



GREAT HEARTS WESTERN HILLS

A Great Hearts Academy

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Dear Fifth Grade Families,

As we enter the month of May, we are grateful for the times we have had together. We encourage you to use this last month to reflect upon a past great challenge our country once faced - the civil war. It was a time in which our country was nearly divided, however was unified. During this challenging time, we hope you will come out strengthened with the virtues of perseverance and a dedication for unity - unity among our families, our school community and nation. We are grateful for your support and show of kindness during this historic era. Please let us know how we may continue to return the support to you that you have extended toward us.

Kindly,

Your 5th Grade Teachers

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Sections in **bold** are necessary for printing. The rest can be viewed online and completed on notebook paper.

Parent Packet

5th Grade - Monday Checklist

Art (20 mins)	<input type="checkbox"/> <u>Independent Work</u> : Complete Coloring Assignment
Math (30 mins)	<input type="checkbox"/> <u>Independent Work</u> or <u>Parent Assisted</u> : Read information and answer questions
Science (30 mins)	<input type="checkbox"/> <u>Parent Assisted</u> : Read assignment together <input type="checkbox"/> <u>Independent Work</u> or <u>Parent Assisted</u> : Complete questions using complete sentences
Literature/Poetry (30 mins)	<input type="checkbox"/> <u>Independent Work</u> : Student reads pages 1-14 (page break) <input type="checkbox"/> <u>Independent Work</u> : Student answers or discusses focus questions <input type="checkbox"/> <u>Independent Work/Parent Assisted</u> : Student practices poetry
Spalding (10 mins)	<input type="checkbox"/> <u>Parent Assisted</u> : Spalding words once in notebooks

5th Grade - Tuesday Checklist

Music (20 mins)	<input type="checkbox"/> <u>Independent Work</u> : Complete Worksheet
Math (30 mins)	<input type="checkbox"/> <u>Independent Work</u> or <u>Parent Assisted</u> : Read information and answer questions
History (30 mins)	<input type="checkbox"/> <u>Parent Assisted</u> : Read assignment together <input type="checkbox"/> <u>Independent Work</u> or <u>Parent Assisted</u> : Complete questions in complete sentences
Literature/Poetry (30 mins)	<input type="checkbox"/> <u>Independent Work</u> : Student reads pages 14-22 (end of chapter 1) <input type="checkbox"/> <u>Independent Work</u> : Student answers or discusses focus questions <input type="checkbox"/> <u>Independent Work</u> : Student practices poetry
Spalding (10 mins)	<input type="checkbox"/> <u>Parent Assisted</u> : Spalding words once in notebooks

5th Grade - Wednesday Checklist

Latin (20 mins)	<input type="checkbox"/> <u>Independent Work</u> : Reading assignment <input type="checkbox"/> <u>Independent Work</u> : Complete Translations <input type="checkbox"/> <u>Independent Work</u> : Study Vocabulary
Math (30 mins)	<input type="checkbox"/> <u>Independent Work</u> or <u>Parent Assisted</u> : Read information and answer questions
Science (30 mins)	<input type="checkbox"/> <u>Parent Assisted</u> : Read assignment together <input type="checkbox"/> <u>Independent Work</u> or <u>Parent Assisted</u> : Complete questions in complete sentences
Literature/Poetry	<input type="checkbox"/> <u>Independent Work</u> : Student reads pages 23-33 (all of chapter 2)

(30 mins)	<input type="checkbox"/> <u>Independent Work</u> : Student answers or discusses focus questions <input type="checkbox"/> <u>Independent Work</u> : Student practices poetry
Spalding (10 mins)	<input type="checkbox"/> <u>Parent Assisted</u> : Spalding words once in notebooks

5th Grade - Thursday Checklist

PE (20 mins)	<input type="checkbox"/> <u>Independent Work</u> : Complete Workout
Math (30 mins)	<input type="checkbox"/> <u>Independent Work</u> or <u>Parent Assisted</u> : Read information and answer questions
Science (30 mins)	<input type="checkbox"/> <u>Parent Assisted</u> : Read assignment together <input type="checkbox"/> <u>Independent Work</u> or <u>Parent Assisted</u> : Complete questions in complete sentences
Literature/Poetry (30 mins)	<input type="checkbox"/> <u>Independent Work</u> : Student reads pages 34-45 (all of chapter 3) <input type="checkbox"/> <u>Independent Work</u> : Student answers or discusses focus questions <input type="checkbox"/> <u>Independent Work</u> : Student practices poetry
Spalding (10 mins)	<input type="checkbox"/> <u>Parent Assisted</u> : Spalding words once on lined paper

Answer Keys

Monday:

Math:

Practice 5B TB p. 149-150 Task 1- 5	<ol style="list-style-type: none">1. a) -25 b) a decrease in temperature of 40 degrees c) -\$252. a) 7 b) -1 c) -4 d) -93. Check number lines4. a) $3 < 5$ b) $3 > -5$ c) $-3 < 5$ d) $-3 > -5$ e) -9, -6 f) -12 > -14 g) $20 > -30$ h) $15 > -15$5. a) 5 b) 10 c) -20, 20
Complete 5B WB p. 146 - 147 Exercise 4	<ol style="list-style-type: none">1. a) -20 b) west c) -10 degrees d) -20 e) -\$20 f) negative2. -9, -8, -7, -6, -5, -4, -3, -2, -1, 0, 1, 2, 3, 4, 53. a) 9 b) -10 c) -1 d) -814. a) 1 b) -3 c) -29 d) -985. a) $<$ b) $>$ c) $<$ d) $>$ e) $>$ f) $>$6. a) 3, 1, -2, -4 b) 51, -46, -50, -607. a) 1, 0, -1 b) 0, -10, -20 c) -3, 0, 38. a) 4 b) 7 c) 100

Science:

1. What is the heart and what is its role in the circulatory system?

The heart is a four chambered organ made of powerful muscles. It's role is to pump blood which carries oxygen and nutrients to the body.

2. What are heart valves and what do they do?

Heart valves are similar to doors which are located on the 4 chambers of the heart. They let blood in and out of the chambers in an ordered manner to get to the lungs and other parts of the body.

3. What is the main function of the left side of the human heart?

The left side of the human heart receives oxygenated blood from the lungs (blood that has received oxygen from the lungs) and sends the blood to the body through the arteries.

4. What is the main function of the right side of the human heart?

The right side of the human heart receives deoxygenated blood (blood that has had the oxygen taken out of it) and sends it to the lungs to receive oxygen.

Literature:

1. It would be disrespectful for Jethro to call Mis' Creighton by her given name because she is Jethro's mother.
2. Student answers will vary; this is an opinion question.

Spalding:

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

Parent: Say the word.
Say the word in a sentence.
Say the word again.

Child: Repeats the word.
Determines the base word (and affix. If applicable)
Shows syllables with fists, and sounds with fingers.
Writes the word in syllables while saying the word aloud.
Writes the markings and rules that apply.

Together: Make the appropriate corrections before moving on to the next word. Remind students to use their phonogram and spelling rule knowledge and to use their best handwriting.

Word	Example Sentence	Notes
<i>pro¹ jec² tion³</i> r.4,14	The projection on the screen was very clear.	R. 4: o may say o at the end of a syllable. R. 14: ti may be used at the beginning of a syllable.
<i>pro¹ jec² tor³</i> r.4	The projector in the classroom broke.	R. 4: o may say o at the end of a syllable.
<i>pro¹ ject²</i> r.4	She had to project the image onto the screen.	R. 4: o may say o at the end of a syllable.
<i>qual¹ i² ties³</i> r.1,24	He has many wonderful qualities.	R. 1: q is always followed by u. R. 24: change y to i before adding ending.
<i>qual¹ i² ty³</i> r.1,6	The pencil is high quality.	R. 1: q is always followed by u. R. 6: English words end in y not i.
<i>quan¹ ti² ties³</i> r.1,24	The family bought excessive quantities of food.	R. 1: q is always followed by u. R. 24: change y to i before adding ending.

<i>quãnti ty</i> r.1,6 <small>quãnti ty</small>	They had the appropriate quantity of materials.	R. 1: q is always followed by u. R. 6: English words end in y not i.
<i>re search</i> r.4 <small>re search</small>	He completed his research early.	R. 4: e may say e at the end of a syllable.
<i>re sem blance</i> r.4,11 <small>re sem blance</small>	There was a strong resemblance between the brothers.	R. 4: e may say e at the end of a syllable. R. 11: write base word without silent final e because ending starts with a vowel.
<i>re sem ble</i> r.4 <small>re sem ble</small>	Do you resemble your parents?	R. 4: e may say e at the end of a syllable.

Tuesday:**Math:**

Practice 5B TB p. 152 Task 6-9	<ol style="list-style-type: none"> a) $(+3)+(+4) = +7$ b) $(-2)+(-5)=-7$ a) -8 b) -13 c) -93 -11 a) -15 b) -25 c) -22
Complete 5B WB p. 148 Exercise 5	<ol style="list-style-type: none"> a) -6 b) -6 c) -8 d) -10 e) +5 f) -9 a) -15 b) +20 c) -108 d) -58 e) -100 f) -241 g) -19 h) -30 a) -9 b) -32 c) -10 d) -22 $(-\\$171,000) + (-\\$15,000) = -\\$186,000$ $(-5) - 5 - 8 = -18$

History:

- The Emancipation Proclamation freed slaves in the rebellious states.
- Announcing after a defeat would have made the proclamation seem like a desperate move. He wanted to wait until it looked like the North might win the war.
- Slaves in slave states rebelling against the Union were freed. Slaves in the North, the border states, and the territories were not. Lincoln knew that the border states were crucial to the Union cause. Freeing the slaves there would have caused those states to leave the Confederacy.

Literature:

- The Creightons's way of life is threatened by the possibility of war.
- Student answers will vary; this is a prediction question.

Spalding:

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

Parent: Say the word.
Say the word in a sentence.
Say the word again.

Child: Repeats the word.
Determines the base word (and affix. If applicable)
Shows syllables with fists, and sounds with fingers.
Writes the word in syllables while saying the word aloud.
Writes the markings and rules that apply.

Together: Make the appropriate corrections before moving on to the next word. Remind students to use their phonogram and spelling rule knowledge and to use their best handwriting.

Word	Example Sentence	Notes
<i>re com mend</i> r.29	I recommend the chicken.	R. 29: double m because o does not say o.
<i>re la tion ship</i> r.4,14,13	She has a good relationship with her mother.	R. 4: e/a may say e/a at the end of a syllable. R. 14: ti may be used at the beginning of a syllable. R. 13: sh may be used at the beginning of a syllable.
<i>re la tion</i> r.4,14	What is the relation between the two students?	R. 4: e/a may say e/a at the end of a syllable. R. 14: ti may be used at the beginning of a syllable.
<i>re late</i> r.4	He could relate to the boy in the story.	R. 4: e may say e at the end of a syllable.
<i>res tau rant</i>	They ate at their favorite restaurant.	
<i>scarce ly</i> r.6	He scarcely feels worried.	R. 6: English words end in y not i.
<i>scheme</i> ⁰	The children created an elaborate scheme.	
<i>seized</i> ² r.12,11,28	She seized the doll.	R. 12: use ei for its first sound. R. 11: write base word without silent final e because ending starts with a vowel. R. 28: ed makes verbs past tense.
<i>seize</i> ⁰ r.12	The children tried to seize all the candy.	R. 12: use ei for its first sound.
<i>selec tion</i> r.4,14	There was a large selection of toys at the store.	R. 4: e may say e at the end of a syllable. R. 14: ti may be used at the beginning of a syllable.

Wednesday:

Math:

Practice 5B TB p. 153-154 tasks 10-15	1. a) $(+7)+(-4)=3$ $(-4)+(7)=3$ b) $(-6)+2=(-4)$ $2+(-6)=-4$ 2. a) $4-10=-6$ b) $4+(-10)=-6$ 3. a) 12 b) -45 c) -12 4. a) 7000-3000-6000 b) -\$2000 5. a) -14 b) -14 c) -14 6. a) -16 b) -11 c) -35
Complete 5B WB p. 149-150 Ex. 6	1. a) 4 b) -1 c) 2 d) -4 e) 3 f) -2 2. a) -5 b) -13 c) 12 d) -2 e) -54 f) -29 3. a) -21 b) 12 c) 6 d) 50 4. 1450 5. a) profit b) \$3,200 6. 13°F

Science:

1. What are the three main parts of the human respiratory system? What are the system's functions?

The lungs which take in air and breathe out carbon dioxide, the system of tubes called bronchioles and alveoli and the diaphragm which assists you in breathing. The function of the respiratory system is to bring oxygen to the red blood cells and get rid of waste carbon dioxide.

2. What are alveoli and what happens there?

Alveoli are small air sacs where the exchange of oxygen and carbon dioxide take place in the lungs.

3. How does the blood or hemolymph in an insect's body flow?

One vessel runs from their head to their abdomen where the vessel forms chambers called hearts. When the insect moves, its muscles make the hearts move the blood throughout the body.

Literature:

1. The debate gets so angry that Ellen orders it stopped.
2. Student answers will vary; this is an opinion question.

Spalding:

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

- Parent: Say the word.
Say the word in a sentence.
Say the word again.

Child: Repeats the word.
 Determines the base word (and affix. If applicable)
 Shows syllables with fists, and sounds with fingers.
 Writes the word in syllables while saying the word aloud.
 Writes the markings and rules that apply.

Together: Make the appropriate corrections before moving on to the next word. Remind students to use their phonogram and spelling rule knowledge and to use their best handwriting.

Word	Example Sentence	Notes
<i>sim pli ci ty</i> r.11,2,6	The simplicity was relaxing.	R. 11: write base word without silent final e because base word starts with a vowel. R. 2: i lets the c say second sound. R. 6: English words end in y not i.
<i>sim 'pli fi ed</i> r.24,28	They simplified the equation.	R. 24: change y to i then add ending. R. 28: ed makes verbs past tense.
<i>sim 'pli fy</i> r.11,5,6	They had to simplify the assignment.	R. 11: write base word without silent final e because ending starts with a vowel. R. 5: i may say i at the end of a syllable. R. 6: English words end in y not i.
<i>sim 'ple</i>	She thought the project was very simple.	
<i>sub 'ma rine</i>	They toured an old submarine.	
<i>ma rine</i>	He wanted to study marine life.	
<i>su per in ten dent</i> r.4	The superintendent worked hard at his job.	R. 4: u may say u at the end of a syllable.
<i>sur geon</i>	She studied hard to become a surgeon.	
<i>tel e scope</i> r.4	They looked at the stars through the telescope.	R. 4: e may say e at the end of a syllable.

Thursday:

Math:

Complete 5B TB p. 155 tasks 1-5	<ol style="list-style-type: none">1. a) +10 b) -82 c) +152. a) -1 b) 6 c) 2 d) 03. a) -7 b) 3 c) -1 d) -1 e) -5 f) -24. a) 9 b) 8 c) 7 d) -29 e) 11 f) -73 g) -14 h) -27 i) -41 j) -15 k) -99 l) 260 m) -9 n) -15 o) 25 p) 13 q) -35 r) 675. a) -140 b) -162 c) 220 d) -45 e) 0 f) -78
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History:

1. Lee was a brilliant tactician, but he bucked conventional rules of engagement by dividing his army and counted on winning by surprising the enemy.
2. Thomas J. “Stonewall” Jackson knew more about strategy and tactics than anyone else on either side. He was known for being on the move and always on the attack.
3. Ulysses S. Grant’s strategy was to force the Confederates to fight whenever and wherever, knowing that they do not have as many replacements in manpower and supplies as the Union did.

Literature:

1. He tells them about the fall of Fort Sumter and Lincoln’s call for 75,000 militia volunteers.
2. Bill has decided to fight for “the southern farmer,” even though he hates slavery. He thinks his decision will cost him his family because they support the Union.

Spalding:

Dictate twenty nine words to your child. Please see the list below.

- Parent: Say the word.
Say the word in a sentence.
Say the word again.
- Child: Repeats the word.
Writes the word while saying the word aloud.

Together: Make the appropriate corrections before moving on to the next word. Remind students to use their phonogram and spelling rule knowledge and to use their best handwriting.

<i>projection</i>	<i>recommend</i>	<i>simplicity</i>
<i>projector</i>	<i>relationship</i>	<i>simplified</i>
<i>project</i>	<i>relation</i>	<i>simplify</i>
<i>qualities</i>	<i>relate</i>	<i>simple</i>
<i>quality</i>	<i>restaurant</i>	<i>submarine</i>
<i>quantities</i>	<i>scarcely</i>	<i>marine</i>
<i>quantity</i>	<i>scheme</i>	<i>superintendent</i>
<i>research</i>	<i>seized</i>	<i>surgeon</i>
<i>resemblance</i>	<i>seize</i>	<i>telescope</i>
<i>resemble</i>	<i>selection</i>	

Student Packet
Art-Monday

Remote Learning Art Assignment: Italian Renaissance
Leonardo da Vinci

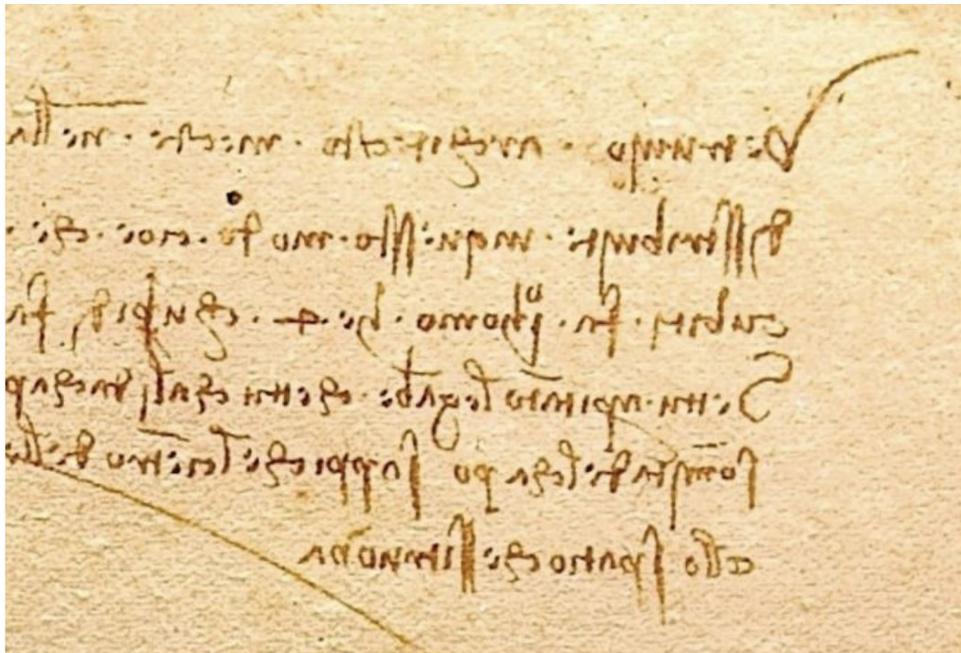
Leonardo da Vinci was a multi-faceted artist from the Italian Renaissance.
What do you think “multi-faceted” means? _____

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!

Math - Monday

Integers

Look at the picture below:



Think of some things we might see **at sea level**, maybe a boat, a swimmer, or a duck floating on the water. What about things **above sea level**? Perhaps birds, planes, or a hot air balloon. And what about things **below sea level**? Things like fish, submarines, or divers.

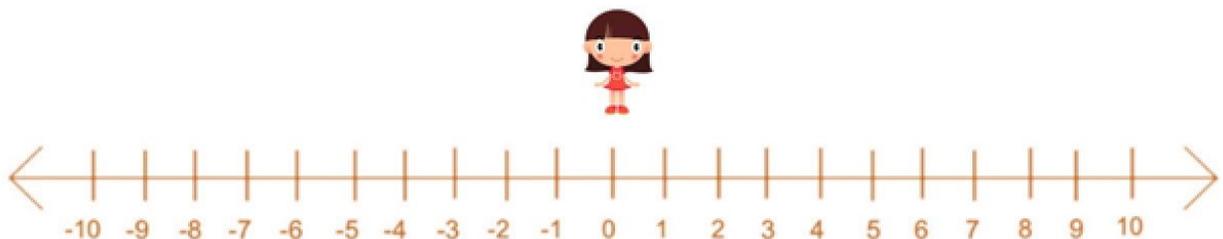


About how far above sea level is the bird flying? Notice that the bird is flying **above** sea level, so we label it as **30m**.

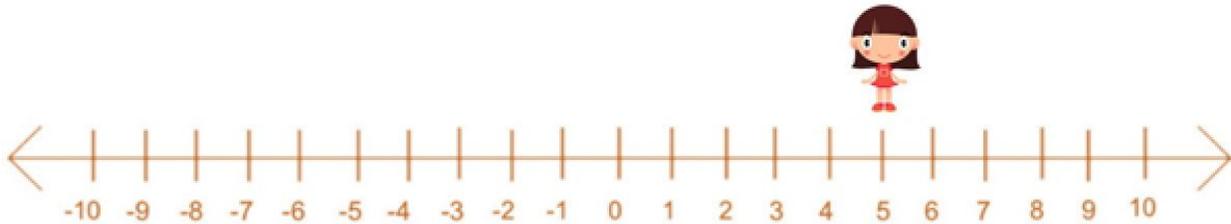
How far below sea level is the fish? Notice that the fish swims **below** sea level, so we label it as **-30m**.

Think of other real life situations where we use **negative** numbers, such as temperature or debt. All **negative** numbers, **positive** numbers, and the number **0**, are called **integers**.

Let's look at a number line:

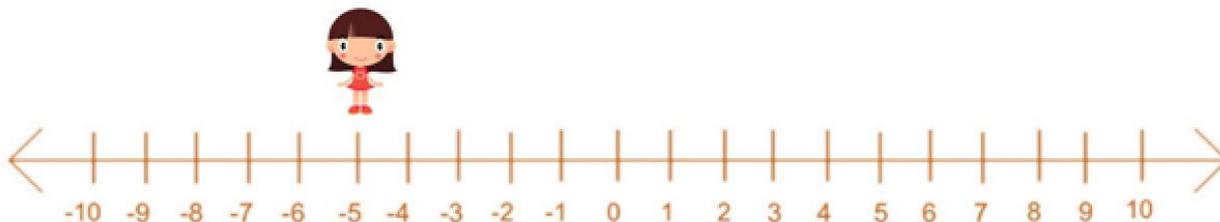


Notice the little girl starts at **0**. Then she walks 5 units to the right.



Did the girl walk in a **positive** or a **negative** direction? She walked in a **positive** direction. We can write positive 5 as either 5 or +5.

Similarly if the little girl walks to the left 5 units she would be walking in a **negative** direction and is written as -5.



Notice that the numbers going to the right are getting bigger. If you start at 10 and go to the left they get smaller.

Whether the little girl walks 5 units to the left or right she walks the same distance of 5 units. 5 units is the **numerical value** of how far the little girl is from her starting point **0**.

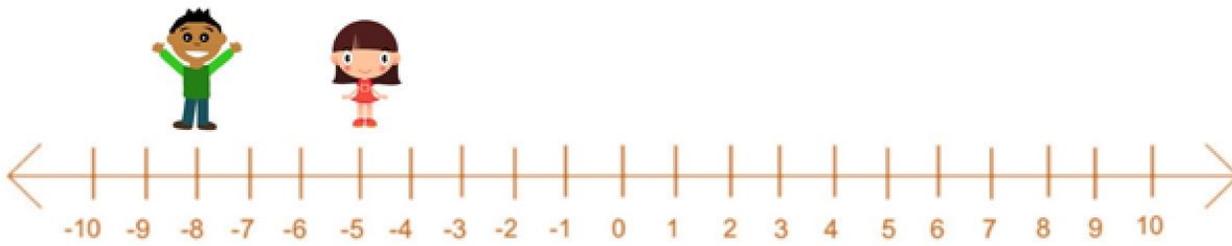
Because she walks to the right of the **0** it is a **positive** direction, and when she walks to the left it is a **negative** direction.

Both the boy and girl started at **0**. The boy walked 8 units to the left while the girl walked 5 units to the left. They both walked in a **negative** direction.

The boy's **numerical value** is 8 units away from **0** while the girl's is 5 units away from **0**.

Although the boy's numerical value is bigger than the girl's, because they walked in a **negative** direction -8 is farther left than -5, making -8 a **smaller** value.

The farther left the **integer** is on the number line the smaller the value. The farther right on the number line the larger the value.



Use the number line to arrange these integers;

-4, 5, 3, 0, -9

Write them in order in the space below:

Practice 5B TB p. 149-150 Task 1- 5

Complete 5B WB p. 146 - 147 Exercise 4

Science - Monday

The Human Circulatory System

The basic unit of life is the cell. All organisms are made of living cells. The simplest organisms, such as the amoeba, are just one cell.

All living cells have something in common. They all have a membrane on the outside. All cells are filled with a liquid called cytoplasm, which is mostly water. And all cells need four resources in order to stay alive. They are water, food, gases and waste disposal.

How do cells get water?

Single celled organisms live in water. The food and gases they need to survive are in the water. The environment brings water, food and gases to the cells all the time. The cell releases waste products into the water. The environment provides all the resources that single-celled organisms need.

A human is a multicellular organism. A human is made of trillions of cells. Humans don't live in water, and most of the cells are deep inside the body.

Muscles are made of millions of cells. Every cell in a human muscle is alive. That means every cell is getting the resources it needs to survive. How do these muscles get the water, food, gases and waste removal they need to survive?

Multicellular organisms have specialized structures to transport resources to cells. In humans, blood is mostly water, is pumped through blood vessels to all the cells. The blood carries food and gases to the cells and carries away waste.

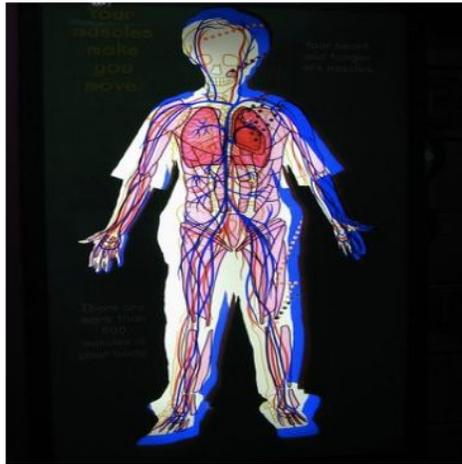
The human body is made of many different kinds of cells. There are nerve cells, muscle cells, bone cells, liver cells, skin cells and so on. A group of cells of the same kind, working together to perform a function, is called a tissue. Muscle tissue contracts to produce movement. Bone tissue gives our bodies structure. Nerve tissues sends electric messages. Each tissue is made of its own kinds of cells. But the cells in all tissues need the same basic resources.

Cells break down sugar to get energy. Cells need oxygen to do the job. One of the by-products of the sugar breakdown is the waste gas carbon dioxide. If cells don't get oxygen, they will die. If cells don't get rid of the carbon dioxide, they will die.

Resource Delivery

Blood flows through blood vessels to every cell in the body. The blood is kept flowing with a pump called the heart. The human heart is a four chambered organ made of powerful muscles. The muscles contract to pump the blood about once every second. You can feel the beat of your pumping heart when you put your hand on your chest. The heart muscle works all the time. It pumps day and night, year after year. Every year your heart beats more than 30 million times!

Blood flows away from the heart in blood vessels called arteries. Blood flows back to the heart in vessels called veins. The smallest vessels, the ones that serve the cells, are called the capillaries. The system of blood vessels and the heart is called the circulatory system. It circulates blood to every cell in your body.



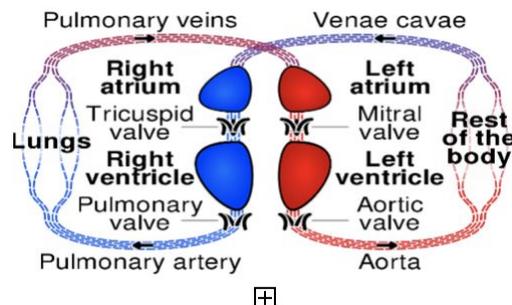
The two most important resources transported to cells are oxygen (a gas) and sugar (food). The most important waste product removed from cells is carbon dioxide (a gas). Oxygen comes from the air we breathe, and sugar comes from the food we eat. In order to get fresh oxygen, dispose of carbon dioxide, and get new sugar for cells, the circulatory system has to connect with the lungs and intestines.

To learn how the circulatory system works, let's take an imaginary trip through it. Red blood cells carry oxygen to the cells and carbon dioxide away from the cells. You have about 25 trillion red blood cells in your body. They live only about 4 months, so they are being replaced at the amazing rate of 3 million per second.

The Right Side of the Heart

It takes about a minute for a red blood vessel to travel once through the circulatory system. Blood returning from the body cells goes to the right side of the heart. The returning red blood cells are carrying carbon dioxide waste. The returning blood enters the upper chamber on the right side of the heart, called the right atrium. When the heart beats, the right atrium squeezes blood down into the right ventricle.

The next time the heart beats, it pushes blood out of the right ventricle to the lungs. The blood flows through tiny capillaries that are touching the air sacs in the lungs. The red blood cells release carbon dioxide. The carbon dioxide enters the air in the lungs and is exhaled. then the red blood cells take oxygen from the air you breathe in.



The Left Side of the Heart

The oxygen-rich red blood cells go back to the left side of the heart. Blood from the lungs flow into the left atrium. The next time the heart beats, it squeezes blood into the powerful left ventricle. When the left ventricle contracts, it pumps blood through arteries to the body. The red blood cells transport oxygen and pick up waste carbon dioxide. Then the cycle starts over again.

Reflection Questions

1. What is the heart and what is its role in the circulatory system?

2. What are heart valves and what do they do?

3. What is the main function of the left side of the human heart?

4. What is the main function of the right side of the human heart?

Literature/Poetry - Monday

Across Five Aprils

Pages 1-14

Vocabulary:

Burlap - coarse canvas woven from fibers, often used for sacking

Calvinism - the Protestant belief system that follows the thoughts of John Calvin

Comeuppance - a punishment

Chinch bugs - a plant eating bug that forms in swarms.

Focus Questions:

1. Why would it be disrespectful for Jethro to call "Mis' Creighton" by her given name (Ellen)?
2. Is it honorable that President Lincoln and Matthew Creighton are slow to anger?

Poetry:

Continue practicing your poem in its entirety. Our focus this week will be adding on to what we had memorized last week. Practice the underlined portion (what we worked on last week) to jog your memory and we'll start to add onto it tomorrow.

The Gettysburg Address
President Abraham Lincoln
November 19, 1863

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

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

Spalding - Monday

Directions: After hearing the word, repeat the word. Find your base word and any prefixes or suffixes. Show syllables using your fists. Show sounds using your fingers. Write the word in syllables as you say the word aloud. Go back and mark the word and rules. First time, write in your Spalding notebook.

Tuesday - Music

Composer of the Month

“Vocalise” by SERGEI RACHMANINOFF

Directions: After listening and watching the video map of Rachmaninoff’s “Vocalise,” answer the questions below. Go back and listen/watch the video map as many times as you need. Read the questions and then circle the correct answer. If you don’t know an answer, or you’re not sure, take your best guess.

1. What is the mood of this piece of music?
 - A. Cheerful
 - B. Suspenseful
 - C. Melancholy
2. Which of the following instruments played the melody first?
 - A. Horn
 - B. Violin
 - C. Drums
3. What do you think “vocalise” means?
 - A. A song without or words
 - B. A game without words
 - C. An exercise without words
4. To which instrument family does the violin belong?
 - A. The String Family
 - B. The Brass Family
 - C. The Percussion Family
5. Sergei Rachmaninoff wrote “Vocalise” in the Romantic Style. What do you think the phrase “Romantic Style” means?
 - A. Rachmaninoff wrote music so that he could feel romantic
 - B. Rachmaninoff wrote music for people to listen to when they want to fall in love
 - C. Rachmaninoff wrote music that expresses feelings and emotions
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.

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

Name : _____

Class : _____

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

Math - Tuesday

Add Integers with the Same Sign

Integers are very applicable in real life scenarios, and especially when working with money. Let's use money to explore how to add both positive and negative integers.

Let's say you have \$3:



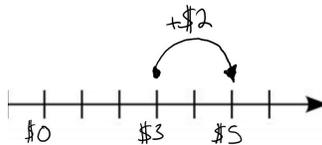
Then someone gives you \$2:



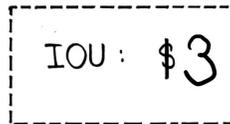
Now you have \$5. And can be expressed as:

$$(+3) + (+2) = 3 + 2 = 5$$

We could also see this on a number line:

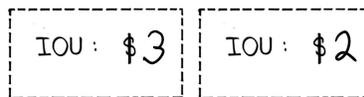


But let's say you **owe** someone \$3. Then you would have a **negative** amount of money, **-\$3**:

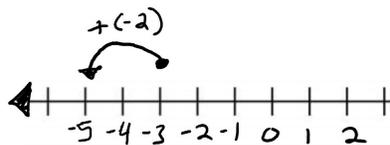


I.O.U. = (I owe you)

Then you owe someone else \$2. Now you will have to add your two negative amounts of money to see how much you owe altogether:



$$(-\$3) + (-\$2) = -\$5$$



Practice 5B TB p. 152 Task 6-9

Complete 5B WB p. 148 Exercise 5

History - Tuesday

The Emancipation Proclamation



When the Civil War began, Lincoln said that the goal of the war would be to preserve the Union—not to end slavery. Indeed, the preservation and love of the Union was the reason that millions of Northerners were willing to fight against their fellow countrymen in the South.

It is true to say that Lincoln hated slavery. But he did not state that the reason for civil war was to destroy slavery. Why was that? Lincoln had several reasons. Four slave states—Missouri, Kentucky, Maryland, and Delaware—had so far stayed in the Union. They came to be called the border states, because they were located on the border of the North and the South. If they believed the Union's goal was to end slavery, they would almost certainly join the Confederacy. That would mean their population and resources would leave the Union and become a part of the Confederacy. Furthermore, Union armies would have to conquer that much more land to win the war. Lincoln also knew that the millions of Democrats and some conservative Republicans in the loyal states would only support a war to restore the Union—not one to achieve emancipation.

Keeping Kentucky and Maryland on the Union side was especially important. Lincoln once said, "I think to lose Kentucky is nearly the same as to lose the whole game." In other words, the Union would lose the war. Losing Maryland posed a different problem. If Maryland joined Virginia in the Confederacy, Washington, D.C., the capital city of the Union, would be completely surrounded by Confederate states.

Lincoln had another reason for saying that the Union's goal was only to preserve the Union. Most Northerners agreed that saving the Union was worth a war. They did not necessarily agree that freeing the slaves was worth a war. Being against slavery was one thing; being willing to go to war to end it was another. Abolitionists, of course, believed that ending slavery was exactly what the war should be about. However, Lincoln knew he must wait for more Northerners to agree with the abolitionists. Otherwise, he would risk losing support for the war.

By the summer of 1862, President Lincoln felt that the time was right to announce a change in the Union's goals for the war. This would be a change he hoped would defeat the Confederacy. "The moment came when I felt that slavery must die that the nation might live," said Lincoln. That summer he stayed up late writing and rewriting a document called the Emancipation Proclamation. He would announce that as of January 1, 1863, all slaves in states still rebelling against the United States would be "forever free."

The Emancipation Proclamation was ready in July 1862. Unfortunately, that was right after Union armies had suffered a series of defeats. Lincoln's secretary of state, William Seward, advised him, "Wait until the Union wins an important victory." Otherwise, announcing the proclamation then would look like a desperate effort to escape defeat at the hands of the Confederacy. Lincoln waited. Antietam was not quite the victory Lincoln had hoped for, but he decided it was good enough.

President Lincoln had also carefully considered his constitutional authority over slavery. In his inaugural address he had promised the South that he had no authority over slavery and could not interfere with it before the war started. However, now that he was the Commander in Chief of a nation at war, he could use his wartime powers to hurt the Confederate war effort by freeing the slaves.

On September 22, 1862, five days after Antietam, Lincoln issued his preliminary Emancipation Proclamation. In it he stated that if the rebels did not rejoin the Union by January 1863, all slaves in the rebellious states would be set free. When the Confederacy did not act, President Lincoln signed the final Emancipation Proclamation on January 1, 1863.

It's important to understand what the Emancipation Proclamation was and what it wasn't. It did not free any slaves in the border states because these states were not rebelling against the United States. Nor did it free any slaves in areas controlled by the U.S. Army. If Lincoln had done that, at least three border states would immediately have left the Union. That would seriously weaken the Union's chances of winning the war, and then maybe no slaves would be free. The proclamation freed only the slaves in the eleven Confederate states that were still rebelling against the United States. If the Confederates actually stopped fighting and ended the war before January 1, they could keep their slaves. Until Union armies entered those states, however, Lincoln could say what he wanted, but he couldn't actually free a single slave.

That's why some people said the Emancipation Proclamation didn't really mean very much. But these people missed the point. After the proclamation, as long as the Union won the war, slavery was finished. Slaves understood the importance of the proclamation. News of it spread through slave quarters all across the South. The proclamation was the beginning of an answer to their prayers for freedom. In the North, the abolitionist and former slave Frederick Douglass wrote, "We shout for joy that we live to record this righteous decree."

On the other hand, Lincoln knew that his emergency war powers would not last after the war. He needed a constitutional amendment to make the Emancipation Proclamation and the end of slavery permanent in the United States.

The Emancipation Proclamation was the most important American document about freedom since the Declaration of Independence in 1776. It was a step toward fulfilling the declaration's promise that all people should have the right to "life, liberty, and the pursuit of happiness."

New Year's Day, January 1, 1863, Lincoln signed the Emancipation Proclamation. As he did, he said, "I never, in my life, felt more certain that I was doing right than in signing this paper."

Reflection Questions

1. What did the Emancipation Proclamation do?

2. Why did Lincoln wait until after the Battle of Antietam to issue the Emancipation Proclamation?

3. Whom did the Emancipation Proclamation free, and whom did it leave enslaved?

Literature/Poetry - Tuesday

Across Five Aprils

Pages 14 - 22

Vocabulary:

- Perplexities - confusions, uncertainties
- Elicited - to draw or bring out
- Imminence - the state or condition of coming
- Monotonous - lacking variety

Focus Questions:

1. What threatens to disrupt the Creightons's lives?
2. How do you think "comp'ny" will break up the monotony of the days?

Poetry

Continue practicing your poem in its entirety. Our focus this week will be adding on to what we had memorized last week. Practice the underlined portion five times and try to do a little more by memory each time. After you've practiced five times, recite (or read) the entire speech.

The Gettysburg Address
President Abraham Lincoln
November 19, 1863

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

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

Spalding - Tuesday

Directions: After hearing the word, repeat the word. Find your base word and any prefixes or suffixes. Show syllables using your fists. Show sounds using your fingers. Write the word in syllables as you say the word aloud. Go back and mark the word and rules. First time, write in your Spalding notebook.

Latin - Wednesday

LATINA CANTEBRIGIA V: In Theatro

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

Poppaea

Poppaea est ancilla. ancilla prope iānuam stat. ancilla viam spectat. dominus in hortō dormit. dominus est Lucriō. Lucriō est senex.

Poppaea: ego amīcum meum exspectō. ubi est amīcus?

(Lucriō stertit.)

ēheu! Lucriō est in vīllā.

(agricolae in viā clāmant.)

Agricolae: euge! agricolae hodiē nōn labōrant!

Poppaea: Lucriō! Lucriō! agricolae urbem intrant.

agricolae adsunt.

Lucrio: (sēmisorpnus) a...a...agricolae?

Pueri: euge! Sorex! Actius! āctōrēs adsunt.

Poppaea: Lucriō! Lucriō! puerī per viam currunt.

Lucrio: quid tū clāmās, Poppaea? cūr tū clāmōrem facis?

Poppaea: Lucriō, Pompēiānī clāmōrem faciunt.

agricolae et puerī sunt in viā.

Lucrio: cūr tū mē vexās?

Poppaea: āctōrēs in theātrō fābulam agunt.

Lucrio: āctōrēs?

Poppaea: Sorex et Actius adsunt.

Lucrio: quid tū dīcis?

Poppaea: (īrāta) senēs ad theātrum ambulat, iuvenēs
ad theātrum contendunt, omnēs Pompēiānī
ad theātrum ruunt. āctōrēs in theātrō fābulam agunt.

Lucrio: euge! āctōrēs adsunt. ego quoque ad theātrum
contendō.

(exit Lucriō. amīcus vīllam intrat.)

amicus: salvē! mea columba!

Poppaea: Grumiō, dēliciae meae! salvē!

Grumio: ubi est dominus tuus?

Poppaea: Lucriō abest.

Grumio: euge!

euge!: hurray!

fābulam: agunt act a play

Adsunt: are here

tū dīcis you say

Sēmisorpnus: half-asleep

runt: rush

Clamore facis: you are
making a noise

mea columba my dove, my dear

dēliciae meae my darling

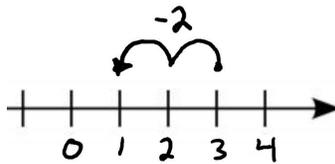
tū... vexās: you annoy

abest is out

Math - Wednesday

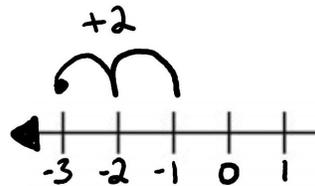
Add Positive and Negative Integers

Let's say you have \$3 and an I.O.U. of \$1. When you pay back your I.U.O. how much money will you have?



$$(+3) + (-2) = 1 \quad \text{-or-} \quad 3 - 2 = 1$$

But what if you had a \$3 I.O.U. and were given \$2? How much money would you have then?



$$(-3) + (+2) = -1$$

Practice 5B TB p. 153-154 tasks 10-15

Complete 5B WB p. 149-150 Ex. 6

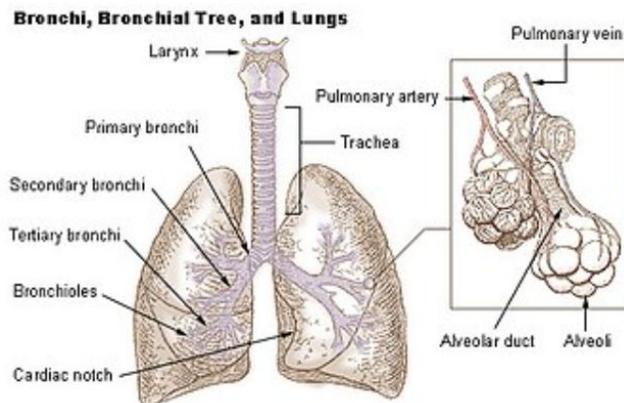
Science - Wednesday

The Human Respiratory System

The respiratory system has three main parts. They are the lungs, the system of tubes that connect the lungs with the outside air and the diaphragm (an arched muscle). The respiratory system brings oxygen to the red blood cells and gets rid of the waste carbon dioxide.

When your arched diaphragm muscle contracts, you breathe in. When you inhale (breath in), oxygen from the air enters your lungs. The air ends up in the 300,000,000 alveoli (air sacs) at the ends of tiny tubes (bronchioles) in your lungs. The alveoli are surrounded by capillaries. The oxygen passes through the walls of the air sacs into the capillaries. Red blood cells pick up the oxygen. At the same time, the red blood cells release waste carbon dioxide from the body cells into the alveoli. This waste goes into the air when you exhale.

Blood flows from the body tissues through the arteries. The blood flows through smaller and smaller arteries, ending in networks of capillaries. Capillaries are only 1/100th of a millimeter in diameter. That's just a little larger than a red blood cell. Capillaries are so small that red blood cells often travel single file to get through.



The capillaries touch every cell in the body. Gas exchange takes place while the red blood cell is sliding past a cell. Here, only the thin wall of the capillary is between them. Oxygen passes into the cells, and carbon dioxide passes out. The red blood cell then transports the carbon dioxide to the lungs for disposal. Red blood cells carry gases. They carry the essential gas, oxygen to the cells and carry the waste gas, carbon dioxide, away from the cells.

Other Circulatory and Respiratory Systems

You have a closed circulatory system. A system of vessels and organs holds your blood, and it stays in there. One of organs is a muscular heart, which pumps the blood around and around the system. all vertebrate animals have a similar circulatory system. These animals include mammals, birds, reptiles, fish and amphibians.

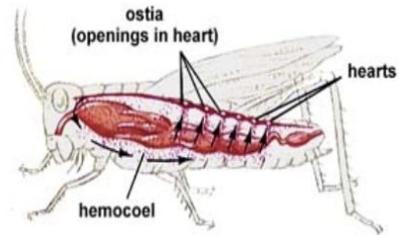
Invertebrate animals have different kinds of systems of distributing food and other nutrients to their cells. The painted lady butterfly is a member of the class of organisms called insects. Insects have an open circulatory system. One vessel runs from their head to the end of their abdomen. In the

abdomen, the vessel forms several chambers called hearts. When the insect moves, its muscles make the hearts push the blood toward the head. The blood spills out into the body cavity. There it seeps freely around the organ and other tissues. When the blood flows around the gut, nutrients from digested food enters the blood. The nutrient-rich blood nourishes all the cells as it flows through the insect's body cavity. The blood slowly flows toward the abdomen, and when it arrives at the area around the hearts, it enters the vessel through little valves in the hearts. Then the circuit repeats.

Insects don't have blood like you. Insect "blood" is called hemolymph and is yellowish or greenish. Hemolymph does not carry oxygen to the cells or carry waste carbon dioxide away from the cells. Insects have a completely different respiratory system. Air enters the insect's body through a line of holes along its side. The holes are connected to air tubes that branch and branch, eventually reaching all the cells in the insect's body. The cells get their oxygen from these little air tubes, and eliminate their waste carbon dioxide there, too.



Painted lady butterfly



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Insect circulatory system

Review Questions

1. What are the three main parts of the human respiratory system? What are the system's functions?

2. What are alveoli and what happens there?

3. How does the blood or hemolymph in an insect's body flow?

Literature/Poetry - Wednesday

Across Five Aprils

Pages 22 - 33

Vocabulary:

Seething - to be in a state of agitation

Vehement - Emotional; passionate

Pious - related to a religious devotion

Tumult - highly distressed

Focus Questions:

1. Why does Ellen finally order the young men to change the subject at dinner?
2. How would you have felt if you had been at the dinner?

Poetry

Continue practicing your poem in its entirety. Our focus this week will be adding on to what we had memorized last week. Practice the underlined portion five times and try to do a little more by memory each time. After you've practiced five times, recite (or read) the entire speech.

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President Abraham Lincoln
November 19, 1863

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

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

Spalding - Wednesday

Directions: After hearing the word, repeat the word. Find your base word and any prefixes or suffixes. Show syllables using your fists. Show sounds using your fingers. Write the word in syllables as you say the word aloud. Go back and mark the word and rules. First time, write in your Spalding notebook.

PE - Thursday

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.

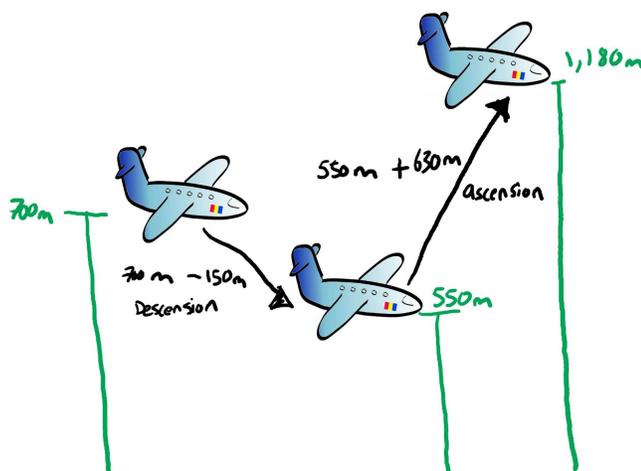
Math - Thursday

Practice B

An airplane descended 150 m from an altitude of 700 m and then ascended 630 m. What is the altitude of the airplane now?

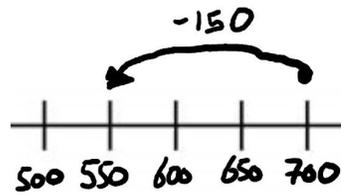
Here are a few ways we can approach this problem:

- Draw a picture

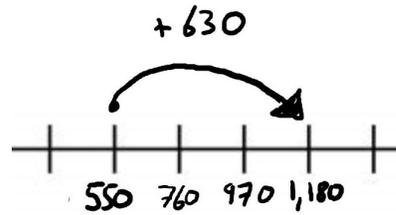


- Use a number line

First we'll start with the descension of 150m



Then the ascension of 630 m



- Write an equation

$$\begin{aligned}
 700\text{m} - 150\text{m} + 630\text{m} &= \\
 550\text{m} + 630\text{m} &= \\
 1,180\text{m} &
 \end{aligned}$$

Complete 5B TB p. 155 tasks 1-5

History - Thursday



The three most important generals during the Civil War were Robert E. Lee and Thomas J. “Stonewall” Jackson for the Confederacy, and Ulysses S. Grant for the Union.

Robert E. Lee came from a family of patriots and military leaders. His father was the Revolutionary War hero Henry “Light-Horse Harry” Lee. Robert E. Lee himself was married to the great-granddaughter of George Washington’s wife, Martha. After finishing first in his class at West Point Military Academy, Robert E. Lee served brilliantly in the Mexican American War.

At the start of the Civil War, Lee was fifty-four years old and a colonel in the U.S. Army. Deciding to fight for the Confederacy instead of the Union was a difficult choice for him.

Lee quickly became known for his daring strategies. For example, every student at West Point learned that a commander does not divide his army. If an army is divided, the enemy can pour troops between the two parts, keep them from rejoining, and then defeat one part at a time. Yet Lee did that several times and got away with it.

Military experts also warned against going into battle with many fewer troops than the enemy. But there were times when Lee had to do just that. Usually, he came out the winner.

Lee was kind to his fellow officers and his men. He inspired confidence, and his troops were devoted to him.

The second great Confederate general was Lee’s partner and right-hand man, Thomas J. “Stonewall” Jackson. Jackson got his nickname in the first battle of the war at Bull Run. As Confederate troops led by Jackson held firm against a Union attack, a Southern officer shouted, “There is Jackson standing like a stone wall.” The men cheered, and ever afterward the general was known as Stonewall Jackson.

“Stonewall” was a catchy nickname, but it did not describe Jackson well at all. A stone wall stands firmly in one place and is always on the defensive. Jackson, as a general, was always on the move and nearly always on the attack. Jackson described his ideas on warfare: “Always mystify, mislead, and surprise the enemy. And when you strike and overcome him never let up in the pursuit.”

Like so many other generals who served the Confederacy, Stonewall Jackson had gone to West Point and later fought in the Mexican American War. In the nine years before the Civil War, he was a professor of mathematics and science at the Virginia Military Institute. Students remembered him as a quiet man who went about his own business. What they didn't know was that during all those years, Jackson was also studying the strategy and tactics of war on his own. When war came, he knew more about strategy and tactics than anyone else on either side.

In war, being able to move forces quickly is often the key to success. No one did that better than Stonewall Jackson. He was the opposite of the cautious George B. McClellan. He would be many miles away, and the enemy would be sure he could not get to the battlefield in time to affect the outcome. But suddenly, there they were, Jackson and his troops, pitching in and swinging the tide of battle in the Confederacy's favor. Once, Jackson moved a brigade—a force smaller than an army but still a large group—four hundred miles in a month. That's nearly fifteen miles a day, every day, with soldiers carrying fifty to sixty-pound packs on their backs.

Jackson didn't look much like a general. His clothes were usually rumpled, and at times he wore a cap with its visor drawn low. Whether sitting on his favorite horse, Little Sorrel, or on a fence rail in camp, he could usually be found alone. He was also a deeply religious man. He held a religious service almost every day. It was said that his troops were the "prayin'est" in the Confederate army. Jackson strictly observed Sunday as a day of rest, except when he was in battle. He wouldn't even mail a letter if he believed that someone would be carrying it on a Sunday.

Jackson didn't spend much time chit chatting with other officers and certainly not with his soldiers. But all of them respected Jackson as a brilliant and daring general who won battles, even when outnumbered.

On the Union side, Ulysses S. Grant was the outstanding general. Looking at his record before the Civil War, however, he might have been voted "least likely to succeed." Like Lee and Jackson, Grant graduated from West Point and fought in the war with Mexico. But there the similarities stopped. Grant was not a top student at West Point. After the Mexican American War he was assigned to a lonely outpost in the West. He found the daily army duties dull and boring. As a result, he was forced to leave the army. He then tried farming in Missouri but failed. After that he tried selling real estate, but he failed at that, too.

Ulysses S. Grant then returned to his family in Galena, Illinois, where his father gave him a job selling harnesses in the family leather store. That's where he was working when the Civil War began.

Grant promptly volunteered to return to the army and was put in charge of a volunteer regiment. He was thirty-nine years old at the time. In western Tennessee he developed a plan that allowed his troops to capture two Confederate forts. When the commander of one fort asked Grant for his terms of surrender, Grant replied, "no terms except an unconditional and immediate surrender." This firm

position brought Grant to the attention of Lincoln and others in the East. After that, people often said that Grant's initials, U.S., stood for "Unconditional Surrender."

Later, some newspapers and others blamed Grant for being unprepared for the Battle of Shiloh. They demanded that Lincoln remove him from command. Lincoln replied, "I can't spare this man. He fights." Lincoln could have added, "And he wins."

Grant once explained his ideas about warfare this way: "The art of war is simple enough. Find out where your enemy is. Get at him as soon as you can. Strike at him as hard as you can and keep moving on."

Grant's strategy was based on a great advantage he had over the Confederate generals. He knew that with the North's larger population and greater resources, his losses of men and guns could be replaced. He also knew that as the war went on, the other side's losses could not be. So, Grant's plan was to force the Confederate armies to fight whenever and wherever he could. Sooner or later he would wear them down. And he did.

Reflection Questions

1. What did Robert E. Lee do to gain an advantage over his opponents?

2. What did Jackson know better than any other Civil War general?

3. How was Grant's strategy based on the overall advantages of the Union side?

Literature/Poetry - Thursday

Across Five Aprils

Pages 35 - 45

Vocabulary:

Oratory - the art of public speaking

Wastrel - a wasteful person

Tedium - state of weariness

Blithely - carefree

Focus Questions:

1. What news does Shad bring back to the family?
2. Why is it so hard for Bill to go off to war?

Poetry

Continue practicing your poem in its entirety. Our focus this week will be adding on to what we had memorized last week. Practice the underlined portion five times and try to do a little more by memory each time. After you've practiced five times, recite (or read) the entire speech.

The Gettysburg Address
President Abraham Lincoln
November 19, 1863

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

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

Spalding - Thursday

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

Friday Assessments

Math

1. Draw a number line to show the integers between -6 and 3.

2. Fill in each \circ with a $>$ or $<$.

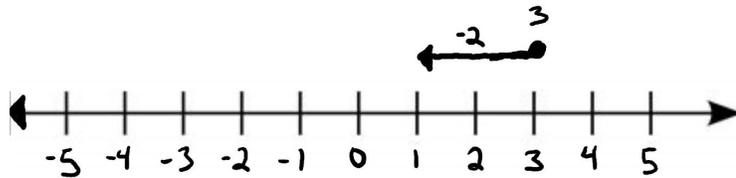
a. $-13 \circ 3$

b. $15 \circ -15$

c. $-5 \circ -50$

d. $-318 \circ -138$

3. Use the number line to find the sum of 3 and -2.



$$3 + (-2) = \underline{\quad}$$

4. Find the value of each of the following.

a. $(-6) + (-2) =$

b. $14 + (-7) =$

c. $(-21) + (-12) + 9 =$

5. Arrange the numbers in order, beginning with the greatest. -7, 5, -3, 7

6. A chemical is stored in a laboratory freezer at -6°C . In an experiment, the chemical is heated until its temperature rises by 15°C . What is its new temperature?

7. There is a rescue plane 85 m above sea level. It spots a sunken ship 18 m below sea level. What is the total distance between the rescue plane and the sunken ship?

Science

1. What is the heart and what is its role in the circulatory system?

2. What is the main function of the left side of the human heart?

3. What is the main function of the right side of the human heart?

4. What are the three main parts of the human respiratory system? What are the system's functions?

5. What are alveoli and what happens there?

History

1. Whom did the Emancipation Proclamation free, and whom did it leave enslaved?

2. What did Robert E. Lee do to gain an advantage over his opponents?

3. What did Jackson know better than any other Civil War general?

4. How was Grant's strategy based on the overall advantages of the Union side?

Literature/Poetry

Literature:

Read page 45 - middle of page 57 of Across Five Aprils.

Vocabulary:

Ironclads - 19th century warships with metal sides

Wanly - showing one is sad or tired

Choose three vocabulary words from this week and use them correctly in two separate sentences.

1. _____

2. _____

3. _____

Poetry: Recite what you have memorized so far. Take note of any places you struggle or forget so you can focus on those places next week.

Spalding

Directions: Listen to the word. After the word is said, write the word in space provided. Remember to use your best Spalding handwriting.



GREAT HEARTS WESTERN HILLS

Great Hearts Academy

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Student Attendance Affidavit

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

Monday, May 4th, 2020

Tuesday, May 5th, 2020

Wednesday, May 6th, 2020

Thursday, May 7th, 2020

Friday, May 8th, 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: _____