



GREAT HEARTS WESTERN HILLS

A Great Hearts Academy

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To our dearest 4th grade students,

We hope that you enjoyed our sixth week of learning at home! We 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.

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**.

The only item that the students will be **submitting** is the **Friday Assessment Portion**. This is attached separately and will be graded. You will be asked to administer these assessments to your child, 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.

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Parent Packet

MONDAY OVERVIEW

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Monday Instructions

ELA

Spalding (SP p. 1)

Day One

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

PARENT: Says the word.

Says the word in a sentence.

Says the word again.

CHILD: Repeats the word.

Determines 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
<u>drawn</u>	Her attention was <u>drawn</u> to the loud noise outside.	Add irregular verbs to page 10.
<u>drew</u>	He <u>drew</u> a deep breath before diving into the pool.	
<u>draw</u>	<u>Draw</u> a picture to describe your story.	Dictate first. Base word.
<u>equipment</u> r.4,1	He loaded up the lawn <u>equipment</u> onto the truck.	
<u>equipped</u> ³ r.4,1,10,28	<u>Equipped</u> with gloves and shovel, I headed to the garden.	Since final syl 'quip' looks like 1,1,1 word and ending starts with vowel...accent on quip therefore double /p/
<u>equip</u> r.4,1	More funding is needed to <u>equip</u> the new school.	Base word
<u>fearful</u> ³ r.22	They won the war but at a <u>fearful</u> cost.	Use 'ful' with one /l/ if an ending.
<u>fear</u>	He was trembling with <u>fear</u> .	Base word.
<u>functional</u> r.14	The building's design is <u>functional</u> and beautiful.	Clearly pronounce syllable one to hear /c/.
<u>function</u> r.14	The <u>function</u> of the heart is to pump blood through the body.	Base word. Clearly pronounce syl one to hear /c/.

Literature (SP p. 1)

Instructions: Using either [the free online edition](#) of *The Wonderful Wizard of Oz* or a copy of the book, have your child read and annotate chapter 5 of *The Wonderful Wizard of Oz*, 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	Example
Simile: a comparison between two unlike things using like or as	<i>Her eyes sparkled like diamonds.</i>
Metaphor: a comparison between two unlike things where the writer says that they really are the same.	<i>Her eyes were an ocean.</i>
Personification: when a nonliving thing is given human qualities	<i>Her heart leapt and danced.</i>
Alliteration: when a few words in a row start with the same consonant	<i>Five ferocious felines fought fiercely.</i>

Possible answer: The Tin Woodman perseveres. After he lost his leg, he had the tinsmith make him a new leg and “began chopping again.” (54)

Poetry (SP p. 2)

Instructions: Please ensure your child practices reciting “Paul Revere’s Ride.” Our goal is for the poem to be recitation-ready by Friday, May 8th.

Math (SP p. 3-4)

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

Part 1 - First, students will explore how to represent data on a bar graph. One vocabulary term they will be introduced to is **axis**. Instead of referring to the axes as x and y, we will simply use the terms “vertical” and “horizontal.”

- Some ways we have already practiced are **lists, tally charts, and line plots.**
- On the vertical axis, the numbers increase by 100. **The halfway point between each “100” represents 50.**

Answers to Part 1 practice questions.

1. On which day was there the **greatest** number of visitors? **Saturday**
2. How can you easily tell on the bar graph which day had the most visitors?
You can look at the table and see which bar is the highest.
3. On which day was there the **smallest** number of visitors? **Monday**
4. What is the **total** number of visitors on all seven days? **Add the number of visitors together. There were 2,100 visitors.**

Part 2 - Now, students will examine a bar graph that has two bars per category. First, they will determine what each dash/tick represents on the **vertical axis**.

- Each dash increases by **1.**
- **Boys: A - 20; B - 25; C - 26; D - 20**
- **Girls: A - 22; B - 15; C - 25; D - 20**

Answers to Part 2 practice questions.

1. Why is it helpful to have two bars per category?
Answers will vary. Possible answer: It is helpful because you now have two ways to organize the information - by section and by gender.
2. Which groups have more **boys** than **girls**? **Groups B and C.**
3. Which group has the same number of boys and girls? **Group D**
4. What is the total number of children in group A? **42**
5. How many children are there altogether? **173**
6. Express the amount of boys in group A as a fraction of the total amount of students in all 4 groups. **$\frac{20}{173}$**

Independent Practice: Complete WB Ex. 5, p. 129-130, #1-2 (all)

As students complete the practice, monitor the following:

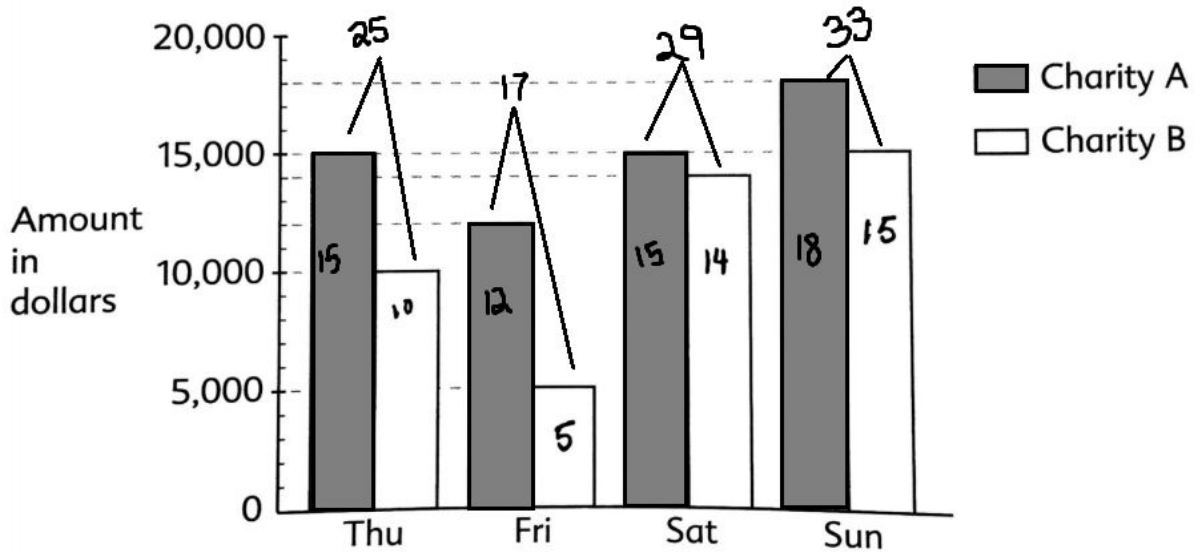
- Encourage your child to first figure out the **scale** of the vertical axis. What does each “dash” represent?
- They should then label the bars with the amount that they represent. This step will help them keep track of the data as they answer questions.

Answer Key:

1. a) January b) June c) 18 d) 11 e) 78

2. a) Charity A: \$18,000, Charity B: \$15,000 b) Sun. c) 16,000 d) $\frac{17,000}{104,000} = \frac{17}{104}$

Example of work - #2



2c

$$\begin{array}{r}
 \text{Charity A: } 15 + 12 + 15 + 18 \\
 \qquad \qquad \qquad = 60 \\
 \text{Charity B: } 10 + 5 + 14 + 15 \\
 \qquad \qquad \qquad = 44 \\
 \begin{array}{r}
 60 \\
 -44 \\
 \hline
 16
 \end{array}
 \end{array}$$

The difference is \$16,000.

2d

$$\begin{array}{r}
 \text{part } 17,000 = \frac{17}{104} \\
 \boxed{\text{total}} \quad 104,000 \quad 104 \\
 \downarrow \\
 60,000 \\
 +44,000 \\
 \hline
 104,000
 \end{array}$$

Math Flashcards - Assist your scholar in creating flash cards using notebook paper, printer paper, or note cards. They will need to make flashcards to study their x8 facts throughout the week. You will need 12 cards, beginning with 8x1 and ending with 8x12.

History (SP p. 5-6)



In this painting, Sam Houston lies on a blanket while a doctor attends to his wounds. Santa Anna, wearing a blue jacket and white trousers, stands before Houston, defeated.

1. **How would you describe Santa Anna's appearance? Why? Answer in complete sentences.**

Student answers will vary, but should suggest that Santa Anna is not presented as the regal figure we have seen in the past, and that his lowered gaze reflects embarrassment, frustration, or anger at the Texians. Students must draw upon what they see in the painting to form their own conclusions.

2. **Why is a doctor caring for Sam Houston's ankle? Answer in complete sentences.**

A doctor is treating Sam Houston's ankle because even minor wounds suffered in battle could often lead to infection that could not be treated by the medicine of the time. Santa Anna himself would later suffer a similar injury that resulted in the loss of part of his leg.

Specials - Latin (SP p. 7-10)

Scholars can use the pictures and vocab guide to answer the questions.

TUESDAY OVERVIEW	
<p><u>Spalding - PA</u></p> <p><u>Literature - I</u></p> <p><u>Poetry - I</u></p> <p><u>Math - I / PA</u></p> <p><u>Science - I</u></p> <p><u>Music - I</u></p>	<ul style="list-style-type: none"> <input type="checkbox"/> Complete dictation with a parent. <input type="checkbox"/> Read and annotate chapter 6 of <i>The Wonderful Wizard of Oz</i>, then answer the question. <input type="checkbox"/> Practice "Paul Revere's Ride." <input type="checkbox"/> Carefully read the lesson. <input type="checkbox"/> Complete the workbook problems. <input type="checkbox"/> Practice Flashcards <input type="checkbox"/> Read and highlight the selection, then answer the questions. <input type="checkbox"/> Complete worksheet.

Tuesday Instructions

ELA

Spalding (SP p. 11)

Day Two

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

PARENT: Say the word.

Says the word in a sentence.

Says the word again.

CHILD: Repeats the word.

Determines 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
<u>f</u> <u>u</u> <u>r</u> <u>n</u> <u>i</u> <u>t</u> <u>u</u> <u>r</u> <u>e</u>	They bought some new <u>furniture</u> for the house.	"In the first syllable, use er of nurse."
<u>f</u> <u>u</u> <u>t</u> <u>u</u> <u>r</u> <u>e</u> r.4	We cannot predict <u>future</u> events.	"T" is distorted to ch by /u/ by American (not British) pronunciation
² <u>g</u> <u>a</u> <u>t</u> <u>h</u> <u>e</u> <u>r</u> <u>i</u> <u>n</u> <u>g</u> r.10	I saw my cousins at our last family <u>gathering</u> .	Final syl 'er' looks like 1,1,1; ending starts with vowel... accent on gath'- don't double
² <u>h</u> <u>e</u> <u>a</u> <u>v</u> <u>i</u> <u>l</u> <u>y</u> r.24,6	He relies <u>heavily</u> on his parents for advice.	Write heavy but change Y to I because the base word ends with /y/. Add ending.
² <u>h</u> <u>e</u> <u>a</u> <u>v</u> <u>i</u> <u>e</u> <u>r</u> r.24	I'll carry the <u>heavier</u> bag, if you carry the lighter bag.	
² <u>h</u> <u>e</u> <u>a</u> <u>v</u> <u>y</u> r.6	The truck was carrying a <u>heavy</u> load.	
<u>h</u> <u>u</u> <u>n</u> <u>d</u> <u>r</u> <u>e</u> <u>d</u>	There are one <u>hundred</u> pennies in a dollar	
<u>i</u> <u>m</u> <u>a</u> <u>g</u> <u>i</u> <u>n</u> <u>e</u> r.11	<u>Imagine</u> the characters while you read the story.	Write 'image' without e b/c ending starts with vowel /m/ moves to accented syllable.
<u>i</u> <u>m</u> <u>a</u> <u>g</u> <u>e</u>	An x-ray reveals the <u>image</u> of bones.	Base word. 'Im' is accented syllable.
<u>i</u> <u>n</u> <u>c</u> <u>h</u> <u>e</u> <u>s</u> ²	It rained 3 <u>inches</u> over the weekend.	BW: inch End: 'es'

Literature (SP p. 11)

Instructions:

Using either [the free online edition](#) of *The Wonderful Wizard of Oz* or a copy of the book, have your child read and annotate [chapter 6 of The Wonderful Wizard of Oz](#), 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.

- Possible answer: "... a great Lion **bounded** into the road..." (60) It helps you picture exactly how he entered the scene.

Poetry (SP p. 11)

Instructions: Please help your child practice “Paul Revere’s Ride.” To help memorize, creating gestures can be helpful! Our goal is to have the poem recitation-ready by Friday, 5/8.

Math (SP p. 12-13)

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

Part 1 First, students will explore how to represent data on a line graph.

Answers to Part 1 practice questions:

1. The difference between August and September would be found by subtracting 2,500 from 3,500, so the answer would be **an increase of 1,000 people.**
2. The difference between September and October would be found by subtracting 2,000 from 3,500, so the answer would be **a decrease of 1,500 people.**
3. December’s attendance was 4,000 and September’s was 3,500. We will subtract 3,500 from 4,000 to get **a difference of 500 people in attendance.**
4. To find the total, all months will need to be added. $2,500 + 3,500 + 2,000 + 2,500 + 4,000 =$ **14,500 people attended between August and December.**

The final paragraph in part 1 asks scholars to consider how this line graph would be helpful for the owners of the swimming pool. Answers may vary. However, scholars might bring up that knowing this, the owners could plan to put out more supplies such as towels or chairs during the months in which attendance increased or to advertise during the months in which attendance was low.

Part 2

Scholars are asked to consider the following questions:

- Which graph might be used by someone who wanted to convince readers that there was a considerable increase in attendance at the swimming pool in December? **The first graph (top) might be used as it shows a dramatic increase from November to December. It looks dramatically different because the vertical (y) axis counts in intervals of 250, meaning there is more space between each number.**
- Which graph would someone who might want to convince readers that there was not much variation in pool attendance from month to month use? **The second graph (bottom) might be used as it does not show a dramatic increase from November to December. The vertical (y) axis counts in intervals of 500, meaning there is less space between each number. The slopes between each dot look less dramatic as a result.**

Independent Practice - Answer Key:

● Ex.6

○ #1

■ a) $1200 - 1000 = 200$
students

■ b) 2001 to 2002 (1000-700
= 300)

■ c) $1200 - 500 = 700$
students

■ d) $500 + 700 + 1000 + 1200 = 3,400$ students

○ #3

■ a) 3cm

■ b) $8 - 12 = 4$ cm

■ c) Tuesday to Wednesday
(6-3=3)

■ d) Thursday to Friday,
 $12 - 8 = 4$ cm

■ e) 4 days

● Ex.7

○ #1

■ a)

Singapore dollars	1	2	3	4	5
Hong Kong dollars	4	8	12	16	20

■ b) \$2.50

■ c) \$18

■ d) $h \div 4$

■ e) \$25

Scholar practices x8 flashcards for 5 minutes.

Science (SP p. 14-15)

Instructions: Students will read about the energy conversion. As they read, they will **highlight** or **underline** key important details from the text to answer the questions below.

Answer key:

1. The change of energy from one form to another is called **energy transformation or energy conversion.**
2. The **Sun** is Earth's primary source of energy.
3. When people and other animals eat plants as food, what type of energy transformation occurs? **People and other animals eat plants as food. The chemical energy of the food transforms into heat and mechanical energy. Heat energy maintains the body's temperature.**
4. Wind turbines transform the mechanical energy of the wind into **electrical** energy.

Music (SP p. 15-17)

Students should be able to complete this independently. Email Ms. Lucio with questions.

WEDNESDAY OVERVIEW	
<p><u>Spalding - PA</u></p> <p><u>Literature - I</u></p> <p><u>Poetry - I</u></p> <p><u>Writing - I</u></p> <p><u>Math - I / PA</u></p> <p><u>History - I</u></p> <p><u>Art - I</u></p>	<ul style="list-style-type: none"> <input type="checkbox"/> Complete dictation with a parent. <input type="checkbox"/> Read and annotate chapter 7 of <i>The Wizard of Oz</i>, then answer the question. <input type="checkbox"/> Practice "Paul Revere's Ride." <input type="checkbox"/> Answer the prompt given. <input type="checkbox"/> Carefully read the lesson. <input type="checkbox"/> Complete math workbook problems. <input type="checkbox"/> Practice Flashcards <input type="checkbox"/> Read and highlight the selection, then answer the questions. <input type="checkbox"/> Complete and practice the activity.

ELA**Spalding (SP p. 19)**

Day Three

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

PARENT: Says the word.

Says the word in a sentence.

Says the word again.

CHILD: Repeats the word.

Determines 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
<u>in</u> <u>de</u> <u>pen</u> <u>dent</u> r.4	He strives to be <u>independent</u> .	BW: depend This BW has prefix and ending that are added without changing BW.
<u>in</u> <u>di</u> <u>vid</u> <u>u</u> <u>al</u> r.4,11	The doctor evaluates the <u>individual</u> needs of her patients.	BW: divide Divide into individual parts. Write divide without silent E.
<u>in</u> <u>flu</u> <u>ence</u> r.4	Pop culture can <u>influence</u> the youth.	Pronounce "U" in syllable two.
<u>in</u> <u>no</u> <u>cent</u> r.29,4,2	He says that he is <u>innocent</u> of the accusations.	I have stolen NO CENT.
<u>in</u> <u>st</u> <u>ance</u>	I remember an <u>instance</u> of joy at the competition.	BW: instant End: ance Write 'instance'. Change 'ant' to 'ance'
<u>in</u> <u>stru</u> <u>men</u> <u>tal</u> r.4	They played <u>instrumental</u> music at the wedding.	BW: instrument End: al
<u>in</u> <u>stru</u> <u>ment</u> r.4	The piano is his favorite musical <u>instrument</u> .	Base Word. For spelling, say stru = "U"
<u>lei</u> <u>sure</u> r.12	Spring Break is a time of <u>leisure</u> .	Not after c or says "A" but is an exception. Rule page 5
<u>li</u> <u>cence</u> r.5,2	She studied to get her driver's <u>license</u> .	No base word.
<u>li</u> <u>quid</u> r.1	The medicine is available in <u>liquid</u> form.	

Literature (SP p. 19)

Instructions: Using either [the free online edition](#) of *The Wonderful Wizard of Oz* or a copy of the book, have your child read and annotate [chapter 7 of The Wonderful Wizard of Oz](#), 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.

- "...he panted like a big dog that has been running too long."

Poetry (SP p. 19)

Instructions: Please help your child practice “Paul Revere’s Ride.” To help memorize, creating gestures can be helpful! Our goal is to have the poem recitation-ready by Friday, 5/8.

Writing (SP p. 20-21)

Instructions: Encourage your child to write a letter to a friend, classmate, or family member! If you’d like, they can write it on a separate sheet of paper and actually send it out (totally optional).

Math (SP p. 21-22)

Instructions: Please monitor your child’s progress as they complete the review problems below in preparation for Friday’s test.

Answer Key and Solution Guide:

- Arrange the numbers in **decreasing order**. 1.77, 7.77, 17.7, 17.5
 - When determining the order of numbers in decimal form, students must first compare the whole numbers (left of the decimal).
 - In the event that whole numbers repeat, students must then compare the fractional part (right of the decimal).
 - When writing these numbers in decreasing order, students will find the correct answer to be: 17.7, 17.5, 7.77, 1.77
- Kelley had \$30. She spent her money equally over 5 days. How much money did she spend each day?
 - To solve this problem, students can use division, or create a bar model.
 - Whatever method students use, Kelley spent \$6 each day.

$\begin{array}{r} 5 \overline{)30} \\ \underline{-30} \\ 0 \end{array}$	$\begin{array}{r} 6 \\ 5 \overline{)30} \\ \underline{-30} \\ 0 \end{array}$	<table style="border-collapse: collapse; margin: auto;"> <tr> <td colspan="5" style="text-align: center; border-top: 1px solid black; border-bottom: 1px solid black;">\$30</td> </tr> <tr> <td style="border: 1px solid black; width: 20px; height: 20px;"></td> <td style="border: 1px solid black; width: 20px; height: 20px;"></td> <td style="border: 1px solid black; width: 20px; height: 20px;"></td> <td style="border: 1px solid black; width: 20px; height: 20px;"></td> <td style="border: 1px solid black; width: 20px; height: 20px;"></td> </tr> <tr> <td colspan="5" style="text-align: center; border-top: 1px solid black; border-bottom: 1px solid black;">\$30</td> </tr> <tr> <td style="border: 1px solid black; text-align: center;">\$6</td> <td style="border: 1px solid black; text-align: center;">\$6</td> <td style="border: 1px solid black; text-align: center;">\$6</td> <td style="border: 1px solid black; text-align: center;">\$6</td> <td style="border: 1px solid black; text-align: center;">\$6</td> </tr> </table>	\$30										\$30					\$6	\$6	\$6	\$6	\$6
\$30																						
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- The cost of 4 tennis balls and a tennis racket is \$33. The racket costs \$25. What is the cost of each tennis ball?
 - To solve this problem, students need to use multiple operations.
 - Whatever method/operations are used, each tennis ball costs \$2.

$$\$33 - \$25 = \$8$$

$$\$8 \div 4 = \$2$$

$$\$33 = \$25 - (4 \times \underline{\quad})$$

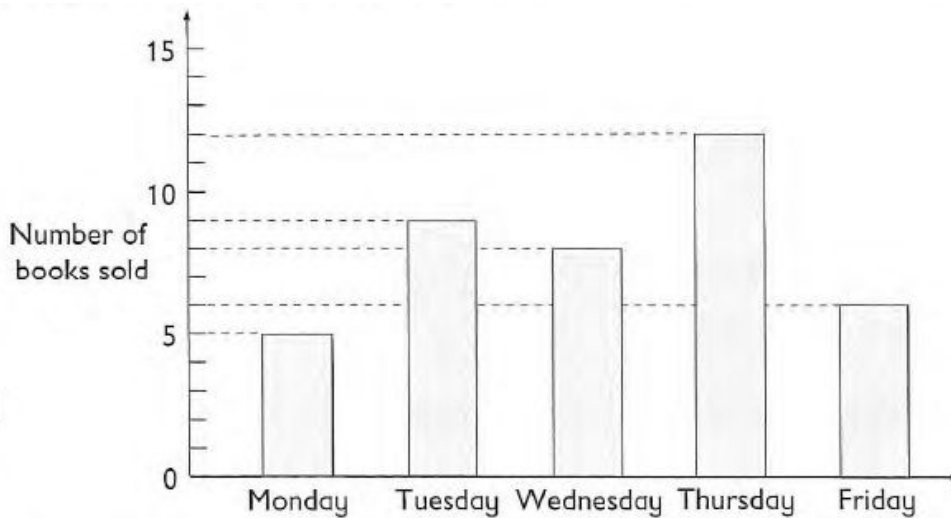
$$-\$25 - \$25$$

$$\$8 = (4 \times \underline{\quad})$$

$$\div 4 \quad \div 4$$

$$= \$2$$

4. The bar graph shows the number of books sold during a week.



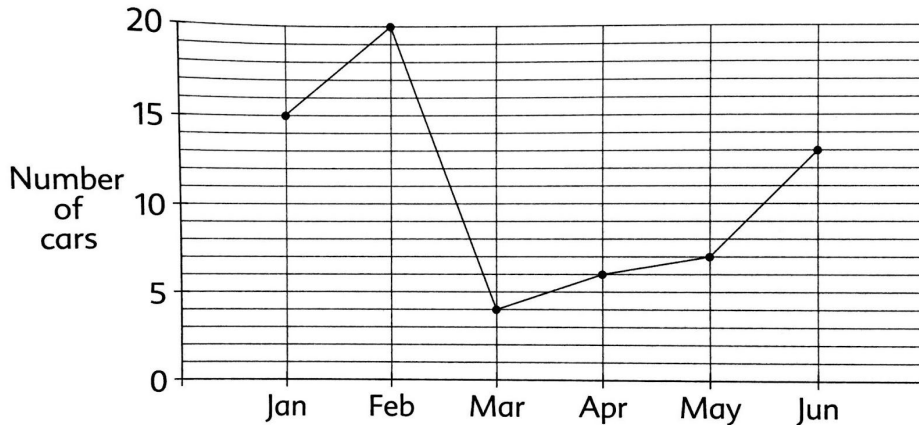
a. On which day were the most books sold?

- When examining the bar graph, students can see that Thursday has the tallest column, and therefore, the most books were sold on Thursday.

b. How many books were sold altogether?

- To determine the number of books sold altogether, students must determine the number of books sold each day, and add these numbers together to find that 40 books were sold between Monday and Friday.
- If students have difficulty determining the number of books purchased each day, help them follow the dotted line to the y-axis.

5. This graph shows the number of cars Mr. Shaw sold in the first six months of the year.



- What was the decrease in the number of cars sold between February and March?
To determine the decrease in the number of cars sold between February and March, students must first determine the number of cars sold for both months and subtract to find the difference. **There was a decrease of 16 cars from February to March.**
- What was the total number of cars sold in the six months?
To determine the total number of cars sold in the six months, students need to first determine the number of cars sold each month and add them together to find the total number sold. **65 cars were sold during these six months.**

Scholar practices x8 flashcards for 5 minutes.

History (SP pp.23-24)



1. What general feeling do you get from the painting?

Answer in complete sentences.

Answers will vary, but may reflect shock, excitement, horror, or awe. Some students may not know what emotion this painting brings out in themselves. If this occurs, review with them the stories of those who witnessed the events at the Alamo mission.

2. Do you think this painting accurately depicts what really happened at the Battle of the Alamo? Why or why not? Answer in complete sentences.

Students may answer "yes" or "no," but must provide evidence from this week's material to support their argument. Do different stories have greater importance? What story does an individual want told?

Art (SP p.25-26)

Students should be able to complete this independently. Email Mrs. White with questions.

THURSDAY OVERVIEW	
<u>Spalding - PA</u>	<input type="checkbox"/> Complete dictation with a parent.
<u>Literature - I</u>	<input type="checkbox"/> Read and annotate chapter 8 of <i>The Wonderful Wizard of Oz</i> , then answer the question.
<u>Poetry - I</u>	<input type="checkbox"/> Practice reciting " Paul Revere's Ride ."
<u>Writing - I</u>	<input type="checkbox"/> Complete the writing prompt.
<u>Math - I / PA</u>	<input type="checkbox"/> Complete the review problems. <input type="checkbox"/> Practice Flashcards
<u>Science - I</u>	<input type="checkbox"/> Read and highlight the selection, then answer the questions.
<u>PE - PA</u>	<input type="checkbox"/> Complete the Exercise.

ELA

Spalding (SP p. 27)

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.

drawn	furniture	independent
drew	future	individual
draw	gathering	influence
equipment	heavily	innocent
equipped	heavier	instance
equip	heavy	instrumental
fearful	hundred	instrument
fear	imagine	leisure
functional	image	license
function	inches	liquid

Literature (SP p. 28)

Instructions: Using either [the free online edition](#) of *The Wonderful Wizard of Oz* or a copy of the book, have your child read and annotate [chapter 8 of *The Wonderful Wizard of Oz*](#), 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.

- “...Dorothy breakfasted like a princess off peaches and plums from the trees beside the river.” (p.75) This compares how Dorothy ate to how a princess would eat. It shows us that she was eating better than she was previously, almost to the extent of royalty.

Poetry (SP p. 28)

Instructions: Please help your child practice “Paul Revere’s Ride.” To help memorize, creating gestures can be helpful! Our goal is to have the poem recitation-ready by Friday, 5/8.

Writing (SP p. 28-29)

Instructions: Today, your child will practice writing persuasively. His/her first step is to read the prompt, then select a topic for the paragraph. If your scholar is having a hard time getting started, encourage him/her to make a concept map.

Math (SP p.30-31)**Answer Key: Unit 1-10 Review Answer Key**

1. **Pay attention to the place value of each digit when arranging in increasing order
40.26, 40.62, 42.06, 42.6
2. **When reading the word equally, we know to divide \$17.50 by 5.
He spent \$3.50 each day.
3. First, subtract \$30 (cost of the bat) from the total \$42. Then divide the remaining \$12 by 4 (the number of balls). Each baseball costs \$3.
4. **Read the graph carefully and mark the graph to keep track of the data.
 - a. He saved the most on Thursday.
 - b. He saved a total of \$110.

Scholar practices x8 flashcards for 5 minutes.

Science (SP p. 31-32)

Instructions: Students will read about alternative sources of energy. As they read, they will **highlight** or underline key important details from the text to answer the questions below.

Answer key:

1. Explain the difference between renewable and non renewable energy sources with an example.

Renewable energy source	Non renewable energy source
<p>Renewable resources can be changed by natural means and it can be used repeatedly. Examples: oxygen, fresh water, solar energy, timber, and biomass.</p>	<p>A non-renewable resource is a natural resource that cannot be readily replaced by natural means. An example is carbon-based fossil fuel. The original organic matter, with the aid of heat and pressure, becomes a fuel such as oil or gas.</p>

2. **Geothermal** energy is heat that comes from inside Earth.
3. Solar power can be used for heat energy converted into **Electrical** energy.

P.E. (SP p. 32)

E-mail Coach France with any questions.

Friday Spelling Assessment (Assessment Packet p.3)

Parent Dictation

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

#	Spalding Test		
	drawn	Her attention was <u>drawn</u> to the loud noise outside the window.	drawn
	drew	He <u>drew</u> a deep breath before diving into the pool.	drew
	draw	<u>Draw</u> a picture to describe your story.	draw
	equipment	He loaded up the lawn <u>equipment</u> onto the truck.	equipment
	equipped	<u>Equipped</u> with gloves and shovel, I headed for the garden.	equipped
	equip	More funding is needed to <u>equip</u> the new school.	equip
	fearful	They won the war but at a <u>fearful</u> cost.	fearful
	fear	He was trembling with <u>fear</u> .	fear
	functional	The building's design is not only <u>functional</u> but also beautiful.	functional
	function	The <u>function</u> of the heart is to pump blood through the body.	function
	furniture	They bought some new <u>furniture</u> for the house.	furniture
	future	We cannot predict <u>future</u> events.	future
	gathering	I saw my cousins at our last family <u>gathering</u> .	gathering
	heavily	He relies <u>heavily</u> on his parents for advice.	heavily
	heavier	I'll carry the <u>heavier</u> bag, if you carry the lighter bag.	heavier
	heavy	The truck was carrying a <u>heavy</u> load.	heavy
	hundred	There are one <u>hundred</u> pennies in a dollar	hundred
	imagine	<u>Imagine</u> the characters while you read the story.	imagine
	image	An x-ray reveals the <u>image</u> of bones.	image
	inches	It rained 3 <u>inches</u> over the weekend.	inches
	independent	He strives to be <u>independent</u> .	independent
	individual	The doctor evaluates the <u>individual</u> needs of her patients.	individual
	influence	Pop culture can <u>influence</u> the youth.	influence
	innocent	He says that he is <u>innocent</u> of the accusations.	innocent
	instance	I remember an <u>instance</u> of joy at the competition.	instance
	instrumental	They played <u>instrumental</u> music at the wedding.	instrumental
	instrument	The piano is his favorite musical <u>instrument</u> .	instrument
	leisure	Spring Break is a time of <u>leisure</u> .	leisure
	license	She studied to get her driver's <u>license</u> .	license
	liquid	The medicine is available in <u>liquid</u> form.	liquid



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G4 Student Packet 1

Student Packet

MONDAY OVERVIEW

Spalding - PA

Literature - I

Poetry - I

Math - I / PA

History - I

Latin - I

- Complete dictation with a parent.
- Read and annotate [The Wonderful Wizard of Oz ch.5](#).
- Practice "[Paul Revere's Ride](#)."
- Carefully read the lesson.
- Complete workbook problems.
- Create flashcards to practice your x8 multiplication facts.
- Read and highlight the selection, then answer the questions.
- Complete Lesson 7 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 use your best handwriting.

Literature

Instructions: Read chapter 5 of *The Wonderful Wizard of Oz*. As you read, circle words from your glossary and underline literary devices. When you finish, answer the question.

Glossary

- p.50 **Scarcely:** (adv) only just; almost not
- p.50 **Enquired:** (v) ask for information from someone.
- p.51 **Comrade:** (n) a companion who shares one's activities or is a fellow member of an organization
- p.53 **Obliged:** (v) be indebted or grateful
- p.54 **Tinner:** (n) a tin miner or tinsmith
- p.54 **Daunted:** (v) make (someone) feel intimidated or apprehensive

What do you know about the Tin Woodman's character? Find a quote to support your answer.

Poetry

Instructions: Practice reciting the entire poem! You may want to have the poem in front of you while you practice. As you practice, try creating gestures or reciting it a few different ways for fun!

- **Round 1:** Recite it normally.
- **Round 2:** Recite it in a funny voice (in an accent, like a robot, etc.)
- **Round 3:** Double time! Recite it as fast as you can.

In the space below (or on another page), illustrate a **strong image** that stuck out to you in the poem. See Ms. Conlon's example for inspiration!



Math

Lesson: Bar Graphs

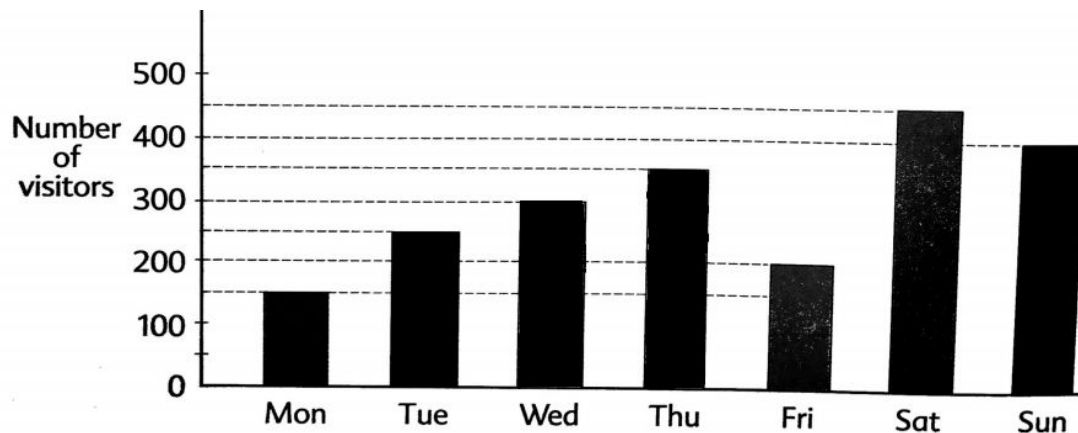
Part 1 - Last week, we worked on recording data in a few different ways.

- **Stop and think:** what are some ways we practiced? _____

Today we will be working on another way to record data: Bar Graphs.

Below, you can see the same set of data represented in two ways.

Day	Number of visitors
Monday	150
Tuesday	250
Wednesday	300
Thursday	350
Friday	200
Saturday	450
Sunday	400



Bar graphs are most useful when we can sort our information into **categories**. Here, the “categories” are the days of the week. To the left of the graph, you can see a number line ranging from 0-500. We call this number line an **axis**. On this vertical axis, we see that the numbers increase by 100.

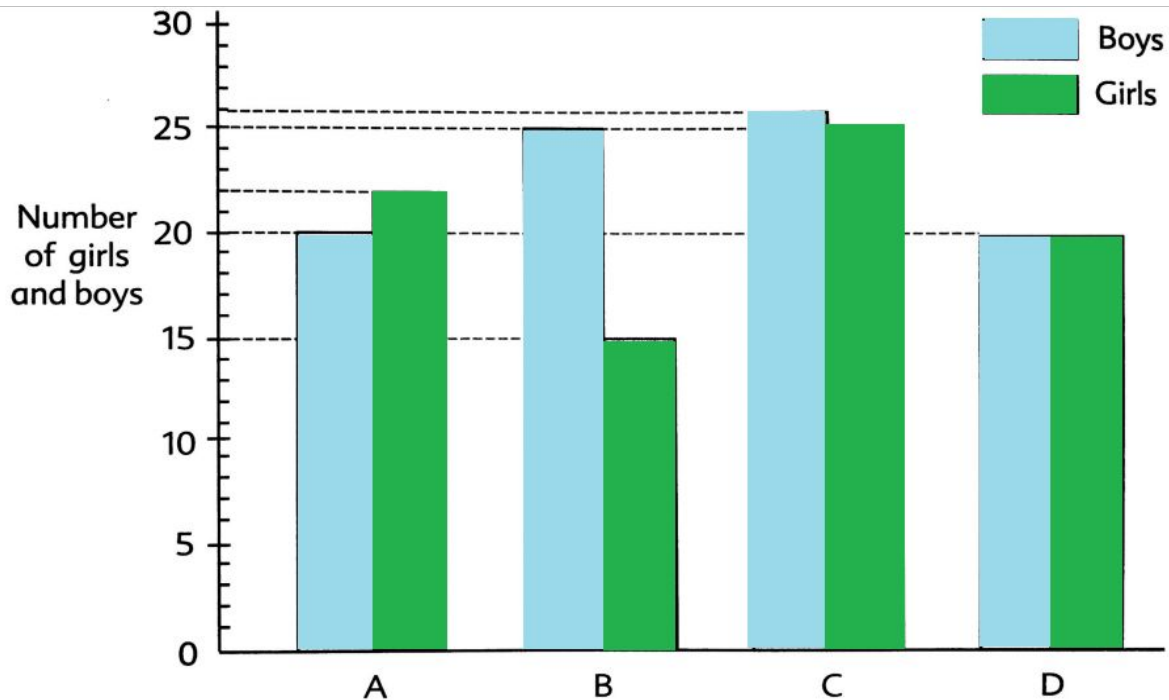
What does the halfway point between each “100” represent? _____

Use the table and the graph to answer the questions.

1. On which day was there the **greatest** number of visitors? _____
2. How can you easily tell on the bar graph which day had the most visitors?

3. On which day was there the **smallest** number of visitors? _____
4. What is the **total** number of visitors on all seven days? _____

Part 2 - The bar graph below represents the number of boys and girls in 4 classes - Group A, B, C, and D. There are two bars for each category: the blue represents the boys, and the green represents the girls.



When we see a bar graph, the first thing we need to do is determine the **scale** of the **vertical axis**. We can see that the numbers increase by 5 as we get higher in the graph.

- There are four dashes between each number. So what does each dash increase by? _____

Now, you want to label each bar in your graph.

- How many boys are in group A? B? C? D? **Label it.**
- How many girls are in group A? B? C? D? **Label it.**

Answer the questions about the graph above.

1. Why is it helpful to have two bars per category?

2. Which groups have more **boys** than **girls**? _____
3. Which group has the same number of boys and girls? _____
4. What is the total number of children in group A? _____
5. How many children are there altogether? _____
6. Express the amount of boys in group A as a fraction of the total amount of students in all four groups.

****Hint:** Your **numerator** will be the number of boys in group A. Your denominator will be the total number of students (your answer to #5).

Your turn! Complete WB Ex. 5, p. 129-130, #1-2 (all)

Flashcards: Create flashcards for x8s, beginning with 8x1 and ending with 8x12. Practice them for 5 minutes.

History

Prominent Mexicans, Texians and Americans

Instructions: Read the passages below, **highlighting** or underlining important details. When you are finished, complete the questions that follow.

Antonio López de Santa Anna (1794-1876)

Antonio López de Santa Anna was an army officer and president of Mexico in the 1800s. Santa Anna first joined the Spanish Army in Mexico in 1810, fighting those Mexicans in rebellion against Spanish rule. Yet in 1821, Santa Anna switched sides and began to fight for Mexican independence. His military victories against Spain helped to secure his election as president in 1833.

After Santa Anna's defeat in the Texas Revolution, he was forced to retire. The terms of his surrender in the Treaty of Velasco had upset the Mexican government. Over the next few decades, however, the Mexican government changed hands often. Santa Anna used this to his advantage to regain the political power he had lost. Santa Anna served as president 10 more times during this period. Several times, he led troops in major battles. In 1838, Santa Anna was injured and had to have a part of his leg amputated (removed) after a battle against the French to protect against infection. During the Mexican-American War (1846-1848), he led the Mexican troops again, but he lost several battles and was forced to leave the country. Santa Anna later gained and lost power again, and he was sent into exile in Cuba. In 1874, Santa Anna was allowed to return to Mexico. He died on June 21, 1876, in Mexico City.

James Bowie (1796-1836)

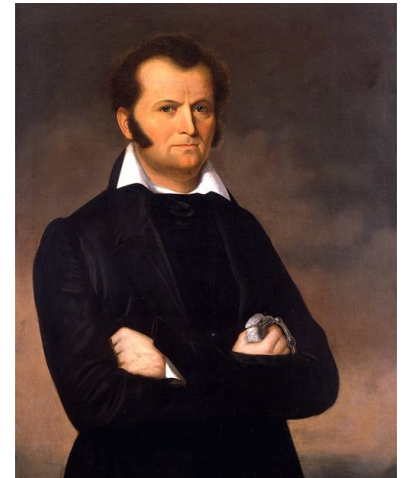
James "Jim" Bowie was an American/Texian pioneer and soldier in the early 1800s. Born in Kentucky, Bowie's family eventually settled in Louisiana, where he would own a sugar plantation and serve in the state legislature. Bowie would later move to Texas, becoming a Mexican citizen. At the start of the Texas Revolution, Bowie joined the Texas militia (military forces). Bowie would go on to command the volunteer forces at the Alamo mission in San Antonio until an illness left him unable to fight. Then, command was transferred to William B. Travis. James Bowie died on March 6th, 1836.

George Childress (1804-1841)

George Childress was an American/Texian lawyer, politician, and primary author of the Texas Declaration of Independence. Having been born in the American state of Tennessee, Childress largely modelled his declaration on the United States Declaration of Independence. George Childress died on October 6th, 1841 in Galveston, Texas.

Susanna Dickinson (1814-1883)

Susanna Dickinson was one of the few Texians to survive the Battle of the Alamo (1836). During the battle, Susanna was inside the Alamo mission with her husband, Almaron Dickinson, a soldier who died during the fighting. After the battle was over, Susanna was interviewed by Santa Anna. She stood out to Santa Anna as an intelligent and well spoken person, so he asked her to identify all the bodies of the Texian commanders. Santa Anna later sent Susanna to inform Sam Houston, the commander of the Texan army, about the defeat at the Alamo. In her later years, Susanna often retold the events of the battle to journalists and historians, but left no written records herself. Susanna Dickinson died in 1883.



James Bowie



Susanna Dickinson

Enrique Esparza (1828-1917)

Like Susanna Dickinson, Enrique Esparza was one of only a few surviving witnesses from the Battle of the Alamo (1836). His father, José Gregorio Esparza, died during the fighting and was the only Texian to receive a Christian burial, likely due to his brother serving in Santa Anna's army. The remainder of his family at the Alamo mission, including Enrique, survived. Yet, it was not until 1901 that Enrique gave detailed accounts of the battle. Enrique Esparza died on December 20th, 1917.

Sam Houston (1793-1863)

Sam Houston was an American/Texian soldier and politician in the 1800s. An important leader during the Texas Revolution, Houston commanded the army that defeated Santa Anna at the Battle of San Jacinto and was twice elected President of the Republic of Texas. Houston believed in Texas being independent from Mexico, but also supported Texas joining the United States. After the United States finally annexed Texas (which you will read about next week), Houston served as a U.S. Senator from Texas and Governor of Texas. Houston, the largest city in Texas, is named for Sam Houston. Sam Houston died July 26th, 1863.

Instructions: Drawing conclusions helps you to reach an answer or form an opinion. Sometimes artists and authors do not directly express their meaning. Instead, they hint at their meaning. Drawing conclusions allows you to look at what you see, apply what you already know, and form an opinion. Refer to the painting to answer the questions.

In this painting, Sam Houston lies on a blanket while a doctor attends to his wounds. Santa Anna, wearing a blue jacket and white trousers, stands before Houston, defeated.



1. How would you describe Santa Anna's appearance? Why? Answer in complete sentences.

2. Why is a doctor caring for Sam Houston's ankle? Answer in complete sentences.

SPECIALS

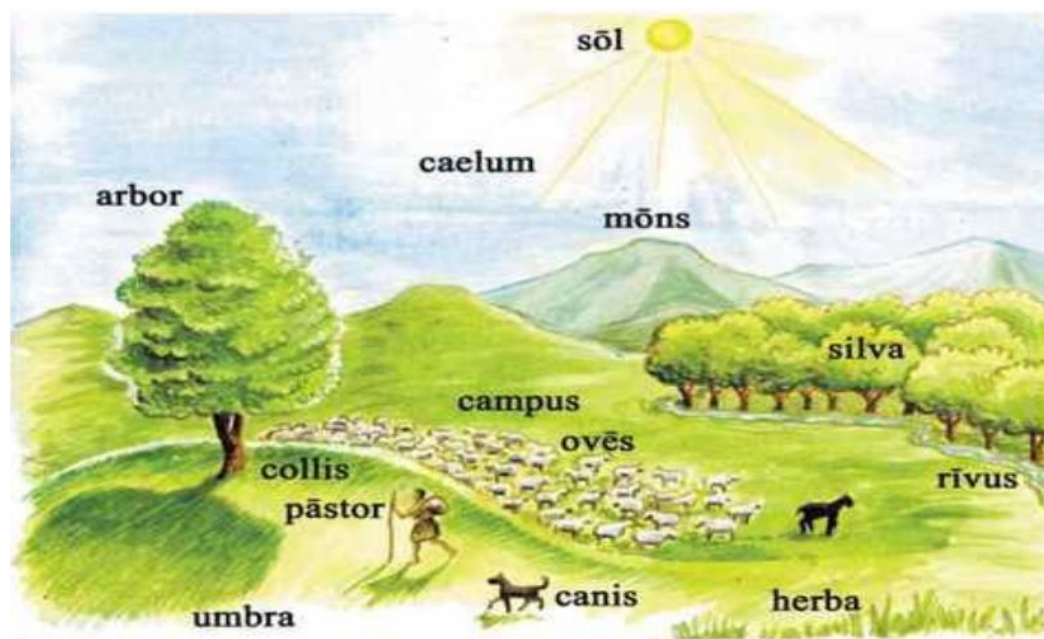
LINGVA LATINA

CAPITVLVM IX

Instructiones Aenglice: Please read each scene aloud, using the below picture as a reference. After reading through, please complete the assessment that follows. A list of new vocabulary words to study shall be included as well.

**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 'get.'*

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 VII: Quot sunt?



1. *Quot aves sunt?*



2. *Tres aves sunt.*



3. *Quot pisces sunt?*



4. *Quattuor piscis sunt*



5. *Quot leones sunt?*



6. *Duo Leones sunt.*



Quot Animales sunt? *(write the number of each animal you see)*

Lexicon

Quot (*kwoht*): how many?

Quot sunt?: how many are there?

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, 5/4	<ul style="list-style-type: none"> <input type="checkbox"/> I spent around _____ 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. <input type="checkbox"/> 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.
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TUESDAY OVERVIEW

<u>Spalding - PA</u>	<input type="checkbox"/> Complete dictation with a parent.
<u>Literature - I</u>	<input type="checkbox"/> Read and annotate chapter 6 of <i>The Wonderful Wizard of Oz</i> , then answer the question.
<u>Poetry - I</u>	<input type="checkbox"/> Practice " Paul Revere's Ride ."
<u>Math I / PA</u>	<input type="checkbox"/> Carefully read the lesson. <input type="checkbox"/> Complete the workbook problems. <input type="checkbox"/> Practice Flashcards
<u>Science - I</u>	<input type="checkbox"/> Read and highlight the selection, then answer the questions.
<u>Music - I</u>	<input type="checkbox"/> 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 use your best handwriting.

Literature

Instructions: Read chapter 6 of *The Wonderful Wizard of Oz*. As you read, circle words from your glossary and underline literary devices. When you finish, answer the question.

Glossary

- p.60 **Heedless:** (adj) showing a reckless lack of care or attention
- p.60 **Retorted:** (v) say something in answer to a remark or accusation, typically in a sharp or angry manner
- p.60 **Blunted:** (v) make or become less sharp
- p.62 **Sorrow:** (n) a feeling of deep distress caused by loss, disappointment, or other misfortune suffered by oneself or others
- p.63 **Toiling:** (v) work extremely hard or incessantly

What strong verbs did you find that enhanced your understanding of the comrades' first encounter with the Lion? Find a quote that uses a strong verb, and explain how it helped you picture the actions well.

Poetry

Instructions: Practice reciting the entire poem! We have officially covered every stanza. Now you get to focus on perfecting your poem and getting it "recitation-ready." You may want to have the poem in front of you while you practice. As you practice, try creating gestures and reciting it a few different ways to have fun with it.

- **Round 1:** Recite it normally.
- **Round 2:** Recite it in a funny voice (in an accent, like a robot, etc.)
- **Round 3:** Double time! Recite it as fast as you can.

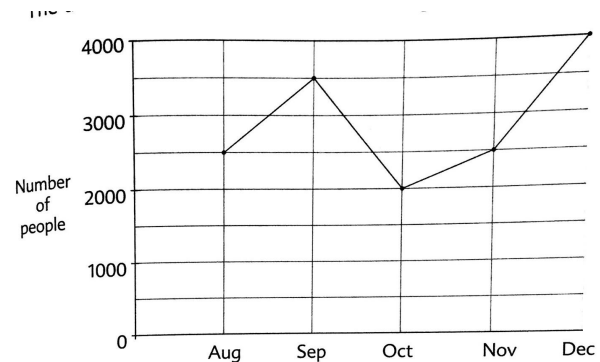
Math

Lesson: Line Graphs

Part 1: Yesterday, you learned about one means of recording data using a **graph**. Today, we will learn about a different type of graph: A **line graph**.

The table below shows the attendance at a swimming pool across 5 months. It can be graphed using a **line graph**. In this sort of graph, instead of numbers along the **x-axis** (the horizontal axis), the months are used. This is very similar to the **bar graphs** you saw yesterday! Instead of using bars, however, a dot is drawn where the top of the bar would be, and those dots are connected by lines. Take a moment and see if you can find those dots on the **line graph** below.

Month	August	September	October	November	December
Number of people	2500	3500	2000	2500	4000



Answer the questions below using the graph and table above. The answers are in today's parent packet.

- There was an increase in attendance from August to September. What was the increase in number of people between those two months? (Hint: First, find the number of people for each month, then use subtraction)

- There was a decrease in attendance from September to October. What was the decrease?

- What was the difference between the attendance in September and the attendance in December? (Hint: When we see the word **difference**, we always subtract)

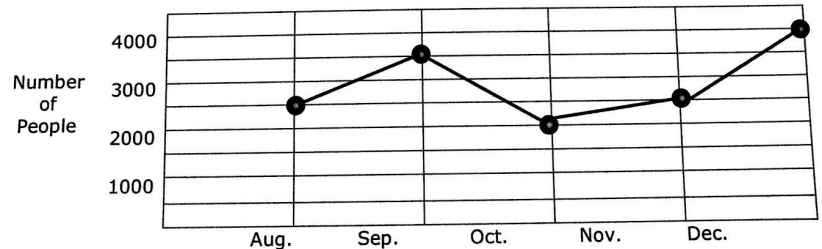
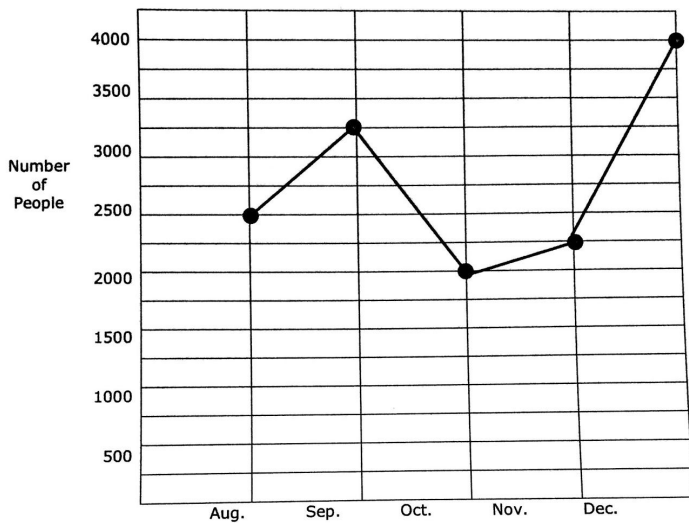
- How many people visited the pool between August and December? (Hint: add all months together!)

Line graphs can help us see **trends** in the data - whether there is an increase or decrease in the amount over time. How do you think that would be helpful? Looking at the graph above, why would it be important for the owners of this swimming pool to see these increases and decreases in attendance?

Part 2:

This information can shape how we see certain businesses and companies. Because of that, we have to take care to look at the **scale** being used. The graphs below contain the **exact** same information as the graph we saw above. Because the graph on top counts by 250 on the **y-axis** (vertical axis), it makes the difference between each dot look dramatically different. Since the one below counts by 500, that difference does not appear quite as drastic.

- Which graph might be used by someone who wanted to convince readers that there was a considerable **increase** in attendance at the swimming pool in December?
- Which graph would someone who might want to convince readers that there was **not much variation** in pool attendance from month to month use?



Your turn! Complete the following problems from WB Exercise 6-7 pp.131, 133, and 135

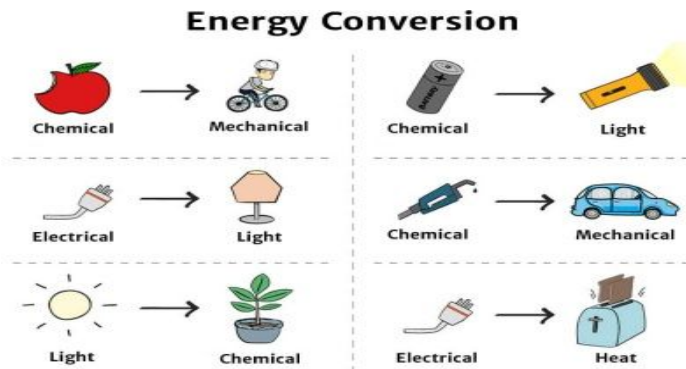
- Ex.6 #1 (a,b,c,d), #3 (a,b,c,d,e)
- Ex.7 #1 (a,b,c,d,e)

Tune in with Ms. Longoria to see her go over WB Exercise 6 #2 on p.132 as an example!

Practice math x8 flashcards for 5 minutes.

Science

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

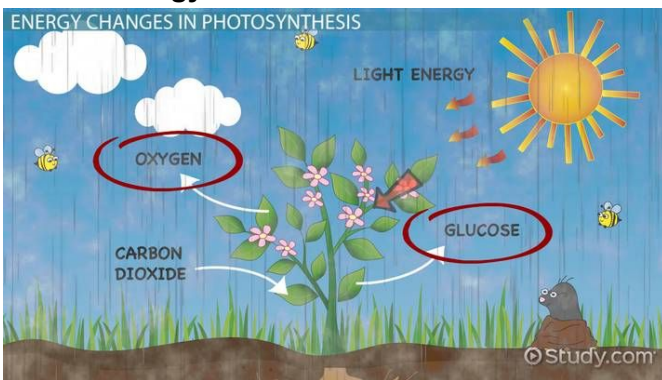


Energy is the ability to do work. It is power that exists everywhere in many forms. The main forms of energy are **light, chemical, mechanical, nuclear, electrical, heat, and sound**. Energy changes form whenever it is used to do work. When energy changes form it is called **energy transformation**. Another name for energy transformation is energy conversion.

Energy transformations occur everywhere in the universe. They take place constantly. That is because energy cannot be created or destroyed. Energy can

neither appear out of nowhere nor vanish into nowhere. Instead, energy changes form when it does work—such as when it makes something move or when it makes a living thing grow.

Natural energy transformation:



The **Sun** is Earth's primary source of energy. The nuclear energy of the Sun is constantly being changed into **electromagnetic energy**, which includes light energy. This energy travels in waves through space. On Earth, light energy from the Sun is used by plants to make their own food. During a process called **photosynthesis** it is transformed into the chemical energy found in plants. People and other animals then eat plants as food. The chemical energy of the food transforms into heat and mechanical energy. Heat energy maintains the body's temperature. Mechanical energy is the energy the body

has because of its motion and position. Activities such as breathing, walking, standing, or running involve mechanical energy.

Artificial energy transformation:



People have invented many ways to cause energy transformations. For example, **engineers** control how electrical energy is formed and where it goes so that it can be changed into light energy. **Wind turbines** transform the mechanical energy of the wind into electrical energy. Power lines transport the electricity from the wind turbines to buildings. Wires in buildings deliver the electricity to light bulbs. Electrical energy that reaches a light bulb changes to light and heat energy. The heat energy is considered to be "wasted" energy. Over time engineers have improved how well light bulbs convert electrical energy into light energy.

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

1. The change of energy from one form to another is called

_____.

2. The _____ is Earth's primary source of energy.

3. When people and other animals eat plants as food, what type of energy transformation occurs?

4. Wind turbines transform the mechanical energy of the wind into _____ energy.

SPECIALS - Music

Directions: After listening and watching to the video map of Rachmaninoff's "Vocalise," read more about the composer and his work. When you are finished, move on to the next page. If you would like, you can complete the wordsearch on the final page.

Composer of the Month
SERGEI RACHMANINOFF
 (1873-1943)

**ABOUT THE COMPOSER**

- Born in Semyonovo, Russia in 1873
 - Though his music was written mostly in the 20th century, his style reflects the Romantic Style, reflecting emotions, impressions, and feelings
 - He had his first piano lessons from his mother
 - He studied Music at the St. Petersburg Conservatory
 - He composed and performed his first pieces of music for the piano when he was 13 years old
 - He first visited the United States in 1909
- He moved to New York state after the Russian Revolution in 1917

ABOUT THE MUSIC – "Vocalise"

- A *vocalise* is a song without words or text. It usually sung on a vowel sound like "oo," or "ah."
- "**Vocalise**" was one of 14 songs Rachmaninoff wrote in the year 1912. The rest of the songs in this cycle were set to Russian words.
- The mood of "**Vocalise**" suggests a somber and melancholy state of mind.
- In 1929, Rachmaninoff recorded his "**Vocalise**" with the Philadelphia Orchestra (with himself as conductor).
- "**Vocalise**" has also been arranged for cello and piano, as well as other instrument pairings.

VOCABULARY

English Horn – a double reed instrument of the Woodwind Family similar in sound to an oboe but sounding lower.

Violin – a small, wooden string instrument of the String Family (viola, cello, and bass are the other members); it is played by vibrating its four strings with a bow; the violin is the highest sounding string instrument in the orchestra

Clarinet – a single reed instrument of the Woodwind Family consisting of a straight, black body with nickel or silver-plated keys covering its length

Oboe – a double reed instrument of the Woodwind Family. It is similar in sound to the English Horn but it smaller and higher in pitch

Romantic Style – a style of music during the late 18th and early 19th centuries that emphasized imagination, individualism, and the expression of emotions

Somber – oppressively solemn or sober in mood

Melancholy – a feeling of thoughtful sadness

Orchestra – a group of musicians combining string, woodwind, brass, and percussion instrument families who usually play Classical music

Russia – a country that stretches from Eastern Europe and Northern Asia; it is the largest country in the world by area covering over 6 million square miles

Counter Melody – a smaller melody that accompanies the larger, more prominent melody

Melodic Direction – the path of notes in a melody moving up, down, or staying the same

Check for Understanding

1. Sergei Rachmaninoff was born in _____, Russia in 1873.
2. His first piano teacher was his _____.
3. After studying at the _____ Conservatory, Rachmaninoff went to the United States in _____.
4. Rachmaninoff came back to the United States again after the _____ Revolution in 1917.
5. In your own words, describe what “Vocalise” sounds like to you. Is it happy, sad, fast, or slow? Use complete sentences and write neatly.

6. What did you think about “Vocalise”? Did you like the music? If not, why? Write two complete sentences that express your opinion. Give reasons for your opinion.

7. At what age did Rachmaninoff write and perform his first piano pieces? _____

****TURNING POINT IN HISTORY****

The Russian Revolution of 1917 was a major historical event that continues to affect global politics to this day. Read more about it here: <https://kids.britannica.com/kids/article/Russian-Revolution/353713>

Rachmaninoff's Vocalise Wordsearch

Z B G B L A J Z A K J V R J C K N X W Z H E H G G K S X V L R D Y W L
 Z C K W U X Q J X T T O L W S T B L V W O L M F U E F P J R N R F V E
 N M A S X Q U Y P Q M Z D D S T C O Z L O U U B B P T J T T N G S N Q
 B G C J O U R J U A S L Z L M C F I I L V B T F M I P I O U C G X Z N
 N T S T U G J H N X B A L F Y A T L A T T G F N X S L A S M Y T I L W
 L T D S Z R U T U B A I S T Q S B Q P L N P Z P E J L Z Y K M Q C Y H
 L Y G E V E I J E Z P J I F D P S E F T H U P Z L P J M A D J V C U B
 D N R U H C Z N L R Z I T W I L Z M S Y Y V L W Z E W J U K X M V I E
 R P B I S W H Y W H L G X O A P Q G F L D V U F X V D L Q P H W T D G
 I K H T C P Z R D G U B N P N D D U V K L K I S X F Y D Z E Q N Q V Y
 Z E Y P R A C C M G M K I N H H I C I G U S M R C O T M X A J Y S H M
 Z L K P M E L O D I C D I R E C T I O N J Z P W Q K U D O R W G K Q Y
 E J Q U H Y V U J G L U Q D Q S Q L L H F V V O T Q L U Y T R U S L M
 L R Z P E J N N Q M K V U C P H N Z I G V M I S I V C D X S O P T Y G
 K Y W B J B Q T V G B A R C T O N I N Y N F U E C Q E N C E D P N K J
 P T I B E D S E J H B K F J F B C H A G Z N E Q L K O L I H A G J G U
 T K N X V I P R L C A H G F J P R D D P T V L S Q Z C B D C A J G F U
 Q C I T G Z Z M L U X V Z V Y M G Z E B V I B U P J Z E H R A X F V J
 B L K C O E W E C U C T W G I C T D R J G Z A C D J F P T O L O O J H
 R M R D X N S L E T P Y F R C X A U J T B N I V C Y S T H T N J V H I
 D G A M M N R O H H S I L G N E S L X L J L I F E U H V F I K K R E B
 C W A R B O Q D Z G Z I B U I S P K O W S G S U G Z W Q N X K I E V M
 F O R X A X O Y P M J V Z E I C N N W K Y T C J F N F A X J C P N H D
 E J V X D C U D S A Z S H A D C G Y O I Z L Q I N M M O J A L X E K C
 R O Z Z K N A F O A I D Q V T O M F L G H Y F H G H F C S B O Z Q X N
 Z E B P O O V E X F T S F Q E Q E A Z O B O Q W C I H G V F P W A B Z
 A O H O U H E T E H T V Z U N S C J H H H G V A K S Y G C E A W B B N
 F I K G B I I Z N A F H R V I K K F X E E C R Z O R T I M C U K C B X
 C L A R I N E T G A C T E L E G T Z F K U I N R B F N C C I R L U G G
 C E Q S V R Y N T J Y S A M X A X Z N Y E Y V A M Q G A X Y D F X J Y
 B Y P F I D M K H V Z C N N U P L D W G G J R P L L C Y U B W X E H I
 Q A Q V S I L N O H O K H I Z S P D R E B M O S W E J M R C M I B H T
 X C D Z K I L A L V Y S E O J K I E L V L W M T R F M J L Y U W W G K
 V R S J B A C I Z Q E S F G T Z S C R H O R L V T E U K K F E X F F X
 S X C T Y F J V M Q G X H G I V E W G G O B U M S D Z V E S V X F V Y

WORD BANK

CLARINET
 COUNTER MELODY
 ENGLISH HORN
 LYRICAL
 MELANCHOLY

MELODIC DIRECTION
 MOOD OF THE MUSIC
 OBOE
 ORCHESTRA
 ROMANTIC STYLE

RUSSIA
 VIOLIN
 SERGEI RACHMANINOFF
 SOMBER
 VOCALISE

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, 5/5	<ul style="list-style-type: none"><input type="checkbox"/> I spent around _____ 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.<input type="checkbox"/> 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.
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WEDNESDAY OVERVIEW

Spalding - PA

Literature - I

Poetry - I

Writing - I

Math - I / PA

History - I

Art - I

- Complete dictation with a parent.
- Read and annotate [chapter 7 of *The Wonderful Wizard of Oz*](#), then answer the question.
- Practice "[Paul Revere's Ride](#)."
- Answer the prompt given.
- Carefully read the lesson.
- Complete math workbook problems.
- Practice Flashcards
- Read and highlight the selection, then answer the questions.
- Complete and practice the activity.

Wednesday 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 use your best handwriting.

Literature

Instructions: Read chapter 7 of *The Wonderful Wizard of Oz*. As you read, circle words from your glossary and underline literary devices. When you finish, answer the question.

Glossary

- p.68 **Despairingly:** (adv) showing the loss of all hope
- p.70 **Brutes:** (n) a savagely violent person or animal
- p.70 **Dashed:** (v) strike forcefully against something

What simile is used to describe how the Lion was out of breath after ferrying Dorothy and the others across the ditch? (p.69)

Poetry

Instructions: Practice reciting the entire poem! We have officially covered every stanza. Now you get to focus on perfecting your poem and getting it "recitation-ready." You may want to have the poem in front of you while you practice. Click [here](#) for an online copy. As you practice, try creating gestures to help you solidify the poem in your mind. You can also try reciting it a few different ways if you want to have fun with it.

- **Round 1:** Recite it normally.
- **Round 2:** Recite it in a funny voice (in an accent, like a robot, etc.)
- **Round 3:** Double time! Recite it as fast as you can.

Sincerely, _____

Writing Checklist
<ul style="list-style-type: none"><input type="checkbox"/> I indented my paragraph.<input type="checkbox"/> I capitalized the first letter of every sentence.<input type="checkbox"/> Each sentence ends with a punctuation mark. I used quality adjectives, strong verbs, and interesting adverbs.<input type="checkbox"/> I used transition words to move from idea to idea.<input type="checkbox"/> I ended my letter by asking questions about the recipient.

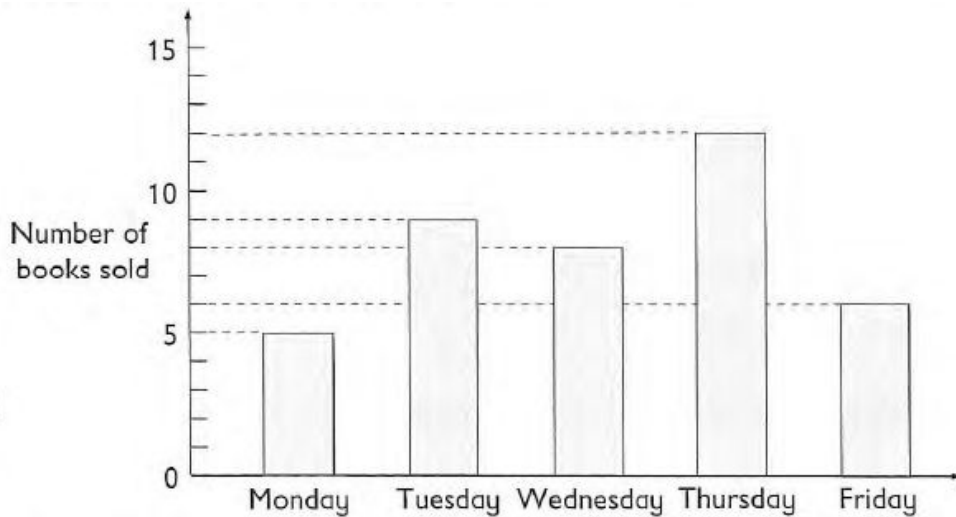
Math
Unit 10 Review

1. Arrange the numbers in **decreasing order**: 1.77, 7.77, 17.7, 17.5

2. Kelley had \$30. She spent her money equally over 5 days. How much money did she spend each day?

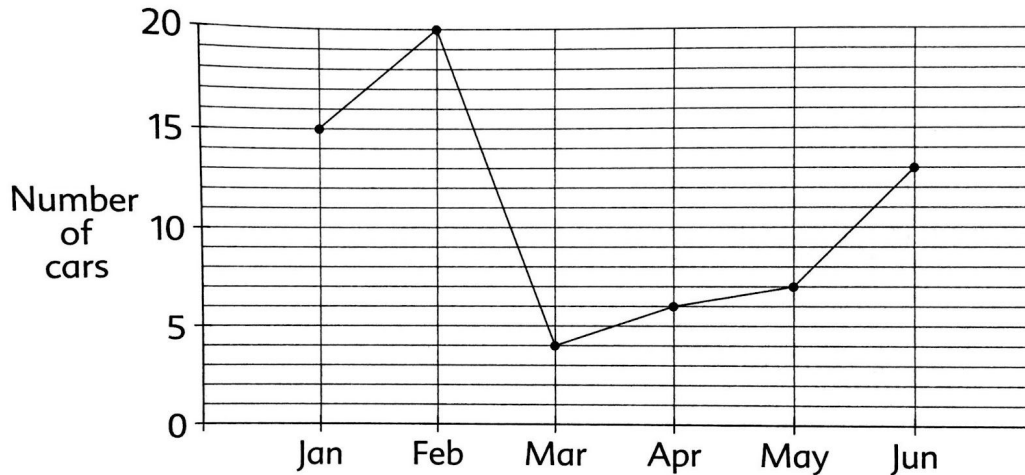
3. The cost of 4 tennis balls and a tennis racket is \$33. The racket costs \$25. What is the cost of each tennis ball?

4. The bar graph shows the number of books sold during a week.



- a. On which day were the most books sold? _____
- b. How many books were sold altogether? _____

5. This graph shows the number of cars Mr. Shaw sold in the first six months of the year.



- a. What was the decrease in the number of cars sold between February and March?

- b. What was the total number of cars sold in the six months?

Practice math flashcards for 5 minutes.

History

Prominent Mexicans, Texians and Americans

Instructions: Read the passages below, **highlighting** or **underlining** important details. When you are finished, complete the questions that follow.

Davy Crockett (1786-1836)

Davy Crockett was an American/Texian frontiersman, soldier, and politician in the early 1800s. Born in Tennessee, Crockett had a reputation as a skilled hunter. He served in the local militia, was elected to the Tennessee state legislature in 1821, and went on to serve in the U.S. Congress. Crockett would eventually settle in Texas and took part in the Texas Revolution, most famously at the Battle of the Alamo. Accounts differ as to whether or not Crockett was killed during the fighting or whether he was executed by Santa Anna's men after the battle. What we do know, however, is that Davy Crockett died on March 6th, 1836 and is still regarded as a hero by many Texans and Americans to this day.

Vicente Filisola (1789-1850)

Vicente Filisola was an Italian-born Mexican army officer in the 1800s. Filisola served as Santa Anna's second-in-command during the Texas Revolution. Following Santa Anna's capture, it was Filisola that led the retreat of Mexican troops from Texas. Like Santa Anna, this defeat did not mark the end of Filisola's military career, as he would go on to fight in the Mexican-American War. Vicente Filisola died on July 23, 1850.

José Francisco Ruiz (1783-1840)

José Francisco Ruiz was a political and military figure in the early 1800s. Ruiz was born in San Antonio when it was still a part of New Spain. Though Ruiz served as a Mexican military officer, in 1835 he would join the Texas Revolution as a supporter of independence from Mexico. The following year, in 1836, Ruiz became one of only two native-born Texians to sign the Texas Declaration of Independence (the other being José Antonio Navarro). José Francisco Ruiz died January 19th, 1840.

Juan Nepomuceno Seguín (1806-1890)

Juan Nepomuceno Seguín was a political and military figure in the 1800s. Seguín was born in San Antonio when it was still a part of New Spain. His father helped draft the Mexican Constitution of 1824. Unsurprisingly, Seguín was not at all pleased when Santa Anna repealed his father's work, and he would later join the Texas Revolution to rid Texas of Santa Anna's rule. Although Seguín was at the Alamo mission during the siege, he did not take part in the final battle on March 6th, 1836. He was given the task of gathering reinforcements, but when additional troops finally arrived, the old mission had already fallen to Santa Anna. After the Texas Revolution, Seguín would serve in a variety of political positions including mayor of San Antonio. Juan N. Seguín died August 27th, 1890.

William B. Travis (1809-1836)

William B. Travis was an American/Texian lawyer and soldier in the early 1800s. While practicing law in Alabama, Travis learned of the demand for lawyers in Texas. When Travis arrived in Texas, he purchased land from Stephen Austin, establishing a new law practice, and even helped to organize a militia opposed to Mexican rule. Later, Travis would become an officer in the Texas army and was stationed at the Alamo mission in San Antonio. Travis was in command at the Battle of the Alamo and died fighting on March 6th, 1836.



Juan Nepomuceno Seguín

Instructions: Drawing conclusions helps you to reach an answer or form an opinion. Sometimes, artists and authors do not directly express their meaning. Instead, they suggest or hint at their meaning. Drawing conclusions allows you to look at what you see, apply what you already know, and make a judgement or form an opinion. Refer to the painting below to answer the questions.



About 188 volunteers defended the Alamo against nearly 2,000 troops led by Santa Anna. After a 13-day siege, the final assault took place on March 6th, 1836.

1. What general feeling do you get from the painting? Answer in complete sentences.

2. Do you think this painting accurately depicts what really happened at the Battle of the Alamo? Why or why not? Answer in complete sentences.

Remote Learning Art Assignment: Italian Renaissance

Leonardo da Vinci

Leonardo da Vinci was a multi-faceted artist from the Italian Renaissance.

What do you think “multi-faceted” means? _____

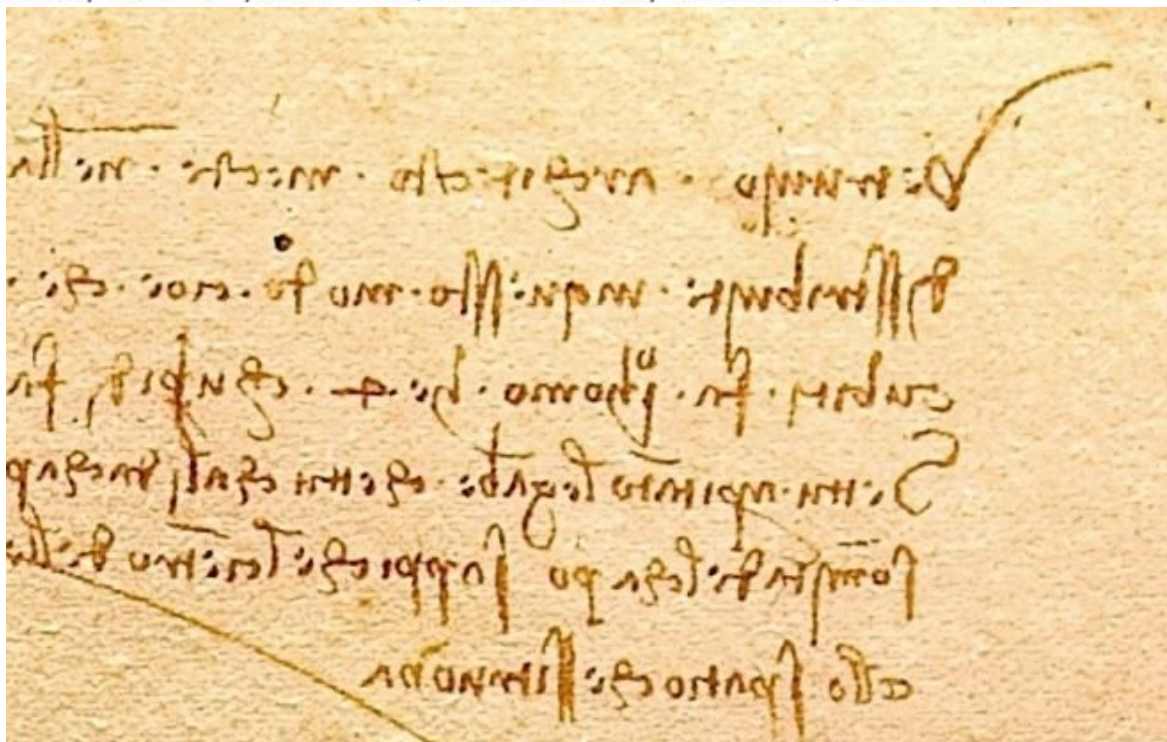
He loved learning and studied many subjects, including invention, drawing, painting, sculpture, architecture, science, music, mathematics, engineering, literature, anatomy, geology, astronomy, botany, paleontology, and cartography.

Which one of those fields interests you the most? _____

Leonardo da Vinci was left-handed. Do you draw with your left or your right hand? _____

Because he was left-handed, Leonardo found it was easier to write from right to left. So, his handwriting is backwards, a perfect mirror image.

Here is an example of his handwriting from his journals. Now it will be especially hard for you to read, as it is not only backwards, but in Italian!



Now it is your turn to try writing like Leonardo da Vinci!

*Remember, you are not just writing from right to left; each individual letter should also be written backwards.

Practice:

1. What a beautiful day!

2. How are you doing?

3. I love cheese.

4. What is your name?

Now practice writing something backwards on your own. Have fun!

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, 5/6	<ul style="list-style-type: none"> <input type="checkbox"/> I spent around _____ 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. <input type="checkbox"/> 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.
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THURSDAY OVERVIEW

Spalding - PA**Literature - I****Poetry - I****Writing - I****Math I / PA****Science I****PE (15 minutes) PA**

- Complete dictation with a parent.
- Read and annotate [chapter 8 of *The Wonderful Wizard of Oz*](#), then answer the question.
- Practice reciting "[Paul Revere's Ride](#)."
- Complete the writing prompt.
- Complete the review problems.
- Practice Math Flashcards
- Read and highlight the selection, then answer the questions.
- Complete the exercise below.

Thursday Materials

ELA

Spalding

Instructions: Scholar sounds out each syllable of each word.

<i>drawn</i>	<i>furniture</i>	<i>independent</i>
<i>drew</i>	<i>future</i>	<i>individual</i>
<i>draw</i>	<i>gathering</i>	<i>influence</i>
<i>equipment</i>	<i>heavily</i>	<i>innocent</i>
<i>equipped</i>	<i>heavier</i>	<i>instance</i>
<i>equip</i>	<i>heavy</i>	<i>instrumental</i>
<i>fearful</i>	<i>hundred</i>	<i>instrument</i>
<i>fear</i>	<i>imagine</i>	<i>leisure</i>
<i>functional</i>	<i>image</i>	<i>license</i>
<i>function</i>	<i>inches</i>	<i>liquid</i>

Literature

Instructions: Read chapter 8 of *The Wonderful Wizard of Oz*. As you read, circle words from your glossary and underline literary devices. When you finish, answer the question.

Glossary

- p.75 **Beckon:** (v) make a gesture with the hand, arm, or head to encourage someone to come nearer or follow
- p.78 **Poppies:** (n) a herbaceous plant with showy flowers, milky sap, and rounded seed capsules



- p.80 **Aroused:** (v) awaken (someone) from sleep

What simile can you find in the first part of this chapter? How does this simile add to your understanding of the story? (p.75)

Poetry

Instructions: Practice reciting the entire poem! We have officially covered every stanza. Now you get to focus on perfecting your poem and getting it “recitation-ready.” You may want to have the poem in front of you while you practice. Click [here](#) for an online copy. As you practice, try creating gestures to help you solidify the poem in your mind. You can also try reciting it a few different ways if you want to have fun with it.

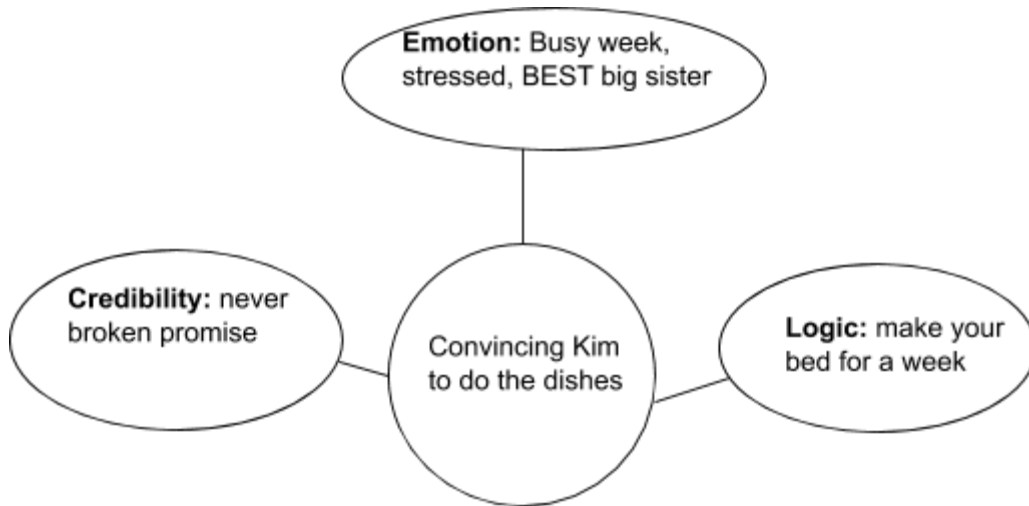
- **Round 1:** Recite it normally.
- **Round 2:** Recite it in a funny voice (in an accent, like a robot, etc.)
- **Round 3:** Double time! Recite it as fast as you can.

Writing

Instructions: Your task is to **persuade** (or convince) your friend, teacher, or sibling to do something. When we write persuasively, we can use three main techniques:

- Convince them based on **emotion**. (Make them feel guilty for saying no! Make it seem really fun or that they will feel really good by saying yes.)
- Convince them based on **logic**. (Use logical reasons, facts, and statistics.)
- Convince them based on **credibility**. (Make your friend see that they should trust you. Maybe use the opinion of an **expert** to make them feel that they should believe your opinion!)

Look at the examples on the next page to get some ideas. **Note:** a concept map is optional but could help if you get stuck.



Sample paragraph

Kim, I think you should do the dishes for me today. As your little sister, you have always looked out for me and taken care of me. I have had a horribly busy week, and I am so stressed about getting my school work done. If you did this favor for me, you would be the most incredible big sister in the world. If you do agree to do the dishes for me, I will make your bed for a week. Think about it! You would get to wake up and get straight to a delicious breakfast without having to worry about straightening out your comforter. You know you can believe me because I have never broken a promise that I have made to you. Please help me out!

Choose from the following prompts and write at least one paragraph to persuade your reader.

1. Persuade your friend to join a new club or sport with you.
2. Persuade your teacher to have no school work on Friday.
3. Persuade your sibling to do one of your chores for you.
4. Persuade your friend to read your favorite book.

Writing Checklist
<input type="checkbox"/> I indented my paragraph.
<input type="checkbox"/> I capitalized the first letter of every sentence.
<input type="checkbox"/> Each sentence ends with a punctuation mark.
<input type="checkbox"/> I used emotion, reason, or credibility to persuade my reader.
<input type="checkbox"/> I used transition words to move from idea to idea.

Math
Unit 1-10 Review

Hint** Pay attention to the place value of each digit when arranging in increasing order

1. Arrange the numbers in increasing order: 40.62, 40.26, 42.06, 42.6

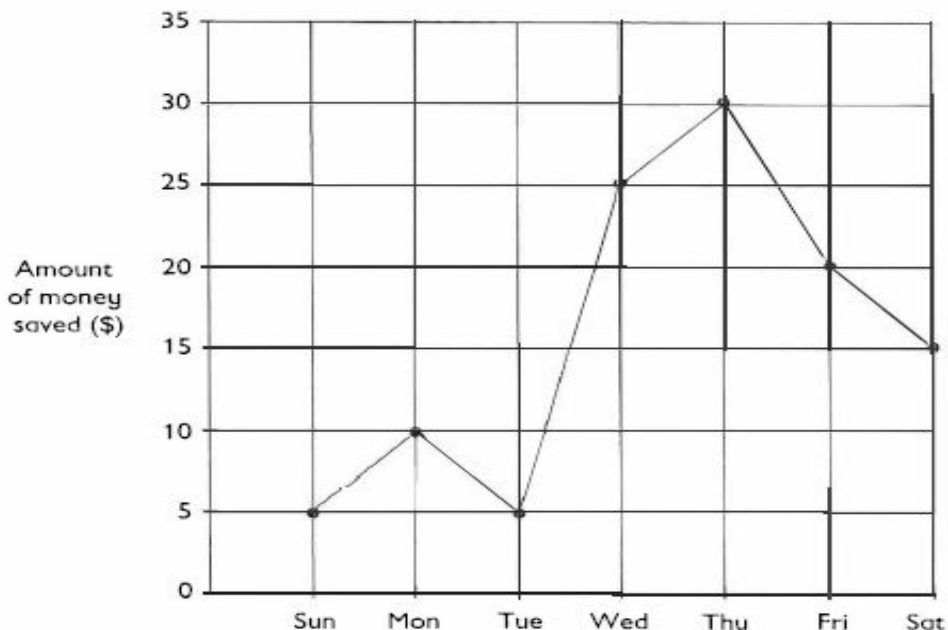
****Hint:** Start with your answer sentence. Don't forget units. Draw a bar model to visualize the word problem.

2. Marcus had \$17.50. He spent his money equally over 5 days.
How much money did she spend each day?

3. The cost of 4 baseballs and a bat \$42. The bat costs \$30.
What is the cost of each baseball?

****Hint:** Read the graph carefully and mark the graph to keep track of the data.

4. The line graph shows the amount of money Jorel saved in a week.



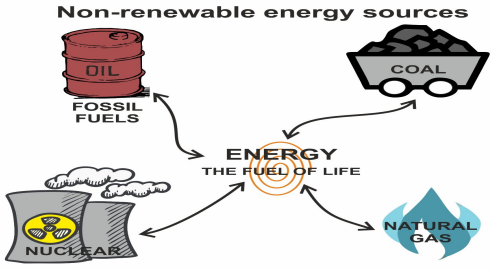

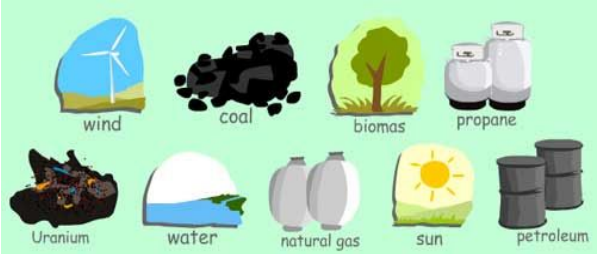


- a. He saved the most on _____.

- b. He saved a total of \$ _____.

Practice math flashcards for 5 minutes.

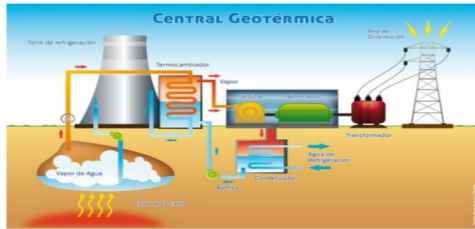
Science

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

Energy source	Description
<p>Non renewable energy source:</p>  <p>Supported by: </p>	<p>A non-renewable resource is a natural resource that cannot be easily replaced by natural methods. An example is carbon-based fossil fuel. The original organic (once-living) matter, with the help of heat and pressure, becomes a fuel such as oil or gas.</p>
<p>Renewable energy source:</p> 	<p>Renewable resources can be changed by natural methods and can be used repeatedly. Examples: oxygen, fresh water, solar energy, timber, and biomass (<i>meaning an organic matter that comes from living or recently living things, like plants and animals</i>).</p>
<p>Solar power:</p> 	<p>Solar power is power generated directly from sunlight. Solar power is when heat energy is converted into electric energy. It is a renewable source of energy which means that when we use solar power, we don't use any of the Earth's resources like coal or oil.</p>
<p>Wind power:</p> 	<p>Wind power is an alternative energy source. This means that the power of the wind can be used in place of other energy sources such as coal, oil, and nuclear reactions. Wind can be used to produce electricity that heats homes and gives light to streets and buildings. A machine called a wind turbine turns the energy in wind into electricity!</p>

Geothermal power:

IV:Diagram of a geothermal power plant



Geothermal (Geo - Earth, Thermal - Heat) energy is heat that comes from inside Earth. It is an alternative energy source that can be used for cooking, bathing, and heating. It can also be converted into **electricity**.

Hydroelectric power:



Hydroelectric power, or **hydroelectricity**, is generated by the force of falling **water**. That means that **hydroelectric power** plants are able provide **electricity** at a reasonable cost to families, schools, farms, factories, and businesses.

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

1. Explain the difference between renewable and non renewable energy sources with an example.

Renewable energy source	Non-renewable energy source

2. _____ energy is heat that comes from inside Earth.
3. Solar power can be used for heat energy converted into _____ energy.

SPECIALS - Physical Education

Activity: Spelling PE

Materials: Letter cards for each letter of the alphabet, and your grade level spelling list.

Specific Actions:

- Take your letter cards and randomly spread them out in an area approximately 10 feet by 10 feet.
- If possible, have a parent or sibling read the first word to you. Once read, repeat the word then proceed to move from letter to letter until the word is spelled.
- Say each letter out loud as you move through the letters to spell the word.
- If you get the word right move on to the next word on the list. If you get the word wrong do 10 pushups and move on to the next word.
- Repeat this process until you have completed your spelling list at least three times.

Note: If you cannot make letter cards ask your parents to read the word out loud. Spell the word back to your parents correctly. If you get it wrong do the 10 pushups and continue through the list in this manner until three rotations are completed.

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 ☺

Thursday, 5/7	<input type="checkbox"/> I spent around _____ 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 grammar.. <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. <input type="checkbox"/> 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.
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GREAT HEARTS WESTERN HILLS

A Great Hearts Academy

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

Student Attendance Affidavit

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

Monday, May 4, 2020

Tuesday, May 5, 2020

Wednesday, May 6, 2020

Thursday, May 7, 2020

Friday, May 8, 2020

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

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

Parent Signature: _____

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

Student Signature: _____

Student Printed Name: _____ Class Section: _____

FRIDAY ASSESSMENTS

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. On page 51 of chapter 5, Dorothy says that it would be “as easy as to give the Scarecrow brains” when the Tin Man asks if Oz could give him a heart. Why do you think Dorothy believes Oz can easily do this task? Support your opinion with references from the text.

2. On page 55 of chapter 5, The Tin Woodman says that “a fool would not know what to do with a heart if he had one.” In other words, it’s hard to know how to use our hearts. Do you agree with him? Can you think of any examples in life or literature that would support your opinion?

3. On page 60 of chapter 6, Dorothy speaks angrily after the Lion attacks her companions. How does the Cowardly Lion respond? What virtue does he show in his responses?

4. In chapter 7 (pages 67-68), how do Dorothy’s companions show the virtue of friendship while they are in the forest? Support your answer with textual evidence.

5. On page 78 of chapter 8, the cowardly Lion says that he likes flowers because “they seem so helpless and frail.” What does it mean for something to be “helpless and frail?” What do you think the Lion likes about the flowers?

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. _____

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11. _____

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30. _____

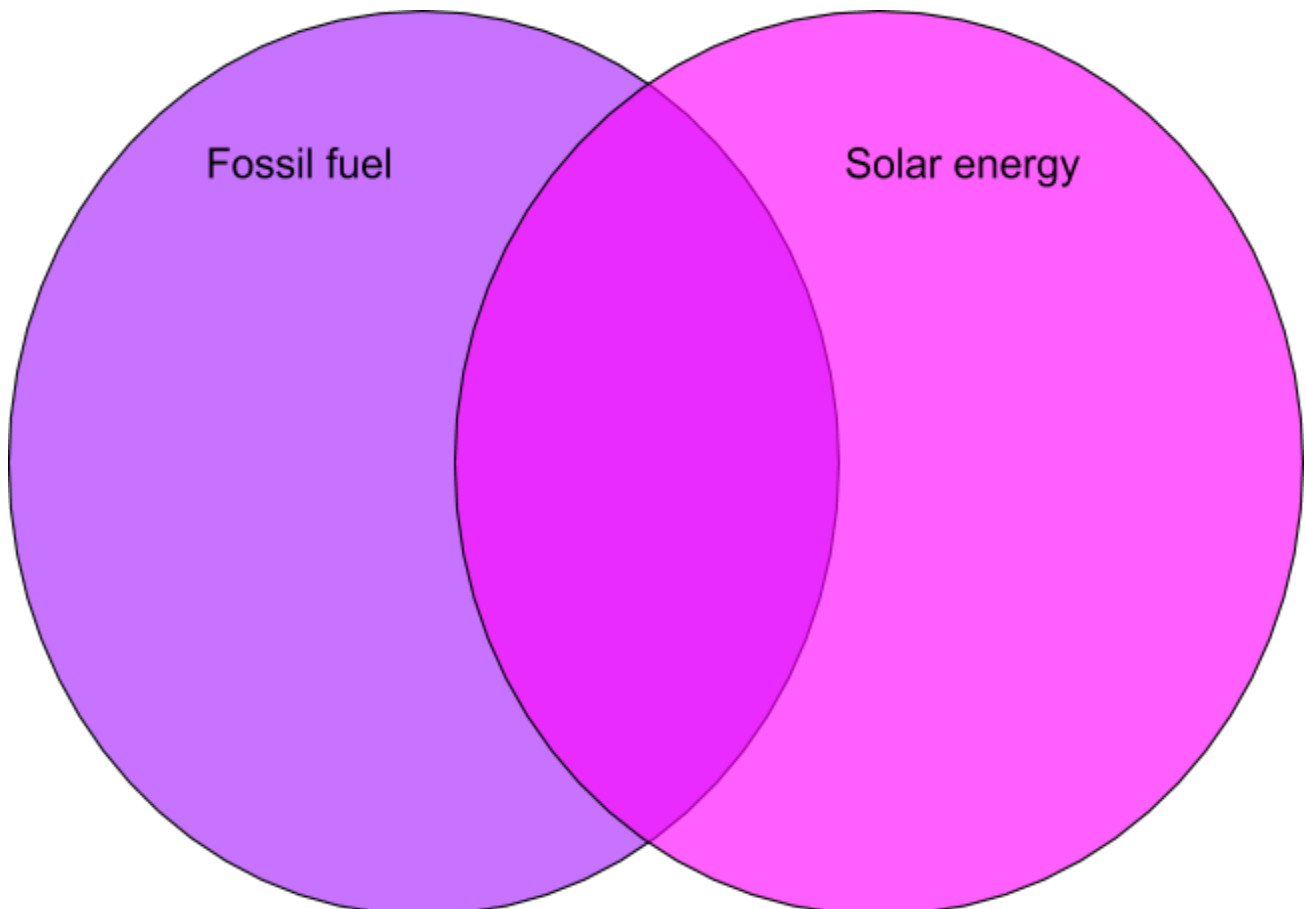
Science

**Non renewable energy vs renewable energy
Fossil fuels vs solar energy**

Fossil fuels: Most non-renewable energy is generated from fossil fuels which include coal, petroleum (crude oil) and natural gas. These are known as fossil fuels because of the way they are formed. Fossil fuels were formed deep within the Earth from the remains of ancient animals and plants. Over a long period of time, heat and pressure turned these remains into fuel which releases energy when it is burned. Because they take millions of years to form, these fuels are considered non-renewable. If we run out of these, we will need to turn to alternative sources of energy.

Solar energy: Solar energy comes from the sun. The sun is an important resource as it helps sustain life. Without the sun, our planet would have no life. Through the use of technology, we are able to harness the energy from the sun to convert it to electricity. When we use **solar power**, we don't use any of the Earth's resources like coal or oil. This makes **solar power** a renewable energy source.

Using the Venn diagram, compare fossil fuels to solar energy.



History

Instructions: Drawing conclusions helps you to reach an answer or form an opinion. Sometimes, artists and authors do not directly express their meaning. Instead, they suggest or hint at their meaning. Drawing conclusions allows you to look at what you see, apply what you already know, and make a judgement or form an opinion.

Below is an excerpt from the secret agreement attached to the Treaty of Velasco. It describes certain things that Santa Anna must do. Read the excerpt, then answer the questions.

Article 1. He will not take up arms, nor cause them to be taken up, against the people of Texas, during the present war for independence.

Article 2. He will give his orders that, in the shortest time, the Mexican troops may leave the territory of Texas.

Article 4. A treaty (agreement) of commerce, amity (friendship), and limits, will be established between Mexico and Texas, the territory of the latter not to extend beyond the Rio Bravo del Norte.

1. What are the two parties of the treaty trying to achieve?

2. Why would Texans want to ensure that Mexican troops leave as soon as possible?

3. Why would Mexico and Texas sign a treaty of trade and friendship?

Math
Unit 1-10 Assessment

1. Arrange the numbers in increasing order. 4.07, 14.6, 1.49, 41.9

Hint**Pay attention to the place value of each digit when arranging in increasing order

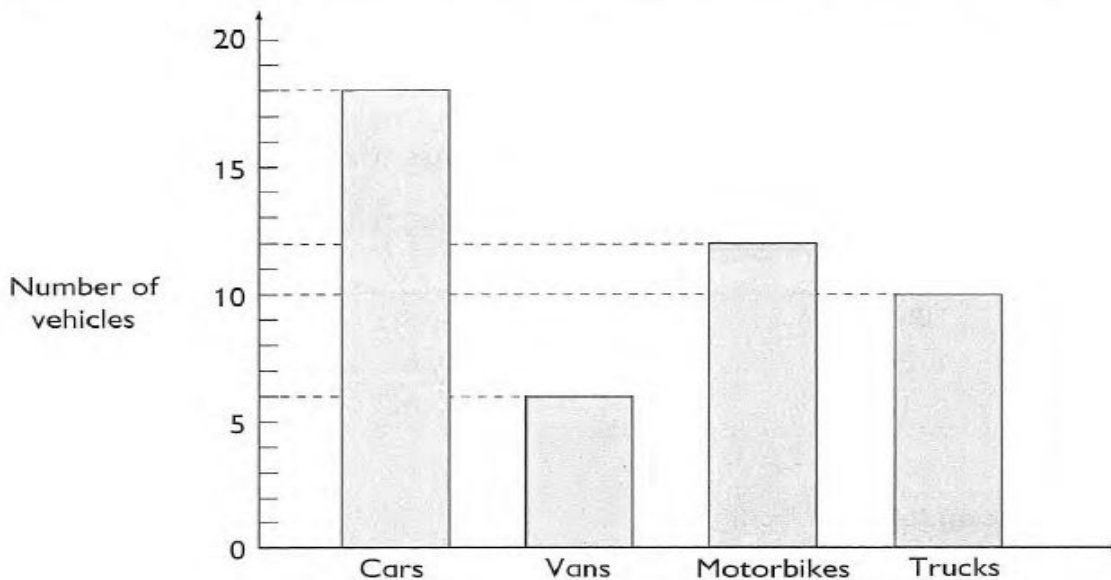
Hint**Start with your answer sentence. Don't forget units. Draw a bar model to visualize the word problem.

2. Bella had \$20. She spent her money equally over 8 days. How much money did she spend each day?

3. The cost of 4 chairs and a table is \$956. The table costs \$550. What is the cost of each chair?

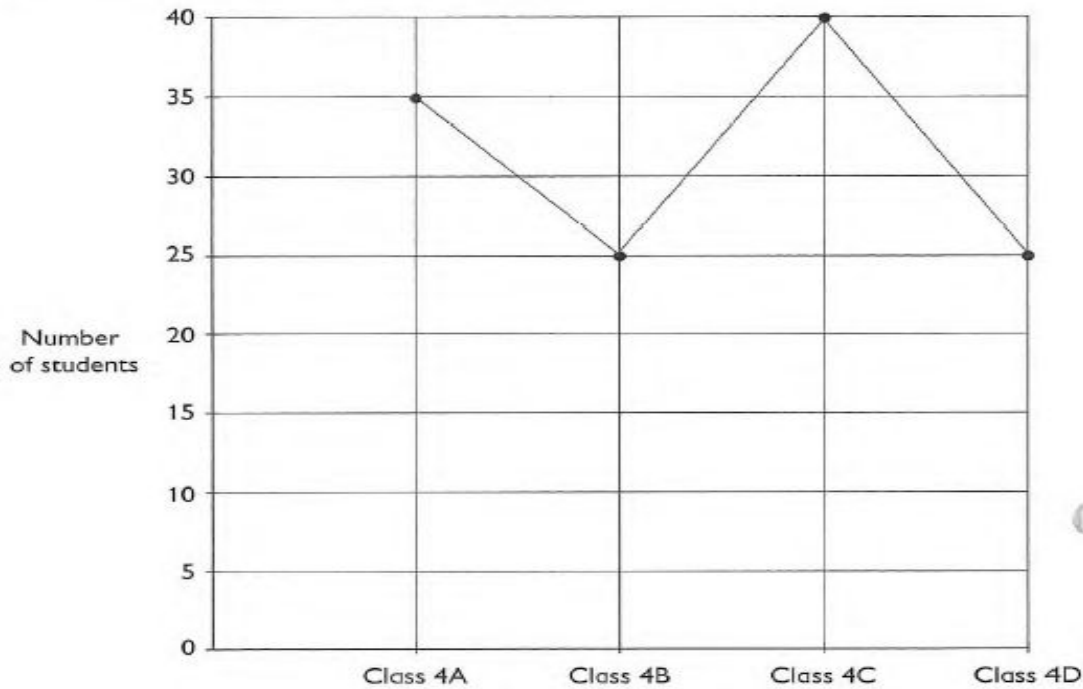
Hint**Read the graph carefully and mark the graph to keep track of the data.

4. The bar graph shows the number of vehicles at a parking lot.



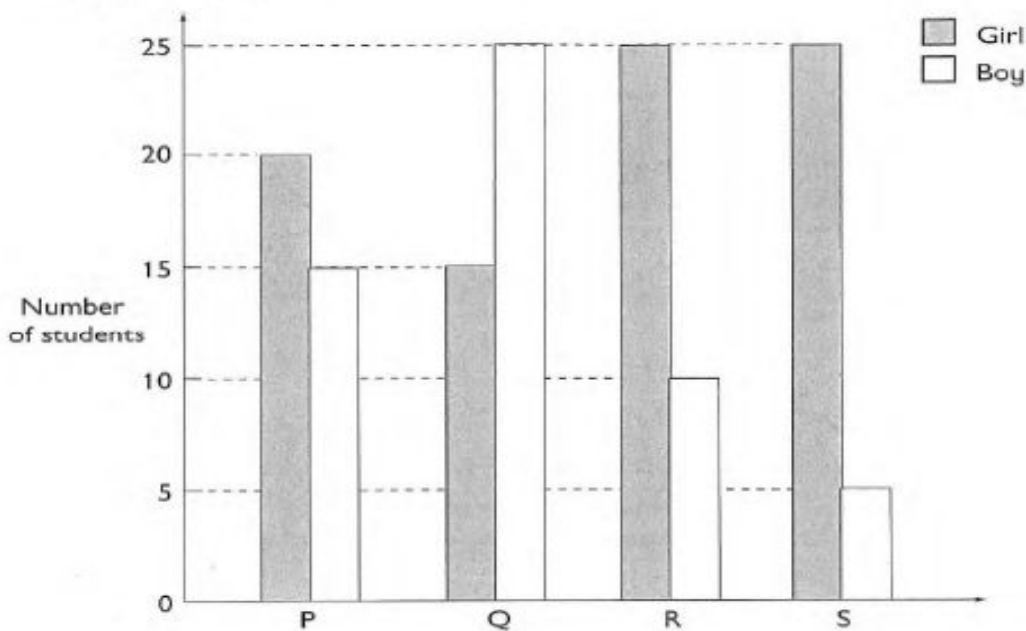
- a. There are _____ more cars than vans.
- b. There are _____ vehicles altogether.

5. The line graph shows the number of students in 4 classes.



- Class _____ has the most number of students.
- If there are 17 girls in Class 4D, how many boys are there in the same class? _____
- There are _____ students altogether.

6. The bar graph shows the number of boys and girls in different classes.



Which two classes have the same number of students? _____