



GREAT HEARTS WESTERN HILLS

A Great Hearts Academy

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

Dear 6th Grade Families,

Welcome to week three of Remote Learning! We will be observing Friday (4/10) and Monday (4/13) as holidays. Therefore, the next two weeks of Remote Learning will be 3 days of instruction and 1 assessment day. As we move into Week 3, we look forward to reaching out to our scholars through scheduled Zoom Classes and tutoring sessions. Please look for emails from your Lead Teacher with further details. Remember, each scholar received a composition notebook and post-it notes when you collected your “bag” last week. We would like scholars to use it to do their daily work. Throughout the packet you will notice the abbreviation RLN (Remote Learning Notebook) this refers to the new composition notebook that was given to each scholar. Think of it as a “souvenir” of your Remote Learning Experience. The post-it notes can be used as “dividers” for each subject or week. These notebooks will be shared when we return to school. Feel free to glue notes, Art projects, Latin work, or anything else you would like to share with your classmates.

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!

All of our best,
Your 6th Grade Teachers

	Teacher's Name	Email
6A Lead	Nicole Glowe	Nicole.glowe@greatheartswesternhills.org
6A AT	Aleksandra Novikova	Aleksandra.Novikova@greatheartswesternhills.org
6B Lead	Julia Boyle	Julia.Boyle@greatheartswesternhills.org
6B Lead	Ingrid Daly	Ingrid.Daly@greatheartswesternhills.org

Table of Contents

1. Letter to Families.....	Pg. 1
2. Table of Contents.....	Pg. 2
3. Parent Packet.....	Pgs.3-8
a. General Instructions & Helpful Tips for Parents	
b. Monday - Wednesday Instructions/Answer Keys for Parents	
4. Student Packet - organized by day: Daily Plan, Guided & Independent Practice, and Rubric	
a. Monday	Pgs. 9-16
b. Tuesday	Pgs. 17-29
c. Wednesday	Pgs. 30-38
5. Appendix:	
Vocabulary Packet	Pgs. 39-44
Skill Review	Pg. 45
Vocabulary Journal (Please complete in notebook)	Pg. 46
6. Thursday Assessments	
a. Student Affidavit- signed by both scholar & parent	Pg. 47
b. Assessments	Pgs. 48-52

****The Thursday Assessment Packet needs to be turned in on Thursday by 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 - Wednesday 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 **Thursday 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 take pictures or scan the work and email it to your teacher. **The deadline for submission is Thursday 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 Wind in the Willows ISBN 9780143039099
You can also access the book at the following website [gutenberg.org](http://www.gutenberg.org)
<https://www.gutenberg.org/files/27805/27805-h/27805-h.htm>

A note on reading The Wind in the Willows: 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. Students can listen on any smart device – Android & Apple devices – you just need to download the app if necessary.

https://www.audible.com/ep/title/?asin=B002V5D7GQ&source_code=GO1GBSH09091690EI&device=d&ds_rl=1262685&ds_rl=1263561&cvosrc=ppc.google.%2Bwind%20in%20the%20%2Bwillows&cvo_campaign=250471809&cvo_crid=260135624574&Matchtype=b&gclid=EAlaIqobChMloqnI5LvF6AIVF8DICH063g9-EAAYASAAEgITnvD_BwE&gclsrc=aw.ds

- 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: We will pause on our History lessons this week to give focus to Science, however below are two great short films to give you a better understanding of Mexico.

National Museum of Anthropology, Mexico City

Dig into the archaeology and history of Mexico's pre-Hispanic heritage with a virtual tour of 23 exhibit rooms, including artifacts from the Mayan civilization.

<https://artsandculture.google.com/asset/the-national-museum-of-anthropology-mexico-city-ziko-van-dijk-wikipedia-commons/bAGSHRdlzSRcdQ?hl=en>

Take a tour of the geography of Mexico <https://www.pbs.org/video/passport-latin-america-mexico-1/>

PARENT GUIDE/ANSWER KEY - Monday**ELAR**

Literature: 1. Though Otter's son Little Portly has gone missing many times before without further incident, Ratty can tell by Otter's behavior that this time is serious. He can tell Otter needs help without Otter having to ask. 2. Ratty hears Pan's pipe song. He directs Mole to row closer to the sound so that Mole can hear it. 3. The Piper in this chapter is Pan himself, god of woods, pastures, shepherds, and flocks. He is half goat and half man. Grahame refers to him as an august Presence, the Friend, Helper, and Healer. The term "Gates of Dawn" is a metaphor for the eastern sky as the sun begins to rise. 4. In Greek mythology, the Siren's song cannot be resisted, and it lures sailors to their destruction on the rocks. The sound of a motor car engine seems to have the same effect on Toad. Everyone is compelled to live for someone or something, but true fulfillment can only be found in relationship with God. Notice that Toad's ill-gotten satisfaction never lasts long.

Grammar/Writing:

<p><i>Lest limbs be reddened and rent I spring the trap that is set As I loose the snare you may glimpse me there For surely you shall forget!</i></p>	<p>Here, Pan is saying, "I disable traps and snares so that they cannot harm woodland animals; if you happen to see me at this work, I will make sure you forget."</p>
<p><i>Helper and healer, I cheer Small waifs in the woodland wet. Strays I find in it, wounds I bind in it. Bidding them all forget!</i></p>	<p>Here, Pan is saying, "I help, heal, and comfort small, lost animals in the woods and then make them forget having seen me."</p>

Poetry: Music and poetry are both artful expressions of thought and emotion that easily mold themselves to the hearts of individual hearers. As a result, they both have a powerful effect on the human soul.

Math:

Parent Instructions: Today's lesson should be a review of vocabulary. Your child should be able to identify types of numbers and understand the number line. Khan Academy has a great chalkboard lesson on Classifying numbers:

<https://www.khanacademy.org/math/cc-eighth-grade-math/cc-8th-numbers-operations/cc-8th-irrational-number/s/v/categorizing-numbers>

Answer Key: 1) Integer, rational, real 2) rational, real 3) Rational, real 4) Natural, whole, integer, rational, real 5) Integer, rational, real (because $-9/3$ can be written as -3) 6) right 7) left 9) $7^2=49$ and 49 is a natural number $2.5^3=15.625$ and 15.625 is a rational number that is not an integer 10) All natural numbers are whole numbers 11) a number that is whole number is not necessarily a natural number. For Example: 1, 2, 3 are both whole numbers and natural numbers, but 0 is a whole number only. 12) 215 350 699

Science:

1. heterogeneous: composed of multiple material parts which are different in kind from other parts comprising the whole. 2. A part of a body is homogeneous when each of its parts are uniform, or the same in kind. 3. The complex parts of bodies are called *organs*, and each of these parts has the health and virtue of the whole body for a final cause.

PARENT GUIDE/ANSWER KEY - Tuesday

ELAR

Literature

- 1) The gaoler's daughter is fond of animals. She pities Toad's misery, and she cannot wait to manage him and teach him pet tricks.
- 2) Toad thinks of chivalry, poetry, deeds still to be done, broad meadows, cattle browsing, kitchen garden, Toad Hall, his friends, and how they would surely be able to do something, lawyers, and lastly of his own great cleverness and resource.
- 3) Toad misinterprets the gaoler's daughter's interest in him to mean that she is falling in love with him. The irony here lies in the truth that she is really interested in Toad as a pet, and that's why they never could be together, not because Toad is too good for her.
- 4) She says Toad's chief fault is that he talks too much. Toad's chief virtue is his honesty to admit when he is wrong.
- 5) Toad leaves his money in his cell, in the pocket of his waistcoat. The many-pocketed animal like Toad carries on his person every possible necessity- the pocketbook, money, keys, watch, matches, pencil-case. This many-pocketed animal is always busy with important work, while the "inferior one-pocketed or no-pocketed" animal has nothing really important to do, and can "hop or trip about permissively." Likewise, some people have jobs that require their constant attention. Others with less "important" jobs may make less money, but they also have more freedom to enjoy life.

Math:

Parent Instructions: It is important for your child to understand negative numbers and where they are on the number line. Khan Academy has a great introduction to negative numbers:

<https://www.khanacademy.org/math/cc-sixth-grade-math/cc-6th-negative-number-topic/cc-6th-neg-num-intro/v/negative-numbers-introduction?modal=1>


Answer Key: 1.a)2 b) 8 c) -7 2.a) -3, -7 b)-7 c)-3>-7 3.a)9 b)1 c)3 4. When reviewing your child's number line be sure they are starting at the correct point and the arrow should end at the integer they are describing.
5.a) 2 b)-2 c)0 1. 102 2. 96 3. 217 4. 169 5. 300 6. 307

Science:

Have your child tell you about Gregory Mendel: what he studied and how he studied it, and his two laws of heredity.

If your child needs help filling out the chart for the Dohickey Bug, please share this possibility with them: if your child flipped two coins which both landed on "heads", the Trait- Body Shape could have the genotype RR and the Phenotype Round. Your child would draw a round head for the bug.

Dohickey Bug		
Trait	Genotype	Phenotype
Body Shape	RR	Round
Antennae Shape	Aa	Looped
Wing Shape	HH	Heart-Shaped
Wing Pattern	Dd	Like Dot
Wing Color	vv	Silver
Body Color	Bb	Green
Eye Size	LL	Large
Foot Color	pp	Red



Music:

Name: _____

Class: _____

Alto Staff Review

Directions: Look at the Alto 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: *Alto Clef*



ANSWER KEY

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.

Allegretto

from Symphony No. 7 in A Major, Op. 92

Ludwig von Beethoven

$\text{♩} = 76$

A musical excerpt in 3/4 time, 2/4 time signature, with a tempo marking of quarter note = 76. The music is written in an alto clef. The notes are labeled with their letter names in blue capital letters directly below the staff. The first line of music has notes A, A, A, A, A, G, G, E, E, E, A, A. The second line has notes E, E, F, G, G, G, G, G, G, G, G, A, B, B. The third line has notes F, F, G, A, A, E, E, E, E, E, E, F, G, A.

A A A A A G G E E E A A
E E F G G G G G G G G A B B
F F G A A E E E E E E F G A

PARENT GUIDE/ANSWER KEY - Wednesday

ELAR

- 1) Rat (to Mole, returning from Otter's at the end of a hot day)
- 2) Mole (to Rat, about Little Portly going missing)
- 3) Rat (hearing Pan's music and urging Mole to row toward it)
- 4) Mole (to Rat about the music Rat hears)
- 5) Rat (to Mole, when they arrive at the small island from whence the music has come)
- 6) Toad (in jail, being melodramatic about missing his friends)
- 7) The jailer's daughter (speaking of her plans for Toad)
- 8) Toad (admitting he is wrong to the jailer's daughter)
- 9) Toad (feeling sorry for himself in the dungeon)
- 10) Toad (ready to confess the truth of his identity and his trouble with the police to the engine-driver)

Math:

Parent Instructions: Today students will use the number line they are familiar with to now add integers that are positive and negative.

Khan Academy has a great introduction on adding and subtracting negative numbers:

<https://www.khanacademy.org/math/cc-seventh-grade-math/cc-7th-negative-numbers-add-and-subtract/cc-7th-sub-neg-intro/v/adding-and-subtracting-negative-number-examples>

Answer Key: 1) 0 2) -5 3) -5 4) -3 5) 9 6) -1 7) -15 8) 3 9) -8 10) 1 11) -10 12) 5 13) \$400

Science:

If cutting and pasting are not an option, all the information may be filled out directly onto the student activity page.

The left photograph shows a student's completed activity page. It includes two definitions: "Homozygous: When two alleles for a trait are the same (TT, tt)" and "Heterozygous: When alleles for a trait are different (Tt)". Below these is a section on "Genotype" with the definition "The allele combination of an organism". A Punnett square is shown for a cross between a homozygous red dragon (RR) and a heterozygous red dragon (Rr). The possible genotypes of the offspring are listed as RR and Rr, and the possible phenotype is listed as red.

The right photograph shows another student's work. It features two Punnett squares. The first is for eye color, with alleles E (blue) and e (white). The cross is between a homozygous blue dragon (EE) and a heterozygous blue dragon (Ee). The possible genotypes of the offspring are EE and Ee, and the expected phenotype ratio is 1:2:1. The second Punnett square is for black scales, with alleles B (black) and b (white). The cross is between a homozygous black dragon (BB) and a heterozygous black dragon (Bb). The possible genotypes of the offspring are BB and Bb, and the possible phenotype of the offspring is listed as black.

MONDAY- 4/6/20**Total Time: 2 hours 25 min****ELAR (50 min.)(I)**

VOCABULARY: pages 155-159; Vocabulary Packet in the Appendix

LITERATURE: Goal/Objective: Rat's character

Materials Needed: *The Wind in the Willows*, by Kenneth Grahame

Specific Instructions: Read Chapter 7, annotating and/ or using Stop, Think, Jot.

GRAMMAR/ Goal/Objective: summarize stanzas of a poem

WRITING: Materials Needed: *The Wind in the Willows*

Specific Instructions: Follow directions as written

POETRY: Goal/Objective: recognize the relationship between poetry and music. Rehearse the recitation of a poem.

Materials Needed: A Red, Red Rose.

Specific Instructions: Practice reciting in front of a mirror.

Math (40 minutes)(I/PA to help check answers)

Goal/Objective: Different sets of numbers have different properties, so it is important to know what sets various numbers belong to.

Materials needed: RLN (Remote learning notebook), guided instruction, and independent practice

Specific Instructions: Write today's vocabulary in your RLN and do your independent practice in your RLN

Science (40 Minutes)(I)

Goal/Objective: understand that living organisms have heterogeneous parts and embryos develop through cell division.

Materials needed: notebook and pencil

Specific Instructions: Use the notebook for note taking and answering the questions.

Special:**PE (15 Minutes)(I)**

Goal/Objective: complete one of the three 15-20 minute activities listed. The first two activities focus on cardiovascular endurance. Activity three's goal is upper body/abdominal strength development.

Materials needed: some space, internet connection

Specific Instructions: follow instructions given for each activity

ELAR

(Monday)

LITERATURE

The Wind in the Willows Chapter Seven “The Piper at the Gates of Dawn”

Add the following words to the Vocabulary Journal in your notebook:

- 1) Pan: in Greek mythology, the god of woods, field, and flocks, having a human torso and head with goat legs, horns, and ears.
- 2) Pan-pipes: series of short pipes bound together in graduated lengths with the mouth-pieces in an even row, named after the god Pan.
- 3) Osiers: willow trees
- 4) Reeds: grass-like plants growing in shallow water or on marshy ground
- 5) Rushes: cattails; another common grassy plant found in shallow water or on marsh ground.
- 6) Weir: a small, overflow-type dam; a dam that lets water flow over it, making a small waterfall.
- 7) Repose: rest
- 8) August: deserving reverence
- 9) Capricious: constantly changing.
- 10) Oblivion: total forgetfulness

Read Chapter 7, annotating and/or using the Stop, Think, Jot method. Consider the following questions, writing your thoughts in your notebook:

- 1) Rat once again shows his ability to make keen observations about his friends and thus to be a help in time of need. Explain.
- 2) Rat is a poet and sees things most people don't see. Does he hear more intensely also? Mole hears only the wind playing in the reeds and rushes and osiers. What does Rat hear? What does Rat do that makes it possible for Mole to hear what he hears?
- 3) Who is the Piper? What is his relationship to the animals? Describe him. What are some of his names in this chapter? What are the Gates of Dawn?
- 4) Compare the *possession* Mole and Rat feel in the presence of Him to the possession Toad feels in the presence of motor cars. In Greek mythology who produces music so enchanting that it cannot be resisted, yet it leads not to God but to destruction?

GRAMMAR/WRITING

Read the song Ratty hears and relates to Mole during the end of Chapter 7 in *The Wind in the Willows*. In your notebook, write it in verse form. Next to each stanza, write a one sentence summary.

Example:

*Lest the awe should dwell
And turn your frolic to fret
You shall look on my power
 at the helping hour
But then you shall forget!*

Here, Pan is saying, “I’ll let you see me at the moment when you most need my help, but then, to keep your delight from turning to grief when you can no longer see me, I will make you forget the sight.”

POETRY

Plato said “Music is a moral law. It gives soul to the universe, wings to the mind, flight to the imagination, and charm and gaiety to life and to everything.”

Aristotle said “In rhythms and melodies there are, especially when compared with their true natures, close imitations of anger and gentleness and of courage and moderation and of all their opposites and of the other moral qualities and this is verified from experience: we experience change in our soul when we hear such things.”

Respond in notebook: What is the relationship between poetry and music?

Practice reciting “A Red Red Rose” by Robert Burns from memory. Practice Posture, Volume, and Eye Contact (Recite Thursday)

O my luve's like a red, red rose,
That's newly sprung in June;
O my luve's like the melodie
That's sweetly played in tune.

Luve: uncountable love
gang: go, proceed
Weel: good luck
bonnie lass: beautiful lady or girl

As fair art thou, my bonnie lass,
So deep in luve am I;
And I will luve thee still, my dear,
Till a' the seas gang dry.

Till a' the seas gang dry, my dear,
And the rocks melt wi' the sun:
O I will love thee still, my dear,
While the sands o' life shall run.

And fare thee weel, my only luve,
And fare thee weel awhile!
And I will come again, my luve,
Though it were ten thousand mile.

Respond in notebook: What is the author’s purpose for writing this poem? What “dress-up” words did the author use?

MATH

Negative Numbers

Guided Instruction:

Let's Review: There are many different types of numbers with different names. Write the following vocabulary in your RLN (Remote Learning Notebook)

Whole Numbers: A number with no fractional or decimal part - cannot be negative

Examples: 0, 1, 2, 3, 4,

Natural Numbers: Whole numbers from 1 and up (counting numbers)

Examples: 1, 2, 3, 4, 5,

Integers: All whole numbers AND their negative counterparts

Examples: -4, -3, -2, -1, 0, 1, 2, 3, 4,

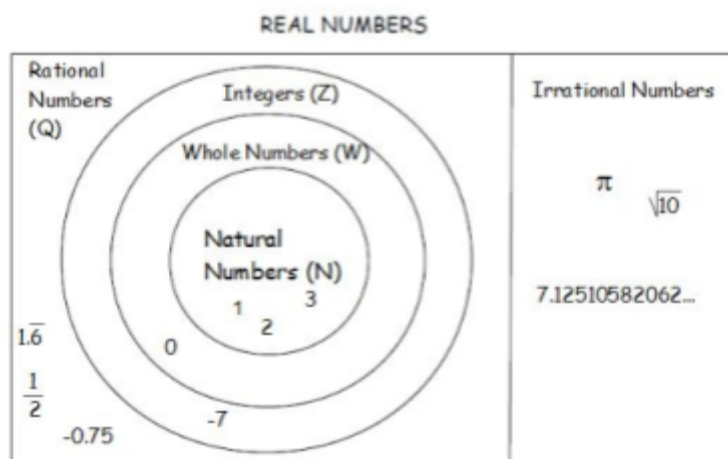
Rational Numbers: Any number that can be written by dividing one integer by another (any number that can be written as a fraction OR "ratio")

Examples: $\frac{1}{2}$ (which equals 0.5)

Irrational Numbers: A number that cannot be written as a simple fraction (because the decimal goes on and doesn't repeat)

Examples: 3.14159265

Real Numbers: all the numbers that can be found on a number line. Real numbers can be large or small, positive or negative, decimals, fractions, etc..



Number Line: All rational numbers can be placed on a number line. A number line is a line that orders and compares numbers. Smaller numbers are on the left and larger numbers are on the right.

Example 1:

Because 3 is larger than 2, 1, and also 0, it is placed to the right of those numbers.

Because -2 is less than -1 and 0 it is placed to the left of those numbers.

All rational numbers (fractions, decimals, etc) can all be placed on the number line.

Try This!

- 1) Is $\frac{1}{4}$ to the left or the right of 0 on a number line?
- 2) Is -0.001 to the left or the right of 0 on a number line?
- 3) Is 780 to the left or the right of 0 on a number line?

Check your answers:

- 1) Right 2) left 3) right

Independent Practice:

Classify each number in as many categories as possible.

- 1) -3 2) 4.555 3) -9.7654321 4) 1 5) -9/3

6) is $\frac{1}{4}$ to the left or the right of 0 on a number line?

7) Is -0.001 to the left or the right of 0 on a number line?

8) Draw and label a venn diagram and then write each rational number in the correct section.

0, $-\frac{12}{4}$, 9, -51, 3.9, 2.5^3 , 7^2 .

9) Why are 7^2 and 2.5^3 in different sections of the diagram?

10) If a number belongs to the set of natural numbers, does it also belong to the set of whole numbers?

11) If a number belongs to the set of whole numbers, does it also belong to the set of natural numbers?

12) Find the sum using mental arithmetic:

- a) $31+74+49+61 =$ b) $92+117+78+63=$ c) $153+254+97+195=$

Label each of the following statements as True or False. If the statement is false, explain why it is False. (use your venn diagram to help you)

1. All irrational numbers are real numbers.
2. Some irrational numbers are rational numbers.
3. All whole numbers are rational numbers.
4. All integers are whole numbers.
5. Some integers are whole numbers.
6. Some integers are irrational numbers.
7. All irrational numbers are real numbers.
8. All real numbers are whole numbers.

SCIENCE

Heterogeneity and Embryology

Record the definitions of heterogeneity and embryology:

- 1) Heterogeneity: a condition of material bodies when the organisms are composed of multiple material parts which are different in kind from other parts comprising the whole.
- 2) Embryology: the study of embryos and how they develop. An example is the study of how human embryos develop from fertilization to birth.

Read the selection regarding heterogeneity and embryology from *The Nature of Science* and answer the following questions in your notebook:

1. What does it mean to call a part *heterogeneous*? See the second paragraph for a definition.
2. What is a *homogeneous part*? See the third paragraph.
3. Why are living things called “organisms”? See the fourth paragraph.
4. Draw pictures of the four main stages of the embryo from Zygote to Gastrula and label them.
5. Explain the development of the embryo from its Zygote stage to its Morula stage.

HETEROGENEITY IN ORGANISMS

As we have learned in our study of the heart, lungs, eye, and ear, the material parts of animals are wonderfully complex and diverse. When we observe living substances and their structures, we find that they have parts which are different from each other in kind, working together for the sake of the whole, of which they are parts. For example, our body is composed of different limbs and organs. Our feet are different from our hands, and our ears are different from our livers. Yet all these different parts seem to work in harmony with one another for the sake of the whole body. Proof of the fact that all the different parts have a share in the substance of the whole is easily found: when my hand is injured, I feel that "I" am injured. When my knee hurts, "I" am hurting.

This condition of material bodies is referred to as *heterogeneity*. A part is called heterogeneous when it is composed of multiple material parts which are different in kind from other parts comprising the whole. The hand is heterogeneous – it is made of digits, bones, fingernails, blood vessels, skin, and hair, to name a few. If we look further into one of these parts, we find that they, too, are heterogeneous. For example, my skin is made up of a number of differently formed cells that perform different functions. The keratinocyte is structurally disposed to protect the cells found underneath, by forming a tough surface on the outside of the body. Beneath these are found a number of very elastic cells, among which we find the fibroblasts. These cells play a role in healing wounds quickly and help to form the constructive framework of the body.

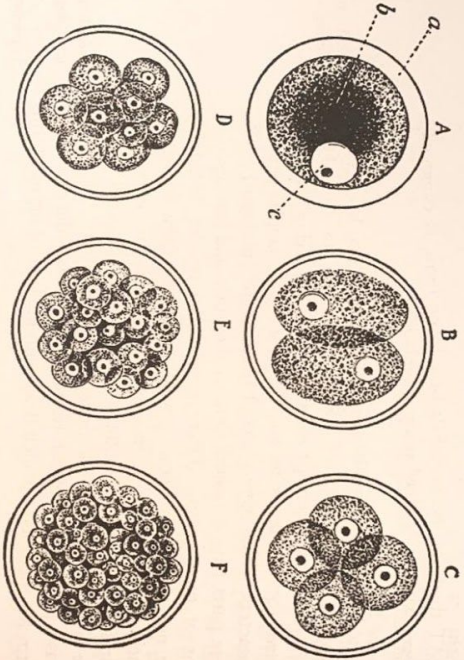
So it seems that organisms are replete with heterogeneous parts. At the lowest levels, heterogeneous parts are composed of *homogeneous* parts. A part of a body is homogeneous when each of its parts are uniform, or the same in kind. Aristotle begins his *History of Animals* thus: "Of the parts of animals, some are simple: to wit, all such as divide into parts uniform with themselves, as flesh into flesh; others are composite, such as divide into parts not uniform with themselves, as, for instance, the hand does not divide into hands nor the face into faces." While Aristotle did not grasp the complexity of the parts of flesh (skin) described above, we can still see how flesh is apparently homogeneous.

In reflecting on heterogeneity, we can observe something profound and distinctive about living beings. Without heterogeneous parts, living beings could not be born, grow, and move themselves, i.e., be capable of self-motion. Each distinct part makes possible the life of the whole through its specific function, the work it does. In other words, each part has the health and virtue of the whole body for a final cause. This is why complex parts of bodies are called *organs* (*ὄργανον*, which means "instrument, tool") and why living beings are called *organisms*.

This relationship between organs and organisms draws us to reflect on another part/whole relationship. Just as the unique parts of the body are oriented towards the health of the whole body, so also are individual persons – united by a common human nature – oriented towards the same end. Of course, the greatest difference in this analogy is the fact that we, as living substances and persons, are not physically parts of a larger body, but are free and self-determining with respect to our efficient causes. This is not true of the parts which make us up. One of the greatest of human intellectual and moral activities (if not *the* greatest) is our attempt to better understand man's final cause.

Early Stages of the Embryo

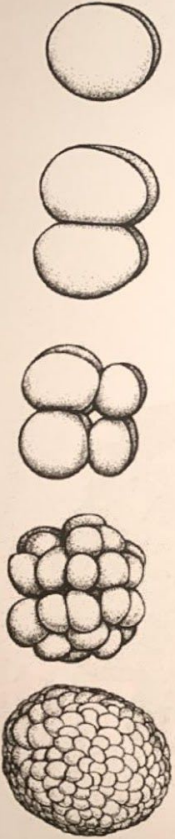
Collapsed View of Cell Division from Zygote to Morula



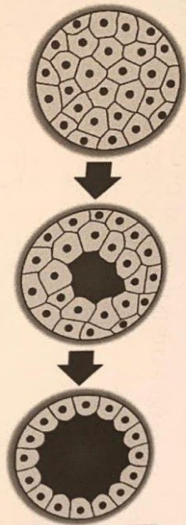
a - cell membrane
b - cytoplasm
c - nucleus

A - Zygote (single cell)
F - Morula

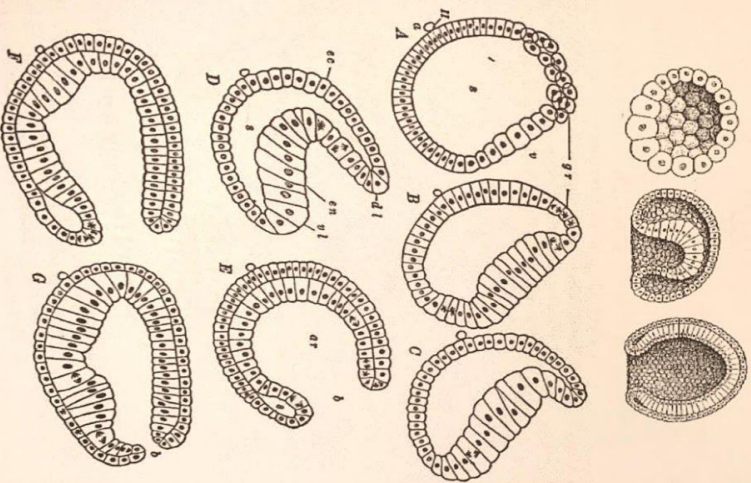
3D View of Cell Division to the Morula Stage



Development from Morula to Blastula - Blastulation



Development from Blastula to Gastrula - Gastrulation



PE

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

Activity 1: Individually, or as a family walk/run 20-30 minutes. Focus on maintaining the same pace (speed) throughout the duration of the walk/run.

Activity 2: Perform exercises in accordance with instruction. As best you can, model the form in which the exercises are being performed.

https://www.youtube.com/watch?v=L_A_HjHZxfl 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.

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	<ul style="list-style-type: none"><input type="checkbox"/> I spent between _____ minutes on the daily activities.<input type="checkbox"/> I read all directions before I asked for more help.<input type="checkbox"/> If required, I wrote all of my answers in complete, cursive sentences.<input type="checkbox"/> I double-checked my written answers to check for capitalization, punctuation, and correct grammar usage.<input type="checkbox"/> My handwriting is neat and can be read by both me and an adult.<input type="checkbox"/> I showed all of my work in math when necessary.<input type="checkbox"/> I read for at least 20 minutes today. I used integrity and put forth my best effort today.<input type="checkbox"/> I am proud of myself and I know my teacher would be proud of me, too.
--------------------	---

TUESDAY- 4/7/20

Total Time: 2 hours 20 min

ELAR (40 min.)(I)

VOCABULARY: page 163; Vocabulary Packet in the Appendix

LITERATURE: Goal/Objective: learn about Toad's fault and virtue
Materials Needed: *The Wind in the Willows*, by Kenneth Grahame
Specific Instructions: Read Chapter 8, annotate, Stop, Think, Jot. Refer to the parent guide for discussion responses.

GRAMMAR/ Goal/Objective: Write a KWO that will be used to write 3 paragraph story from 3 pictures on Wednesday

WRITING: Materials Needed: RLN (Remote Learning Notebook) and Pictures included in packet
Specific Instructions: Write a KWO following the pattern

POETRY: Goal/Objective: test knowledge of poem
Materials Needed: The Red, Red Rose
Specific Instructions: practice reciting the poem in front of a mirror.

Math (30 minutes)(I/PA to help check answers)

Goal/Objective: Understanding the number line and the relation between positive and negative numbers.
Materials needed: RLN and included packet
Specific Instructions: Follow along and take notes in your RLN as you read the guided practice and then complete the Independent work in your RLN.

Science (40 Minutes)(I)

Goal/Objective: Learn who Gregory Mendel was and his contributions to the study of heredity.
Materials needed: notebook, two coins, pencil, crayons, glue (optional)
Specific Instructions: Use your notebook to copy the notes. Draw your bug directly into the notebook, or glue the worksheet into your notebook.

Specials:

Music (15 minutes)(I)

Goal/Objective: Alto Staff Review
Materials needed: pencil
Specific Instructions: As included in the packet.

Art (15 minutes)(I)

Goal/Objective: Learn about Medieval Art.
Materials needed: colored pencils, paper
Specific Instructions: As included in the packet.

ELAR

(Tuesday)

LITERATURE*The Wind in the Willows* Chapter Eight "Toad's Adventures"

Write the vocabulary in the Vocabulary Journal in your notebook.

- 1) Bubble and squeak: boiled cabbage and potatoes fried together; British comfort food.
- 2) Gold sovereigns: gold coins with about the same value as the British pound.
- 3) Disporting: amusing
- 4) Antimacassar: a cover to protect the back or arms of furniture
- 5) Sanguine: outgoing
- 6) Avidity: eagerness; enthusiasm
- 7) Immured: enclosed; entombed

Read Chapter 8, annotating and/or using the Stop, Think, Jot Method. Consider the following questions, recording your thoughts in your notebook:

- 1) Why does the gaoler's daughter want to help Toad?
- 2) What type of things does Toad think of to get control of himself? Does this relate to a time when you have needed to get control of yourself? Explain.
- 3) Why does Toad regret the social gulf between the gaoler's daughter and himself? What is the humor and irony in this?
- 4) What is Toad's chief fault, according to the gaoler's daughter? What is one virtue that Toad has?
- 5) What does Toad leave in his cell? What is the difference between the many-pocketed animal and those less fortunate? Can you relate this to types of people?

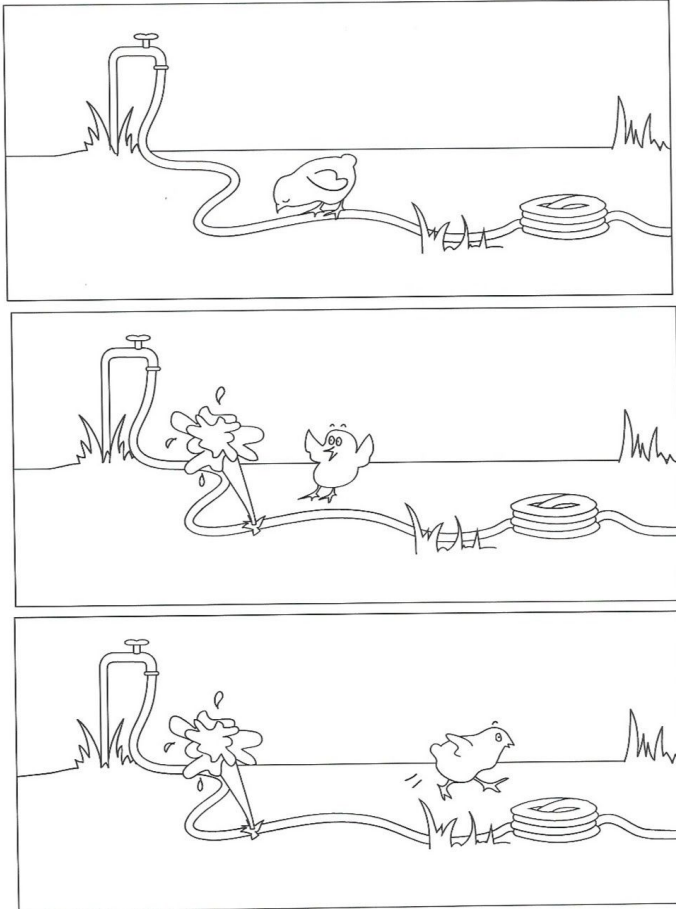
GRAMMAR/WRITING

Directions: Look at the 3 pictures. Create a KWO following the included model. Remember each picture will have it's own topic sentence, 3-5 details, and a clincher. Please use your RLN to write your KWO outline.

Topic Sentence: This is the central fact of the picture (what is happening) and answers the question: "What do I see?"

Details: The details create the story by explaining how a situation occurred, giving history, and describing how the characters feel or what they think.

Clincher: Since there is a topic sentence for each paragraph, there needs to be a clincher sentence as well.



Student Handout 13.1

“Writing from Pictures” Model

Key Point: Topic Sentence = Central Fact of Picture



I. Central Fact = _____
 1. _____
 2. _____
 3. _____
 4. _____
 Clincher = central fact _____



II. Central Fact = _____
 1. _____
 2. _____
 3. _____
 4. _____
 Clincher = central fact _____



III. Central Fact = _____
 1. _____
 2. _____
 3. _____
 4. _____
 Clincher = central fact _____

Ask questions to get details:
 where? who? how? when? what? why? before? after? outside?

Here is an example:

- I. Central Fact= bird, poke, hose
 - 1. Outside, grass
 - 2. Curious, bird
 - 3. Spout, long hose
 - 4. Day, warm
- Clincher= bird, nudge, hose

POETRY "A Red, Red Rose" by Robert Burns

Fill in the blanks:

O my _____ like a red, _____ rose,

That's newly _____ in June;

O my luv's like the _____

That's _____ played in tune.

As _____ art thou, my bonnie _____,

So deep in _____ am I;

And I _____ luv thee still, my _____,

Till a' the seas _____ dry.

Till a' the seas _____ dry, my dear,

And the _____ melt wi' the _____:

O I will love thee still, my dear,

While the _____ o' life shall _____.

And fare thee _____, my _____ luv,

And fare thee weel _____!

And I will come again, my luv,

Though it were ten _____ mile.

MATH

(Tuesday)

Guided Instruction:

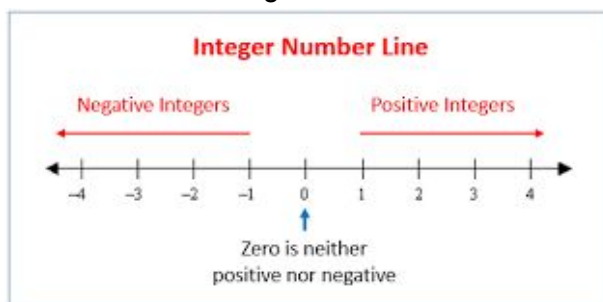
Directions: copy the following into your RLN as you work through the independent practice.

Positive Numbers are used to describe amounts that are greater than zero WHILE **Negative Numbers** are used to describe amounts that are less than zero. Find the -4 on the number line below and circle it. Find the positive 4 on the number line and circle it. We call this pair **opposites**. -4 is the opposite of 4 and 4 is the opposite of -4.

The distance from 0 to the graph of a number is called the **absolute value** of the number. 4 and -4 have the same absolute value because they are the same distance from zero. The symbol for absolute value is $|n|$ $|-4| = 4$ and $|4| = 4$

The integer 0 is neither positive OR negative.

**Remember the further right on the number line the *greater* the numbers become.



Try This: Replace each ? with a < or >

- 1) $-5 ? -2$ 2) $-3 ? 2$ 3) $0 ? -1$

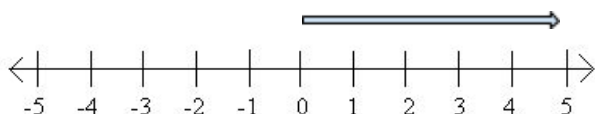
Check your answers: 1) -5 is to the left of -2 so $-5 < -2$

- 2) -3 is to the left of 2 so $-3 < 2$ 3) 0 is to the right of -1 so $0 > -1$

We can represent integers with arrows as demonstrated below: 5, starting at 0

Try this: add an arrow for each of the following integers described:

- 1) -3 starting at 0 2) 3 starting at -1

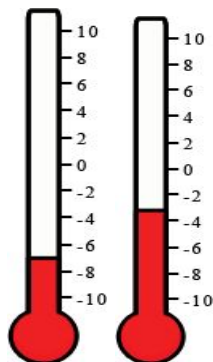


Independent Practice:

- 1) Graph the integer and its opposite on the same
a) -2 b) -8 c) 7

number line.

2)



- a. What is the temperature on each thermometer?
b. Which is the colder temperature?
c. Write an inequality(< or >) to show the relationship between the temperatures.

- 3) State the absolute value of the following:

- a) -9 b) 1 c) -3

- 4) Use the arrow diagrams to represent each integer described.

a) 5, starting at 0

b) -4, starting at 1

c) 3, starting at -3

- 5) List an integer that could replace x

(HINT: DRAW A NUMBER LINE)

a) $-1 < x < 5$

b) $-3 < x < -1$

c) $-5 < x < 1$

REVIEW: Find the sum using mental arithmetic.

1) $9 + 42 + 51 =$

2) $13 + 47 + 36 =$

3) $119 + 17 + 81 =$

4) $17 + 48 + 21 + 83 =$

5) $111 + 39 + 85 + 65 =$

6) $31 + 67 + 126 + 83 =$

SCIENCE

Genetics

Directions: Read the following on Mendel and make notes about key facts in your RLN. After you complete the reading, complete the Dohickey Bug project.

The Work of Gregor Mendel

Genetics is the scientific study of heredity.

Heredity is the passing on of characteristics from parents to offspring. These characteristics are called traits.

Gregor Mendel, an Austrian monk, discovered important facts about heredity using garden peas. Garden peas produce male and female sex cells called gametes. Fertilization occurs when the male and female reproductive cells join forming a zygote. The zygote becomes part of a seed. Mendel used true-breeding peas, meaning if they were allowed to self-pollinate, they would produce offspring identical to themselves. Mendel studied seven traits of pea plants, but only studied one trait at a time- for example to see how height was passed from parent to offspring, Mendel took pollen from a true-breeding tall pea plant and cross-pollinated a true-breeding short pea plant.

Hybrid is offspring of parents that have different forms of a trait. Since only one trait was different the offspring is called a monohybrid.

Mendel's Laws of Heredity

Mendel concluded that biological inheritance is determined by factors that are passed from one generation to the next. These factors that determine traits are called genes.

Alleles- different forms of genes, such as genes for height can either produce genes for tall plants or genes for short plants.

1st Law- Law of Segregation- every organism has two alleles of each gene and when gametes are produced the alleles separate.

Phenotype- the way an organism looks and behaves (tall or short).

Genotype- the allele combination of an organism (TT,tt,Tt)

An organism is homozygous for a trait if the two alleles for the trait are the same. (TT-homozygous dominant; tt- homozygous recessive).

An organism is heterozygous for a trait if its two for the trait are different (Tt).

2nd Law- Law of Independent Assortment- genes for different traits are inherited independently of each other. In a dihybrid cross (two traits) you can see both of Mendel's laws at work.

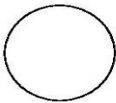
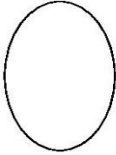

Directions: Flip a pair of coins to determine the genotype for the eight traits of the Doochickey Bug. When flipping the coins two heads (HH) is dominant, one head and one tail (HT) is the heterozygous mixed trait, and two tails (TT) is the recessive trait. The coins should be flipped for each trait. then using the Doochickey Bug Trait Key, fill in the table below with each genotype and phenotype. When finished flipping your coins, draw your Doochickey Bug using the phenotypes listed in your table. Paste the table and drawing in your Interactive Notebook.

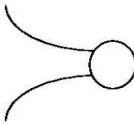
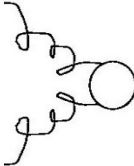
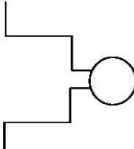
Doochickey Bug		
Trait	Genotype	Phenotype
Body Shape		
Antennae Shape		
Wing Shape		
Wing Pattern		
Wing Color		
Body Color		
Eye Size		
Feet Color		

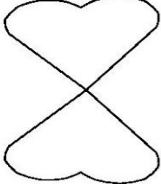
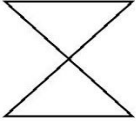
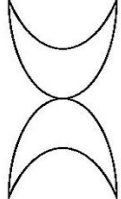
Drawing of Doochickey Bug

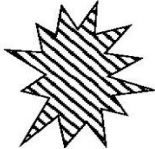
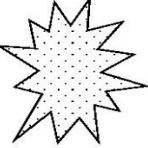
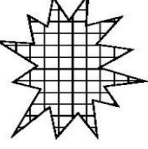
Doohickey Bug Trait Key

Page 8

Body shape	
	Round (RR)
	Oval (Rr)
	Thin (rr)

Antennae shape	
	Arched (AA)
	Looped (Aa)
	Angled (aa)



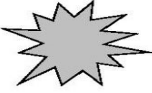
Wing shape	
	Heart-shaped (HH)
	Triangle-shaped (Hh)
	Crescent-shaped (hh)




Wing Pattern	
	Diagonal (DD)
	Polka Dot (Dd)
	Grid (dd)




© 2014 Erica L. Colon

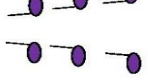
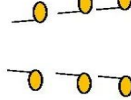
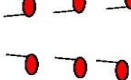
<http://www.NittyGrittyScience.blogspot.com>

Page 9

Wing Color		
	Violet (VV)	
	Aqua (Vv)	
	Silver (vv)	

Body Color		
	Blue (BB)	
	Green (Bb)	
	Yellow (bb)	

Eye Size		
	Large (LL)	
	Medium (Ll)	
	Small (ll)	

Feet Color		
	Purple (PP)	
	Orange (Pp)	
	Red (pp)	

© 2014 Erica L. Colon

<http://www.NittyGrittyScience.blogspot.com>

MUSIC

Name: _____

Class: _____

Alto Staff Review

Directions: Look at the Alto 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: *Alto 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.

Allegretto

from Symphony No. 7 in A Major, Op. 92

Ludwig von Beethoven

$\text{♩} = 76$



Ex: A A



ART

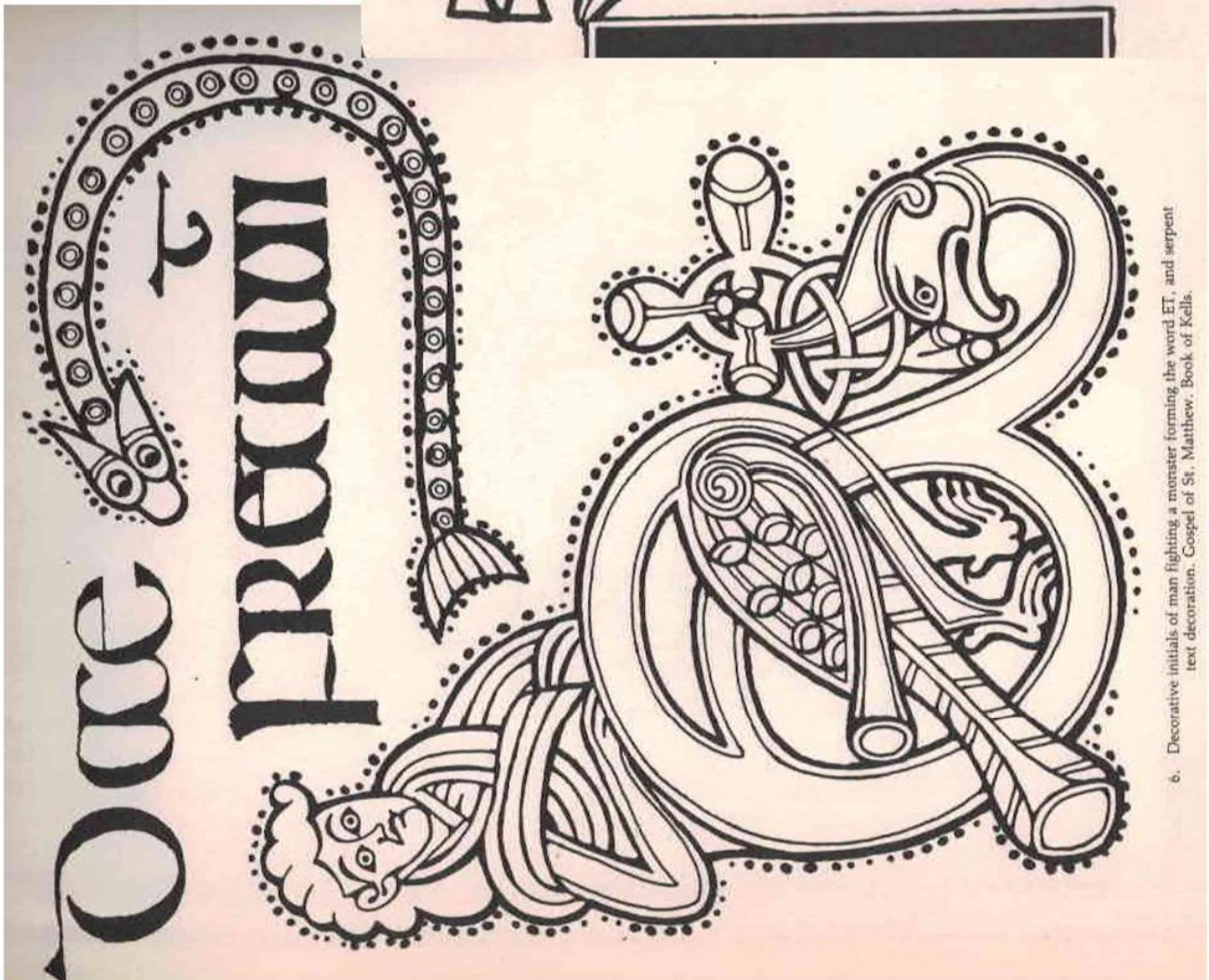
Remote Learning Assignment 3: Medieval Art

The following pictures are a few examples of Medieval art. You can color the images and try drawing a few different versions of them. Next week's assignment will be a more in-depth study of one of these, so feel free to experiment with representing these images using a variety of different materials.

Details from the Book of Durrow



Details from
The Book of Kells:



6. Decorative initials of man fighting a monster forming the word ET, and serpent text decoration. Gospel of St. Matthew, Book of Kells.

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 😊

<p>Tuesday, 4/7</p>	<ul style="list-style-type: none"><input type="checkbox"/> I spent between _____ minutes on the daily activities.<input type="checkbox"/> I read all directions before I asked for more help.<input type="checkbox"/> If required, I wrote all of my answers in complete, cursive sentences.<input type="checkbox"/> I double-checked my written answers to check for capitalization, punctuation, and correct grammar usage.<input type="checkbox"/> My handwriting is neat and can be read by both me and an adult.<input type="checkbox"/> I showed all of my work in math when necessary.<input type="checkbox"/> I read for at least 20 minutes today. I used integrity and put forth my best effort today.<input type="checkbox"/> I am proud of myself and I know my teacher would be proud of me, too.
----------------------------	---

Wednesday 4/8/20

Total Time: 2 hours 25 min

VOCABULARY: page 164; Vocabulary Packet in the Appendix
LITERATURE: Goal/Objective: analyze speech of characters
Materials Needed: *The Wind in the Willows*, by Kenneth Graham
Specific Instructions: no new reading

GRAMMAR/
WRITING: Goal/Objective: Use the KWO to write a 3 paragraph story from the 3 given pictures
Materials Needed: KWO that is in the RLN
Specific Instructions: Write a story using your KWO outline (Remember you did all of the work yesterday- today is putting everything together. Use plenty of "dress-ups")

POETRY: Goal/Objective: define poetic and literary devices
Materials Needed: A Red, Red Rose
Specific Instructions: finalize memorization of poem

Math (40 minutes)(I/PA to help check answers)

Goal/Objective: Adding integers. Students will use arrow diagrams and number lines to help visualize the algorithms for adding integers.

Materials needed: Guided Instruction and Independent Practice along with RLN

Specific Instructions: Copy the rules for adding positive and negative numbers into your RLN and complete the Independent practice.

Science (40 Minutes)(I)

Goal/Objective: Learn how Punnett Squares help predict the proportions of possible genotypes in offspring.

Materials needed: notebook, pencil, scissors and glue (optional)

Specific Instructions: Copy notes into your notebook.

Special:

Latin (15 minutes)(I)

Goal/Objective: Learn about plural verbs and nouns.

Materials needed: pencil

Specific Instructions: As included in packet.

ELAR

(Wednesday)

LITERATURE *The Wind in the Willows* Chapters 7 & 8

Catch up on the reading if needed.

Think about the characters. Use chapters 7 and 8 to determine “Who said that? When? And about what or whom?” Chapter 7:

- 1) “O, the blessed coolness!”
- 2) “He’s always straying off and getting lost, and turning up again; he’s so adventurous.”
- 3) “Row on, Mole, row! For the music and the call must be for us.”
- 4) “I hear nothing myself.”
- 5) “This is the place of my song-dream, the place the music played to me.”

Chapter 8:

- 6) “O wise old Badger! O clever, intelligent Rat and sensible Mole!”
- 7) “I’ll make him eat from my hand, and sit up, and do all sorts of things.”
- 8) “I am indeed a proud and a stupid toad.”
- 9) “This is the end of everything (he said), at least it is the end of the career of Toad...”
- 10) “Save me, only save me... I will confess everything!”

GRAMMAR/WRITING

Directions: In your RLN use your KWO to write 3 paragraphs. Each paragraph should have a subject opener. Try to use all of our “dress-up”: strong verb, -ly adverb, quality adjective, who/which clauses, when, while, where, as, since, if, although, because clause.

When completed, ask a parent to read your story!

Poetry “A Red, Red Rose” by Robert Burns

Practice reciting “A Red Red Rose” by Robert Burns from memory. Practice Posture, Volume, and Eye Contact (Recite Thursday)

Poetic and literary devices are the same, but a few are used only in poetry. Here is the analysis of some of the poetic devices used in this poem.

- **Stanza:** A stanza is a poetic form of some line. There are four stanzas in this poem; each consists of four lines.
- **Quatrain:** A quatrain is a four-lined stanza borrowed from Persian poetry. Here, each stanza is quatrain as the first one and the second one.
- **Rhyme Scheme:** The poem follows the ABCB rhyme scheme and this pattern continues throughout the poem.
- **Iambic Trimeter:** Iambic trimeter is a meter in which there are three iambs per line. For example, “That’s *newly sprung in June.*”
- **Iambic Tetrameter:** Iambic tetrameter is a meter in which there are four iambic feet per line. For example, “As *fair art thou my bonnie lass.*”
- **Repetition:** There is the repetition of the line, “*I will love thee still, my dear*” which has created musical quality in the poem.
- **Refrain:** The lines that are repeated again at some distance in the poems are called refrain. The line, “*And I will luv thee still, my dear*” has become a refrain, as it has been repeated in second and the third stanzas.

MATH

(Wednesday)

Adding Integers

Guided Instruction:

We can use arrows to add whole numbers as illustrated below.

$$2+5=7$$

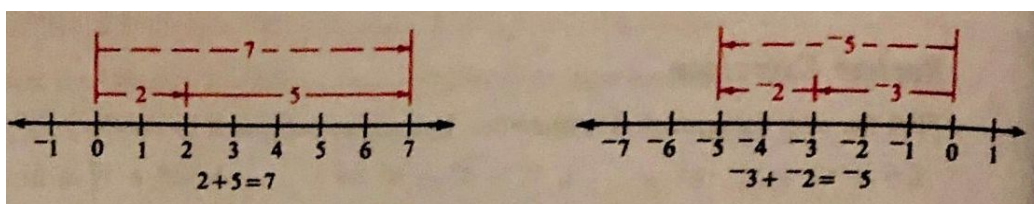
Step 1 = start at 0 and draw an arrow to 2

Step 2 = From the tip of the first arrow we draw a second arrow to represent the other number to be added, 5.
The dashed line represents the sum.

$$-3 + -2 = -5$$

Step 1 = start at 0 and draw an arrow to -3

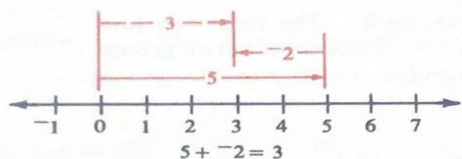
Step 2 = from the tip of the first arrow we draw a second arrow to represent the other number to be added, -2
The dashed line represents the sum

**RULES- copy these into your RLN**

*The sum of two positive integers is a positive integer.

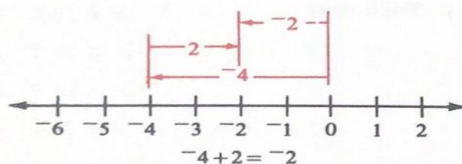
*The sum of two negative numbers is a negative integer.

When one number is positive and the other negative, the sum may be: Positive, Negative, Zero



Step 1 - Find the number with the greater absolute value.

$|5| = 5$ $|-2| = 2$ 5 is the larger value therefore the sum is positive. Solve. $5 + -2 = 3$



Step 1 = Find the number with the greater absolute value.

$|-4| = 4$ $|2| = 2$ 4 is the larger value therefore the sum is negative. Solve. $-4 + 2 = -2$

Try this! $4 + -4 = ?$

The positive number 4 and the negative number -4 have the same absolute value! Therefore the sum is zero.

Adding more than 2 integers. $-4 + 27 + 4 + -7$

All the properties for whole numbers also hold for integers. When adding more than 2 integers, we may regroup them. For example: we can group them to give us sums of zero or ten. OR we could group the positive numbers together:

$$-4 + 27 + 4 + -7 = (-4 + 4) + (27 + -7) = 0 + 20 = 20$$

$$-4 + 27 + 4 + -7 = (27 + 4) + (-4 + -7) = 31 + -11 = 20$$

Independent Practice

Draw an arrow diagram to represent each sum.

1. $3 + -3$

2. $-4 + -1$

3. $-6 + 1$

Find each sum. Use a number line if needed.

4. $-9 + 6$

7. $-8 + -7$

10. $8 + -10 + 11 + -8$

5. $12 + -3$

8. $6 + (-8 + 5)$

11. $-14 + -7 + 4 + 7$

6. $-8 + 7$

9. $(-8 + 5) + -5$

12. $9 + -5 + 8 + -7$

13. Jenny Chung started a checking account with \$500. She later wrote a check for \$150, made a deposit of \$220, and wrote another check for \$170. How much money was left in Jenny's account?

SCIENCE

Genetics

Punnett Squares

Reginald Punnett came up with Punnett Squares to predict the proportions of possible genotypes in offspring. * Note that the top left box combines the left column and top row letters, the top right box combines the right column and top row letters, the bottom left box combines the left column and bottom row letters, and the bottom right box combines the right column and bottom row letters.

one parent's genotype → T t

one parent's genotype → + +

	T	t
+		
+		

← Punnett square for a single trait

Monohybrid Cross: Heterozygous Plants

Crossing two pea plants that are heterozygous for seed color (Yy) will produce offspring in the following ratio:

Y	Y	Y
Y	YY	Yy
y	Yy	yy

$\frac{1}{4} = YY$ (Homozygous Dominant)
 $\frac{2}{4} = Yy$ (Heterozygous)
 $\frac{1}{4} = yy$ (Homozygous recessive)

Monohybrid Cross: Homozygous Plants

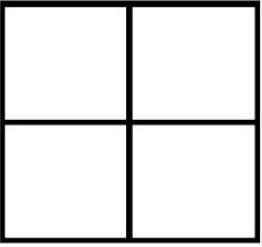
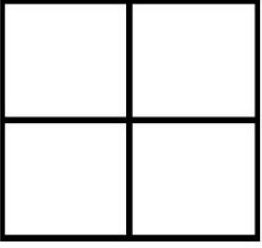
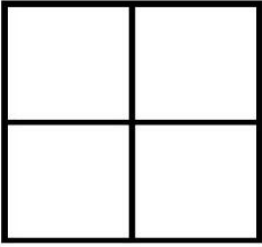
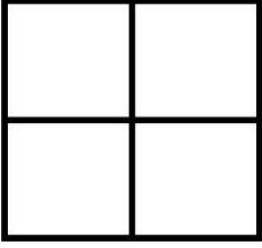
A cross between a yellow homozygous plant (YY) with a homozygous recessive green plant (yy) only produces heterozygous yellow (Yy) offspring

Y	Y	Y
Y	YY	YY
y	Yy	Yy

$\frac{4}{4} = Yy$ (Heterozygous)

* A Punnett square can also be created for **dihybrid crosses** - it would be four boxes wide and four boxes tall.

Directions: Cut out four-door foldable and complete each Punnett square problem. On the front of each folded flap, paste a vocabulary word from below and write the definition. Paste into Interactive Notebook when complete.

	<p>1. Some trolls have one eye (EE, Ee) while others have two (ee). Two heterozygous one-eyed trolls are crossed.</p> <p style="text-align: center;">What is the expected genotype ratio of one-eyed to two-eyed offspring?</p> <p style="text-align: center;">Expected phenotype ratio?</p>	<div style="border: 1px dashed black; padding: 5px; width: fit-content; margin: auto;">Heterozygous</div>
	<p>2. In unicorns, having a white horn (W) is dominant to having a brown horn (w). Two heterozygous unicorns are crossed.</p> <p style="text-align: center;">What is the probability that the offspring will have a white horn?</p>	<div style="border: 1px dashed black; padding: 5px; width: fit-content; margin: auto;">Genotype</div>
	<p>3. In griffins, the allele for black feathers (B) is dominant over silver feathers (b) which are recessive. Two black griffins are crossed and have a silver offspring.</p> <p style="text-align: center;">What is the genotype of the parents?</p>	<div style="border: 1px dashed black; padding: 5px; width: fit-content; margin: auto;">Homozygous</div>
	<p>4. A homozygous red dragon (RR) is crossed with a heterozygous red dragon (Rr).</p> <p style="text-align: center;">What are the possible genotypes of the offspring?</p> <p style="text-align: center;">What is the possible phenotype of the offspring?</p>	<div style="border: 1px dashed black; padding: 5px; width: fit-content; margin: auto;">Phenotype</div>

LATINA CANTEBRIGIA V: About the Language

1 In the first four chapters, you have met sentences like this:

- | | |
|---|---|
| <i>puella sedet.</i>
<i>The girl is sitting.</i>
<i>servus labōrat.</i>
<i>The slave is working.</i> | <i>leō currit.</i>
<i>The lion is running.</i>
<i>mercātor dormit.</i>
<i>The merchant is sleeping</i> |
|---|---|

Sentences like these refer to one person or thing, and in each sentence the form of both words (the noun and the verb) is said to be **singular**.

2 Sentences which refer to more than one person or thing use a different form of the words, known as the **plural**. Compare the singular and plural forms in the following sentences:

- | | |
|---|---|
| <i>Singular</i>
<i>puella labōrat.</i>
<i>The girl is working.</i>
<i>puellae labōrant.</i>
<i>The girls are working.</i> | <i>Plural</i>
<i>leō currit.</i>
<i>The lion is running.</i>
<i>leōnēs currunt.</i>
<i>The lions are running.</i> |
|---|---|

- | | |
|--|--|
| <i>servus rīdet.</i>
<i>The slave is laughing.</i>
<i>servi rīdent.</i>
<i>The slaves are laughing.</i> | <i>mercātor dormit.</i>
<i>The merchant is sleeping.</i>
<i>mercātōrēs dormiunt.</i>
<i>The merchants are sleeping.</i> |
|--|--|

Note that in each of these sentences both the noun and the verb show the difference between singular and plural.

3 Look again at the sentences in paragraph 2 and note the difference between the singular and plural forms of the verb.

- | | |
|---|--|
| <i>singular</i>
<i>labōrat</i>
<i>rīdet</i>
<i>currit</i>
<i>dormit</i> | <i>plural</i>
<i>labōrant</i>
<i>rīdent</i>
<i>currunt</i>
<i>dormiunt</i> |
|---|--|

In each case the singular ending is **-t** and the plural ending is **-nt**.

4 Notice how Latin shows the difference between “is” and “are”:

- | |
|---|
| <i>mercātor est in viā.</i>
<i>The merchant is in the street.</i>
<i>mercātōrēs sunt in viā.</i>
<i>The merchants are in the street.</i> |
|---|

5 Study the following examples of singular and plural forms:

- | | |
|---|---|
| <i>singular</i>
<i>puella rīdet.</i>
<i>The girl is laughing.</i> | <i>plural</i>
<i>puellae rīdent.</i>
<i>The girls are laughing.</i> |
|---|---|

LATIN

servus ambulat.

The slave is walking.

servī ambulat.

The slaves are walking.

mercātor contendit.

The merchant is hurrying.

mercātōrēs contendunt.

The merchants are hurrying.

6

Each of the nouns in boldface is in the nominative case, because it refers to a person or persons who are performing some action, such as walking or smiling.

9

Practice translating these sentences into English. They will help prepare you for the end of the week assessment.

7

puella, servus, and mercātor are therefore *nominative singular*, and puellae, servī, and mercātōrēs are *nominative plural*.

fēminae plaudunt. fēmina plaudit.

spectātor est in theātrō. spectātōrēs sunt in theātrō.

fēminae sunt in forō. fēmina est in forō.

8

Notice the forms of the nominative plural in the different declensions:

first declension	second declension	third declension
puell ae	serv ī	mercātōr ēs
ancill ae	amic ī	leōn ēs
fēmin ae	puer ī	sen ēs

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	<ul style="list-style-type: none"><input type="checkbox"/> I spent between _____ minutes on the daily activities.<input type="checkbox"/> I read all directions before I asked for more help.<input type="checkbox"/> If required, I wrote all of my answers in complete, cursive sentences.<input type="checkbox"/> I double-checked my written answers to check for capitalization, punctuation, and correct grammar usage.<input type="checkbox"/> My handwriting is neat and can be read by both me and an adult.<input type="checkbox"/> I showed all of my work in math when necessary.<input type="checkbox"/> I read for at least 20 minutes today. I used integrity and put forth my best effort today.<input type="checkbox"/> I am proud of myself and I know my teacher would be proud of me, too.
----------------------	---

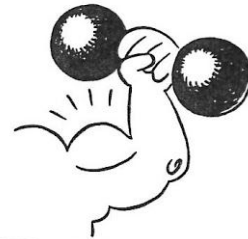
APPENDIX

Chapter 14:

Chapter 14: Power

Power

Abraham Lincoln once said, "If you want to test a man's character, give him power." What do you think that means about the nature of a person's character? In this chapter, you will learn words that have to do with power.



Roots to Learn:

arch
pot

Words to Learn:

monarch potential
anarchy potentate
potent omnipotent
impotent

Prefix:

omni-

The Greek verb **ARKHEIN** means "to rule." The root from this word, **ARCH**, forms words having to do with ruling.

A **MONARCH** is a single ruler, usually one who has inherited power because of lineage, such as a king or queen.

ANARCHY is a lack of government.

Did You Know?

Many people know about King Henry VIII. However he was King only a short time. His daughter, Elizabeth I, was Queen for nearly twice as long as Henry was King. But Queen Victoria was England's monarch for 64 years.



In Japan, the **monarch** is the official head of state, but the **prime minister** actually leads the government.

Chapter 14: Power

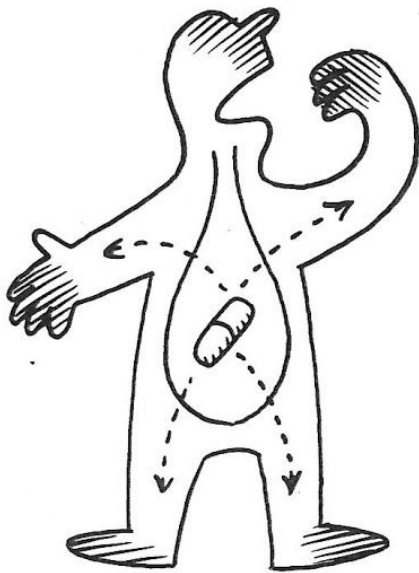
The Latin verb **POSSE, POTUI** means "to have power" or "to be able."

The root **POT** forms words having to do with power.

A **POTENTATE** is a powerful leader. A monarch is one kind of **POTENTATE**. A dictator is another. Sometimes powerful heads of large companies are also referred to as *potentates*.



The *potentate* addressed her people once she returned from her visit abroad.



The *potent* drug began working in minutes.

POTENT means "very powerful or strong."

Someone who can lift a car, a homerun that sails out of the ball park, a disease that can infect almost anyone, a movie that everyone wants to see, the space shuttle: yes, these can all be described as relating to the word **POTENT**.

Chapter 14: Power

IMPOTENT means "not having power."

The prefix *im-*, as you learned in Chapter 2, means "not." Think of the words *impossible*, *impure*, and *immature*. You should now be able to understand that they mean "not possible," "not pure," and "not mature."



After losing the tennis match, Maria felt angry, depressed, and **impotent**.



The newspaper describes this horse as a **potential** Kentucky Derby champion.

POTENTIAL as an adjective means "about to be" or "able to be."

As a noun, **POTENTIAL** means "capability."

In the United States, anyone can live up to his or her potential, and we all have the potential to be exactly what we want to be. The key is hard work because potential alone doesn't guarantee anything.



Maurice has the **potential** to be a top salesman.

Growing Your Vocabulary: Learning from Latin and Greek Roots

Chapter 14:
Exercises

Exercises

Word Bank

monarch
anarchy

potent
impotent

potential (adjective)
potential (noun)

potentate
omnipotent

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. all-powerful D | A. monarch |
| 2. a single ruler who inherited his or her power ____ | B. anarchy |
| 3. powerless ____ | C. potentate |
| 4. very powerful or strong ____ | D. omnipotent |
| 5. the ability to be ____ | E. potent |
| 6. lack of government ____ | F. impotent |
| 7. a powerful leader ____ | G. potential (adjective) |
| 8. about to be; able to be ____ | H. potential (noun) |

II. Finish It!

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

1. The track athletes watched the weather to see if the **potential** rain shower would arrive in time to disrupt their track meet. (Root = POT)
2. Although the senator's speech was nice, it will be nothing more than _____ words unless he can get other senators to support it. (Root = POT)
3. Queen Elizabeth I was one of the longest-reigning and most successful female _____ in England's history. (Root = ARCH)
4. The newspapers called the mayor "an elected _____" because she ran the city without asking anyone's advice. (Root = POT)
5. The coffee was so _____ that the waitress had to dilute it with water before it could be served to the customers. (Root = POT)
6. After the experimental eye surgery, the blind man had the _____ to see again. (Root = POT)
7. The United States uses a system of checks and balances to keep any branch of government from acting as if it were _____. (Root = POT)
8. The class erupted in _____ as soon as Mrs. Patterson left the room. (Root = ARCH)



Chapter 14:
Exercises

..... *Word Bank*

monarch
anarchy

potent
impotent

potential (adjective)
potential (noun)

potentate
omnipotent

.....

VII. Put It In Context!

DIRECTIONS: Complete the sentence in a way that shows you understand what the vocabulary word in italics means.

1. Because Great Britain has a long-standing *monarchy*,...

2. The *potentate* ruled his subjects by...

3. The boxer had the *potential*...

4. When the country was in a state of *anarchy*,...

5. I am not *omnipotent* because...

6. The government became completely *impotent* when...

7. The doctor needed the most *potent* medicine in order to...

8. One *potential* way to stop the boat from sinking was...

.....

Chapter 14:
Exercises

Word Bank

monarch
anarchy

potent
impotent

potential (adjective)
potential (noun)

potentate
omnipotent

VIII. Write About It!

DIRECTIONS: In this chapter, you have learned words about government and power. We live in a democratic republic, but in this chapter you learned about *monarchy* and *anarchy*. Write a paragraph that describes the advantages of living in the kind of government you think is best.



Extra Practice: Chapter 11

Graph the given integer and its opposite on the same number line.

1. 4 2. 10 3. -6 4. -11 5. 12 6. -9

True or false?

7. The absolute value of a number is its distance from zero on a number line.
8. Opposite numbers have the same absolute value.
9. The farther to the left you go on a number line the smaller the numbers.

Use an arrow diagram to represent the integer described.

10. 8, starting at 0 11. -7 , starting at 0 12. 9, starting at 0
13. -2 , starting at 0 14. 3, starting at 5 15. -7 , starting at 5
16. 8, starting at -3 17. -2 , starting at -3 18. 9, starting at -5

List the integers that can replace x to make a true statement.

19. $-1 < x < 3$ 20. $2 < x < 8$ 21. $-5 < x < -1$
22. $4 < x < 7$ 23. $-4 < x < 0$ 24. $-6 > x > -8$

Draw an arrow diagram to represent each sum.

25. $-5 + -2$ 26. $-4 + -3$ 27. $6 + -2$ 28. $8 + -6$
29. $-2 + -3$ 30. $-4 + 7$ 31. $-2 + 4$ 32. $-7 + 12$

Find each sum.

33. $-16 + 8$ 34. $-6 + 18$ 35. $6 + -81$ 36. $-60 + -80$
37. $-5 + 70$ 38. $9 + -30$ 39. $-20 + -20$ 40. $40 + -40$
41. $(17 + -6) + 23$ 42. $(-11 + 4) + -63$ 43. $10 + (-2 + 31)$
44. $(15 + -32) + -13$ 45. $112 + (-71 + -23)$ 46. $(-51 + 41) + -37$

Find each difference.

47. $16 - 27$ 48. $12 - 71$ 49. $14 - -23$ 50. $25 - -31$
51. $12 - 12$ 52. $21 - -21$ 53. $0 - -12$ 54. $-15 - -73$
55. $-10 - -53$ 56. $-71 - 43$ 57. $86 - 100$ 58. $-83 - 43$

The Wind in the Willows**Vocabulary Journal**

Directions: Keep track of the provided vocabulary words as you read. Copy this chart into your new “Remote Learning composition notebook”. Use each of the vocabulary words in a sentence not related to the text. As you read the novel, find one additional bonus word per chapter that could be added to the vocabulary list, and define the word using the surrounding contextual clues. Mark this bonus word with an asterisk (*). Submit this when we return to school.

Word	Definition	Sentence

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

Name: _____

Chapter 14 Vocabulary Quiz

Part I

- | | |
|--|---------------|
| 1. _____ a powerful leader | A. monarch |
| 2. _____ very powerful or strong | B. omnipotent |
| 3. _____ all-powerful | C. potent |
| 4. _____ not having power | D. impotent |
| 5. _____ as an adjective meaning “about to be” or “able to be” or as a noun meaning “capability” | E. anarchy |
| 6. _____ a single ruler, usually one who has inherited power because of lineage, such as a king or queen | F. potential |
| 7. _____ a lack of government | G. potentate |

Part II

In this chapter, you learned about *anarchy*. Compared to what you already know about *monarchy*, describe in a short paragraph which type of government you think is better.

Name: _____

ELARPoetry

Parent: Have your scholar recite the poem "A Red, Red Rose". Use the rubric to assess the recitation.

A Red, Red Rose
By Robert Burns

Title _____ 1 pt.
Author _____ 1 pt.

O my luve's like a red, red rose,
That's newly sprung in June;
O my luve's like the melodie
That's sweetly played in tune.

_____ 1 pt.
_____ 1 pt.
_____ 1 pt.
_____ 1 pt.

As fair art thou, my bonnie lass,
So deep in luve am I;
And I will luve thee still, my dear,
Till a' the seas gang dry.

_____ 1 pt.
_____ 1 pt.
_____ 1 pt.
_____ 1 pt.

Till a' the seas gang dry, my dear,
And the rocks melt wi' the sun:
O I will love thee still, my dear,
While the sands o' life shall run.

_____ 1 pt.
_____ 1 pt.
_____ 1 pt.
_____ 1 pt.

And fare thee weel, my only luve,
And fare thee weel awhile!
And I will come again, my luve,
Though it were ten thousand mile.

_____ 1 pt.
_____ 1 pt.
_____ 1 pt.
_____ 1 pt.

Posture _____ 1 pt.
Volume _____ 1 pt.
Eye Contact _____ 1 pt.

Total _____/21

Literature *The Wind in the Willows*

Vocabulary- Write the meaning of each underlined word.

- 1) "Till sunshine should fall on them at last and send them off to their well-earned repose.

- 2) "Some august Presence was very, very near". _____
- 3) "Toad found himself immured in a dank... dungeon." _____
- 4) "With its (the breeze's) soft touch came instant oblivion. _____

Short Answer

- 5) What special gift or skill does Ratty have that enables him to hear the pipe song before Mole hears it?

- 6) How is the moon personified in Chapter 7?

- 7) What do Ratty and Mole do when they see the Piper?

- 8) How does Toad escape the dungeon and the policemen who are chasing the train?

- 9) How does the Piper ensure that the animals will still be happy after losing sight of him?

- 10) Who is the Piper, and what is his relationship to the animals in the story?

Name _____

Math Assessment

For problems 1–5, simplify the numerical expression.

1. $15 + (-8)$

2. $-20 + 29$

3. $-90 + 90$

4. $-78 + 25$

5. $37 + (-45)$

6. The opposite of -17

7. $12 +$ (the opposite of 62)

8. $9 +$ (the opposite of 9)

9. Provide an explanation for whether or not $-|-x| = -|x|$.

10. It's 0 degree outside at midnight. The temperature of the air drops 20 degrees in the morning hours, then gains 3 degrees as soon as the sun comes up. What is the temperature after the sun comes up?

11. What is the opposite of -100?

12. List 3 examples of a positive - negative relationship in our world:
(example: negative electric charge and positive electric charge)

a)

b)

c)

SCIENCE (you may use your RLN (Remote Learning Notebook for help)

1. Give an example of a heterogeneous part of the human body and explain why it is considered heterogeneous.

2. Give an example of a study of embryology.

3. What kind of plant did Mendel use in his experiments and how many traits did he study at one time?

4. Mendel is sometimes referred to as the Father of Heredity. Why do you think this is?

5. In your own words, explain Mendel's two laws of heredity.

6. Draw Punnett Squares in the space below to help find the answers to the following questions:

- a. Give the phenotype and genotype of the offspring from a cross between a homozygous long-haired (LL) Alaskan husky and a heterozygous long-haired (Ll) husky.

Phenotype _____

Genotype _____

- b. A dwarf (dd) rabbit is crossed with a non-dwarf rabbit (Dd). What is the probability that the offspring will be dwarf? _____

LC Practicing the language 5-1

nomen: _____

Instructio:

Circle the correct verb in parentheses that completes the sentence. Then translate the sentence in the space below.

Example:

senēs (dormit, dormiunt)

senēs dormiunt.

The old men are sleeping.

a senēs in forō (dormit, dormiunt)

b puellae in theātrō (sedent, sedet)

c puer in viā (currunt, currit)

d Pompēiānī (plaudit, plaudunt)

e servus ad theātrum (venit, veniunt)

PE

*Briefly describe in a paragraph how each activity went and what you were able to accomplish?