

GreatHearts

Northern Oaks



Distance Learning Packet

March 30-April 3, 2020

6th grade

Mrs. Sharp

Mrs. Scholl

Mr. Lucero

Miss Rogers

Mrs. Boyd

Student Name: _____ Section: ____

Table of Contents

General Instructions for Parents

NEW Suggested/sample daily schedule

Student Attendance Affidavit

Grade Level Letter to Students

Weekly Schedule

Monday student Instructions

Monday student pages

Tuesday student Instructions

Tuesday student pages

Wednesday student Instructions

Wednesday student pages

Thursday student Instructions

Thursday student pages

Friday student Instructions

Friday student pages

Grade level Reading log

Appendices

Answer Keys



Week 2 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. The packet is specifically arranged by days of the week, so that both parent and student can easily pace out the work needing to be done. It is up to the parent to decide the daily schedule and chunk how much of the work to do in one sitting (see sample schedule below). As much as possible and depending on the grade level, the teachers have designed the activities to be done independently. Each activity will be coded either as an **I=independent activity** OR **PA=parent assistance** needed. Additionally, each activity/assignment will have a suggested amount of time it should take to complete.

For the sake of academic honesty, please help the students be accountable for doing the portions of the work that were designated as Independent work. If you notice that from the student's answers that they need some help better understanding the directions or the content, feel free to reteach or review the content or directions with your student before allowing them to make a second attempt. If you do need to do that, please mark the page "**completed with PA.**"

NEW - moving to a more digital based packet & teacher made videos!

This week you will notice that the packet is MUCH lighter! That is because we have NOT included all of the readings necessary for each lesson. The contents of your child's desk/locker that you received today will allow them to use some of their own books. Unfortunately, we were not able to send all of the textbooks we use at school, because students usually pair up to follow along with readings from the science and history readers or it is typically done as a read aloud for students. For those things that need to be read that we did not provide in hard copy form, you will find digital links on the SIS sheets. Also, if you are currently reading from a hard copy packet, the deadline for sending it to the print shop was Wednesday night ... between Thursday and Sunday night, your teachers were working to enhance the learning by adding more links to resources and videos to the SIS sheets. For the most up-to-date SIS sheet with ALL resource links, please go to your GRADE LEVEL blog. All of the daily SIS sheets are posted there with all the hyperlinks included. The hard copy packet includes EVERY sheet your child needs to record their work on and eventually turn in.

How will I juggle giving access to digital documents & videos to all of my children working from home?

We do understand that this may mean staggering the times your children will have access to the computer, ipad, E-reader or smart phones available. Please look over the SIS sheets for all your children and work a schedule that is best for you. Here is a sample with one computer and one smart phone:

Time	Junebug	Samuel	Grayson
9-9:30	Independent 20 minutes reading	Spalding: (computer) watching teacher video with 5 new words, stopping between each one to write	Listening to teacher read aloud (smart phone) Chapter 1 of <i>Where the Red Fern Grows</i> while following along and annotating
9:30-10	Listening to teacher read aloud (smart phone) Chapter 1 of <i>Charlotte's Web</i> while following along and annotate	Science: (computer) follow link to science reading and read on screen & do activity sheet	Answer literature questions using C to K
10-10:30	Walk the dog	Walk the dog	Walk the dog
10:30-11	Answer literature questions (no tech) using the book	Latin: (smart phone) Watch Dr. Lee's video and	Spalding: (computer) watching teacher video with 5 new words,

		do activity	stopping between each one to write
11-11:30	Spalding: (computer) watching teacher video with 5 new words, stopping between each one to write	Math: 1. Do warm up/RM 2. Parent assist or watch short teacher video (smart phone)with new concept 3. Independent practice	Independent 20 minutes reading

How to reach out to your child’s teacher for instructional help:

Beginning March 30th, your teacher is available 8-4pm by email. Your teacher will also be setting up “office hours” through Zoom meeting. They will communicate to you when those times are, how to access them, and what to do if none of the times work for you.

Instructions for turning in completed packets:

For now, please plan on dropping off completed packets when you come to get a new weekly packet on Mondays.



Student Attendance Affidavit

March 30 - April 3, 2020

My GHNO student, _____, to the best of my knowledge attended to his/her distance learning studies on the following days:

Monday, March 30, 2020

Tuesday, March 31, 2020

Wednesday, April 1, 2020

Thursday, April 2, 2020

Friday, April 3, 2020

Student Name: _____ Grade/Homeroom: _____

Parent Name: _____ (printed)

Parent Signature: _____ Date: _____



"I wish it need not have happened in my time," said Frodo. "So do I," said Gandalf, "and so do all who live to see such times. But that is not for them to decide. All we have to decide is what to do with the time that is given us."

To our Sixth Grade Griffins,

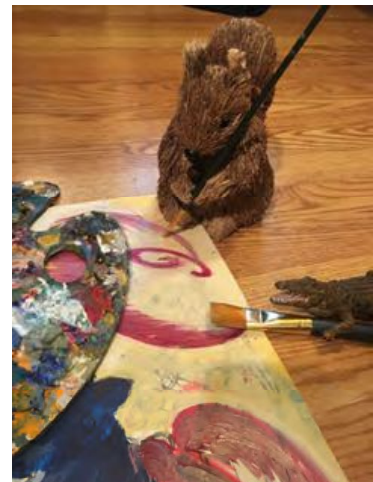
This certainly is an interesting time. It's not how we would have planned the school year, but here we are. It's been an encouragement to hear from so many of you that you are wisely choosing "what to do with the time that is given us." In spite of the sudden changes and awkward situation we all find ourselves in, there have been great stories of time well spent, joy in unexpected places, and growth in virtue and character. How beautiful it is to hear that our great-hearted griffins are still learning and growing.

Some of you have new study buddies in siblings that are older or younger. And now Mom and Dad are trying to teach you and work at the same time and it's uncomfortable sometimes. Maybe you haven't spent this much time with your family in awhile. Potato Jason III and Asparagus didn't get to spend this much time together before either. They were in the same class but they didn't really talk much until these last couple of weeks. Now that they can't hang out with the students, all they've got is each other. They had a hard time adjusting at first. They even got grumpy and had a fight (something about purple being substantial). But they're building their friendship, beginning to get new routines, and even finding opportunities to explore hobbies that they didn't have time for before the break. You can see by the picture that, Potato Jason III and Asparagus, have made the most of their extra leisure time. They have played games together, been creative, and even created their own seminar over a good book and a cup of tea.

We are here to support you! Drop us a line if you need help or even just to say "Hi!"

Our days are not the same without you!

Love, Your Teachers



Daily Student Instruction Sheet

MONDAY	
<p>ELA</p> <p>Poetry (15 Minutes)</p> <p>Literature (30 Minutes)</p> <p>Grammar/Writing (30 Minutes)</p> <p>Reading (20+ minutes)</p>	<p>Poetry</p> <p><u>Goal/Objective:</u> Students will continue learning “O Captain! My Captain” by Walt Whitman</p> <p><u>Materials needed:</u> “O Captain! My Captain”</p> <p><u>Specific Instructions</u> (I=independent; PA=dependent):</p> <ul style="list-style-type: none"> <input type="checkbox"/> Read the poem aloud at least twice, reciting from memory as much as possible (I) <input type="checkbox"/> Focus on committing the second stanza to memory (I) <p>Literature</p> <p><u>Goal/Objective:</u> Begin reading Chapter 4 of <i>The Wind in the Willows</i></p> <p><u>Materials needed:</u> The Wind in the Willows, Teacher Notes</p> <p><u>Specific Instructions</u> (I=independent; PA= Parent assistance):</p> <ul style="list-style-type: none"> <input type="checkbox"/> Read through Chapter 4 vocabulary (I) <input type="checkbox"/> Read the first half of Chapter 4 (pgs. 39-44), ending with “...in the usual way at this time of the year.” (I) <input type="checkbox"/> Answer the check for understanding questions (I) <p>Grammar/Writing</p> <p><u>Goal/Objective:</u> understand the purpose and structure of an “analysis essay”</p> <p><u>Materials needed:</u> Independent Practice, Teacher Notes, Teacher Video (if you do not see the link here, please look at the blog or digital copy).</p> <p><u>Specific Instructions</u> (I=independent; PA= Parent assistance):</p> <ul style="list-style-type: none"> <input type="checkbox"/> Read the example essay. (I) <input type="checkbox"/> Complete questions 1-3 on the example essay sheet. (I) <input type="checkbox"/> Complete Teacher Notes <input type="checkbox"/> Watch Teacher Video <input type="checkbox"/> Using their notes and teacher video, students will complete questions 4 and 5 on the example essay sheet.
<p>MATH</p> <p>(30 Minutes)</p>	<p><u>Goal/Objective:</u> The student will be able to calculate the mode and range as two measures of variability in a data set.</p> <p><u>Materials needed:</u> Teacher’s Notes, Independent Practice with Reflection, Answer Key</p> <p><u>Specific Instructions:</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> (I) Read the teacher notes. <input type="checkbox"/> (I) Complete the independent practice <input type="checkbox"/> (I) Check odds using the answer key at the back <input type="checkbox"/> (I) Rework any missed problems <input type="checkbox"/> (I or PA) Complete the Reflection Questions
<p>HISTORY</p> <p>(30 Minutes)</p>	<p>History</p>

Daily Student Instruction Sheet

	<p>Goal/Objective: Today we will begin a new unit, The Industrial Revolution: Challenges and Changes.</p> <p>Materials needed: Worksheet: Chart of Modern Appliances, textbook pages 2-6, Worksheet: Industrial Revolution: Chapter 1 Reading Check A, chapter vocabulary notes and teacher notes for Monday 3/30</p> <p>Specific Instructions (I=independent; PA= Parent assistance):</p> <ul style="list-style-type: none"> <input type="checkbox"/> Read pp. 2-6 of Chapter 1: Effects of the Industrial Revolution. End at “Child Labor.” (I) <input type="checkbox"/> Review teacher notes and vocabulary for Monday 3/30 (I) <input type="checkbox"/> For additional support, watch: https://youtu.be/xfC2r3NPRqA <input type="checkbox"/> Complete the comprehension questions on the worksheet, titled Industrial Revolution: Chapter 1 Reading Check A. You should use the textbook pages to complete this assignment. (I)
<p>LATIN (15 Minutes)</p>	<p>Latin <u>Goal/Objective:</u> (1) Make Q4U1 vocabulary flashcards; (2) Begin translation of “Sulla”</p> <p><u>Materials needed:</u> (1) Q4U1 vocabulary flashcard sheets; (2) Worksheet “W2 Monday Translation” worksheet</p> <p><u>Specific Instructions (I=independent; PA= Parent assistance):</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> I: Make Q4U1 flashcards (follow instructions at the front of flashcards sheets) <input type="checkbox"/> I: Translate text of “W2 Monday Translation” worksheet <ul style="list-style-type: none"> <input type="checkbox"/> I: Use wiktionary.org or translate.google.com for any words you do not know
<p>OPTIONAL Art (10 minutes) PE (15 minutes)</p>	<p>Art Goal/Objective: Learn about colored pencil techniques to create value (practice) Materials needed: colored pencils Specific Instructions (I=independent; PA= Parent assistance):</p> <ul style="list-style-type: none"> <input type="checkbox"/> (PA) Go over “Colored Pencil Techniques” sheet with student. <input type="checkbox"/> (I) Duplicate the techniques onto the worksheet using colored pencils. <ul style="list-style-type: none"> <input type="checkbox"/> Use different colors. <input type="checkbox"/> Consider how complementary colors interact with each other (contrast, value, etc.). <p>PE Goal/Objective: Progress in strength, building upon your baseline</p> <p>Materials needed: W2 Log</p> <p>Specific Instructions: (I = Independent; PA = Parent Assisted)</p> <ul style="list-style-type: none"> <input type="checkbox"/> I: Warmup (optional) <input type="checkbox"/> I: Find 10% of your baseline (Baseline X 0.1) <input type="checkbox"/> I: Add that 10% to your baseline

Daily Student Instruction Sheet

- | | |
|--|--|
| | <ul style="list-style-type: none"><input type="checkbox"/> I: Complete Log<input type="checkbox"/> I: Lie-down and Breathe<input type="checkbox"/> I: Save log in safe place |
|--|--|

O Captain! My Captain!

By Walt Whitman

O Captain! my Captain! our fearful trip is done,
The ship has weather'd every rack, the prize we sought is won,
The port is near, the bells I hear, the people all exulting,
While follow eyes the steady keel, the vessel grim and daring;

But O heart! heart! heart!

O the bleeding drops of red,

Where on the deck my Captain lies,

Fallen cold and dead.

O Captain! my Captain! rise up and hear the bells;
Rise up—for you the flag is flung—for you the bugle trills,
For you bouquets and ribbon'd wreaths—for you the shores a-crowding,
For you they call, the swaying mass, their eager faces turning;

Here Captain! dear father!

This arm beneath your head!

It is some dream that on the deck,

You've fallen cold and dead.

My Captain does not answer, his lips are pale and still,
My father does not feel my arm, he has no pulse nor will,
The ship is anchor'd safe and sound, its voyage closed and done,
From fearful trip the victor ship comes in with object won;

Exult O shores, and ring O bells!

But I with mournful tread,

Walk the deck my Captain lies,

Fallen cold and dead.

1. Chapter 4 Vocabulary, part 1

Settle: A wooden bench with a high back and arms

Ample: Enough or more than enough, plentiful

Repast: A meal

Injunction: A warning or order

Somnolence: A state of strong desire for sleep, or sleeping for unusually long periods

Monotonous: Dull, tedious, and repetitious; lacking in variety and interest

2. Read the first half of Chapter 4 (pgs. 40-44), ending with "...in the usual way at this time of year."

- An online version of *The Wind in the Willows* can be found on Google Books at no charge.
- If you would like to read along with an audio version of the book, it is available at: <https://librivox.org/the-wind-in-the-willows-by-kenneth-grahame-2/>

3. On loose-leaf paper, answer the following questions (be sure to title your page with your name, the date, and "Chapter 4 Understanding Questions"):

1. In 1-2 complete sentences, describe Badger's home.
2. What major concern do Mole, Rat, and Badger express about Toad?
3. Who else is in Badger's home when Mole and Rat wake up?

Writing W2 Monday
Independent Practice

Example Analysis Essay:

Prompt: What makes Long John such a formidable enemy?

Long John Silver is such a formidable enemy because he artfully switches sides throughout *Treasure Island*. For example, when Jim is captured by the mutineers, Long John Silver, the leader of the pirates, tells Jim that he is truly on the side of the Squire. However, he does not completely break ties with the mutineers and even explains to them that he is holding Jim as a hostage to try to further their own interests. As a result, Silver's actions have an element of surprise which makes it difficult for Jim to prepare for any dangers which might arise from his situation. Because Silver is constantly switching sides, his opponents are forced to make plans without fully comprehending the intentions of the enemy.

BEFORE going over the teacher notes:

1. Read through the entire example.
2. What is the purpose of the essay? (Complete Sentences)

3. How might you divide the essay into different parts? (Bullet Points)

NOW... Complete the Teacher Notes page.

4. What is the difference between the evidence and explanation in the above paragraph?

5. Think back to the Literary Analysis paragraphs we have done in the past. How is the claim-evidence-explanation essay similar to a Literary Analysis Paragraph? How is it different?

Read over the notes and follow the directions. You will need the Students Independent assignment for Monday Week 2.

Essay: **A short response to a given prompt**

Student: Copy the definition of “essay” in the following space:

There are many different types of essays. One of the most common types used in Literature class is an analysis essay, which follows this format:

_____ **Claim** _____ -> _____ **Evidence** _____ -> _____ **Explanation** _____

Step One: **Claim** – answers the given prompt and states what will be proved in the essay.

Student: Underline the claim in the example essay.

Step Two: **Evidence** – provides information from the text which supports the claim. Evidence proves that your claim is true.

Student: Bracket the evidence in the example essay.

Step Three: **Explanation**: shows HOW the evidence proves the claim. Do not assume that your reader will automatically understand your reasoning. You must show them.

Student: Highlight the explanation in the example essay.

When you have completed these notes, watch Miss Rogers’s video and answer questions 4 and 5 on W2 Monday Independent Practice.

Mean, Median, Mode, and Range Definitions

Mode :

The "Mode" for a data set is the element that occurs the most often. It is not uncommon for a data set to have more than one mode. This happens when two or more elements occur with equal frequency in the data set. A data set with two modes is called bimodal. A data set with three modes is called trimodal.

Examples : Single Mode

Data Set = 2, 5, 9, 3, 5, 4, 7
Mode = 5

Examples : Bimodal

Data Set = 2, 5, 2, 3, 5, 4, 7
Modes = 2 and 5

Examples : Trimodal

Data Set = 2, 5, 2, 7, 5, 4, 7
Modes = 2, 5, and 7

Range :

The "Range" for a data set is the difference between the largest value and smallest value contained in the data set. First reorder the data set from smallest to largest then subtract the first element from the last element.

Examples :

Data Set = 2, 5, 9, 3, 5, 4, 7
Reordered = 2, 3, 4, 5, 5, 7, 9
Range = (9 - 2) = 7

Mode and Range: Find the mode and the range of each data set. If you use separate paper then show work here that proves your answer!

1) 13, 20, 20, 9, 13, 11, 10, 18, 6, 20

Mode: _____

Range: _____

2) 9, 6, 15, 14, 14, 6, 5, 12, 9, 14, 9, 7

Mode: _____

Range: _____

3) 11, 11, 17, 8, 11, 6, 12, 20, 12

Mode: _____

Range: _____

4) 12, 19, 13, 18, 19, 12, 19, 15, 19, 20, 10

Mode: _____

Range: _____

5) 12, 19, 13, 18, 19, 12, 19, 15, 19, 20, 10

Mode: _____

Range: _____

Reflection Questions: Use complete sentences.

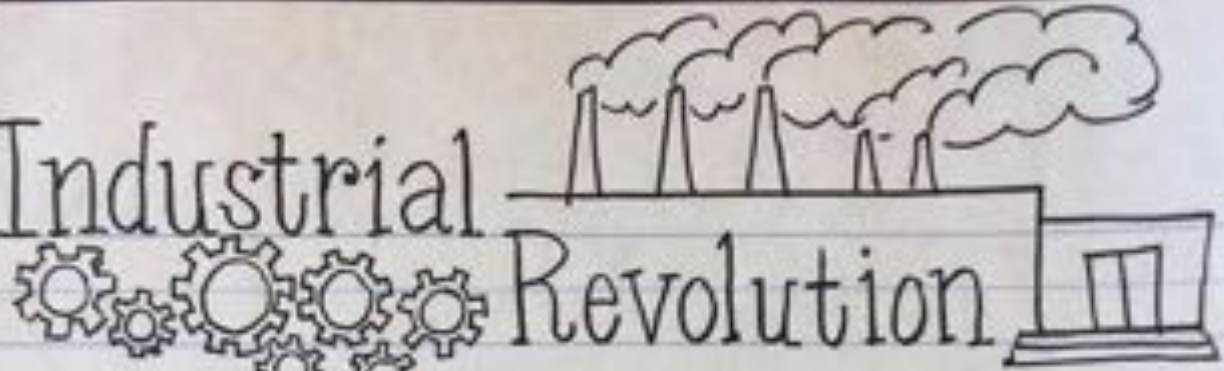
On Friday you studied *Mean* and *Median* which are called “measures of center”. These are used to measure where the center of the data is located. *Mode* and *Range* are called “measures of variability”. Here are two definition of “vary”, which is the root word of “variability”.

Vary - 1: *to make different in some attribute or characteristic* 2: *to make differences between items*

In your own words, how does *mode* measure variability?

In your own words, how does *range* measure variability?

Industrial Revolution



V · O · C · A · B · U · L · A · R · Y

Industrial Revolution: a period of history during which the use of machines to produce goods changed society and the economy.

industrialization: a shift to the widespread use of machines and factories to produce goods.

economy: the way a country manages its money and resources to produce, buy, and sell goods and services

union: an organization formed by workers to win and protect workers' rights

industrialist: a person involved in the ownership and management of industry

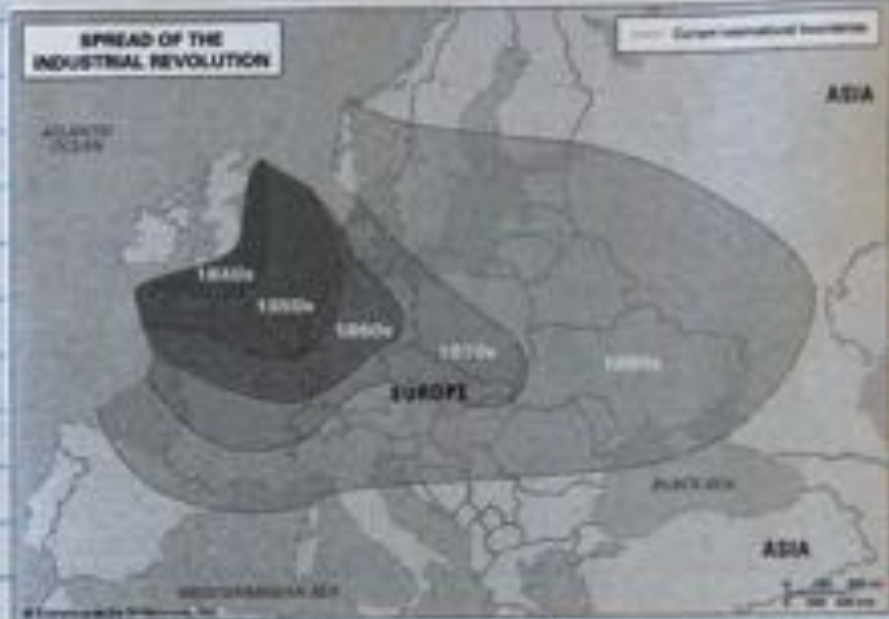
free market: an economic system based on competition between private businesses, where the government does not control prices

Ch. 1

Ch.1: Effects of the Industrial Revolution

MON
3/30

The Industrial Revolution started in Great Britain in the 1840s, then spread across Europe and to the United States.



THE GOOD



- Goods are more available
- Goods are more affordable
- More employment opportunities
- New inventions made life easier

THE BAD



- Factory owners became very wealthy, but workers were very poor
- Working conditions were dangerous
- No legal protection for workers
- Factories were bad for the environment

NAME _____ NUMBER _____ DATE _____

Industrial Revolution
Chapter 1: Reading Check A (Pages 2-6)

1. The **Industrial Revolution** was a period of history during which the use of _____ to produce _____ changed _____ and the _____
2. **Industrialization** is a shift to the _____ use of machines and _____ to produce goods.
3. Where did the Industrial Revolution begin?
 - a. Great Britain
 - b. The United States
 - c. France
 - d. None of the above
4. On page 4, the passage describes several ways that workers suffered during the Industrial Revolution. List two of them here:
 - a. _____
 - b. _____

For the next questions, reference *Patience Kershaw's interview by Lord Ashley of Parliament*.

5. How old is Patience Kershaw? _____
6. Where do Patience and her brothers work? _____
7. How many hours a day does Patience work? _____
8. How would you feel if you were in Patience Kershaw's position? Do you think she was treated fairly? Please answer in at least two complete sentences.

W2 Monday Translation

“Sulla”

Instructions: Translate the following text. Use <https://en.wiktionary.org> or <https://translate.google.com> to look up any word you don't remember.

Lines 1-2

Lūcia ē villā vēnit. Sullam vīdit. titulum cōspexit. postquam titulum lēgit, irāta erat. Lūcia scrīptōrem valdē vituperāvit.

Vocabulary

cōspiciō – I catch sight of (perfect tense *cōspexī*)

legō – I read (perfect tense *lēgī*)

scrīptor – signwriter

titulus – notice

veniō – I come (perfect tense *vēnī*)

videō – I see (perfect tense *vīdī*)

vituperō – I tell off, I berate (perfect tense *vituperāvī*)

Your Translation

Flashcard Instructions:

Print the PDF. Fold each page down the middle along the dotted vertical line and cut the solid horizontal lines.

auxilium



help

cognosco



I learn

convenio



I gather (come together)

diu



for a long time

epistula



letter

exeo



I go out

fustis



club

iam



already (now)

ibi



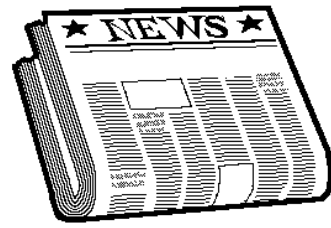
there

itaque



and so

nuper



recently

oratio



speech (oration)

periculosus



dangerous

promitto



I promise (send forth)

quo?



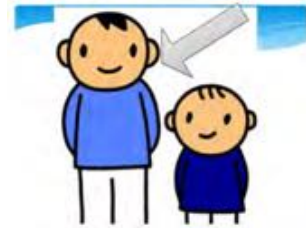
where?

rapio



I seize (grab)

senior



older

tantum



only

utilis



useful

verbero



I strike (I beat)

W2 LOG

WEEK: March 30-April 03

PE – Corcoran

Exercise	MONDAY	TUESDAY OPTIONAL	WEDNESDAY	THURSDAY OPTIONAL	FRIDAY OPTIONAL
Jumping Jacks OPTIONAL	Reps:	Reps:	Reps:	Reps:	Reps:
Burpees OPTIONAL	Reps:	Reps:	Reps:	Reps:	Reps:
Pushups REQUIRED	Reps:	Reps:	Reps:	Reps:	Reps:
Planks REQUIRED	Time:	Time:	Time:	Time:	Time:
Air Squats REQUIRED	Reps:	Reps:	Reps:	Reps:	Reps:
Jumping Jacks OPTIONAL	Reps:	Reps:	Reps:	Reps:	Reps:
Lie down and Breathe REQUIRED	5 minutes	5 minutes	5 minutes	5 minutes	5 minutes

Now that you have found and practiced your baseline, it is now time to start building upon that baseline.

My goal is to increase my repetitions every week by 10% + 1 rounded up. For example, if my baseline for pushups was 15, I will do 18 pushups this week.

$(15 \times 0.1) + 1 = 2.5$
2.5 rounded up = 3
 $15 + 3 = 18$ pushups

My schedule is as follows.

W1: 15 - baseline
W2: 18
W3: 24
W4: 27
W5: 31
Etc.

NOTES: You do not record how long you lie down and breathe. You must do a minimum 5 minutes on Monday and

Tuesday.

Record plank time in seconds. Otherwise, you will be trying to hold planks far longer of planks than you can handle when you increase by 10% + 1 minute.

Also, the increase of 10% + 1 each week is a GOAL not a requirement! If you try to do more than your baseline but you feel weak and in bad form, then just do your baseline. You are not failing. Some days, you cannot even reach your baseline! That's just how we are. But no matter what: JUST DO SOMETHING! Do half of your baseline if you are having a down day. If you want to do more after that, then do more.

Mr. Eberlein, Mrs. Lopez, and I will be competing with you. We are pushing each other. Though all this remember: "Do not compare yourself to somebody else today, but compare yourself to who you were yesterday." - JBP

COLORED PENCIL TECHNIQUES



VARYING PRESSURE

LIGHT MEDIUM HEAVY



HEAVY PRESSURE IS CALLED "BURNING"

← create a gradient with gradual pressure change!

STIPPLING

LIGHT MEDIUM DARK



MARKS MADE WITH TIP OF PENCIL... CLOSER = DARK

LAYERING



HATCHING



SINGLE DIRECTION MARKS CLOSER TOGETHER = DARKER VALUE.

CROSS HATCHING

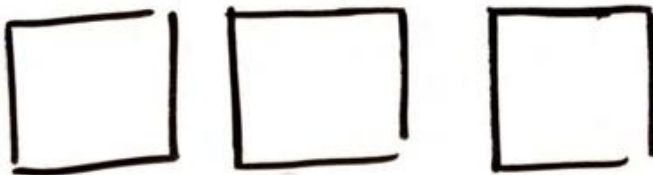


hatching lines can CURVE too!

RANDOM STROKES

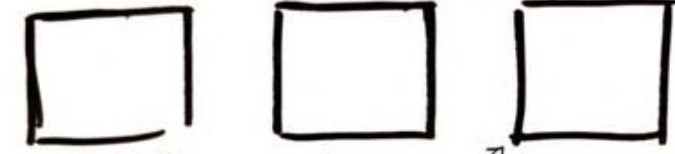


best for grass, clothes, leaves

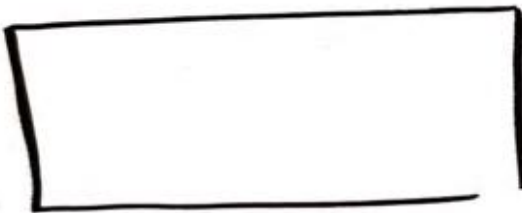


light medium heavy

VARYING PRESSURE



HATCHING (light → dark) STIPPLING (medium) CROSS HATCH (2 colors)



RANDOM STROKES...



duplicate the above example (use the same colors).



Daily Student Instruction Sheet

TUESDAY	
<p>ELA</p> <p>Poetry (15 Minutes)</p> <p>Literature (30 Minutes)</p> <p>Grammar/Writing (Minutes)</p> <p>Reading (20+ minutes)</p>	<p>Poetry <u>Goal/Objective:</u> Students will continue learning “O Captain! My Captain” by Walt Whitman <u>Materials needed:</u> “O Captain! My Captain” <u>Specific Instructions</u> (I=independent; PA=dependent):</p> <ul style="list-style-type: none"> <input type="checkbox"/> Read the poem aloud at least twice, reciting from memory as much as possible (I) <input type="checkbox"/> Focus on committing the third stanza to memory (I) <p>Literature <u>Goal/Objective:</u> Finish reading Chapter 4 of <i>The Wind in the Willows</i> <u>Materials needed:</u> The Wind in the Willows, Teacher Notes <u>Specific Instructions</u> (I=independent; PA= Parent assistance):</p> <ul style="list-style-type: none"> <input type="checkbox"/> Read through Chapter 4 vocabulary (I) <input type="checkbox"/> Read the second half of Chapter 4 (pgs. 44-50), beginning with “The front-door bell clanged loudly...” (I) <input type="checkbox"/> Answer the check for understanding questions (I) <p>Grammar/Writing <u>Goal/Objective:</u> Students will model a proper essay. <u>Materials needed:</u> Teacher Notes, Teacher Video, Wind in the Willows Chapter One, highlighter <u>Specific Instructions</u> (I=independent; PA=Parent assistance):</p> <ul style="list-style-type: none"> <input type="checkbox"/> Begin Teacher Notes <input type="checkbox"/> Complete dictation exercise with Miss Rogers. If you do not have access to the video, see the answer key for Tuesday.
<p>MATH</p> <p>(30 Minutes)</p>	<p>Math <u>Goal/Objective:</u> The student will be able to calculate the interquartile range of a data set. <u>Materials needed:</u> Teacher’s Notes, Instructional Video, Independent Practice with Reflection Questions <u>Specific Instructions:</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> (I) Read the teacher notes. <input type="checkbox"/> (I) Read the lyrics for the Interquartile Range song (chorus only) <input type="checkbox"/> (I or PA) Watch the supporting video <input type="checkbox"/> (I) Complete the independent practice <input type="checkbox"/> (I) Check the odds using the answer key at the back and rework any missed problems <input type="checkbox"/> (I or PA) Complete the Reflection Questions
<p>HISTORY</p> <p>(30 Minutes)</p>	<p>History <u>Goal/Objective:</u> Today, we are continuing the introduction to our new unit on the Industrial Revolution.</p>

Daily Student Instruction Sheet

	<p>Materials needed: Textbook pages 7-11, Worksheet: Industrial Revolution: Chapter 1 Reading Check B, chapter vocabulary notes and teacher Notes for March 30-31</p> <p>Specific Instructions (I=independent; PA= Parent assistance):</p> <ul style="list-style-type: none"> <input type="checkbox"/> Read pages 7-11 in Chapter 1: Effects of the Industrial Revolution (I) <input type="checkbox"/> Review teacher notes and vocabulary for Chapter 1 (I) <input type="checkbox"/> For additional support, watch: https://youtu.be/5vFutH9TUcE <input type="checkbox"/> Complete the comprehension questions on the worksheet, titled Industrial Revolution: Chapter 1 Reading Check B. You should use the textbook pages to complete this assignment. (I)
<p>LATIN (15 Minutes)</p>	<p>Latin Goal/Objective: 1) Practice Q4U1 vocabulary; 2) Continue translation of “Sulla”</p> <p>Materials needed: 1) Q4U1 flashcards or access to the Internet; 2) “W2 Tuesday Translation” worksheet”</p> <p>Specific Instructions (I=independent; PA=dependent):</p> <ul style="list-style-type: none"> <input type="checkbox"/> I: Practice vocabulary 5 minutes using either the Q4U1 flashcards or Quizlet (https://quizlet.com/_87ufzg) <input type="checkbox"/> I: Translate text of “W2 Tuesday Translation” worksheet <ul style="list-style-type: none"> <input type="checkbox"/> I: Use wiktionary.org or translate.google.com for any words you do not know
<p>OPTIONAL Drama (20 Minutes)</p> <p>Music (15-30 Minutes)</p>	<p>Drama (Oakenshield and Baggins) Goal/Objective: Students will learn about William Shakespeare’s family background.</p> <p>Materials needed: Biography and Worksheet titled William Shakespeare, Family Background</p> <p>Specific Instructions (I=independent; PA= Parent assistance):</p> <ul style="list-style-type: none"> <input type="checkbox"/> Read the passage about William Shakespeare’s Family Background (I) <input type="checkbox"/> Use the information in the passage to answer the questions on the worksheet (I) <p>Music (Reepicheep and Pevensies)</p> <p>Goal/Objective: Review note naming on the Grand Staff</p> <p>Materials needed: Grand Staff print out</p> <p>Specific Instructions (I=independent; PA= Parent assistance): I</p> <ul style="list-style-type: none"> <input type="checkbox"/> I: Complete Grand Staff Worksheet. Remember your sentences for EACH STAFF. Try not to confuse Treble Clef sentences with Bass Clef sentences. <ul style="list-style-type: none"> <input type="checkbox"/> TREBLE: Spaces spell FACE; Lines from bottom to top: Every Good Boy Deserves Fudge

Daily Student Instruction Sheet

- | | |
|--|---|
| | <ul style="list-style-type: none">❑ BASS: Spaces: All Cows Eat Grass/All Cars Eat Gas; Lines from bottom to top: Girls/Boys Do Fine Always❑ Middle C is the dividing line between the staves. Remember that it's all one musical alphabet from A-G, bottom of the Bass Clef all the way up through the top of the Treble Clef. When in doubt spell it out! |
|--|---|

1. Chapter 4 Vocabulary, part 2

Chivvying: To harass or chase

Assent: An expression of approval or agreement

Ramification: The consequence of an action or event

2. Read the second half of Chapter 4 (pgs. 44-50), beginning with “The front-door bell clanged loudly...”

- An online version of *The Wind in the Willows* can be found on Google Books at no charge.
- If you would like to read along with an audio version of the book, it is available at: <https://librivox.org/the-wind-in-the-willows-by-kenneth-grahame-2/>

3. On loose-leaf paper, answer the following questions (be sure to title your page with your name, the date, and “Chapter 4 Understanding Questions”, you may continue on Monday’s sheet):

1. Who arrives shortly after breakfast begins and what do he and Rat discuss?
2. What do Mole and Badger agree is the best kind of home? What do they say is wrong with other types of homes?
3. Why does Badger say that Mole will have no problems the next time he travels in the Wild Wood?

Model Essay

Prompt: Why does Mole decide to leave his hole in chapter one of *The Wind in the Willows*?

I. Brainstorming:

a. Read Miss Rogers's claim:

Mole decides to leave his hole because he is entranced by the beauty of the outside world.

What will be the main focus of this essay?

b. Brainstorm possible evidence that Miss Rogers could use to prove this claim:

II. Begin teacher video and copy down the model essay dictated by Miss Rogers. (If you don't have access to the teaching video, see the answer keys for Tuesday. Student should still copy the model paragraph into this space, using the key.)

Why does Mole decide to leave his hole in Chapter 1 of *The Wind in the Willows*?

Mole decides to leave his hole because he is entranced by the beauty of the outside world. The book describes how, while Mole is spring cleaning his underground home, he is captivated by the sights and smells of spring. He therefore leaves his little hole, making his way excitedly to the upper world. This shows that Mole leaves his home because he is seeking after the beauty of spring. In this way, Mole is not just avoiding his responsibilities but is seeking after something good and uplifting.

After copying this onto your teacher notes:

1. Underline the claim in the model essay.
2. Bracket the evidence in the model essay.
3. Highlight the explanation in the model essay.

INTERQUARTILE RANGE

- The interquartile range (IQR) is a measure of variability that splits the data into four equal quartiles.
- It represents the middle half of the data. It can be found by:
 1. Ordering the data from smallest to greatest.
 2. Finding the median of the entire data set.
 3. Finding the median of the lower half and the median of the upper half.
 4. Subtract to find the range between the lower median (first quartile) and the upper median (third quartile).

Use your understanding of interquartile range to answer the questions below.

5. The data set below represents the different costs of a camera at an electronics store.

\$28, \$44, \$108, \$36, \$59, \$71, \$66

- Write the data from least to greatest.
- What is the minimum price?
- What is the maximum price?
- What is the median price?
- What is the median of the first half of the data? (first quartile)
- What is the median of the second half of the data? (third quartile)
- What is the interquartile range?



Interquartile Range

("Home on the Range")



**Chorus: Interquartile Range,
Order from smallest to great,
Find the median of all,
then the median of half,
Then the median of the next half.**

**Verse: To graph a box plot,
mark 5 points. It's a lot!
Dot the min and the max at the end.
Box at quartile 1 to the quartile 3.
And the median line on the way.**

Interquartile Range

1. The data set below represents the different costs of a refrigerator at a local home improvement store.

\$777, \$498, \$619, \$379, \$895, \$1256, \$1052

- A. Sort the data from least to greatest.
- B. What is the median?_____
- C. What is the median of the first half of the data (first quartile)?_____
- D. What is the median of the second half of the data (third quartile)?_____
- E. Subtract the third and first quartile to get the Interquartile Range._____

2. Cousin Ellie's prize winning hens always go for high prices at the county fair.

\$34, \$48, \$19, \$39, \$85, \$16, \$52

- F. Sort the data from least to greatest.
- G. What is the median?_____
- H. What is the median of the first half of the data (first quartile)?_____
- I. What is the median of the second half of the data (third quartile)?_____
- J. Subtract the third and first quartile to get the Interquartile Range._____

Practice the Interquartile Range song everyday for a week. We will use it again in next week's lessons!

Ch. 1: Effects of the

TUES
3/31

Industrial Revolution, cont'd



CHILD LABOR was appealing to industrialists because children were:

- small
- cheap
- obedient
- replaceable

Many families were poor and relied on the extra income their children could provide.

REFORMERS wanted to make things better by passing laws to protect workers and children.



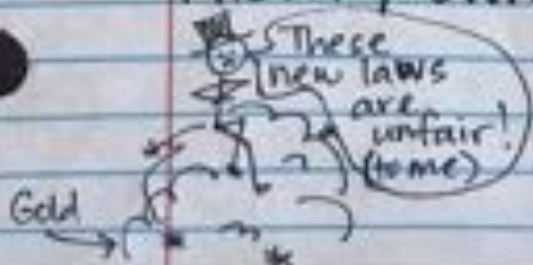
Some workers formed **UNIONS**, but were punished by employers, or were even arrested!

Some people left to seek a better life in the United States.



FACTORY OWNERS were unhappy, too.

They felt that the government was interfering in their business.



NAME _____ NUMBER _____ DATE _____

Industrial Revolution
Chapter 1: Reading Check B (Pages 7-11)

1. **Economy** is the way a country manages its _____ and _____ to produce, buy, and sell goods and services.

2. **Unions** are organizations formed by _____ to win and protect workers' _____.

3. A **free market** is an _____ system based on _____ between private businesses, where the government does _____ control prices.

4. A person who is involved in the ownership and management of industry is called a(n):
 - a. Boss
 - b. Reformer
 - c. Industrialist
 - d. Inspector

5. What are two reasons that child labor appealed to factory owners?
 - a. _____
 - b. _____

6. How did employers react when workers formed unions? _____

7. How did industrialists react to new laws protecting workers and children? Please answer in at least two complete sentences.

W2 Tuesday Translation

“Sulla”

Instructions: Translate the following text. Use <https://en.wiktionary.org> or <https://translate.google.com> to look up any word you don't remember.

Lines 3-6

“frāter tuus mē ad vīllam invītāvit,” inquit Sulla. “frāter tuus mihi decem dēnāriōs dedit.”

“frāter meus est stultior quam asinus,” Lūcia Sullae respondit. “Sulla, ērāde illam īnscrīptiōnem! scrībe titulum novum.”

Vocabulary

asinus – donkey, ass

decem – ten

dēnārius – a denarius (a denomination of Roman coin)

dō – I give (perfect tense *dēdī*)

ērādō – I erase (perfect tense *ērāsī*)

ille – that (distal demonstrative)

īnscrīptiō – inscription, writing

invītō – I invite (perfect tense *invītāvī*)

respondeō – I reply (perfect tense *respondī*)

scrībō – I write (perfect tense *scrīpsī*)

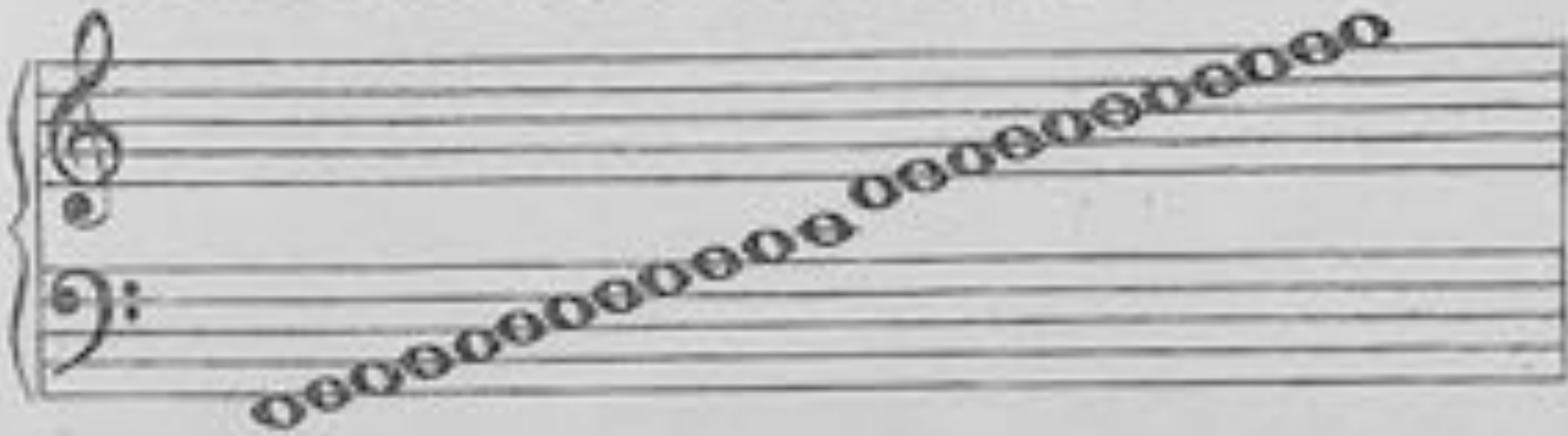
stultus – stupid (comparative *stultior*)

Your Translation

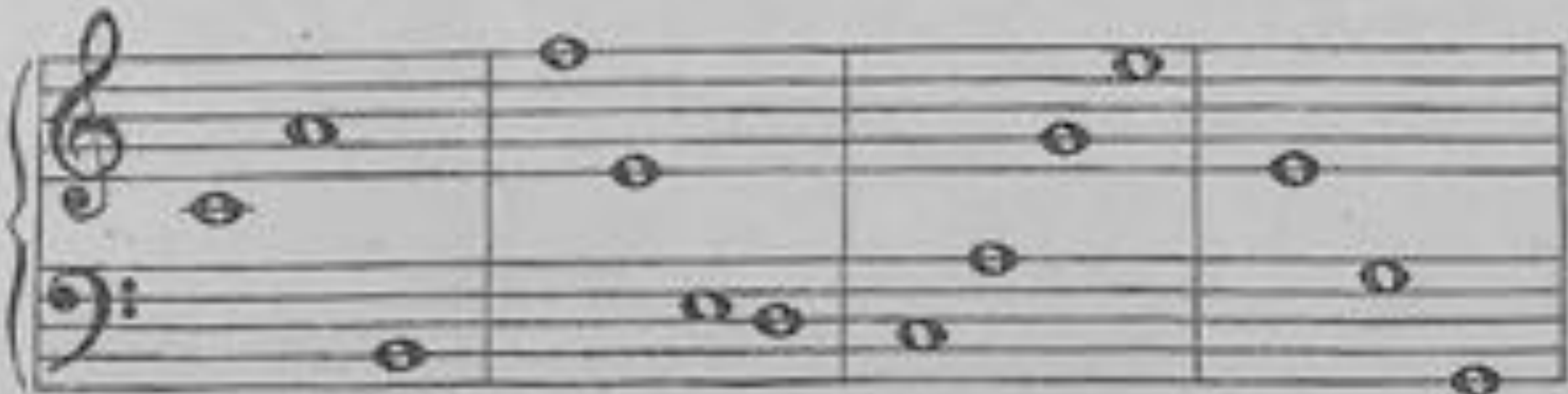
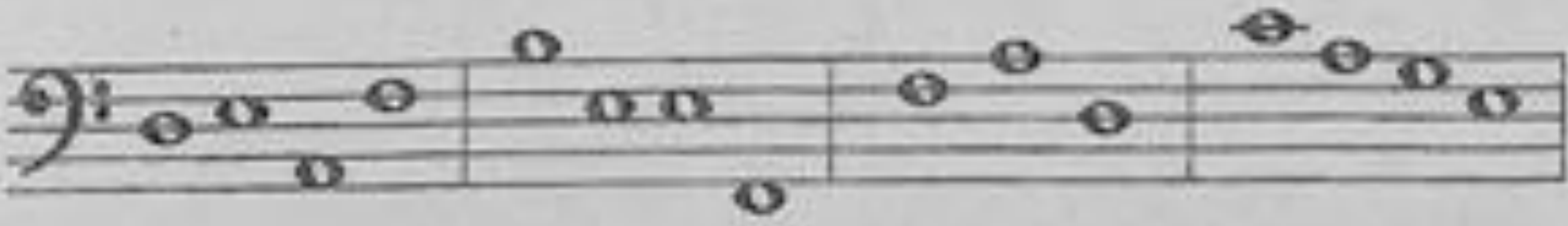
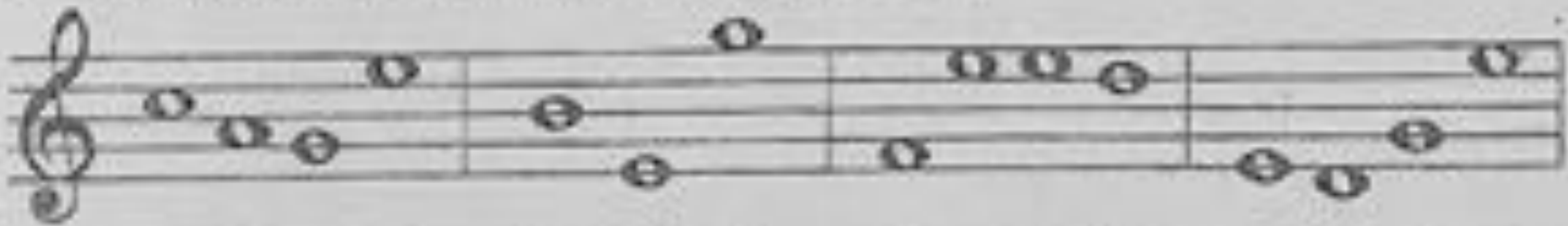
Name: _____

GRAND STAFF REVIEW

1. On the keyboard and staff below, color the line notes and keys one color and the space notes and keys a contrasting color.



2. Write the letter name of the notes. They spell words.





Write the correct letter names for the following Grand Staff notes.

NAME _____ NUMBER _____ DATE _____

WILLIAM SHAKESPEARE'S FAMILY BACKGROUND

William Shakespeare was born on April 23, 1564 in the village of Stratford-upon-Avon in the English county of Warwickshire. The village is about a hundred miles northwest of the city of London. William was the son of John Shakespeare and his wife, Mary. He was the third of their eight children; three of the children died when they were young, leaving William the oldest child. His father was from a humble but respectable family. John improved his status by acquiring property while he worked at different trades including glove maker and wool dealer.

William's mother's surname, Arden, was the same as a nearby village, so her roots in the area stretched back several hundred years. One of her ancestors would have come from the village and taken the name as his family name. Mary's father was a prominent local man and owned several estates. The Arden family was higher up the social ladder than the Shakespeare's but Mary was the youngest of eight girls and her father must have thought John was a good prospect for his daughter.

In 1564, England was not yet a world power and her great age of exploration and colonization was only beginning. The country was still mostly rural and most people lived off the land or worked as tradesmen and artisans. Shakespeare would become one of the few men of his time to make his living as a writer.



After reading the passage "William Shakespeare's Family Background", answer the questions below:

1. List three things you learned from the passage that you did not already know about William Shakespeare:

a. _____

b. _____

c. _____

2. When was William Shakespeare born? _____

3. Where was William Shakespeare born? _____

4. In Shakespeare's time, how did most people make their living? _____

Daily Student Instruction Sheet

WEDNESDAY	
<p>ELA</p> <p>Poetry (15 Minutes)</p> <p>Literature (30 Minutes)</p> <p>Grammar/Writing (Minutes)</p> <p>Reading (20+ minutes)</p>	<p>Poetry</p> <p><u>Goal/Objective:</u> Students will continue learning “O Captain! My Captain!” by Walt Whitman</p> <p><u>Materials needed:</u> “O Captain! My Captain!”</p> <p><u>Specific Instructions</u> (I=independent; PA=dependent):</p> <ul style="list-style-type: none"> <input type="checkbox"/> Read the poem aloud at least twice, reciting from memory as much as possible (I) <input type="checkbox"/> Focus on committing the third stanza to memory (I) <p>Literature</p> <p><u>Goal/Objective:</u> Begin reading Chapter 5 of <i>The Wind in the Willows</i></p> <p><u>Materials needed:</u> The Wind in the Willows, Teacher Notes</p> <p><u>Specific Instructions</u> (I=independent; PA= Parent assistance):</p> <ul style="list-style-type: none"> <input type="checkbox"/> Read through Chapter 5 vocabulary (I) <input type="checkbox"/> Read the first half of Chapter 5 (pgs. 50-57), ending with “...to which his unerring nose had faithfully led him.” (I) <input type="checkbox"/> Answer the check for understanding questions (I) <p>Grammar/Writing</p> <p><u>Goal/Objective:</u> Students will compose an essay in response to a question about Literature.</p> <p><u>Materials needed:</u> Independent Practice, Teacher Notes from Tuesday, Teacher Notes from Monday</p> <p><u>Specific Instructions</u> (I=independent; PA= Parent assistance):</p> <ul style="list-style-type: none"> <input type="checkbox"/> Complete Independent Practice <ul style="list-style-type: none"> <input type="checkbox"/> Students will read the first example paragraph. (I) <input type="checkbox"/> They will then complete questions 1-2 on the discussion question page. (I) <input type="checkbox"/> Students will read the second example paragraph. (I) <input type="checkbox"/> They will then complete questions 3-4 on the discussion question page. (I) <input type="checkbox"/> When finished, compare the student’s answers to the teacher responses in the key or watch this video. Student answers do not have to be exactly like those of the teachers, but should have the same general content. (I)
<p>MATH</p> <p>(30 Minutes)</p>	<p>Math</p> <p><u>Goal/Objective:</u> The student will be able to read and graph a dot plot.</p> <p><u>Materials needed:</u> Teacher’s Notes, Instructional Video, Independent Practice</p> <p><u>Specific Instructions:</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> (I) Review the Interquartile Range song (chorus only) <input type="checkbox"/> (I) Read the teacher notes. <input type="checkbox"/> (I or PA) Watch the instructional video <input type="checkbox"/> (I) Complete the independent practice.

Daily Student Instruction Sheet

	<ul style="list-style-type: none"> <input type="checkbox"/> (I) Check the odds using the answer key at the back and rework any missed problems. <input type="checkbox"/> (I or PA) Complete the Reflection Questions
<p>SCIENCE (30 Minutes)</p>	<p>Science Goal/Objective: To understand what Isaac Newton means by “particles”.</p> <p>Materials needed: <u>The Nature of Science</u>, teacher notes, independent practice sheet, answer key</p> <p>Specific Instructions (I=independent; PA= Parent assistance):</p> <ul style="list-style-type: none"> <input type="checkbox"/> OPTIONAL: Watch the lecture video from Mrs. Sharp as an introduction to the lesson (I). <input type="checkbox"/> Read p. 115 from the textbook and look over the teacher notes (I). You may also use this link to read the book along with Mrs. Sharp. <ul style="list-style-type: none"> <input type="checkbox"/> Access textbook here. <input type="checkbox"/> Complete the independent practice, except for the reflection question (I). Reference the textbook or teacher notes as needed. <input type="checkbox"/> Check your answers with the provided answer key (I). <input type="checkbox"/> Fill out the reflection questions on the same page. Parents may assist with this (PA) as needed, especially by talking through the question orally before your student writes the answer.
<p>LATIN (15 Minutes)</p>	<p>Latin Goal/Objective: 1) Practice Q4U1 vocabulary; 2) Continue translation of “Sulla”</p> <p>Materials needed: 1) Q4U1 flashcards or access to the Internet; 2) “W2 Wednesday Translation” worksheet”</p> <p>Specific Instructions (I=independent; PA=dependent):</p> <ul style="list-style-type: none"> <input type="checkbox"/> I: Practice vocabulary 5 minutes using either the Q4U1 flashcards or Quizlet (https://quizlet.com/_87ufzg) <input type="checkbox"/> I: Translate text of “W2 Wednesday Translation” worksheet <ul style="list-style-type: none"> <input type="checkbox"/> I: Use wiktionary.org or translate.google.com for any words you do not know
<p>OPTIONAL Art (10 minutes) PE (15 minutes)</p>	<p>Art Goal/Objective: Practice colored pencil techniques Materials needed: colored pencils + WHITE colored pencil Specific Instructions (I=independent; PA= Parent assistance):</p> <ul style="list-style-type: none"> <input type="checkbox"/> (I) complete blending worksheet using colored pencils. <ul style="list-style-type: none"> <input type="checkbox"/> Use your white colored pencil to smooth out your color changes. <p>PE Goal/Objective: Repeat Monday’s exercises</p> <p>Materials needed: W2 Log</p> <p>Specific Instructions: (I = Independent; PA = Parent Assisted)</p> <ul style="list-style-type: none"> <input type="checkbox"/> I: Warmup (optional)

Daily Student Instruction Sheet

- | | |
|--|--|
| | <ul style="list-style-type: none"><input type="checkbox"/> I: Complete Log (Stay within your 10% increase that you found Monday)<input type="checkbox"/> I: Lie-down and Breathe<input type="checkbox"/> I: Save log in safe place |
|--|--|

1. Chapter 5 Vocabulary, part 1

Dubiously: With hesitation or doubt

Summons: An urgent call to someone to be present or to do something

Asunder: Apart; divided; into pieces

Forlornly: Pitifully sad and abandoned or lonely

Toilsome: Involving hard or tedious work

2. Read the first half of Chapter 5 (pgs. 51-57), ending with "...to which his unerring nose had faithfully led him..."

- An online version of *The Wind in the Willows* can be found on Google Books at no charge.
- If you would like to read along with an audio version of the book, it is available at: <https://librivox.org/the-wind-in-the-willows-by-kenneth-grahame-2/>

3. On loose-leaf paper, answer the following questions (be sure to title your page with your name, the date, and "Chapter 5 Understanding Questions"):

1. What do Rat and Mole explore early in the chapter? What do they see?
2. What calls to Mole while they are walking to Rat's home?
3. How does Rat first respond to Mole's request to turn back?

Teacher Example Essays

Prompt: What makes Long John such a formidable enemy?

I. Long John Silver is a formidable enemy. He switches sides constantly and none of the faithful hands know what to expect from him. When he says things to Jim, Jim never knows if he should believe him or not. This is why Long John Silver is a dangerous enemy to have.

1. Label the three elements of this analysis essay.
2. What did the author do well in his response to the prompt? Think especially of the structure of claim-evidence-explain.

What could the author improve in this response? Think especially of the structure of claim-evidence-explain.

II. Long John Silver is a formidable enemy because he is tricky. For example, when Jim is captured by the mutineers, he decides to leave the mutineers side and join the Squire's team. However, he still pretends to be on the mutineers' side and even pretends to be holding Jim hostage for their own benefit. Although Jim thinks he can trust Silver, as they get closer to the treasure, Silver starts to treat Jim less respectfully and even gives Jim a murderous glance. In the end, however, he ends up with the faithful hands and not with the mutineers.

1. Label the three elements of this analysis essay.
2. Why might a student write this essay thinking that they were using the proper format and completely answering the prompt?

3. Ultimately, however, this essay is insufficient, meaning something is missing which keeps it from being a good response to the prompt. What is missing from this essay and how does it affect the essay?



dot PLOTS

dot Plot

- A dot plot is a visual display of data using a number line and dots to represent each data point.

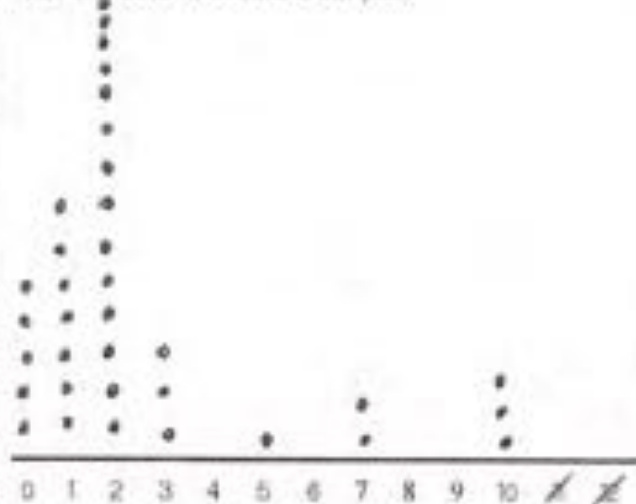
Use the information below to create a dot plot.

1. Below are the results of a survey.

"How many pets do the students in our class have in their homes?"

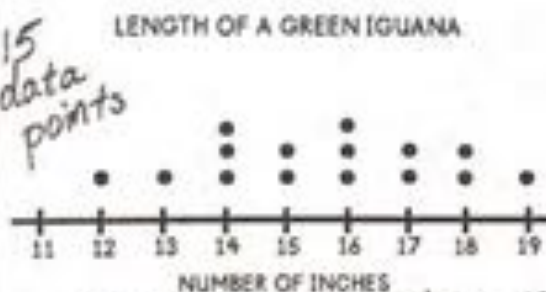
NUMBER OF PETS	TALLY	FREQUENCY
0		
1		
2		
3		
4		
5		
6		
7		
8		
9		
10 +		

Use the data to create a dot plot.



Use the dot plot to answer the questions below.

2. The ecological society sampled the green iguana population and made note of the length of each iguana sampled. The data is displayed in the dot plot below.



a. What is the mean? $\frac{12+13+42+30+48+34+36+19}{15} = 156$

b. What is the range? $19 - 12 = 7$

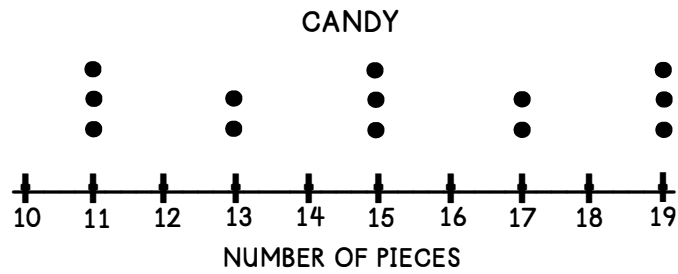
c. What is the median? 16

d. What is the interquartile range? 3

12 13 42 30 48 34 36 19

Short Cut! just like a frequency table!

1. **Multiple Choice:** Try to explain to a family member which three are right and why one is wrong.



- A. The median is 15 pieces of candy.
- B. The range is 8 pieces of candy.
- C. The interquartile range is 4 pieces of candy.
- D. The mean is 15 pieces of candy.

Draw a dot plot for each data set.

2. Games per World Series

4 4 4 4 5 5 5 6 6 7 7 7 7 7 7 7 7

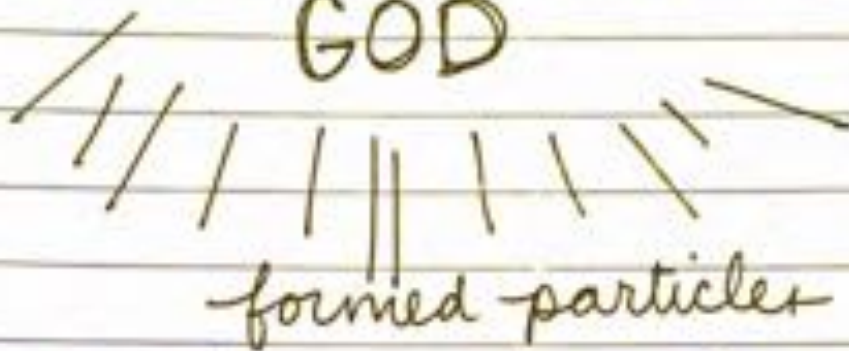
3. Age of Senators When They Assumed Office

50 50 50 50 52 52 52 52 54 54 62 64

NEWTON'S PARTICLES

3/16/20

GOD



of different sizes and figures



are HARD and SOLID that they will never wear down, break, or separate

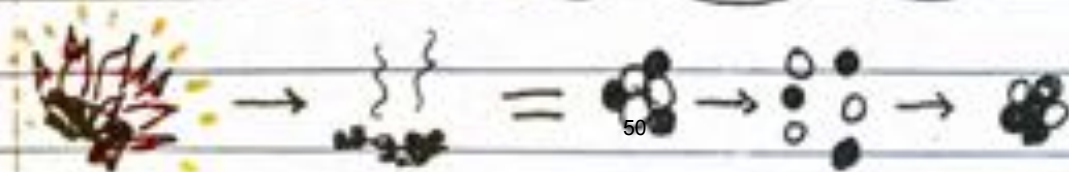


they compose BODIES with a certain NATURE...

...but if the particles were to wear down, the NATURE would change. NATURE does not itself change or wear away;

THEREFORE,

Change = the separation and new Association or Re-arrangement of Particles



Isaac Newton's Particles

Use complete sentences.

1. Where does Isaac Newton say that the particles come from?

2. What is important to know about the particles themselves?

3. How does Newton define CHANGE?

Reflection Question:

1. In your own words, what does Newton's definition of change mean?

W2 Wednesday Translation

“Sulla”

Instructions: Translate the following text. Use <https://en.wiktionary.org> or <https://translate.google.com> to look up any word you don't remember.

Lines 7-11

Lūcia Sullae quīndecim dēnāriōs dedit.

“placetne tibi?” rogāvit.

“mihi placet,” Sulla Lūciae respondit. Sulla, postquam insc̄riptionem ērāsīt, hunc titulum sc̄rīpsīt, “Lūcia et frāter Āfrō favent. Lūcia et frāter Āfrō crēdunt.”

Vocabulary

crēdō – I believe, I trust (perfect tense *crēdidī*)

dō – I give (perfect tense *dēdī*)

ērādō – I erase (perfect tense *ērāsīt*)

faveō – I favor, I support (perfect tense *fāvī*)

hunc – this (proximal demonstrative)

mihi – to me

placeō – I please, I suit (perfect tense *placuī*)

quīndecim – fifteen

respondeō – I reply, I respond (perfect tense *respondī*)

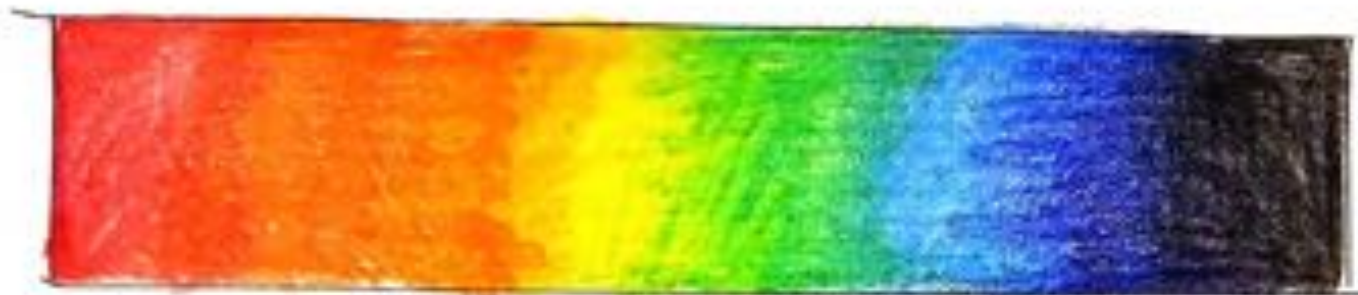
rogō – I ask (perfect tense *rogāvī*)

scrībō – I write (perfect tense *scrīpsīt*)

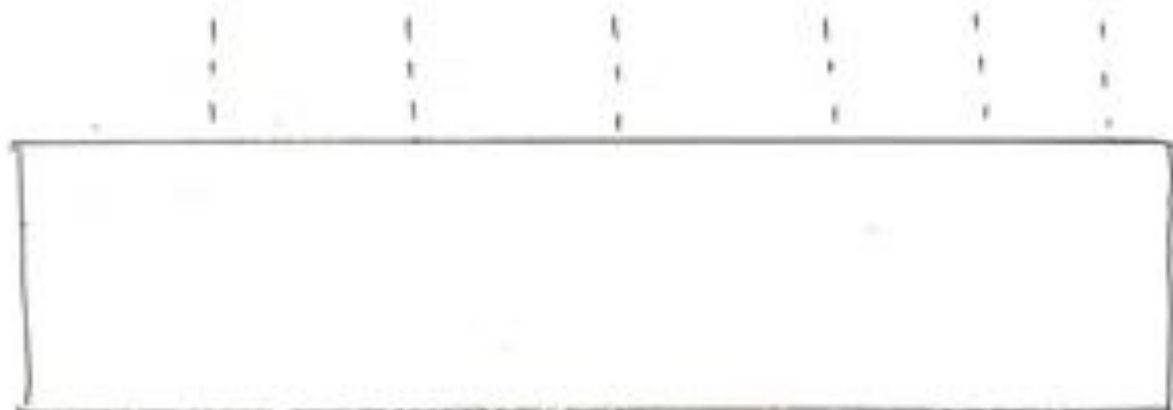
tibi – to you

Your Translation

BLENDING



RED ORANGE YELLOW GREEN BLUE VIOLET BLACK



RED ORANGE YELLOW GREEN BLUE VIOLET BLACK

★ instructions:

- ① create a GRADIENT using all the colors in the SECONDARY color WHEEL (+ BLACK).
- ② use LIGHT to MEDIUM pressure.
- ③ overlap colors.
- ④ go over your gradient w/ WHITE to blend.

Daily Student Instruction Sheet

THURSDAY	
<p>ELA</p> <p>Poetry (15 Minutes)</p> <p>Literature (30 Minutes)</p> <p>Grammar/Writing (Minutes)</p> <p>Reading (20+ minutes)</p>	<p>Poetry</p> <p><u>Goal/Objective:</u> Students will continue learning “O Captain! My Captain!” by Walt Whitman</p> <p><u>Materials needed:</u> “O Captain! My Captain!”</p> <p><u>Specific Instructions</u> (I=independent; PA=dependent):</p> <ul style="list-style-type: none"> <input type="checkbox"/> Read the poem aloud at least twice, reciting from memory as much as possible (I) <input type="checkbox"/> Focus on committing the third stanza to memory (I) <p>Literature</p> <p><u>Goal/Objective:</u> Finish reading Chapter 5 of <i>The Wind in the Willows</i></p> <p><u>Materials needed:</u> The Wind in the Willows, Teacher Notes</p> <p><u>Specific Instructions</u> (I=independent; PA= Parent assistance):</p> <ul style="list-style-type: none"> <input type="checkbox"/> Read through Chapter 5 vocabulary (I) <input type="checkbox"/> Read the second half of Chapter 5 (pgs. 57-64), beginning with “It was close and airless, and the earthy smell was strong....” (I) <input type="checkbox"/> Answer the check for understanding questions (I) <p>Grammar/Writing</p> <p><u>Goal/Objective:</u> Students will evaluate two poorly written claim-evidence-explain paragraphs.</p> <p><u>Materials needed:</u> Independent Practice</p> <p><u>Specific Instructions</u> (I=independent; PA= Parent assistance):</p> <ul style="list-style-type: none"> <input type="checkbox"/> Complete Independent Practice <ul style="list-style-type: none"> <input type="checkbox"/> compose a claim in response to a prompt about <i>The Wind in the Willows</i> and brainstorm evidence for that claim. (I) <input type="checkbox"/> Use brainstorming to compose an essay response to the prompt. Do this in pencil. (I) <input type="checkbox"/> Use the editing checklist at the bottom of the assignment page to proofread their essay. (I) Parents MAY assist with proofreading (PA).
<p>MATH</p> <p>(30 Minutes)</p>	<p>Math</p> <p><u>Goal/Objective:</u> The student will be able to read and graph a stem and leaf plot.</p> <p><u>Materials needed:</u> Teacher’s Notes, Instructional Video, Independent Practice with Reflection Questions</p> <p><u>Specific Instructions:</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> (I) Read the teacher notes. <input type="checkbox"/> (I or PA) Watch the instructional video <input type="checkbox"/> (I) Complete the independent practice <input type="checkbox"/> (I) Check the odds using the answer key at the back and rework any missed problems <input type="checkbox"/> (I or PA) Complete the Reflection Questions
<p>SCIENCE</p>	<p>Science</p>

Daily Student Instruction Sheet

<p>(30 Minutes)</p>	<p>Goal/Objective: To understand which <u>qualities of bodies</u> Isaac Newton thinks are <u>universal</u></p> <p>Materials needed: <u>The Nature of Science</u>, independent practice and observation sheet, answer key, dictionary or some other means of looking up word meaning</p> <p>Specific Instructions (I=independent; PA= Parent assistance):</p> <ul style="list-style-type: none"> <input type="checkbox"/> OPTIONAL: Watch the “lecture” video as an introduction to the lesson. <input type="checkbox"/> Read p. 116 from the textbook, stopping at the words, “And this is the foundation of all philosophy” (I). You may also use this link to read the book along with Mrs. Sharp. <ul style="list-style-type: none"> <input type="checkbox"/> Access textbook here. <input type="checkbox"/> Look up the meaning of the words “extension,” “impenetrability,” and “inertia” (PA). <input type="checkbox"/> Complete the independent practice and observation sheet, using either the provided pictures or an actual plant, rock, and container/body of water (I).
<p>LATIN (15Minutes)</p>	<p>Latin</p> <p>Goal/Objective: 1) Practice Q4U1 vocabulary; 2) Continue translation of “Sulla”</p> <p>Materials needed: 1) Q4U1 flashcards or access to the Internet; 2) “W2 Thursday Translation” worksheet”</p> <p>Specific Instructions (I=independent; PA=dependent):</p> <ul style="list-style-type: none"> <input type="checkbox"/> I: Practice vocabulary 5 minutes using either the Q4U1 flashcards or Quizlet (https://quizlet.com/_87ufzg) <input type="checkbox"/> I: Translate text of “W2 Thursday Translation” worksheet <ul style="list-style-type: none"> <input type="checkbox"/> I: Use wiktionary.org or translate.google.com for any words you do not know
<p>OPTIONAL Drama (20 Minutes)</p> <p>Music (15-30 Minutes)</p>	<p>Drama (Oakenshield and Baggins)</p> <p>Goal/Objective: Students will learn about William Shakespeare’s childhood.</p> <p>Materials needed: Biography and Worksheet titled William Shakespeare, Childhood</p> <p>Specific Instructions (I=independent; PA= Parent assistance):</p> <ul style="list-style-type: none"> <input type="checkbox"/> Read the passage about William Shakespeare’s Childhood (I) <input type="checkbox"/> Use the information in the passage to answer the questions on the worksheet (I) <p>Music (Reepicheep and Pevensies)</p> <p>Goal/Objective: Practice reading rhythms in multiple Time Signatures</p> <p>Materials needed: Time Signature Reading print out/Beat Awareness print out</p> <p>Specific Instructions (I=independent; PA= Parent assistance): I</p>

Daily Student Instruction Sheet

- I:** Read the rhythm patterns on the print out in two ways.
 - The first time, read the rhythm on numbers (1 2 and 3 e and a 4)
 - The second time, read the rhythm on rhythm syllables (ta, ta-di, ta-ka-di-mi ta) Remember to clap!
- With the extra space on the bottom of the page see if you can write out your own rhythm example. The top number in the time signature shows how many beats are in each measure.
- I: This is the same as in class! (Beat Awareness)**
 - The first time you read it, clap only on the beats written and say the number of every beat
 - The second time through, clap as normal, snap on the beats not written and read it in your head

1. Chapter 5 Vocabulary, part 2

Meagre: Lacking in quality or quantity

Forage: Search widely for food or provisions

Dolorously: Feeling or expressing great sorrow or distress

Rancour: Bitterness or resentfulness

2. Read the second half of Chapter 5 (pgs. 57-64), beginning with “It was close and airless, and the earthy smell was strong...”

- An online version of *The Wind in the Willows* can be found on Google Books at no charge.
- If you would like to read along with an audio version of the book, it is available at: <https://librivox.org/the-wind-in-the-willows-by-kenneth-grahame-2/>

3. On loose-leaf paper, answer the following questions (be sure to title your page with your name, the date, and “Chapter 5 Understanding Questions”):

1. How does Rat respond to Mole’s “narrow, meagre” home?
2. Who arrives shortly after Rat and Mole?
3. How do Rat and Mole greet them? What do they do?

Analysis Essay

Directions: Complete the following essay assignment using your notes from Monday and model essay from Tuesday. Follow the structure: Claim – Evidence – Explanation. Please do NOT use direct quotes.

Prompt: What does Toad's response to the appearance of the motor car tell us about his character?

Proofread your work:

- All sentences have appropriate capitalization and punctuation
- All words are spelt correctly
- There are no run ons
- There are no fragments
- I have a clear claim
- I have included relevant evidence
- I have explained how this evidence supports my claim

STEM-AND-LEAF PLOTS

- A stem-and-leaf plot displays large sets of data into a table with two parts:
 - Stem: the first digit(s); used to group the data
 - Leaf: the remaining digit(s); used to show each individual data piece
- Each piece of data is listed in a stem-and-leaf plot

Use the data set below to create a stem-and-leaf plot.

3. The quiz grades below represent the students in Mr. Avery's history class.

85, 87, 68, 70, 79, 88, 88, 89, 92, 93

Stem	Leaf
6	8
7	0, 9
8	5, 7, 8, 8, 9
9	2, 3

key
6|8 means a score of 68

4. The lengths below represent the number of meters a toy car travels.

2.6, 3.1, 3.5, 2.8, 4.0, 3.1, 2.9, 2.1, 4.0

Stem	Leaf
2	1, 6, 8, 9
3	1, 1, 5
4	0, 0

key
2|1 means a length of 2.1

Use the stem-and-leaf plot to answer the questions below.

5. The stem-and-leaf plot represents the energy efficiency rating of homes in a community.

Stem	Leaf
5	5, 6, 8, 9, 9
6	4, 7
7	0, 1, 3, 7
8	2

5 | 5 means a score of 55

a. Determine if the following statements are true or false.

False The range in energy scores is 26 points.

False A total of 13 homes were rated.

False The median energy score is 66.

True The most common home rating was 59.

b. Complete the blanks below in order to make each statement true.

- The number of homes rated between 50-60 accounts for more than 41% of the homes.
- The number of homes rated greater than 70 accounts for about $\frac{1}{3}$ of the homes.
- Less than 20% of the homes were rated between 60 - 69 and 80 - 89.

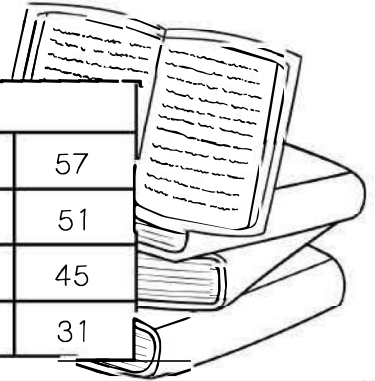
Summarize today's lesson:

Stem and Leaf Plots

Use the data set below to create the plots and answer the questions.

Mrs. Richardson is organizing her students by the number of books they read during the school year. She has listed them all in the table at right.

NUMBER OF BOOKS				
29	47	32	36	57
20	39	38	52	51
28	24	44	40	45
35	50	50	32	31



1. Create a stem-and-leaf plot using the data above.

Stem	Leaf

key

2. What is the median number of books?

3. What is the mean number of books?

4. What is the range of the number of books Mrs. Richardson's students read?

5. Read each of the following statements and mark them as true or false.

_____ The most common number of books read was 32 and 50.

_____ A total of 20 students participated.

_____ The interquartile range is 25.

Isaac Newton’s Universal Qualities of Bodies

1. Isaac Newton says that there are five universal (common) qualities of bodies. Fill in the missing three:

Extension				Force of inertia
-----------	--	--	--	------------------

2. Using these five qualities of bodies, write an observation of a plant, water, and a rock in the columns below (answering the questions, too). You may either use your own or use the pictures found on the next page.

<p>What kinds of things do the plant, the water, and the rock have in common? You can talk about all three or just two.</p>	<p>From your observations, how can you tell that these three things have movability in common?</p>	<p>How do you think it’s possible that ALL of these things (including water) have impenetrability? (You already should have looked up the definition of impenetrability before beginning this sheet.)</p>
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W2 Thursday Translation

“Sulla”

Instructions: Translate the following text. Use <https://en.wiktionary.org> or <https://translate.google.com> to look up any word you don't remember.

Lines 12-14

Lūcia erat laetissima et frātrem ē villā vocāvit. Lūcia frātrī titulum novum ostendit. Quīntus, postquam titulum lēgit, irātus erat. Quīntus Lūciam vituperāvit.

Vocabulary

legō – I read (perfect tense *lēgī*)

ostendō – I show (perfect tense *ostendī*)

vituperō – I tell off, I berate (perfect tense *vituperāvī*)

vocō – I call (perfect tense *vocāvī*)

Your Translation

Speak 2 measures of $\frac{4}{4}$

- 1
- 2
- 3
- 4

- 1 3
- 2 4
- 1 4
- 2 3

Rhythm Practice



Daily Student Instruction Sheet

FRIDAY	
<p>ELA</p> <p>Poetry (15 Minutes)</p> <p>Literature (30 Minutes)</p> <p>Grammar/Writing (30 Minutes)</p> <p>Reading (20+ minutes)</p>	<p><u>Poetry</u> <u>Goal/Objective:</u> Students will complete learning “O Captain! My Captain!” by Walt Whitman <u>Materials needed:</u> “O Captain! My Captain!”, Parent Signature Sheet <u>Specific Instructions</u> (I=independent; PA=dependent):</p> <ul style="list-style-type: none"> <input type="checkbox"/> Review the poem (I) <input type="checkbox"/> Recite the poem from memory to a parent or guardian and ask them to sign the Parent Signature Sheet (PA) <li style="text-align: center;">OR <input type="checkbox"/> Record a video reciting the poem from memory and ask your parent or guardian to email it to your teacher (PA) <p><u>Literature</u> <u>Goal/Objective:</u> To understand Chapters 4 and 5 of <i>The Wind in the Willows</i> <u>Materials needed:</u> The Wind in the Willows, Chapters 4 & 5 Discussion Questions <u>Specific Instructions</u> (I=independent; PA= Parent assistance):</p> <ul style="list-style-type: none"> <input type="checkbox"/> Respond to Chapters 4 & 5 Discussion Questions <p><u>Grammar/Writing</u> <u>Goal/Objective:</u> Practice adding variety to the beginning of your sentences. <u>Materials needed:</u> Diagramming Wars Powerpoint <u>Specific Instructions</u> (I=independent; PA= Parent assistance):</p> <ul style="list-style-type: none"> <input type="checkbox"/> Complete diagram wars powerpoint found on google slides. You may diagram in your spiral, on a separate sheet of paper, or on a whiteboard. If you do not have access to the powerpoint online, I have included the list of sentences and an answer key.
<p>MATH (30 Minutes)</p>	<p><u>Goal/Objective:</u> The student will review and gather data in a survey. <u>Materials needed:</u> Teacher’s Notes from Monday - Thursday, Survey <u>Specific Instructions:</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> (I) Review the notes from this week. <input type="checkbox"/> (PA) Over the next week, you need to remotely survey between 12 and 36 people with the question “Which of the following would be your choice for how to spend your leisure time?” Survey participants must choose from the categories listed. <input type="checkbox"/> You will need your data ready by April 10th.
<p>SCIENCE (30 Minutes)</p>	<p><u>Science</u> <u>Goal/Objective:</u> To observe nature <u>Materials needed:</u> Sketchbook/blank notebook, regular pencils, colored pencils or a simple set of paints (like watercolor), observation sheet <u>Specific Instructions</u> (I=independent; PA=dependent):</p>

Daily Student Instruction Sheet

	<ul style="list-style-type: none"> <input type="checkbox"/> Go outside! (I) or you can also decide to make a family outing to a park or nature walk (PA) <input type="checkbox"/> Follow the steps on the Observation Sheet (I). <input type="checkbox"/> Have fun! :)
<p>LATIN (15 Minutes)</p>	<p>Latin <u>Goal/Objective:</u> Correct this week's translation</p> <p><u>Materials needed:</u> W2 Translation Answer Key or access to the Internet</p> <p><u>Specific Instructions</u> (I=independent; PA= Parent assistance):</p> <ul style="list-style-type: none"> <input type="checkbox"/> I: Correct your translations from this week's worksheets in red pencil or ink in either of the following two ways: <ul style="list-style-type: none"> <input type="checkbox"/> Use W2 Translation Answer Key <input type="checkbox"/> Watch video under heading 6th Grade Text "Sulla" at https://ghnolatin3-6.blogspot.com/2020/03/w2-translation-answers.html
<p>OPTIONAL</p> <p>Spanish (Minutes)</p> <p>Music (Minutes)</p> <p>Art (Minutes)</p> <p>PE (Minutes)</p> <p>3rd grade Latin (Minutes)</p>	<p>Spanish <u>Goal/Objective:</u> <u>Materials needed:</u> <u>Specific Instructions</u> (I=independent; PA= Parent assistance):</p> <p>Music <u>Goal/Objective:</u> <u>Materials needed:</u> <u>Specific Instructions</u> (I=independent; PA= Parent assistance):</p> <p>Art <u>Goal/Objective:</u> <u>Materials needed:</u> <u>Specific Instructions</u> (I=independent; PA= Parent assistance):</p> <p>PE <u>Goal/Objective:</u> <u>Materials needed:</u> <u>Specific Instructions</u> (I=independent; PA= Parent assistance):</p> <p>3rd Grade Latin <u>Goal/Objective:</u> <u>Materials needed:</u> <u>Specific Instructions</u> (I=independent; PA= Parent assistance):</p>

NAME _____ NUMBER _____ DATE _____

WILLIAM SHAKESPEARES'S CHILDHOOD

When William Shakespeare was young, deaths of babies and children were commonplace. As well, in the year of his birth, 1564, 10% of his hometown's population died from the bubonic plague, also known as the Black Death. William's two older sisters died as babies and a younger sister also died young, a victim of the dreaded plague. William was left as the oldest child with three younger brothers and a younger sister.

William grew up on Henley Street in Stratford. The house is still standing today. It is likely William played in the fields around Henley Street and spoke the local English dialect; as a playwright he had a very good "ear" for writing dialogue in dialect. He would have also been familiar with local fairy tales and myths and legends that were popular in rural England of the time.

When William was a baby his father was elected to the town council. This meant William was entitled to a free education at the local school. There was no public education then, and only boys attended school. Local schools were known as "grammar" schools and instruction was mainly of languages and some mathematics and scripture. William attended King's New School in Stratford – and the school still operates today as a private boys' school. William's days at school were long, probably ten or eleven hours. The boys went to school every day except Sunday and church services were part of their daily schedule.

Shakespeare's interest in classical works was evident in many of his plays and he probably studied them at King's New School. William likely left school at fifteen, which was the custom. The next few years of his life have not been documented but historians think he probably worked for his father or took up a teaching position himself. Soon enough he would find himself suddenly taking on adult responsibilities.



After reading the passage "William Shakespeare's Childhood", answer the questions below:

- List three things you learned from the passage that you did not already know about William Shakespeare:
 - _____
 - _____
 - _____
- Many people died in Shakespeare's early life. What was the cause of death? _____
- What was the name of William Shakespeare's school? _____
- How old was Shakespeare when he left school? _____

The Wind in the Willows

Chapters 4 & 5 Discussion Questions

Answer the following questions in 3-4 complete sentences using a “quote Oreo”. Quotations should be embedded and cited in proper MLA format.

QUESTION

1. In Chapter 4, why do Mole, Rat, and Badger say they are unable to help Toad at the present time?

2. In Chapter 5, how does Rat’s response change when he realizes Mole is sobbing?

3. What does Rat’s response tell us about his and Mole’s friendship?

I would love to meet your new dog.

2

Jumping on the trampoline can be dangerous.

4

The dog digging in the dirt was chasing birds yesterday.

6

I have a fondness for racing in the pool.

8

Will you find the hidden book for me?

10

I was climbing trees to see the ship sailing in the distance.

12

Graphing Project

Over the next week, you will remotely survey 12 to 36 people with the question “Which of the following would you choose for how to spend leisure time?” Survey participants must choose from the categories listed. Make tally marks to track the results of your survey. You can ask friends and family through any parent approved method (phone, email, internet, people you pass on a walk around the neighborhood, etc.). This is a great excuse to call friends and family that you don’t get to see much right now!

Survey results are due on April 10th. Do not return this with the rest of this week’s work!

Category	Tally	Percent
Reading		
Music (Instruments, voice, etc.)		
Exercise/Sports		
Art/Coloring/Drawing		
Cooking		
Puzzles (sudoku, jigsaw, etc.)		
TOTAL PEOPLE SURVEYED		

In case you feel a little rusty on percent, here is an example.

If in my survey, 8 people choose “reading”, and I survey 24 people total, then $\frac{8}{24}$ of my survey is the category “Reading”.

- To turn a fraction into a percent, remember that every fraction is a division problem.
 - 8 divided by 24 is $0.\bar{3}$. Remember that is 0.333333...forever! So now we have it in decimal form.
 - Did you think that 8 divided by 24 would be 3? That’s a common mistake, so dig deeper: Why can’t 8 divided by 24 be 3?
- To convert a decimal into a percent, remember that percent means per 100.
 - A 100 makes two place value changes, so when we make 2 place value changes we get 33.333333.... forever%! In proper math “grammar” that is **$33.\bar{3}\%$** .
- You can round your percents to the nearest whole percent, so for our work we can use 33%.

Show your work below and on the blank page provided.

Work Space for Graphing Project

Dear student,

Today you will continue adding to your nature journal. Just a reminder of the general guidelines:

1. Have a journal/blank notebook that you can use (sketchbooks work best!).
2. Use some sort of colored utensil so that you can truly capture what you see (colored pencils, pastels, paints, etc.).
3. Take time to WRITE observations/thoughts/meditations/quotes as well as sketch.
4. GO DO IT.

If you would like some more guidance to your work, consider choosing a specific tree or plant to observe when you are outside and go from there. Another suggestion would be to find a spot in your yard/neighborhood/park that you have never seen before and start there.

Remember, the following examples of nature journals are ONLY examples. You are free to structure your journal however you want. You will NOT be graded on the quality of your artwork; the point is simply to immerse yourself in what you see.



Name: _____ Due Date: _____

Weekly Reading Record

This week I read _____

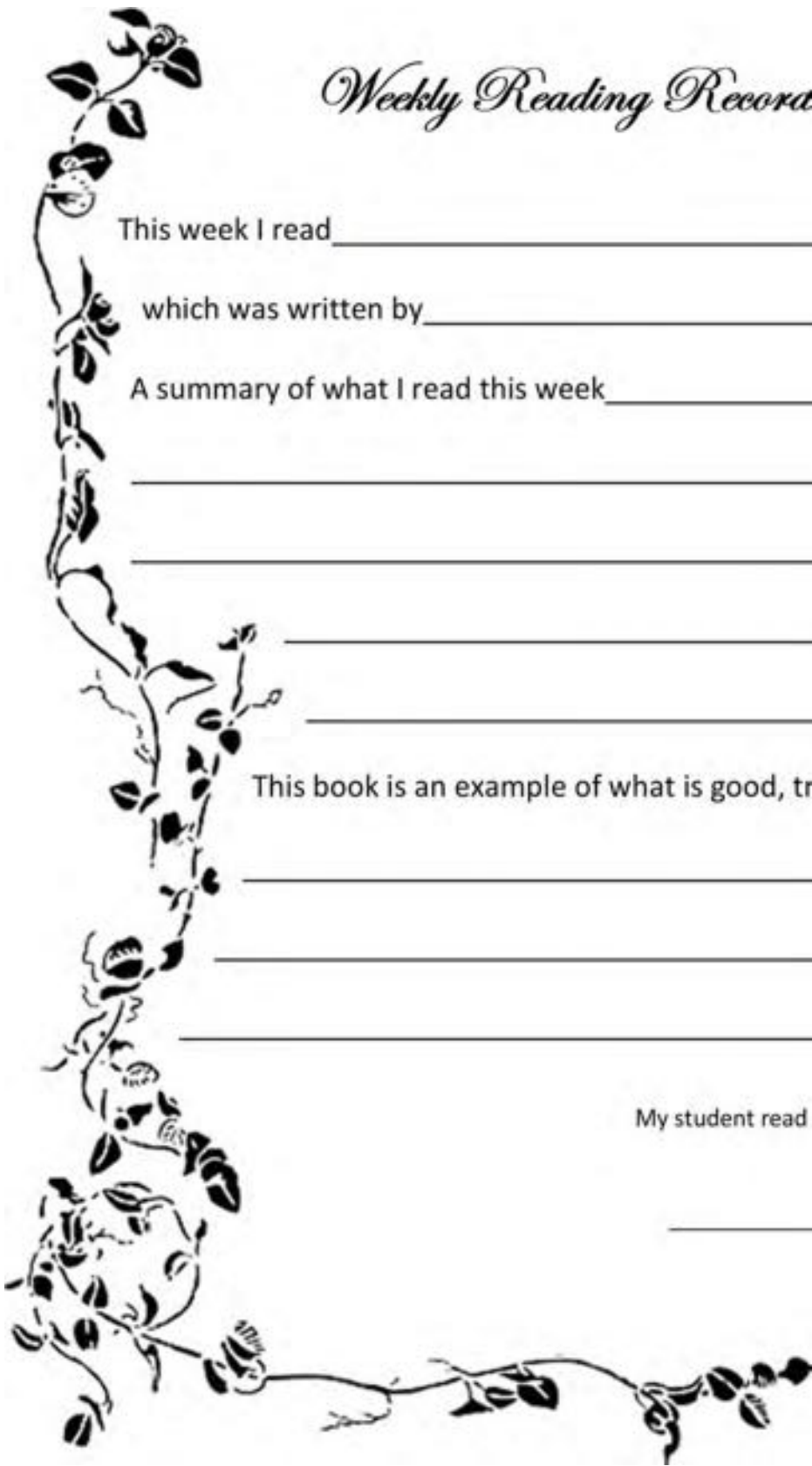
which was written by _____

A summary of what I read this week _____

This book is an example of what is good, true, and beautiful because

My student read for at least 100 minutes this week.

Parent Signature



Teacher Example Essays

Prompt: What makes Long John such a formidable enemy?

I. Long John Silver is a formidable enemy. He switches sides constantly and none of the faithful hands know what to expect from him. When he says things to Jim, Jim never knows if he should believe him or not. This is why Long John Silver is a dangerous enemy to have.

1. Label the three elements of this analysis essay.
2. What did the author do well in his response to the prompt? Think especially of the structure of claim-evidence-explain.

Here are his biggest strengths:

- He has a claim.
- He explains what it means for Silver to be formidable

What could the author improve in this response? Think especially of the structure of claim-evidence-explain.

You may have noticed some things that I did not. However, here are the biggest errors made by this author:

- The evidence given by the author is not specific enough. Notice that he speaks generally about Long John Silver's actions but never describes a specific point in the novel when Silver switches sides or confuses Jim. This means that his evidence is really more like explanation.
- The claim lacks direction. He should add a "because" clause and state the main reason why he believes Silver is a formidable enemy.
- His last sentence is just "filler," meaning he probably ran out of things to say but still needed one sentence. If he had given more specific evidence he would have no problem meeting the sentence requirements.

II. Long John Silver is a formidable enemy because he is tricky. For example, when Jim is captured by the mutineers, he decides to leave the mutineers side and join the Squire's team. However, he still pretends to be on the mutineers' side and even pretends to be holding Jim hostage for their own benefit. Although Jim thinks he can trust Silver, as they get closer to the treasure, Silver starts to treat Jim less respectfully and even gives Jim a murderous glance. In the end, however, he ends up with the faithful hands and not with the mutineers.

1. Label the three elements of this analysis essay.
2. Why might a student write this essay thinking that they were using the proper format and completely answering the prompt?

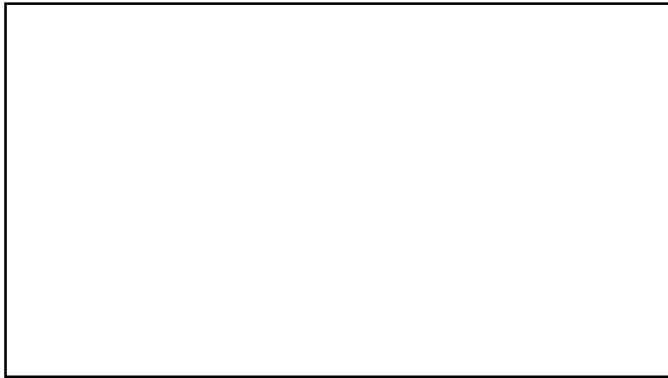
Here are some of her biggest strengths:

- includes specific evidence
- has a "because" clause in her claim explaining why she thinks Silver is formidable

3. Ultimately, however, this essay is insufficient, meaning something is missing which keeps it from being a good response to the prompt. What is missing from this essay and how does it affect the essay?

You may have noticed some things that I did not. However, here are the biggest errors made by this author:

- She never explains how their evidence proves her claim
- She does not pick one piece of evidence to use.
- Her evidence is summary. She should focus on one of the instances she describes.



1

I would love to meet your new dog.

I / would love | to meet | dog

Notice the infinitive which is taking a Direct Object

3

Jumping on the trampoline can be dangerous.

Note gerund functioning as a Subject Noun and being modified by a prepositional phrase

jumping on the trampoline | can be | dangerous

5

The dog digging in the dirt was chasing birds yesterday.

dog | was chasing | birds

Note participle being modified by a prepositional phrase

7

I have a fondness for racing in the pool.

I | have | fondness

Note gerund functioning as an object of a preposition and being modified by a prepositional phrase

9

Will you find the hidden book for me?

you | will find | book

Note Participle ending in an -n

11

Week 2 Math Answer Key (Odds only)

Monday

- 1. Mode: 20 Range: 14
- 3. Mode: 11 Range: 14
- 5. Mode: 10, 16, and 17 Range: 12

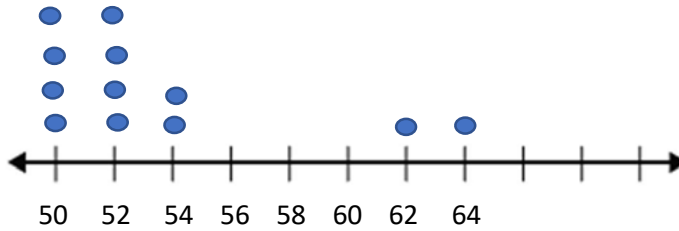
Tuesday

- 1. A. \$379, \$498, \$619, \$777, \$895 , \$1052, \$1256
- B. \$777
- C. \$498
- D. \$1052
- E. \$ 554

Wednesday

- 1. **A is correct.** There are six data points greater than or equal to 15. There are six data points less than or equal to 15.
- B is correct.** The largest number of pieces of candy is 19. The smallest number of pieces of candy is 11. Finally $19-11 = 8$
- C is incorrect.** The median is 15. The Lower Quartile is 12, because in **just the lower half** of the data, there are 3 data points less than 12 and 3 data points greater than 12. The Upper Quartile is 18, because in **just the upper half** of the data, there are 3 data points less than 18 and 3 data points greater than 18.
- D is correct.** $(11 + 11 + 11 + 13 + 13 + 15 + 15 + 15 + 17 + 17 + 19 + 19 + 19)/13 = 15$

3.



Thursday

Stem	Leaf	
2	0, 4, 8, 9	3. 39
3	1, 2, 2, 5, 6, 8, 9	
4	0, 4, 5, 7	
5	0, 0, 1, 2, 7	5. True, True, False

Key: 2|0 means 20 books

Friday

There should be no work to double-check at this time. Students should begin their survey and be ready to use the data on April 10th.

NAME _____ NUMBER _____ DATE _____

Industrial Revolution
Chapter 1: Reading Check A (Pages 2-6)

1. The **Industrial Revolution** was a period of history during which the use of **MACHINES** to produce **GOODS** changed **SOCIETY** and the **ECONOMY**.
2. **Industrialization** is a shift to the **WIDESPREAD** use of machines and **FACTORIES** to produce goods.
3. Where did the Industrial Revolution begin?
 - a. Great Britain
 - b. The United States
 - c. France
 - d. None of the above
4. On page 4, the passage describes several ways that workers suffered during the Industrial Revolution. List two of them here:
 - a. **ANSWERS WILL VARY - See page 4** _____
 - b. _____

For the next questions, reference Patience Kershaw’s interview by Lord Ashley of Parliament.

5. How old is Patience Kershaw? **17**
6. Where do Patience and her brothers work? **COAL MINES**
7. How many hours a day does Patience work? **12**
8. How would you feel if you were in Patience Kershaw’s position? Do you think she was treated fairly? Please answer in at least two complete sentences.
ANSWERS WILL VARY

NAME _____ NUMBER _____ DATE _____

Industrial Revolution
Chapter 1: Reading Check B (Pages 7-11)

1. **Economy** is the way a country manages its ___ **MONEY** ___ and ___ **RESOURCES** ___ to produce, buy, and sell goods and services.
2. **Unions** are organizations formed by ___ **WORKERS** ___ to win and protect workers' ___ **RIGHTS** ___.
3. A **free market** is an ___ **ECONOMIC** ___ system based on ___ **COMPETITION** ___ between private businesses, where the government does ___ **NOT** ___ control prices.
4. A person who is involved in the ownership and management of industry is called a(n):
 - a. Boss
 - b. Reformer
 - c. **Industrialist**
 - d. Inspector
5. What are two reasons that child labor appealed to factory owners?
 - a. ___ **Answers will vary. Children were small, cheap to pay, obedient, and replaceable.** ___
 - b. _____
6. How did employers react when workers formed unions? ___ **Employers often retaliated and fired workers. Workers could also be arrested.** ___
7. How did industrialists react to new laws protecting workers and children? Please answer in at least two complete sentences.
___ **Industrialists thought that the new laws were unfair and that the government was interfering in their business. They were fearful that new laws would prevent a free economy or prevent them from making as much money as possible.** _____

Wednesday

1. Isaac Newton says that the particles come from God.
2. What is important to know about the particles themselves is that they are so hard and solid that they are unbreakable and will never wear down.
3. Newton defines change as the “Separations and new Associations and Motions of these permanent Particles.”

Thursday

Extension	Hardness	Impenetrability	Movability	Force of Inertia

W2 Translation Answer Key

Lines 1-2

Lucia came from the house. She saw Sulla. She caught sight of the notice. After she read the notice, she was angry. Lucia told off the signwriter severely.

Lines 3-6

“Your brother invited me to the house,” said Sulla. “Your brother gave me ten denarii.”

“My brother is more stupid than a donkey,” Lucia replied to Sulla. “Sulla, erase that inscription! Write a new notice.”

Lines 7-11

Lucia gave Sulla 15 denarii.

“Does that suit you?” she asked.

“It suits me,” Sulla replied to Lucia. Sulla, after he erased the inscription, wrote this notice, “Lucia and her brother favor Afer. Lucia and her brother trust Afer.”

Lines 12-14

Lucia was very happy and called her brother from the house. Lucia showed her brother the new notice. Quintus, after he read the notice, was angry. Quintus told off Lucia.