our bodies. **Example** : The energy of a roller coaster car at the top of a hill.

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

1. _____ is "the ability to do work".
2. Define kinetic energy and give an example:

   _____

   _____
3. Define potential energy and give an example:

   _____

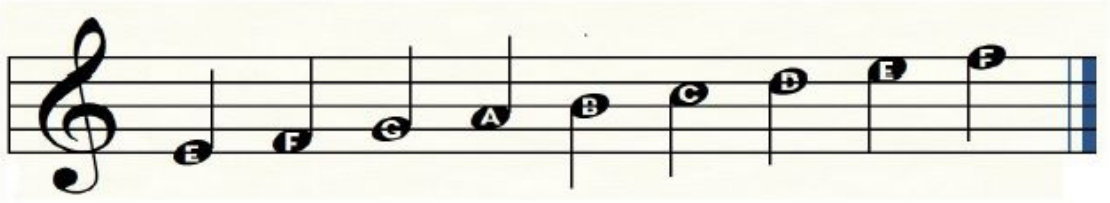
   _____

SPECIALS

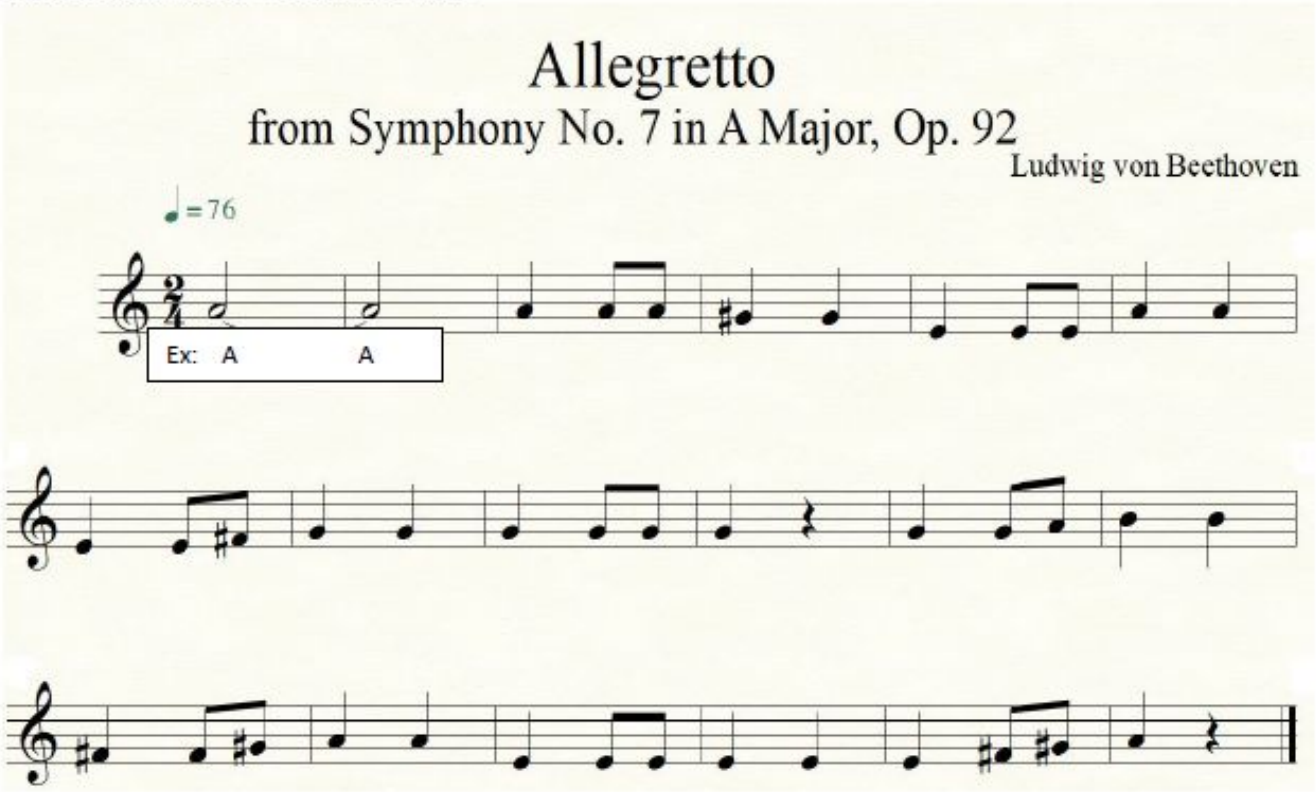
Treble Staff Review

Directions: Look at the Treble Staff Study Guide closely and use it to help you label the notes in **Part I**. For an extra challenge, cover up the Study Guide with a small piece of paper and try to label the notes without looking at the Study Guide.

Study Guide: *Treble Clef*



Part I: For the musical excerpt below, write in the name of each note directly underneath each note (use **CAPITAL** letters). Don't worry about the sharp(#) signs, just write the letter name. Remember to write neatly.



Daily Rubric

Directions: Give yourself a check mark in each box at the end of each day. Then, give yourself a pat on the back! You did it! Nice work ☺

Tuesday, 4/7	☐ I spent around _____ minutes on the daily activities. ☐ I read all directions before I asked for more help. ☐ If required, I wrote all of my answers in complete, cursive sentences. ☐ I double-checked my written answers to check for capitalization, punctuation, and correct grammar usage. ☐ My handwriting is neat and can be read by both me and an adult. ☐ I showed all of my work in math when necessary. ☐ I read for at least 20 minutes today. ☐ I used integrity and put forth my best effort today. I am proud of myself, and I know my teacher would be proud of me, too.

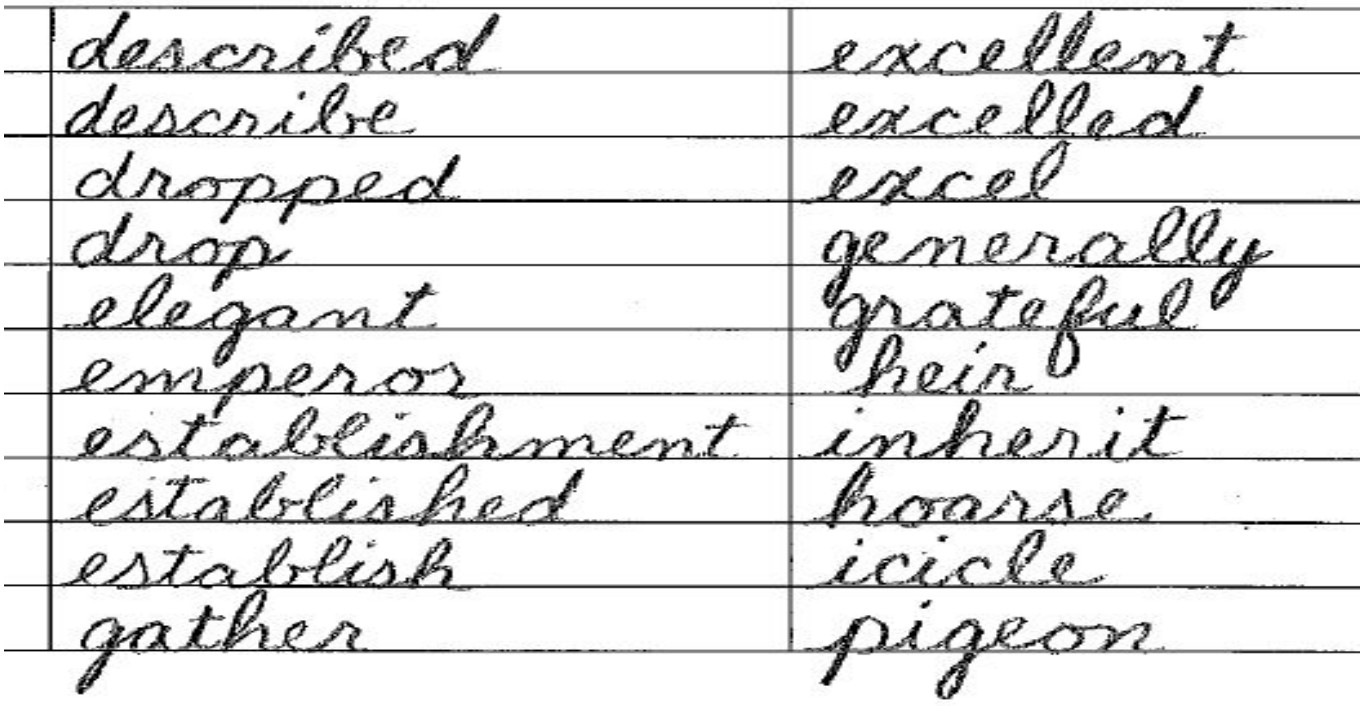
WEDNESDAY OVERVIEW	
Spalding (15 min) - PA	☐ Complete dictation with a parent.
Literature (25 min) - I	☐ Read and annotate chapter 27 of *The Princess and the Goblin*, then answer the question.
Poetry (10 min.) - I	☐ Read stanza 9 of "Paul Revere's Ride" aloud and copy it down.
Writing (5 min) - I	☐ 5 minute writing sprint. Answer the prompt given.
Math (30 min.) I / PA	☐ Carefully read the lesson. ☐ Complete math workbook problems. ☐ Timed Math Sprint
History (20 min.) I	☐ Read and highlight the selection, then answer the questions.
Art (15 minutes) I	☐ Complete and practice the activity.

Wednesday Materials

ELA

Spalding

Instructions: Scholar sounds out each phonogram in each word.



described	excellent
describe	excelled
dropped	excel
drop	generally
elegant	grateful
emperor	heir
establishment	inherit
established	hoarse
establish	icicle
gather	pigeon

Literature

Instructions: Read chapter 27 of *The Princess and the Goblin*. As you read, circle words from your glossary and underline literary devices. When you finish, answer the question.

Glossary

- **Agony:** (n) extreme physical or mental suffering
- **Profoundest:** (adj) (of a state, quality, or emotion) very great or intense
- **Feeble:** (adj) lacking physical strength, especially as a result of age or illness
- **Casement:** (n) a window or part of a window set on a hinge so that it opens like a door
- **Strife:** (n) angry or bitter disagreement over fundamental issues; conflict
- **Rafters:** (n) one of several internal beams extending from the eaves to the peak of a roof and constituting its framework
- **Invulnerable:** (adj) impossible to harm or damage
- **Prostrate:** (adj) lying stretched out on the ground with one's face downward
- **Gyrating:** (v) move or cause to move in a circle or spiral, especially quickly
- **Incarnate:** (adj) (especially of a deity or spirit) embodied in flesh; in human form
- **Apprehension:** (n) anxiety or fear that something bad or unpleasant will happen
- **Dash:** (v) strike or fling (something) somewhere with great force, especially so as to have a destructive effect; hurl
- **Hubbub:** (n) a chaotic din caused by a crowd of people
- **Redoutable:** (n) (of a person) formidable, especially as an opponent
- **Agile:** (adj) able to move quickly and easily
- **Hitherto:** (adv) until now or until the point in time under discussion
- **Emulate:** (v) match or surpass (a person or achievement), typically by imitation
- **Plight:** (n) a dangerous, difficult, or otherwise unfortunate situation

The author describes Curdie ‘like an incarnate whirlwind.’ Why do you think he chose to use that simile?

_____

_____

Poetry

Instructions: Copy Stanza 9 of "Paul Revere's Ride" on a sheet of paper and practice reciting to an adult.

He has left the village and mounted the steep,
And beneath him, tranquil and broad and deep,
Is the Mystic, meeting the ocean tides;
And under the alders, that skirt its edge,
Now soft on the sand, now loud on the ledge,
Is heard the tramp of his steed as he rides.

TO PRACTICE: Work with two lines at a time. Follow the process below.

- Read the lines twice.
- Cover the lines and recite from memory twice.
- Recite all lines from stanza memorized thus far.
- Repeat until you've covered the whole stanza.
- Practice the entire poem through Stanza 9!

Writing

Instructions: Set a timer for 5 min. and answer the prompt. Give as many details as you can!

Humility means putting others before yourself. It means recognizing that everyone's needs and desires are just as important as yours. It means celebrating the successes of others.

How have you shown the virtue of humility while being at home the past few weeks?

_____

_____

_____

_____

_____

_____

_____

_____

MATH

Lesson: Multiply and Divide Measures by 1-digit Numbers (11.2a-11.3a)

Conversion of Measurements

Length
1 m = 100 cm
1 km = 1000 m

Weight
1 kg = 1000 g

Capacity
1 ℓ = 1000 ml

1 yd = 3 ft
1 ft = 12 in.

1 lb = 16 oz

1 gal = 4 qt
1 qt = 2 pt
1 pt = 2 c

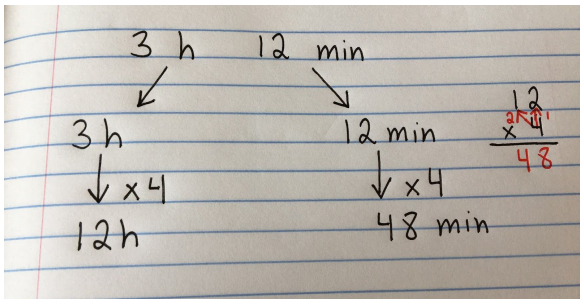
Time
1 year = 12 months
1 week = 7 days
1 day = 24 hours
1 hour = 60 minutes
1 minute = 60 seconds

Part 1:
Before we can learn how to **multiply** and **divide** by **1-digit numbers**, we first need to make sure we know what a 1-digit number is! So what is a 1-digit number?
If you said any number from 0 to 9, that's correct! Any number that has only 1 digit is a 1-digit number. This means that any number from 0 to 9 is considered a 1-digit number.

When multiplying a measurement in compound units by a 1-digit number, the quantities in the bigger unit and the smaller unit are multiplied by the 1-digit number separately. Then, check to see if there is a need to convert the quantity in the smaller unit into the bigger unit. What remains then will be the quantity in the smaller unit.

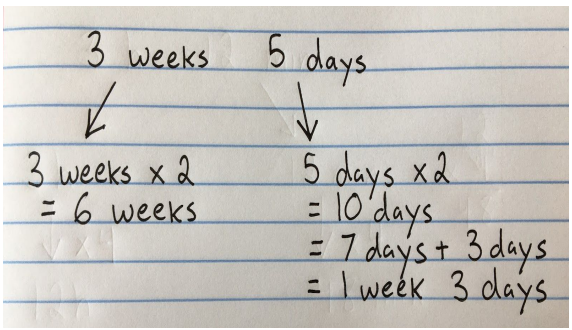
Now let's look at two problems where we must multiply measurements in compound units by 1-digit numbers:

3 hours 12 minutes x 4 = _____



- To solve this problem, we need to multiply the quantities in the bigger unit and the smaller unit separately by the 1-digit number (just like we do with adding and subtracting compound units).
- The 3 h 12 min should be multiplied by 4 separately.
- The final answer would be 4 hours and 48 minutes.
- **Because 48 minutes < 60 minutes, we do not need to do any conversion of the smaller unit into the bigger unit.**

3 weeks 5 days x 2 = _____



- The 3 weeks 5 days must be multiplied by 2 separately.
- You should get an answer of 6 weeks and 10 days

- But wait, a week is 7 days!
- Because 10 days = 7 days + 3 days, we need to convert the smaller unit into the larger unit.
- Whatever remains will be the quantity in the smaller unit.
- So 5 days x 2 becomes 1 week and 3 days
- **So the final answer is 7 weeks and 3 days**

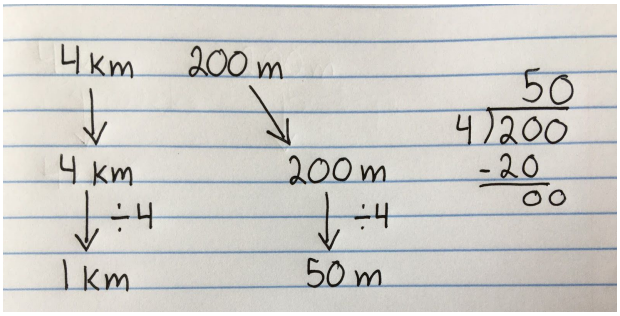
Now you try: 2 years and 3 months x 5 = _____

Part 2:
In dividing a measurement in compound units by a 1-digit number, the quantities in the bigger unit and the smaller unit are divided separately by the 1-digit number. However, first check to see if the quantity in the bigger unit can be fully divided by the 1-digit number. If not, convert the remaining quantity in the bigger unit into the smaller unit before dividing it by the 1-digit number.

Now let's look at two problems where we must divide measurements in compound units by 1-digit numbers:

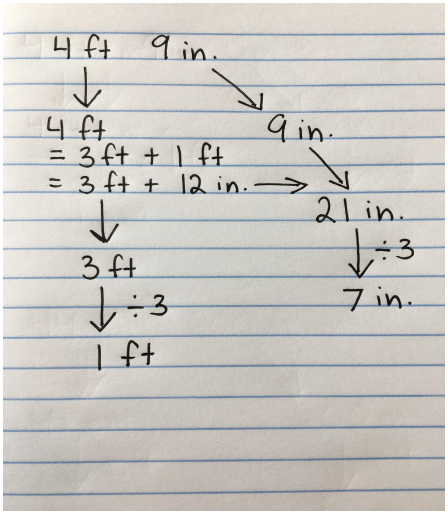
4 km and 200 m ÷ 4 = _____

- The 4 km and 200 m must be divided by 4 separately
- You should get an answer of **1 km and 50 m**, and because **1000 m = 1 km**, we do not need to convert our smaller unit



4 ft 9 in. ÷ 3 = _____

- When we separate the quantities in the bigger unit and thes smaller unit, we find the quantity in the bigger unit, i.e. 4 ff. cannot be divided fully by 3.
- Since 4 cannot be fully divided by 3, we convert 1 ft of the 4 ft into inches., which means we have 4 ft = 3 ft + 12 in.
- We then tally our feet and inches separately together before dividing by 3.
- You should get an answer of **1 ft and 7 in.**



Now you try: 1 gal 2 qt ÷ 6 = _____

Your turn! Complete the following exercises from WB

- Exercise 3, p. 147, #3-5
- Exercise 4, p. 149, #3-5

Math sprint! Set a timer for 90 seconds and solve as many problems as you can.

12 × 9	12 × 11	12 × 12	12 × 2	10 × 12	12 × 1	12 × 5	12 × 3	8 × 12	12 × 4
12 × 10	12 × 12	8 × 12	9 × 12	12 × 3	7 × 12	12 × 1	6 × 12	5 × 12	12 × 11
12 × 8	12 × 7	6 × 12	5 × 12	12 × 12	9 × 12	12 × 3	10 × 12	12 × 1	11 × 12
2 × 12	1 × 12	4 × 12	8 × 12	9 × 12	12 × 6	5 × 12	12 × 3	12 × 7	12 × 10
12 × 1	12 × 6	12 × 7	5 × 12	12 × 4	8 × 12	12 × 10	12 × 9	2 × 12	12 × 3

HISTORY

Instructions: Read about the Native American tribes below. Highlight or underline important facts for each

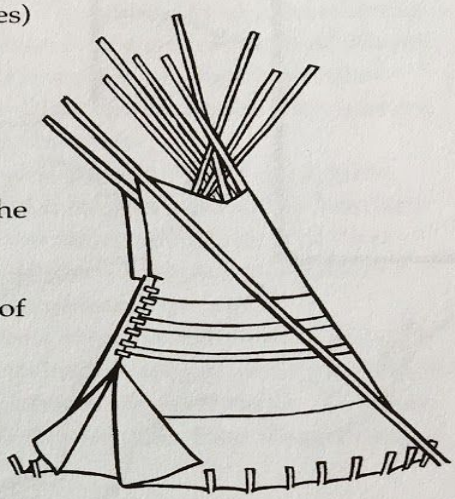
tribe and check for understanding by completing the questions/tasks that follow.

Texas's Hunting Tribes

Several groups of Native Americans followed **herds** of buffalo and elk into the Great Plains region of Texas. They included the Apache, Arapaho (uh•RAP•uh•hoe), Comanche (kuh•MAN•chee), Kiowa (KIE•uh•wuh), and Tonkawa (ton•COW•wah) peoples. Unlike the Caddo, who built large houses in permanent villages, these hunters carried their homes, or tepees (TEE•pees) on their backs.

Tepees were cone-shaped dwellings made of poles and covered with animal skins. They were light enough to carry and easy to quickly set up and take down when the animals moved.

The hunters used all parts of the animals they killed. The meat was eaten immediately or dried for later use. The skins were made into clothing or used to cover their tepees. The hooves were used for drinking cups. Even the rough tongues of the animals could be made into hair brushes.



Tepee

Native American Customs

Each Native American group had different life-styles and **customs**. The Apache tribe, for example, performed dances to honor the spirits that they believed lived in the hills of the Southwest.

The Arapaho developed the Sun Dance, which lasted four days and involved **fasting** and piercing themselves with sharp objects. To fight a battle or perform a ceremony, the Comanche tribe wore colorful costumes and decorated themselves with leather, beads, and metal objects. The Kiowa people spoke a completely different language from the other hunting tribes and developed a type of sign language. Kiowa men cut their hair short on the right side and wore a long braid on the left side.

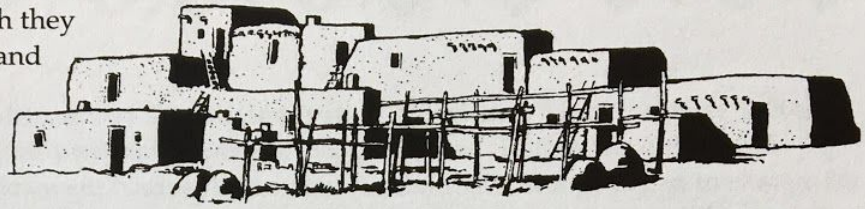
Though they were different in many ways, all of the hunting tribes wanted complete control over the hunting territories in Texas and the rest of the Great Plains. Fighting often broke out between the hunting groups. The Comanche tribe owned horses. This gave the Comanche an advantage over other hunting groups. The Comanche people attacked other villages, destroyed homes, stole animals, and burned small farms. By the 1730s, the Comanche were known as the "Lords of the Southern Plains."

Fast Facts

- The Comanche tribe had both peace chiefs and war chiefs. The head peace chief was the most powerful.
- Leaders in the Comanche tribe were **elected** by the tribe's members, much the same as we do in our system of government. Leaders were required to have special abilities and could only remain in power as long as their tribe members agreed that they deserved positions of leadership.
- Decisions in the Comanche tribe were made by a council of chiefs, led by a head peace chief. If the members of the tribe didn't agree with the council's decision, they could refuse to accept it.

The Pueblo Tribes

The Tigua (TEE•gwah) and Jumano were Native Americans in far West Texas who lived in small villages known as pueblos. In Spanish, the word pueblos means "towns." There were many groups of Pueblo peoples living throughout the Southwest in the present-day states of Arizona and New Mexico. In 1680, a war between the Pueblo peoples and the Spanish colonists living in New Mexico forced the Tigua and Jumano east into Texas. All of the Pueblo tribes in the Southwest shared similar ways of living, even though they spoke different languages and had different customs.



Pueblo Village

The Pueblo tribes were known for building large apartment-style dwellings with many rooms in them. Some of these buildings were four or five stories high with hundreds of families living together. In large Pueblo villages, several smaller buildings were built around a large plaza or square. The plazas were used for religious ceremonies and other group activities.

Homes in the Pueblo villages could be built out of the natural resources available in the area. **Adobe** bricks or rocks covered with a layer of mud to make them look like adobe bricks were used to build their dwellings. Like the Caddo, the Pueblo peoples were farmers who planted crops of corn, squash, beans, and cotton. The men hunted small mammals while the women and children collected wild berries and roots.

Other Native Americans in Texas

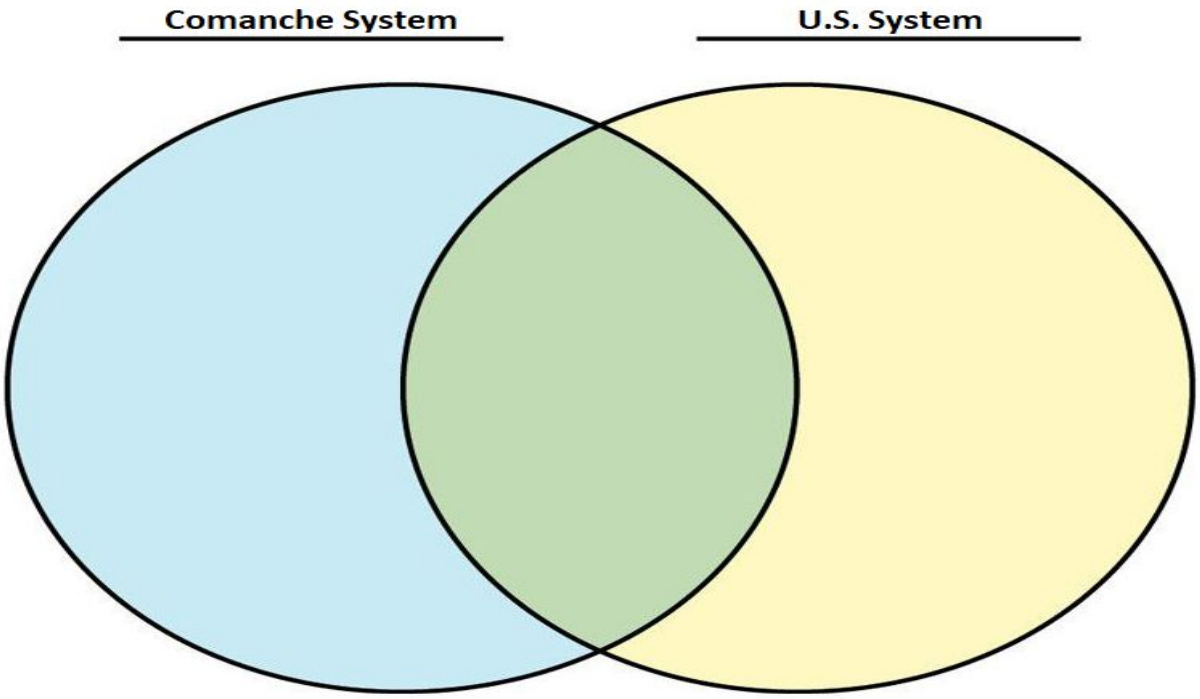
The Karankawa (cair•an•COW•wah) people lived along the Gulf Coast of Texas from Galveston Bay to Corpus Christi Bay. Living along the coastal waters provided the Karankawa people with plenty of fish, shellfish, and turtles. They also hunted with bows and arrows and gathered wild plants.

The Karankawa people traveled in canoes that they carved from the trunks of large trees. Each canoe carried an entire family plus baskets, pottery, and **wigwams** that were large enough to hold seven or eight people. For safety, the Karankawa traveled in groups of 30 or 40 people. Their bodies were painted and they used a system of smoke signals to communicate with other groups about battles and special ceremonies.

The Coahuiltecan (kwah•weel•TA•kan) people lived in south-central Texas where the climate was hot and dry. Life in this part of Texas was difficult for the Coahuiltecan people. The soil was too dry for farming and only small animals like rabbits, birds, and insects could be found. To survive, the Coahuiltecan people lived on seeds, ant eggs, spiders, worms, dirt, and even rotten wood.

Instructions: Students will read several Native American tribes. As they read, they will Highlight or underline important facts about each tribe. After reading, students will provide thoughtful answers designed to promote reading comprehension and critical thinking.

1. How does the system of government of the Comanche mirror our own? How is it different? Complete the Venn Diagram below.



2. What was the chief source of conflict between Native American tribes prior to European settlement? What advantage did tribes like the Comanche have?

_____

_____

_____

_____

SPECIALS

Physical Education Checklist Date:_____

This week in PE I want you to focus on several activities you can do with your family.

- ☐ **Activity 1:** Take a 20-30 minute walk/run.
- ☐ **Activity 2:** https://www.youtube.com/watch?v=L_A_HjHZxfI This is a stretching/cardio video.
- ☐ **Activity 3:** Pyramids. For this activity try doing Pushups and Situps by the numbers. If able, have a family member do this with you. The first person does one pushup/sit-up then switch. Then do 2, and try to make it to 10.

Briefly describe in a paragraph how these activities went, and what you were able to accomplish?

_____

_____

_____

_____

_____

_____

Daily Rubric

Directions: Give yourself a check mark in each box at the end of each day. Then, give yourself a pat on the back! You did it! Nice work ☺

Wednesday, 4/8	☐ I spent around _____ minutes on the daily activities. ☐ I read all directions before I asked for more help. ☐ If required, I wrote all of my answers in complete, cursive sentences. ☐ I double-checked my written answers to check for capitalization, punctuation, and correct grammar usage. ☐ My handwriting is neat and can be read by both me and an adult. ☐ I showed all of my work in math when necessary. ☐ I read for at least 20 minutes today. ☐ I used integrity and put forth my best effort today. I am proud of myself, and I know my teacher would be proud of me, too.

GREAT HEARTS WESTERN HILLS
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Student Attendance Affidavit

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

Monday, April 6, 2020 ☐

Tuesday, April 7, 2020 ☐

Wednesday, April 8, 2020 ☐

Thursday, April 9, 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 Thursday'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 Thursday's Assessments to the best of my abilities.

Student Signature: _____

Student Printed Name: _____ Class Section: _____

THURSDAY ASSESSMENTS

Literature

Instructions: Answer the following questions in complete sentences. Make sure to answer the whole question. You may use the book to help you.

1. In ch.25, in talking about Curdie's watch over the gardens, it says, '...he continued to haunt the garden and listen…' Why was the verb *haunt* used here? What was the author trying to show about his actions through this metaphor?

_____

_____

2. In ch.25, what allowed Lootie to 'misrepresent' the facts about Curdie 'at her pleasure?' In other words, what allowed Lootie to lie about Curdie? What does this say about her character?

_____

_____

3. In ch.26, how did the goblins get into the castle?

_____

_____

4. The author uses many similes to describe the goblin queen in chapter 27. How do these similes help us understand her appearance and character? Give 1-2 examples of these similes in your answer.

_____

_____

5. In ch.27, how would holding the goblin queen and king prisoner have helped the humans?

_____

_____

Spelling

Instructions: Please have an adult read your spelling words to you. Your parent / guardian should give the words in a random order. Please ask them to **say the word**, **use it in a sentence,** and **say the word again.**

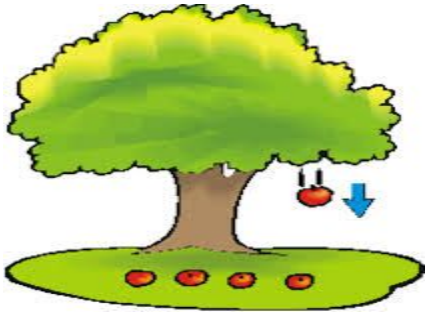
1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____
21. _____
22. _____
23. _____
24. _____
25. _____
26. _____
27. _____
28. _____
29. _____
30. _____

Science

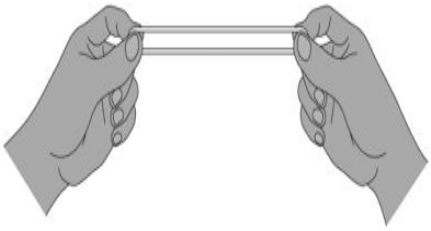
Below is the definition of Kinetic and potential energy that we learnt this week.After reading the definition, look at each picture carefully and answer the questions that are on the right with correct answers.

Kinetic energy is the energy that is working.

Potential energy is stored energy that is waiting to work.

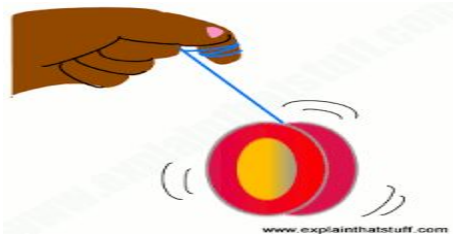


The apple in the tree is _____ energy.
The apple falling from the tree is _____ energy.

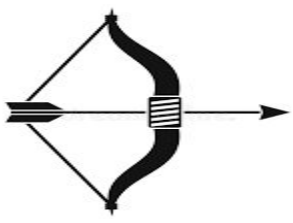


If the rubber band is still, it is _____energy.
If the rubber band is stretched, it is _____ energy.

If the roller coaster is still, it is _____ energy.
If the roller coaster is moving, it is _____energy.



If the yo-yo is still at the top, it is _____ energy.
If the yo-yo is moving, it is _____energy.



If the bow string is still, it is _____ energy.
If the bowstring is pulled, it is _____energy.

History

Instructions: Answer the questions below in complete sentences.

1. Why did the Paleo-Indians originally cross the Bering Land Bridge between Asia and North America? What cut off their contact with Asia?

_____
_____
_____
_____

2. What advancement helped to transform Paleo-Indians society from nomadic hunters and gatherers to civilizations with permanent settlements?

_____
_____
_____
_____

3. How did the Comanche system of government mirror our own U.S. system?

_____
_____
_____
_____

4. Choose one Native American tribe. Were they nomads, or did they live in permanent settlements? What were their homes like? What did they do for food? What else can you tell us about them?

_____
_____
_____
_____
_____
_____

Math | Unit 11 ch.1- 3 Assessment

Use the table below to help you answer the questions.

Length		**Time**
1 m = 100 cm	1 yd = 3 ft	1 year = 12 months
1 km = 1000 m	1 ft = 12 in.	1 week = 7 days
		1 day = 24 hours
Weight		1 hour = 60 minutes
1 kg = 100 g	1 lb = 16 oz	1 minute = 60 seconds
Capacity		
1 ℓ = 1000 ml	1 gal = 4 quarts (qt)	
	1 qt = 2 pints (pt)	
	1 pt = 2 cups	

1. **Fill in the blanks.** 6 m = _____ cm

2. **Fill in the blanks.** 25 days = _____weeks _____days

3. Add in compound units.

   a. 2m 15cm + 7cm = _____m _____cm

   b. 1 day 18 hours + 3 days 12 hours = _____days _____hours

4. Solve for an answer in **compound units**.

   a. 13 ft x 8 = _____ yd _____ ft

   Hint: First find out how many ft there are, then convert to yards and feet

   b. 63 qt divided by 7 = _____gal _____qt

   Hint: First find out how many quarts there are, then convert to gallons and quarts

5. Mrs. Sundararaman took 1 hour 15 minutes to grade 5 tests. If she took an **equal amount** of time to grade each test, how long did she take to grade one test? (***Hint:*** *convert to minutes first.*)

3 Minute Timed Practice

Instructions: Set a timer for three minutes and complete as many problems as you can!

12 × 9	12 × 11	12 × 12	12 × 2	10 × 12	12 × 1	12 × 5	12 × 3	8 × 12	12 × 4
12 × 10	12 × 12	8 × 12	9 × 12	12 × 3	7 × 12	12 × 1	6 × 12	5 × 12	12 × 11
12 × 8	12 × 7	6 × 12	5 × 12	12 × 12	9 × 12	12 × 3	10 × 12	12 × 1	11 × 12
2 × 12	1 × 12	4 × 12	8 × 12	9 × 12	12 × 6	5 × 12	12 × 3	12 × 7	12 × 10
12 × 1	12 × 6	12 × 7	5 × 12	12 × 4	8 × 12	12 × 10	12 × 9	2 × 12	12 × 3
8 × 12	12 × 12	4 × 12	10 × 12	9 × 12	7 × 12	2 × 12	11 × 12	12 × 3	12 × 1
12 × 9	12 × 4	12 × 12	12 × 5	12 × 10	12 × 7	12 × 3	2 × 12	8 × 12	1 × 12
4 × 12	11 × 12	12 × 12	12 × 6	3 × 12	12 × 10	1 × 12	12 × 8	2 × 12	7 × 12
12 × 11	2 × 12	10 × 12	12 × 4	12 × 9	8 × 12	12 × 6	12 × 7	12 × 1	12 × 12
12 × 12	11 × 12	5 × 12	8 × 12	7 × 12	4 × 12	12 × 6	12 × 9	3 × 12	12 × 2

Writing

Instructions: Answer the following prompt in complete sentences. Pretend like you're explaining the process to a third grader!

In your own words, explain the steps to solving the following problem:

How many inches are in 7 feet?

_____

_____

_____

_____

_____

_____

_____

_____