

GreatHearts

Northern Oaks



Distance Learning Packet

March 23-27, 2020

4th grade

Ms. Ward

Mr. Grimes

Mr. Garrett

Ms. Lopez

Student Name: _____ Section: _____



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General Packet Instructions for Parents

In this packet you will find all of the activities and readings necessary for your student to access and complete this week's lessons. 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.**"

We know that in no way is this an ideal situation and that you, as the parent, may be juggling not only working from home, but managing your student's distance learning. We applaud what you are doing! As much as possible, try to set up a routine that works for both your schedule and the ability for your child to work his/her way through the curriculum. Make a schedule of some sort - they are used to having a daily schedule posted that they always follow! Here is a suggestion ...

Sample Daily Schedule:

8 am Wake up & follow the typical school morning routine (minus the uniform!) - get dressed, comb hair, eat breakfast, brush teeth and make their bed

8:30 am Spalding (get it done right away!)

8:50 am walk the dog

9:10 am Math

9:40 am do the dishes, fold laundry, scoop dog poo, read to younger sibling

10 am Grammar/writing

10:20 am snack

10:30 am Recess - run around outside or build something

10:45 am History or Science

11 am Go outside and pick a piece of a plant or find or cool bug to draw in a nature journal

Noon participate in making your own lunch and then clean up afterward

12:45 pm Answer your literature questions or do the activity assigned - be sure to use complete sentence and your best handwriting!

1:15 pm Curl up with a good book and get your Classics to Keep reading done (don't forget to record it on your reading log)

2:00 pm (4-6) work on Latin assignment (K-3) choose a "Specials" activity to do

2:15 pm You are done for the day!

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

Beginning March 23rd, your teacher is available 8-4pm by email.

Instructions for turning in completed packets:

For now, we are asking that each student plan to bring his/her completed packet back to school with them when we return. If school closures persist, we will find alternate ways to collect packets for grading.



Student Attendance Affidavit

March 23-27, 2020

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

☐ Monday, March 23, 2020

☐ Tuesday, March 24, 2020

☐ Wednesday, March 25, 2020

☐ Thursday, March 26, 2020

☐ Friday, March 27, 2020

Student Name: _____ Grade/Homeroom: _____

Parent Name: _____ (printed)

Parent Signature: _____ Date: _____



"When a ship is becalmed – the wind died down – she can't move – sometimes the **sailors break out their oars**. They'll row a boat ahead of the ship and tow her... Oars are made of ash – white ash. So **when you get ahead by your own get-up-and-get** – that's when you 'sail by ash breeze.'"

-Carry On, Mr. Bowditch

To our Fourth Grade Griffins,

Much like Nathaniel Bowditch, we have found ourselves becalmed – from our classrooms, from our Spalding notebooks, and from each other. But just like Nat, we will not give up. Learning to “sail by ash breeze” will look different for all of us. For some of us, it may look like sticking to a schedule, and for others, it may look like remembering to give ourselves a break -with a walk outside, a cup of chocolate milk, or a conversation with our families.

While we are not yet able to return to school, we still have the opportunity to study truth, practice goodness, and be grateful for the beautiful. Please do not feel worried or overwhelmed as you take on the task of completing your classwork packets. You can do this! We are all so proud of how much you have grown this year and will continue to grow in the coming weeks. We will be here every step of the way – *with* you and *for* you – to help you and your parents with any questions you may have or any help you may need.

As we begin this journey together, I want you to remember those 9 pictures hanging on the wall. They can be hard to talk about and even easier to forget, but now we will need them more than ever. As you and your families come together during this time, remember the **courage** of Lucy as she stood up for her beliefs, the **citizenship** of Robin Hood as he helped those who weren't able to help themselves, the **friendship** between Dorothy, the Tin Woodman, the Lion, and the Scarecrow, the **integrity** of Peter in all of his duels, the **wisdom** of Aslan, the **humility** shown by Friar Tuck and the sacrifices he made, the **honesty** of Dr. Cornelius as he helped Caspian, the **perseverance** Nathaniel Bowditch practiced throughout his life, and the **responsibility** shown by our characters in our upcoming novel, *The Princess and the Goblin*.

We miss you so very much and are so excited to hear from you soon. We love you and we believe in you!

Love, Your Teachers

Daily Student Instruction Sheet

MONDAY

ELA

Spalding
(15 Minutes)

Literature
(40 minutes)

Grammar/Writing
(15 Minutes)

Reading
(20+ minutes)

Spalding

Goal/Objective: Students will review 5 previously learned challenging words.

Materials needed: Notebook paper, pencil, Spalding dictation sheet, Spalding instructions sheet, and Spalding rules sheet

Specific Instructions: (I = Independent; PA = Parent Assisted)

- ☐ PA: Dictate words (Attached)
- ☐ I: Write words according to instructions on Spalding dictation sheet.

Literature

Goal/Objective: Students will continue to read and understand their 'Classic to Keep', *Robin Hood*. Before the break, we finished Chapter 17, which ended with an unexpected cliffhanger – Will Stutely rescued and all Robin's men safely housed inside the castle of Sir Richard of the Lea! What will happen to the Sheriff, "his face streaked with blood and inflamed with rage"? (225)

Materials needed: *Robin Hood* Chapter 18, Reading log, Comprehension questions

Specific Instructions: (I = Independent; PA = Parent Assisted)

- ☐ I/PA: Read *Robin Hood* Chapter 18. Parents may assist with read-aloud, if needed.
- ☐ I: Record minutes read on Reading Log.
- ☐ I: Answer comprehension questions in complete sentences, returning to text to find evidence for their answers.

Grammar/Writing

Goal/Objective: Students will review the definitions of subject, direct object, and indirect object, which were introduced before spring break. Students will identify these sentence parts in given sentences.

Materials needed: Review worksheet

Specific Instructions: (I = Independent; PA = Parent Assisted)

- ☐ I: Review key terms and complete exercises on worksheet.

MATH

(30 Minutes)

Math

Goal/Objective: Students will review the formulas for area and perimeter of squares and rectangles, which we covered prior to spring break. Students will apply these formulas to solve several math problems.

Materials needed: Review notes, Area and Perimeter worksheet, Answer key

Daily Student Instruction Sheet

	<p>Specific Instructions: (I = Independent; PA = Parent Assisted)</p> <ul style="list-style-type: none"> <input type="checkbox"/> I: Read review notes <input type="checkbox"/> I: Complete review worksheet. Students must use the formulas and show their work on the worksheet. <input type="checkbox"/> I: When complete, Use the answer key to check answers and correct errors. Parent may assist with this, if necessary.
<p>SCIENCE (25 Minutes)</p>	<p><u>Science</u> Goal/Objective: Students will continue studying weather and what causes different weather patterns. Review weather maps.</p> <p>Materials needed: FOSS Science Book</p> <p>Specific Instructions: (I = Independent; PA = Parent Assisted)</p> <ul style="list-style-type: none"> <input type="checkbox"/> I: Think about these questions: What is weather? What causes different kinds of fronts? <input type="checkbox"/> I: Read pages 166-173 in Foss science textbook. Students will answer comprehension questions tomorrow.
<p>LATIN (15 Minutes)</p>	<p><u>Latin</u> Goal/Objective: 1) Make new vocabulary flashcards; 2) Translate simple sentences</p> <p>Materials Needed: Scans of texts (included); answer key (included); vocabulary flashcards (included)</p> <p>Specific Instructions: (I = Independent; PA = Parent Assisted)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Vocabulary (I/PA - some assistance may be needed) <ul style="list-style-type: none"> <input type="checkbox"/> Find provided vocabulary flashcard sheet; cut along dark horizontal lines, then fold each strip along the dotted vertical line; glue blank faces together to create a flashcard with the Latin word on one side and the English word and image on the other side <input type="checkbox"/> Alternatively, make new flashcards on 3x5 index cards for these words <input type="checkbox"/> Translation <ul style="list-style-type: none"> <input type="checkbox"/> I: Translate sentences from <i>Cambridge Latin Course</i> handout, pp. 2-3, on the lines provided. <input type="checkbox"/> PA: Check work using the provided answer sheet. Make corrections in red pencil or ink.
<p>OPTIONAL</p> <p>Art (10 minutes)</p>	<hr/> <p><u>Art</u></p>

Daily Student Instruction Sheet

Goal/Objective: Review basic art exercises and practices.

Materials needed: Paper, pencil, eraser

Specific Instructions: (I = Independent; **PA** = Parent Assisted)

- ☐ PA: review with student what a **continuous line** drawing is (a type of line drawing that is made with one continuous line ["what makes it continuous?"/"how is it done with only one line?" → you *never* pick up your pencil!!!])
- ☐ I: draw the three different pictures 2 times each. Take your time!! Remember to look at the pictures *more* than you are looking at your paper!

Monday Student Resources

Spalding

- Spalding instructions sheet
- Spalding dictation sheet
- Spalding rules sheet (*see Appendix*)

Literature

- Robin Hood Chapter 18
- Reading log
- Comprehension questions

Grammar

- Review worksheet

Math

- Review notes
- Area and Perimeter worksheet
- Answer key (*see Appendix*)

Science

- FOSS Science book pgs. 166-173

Latin

- Vocabulary/Flashcard sheet
- Cambridge Latin Course handout

PE

- Letter from Coach Corcoran
- Exercise Log
- Week 1 Packet

Spalding Spelling List (20 min)

Instructions and an answer key are provided below.

Dictate the 5 words (one at a time) to your child. For each word,

First: Parent Does	Next, Child Does	Then, Together:
<ul style="list-style-type: none">• Says the word• Says the word in a sentence• Says the word again	<ul style="list-style-type: none">• 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 it aloud• Writes the markings and the rules that apply	<ul style="list-style-type: none">• Make the appropriate corrections before moving on the next word

After finishing the list of 5 words, have your child fold his/her paper so the words do not show.

Repeat this process 1 more times so each word has been practiced a total of 2 times or a maximum of 20 minutes of work.

- Remind students to use their phonogram knowledge and spelling rules
- Remind students to practice proper letter formation and to use their best handwriting.

Word	Example sentence	Notes
<u>ar</u> <u>gue</u> ₂	Do not <u>argue</u> with your siblings.	Base word.
sum <u>mon</u>	Robin Hood will <u>summon</u> Little John.	r. 29 We hear m in syllable two but we add m to syllable one so that u does not say "U."
<u>na</u> <u>tion</u>	The United States is one <u>nation</u> .	r. 4, 14 Base word.
¹ na <u>tion</u> al	The bald eagle is our <u>national</u> bird.	r. 14 BW: nation Ending: al
es <u>ti</u> <u>mate</u>	Please <u>estimate</u> to the nearest whole number.	

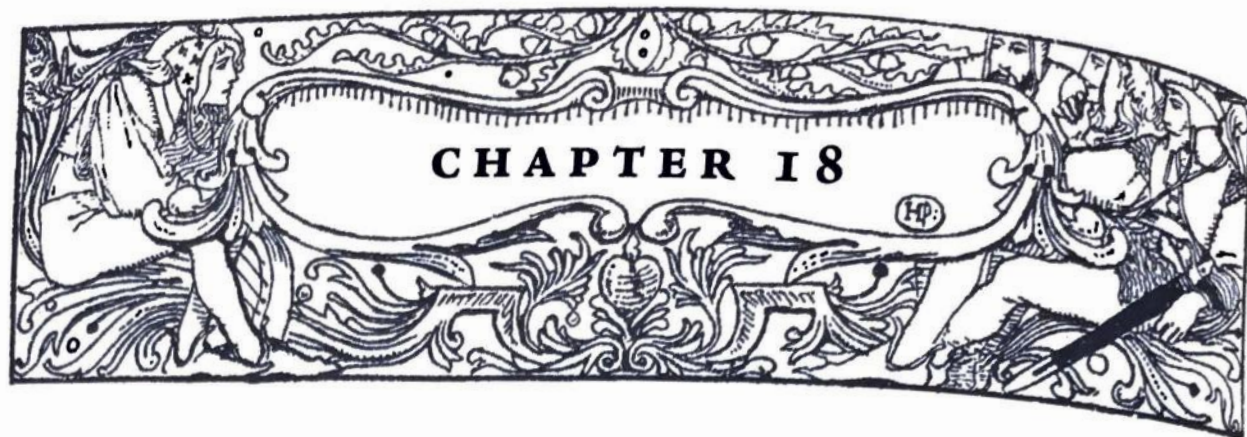


Name: _____ # _____

Section: _____

4th grade students will read 20 minutes a day. Reading logs are DUE to homeroom teacher every MONDAY.

Date Ex. 8/26/19	Title and Genre of Book Ex. <i>The Wonderful Wizard of Oz</i> / Fantasy Fiction	Write a <i>brief</i> summary about what you read. Be sure to include only main ideas.	Parent Initial
Monday _____			
Tuesday _____			
Wednesday _____			
Thursday _____			
Friday _____			
OPTIONAL Weekend _____			



How Sir Richard of the Lea Repaid His Debt

~~~~~  
*"The proud Sheriff loud 'gan cry  
And said, 'Thou traitor knight,  
Thou keepest here the King's enemy  
Against the laws and right.'"*  
~~~~~

OPEN THE GATES!" shouted the Sheriff hoarsely to the sentinel upon the walls. "Open, I say, in the King's name!"

"Who are you to come brawling upon my land?" asked Sir Richard, who himself stepped forward upon the turret.

"You know me well, traitor!" said the Sheriff. "Now give up the enemy of the King whom you have sheltered against the laws."

"Softly, sir," said the knight smoothly. "I confess that I have done certain deeds this day. But I have done them upon mine own land, which you now trespass upon; and I shall answer only to the King for my actions."

"Villain!" said the Sheriff, still in a towering passion. "I, also, serve the King; if these outlaws are not given up to me at once, I shall lay siege to the castle and burn it."

"First show me your warrants," said Sir Richard curtly.

"My word is enough! I am Sheriff of Nottingham!"

"If you are," retorted the knight, "you should know that you have no authority within my lands unless you bear the King's order. In the meantime, go mend your manners."

And Sir Richard disappeared from the walls. The Sheriff, after lingering a few moments longer, was forced to withdraw, muttering fiercely:

"The King's order! That I shall have without delay, as well as this upstart knight's estates. King Richard is lately returned, I hear, from the Holy Land."

Meanwhile the knight had gone back to Robin Hood, and the two men greeted each other gladly.

"Well, bold Robin!" cried he, taking him in his arms. "The Lord has lately prospered me, and I saw this day how I could repay my debt to you."

"And so you have," answered Robin gaily.

"Nay, 'twas nothing—a small service!" said the knight. "I meant the money coming to you."

"But it has all been repaid," said Robin. "My lord Bishop of Hereford himself gave it to me."

"The exact sum?" asked the knight.

"The exact sum," answered Robin, winking.

Sir Richard smiled but said no more. Robin was made to rest until dinner should be served. Meanwhile a surgeon bound up his hand with ointment, promising him that he would soon be able to use it again. Ten other yeomen had been hurt, but luckily none had received serious wounds. They were all bandaged and made happy by tankards of ale.

The feast was a joyous event. There were two long tables, and two hundred men sat down at them and ate and drank and afterward sang songs. A hundred and forty of these men wore Lincoln green and called Robin Hood

their chief. Never had there been a more gallant company at the table in Lea Castle!

That night the foresters stayed within the friendly walls, and the next day they took their leave. Sir Richard took Robin aside to his strong room and pressed him again to take the four hundred golden pounds. But his guest was firm.

"Keep the money, for it is your own," said Robin. "I only made the Bishop return that which he took unjustly."

Sir Richard thanked him earnestly and asked him and all his men to visit the armory, before they departed. There they saw, placed apart, a hundred and forty good yew bows with fine waxen silk strings and a hundred and forty sheaves of arrows. Every shaft was set with peacocks' feathers and notched with silver.

"In truth, these are poor presents we have made you, Robin Hood," said Sir Richard. "But they carry with them a thousand times their weight in gratitude."

THE SHERIFF MADE GOOD his threat to inform the King. He rode to London the week following, his scalp wound having healed well enough to permit him to trav-

el. He asked for an audience with King Richard the Lion Hearted himself. His Majesty had but lately returned from the Crusades and was just then looking into the state of his kingdom.

The Sheriff spoke at length concerning Robin Hood; how for many months the outlaws had defied the King and slain the King's deer; how Robin had gathered about him the best archers in all the countryside; and, finally, how the traitorous knight Sir Richard of the Lea had rescued the band when capture seemed certain and refused to deliver them up to justice.

The King heard him through with attention, and said he:

"I have heard of this Robin Hood and his men. Did not these same outlaws shoot in a royal tourney at Finsbury Field?"

"They did, Your Majesty, under a royal amnesty."

"And did they come to the Fair at Nottingham by stealth?"

"Yes, Your Majesty."

"Did you forbid them to come?"

"No, Your Majesty. That is—"

"Speak out!"

"For the good of the shire," began the Sheriff, falteringly, "we proclaimed an amnesty, declaring that all men could come safely. But it was because these men had proved a menace that this trap was set."

"Now!" said the King, as his brow grew black. "Such treachery would be unknown in the camp of the **Saracen**, and yet we call ourselves a Christian people!"

The Sheriff kept silent from fear and shame. Then the King spoke again:

"My lord Sheriff, we promise to look into this matter. Those outlaws must be taught that there is only one King in England, and that he stands for the law."

So the Sheriff was dismissed, with very mixed feelings, and went home to Nottingham.

A **FORTNIGHT** later the King began to make good his word, by riding with a small party of knights to Lea Castle. Sir Richard was advised of the cavalcade's approach and quickly recognized the tall knight who rode in front as his royal master. Opening wide his castle gate, he went to meet the King and fell



SARACEN
Arabs who
fought the
Christians in the
Crusades.

FORTNIGHT
Two weeks.

on one knee and kissed his stirrup. Sir Richard had been with the King in the Holy Land, and they had gone on many adventurous quests together.

The King dismounted from his own horse to greet him as a brother-in-arms, and arm-in-arm they went into the castle, while bugles and trumpets sounded a joyous welcome in honor of the great occasion.

After the King had rested and eaten, he turned to the knight and gravely inquired:

"What is this I hear about your castle being a nest and harbor for outlaws?"

Then Sir Richard of the Lea, perceiving that the Sheriff had been at the King's ear with his story, told the whole truth as he knew it: how the outlaws had befriended him in sore need—as they had befriended others—and how he had given them only a knight's protection in return.

The King liked the story well, for his own soul was one of **chivalry**. And he asked other questions about Robin Hood, and heard of the ancient wrong done to his father before him, and of Robin's own enemies, and of his manner of living.

CHIVALRY

The ideals of medieval knights that emphasized gallantry, honor and courtesy, especially toward women.

"I must see this bold fellow for myself!" cried King Richard, springing up. "If you will entertain my little company and be ready to sally forth, upon the second day, in quest of me if need be, I shall go alone into the greenwood to seek an adventure with him."

Name _____ Date _____
Number _____

Robin Hood Comprehension Questions: Ch. 18

Directions: Using your book, answer the following questions in 2 – 3 complete sentences. Make sure you capitalize the first letter, check your spelling, and use correct punctuation.

1. Describe the argument between the Sheriff and Sir Richard. Present both sides of the dispute. Who wins, at least for now?

2. Sir Richard offers to pay Robin Hood the money he owes him. Why does Robin refuse his offer? What does Sir Richard give him and his men instead?

Name_____ Date_____ Number_____

3. When the Sheriff tells King Richard about Robin Hood, what questions does the King ask him?

Why does the King grow angry with the Sheriff?

4. What does the King decide to do because of his visit with Sir Richard?

Subject noun- Tells who or what the sentence is about.

Direct object- A noun that receives the action of the verb.

Indirect object- To whom or for whom the action is done.

Directions: Identify **only** the subject, the direct object, and the indirect object or the object of the preposition in each sentence.

Example: Our teacher gave us some work to do.

subject: teacher / direct object: work / indirect object: us

1. We sent a package to our relatives in Iowa.

subject: _____ / direct object: _____ / object of the preposition:

2. He told his parents a lie.

subject: _____ / direct object: _____ / indirect object: _____

3. Please hand me the remote control for the TV.

subject: _____ / direct object: _____ / indirect object: _____

4. Tina is making dinner for us.

subject: _____ / direct object: _____ / object of the preposition:

5. Our boss is buying us dinner.

subject: _____ / direct object: _____ / indirect object: _____

6. A movie on TV gave me the chills.

subject: _____ / direct object: _____ / indirect object: _____

7. Wish me luck.

subject: _____ / direct object: _____ / indirect object: _____

8. His grandmother sends him five dollars on his birthday every year.

subject: _____ / direct object: _____ / indirect object: _____

9. They tried giving their baby some mashed peas.

subject: _____ / direct object: _____ / indirect object: _____

10. John paid the bill for us.

subject: _____ / direct object: _____ / object of the preposition: _____

Exercise 2 : Perimeter of Rectangles

1. Find the unknown side and the perimeter of each of the following rectangles.

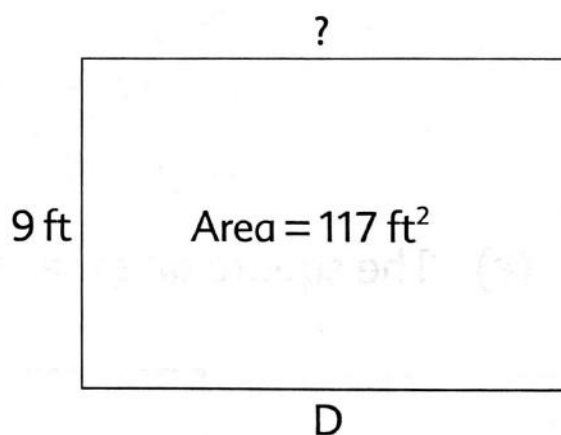
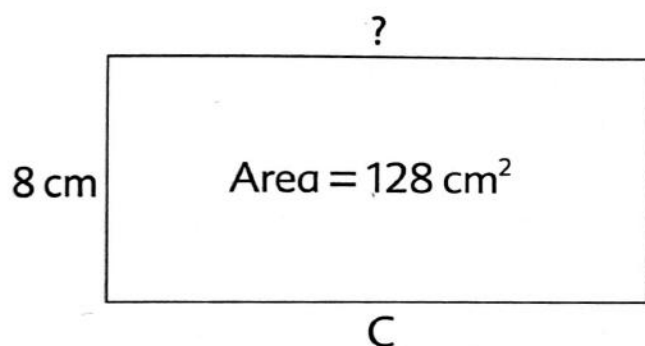
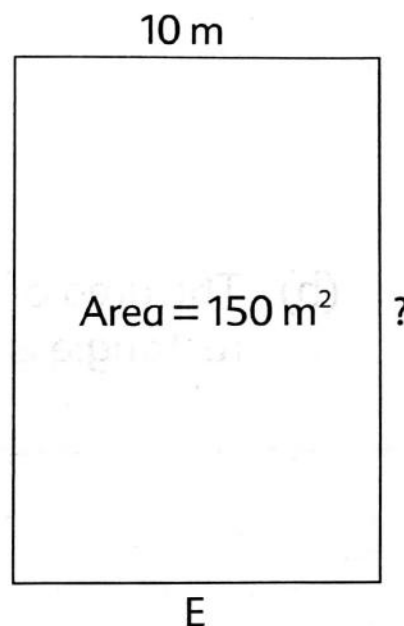
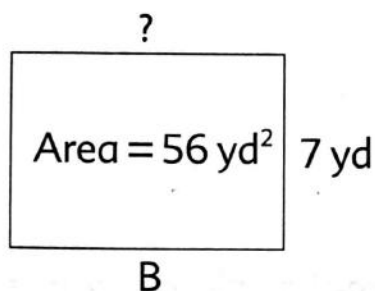
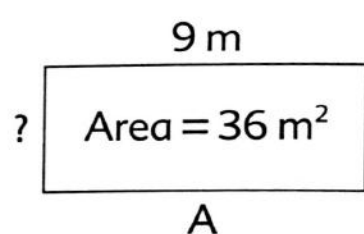
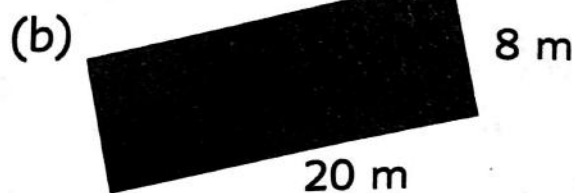
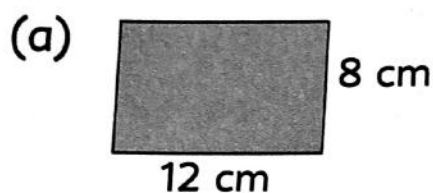


	Figure	Area	Length	Width	Perimeter
(a)	A	36 m^2	9 m	4 m	26 m
(b)	B	56 yd^2	8 yd	7 yd	30 yd
(c)	C	128 cm^2	16 cm	8 cm	48 cm
(d)	D	117 ft^2	13 ft	9 ft	44 ft
(e)	E	150 m^2	15 m	10 m	50 m

1. Find the area and perimeter of the following rectangles.



2. Find the area and perimeter of a square of side 5 m.

$$\begin{aligned}\text{Area of square} &= 5 \times 5 \\ &= \boxed{} \text{ m}^2\end{aligned}$$



$$\begin{aligned}\text{Area} &= \text{side} \times \text{side} \\ A &= s \times s\end{aligned}$$

$$5 + 5 + 5 + 5 = 4 \times 5$$

$$\begin{aligned}\text{Perimeter of square} &= 4 \times 5 \\ &= \boxed{} \text{ m}\end{aligned}$$

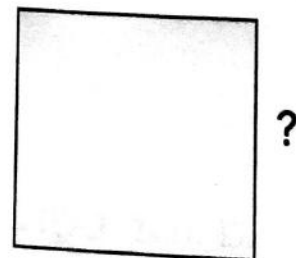
$$\begin{aligned}\text{Perimeter} &= 4 \times \text{side} \\ P &= 4 \times s\end{aligned}$$



Exercise 2, pages 165-168

3. The perimeter of a square is 12 cm.
Find the length of one side of the square.

$$\text{Total length of 4 sides} = 12 \text{ cm}$$



$$\begin{aligned}P &= 4 \times s \\ s &= P \div 4 \\ &= 12 \div 4 \\ &= \boxed{}\end{aligned}$$

$$\text{Length of one side} = \boxed{} \text{ cm}$$

4. The perimeter of a rectangle is 24 m.
If the length of the rectangle is 8 m, find its width.

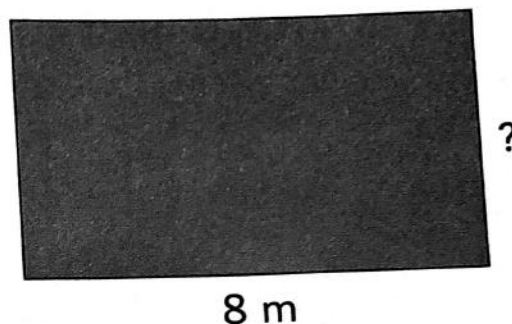
$$\text{Perimeter} = 24 \text{ m}$$

$$P = 2 \times (l + w)$$

$$l + w = P \div 2$$

$$= 24 \div 2$$

$$= 12$$



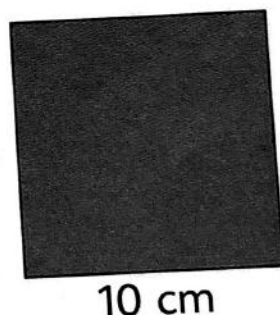
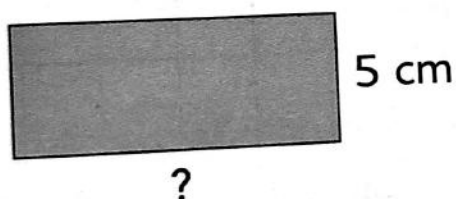
$$\text{Length} = 8 \text{ m}$$

$$8 + w = 12 \text{ m}$$

$$w = 12 - 8$$

$$= 4 \text{ m}$$

5. The rectangle and the square have the same perimeter.
- (a) Find the length of the rectangle.
- (b) Which has a bigger area, the rectangle or the square?



6. The perimeter of a square is 20 m.
Find its area.

$$\text{Length of one side} = 20 \div 4$$

$$= \boxed{} \text{ m}$$

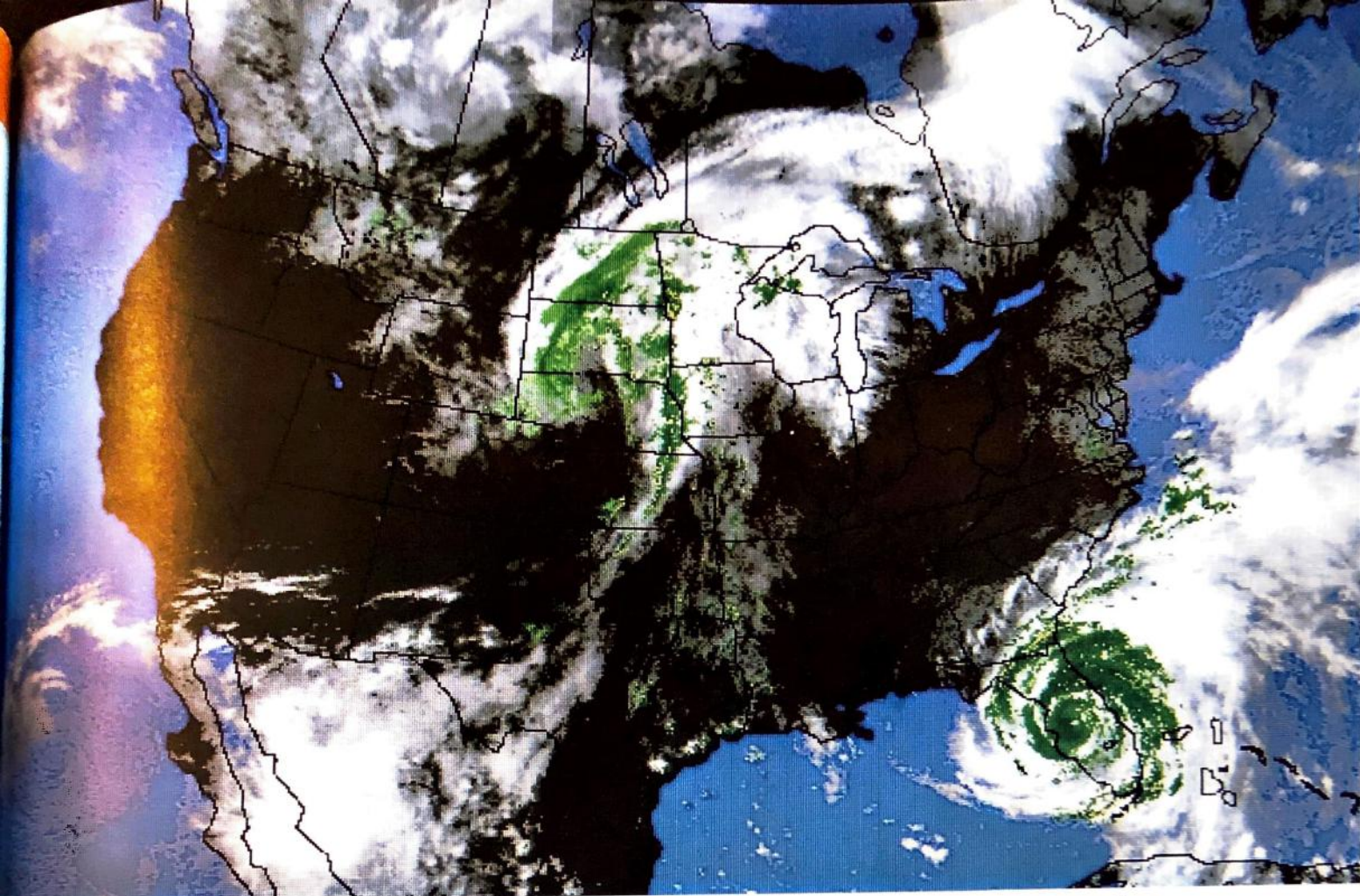
$$\text{Area of square}$$

$$= \boxed{} \text{ m}^2$$



Find the length of one side first.





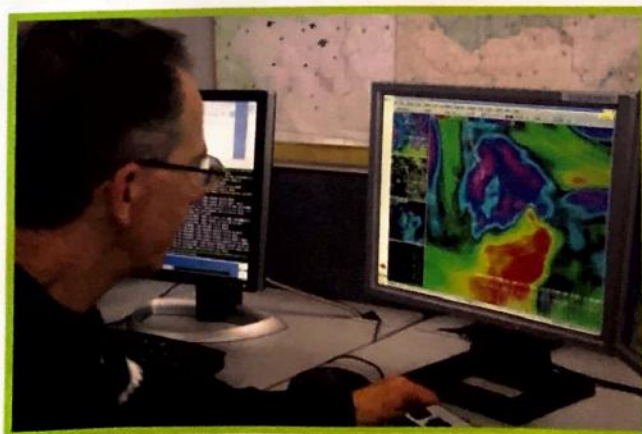
A weather satellite image enhanced with color

Weather Maps

Meteorologists collect information about the condition of the atmosphere. They measure air temperature, humidity, and air pressure. They measure wind speed and precipitation. They keep track of the movements of masses of warm air and cold air.

But meteorologists want to know more than what the weather is today. They want to **predict** what the weather will be like tomorrow and the day after that. Predicting weather is called **forecasting**.

Meteorologists collect information from surface measurements, atmospheric measurements, and satellite images. They analyze information from all three sources to make a forecast.



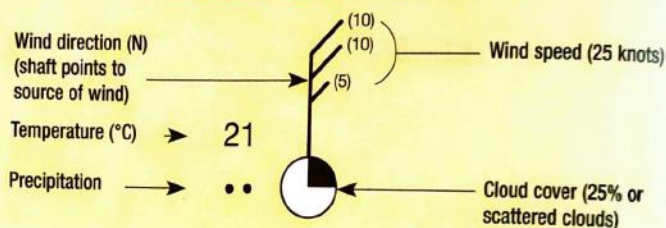
Surface Measurements

Weather data are collected every hour at more than 300 stations across the United States. At these locations, meteorologists measure several weather variables, including temperature, wind speed and direction, air pressure, cloud cover, and precipitation. These data are fed into weather-service computers. The computers generate surface-weather maps.

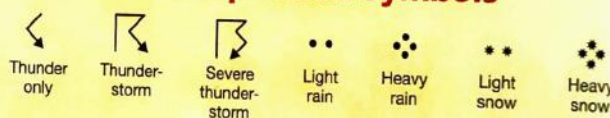
The surface-weather map has a **code** at each measuring station. The code is a combination of numbers and symbols. Information about all the weather variables can be read for each station.

Here's how some of the information is coded.

Measuring-Station Code



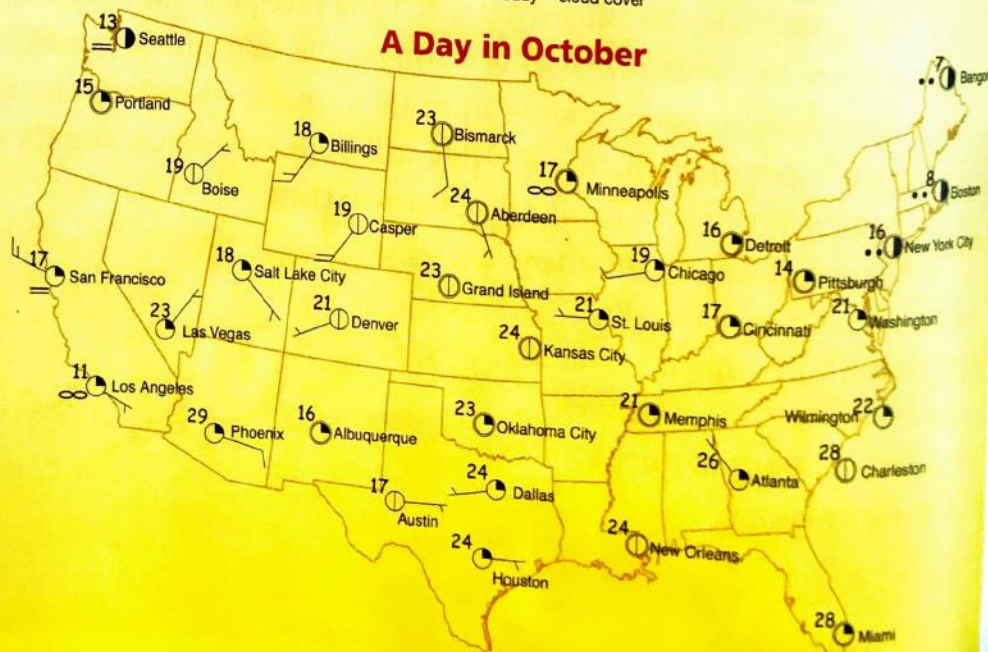
Precipitation Symbols



Cloud-Cover Symbols



A Day in October



Atmospheric Measurements

Weather balloons carry instruments into the upper atmosphere to collect data twice each day. The balloons are released at exactly the same time all over the world. There are 93 release stations in the United States. In Washington state, the balloons go up at 4:00 a.m. and 4:00 p.m. In Pennsylvania, the balloons go up at 7:00 a.m. and 7:00 p.m.

The balloons carry **radiosondes**, instruments that measure air temperature, air pressure, and humidity. The radiosonde sends information to the station until the balloon pops. Meteorologists also track the balloon's path to figure out wind speed and wind direction.



Meteorologists use weather balloons to collect weather data twice each day.

Satellite Images

Earth is surrounded by satellites stationed about 35,000 kilometers (km) above Earth's surface. The satellites are "geostationary." That means they orbit the rotating Earth at a speed that keeps them directly above the same point on Earth's surface at all times. The satellite appears to be stationary, or not moving, with respect to a fixed point on Earth. These satellites "watch" the clouds and water vapor move over Earth's surface. They read the temperature of Earth's surface. They identify the storm centers. All this information is sent back to Earth. Meteorologists use powerful computers to change the signals from the satellites into images of Earth's weather.



Satellites monitor Earth's weather.

**Illustration of GOES weather satellite:
Geostationary Operational
Environment Satellite**



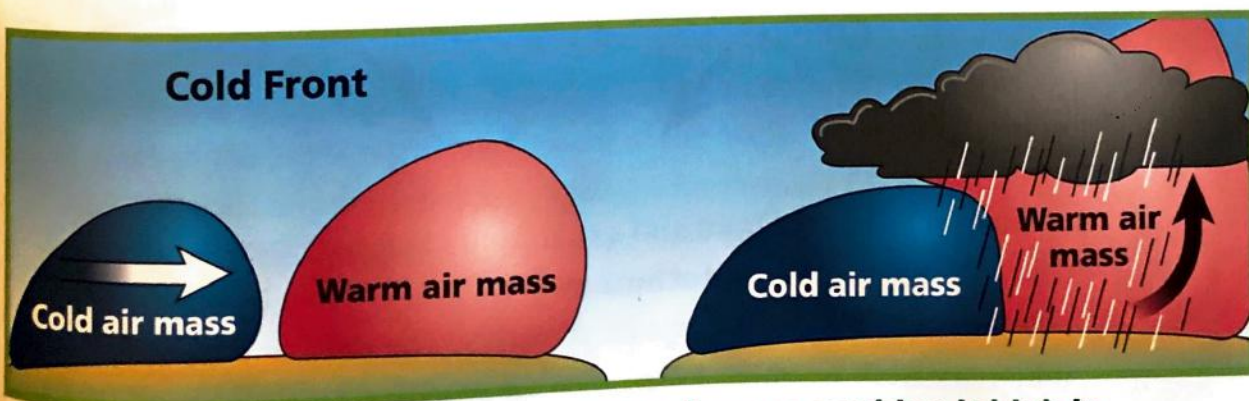
Making Weather Maps

Meteorologists bring together the information from surface measurements, atmospheric measurements, and satellite images. Then they make **weather maps**. A weather map is a way to show weather data as a picture. A basic weather map is a picture of high pressure and low pressure, temperatures, and places where masses of warm air and cold air meet, called **fronts**. With this information on a map, a meteorologist can make a good weather forecast.

Reading Weather Maps

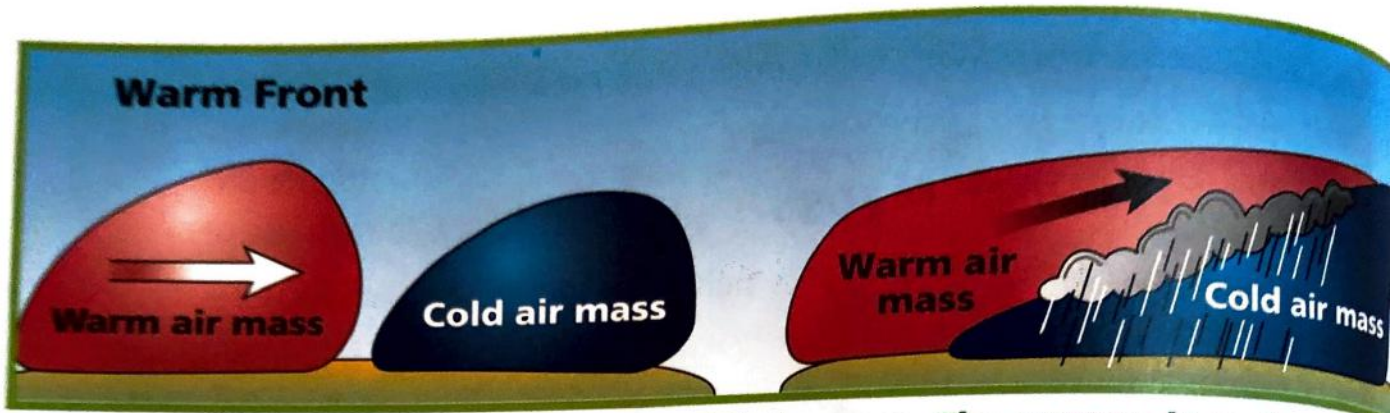
The Sun heats Earth's surface more near the equator than at the poles. Huge masses of air over the Caribbean Sea become warm. At the same time, huge masses of air in Alaska and northern Canada become cold. The masses of cold air move south, and the masses of warm air move north. When they meet, the area of contact is called a front. Weather changes happen at fronts.

A **cold front** happens when a cold air mass collides with a mass of warm, moist air. When this happens, the cold air pushes under the warm air and pushes it into the upper atmosphere very rapidly. The warm air cools, water condenses, and a thunderstorm occurs, producing a downpour. If the temperature difference between the air masses is large, a tornado might develop.



A cold air mass plows under a warm air mass, pushing it high in the atmosphere. Heavy rain and lightning occur for a short time.

A **warm front** happens when a warm air mass overtakes a cold air mass. The warm air slides over the top of the cold air in a long, slanting wedge. The warm air rises and cools slowly, and water vapor condenses into liquid over a long time. Warm fronts produce light rain for a long time.



A warm air mass slides over a cold air mass. The warm air cools and produces light rain for a long time.

On a weather map, a line with points shows where a cold front is. The points show which direction the cold front is moving. A line with round bumps is used to show where a warm front is. The side of the line with the bumps is the direction the warm front is moving. When the map is prepared in color, cold fronts are blue and warm fronts are red.



Sometimes a warm front and a cold front come together and stop moving. This is called a **stationary front**. It is shown by a line with points on one side and bumps on the other. The weather under a stationary front is similar to the weather produced by a cold front.



On a weather map, high-pressure areas are shown with a large letter H. Low-pressure areas are shown with a large letter L.

The weather around a high-pressure center is usually cool and dry. That's because high pressure is associated with more dense air. More dense air tends to be cool and dry.

Low-pressure areas are usually warmer and moist. That's because low pressure is associated with less dense air.

When a low-pressure area is near a high-pressure area, air will move from the high-pressure area to the low-pressure area. The movement of air is wind. The weather around a low-pressure area is windy and possibly rainy. As the warm air rises, cools, and condenses into clouds, it could start to rain.


Look at the three weather maps. Look at the large cold front going from Texas to New York. The upper part of the front moves across several states in the East. The southern end of the front, however, is stationary.

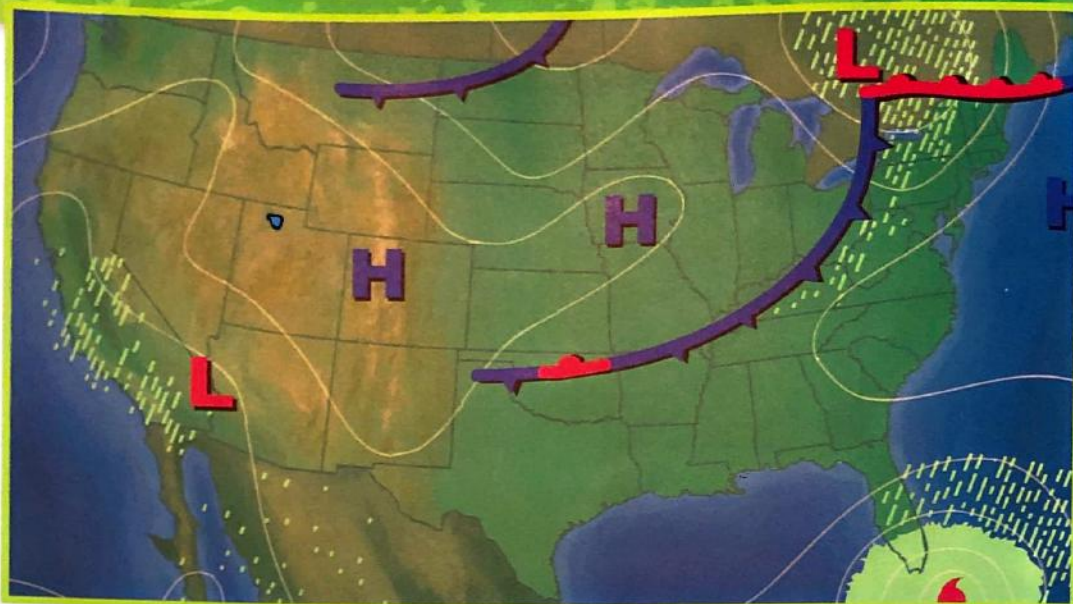
In Map 1, a cold front meets a warm front in Canada. Warm, moist air rises and condenses. The forecast is for rain.

In Map 2, a low-pressure area developed over North Dakota and South Dakota Monday afternoon. Air from the high-pressure area over the Rocky Mountains in Colorado might flow across Wyoming and Nebraska to the low-pressure area. The forecast is for wind.

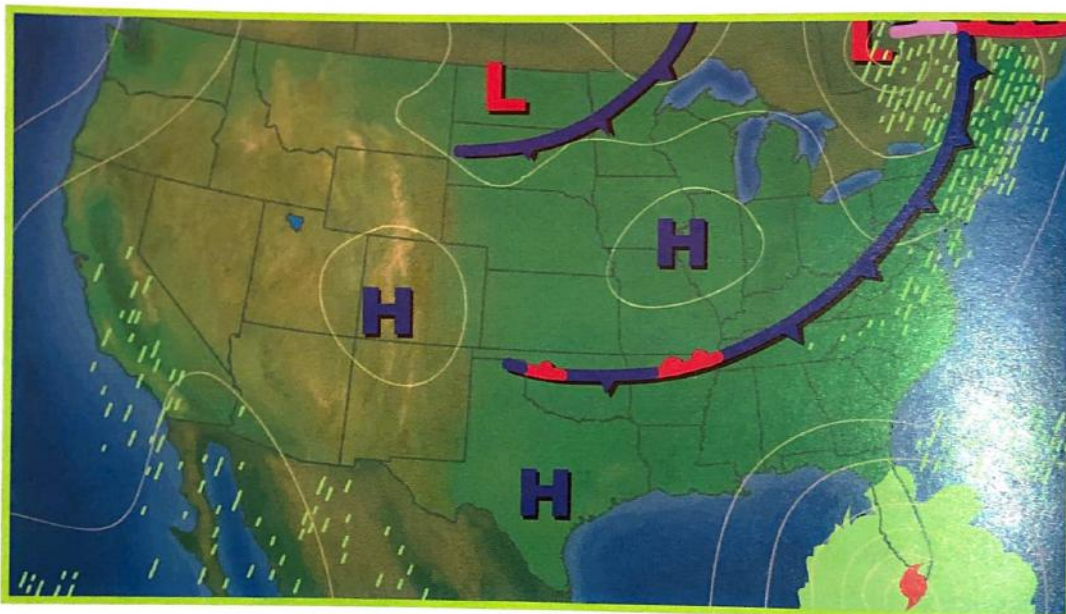
Look at Map 3. What is the weather in California? There is a low-pressure area off the coast of Southern California. Cool, moist air from the ocean is flowing toward the low-pressure area. If the moist air warms and rises as it approaches the warm, low-pressure area, it could cool and condense. The forecast is for clouds and possible showers.

Look in the lower right-hand corner of the maps. There is a red symbol for a tropical storm or hurricane. This is a hurricane. It is traveling past the southern tip of Florida. The forecast is for extreme wind and rain.

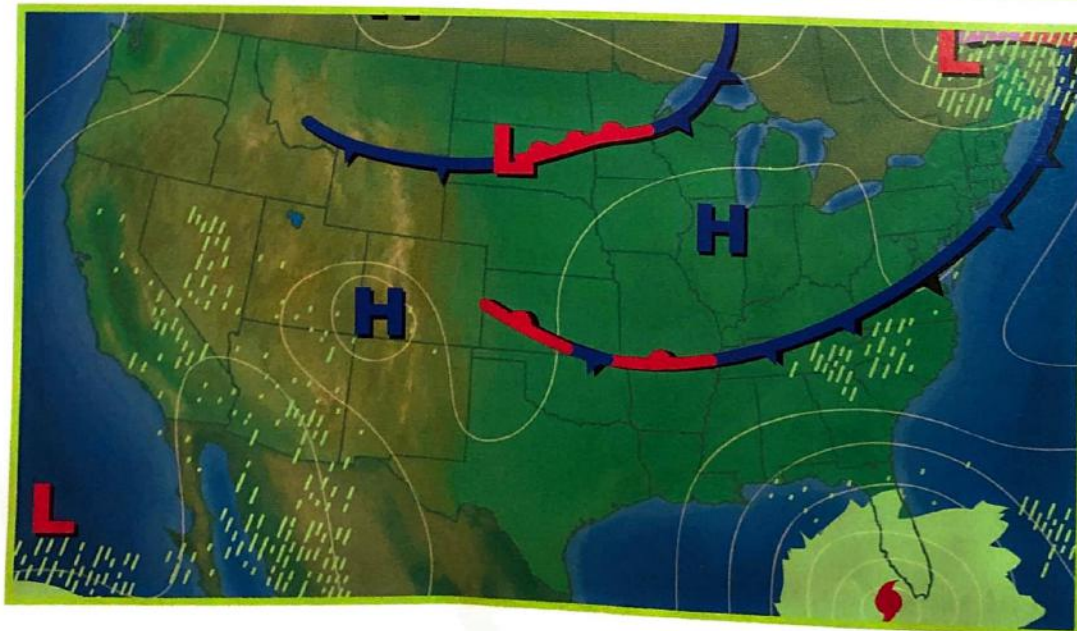
H	high-pressure area
L	low-pressure area
	tropical storm or hurricane



Map 1:
Monday
morning
at 8:00 a.m.



Map 2:
Monday
afternoon
at 2:00 p.m.

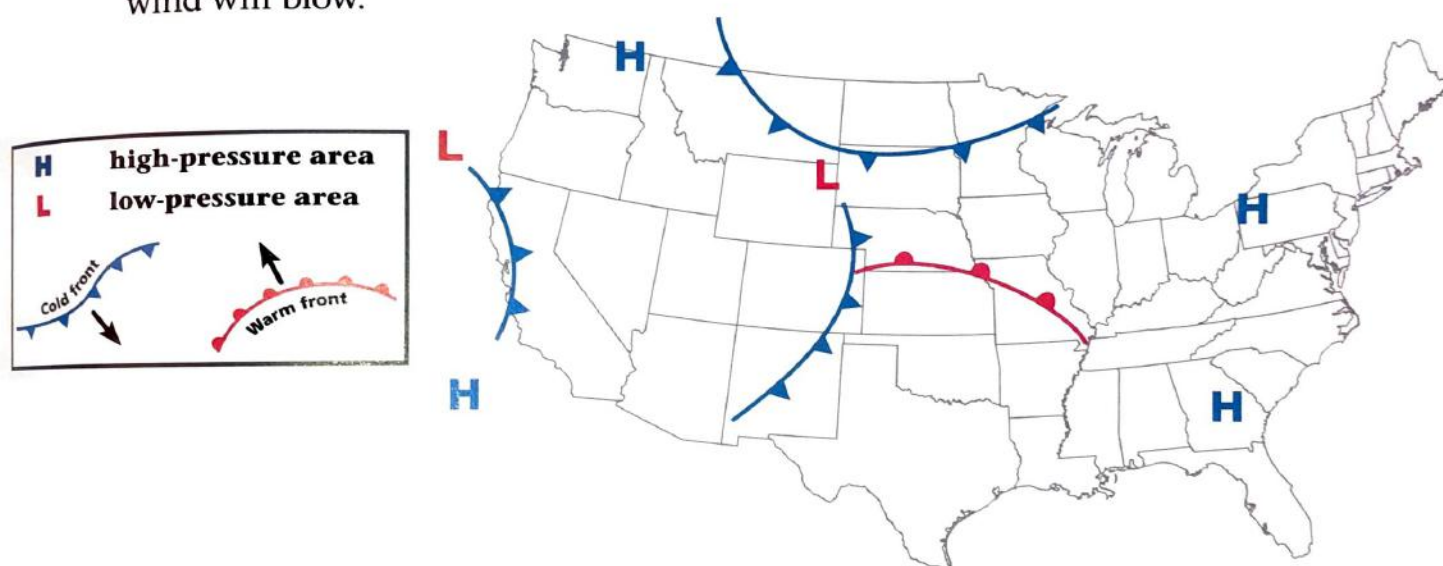


Map 3:
Monday
evening
at 8:00 p.m.

At National Weather Service forecast offices all around the United States, meteorologists use their skill and experience to produce weather forecasts. They consider all the weather variables such as temperature, air pressure, humidity, and wind. And they use their knowledge of general weather patterns.

Meteorologists know that winds in the upper atmosphere blow from west to east over most of the United States. So they know that most big weather systems also move from west to east.

They also know that air flows from high-pressure areas to low-pressure areas. This creates wind. So they look for high-pressure and low-pressure areas on the weather map to figure out which way and how hard the wind will blow.



Review Questions

1. What weather variables do meteorologists measure when they are preparing to make a weather forecast?
2. Describe three kinds of fronts and the weather they produce.
3. What causes wind?
4. Look at the sample weather map above. Where do you think it is raining? Predict where it will be raining tomorrow.
5. Look at the high-pressure and low-pressure centers on the map above. Where do you think the wind is blowing? What direction?
6. Use the map above to predict where it is likely to be cold and dry.

atrium



main room

bibit



(he/she/it) is drinking

canis



dog

coquus



cook

cubiculum



bedroom

culina



kitchen

est

(he/she/it) is

familia



family, household

filia



daughter

filius



son

hortus



garden

in



in (into, on, onto)

mater



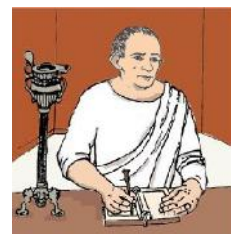
mother

pater



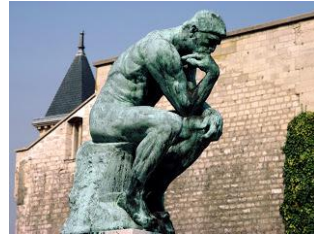
father

scribit



(he/she/it) is writing

sedet



(he/she/it) is sitting

servus



slave (male)

tablinum



study, office

triclinium



dining room

via



road

familia



1 Caecilius est pater.

Translation: _____



2 Metella est mäter.



3 Quintus est filius.



4 Lúcia est filia.



5 Clēmēns est servus.



6 Grumiō est coquus.



7 Cerberus est canis.

Letter to Parents

Dear Parents,

I have designed a plan of exercise for your scholars over the weeks. The goal of the exercise log is to grow progressively stronger. After this week, students will find out that they will be competing not only against who they were yesterday by getting better each week, but also against myself, Mr. Eberlein, and the rest of the students in their grade. The logs are my way of keeping track. I hope to have a weekly update of every student's progress. It should be a friendly way of all of us pushing each other forward.

For Truth,

Benjamin Corcoran

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
30	30	rest	rest	rest
5	5	rest	rest	rest
Baseline	Repeat Baseline	rest	rest	rest
Baseline	Repeat Baseline	rest	rest	rest
Baseline	Repeat Baseline	rest	rest	rest
30	30	rest	rest	rest
3 minutes	3 minutes	10 min	10 min	10 Minutes

WEEK: MARCH 23-27

PE - Corcoran

EXERCISE
Jumping Jacks
Burpees
Push - ups
Planks
Air-squats
Jumping Jacks
Lie-down and Breathe

March 23-27

To Take Your Baseline:

- 1) Find the exercise column in the Exercise Log.
- 2) Using perfect form, perform the number of repetitions (reps) that you can do before resorting to bad form. In other words, start doing pushups, and when you cannot do a pushup the right way anymore, **stop** (do the same for all the other exercises in the left column.) For some of you this may only be 1 pushup, maybe none. THIS IS OKAY! Do not do many things poorly. Do what you can, and do it well.

For example: Mr. Eberlein does 3,302 pushups in perfect form. He would then write 3,302 under "MONDAY" and next to "pushups". He did 3,302 repetitions (reps) of pushups.

- 3) Record the number of reps this way in your Exercise Log. These numbers are your baseline for each exercise. You will know what to do with your baseline in the coming days.

Additional instructions for "Lie down and breathe":

- 1) Lie on your back
- 2) Hands by your sides
- 3) Eyes up (closed or open, does not matter)
- 4) Breathe deeply and regularly (imagine breathing with the muscles above your stomach)
- 5) Pay attention to your breathing (it is more difficult than it seems....)
- 6) Get up slowly after you finish

Daily Student Instruction Sheet

TUESDAY

ELA

Spalding
(15 Minutes)

Literature
(40 minutes)

Grammar/Writing
(15 Minutes)

Reading
(20+ minutes)

Spalding

Goal/Objective: Students will review 5 previously learned challenging words.

Materials needed: Notebook paper, pencil, Spalding dictation sheet and Spalding rules sheet

Specific Instructions: (I = Independent; PA = Parent Assisted)

- ☐ PA: Dictate words (Attached)
- ☐ I: Write words according to instructions on Spalding dictation sheet.

Literature

Goal/Objective: Students will continue to read and understand their classic to keep, *Robin Hood*. Students will answer Chapter 18 Comprehension Questions.

Materials needed: *Robin Hood* Chapter 18, Reading log, Comprehension questions

Specific Instructions: (I = Independent; PA = Parent Assisted)

- ☐ I/PA: Complete Chapter 18 Comprehension Questions using your books. Cite text evidence for your responses.

Grammar/Writing

Goal/Objective: Introduce common homophones and how to use them.

Materials needed: Student Homophones Chart, Teacher's Homophones Chart, pencil, grammar spiral/sheet of paper

Specific Instructions: (I = Independent; PA = Parent Assisted)

- ☐ I: Write the definition of a homophone in your grammar spiral/sheet of paper. **Homophone- Words that have the same pronunciation but are spelled differently and have different meanings. Ex: Its (shows possession) vs. It's- It + is (a contraction)**
- ☐ PA: Fill out a homophone chart with student using the Teacher's homophones chart for help. Student will spend 5 minutes discussing the different homophones and how to use them with parent.

MATH

(30 Minutes)

Math

Goal/Objective: Students will review the formulas for the area of squares and rectangles, which we covered prior to spring break. Students will apply these formulas to solve several math problems.

Materials needed: Review notes, Area worksheet, and Answer key.

Specific Instructions: (I = Independent; PA = Parent Assisted)

Daily Student Instruction Sheet

	<input type="checkbox"/> I: Read review notes <input type="checkbox"/> I: Complete the review worksheet. Use the formulas and show your work on the worksheet. <input type="checkbox"/> I/PA: When complete, use the answer key to check answers and correct errors. A parent may assist with this, if necessary.
SCIENCE (25 Minutes)	<p>Science Goal/Objective: Students will continue studying weather and what causes different weather patterns.</p> <p>Materials needed: Foss Science Book, lined paper, pencil.</p> <p>Specific Instructions: (I = Independent; PA = Parent Assisted)</p> <p><input type="checkbox"/> I: Answer comprehension questions(1-6) on page 173, from “Weather Map” reading.</p> <p>Note: Be thorough in their answers. Answer in at least a complete sentence. Please, no one word answers.</p>
LATIN (15 Minutes)	<p>Latin Goal/Objective: 1) Practice vocabulary; 2) Translate simple sentences</p> <p>Materials needed: Scans of texts (included); translation answer key (included); vocabulary flashcards (included)</p> <p>Specific Instructions: (I = Independent; PA = Parent Assisted)</p> <p><input type="checkbox"/> Vocabulary</p> <p><input type="checkbox"/> I: Practice vocabulary for five minutes using flashcards or Quizlet at https://quizlet.com/6wn21g</p> <p><input type="checkbox"/> Translation</p> <p><input type="checkbox"/> I: Translate sentences from <i>Cambridge Latin Course</i> handout, pg. 4, on the lines provided.</p> <p><input type="checkbox"/> PA: Check work using provided answer sheet. Make corrections in red pencil or ink.</p>
OPTIONAL Music (15 Minutes) Art (10 Minutes) PE (10 Minutes)	<p>Music Goal/Objective: Students will read about the composer Franz Schubert</p> <p>Materials needed: Biography</p> <p>Specific Instructions: (I = Independent; PA = Parent Assisted)</p> <p><input type="checkbox"/> Read “The Story of Franz Schubert”. While reading the biography, think about what factors led to Schubert’s success as a musician.</p> <hr/> <p>Art Goal/Objective: None Materials needed: None Specific Instructions: (I = Independent; PA = Parent Assisted)</p>

Daily Student Instruction Sheet

☐ None :)

PE

Goal/Objective: Establish exercise baseline

Materials needed: Exercise Log, W1 packet

Specific Instructions: (I = Independent; **PA** = Parent Assisted)

- ☐ I: Warmup
- ☐ I: Find your baseline for each exercise movement
- ☐ I: Cooldown
- ☐ I: Lie-down and Breathe

Tuesday Student Resources

Spalding

- Spalding instructions sheet
- Spalding dictation sheet
- Spalding rules sheet (*see Appendix*)

Literature

- Robin Hood Chapter 18 (*see Monday resources*)
- Reading log (*see Monday resources*)
- Comprehension questions

Grammar

- Homophones Chart

Math

- Area worksheet
- Answer key (*see Appendix*)

Science

- FOSS Science book pg. 173 (*see Monday resources*)

Latin

- Cambridge Latin Course handout pg. 4

Music

- Schubert Handout

Spalding Spelling List (20 min)

Instructions and an answer key are provided below.

Dictate the 5 words (one at a time) to your child. For each word,

First: Parent Does	Next, Child Does	Then, Together:
<ul style="list-style-type: none">• Says the word• Says the word in a sentence• Says the word again	<ul style="list-style-type: none">• 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 it aloud• Writes the markings and the rules that apply	<ul style="list-style-type: none">• Make the appropriate corrections before moving on the next word

After finishing the list of 5 words, have your child fold his/her paper so the words do not show.

Repeat this process 1 more times so each word has been practiced a total of 2 times or a maximum of 20 minutes of work.

- Remind students to use their phonogram knowledge and spelling rules
- Remind students to practice proper letter formation and to use their best handwriting.

Word	Example sentence	Notes
<u>re</u> al	Pinocchio realized he was a <u>real</u> boy.	r. 4
<u>re</u> al ly	It was <u>really</u> cold this morning.	r. 4, 6 Base word: real Ending: ly
fol <u>k</u>	I enjoy <u>folk</u> music.	r. 19
fol <u>k</u> s	She has kind <u>folks</u> .	r. 19 Base word: folk Ending: s
<u>chap</u> <u>ter</u>	We are on <u>chapter</u> 20.	

Homophone Chart

Homophones: words that _____ the same,
but are _____ differently and have different _____.

WORD	MEANING	SENTENCE
they're		They're going to the pet store.
their		That is their dog.
there		His bone is over there .

WORD	MEANING	SENTENCE
you're		You're going to the pet store.
your		That is your dog.

WORD	MEANING	SENTENCE
it's		It's a Golden Retriever.
its		Its collar is brown.

What do you notice? _____

WORD	MEANING	SENTENCE
to		I go to school.
two		I have two dogs.
too		My dogs are too loud. Are your dogs loud, too ?

Homophone Chart

Homophones: words that sound the same,
but are spelled differently and have different meanings.

WORD	MEANING	SENTENCE
they're	they + are (contraction)	They're going to the pet store.
their	belonging to (possessive) pronoun	That is their dog.
there	in that place or position (ADV)	His bone is over there.

WORD	MEANING	SENTENCE
you're	you + are (contraction)	You're going to the pet store.
your	belonging to (possessive) pronoun	That is your dog.

WORD	MEANING	SENTENCE
it's	it + is (contractions)	It's a Golden Retriever.
its	belonging to (possessive pronoun)	Its collar is brown.

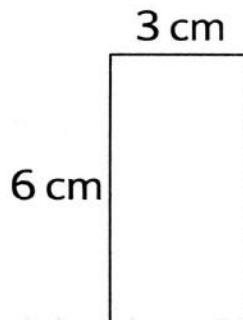
What do you notice? Contractions = always have ' (apostrophe)
in place of missing letters. ~~oooo~~

WORD	MEANING	SENTENCE
to	direction towards a point. (prep)	I go to school.
two	number (ADJ)	I have two dogs.
too	- in addition, also - very, extremely	My dogs are too loud. Are your dogs loud, too?

Exercise 1 : Area of Rectangles

1. Find the area and perimeter of each rectangle or square.

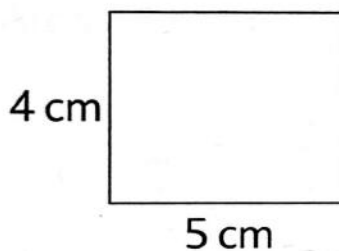
(a)



Area = _____

Perimeter = _____

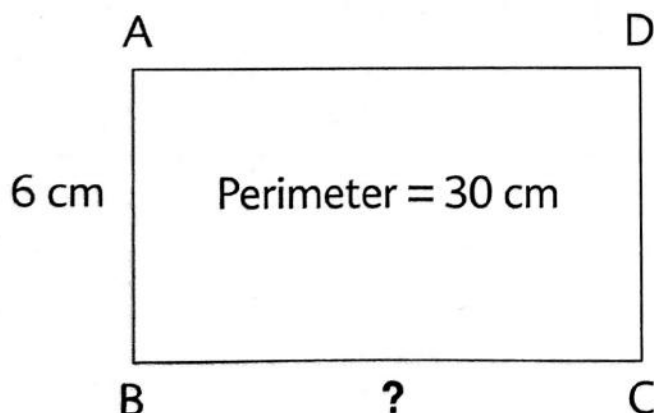
(b)



Area = _____

Perimeter = _____

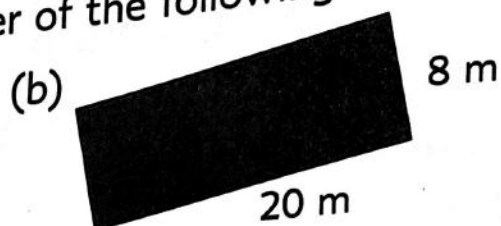
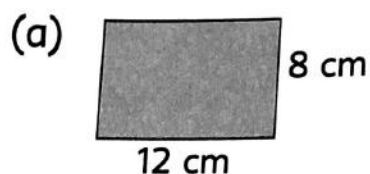
2. Find the unknown side and the area of the rectangle.



Area = _____

BC = _____

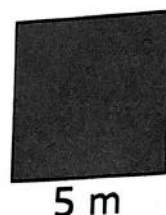
1. Find the area and perimeter of the following rectangles.



2. Find the area and perimeter of a square of side 5 m.

$$\text{Area of square} = 5 \times 5$$

$$= \text{ } m^2$$



$$\text{Area} = \text{side} \times \text{side}$$

$$A = s \times s$$

$$5 + 5 + 5 + 5 = 4 \times 5$$

$$\text{Perimeter of square} = 4 \times 5$$

$$= \text{ } m$$

$$\text{Perimeter} = 4 \times \text{side}$$

$$P = 4 \times s$$



Exercise 2, pages 165-168

3. The perimeter of a square is 12 cm.
Find the length of one side of the square.

$$\text{Total length of 4 sides} = 12 \text{ cm}$$

$$P = 4 \times s$$

$$s = P \div 4$$

$$= 12 \div 4$$

$$= \text{ }$$



$$\text{Length of one side} = \text{ } cm$$

4. The perimeter of a rectangle is 24 m.
If the length of the rectangle is 8 m, find its width.

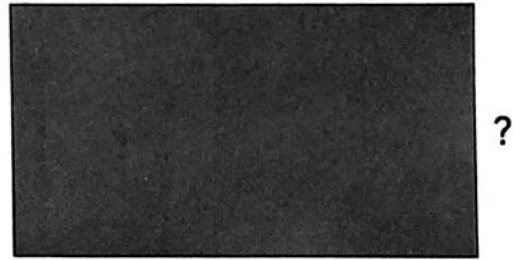
$$\text{Perimeter} = 24 \text{ m}$$

$$P = 2 \times (l + w)$$

$$l + w = P \div 2$$

$$= 24 \div 2$$

$$= 12$$



8 m

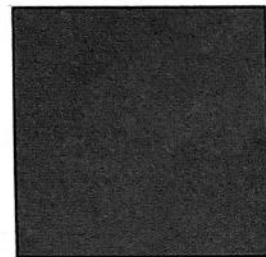
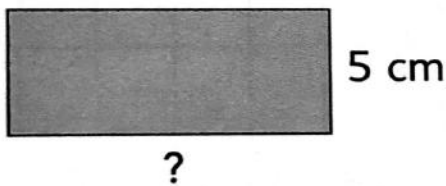
$$\text{Length} = 8 \text{ m}$$

$$8 + w = 12 \text{ m}$$

$$w = 12 - 8$$

$$= 4 \text{ m}$$

5. The rectangle and the square have the same perimeter.
- (a) Find the length of the rectangle.
- (b) Which has a bigger area, the rectangle or the square?



10 cm

6. The perimeter of a square is 20 m.
Find its area.

$$\text{Length of one side} = 20 \div 4$$

$$= \boxed{} \text{ m}$$

$$\text{Area of square} = \boxed{} \text{ m}^2$$



Find the length of one side first.





8 Caecilius est in tablinō.



9 Metella est in ātriō.



10 Quintus est in tricliniō.



11 Lūcia est in hortiō.



12 Clēmēns est in cubiculō.



13 Grumiō est in culinā.



14 Cerberus est in viā.

Franz Schubert



Important Facts to Know About Franz Schubert

Born: 1797 in Austria

Died: 1828

Period of Music: Classical/Romantic

Instruments He Played: Piano, violin, organ

Major Compositions:

Piano: Approximately 20 piano sonatas; 8 Impromptus; *Wanderer Fantasy*

Orchestra: Symphony No. 8 in B Minor ("Unfinished"); Symphony No. 9 in C Major ("Great")

Songs: "Erlkönig," "Serenade," "Ave Maria"

Interesting Facts: It is said that Schubert slept with his spectacles on so he wouldn't waste time in the morning looking for them before he began to compose. (It must have worked—he wrote over 600 songs!)



Suggested Listening: *Valse Noble*, D. 969, No. 1

Track 3

The story of Franz Schubert

(1797–1828)

Franz Schubert was born in Vienna, Austria in 1797. Franz Theodor, his father, was a schoolmaster and an amateur cellist. By the time Franz was eight years old, his father had taught him to play the violin. His older brother, Ignaz, taught him piano, and Michael Holzer, the parish organist, taught him voice, theory and organ. Holzer described Schubert as an eager student who somehow seemed to already know the new concepts he was about to teach him.

When he was eleven, Schubert's wonderful voice earned him admission into the Imperial Choir where court singers were trained. A good student, he soon became first violinist of the orchestra and was even allowed to conduct. He studied avidly the works of Mozart and Beethoven and began composing under the direction of his teacher, Antonio Salieri. Schubert sang in the choir until his voice changed. He wrote in his choir book that Franz Schubert had "crowded" for the last time, 26th July, 1812.

Schubert liked people and they liked him. He had little money, but great wealth in his many friends. These friends, most of high social standing, were lawyers, businessmen, painters, government officials and poets. They looked after his needs, often giving him money, food and a place to stay. In the evenings they would gather in a home to hear Schubert's music. These gatherings became known as



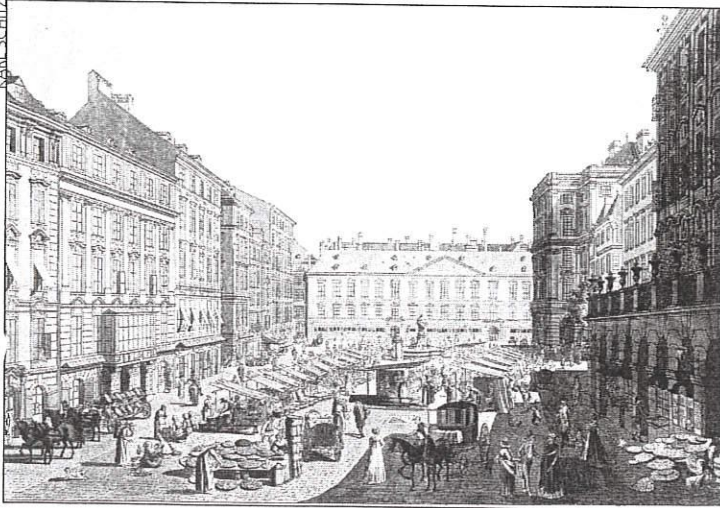
A portrait of a "Schubertiade" in a Viennese home.

"Schubertiades." Often the most famous singers of the day would come to sing his songs while he accompanied them. There would be piano duets and Schubert would improvise piano music for dancing. Sometimes they played games. All the friends had nicknames; Schubert was called "Tubby" because he was short and rather round!

Schubert composed very quickly. One day he noted on a manuscript that he had written the composition in Herr Huttenbrenner's room at city hospital, in the space of three hours, and dinner was missed as a consequence. Another time while having dinner with friends, and having just heard one of them read Shakespeare's poem, "Hark, Hark, the Lark," an idea for a melody came to him. Not having any music paper, he wrote the music on the back of the bill.

Besides having written over 600 songs, Schubert composed piano and choral music. He wrote eight symphonies, the best known being the "Unfinished" Symphony. (The "Unfinished" Symphony is called "unfinished" only because it contains two movements rather than the usual four.)

Schubert was deeply affected by the death of his idol, Beethoven, in 1827 and was a torchbearer at his funeral. A few months later he himself died and was buried close to Beethoven's grave in Währing cemetery.



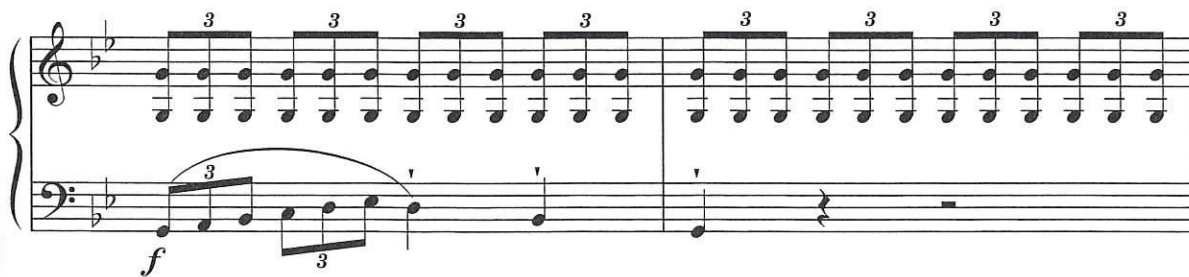
Vienna city market, about the time Schubert was born.

The Art Song

Franz Schubert is best known for his art songs and was considered the Master of the Liéd (German art song). He wrote over 600 songs and two song cycles (groups of related songs).

In songs dating from the 12th and 13th centuries, the melody and words were the most important part of the song; the accompaniment was usually incidental. With Schubert's art songs the accompaniment was of equal importance. The words, melody and accompaniment all work together to create the desired effect.

Schubert's first dramatic song was "Erlkönig" ("Erl King") written in 1815 and marked "Opus 1." The story, written by Johann Wolfgang von Goethe, describes a frantic night journey by a father with his sick and feverish son in his arms. As they ride, the delirious child thinks he hears the mythical Erl King calling to him. The repeated octave figure throughout the piece represents the galloping horse, making the accompaniment a very important part of the piece.



In the fifteenth measure, the soloist asks:



Wer rei - tet so spät durch Nacht und Wind?
(Who rides so late at night through the wind?)



At their best, art songs tell stories and express human emotions in a way that touches everyone; certainly Schubert's important contribution raised the form to a higher level.

Daily Student Instruction Sheet

WEDNESDAY

ELA

Spalding
(15 Minutes)

Literature
(40 minutes)

Grammar/Writing
(15 Minutes)

Reading
(20+ minutes)

Spalding

Goal/Objective: Students will review 5 previously learned challenging words.

Materials needed: Notebook paper, pencil, Spalding dictation sheet and Spalding rules sheet

Specific Instructions: (I = Independent; PA = Parent Assisted)

- ☐ PA: Dictate words (Attached)
- ☐ I: Write words according to instructions on Spalding dictation sheet.

Literature

Goal/Objective: Students will continue to read and understand their classic to keep, *Robin Hood*.

Materials needed: *Robin Hood* Chapter 19, Reading log, Comprehension questions

Specific Instructions: (I = Independent; PA = Parent Assisted)

- ☐ I/PA: Read *Robin Hood* Chapter 19 through pages 243. Parents may assist with read-aloud, if needed.
- ☐ I: Record minutes read on Reading Log.
- ☐ I: Answer comprehension questions in complete sentences, returning to text to find evidence for their answers.

Grammar/Writing

Goal/Objective: Students will practice using homophones. (Emphasis on the differences between their, there, and they're)

Materials needed: Wordwise "Their, There, They're" Notes, Homophone worksheet and Answer Key, pencil

Specific Instructions: (I = Independent; PA = Parent Assisted)

- ☐ I/PA: Complete homophone worksheet independently. Parents may help student if needed. Parent uses answer key to check student's understanding of homophones.

MATH

(30 Minutes)

Math

Goal/Objective: Students will look over notes for solving the perimeter of squares and rectangles of Composite Figures.

Materials Needed: Textbook Notes, Composite Perimeter Worksheet, and Answer key.

Specific Instructions: (I = Independent; PA = Parent Assisted)

Daily Student Instruction Sheet

	<input type="checkbox"/> I: Read textbook notes <input type="checkbox"/> I: Complete composite perimeter worksheet. You must show your work on the worksheet. <input type="checkbox"/> I/PA: When complete, use the answer key to check answers and correct errors. Parent may assist with this, if necessary.
SCIENCE (25 Minutes)	<p>Science Goal/Objective: Students will continue studying weather and what causes different weather patterns.</p> <p>Materials needed: Foss Science Book pages</p> <p>Specific Instructions: (I = Independent; PA = Parent Assisted)</p> <input type="checkbox"/> I: Read pages 156-164 in Foss science textbook pages. <input type="checkbox"/> I: While going through the reading, fill in the corresponding blanks on the sheet.
LATIN (15 Minutes)	<p>Latin Goal/Objective: 1) Practice vocabulary; 2) Translate simple sentences</p> <p>Materials needed: Scans of texts (included); translation answer key (included); vocabulary flashcards (included)</p> <p>Specific Instructions: (I = Independent; PA = Parent Assisted)</p> <input type="checkbox"/> Vocabulary <ul style="list-style-type: none"> <input type="checkbox"/> I: Practice vocabulary for five minutes using flashcards or Quizlet at https://quizlet.com/_6wn21g <input type="checkbox"/> Translation <ul style="list-style-type: none"> <input type="checkbox"/> I: Translate sentences from <i>Cambridge Latin Course</i> handout, pg. 5 numbers 15-17, on the lines provided. Extra vocab can be found on page 6. <input type="checkbox"/> PA: Check work using provided answer sheet. Make corrections in red pencil or ink.
OPTIONAL Art (10 Minutes)	<div style="border: 1px solid black; height: 20px; width: 100%;"></div> <hr/> <p>Art Goal/Objective: Review basic art exercises and practices.</p> <p>Materials needed: Paper, pencil, eraser</p> <p>Specific Instructions: (I = Independent; PA = Parent Assisted)</p> <input type="checkbox"/> PA: Review the 5 values (white, light grey, grey, dark grey, and black) <input type="checkbox"/> PA: Review the parts of a shaded sphere (included) <input type="checkbox"/> I: draw and shade a sphere (include the cast shadow!) using cross hatching and draw and shade a sphere using normal shading (remember you need all 5 values)

Wednesday Student Resources

Spalding

- Spalding instructions sheet
- Spalding dictation sheet
- Spalding rules sheet (*see Appendix*)

Literature

- Robin Hood Chapter 19
- Reading log (*see Monday resources*)
- Comprehension questions

Grammar

- Homophone worksheet

Math

- Textbook Notes (*see Tuesday resources*)
- Composite Perimeter Worksheet
- Answer key (*see Appendix*)

Science

- FOSS Science book pgs. 156-164

Latin

- Cambridge Latin Course handout pg. 5

PE

- Exercise Log (*see Monday resources*)
- Week 1 Packet (*see Monday resources*)

Spalding Spelling List (20 min)

Instructions and an answer key are provided below.

Dictate the 5 words (one at a time) to your child. For each word,

First: Parent Does	Next, Child Does	Then, Together:
<ul style="list-style-type: none">• Says the word• Says the word in a sentence• Says the word again	<ul style="list-style-type: none">• 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 it aloud• Writes the markings and the rules that apply	<ul style="list-style-type: none">• Make the appropriate corrections before moving on the next word

After finishing the list of 5 words, have your child fold his/her paper so the words do not show.

Repeat this process 1 more times so each word has been practiced a total of 2 times or a maximum of 20 minutes of work.

- Remind students to use their phonogram knowledge and spelling rules
- Remind students to practice proper letter formation and to use their best handwriting.

Word	Example sentence	Notes
de <u>ter</u> mine	Hard work will <u>determine</u> your success.	r. 4
de <u>ter</u> mine ⁼⁵ de <u>ter</u> mine ² <u>ed</u>	She was <u>determined</u> to finish the task.	r. 4, 28 Base word: determine Ending: ed
de <u>ter</u> mi <u>na</u> <u>tion</u>	He showed <u>determination</u> during the soccer game.	r. 4, 11, 28 Base word: determine Ending: ation
de <u>cei</u> <u>ve</u>	The weather may <u>deceive</u> you.	r. 4, 11, 14 "Should we use ei or ie ? (Look to rule 12.)
bis <u>cu</u> <u>its</u>	I like to eat <u>biscuits</u> and gravy.	cu is rare phonogram



How King Richard Came to Sherwood Forest

~~~~~  
*“King Richard hearing of the pranks  
Of Robin Hood and his men,  
He much admired and more desired  
To see both him and them.*

.....

*“Then Robin takes a can of ale:  
‘Come let us now begin;  
And every man shall have his can;  
Here’s a health unto the King!*



**F**RIAR TUCK NURSED Little John’s wounded knee so skillfully that it was now healed. The last part of the nursing consisted chiefly of holding down the patient, by force, to his cot. Little John felt so well that he insisted upon getting up before the wound was healed. He

would have done so, if the friar had not piled some holy books upon his legs and sat upon his stomach. Under this vigorous treatment Little John was forced to lie quiet until the friar gave him leave to get up. At last he and the friar went to join the rest of the band, who were very glad to see them. They sat round a big fire, for it was a chilly evening, and feasted in great content.

A cold rain set in later, but the friar made his way back to his little hermitage. There he made himself a cheerful blaze, changed his dripping robe, and sat down with a sigh of satisfaction before a tankard of hot spiced wine and a pastry. Suddenly a voice was heard outside demanding to be let in. His kennel of dogs set up a furious uproar, proving the fact of a stranger's presence.

"Now by Saint Peter!" growled the friar. "Who comes here at this unseemly hour? Move on, friend, or my spiced wine will get cold!"

He was putting the tankard to his lips when a thundering rap sounded upon the door, making it quiver, and causing Tuck almost to drop his tankard. An angry voice shouted:

"Ho! Within there! Open, I say!"

"Go your way in peace!" roared back the friar. "I

can do nothing for you. It's but a few miles to Gamewell, if you know the road."

"But I do not know the road, and if I did I would not budge another foot. It's wet out and dry within. So, open!"

"A plague seize you for disturbing a holy man in his prayers!" muttered Tuck angrily. He unbarred the door in order to keep it from being battered down. Then lighting a torch at his fire and whistling for one of his dogs, he stepped out to see who his visitor might be.

A tall knight clad in a black coat of mail, with a plumed helmet, stood before him. By his side stood his horse, also dressed in rich armor.

"Have you no supper, brother?" asked the Black Knight curtly. "I must beg of you a bed and a bit of roof for tonight, and I wish to refresh my body before I sleep."

"I have no room that even your steed would accept, Sir Knight, and nothing to eat save a crust of bread and a pitcher of water."

"I can smell better food than that, brother, and must force my company upon you, though I shall repay it with gold in the name of the church. As for my horse, let him but be blanketed and put on the sheltered side of the house."

And with that the knight boldly brushed past Tuck and his dog and entered the hermitage. Something about his masterful air pleased Tuck, in spite of his rudeness.

"Sit down, Sir Knight," said he, "and I will fasten up your steed and find him some grain. Half of my bed and board is yours, this night, but we shall see later who is the better man, and who is to give the orders!"

"I can pay my keeping in blows or gold, as you prefer!" said the knight, laughing.

The friar presently returned and drew up a small table near the fire.

"Now, Sir Knight," said he, "put off your sword and helmet and other war gear and help me lay this table, for I am very hungry."

The knight did as he was told and put aside the visor which had hidden his face. He was a bronzed and bearded man with blue eyes and hair shot with gold.

Then once again the priest sat down to his pastry and spiced wine. He said grace with some haste and was surprised to hear his guest respond fittingly in the Latin tongue. Then they attacked

the wine and pastry valiantly. Tuck looked regretfully at the rapidly disappearing food but did not begrudge it, because of the stories his guest told to enliven the meal. The wine and warmth of the room cheered them both, and they were soon



**SALADIN**  
Sultan of Egypt  
(1137-1193) during the  
Third Crusade. He was a  
brilliant general and earned  
a reputation for chivalry  
among his Christian  
enemies.

laughing uproariously as the best of comrades in the world. The Black Knight, it seemed, had travelled everywhere. He had been on Crusades, had fought the noble Saladin, had been in prison, and often in peril. But now he spoke of it lightly, laughed it off, and made himself so friendly that Friar Tuck was nearly choked with merriment. So passed the time till late, and the two fell asleep together, one on each side of the table.

Friar Tuck awoke in a surly mood but was speedily cheered by the sight of the Black Knight, who had already risen as happy as a lark, washed his face and hands, and was now stirring hot **gruel** over the fire.

**GRUEL**  
Thin oatmeal  
porridge.

"By my faith, I make a sorry host!" cried Tuck, springing to his feet. And later as they sat at breakfast, he added: "I do not want your gold. Instead I will do what I can to help you on your way whenever you wish to depart."

"Then tell me," said the knight, "how I may find Robin Hood the outlaw. I have a message to him from the King. All day yesterday I sought him, but found him not."

Friar Tuck lifted up his hands in holy horror. "I am a lover of peace, Sir Knight, and do not keep company with Robin Hood."

"Nay, I mean no harm to Master Hood," said the knight, "but I yearn to speak with him in person."

"If that is all, I can guide you to his hideaway," said Tuck, who foresaw in this knight a possible goldbag for Robin. "In truth, I could not live in these woods without hearing of the outlaws, but matters of religion are my chief joy and occupation."

"I will go with you, brother," said the Black Knight.

So without more ado they went into the forest, the knight riding upon his charger and Tuck pacing along by his side.

The knight sniffed the fresh air in delight.

"The good greenwood is the best place to live in, after all!" said he. "What court or capital can equal this, for true men?"

"None on this earth," replied Tuck smilingly. And once more his heart warmed toward this courteous stranger.

They had not gone more than three or four miles along the road from Fountain Abbey to Barnesdale, when of a sudden the bushes just ahead of them parted and a well-built man with curling brown hair stepped into the road and laid his hand upon the knight's bridle.

It was Robin Hood. He had seen Friar Tuck a little way back and shrewdly suspected his plan. Tuck, however, pretended not to know him at all.

"Hold!" cried Robin. "I am in charge of the highway this day and must exact an accounting from all who pass by."

"Who is it bids me hold?" asked the knight quietly. "I am not in the habit of yielding to one man."

"Then there are others to keep me company," said Robin, clapping his hands. And instantly ten

of his men came out of the bushes and stood beside him.

"We are yeomen of the forest, Sir Knight," continued Robin, "and live under the greenwood tree. We have no means of support—thanks to the tyranny of our overlords—other than the aid which fat churchmen and goodly knights like yourself can give. And as you have churches and rents and gold in great plenty, we beseech you for charity's sake to give us some."

"I am but a poor monk, good sir!" said Friar Tuck in a whining voice, "on my way to the shrine of **Saint Dunstan.**"

"Stay awhile with us," answered Robin, biting back a smile.

The Black Knight now spoke again. "But we are messengers of the King," said he. "His Majesty himself waits near here and wishes to speak with Robin Hood."

"God save the King!"



#### SAINT DUNSTAN

**An English saint (910-988), Archbishop of Canterbury and advisor to kings, he revived English monasteries after their destruction by Viking invaders. He was also known for his skill at playing the harp and making bells. According to legend, he once grabbed the devil by the nose with a pair of tongs.**

said Robin, raising his cap loyally. "And all who wish him well! I am Robin Hood, and the King has no more devoted subject than I. Nor have I taken anything of his save, perhaps, a few deer for my hunger. My chief war is against the clergy and barons of the land who bear down upon the poor. But I am glad," he continued, "that I have met you here; and before we end you shall be my friend and taste of our forest hospitality."

"But what is the fee?" asked the knight. "For I am told your feasts are costly."

"Nay," responded Robin, waving his hands. "You are from the King. Nonetheless, how much money is in your purse?"

"Forty gold pieces," replied the knight.

Robin took the forty pounds and counted it. One half he gave to his men and told them to drink to the King's health with it. The other half he handed back to the knight.

"Sir," said he courteously, "have this for your spending. If you live with kings and lords, you will need it."

"Grammercy!" replied the other smiling.

Then Robin walked on one side of the knight's

steed and Friar Tuck on the other till they came to the open glade before the caves of Barnesdale. Then Robin drew out his bugle and sounded the three signal blasts of the band. Soon there were more than a hundred yeomen in sight. All were dressed in new suits of Lincoln green and carried new bows in their hands and bright short swords at their belts. And every man bent his knee to Robin Hood before taking his place at the tables, which were already set.

A handsome page stood at Robin's right hand to pour his wine and that of the knight. The knight marveled at all he saw and said to himself: "These men of Robin Hood's give him more obedience than my fellows give me."

At the signal from Robin, the dinner began. There was venison and fowl and fish and wheat cakes and ale and red wine in great plenty, and it was a good sight to see the smiles upon the hungry men's faces.

First they listened to a grace from Friar Tuck, and then Robin lifted high a tankard of ale.

"Come, let us now begin," said he. "In honor of our guest who comes with a royal message, here's to the health of the King!"

The guest responded heartily to this toast and the men cheered noisily for King Richard!

After the feast was over, Robin turned to his guest and said: "Now you shall see what life we lead, so that you may report faithfully, for good or bad, unto the King."

At a signal from him, the men rose up and smartly bent their bows for practice. The knight was greatly astonished at the smallness of their targets. A branch was set up, far down the glade, and a garland of roses was balanced on it. Whoever failed to send his shaft through the garland, without knocking it off the branch, would be struck by the hand of Friar Tuck.

"Ho, ho!" cried the knight, as his travelling companion rose up and bared his brawny arm, "so you, my friend, are Friar Tuck!"

"I have not denied it," replied Tuck, growling at having betrayed himself. "But chastisement is a rule of the church, and I am seeking the good of these stray sheep."

David of Doncaster shot first and landed safely through the rose garland. Then came Allan-a-Dale and Little John and Stutely and Scarlet and many of the

rest. The knight held his breath from amazement. Each fellow shot truly through the garland, until Middle, the tinker, stepped up for a trial. But while he made a fair shot for a townsman, the arrow flew outside the rim of the garland.

"Come here, fellow," said Little John coaxingly. "The priest will bless thee with his open hand."

Then, because Middle made a sorry face and loitered in his steps, Arthur-a-Bland and Will Stutely seized him by the arms and stood him before the friar. Tuck's big arm flashed through the air — "whoof!" — Middle himself went rolling over and over on the grass. He was stopped by a small bush and he sat up, rubbing his ear. The merry men roared, and the knight laughed till tears rolled down his face.

After Middle's bad luck, others of the band fared in the same fashion. The garland would topple over even though the arrows went through it. So Middle began to feel better when he saw these others also tumbling on the grass.

At last came Robin's turn. He shot carefully, but as luck would have it, the shaft was badly feathered and swerved sidewise so that it missed the garland. Then a great roar went up from the whole company. It was rare

that they saw their leader miss his mark. Robin flung his bow upon the ground from irritation.

"The arrow was sadly winged!" he complained. "I felt the poor feather upon it as it left my fingers!"

Then suddenly picking up his bow again, he sped three shafts as fast as he could send them and every one went clean through the garland.

"By Saint George!" muttered the knight. "I never before saw such shooting in all Christendom!"

The band cheered heartily at these last shots, but Will Scarlet came up gravely to Robin.

"Pretty shooting, master!" said he, "but it will not save you from paying for the bad arrow. So walk up and take your medicine!"

"No, that may not be!" protested Robin. "The good friar belongs to my company and has no authority to lift his hand against me. But you, Sir Knight, stand for the King. I pray you, serve out my blow."

"Not so!" said Friar Tuck. "My son, you forget I stand for the church, which is even greater than the King."

"Not this day," said the knight in a deep voice. Then rising to his feet, he added: "I stand ready to serve you, Robin Hood."

"Upstart knight!" cried Friar Tuck. "I told you last night, sir, that we should yet see who was the better man! So we will prove it now, and thus settle who is to pay Robin Hood."

"Good!" said Robin. "I do not want to start a dispute between church and state."

"Good!" also said the knight. "Come, friar, strike if you dare. I will give you first blow."

"You have the advantage of an iron pot on your head and gloves on your hands," said the friar, "but down you shall go, even if you were Goliath."

Once more the priest's brawny arm flashed through the air, and struck with a "whoof!" But to the amazement of all, the knight did not budge from his tracks, though the upper half of his body twisted slightly to ease the force of the blow.

"Now my turn," said the knight coolly, casting aside his gauntlet. And



**GOLIATH**

The giant warrior of the Philistines whom David, the youthful champion of the Israelites, killed with a stone thrown from a sling.

**GAUNTLET**

A glove with armor protecting the hand.

Merry Robin.  
hath the.  
worst of.  
a.  
Bargain.



HP:



HP.

with one blow of his fist the knight sent the friar spinning to the ground.

If there had been uproar before, it was as nothing to the noise which now broke forth. Every fellow held his sides from laughter—every fellow, except one, and that was Robin Hood.

Out of the frying pan into the fire! he thought. He wished he had let the friar box his ears, after all!

Robin's plight was indeed a sorry one, and now the knight turned on him and sent him tumbling head over heels. But Robin was spared the laughter of the merry men by an unexpected event. A horn sounded in the glade and a party of knights was seen approaching.

"To arms!" cried Robin, hurriedly seizing his sword and bow.

"It's Sir Richard of the Lea!" cried another, as the troop came nearer.

And so it was. Sir Richard spurred his horse forward and dashed into the camp. Near the spot where the Black Knight stood, he dismounted and knelt before him.

"I trust Your Majesty has not needed our help," he said humbly.

"'Tis the King!" cried Will Scarlet, falling to his knees, too.

"The King!" echoed Robin Hood after a pause of amazement. And he and all his men bent reverently on their knees.

Name \_\_\_\_\_ Date \_\_\_\_\_  
Number \_\_\_\_\_

## *Robin Hood* Comprehension Questions: Ch. 19

Directions: Using your book, answer the following questions in 2 – 3 complete sentences. Make sure you capitalize the first letter, check your spelling, and use correct punctuation.

1. How does Friar Tuck force Little John to rest until his knee is healed?

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2. Describe the Friar's response when he hears a knock on the door. Why is he wrong to respond this way?

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Name\_\_\_\_\_ Date\_\_\_\_\_ Number\_\_\_\_\_

3. What does the Black Knight notice about the way that Robin Hood's men treat their leader?

What else astonishes the knight?

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4. How do the men learn their guest is actually King Richard? Did you suspect the truth?

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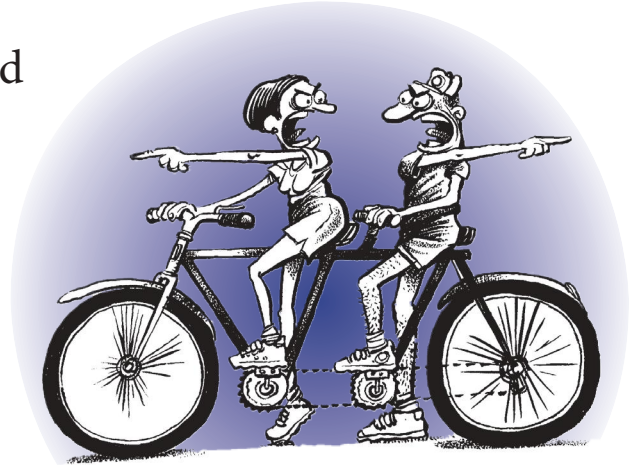
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# They're, There, & Their

The problem: These words sound identical but have completely different uses and meanings.



## They're

A CONTRACTION of *they are*:

**They're** going to be late.

**They're** looking for my jelly beans.

**There** is no chance **they're** going to agree on **their** direction.

## There

Either an ADVERB describing a place:

I saw her standing **there**.

Don't go **there**.

— or a PRONOUN used to begin a sentence:

**There** is no doubt in my mind.

**There** are no more jelly beans.

**There** seems to be some confusion about those jelly beans.

## Their

The POSSESSIVE form of the PRONOUN *they* — usually modifies a NOUN.

**their** books

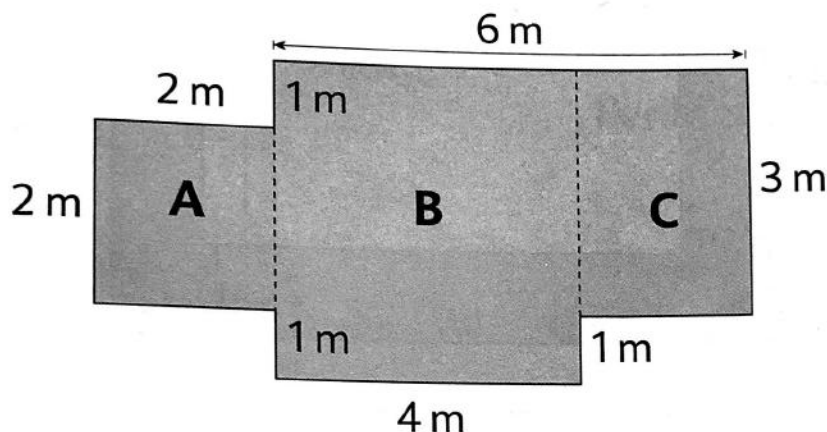
**their** house

**their** jelly beans

## Composite Figures

A **composite figure** is made up of more than one shape.

Find the area and perimeter of the figure below.

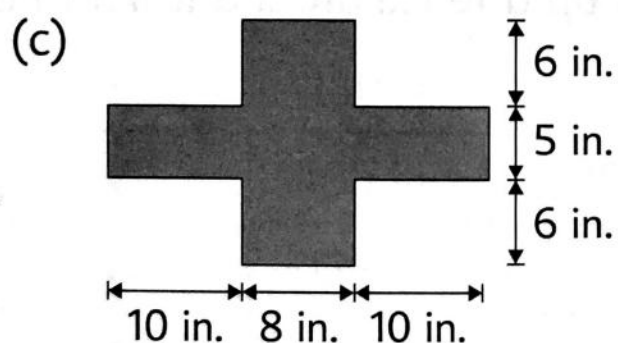
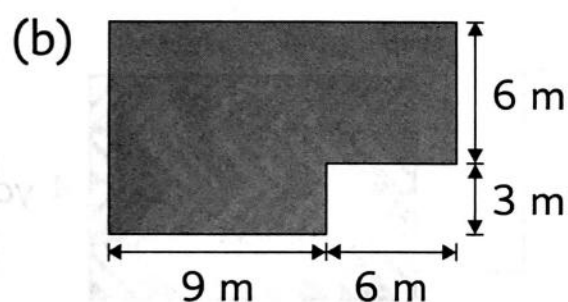
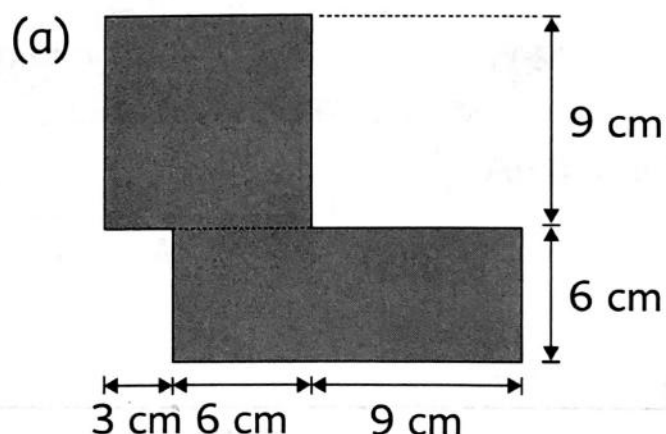


$$\begin{aligned}\text{Area of figure} &= \text{Area of A} + \text{Area of B} + \text{Area of C} \\ &= (2 \times 2) \text{ m}^2 + (4 \times 4) \text{ m}^2 + (3 \times 2) \text{ m}^2 \\ &= 4 \text{ m}^2 + 16 \text{ m}^2 + 6 \text{ m}^2 \\ &= 26 \text{ m}^2\end{aligned}$$

$$\begin{aligned}\text{Perimeter of figure} &= (6 + 3 + 2 + 1 + 4 + 1 + 2 + 2 + 2 + 1) \text{ m} \\ &= 24 \text{ m}\end{aligned}$$

## EXERCISE 4

1. Find the perimeter of each of the following figures.  
(All the lines meet at right angles.)



# Severe Weather

**O**n August 29, 2005, Hurricane Katrina roared across the Gulf of Mexico and onto land.

Throughout the country, people watched TV and listened to the radio as Katrina plowed into the states of Louisiana, Mississippi, and Alabama. The wind speed was 250 kilometers (km) per hour. The rain poured down. When the storm had passed, hundreds of people were dead, hundreds of thousands were homeless, and the city of New Orleans was flooded. The cost of the damage was in the billions of dollars.

Weather is fairly predictable most of the time. During the summer months in San Francisco, California, mornings and afternoons are often foggy. There might be sunshine in the middle of the day. In the winter months, rain is common. In Los Angeles, California, hot, dry weather is typical in the summer. In Gulf states, summer days are often hot and humid. In the Midwest and East, winters are usually cold, cloudy, and snowy. These are the normal weather conditions that people come to expect where they live.

It's the change from normal to the extreme that catches people's attention. Tornadoes, thunderstorms, windstorms, hurricanes, **drought**, and floods are examples of **severe weather**. Severe weather brings out-of-the-ordinary conditions. It may cause dangerous situations that can damage property and threaten lives.

**Rain is a common type of precipitation.**



**Hurricane Katrina making landfall on the Gulf Coast**



## What Is Weather?

We are surrounded by air. It's a little bit like living on the bottom of an ocean of air. Things are always going on in the air surrounding us. The condition of the air around us is what we call weather.

Weather can be described in terms of four important variables.

They are temperature, humidity, air pressure, and wind. They are called variables because they change. A day with nice weather might be warm, but not too hot. The sky is clear with just a little bit of moisture in the air. The air is still or moving with a light breeze. That's a perfect day for most people. But not too many days are perfect. Usually it's too hot, too humid, too windy, or too something. But don't worry. Weather always changes.



**A sunny day in Austin, Texas**

## What Causes Weather to Change?

Energy makes weather happen. Energy makes weather change. The source of energy to create and change weather is the Sun.

When sunlight is intense, the air gets hot. When sunlight is blocked by clouds, or when the Sun goes down, the air cools off.

Moisture in the air takes the form of humidity, clouds, and precipitation. Intense sunlight evaporates more water from the land and ocean of Earth's surface. The result is more humidity, more cloud formation, and more rain. When sunlight is less intense, evaporation slows down.

Movement of air is wind. Uneven heating of Earth's surface results in uneven heating of the air touching Earth's surface. Warm air expands and gets less dense. More dense, cool air flows under the warm air. This starts a convection current. The air flowing from the cool surface to the warm surface is wind.

When air pressure falls, rain is likely. A storm is possible.



**Stormy weather approaching**

**Hurricane  
Earl near the  
Caribbean  
Islands in 2010**



## **Hurricanes and Tropical Storms**

Hurricanes are wind systems that rotate around an eye, or center of low air pressure. Hurricanes form over warm tropical seas. They are classified on a scale from 1 to 5, with 5 being the most powerful storm. Katrina was category 4 as it approached the Gulf Coast of the United States.

Most hurricanes that hit the United States start as tropical storms in the Atlantic Ocean. They form during late summer and early fall when the ocean is warmest. As a tropical storm moves west, it draws energy from the warm ocean water. The storm gets larger and stronger, and the wind spins faster and faster.

The spinning wind draws a lot of warm water vapor high in the storm system. When the vapor cools, it condenses. Condensation releases even more energy, which makes the system spin even faster. When the hurricane reaches land, the winds are blowing at deadly speeds, up to 250 km per hour. The rain is very heavy. The wind and rain can cause a lot of destruction.

As soon as a hurricane moves over land, it begins to lose strength. It no longer has warm water to give it energy and water vapor. Within hours, the wind and rain drop to safe levels.



# Thunderstorms

Thunderstorms form when an air mass at the ground is much warmer and more humid than the air above. Rapid convection begins. As the warm, humid air rises, the water vapor in it condenses. The condensing water vapor transfers energy to the surrounding air, causing the air to rise even higher. The rapid movement of air also creates a static electric charge in the clouds. When the static electricity discharges, lightning travels from the clouds to the ground, and you hear the sound of thunder. Thunderstorms can cause death, start fires, and destroy communications systems. The powerful winds and heavy rain can cause property damage.

Thunderstorms are most common over land during the afternoon. The Sun heats Earth's surface, and heat transfers to the air. When cold air flows under the warm, moist air, thunderstorms are possible.

**Lightning travels from the clouds to the ground.**





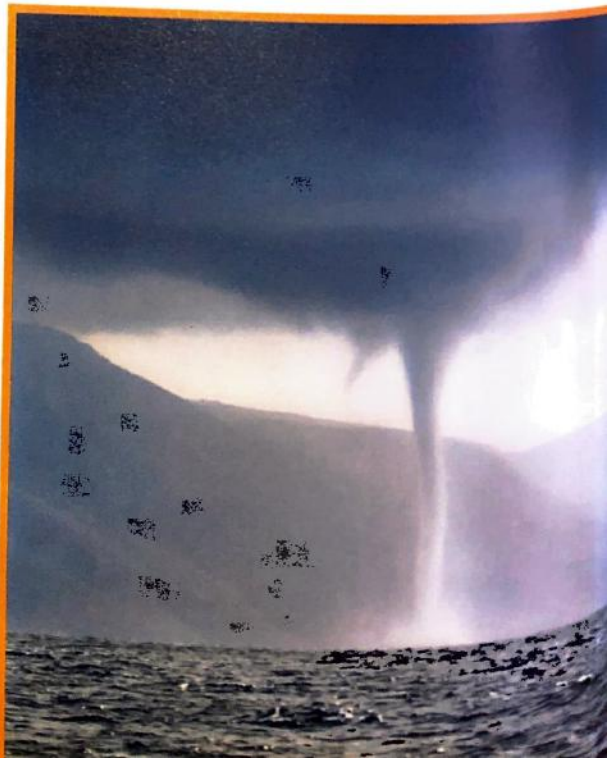
## Tornadoes

**A tornado spinning through a city**

Tornadoes are powerful forms of wind. They most often happen in late afternoons in spring or summer. When cold air over the land runs into a mass of warm air, the warm air is forced upward violently. At the same time, cooler, more dense air flows in from the sides and twists the rising warm air. A spinning funnel forms. It “sucks up” everything in its path like a giant vacuum cleaner. The air pressure inside the funnel is very low. The air pressure outside the funnel is much higher. The extreme difference in air pressure can create wind speeds of 400 km per hour or more. Tornadoes can seriously damage everything in their path.

Tornadoes are most common in the south central part of the United States, from Texas to Nebraska. Hundreds of tornadoes occur in this region each year. Warm, moist air from the Gulf of Mexico moves northward. It runs into cooler, drier air flowing down from Canada. This creates perfect conditions for tornadoes. That’s why this part of the United States is called Tornado Alley.

**A tornado over water is called a waterspout.**



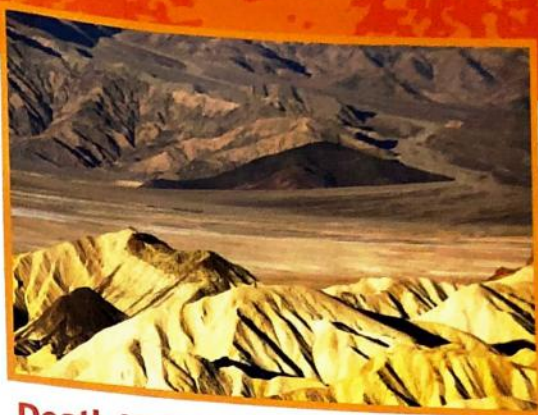
# Hot and Cold

Hot and cold weather are the direct result of solar energy. It gets hot when energy from the Sun is intense. It gets cold when solar energy is low. The ocean also affects temperature. The highest and lowest temperatures are never close to the ocean. Water has the ability to absorb and release large amounts of energy without changing temperature much. This keeps

places close to the ocean from getting really hot or really cold.

Here is a table of temperature extremes for the United States and the world. These temperatures are deadly for most **organisms**. Only a few tough organisms are able to survive such temperatures.

| Area          | Location                 | High Temperature | Low Temperature |
|---------------|--------------------------|------------------|-----------------|
| United States | Death Valley, California | 57°C             |                 |
|               | Prospect Creek, Alaska   |                  | -62°C           |
| World         | Al-Aziziyah, Libya       | 58°C             |                 |
|               | Vostok, Antarctica       |                  | -89°C           |



Death Valley is one of the hottest places on Earth.

## Weather Extremes

The East and West Coasts of North America do not have many hurricanes and tornadoes. But they do have weather extremes. Most of them involve the ocean.

During the winter, it often rains and snows along the East and West Coasts and in the western mountains. When large storms come in from the Atlantic or Pacific Ocean, wind and rain can cause property damage and flooding. In the mountains, the precipitation comes down as snow. Intense snowstorms are called **blizzards**. A single blizzard can drop 4 meters (m) or more of snow. The snow for a whole winter might exceed 10 m.

A blizzard can drop more than 4 meters (m) of snow.



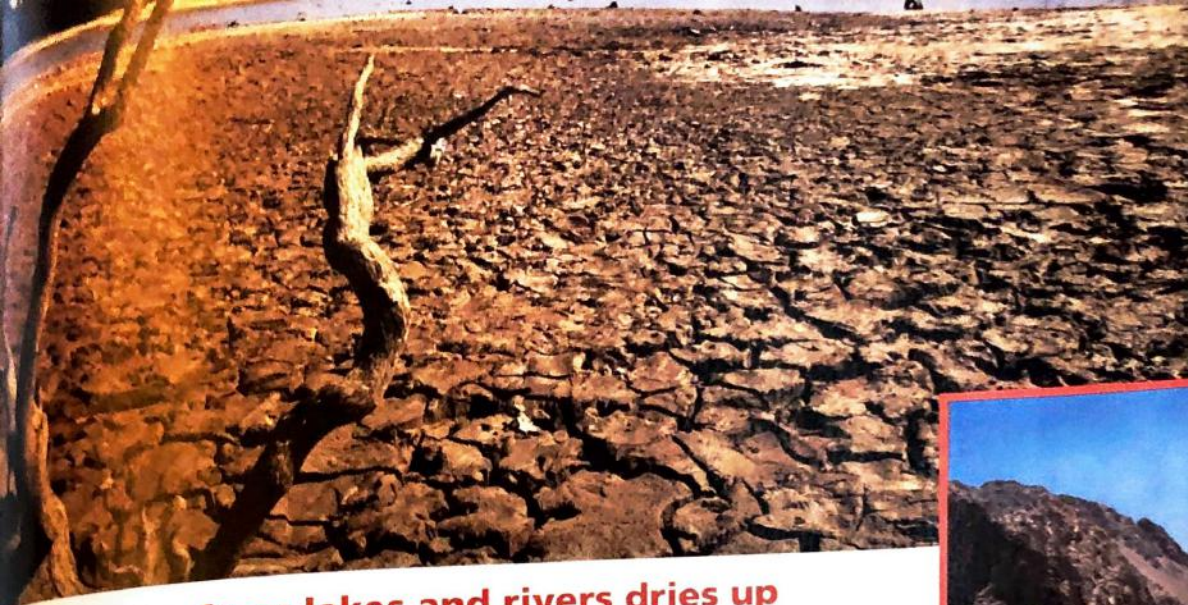
An ice storm can cause a lot of damage.

A drought is an example of another kind of weather extreme. A drought is a time of less-than-normal precipitation. In Texas, drought is most likely during the hot summer. Surface water evaporates quickly. If it does not rain, rivers and lakes can shrink. Soil moisture dries up, and ground water decreases. Reservoirs that people use to store water also shrink.

Droughts put stress on natural and human communities. Fish and other **aquatic** organisms might die. Plants that are not adapted for dry environments might die. Reduced water for crops means less food production. People have to conserve water by using less and recycling water when possible.

**Dry cracked soil due to drought in Texas.**

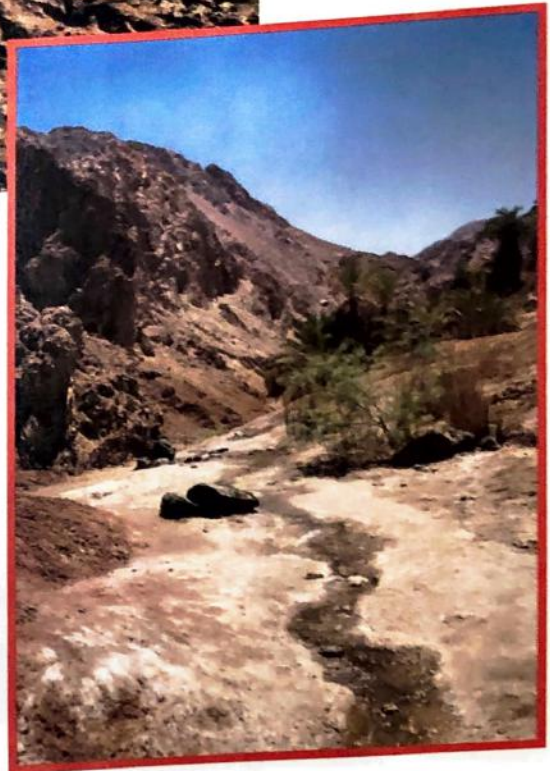




**Water from lakes and rivers dries up during a drought.**

Serious droughts are not uncommon. During the early 1930s, parts of Texas, Colorado, Kansas, New Mexico, and Oklahoma received little rain. Crops failed. Then came the strong winds. The farms in the area were stripped of their rich topsoil. The farmers had to leave the area because their fields were destroyed. Thousands of families had to leave the area known as the Dust Bowl.

Could it happen again? Many climate scientists think it is happening again now. The precipitation in the South and Southwest has been declining since the early years of this century. Stream flow and ground water are reduced. Reservoirs are low. The drought that has settled over the South and Southwest could be part of the overall change in the worldwide **climate**. People should be prepared to use less water. And they should be aware that a general drying of the land could result in more and hotter wildfires.

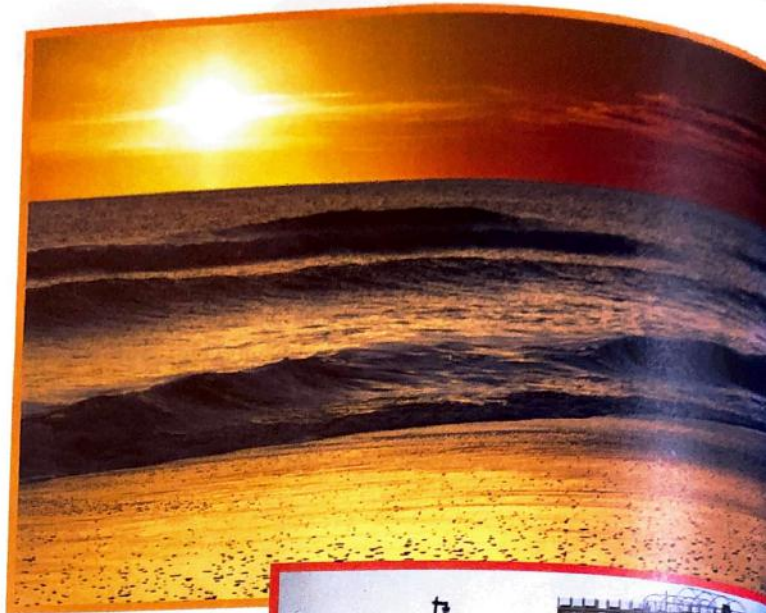


# The Role of the Ocean in Weather

Texas is a large state with a wide variety of weather. The ocean affects weather in Texas in several ways. Ocean water from the Gulf of Mexico is the source of most of the precipitation that falls on Texas. Water evaporates from the Gulf, particularly where the Sun has warmed the ocean's surface. Especially in summer, southeasterly and southerly winds carry the water vapor and clouds over the land. When the water vapor cools, it condenses and falls back to Earth's surface. The water flows in streams and rivers back to the ocean, to complete the water cycle.

At times, warmer, drier air from the Mexican High Plain region moves north into Texas. It can trap the Gulf air near the ground for a while. If the trapped moist air moves under cooler air coming down from Canada, this can cause an unstable condition. The result can be an upward release of the moist lower-level air. This can lead to strong convection, severe thunderstorms, and tornadoes.

The ocean creates breezes along the Gulf coast. Because water heats up and cools down more slowly than land, there is often a difference in the temperature of the land and the ocean. Uneven heating starts a convection current, which results in wind. The interaction of the sunshine and the ocean waters is responsible for ocean breezes.



**The ocean affects the weather.**

## Review Questions

1. What causes hurricanes?
2. What causes tornadoes?



15 pater est in tablinō.  
pater in tablinō scribit.



16 māter est in ātriō.  
māter in ātriō sedet.



17 filius est in tricliniō.  
filius in tricliniō bibit.



18 fīlia est in hortō.  
fīlia in hortō legit.



19 servus est in cubiculō.  
servus in cubiculō labōrat.



20 coquus est in culinā.  
coquus in culinā labōrat.



21 canis est in viā.  
canis in viā dormit.

## Vocabulary

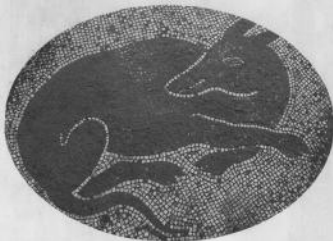
|         |           |
|---------|-----------|
| familia | household |
| est     | is        |
| pater   | father    |
| māter   | mother    |
| filius  | son       |
| filia   | daughter  |
| servus  | slave     |
| coquus  | cook      |
| canis   | dog       |

|              |                              |
|--------------|------------------------------|
| in tablinō   | in the study                 |
| in ātriō     | in the atrium<br>(main room) |
| in tricliniō | in the dining room           |
| in hortō     | in the garden                |
| in cubiculō  | in the bedroom               |
| in culinā    | in the kitchen               |
| in viā       | in the street                |

|         |             |
|---------|-------------|
| scribit | is writing  |
| sedet   | is sitting  |
| bibit   | is drinking |
| legit   | is reading  |
| labōrat | is working  |
| dormit  | is sleeping |

## Cerberus

Caecilius est in hortō. Caecilius in hortō sedet. Lúcia est in hortō. Lúcia in hortō legit. servus est in ātriō. servus in ātriō labōrat. Metella est in ātriō. Metella in ātriō sedet. Quintus est in tablinō. Quintus in tablinō scribit. Cerberus est in viā.



Caecilius had this mosaic of a dog in the doorway of his house.

coquus est in culinā. coquus in culinā dormit. Cerberus intrat. Cerberus circumspectat. cibus est in mēnsā. canis salit. canis in mēnsā stat. Grumiō stertit. canis lātrat. Grumiō surgit. coquus est irātus. "pestis! furcifer!" coquus clāmat. Cerberus exit.

5

intrat enters  
circumspectat looks around  
cibus food  
in mēnsā on the table  
salit jumps  
stat stands  
stertit snores  
lātrat barks  
surgit gets up  
irātus angry  
pestis! pest!  
furcifer! scoundrel!  
clāmat shouts  
exit goes out

# Daily Student Instruction Sheet

## THURSDAY

### ELA

Spalding  
(15 Minutes)

Literature  
(40 minutes)

Grammar/Writing  
(15 Minutes)

Reading  
(20+ minutes)

### Spalding

**Goal/Objective:** Students will review all 15 words for the week.

**Materials needed:** Notebook paper, pencil, Spalding dictation sheet

**Specific Instructions:** (I = Independent; PA = Parent Assisted)

- ☐ PA: Dictate words
- ☐ I: Write complete words without markings or rules.

### Literature

**Goal/Objective:** Students will continue to read and understand their classic to keep, *Robin Hood*

**Materials needed:** *Robin Hood* Chapter 19, Reading log, Comprehension questions

**Specific Instructions:** (I = Independent; PA = Parent Assisted)

- ☐ I/PA: Read *Robin Hood* Chapter 19 through pages 250. Parents may assist with read-aloud, if needed.
- ☐ I: Record minutes read on Reading Log.
- ☐ I: Answer comprehension questions in complete sentences, returning to text to find evidence for their answers.

### Grammar/Writing

**Goal/Objective:** Students will continue practicing homophones.

**Materials needed:** Homophones worksheet, pencil

**Specific Instructions:** (I = Independent; PA = Parent Assisted)

- ☐ I: Student will complete homophones worksheet

### MATH

(30 Minutes)

### Math

**Goal/Objective:** Students will look over notes for solving the perimeter of squares and rectangles of Composite Figures.

**Materials Needed:** Textbook Notes, Composite Perimeter Worksheet, and Answer key.

**Specific Instructions:** (I = Independent; PA = Parent Assisted)

- ☐ I: Read review notes
- ☐ I: Complete the review worksheet. Use the formulas and show your work on the worksheet.

## Daily Student Instruction Sheet

|                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|-----------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                               | <input type="checkbox"/> I/PA: When complete, use the answer key to check answers and correct errors. A parent may assist with this, if necessary.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <b>SCIENCE</b><br>(25 Minutes)                                                                | <p><b>Science</b><br/> <b>Goal/Objective:</b> Students will continue studying weather and what causes different weather patterns.</p> <p><b>Materials needed:</b> FOSS Science Book, “Severe Weather” reading notes, pencil.</p> <p><b>Specific Instructions:</b> (I = Independent; PA = Parent Assisted)</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I: Fill out notes handout from “Severe Weather” reading(pg. 156-164).</li> <li><input type="checkbox"/> I: Answer comprehension questions on page 164 of FOSS Science Book.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <b>LATIN</b><br>(15 Minutes)                                                                  | <p><b>Latin</b><br/> <b>Goal/Objective:</b> 1) Practice vocabulary; 2) Translate simple sentences</p> <p><b>Materials needed:</b> Scans of texts (included); translation answer key (included); vocabulary flashcards (included)</p> <p><b>Specific Instructions:</b> (I = Independent; PA = Parent Assisted)</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Vocabulary               <ul style="list-style-type: none"> <li><input type="checkbox"/> I: Practice vocabulary for five minutes using flashcards or Quizlet at <a href="https://quizlet.com/_6wn21g">https://quizlet.com/_6wn21g</a></li> </ul> </li> <li><input type="checkbox"/> Translation               <ul style="list-style-type: none"> <li><input type="checkbox"/> I: Translate sentences from <i>Cambridge Latin Course</i> handout, pg. 5 numbers 18-21, on the lines provided. Extra vocab can be found on page 6.</li> <li><input type="checkbox"/> PA: Check work using the provided answer sheet. Make corrections in red pencil or ink.</li> </ul> </li> </ul> |
| <b>OPTIONAL</b><br>Music<br>(10 Minutes)<br><br>Art<br>(10 Minutes)<br><br>PE<br>(10 Minutes) | <p><b>Music</b><br/> <b>Goal/Objective:</b> The student will continue to learn about Franz Schubert.</p> <p><b>Materials needed:</b> Worksheet: Schubert Puzzler</p> <p><b>Specific Instructions:</b> (I = Independent; PA = Parent Assisted)</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I: The students will answer questions about Franz Schubert. They may look back at the biography if need be.</li> </ul> <hr/> <p><b>Art</b><br/> <b>Goal/Objective:</b> None<br/> <b>Materials needed:</b> None<br/> <b>Specific Instructions:</b> (I = Independent; PA = Parent Assisted)</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> None :)</li> </ul> <hr/> <p><b>PE</b><br/> <b>Goal/Objective:</b> Match baseline reps</p>                                                                                                                                                                                                                                                                                          |

## Daily Student Instruction Sheet

**Materials needed:** Exercise Log, W1 packet

**Specific Instructions:** (I = Independent; **PA** = Parent Assisted)

- ☐ I: Warmup
- ☐ I: Match your baseline for each exercise movement
- ☐ I: Cooldown
- ☐ I: Lie-down and Breathe

# Thursday Student Resources

## Spalding

Spalding instructions sheet (*see Monday resources*)

Spalding dictation sheet

Spalding rules sheet (*see Appendix*)

## Literature

Robin Hood Chapter 19 (*see Wednesday resources*)

Reading log (*see Monday resources*)

Comprehension questions (*see Wednesday resources*)

## Grammar

Worksheet

## Math

Textbook Notes

Composite Perimeter

Worksheet Answer key (*see*

*Appendix*)

## Science

FOSS Science book pgs. 156-164 (*see Wednesday resources*)

“Severe Weather” reading notes

## Latin

Cambridge Latin Course handout pg. 5

## Music

Schubert Puzzler

Great Hearts Northern Oaks  
Spalding Homework  
4<sup>th</sup> Grade

Date : Thursday, March 26

Dear Parents,

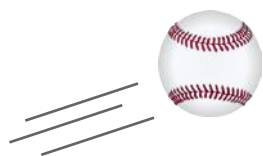
Please dictate the following 30 words to your child. Say each word, then say it in a sentence, and then say the word again. Your child writes the word *only*, as seen below. He/she does not need to include the marking or rules they learned in class. You will then help your child make appropriate corrections, immediately, before moving on to their next word. Please make sure your child is not copying the words from this homework page, but you are reading them to your child. Thank you!

|          |               |  |
|----------|---------------|--|
| argue    | determine     |  |
| summon   | determined    |  |
| nation   | determination |  |
| national | deceive       |  |
| estimate | biscuits      |  |
| real     |               |  |
| really   |               |  |
| folk     |               |  |
| folks    |               |  |
| chapter  |               |  |

Further Instructions:

Child should label his/her paper with the title *Spalding Homework*, as well as write his/her name, grade/section, and date. The intention of Spalding homework is to practice applying phonogram knowledge and rules to spelling, as well as to practice proper letter formation. Please instruct your child to use his/her best handwriting and to re-write any words that were not written with care.

# Their There They're



Homophones sound the same, but have different meanings.

**Their** - Possessive, belonging to them

**There** - An adverb, a location

**They're** - A contraction of they and are



Write **THEIR**, **THERE** or **THEY'RE** in the spaces below.

1. "\_\_\_\_\_ up first," I told the team. Everyone ran out to \_\_\_\_\_ places on the field. I walked to the mound. It was my first time pitching.
2. The air was perfectly still. \_\_\_\_\_ wasn't the slightest breeze. I wound up, then gave the pitch all I had. "Ball!" the umpire called.
3. \_\_\_\_\_ were still three more balls to go. I took a deep breath, and concentrated.
4. From the stands I heard chanting, "\_\_\_\_\_ gonna lose! We're gonna win! \_\_\_\_\_ gonna lose! We're gonna win!"
5. I tuned out the chanting, and thought only of the baseball in my hand, and the pitcher's glove. This one would be a strike, I thought to myself. \_\_\_\_\_ wasn't going to be another ball.
6. I looked at the opposite team leaning against the chain link fence. \_\_\_\_\_ faces were tense with determination. I threw. "Ball!" called the umpire.
7. For a moment I closed my eyes. Then I wound up for my third pitch. I threw hard and fast. With a loud crack, the bat hit the ball, which flew toward me. \_\_\_\_\_ wasn't a moment to think. I lifted my glove and caught the ball.
8. "Out!" yelled the umpire. I turned to my team, and saw smiles on \_\_\_\_\_ faces. Only two more outs to go.

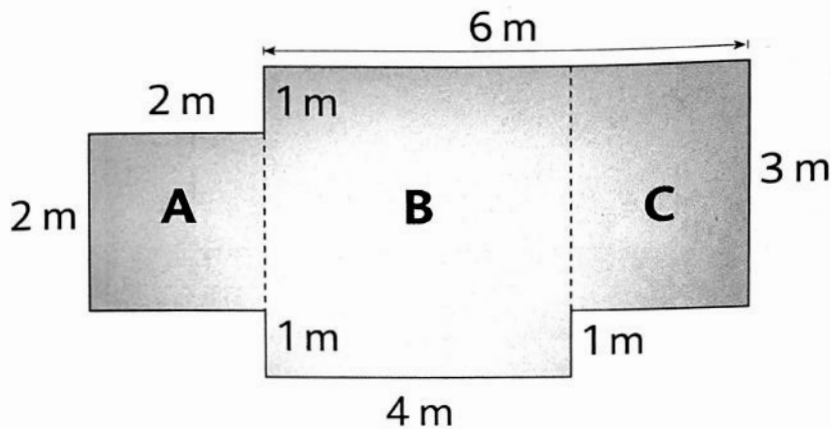
Answers: 1. they're 2. there 3. there 4. they're 5. they're 6. there 7. there 8. their

## Composite Figures

# Notes

A **composite figure** is made up of more than one shape.

Find the area and perimeter of the figure below.

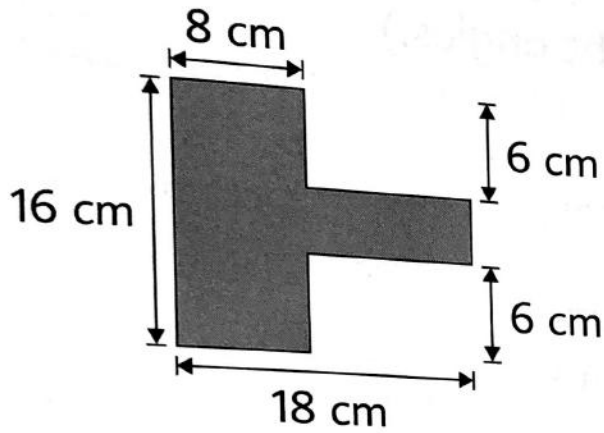


$$\begin{aligned}\text{Area of figure} &= \text{Area of A} + \text{Area of B} + \text{Area of C} \\ &= (2 \times 2) \text{ m}^2 + (4 \times 4) \text{ m}^2 + (3 \times 2) \text{ m}^2 \\ &= 4 \text{ m}^2 + 16 \text{ m}^2 + 6 \text{ m}^2 \\ &= 26 \text{ m}^2\end{aligned}$$

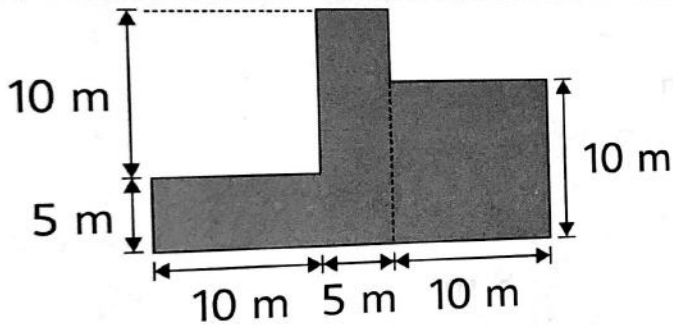
$$\begin{aligned}\text{Perimeter of figure} &= (6 + 3 + 2 + 1 + 4 + 1 + 2 + 2 + 2 + 1) \text{ m} \\ &= 24 \text{ m}\end{aligned}$$

2. Find the perimeter of each of the following figures.  
(All the lines meet at right angles.)

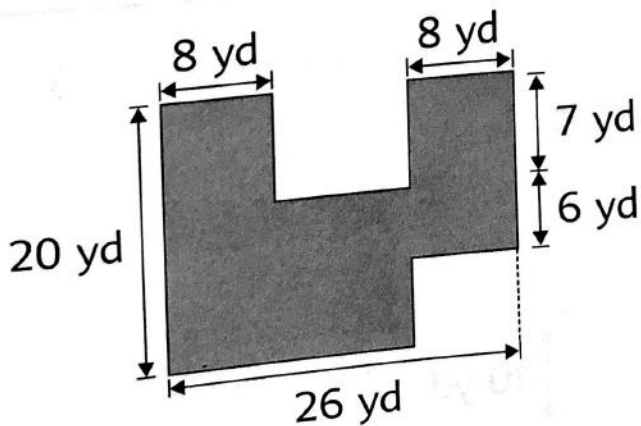
(a)



(b)



(c)



### Severe Weather Reading Notes:

1. We are surrounded by \_\_\_\_\_. The condition of the air around us is what we call \_\_\_\_\_.
2. Weather can be described in terms of four important variables. They are \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_. They are called variables because they change.

#### *What Causes Weather to Change?*

3. \_\_\_\_\_ makes weather happen. Energy makes weather change. The source of energy to create change is the \_\_\_\_\_.
4. Moisture in the air takes the form of \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_. Intense sunlight evaporates more water from the land and ocean of Earth's surface. Warm air \_\_\_\_\_ and gets less dense. More dense, cool air flows under the warm air. This starts a convection current. The air flowing from a cool surface to the warm surface is \_\_\_\_\_.

#### *Hurricanes and Tropical Storms*

5. \_\_\_\_\_ Hurricanes are wind systems that rotate around an eye, or center of low air pressure. Hurricane form over warm tropical seas. They are classified on a scale from \_\_\_\_ to \_\_\_\_, with 5 being the most.
6. They form during late \_\_\_\_\_ and early \_\_\_\_\_ when the ocean is warmest. The storm gets larger and stronger, and the wind spins faster and faster.
7. The spinning wind draws a lot of warm \_\_\_\_\_ high in the storm system. When the vapor cools, it \_\_\_\_\_. Condensation releases even more energy, which makes the system spin even \_\_\_\_\_.
8. As soon as a hurricane moves over land, it begins to lose \_\_\_\_\_.

#### *Thunderstorms*

9. \_\_\_\_\_ form when an air mass at the ground is much warmer and more humid than the air above. Rapid \_\_\_\_\_ begins.
10. The condensing of \_\_\_\_\_ transfers energy to the surrounding air, causing the air to rise even higher. The rapid movement of air also creates \_\_\_\_\_ charge in clouds.
11. Thunderstorms are most common in the afternoon.

### *Tornadoes*

12. \_\_\_\_\_ are powerful forms of wind.
13. When cold air over the land runs into a \_\_\_\_\_ of warm air, the warm air is forced upward violently. At the same time \_\_\_\_\_, more dense air flows from the sides and \_\_\_\_\_ the rising warm air. A spinning \_\_\_\_\_ forms. It “\_\_\_\_\_” everything in its path like a giant vacuum cleaner.
14. The air pressure inside the funnel is very \_\_\_\_\_. The air pressure outside the funnel is much \_\_\_\_\_.
15. Tornadoes are most common in the south central part of the United states, from \_\_\_\_\_ to \_\_\_\_\_.

# Schubert Puzzler

Draw a line through the incorrect answer.

1. Franz Schubert was born in (France, Austria).
2. Schubert's (father, brother), Ignaz, taught him to play the piano.
3. In 1808, Schubert was accepted as a member of the (Imperial Choir, Vienna Institute).
4. Schubert's first song, marked "Opus 1" was ("The Erl King," "Hark, Hark, the Lark").
5. Schubert wrote the song "Hark, Hark the Lark" on a (napkin, bill) at a restaurant.
6. Schubert's famous Symphony No. 8 in B Minor was called the ("Unusual," "Unfinished") Symphony because it had only two movements instead of the usual four.
7. Schubert's idol was the composer (Beethoven, Brahms).



# Daily Student Instruction Sheet

## FRIDAY

### ELA

Spalding  
(0 Minutes)

Literature  
(40 minutes)

Grammar/Writing  
(15 Minutes)

Reading  
(20+ minutes)

### Spalding

**Goal/Objective:** None

**Materials needed:** None

**Specific Instructions:** (I = Independent; PA = Parent Assisted)

- ☐ None :)

### Literature

**Goal/Objective:** Students will continue to read and understand their classic to keep, *Robin Hood*.

**Materials needed:** *Robin Hood* Chapter 19, Reading log, Comprehension questions

**Specific Instructions:** (I = Independent; PA = Parent Assisted)

- ☐ I/PA: Student will makeup any reading to finish *Robin Hood* Chapter 19. Parents may assist with read-aloud, if needed.
- ☐ I: Record minutes read on Reading Log.
- ☐ I: Finish comprehension questions in complete sentences, returning to text to find evidence for their answers.

### Grammar/Writing

**Goal/Objective:** Students will continue to practice using homophones.

**Materials needed:** Homophones worksheets (2)

**Specific Instructions:** (I = Independent; PA = Parent Assisted)

- ☐ I/PA: Complete both homophones worksheets. Students may use their notes for help. Parent may use the answer key to help student, if necessary.

### MATH

(30 Minutes)

### Math

**Goal/Objective:** Students will review notes for solving the perimeter of squares and rectangles of Composite Figures.

**Materials Needed:** Textbook Notes, Composite Perimeter Worksheet, and Answer key.

**Specific Instructions:** (I = Independent; PA = Parent Assisted)

- ☐ I: Read review notes
- ☐ I: Complete the review worksheet. Use the formulas and show your work on the worksheet.
- ☐ I/PA: When complete, use the answer key to check answers and correct errors. A parent may assist with this, if necessary.

# Daily Student Instruction Sheet

|                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|-------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>SCIENCE</b><br/>(25 Minutes)</p>                                                                      | <p><u><b>Science</b></u><br/> <b>Goal/Objective:</b> Students will continue studying weather and what causes different weather patterns.</p> <p><b>Materials needed:</b> Pencil, Journal/Lined Paper</p> <p><b>Specific Instructions:</b> (I = Independent; PA = Parent Assisted)</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I: Go outside and observe the weather around them for 5 to 10 minutes. You may even lay down on the ground and look up at the sky.</li> <li><input type="checkbox"/> I: Record down the following that apply:             <ol style="list-style-type: none"> <li>1. Is it Sunny?</li> <li>2. Are there any clouds in the sky? If so, what type of clouds are they? (Stratus, Cumulus, Cumulonimbus)</li> <li>3. Make an estimate on what the humidity in the air is.</li> <li>4. Is there a font? If so, what kind?</li> <li>5. Finally, students will make their own weather prediction of what they think that the weather will be like over the next two days (Saturday, and Sunday).</li> </ol> </li> <li><input type="checkbox"/> <u>Optional:</u> Write down if your prediction came true!</li> </ul> |
| <p><b>LATIN</b><br/>(15 Minutes)</p>                                                                        | <p><u><b>Latin</b></u><br/> <b>Goal/Objective:</b> Student will learn the next part of <i>The Odyssey</i></p> <p><b>Materials needed:</b> Text of <i>The Odyssey for Boys and Girls</i> (included); coloring sheet and/or crossword puzzle (included)</p> <p><b>Specific Instructions:</b> (I = Independent; PA = Parent Assisted)</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> PA: Parent should read chapter 3 of <i>The Odyssey for Boys and Girls</i> to student while student either colors coloring sheet or works on crossword puzzle.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <p><b>OPTIONAL</b></p> <p>Music<br/>(10 minutes)</p> <p>Art<br/>(10 minutes)</p> <p>PE<br/>(10 minutes)</p> | <p><u><b>Music</b></u><br/> <b>Goal/Objective:</b> None<br/> <b>Materials needed:</b> None<br/> <b>Specific Instructions:</b> (I = Independent; PA = Parent Assisted)</p> <hr/> <p><u><b>Art</b></u><br/> <b>Goal/Objective:</b> None<br/> <b>Materials needed:</b> None<br/> <b>Specific Instructions:</b> (I = Independent; PA = Parent Assisted)</p> <hr/> <p><u><b>PE</b></u><br/> <b>Goal/Objective:</b> None<br/> <b>Materials needed:</b> None<br/> <b>Specific Instructions:</b> (I = Independent; PA = Parent Assisted)</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |

## Friday Student Resources

### Literature

Robin Hood Chapter 19 (*see Wednesday resources*)  
Reading log (*see Monday resources*)  
Comprehension questions

### Grammar

Editing Practice: Quotations Worksheet

### Math

Textbook Notes (*see Thursday resources*)  
Composite Perimeter Worksheet (*see Thursday resources*)  
Answer key (*see Appendix*)

### Science

FOSS Science book pgs. 166-173 (*see Wednesday resources*)

### Latin

The Odyssey for Boys and Girls Coloring sheet  
Crossword puzzle

# Their There They're

## Practice

1. Do you know where \_\_\_\_\_ going?
2. Are they doing \_\_\_\_\_ homework?
3. \_\_\_\_\_ was a bee on the soda can.
4. I'm going to \_\_\_\_\_ house for dinner.
5. \_\_\_\_\_ helping \_\_\_\_\_  
mom with the cleaning.
6. I wanted to put the piano \_\_\_\_\_ in the  
corner.
7. I knew \_\_\_\_\_ aunt.
8. \_\_\_\_\_ going to have a hard time leaving  
the park.
9. \_\_\_\_\_ cat is seventeen years old.
10. She wanted \_\_\_\_\_ party to be fun.
11. \_\_\_\_\_ is a girl in my scout troop named  
Amanda.
12. \_\_\_\_\_ driving me home after the  
basketball game.

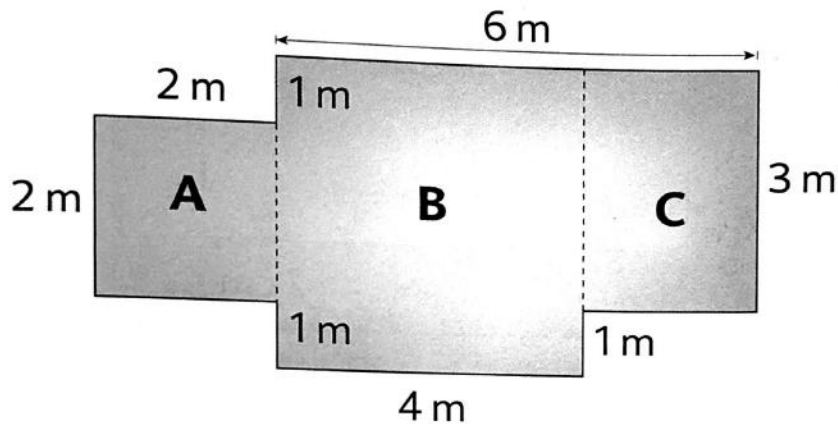
# Its It's Practice

1. I know \_\_\_\_\_ late, but I still want to read.
2. Have you seen \_\_\_\_\_ eyes?
3. \_\_\_\_\_ been a long day.
4. \_\_\_\_\_ whiskers were black.
5. Sometimes I know when \_\_\_\_\_ going to rain.
6. \_\_\_\_\_ great to hear you're feeling better.
7. Do you know \_\_\_\_\_ name?
8. I think there's a wound on \_\_\_\_\_ back.
9. I know \_\_\_\_\_ been a long time since you've seen her, but I bet you'll recognize her immediately.
10. You'll know when \_\_\_\_\_ the right time.
11. Not only is the frame bent, but \_\_\_\_\_ front tire is flat.
12. \_\_\_\_\_ a shame \_\_\_\_\_ lens cracked.
13. She told me \_\_\_\_\_ the last time that will ever happen.

## Composite Figures

A **composite figure** is made up of more than one shape.

Find the area and perimeter of the figure below.

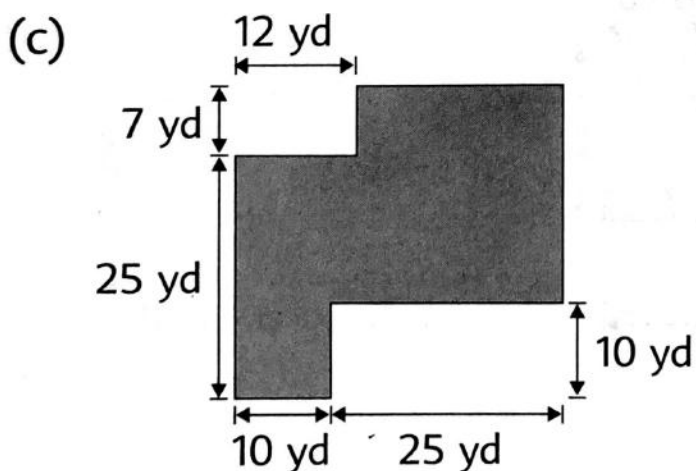
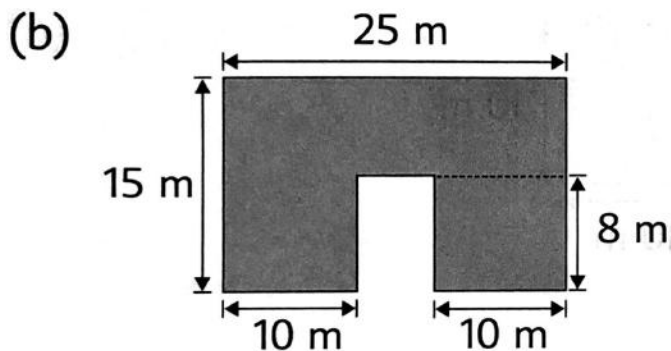
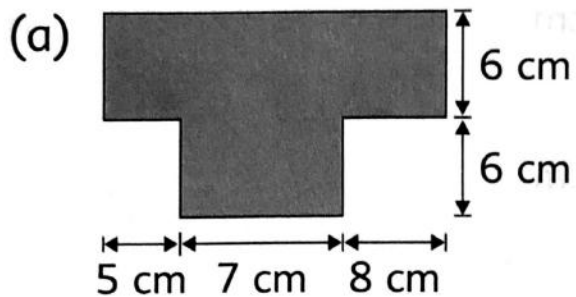


$$\begin{aligned}\text{Area of figure} &= \text{Area of A} + \text{Area of B} + \text{Area of C} \\ &= (2 \times 2) \text{ m}^2 + (4 \times 2) \text{ m}^2 + (2 \times 3) \text{ m}^2 \\ &= 4 \text{ m}^2 + 8 \text{ m}^2 + 6 \text{ m}^2 \\ &= 18 \text{ m}^2\end{aligned}$$

$$\begin{aligned}\text{Perimeter of figure} &= (6 + 3 + 1 + 4 + 1 + 2 + 2 + 2 + 1) \text{ m} \\ &= 22 \text{ m}\end{aligned}$$

## EXERCISE 5

1. Find the area of each of the following figures.  
(All the lines meet at right angles.)



So they made their ship ready, and Circé and her handmaids brought down to the shore flesh and bread and wine in plenty, and they stored them away as provision for their voyage, and then they departed. But first Circé told Ulysses what things would happen to them by the way, and what he and his companions ought to do, and what they ought to avoid, if they wished to get safely home.

### CHAPTER III

## OF THE SIRENS AND OTHER WONDERS

The first place they came to was the Island of Sirens. The Sirens were women of the sea, such as mermaids are, who sang so sweetly, and with such lovely voices, that no one who heard them could pass on his way, but was forced to go to them. But when he came near the Sirens flew upon him and tore him to pieces, and devoured him. So they sat there on their island, with the bones of dead men all round them, and sang. Now Circé had warned Ulysses about these dreadful creatures, and told him what he ought to do. So he closed the ears of his companions with wax so tightly that they could hear nothing. As for himself, he made his men tie him with ropes to the mast of the ship. "And see," he said, "that you don't loose me, however much I may beg and pray." As soon as the ship came near to the island the wind ceased to blow, and there was a great calm, and the men took down the sails, and put out their oars, and began to row. Then the Sirens saw the ship, and began to sing. And Ulysses, where he stood bound to the mast, heard them. And when he understood what they said he forgot all his prudence, for they promised just the thing that he wanted. For he was a man who never could know enough, he thought, about other countries and the people who dwelt in them, what they think and how they spend their days. And the Sirens said that they could tell him all this. Then he made signs with his head to his men, for his hands and feet

were bound, that they should loose him. But they remembered what he had told them, and rowed on. And two of them even put new bonds upon him lest he should break the old ones. So they got safely past the Island of the Sirens.

And now Ulysses had to choose between two ways. One of them was through the Wandering Rocks. Circé had told him of these; that they were rocks which floated about in the sea, and that when any ship came near them they moved very fast through the water, and caught the ship between them and broke it up. So fast did they move that they caught even the birds as they flew. And Circé told him that only one ship had ever escaped them, and that this was the *Argo*, when the heroes went in it to fetch back the Golden Fleece. "This," said Circé, "was by the special favour of the gods, and because there were many children of the gods among the crew." So Ulysses thought it better not to try that way, though the other way was dreadful also.

After a while they saw what looked like smoke going up from the sea, and heard a great roar of the waves dashing upon the rocks, for they were coming near to another dangerous place which Circé had warned them about. This was a narrow place between the mainland and an island. On the one side there was a cave, in which there dwelt a terrible monster, Scylla by name, and on the other side there was a dreadful whirlpool. If a ship ever got into that, it was sucked down to the bottom of the sea and never came up again. Now, Circé had told Ulysses all about this place, and had told him what he should do. "It will be better," she had said, "to go near Scylla than to go near Charybdis; one or other of these two thou must do, for there is no room in the middle. It is true that Scylla will pounce down upon your ship when it comes within her reach, and will take out of it six men, one for each of the six heads which she has. But if you go too near to Charybdis then will your whole ship be swallowed up; and it is better to lose six men than that all should be drowned." And when Ulysses had said, "May I not take shield and spear and fight

with this monster?" Circé had answered, "Thou art wonderfully bold; thou wouldst fight with the gods themselves. But be sure that thou canst not fight with Scylla; she is too strong for any man. And while you linger she will take six other men. No: fly from the place as fast as you can." So had Circé spoken to Ulysses, and he remembered what she had said; but he did not tell it to his companions, lest they should lose heart.

So now he bade the steersman steer the ship as near as he could to that side of the strait on which was Scylla's cave. Nevertheless, they went very close to the whirlpool. And a wonderful sight it was, for at one time you could see to the very bottom of the sea, and at another the water seemed to boil up almost to the top of the cliffs. Now, Ulysses had said nothing to his men about the monster on the other side, for he was afraid that if they knew about her they would not go on with their voyage. So they all stood and watched the whirlpool, and while they were doing this there came down upon the ship Scylla's dreadful hands, and caught up six of the crew, the bravest and strongest of them all. Ulysses heard them cry to him to help them, but he could do nothing to help them. And this, he used to say afterwards, was the very saddest thing that happened to him in all his troubles.

After this the ship came to the Island of the Three Capes, which is now called Sicily. And while they were still a long way off, Ulysses heard the bleating of sheep and the lowing of cattle. As soon as he heard these sounds he remembered what Circé had told him about the last of the dangers which he and his companions would meet on their way home. What Circé had said was this: "You will come, last of all, to a beautiful island, where the Sun keeps his herds and flocks. There are seven herds of cattle and fifty in each, and seven flocks of sheep of fifty also; and each has a nymph to look after it. Now, I advise you to sail by this island without landing. If you do, you will get safe home; but if you land, perhaps your men will kill some of the Sun's cattle and sheep

for food. And if they do this, something dreadful is sure to happen to them." So Ulysses said to his men: "Listen to me. Circé told me that this island was a very dangerous place, and that we had better sail by it without landing, and that if we did we should get safe home. Think, now, how many of our companions have been lost, and that we only remain. Take my advice, I pray you, for some of us at least will be saved." But Eurylochus said: "Truly, Ulysses, you seem to be made of iron, for you are never tired, and now you would have us pass by this beautiful island without landing, though we have been working for days and nights without rest. And, besides, it is not safe to sail at night. Perhaps some storm will fall upon us, or a strong wind will spring up from the south or west, as it often does in these parts, and break our ship to pieces. No; let us stay for the night, and sleep on land, and to-morrow we will sail again on the sea till we get to our home." And all the others agreed with what he said. Then Ulysses knew that he was going to suffer some terrible thing. And he said: "You are many and I am one; so I cannot stop you from doing what you will. But swear all of you an oath, that if you find here any flock of sheep or herd of cattle, you will not touch them; no, however hungry you may be, but that you will be content with the food that Circé gave us."

So they all swore an oath that they would not touch sheep or cattle. Then they moored the ship in a creek, where there were little streams falling into the sea. And they took their meal upon the shore. After the meal they mourned for their companions whom Scylla had carried off from the ship, and when they had done this, they slept.

The next morning Ulysses told them again that they must not touch the sheep or cattle, but must be content with the food that they had. And he told them also the reason: "These creatures," he said, "belong to the Sun, and the Sun is a mighty god, and he sees everything that men do over all the earth."

But now the wind blew from the south for a whole month, day after day, except some days when it blew from the east. Now, neither the south wind nor the east wind was good for their voyage, so that they could not help staying on the island. As long as any of the food that Circé had given them remained, they were content. And when this was eaten up they wandered about the island, searching for food. They snared birds and caught fishes, but they never had enough, and their hunger was very hard to bear. And Ulysses prayed to the gods that they would help him, but it seemed that they took no heed of him.

At last Eurylochus said to his companions: "Listen, my friends, to me, for we are all in a very evil case. Death is a dreadful thing, but nothing is so dreadful as to die of hunger, and this we are likely to do. Let us take some of these oxen and make a sacrifice to the gods, and when we have given them their portion we will eat the rest ourselves. And after the sacrifice we will pray to them that they will send us a favourable wind. Also we will promise to build a great and fair temple to the Sun when we get to our home. And if the Sun is angry on account of the oxen, and is minded to sink our ship, let it be so; it is better to be drowned than to die of hunger."



MORNING

To this they all agreed; and Eurylochus drove some of the fattest of the kine down to the shore, and the men killed them, and made sacrifice according to custom. They had no meal to sprinkle over the flesh, so they used leaves instead; and they had no wine, so they used water. And when they had done this, and were now beginning their feast, Ulysses, who had been asleep, awoke, and he smelt the smell of roast flesh, and knew that his companions had broken their oath, and had killed some of the beasts of the Sun.

In the meantime, two of the nymphs that kept the cattle had flown up to the sky, and had told the Sun what had been done. And when the Sun heard it, he was very angry, and said to the other gods: "See now what these wicked companions of Ulysses have done. They have killed the cattle which it is my delight to see, both when I climb up the sky and when I come down from it. Now, if they are not punished for this evil deed, I will not shine any more upon the earth, but will give my light to the place of darkness that is underneath it." And the king of the gods answered, "Shine, O Sun, upon the earth as thou art wont to do. I will break the ship of these sinners with my thunderbolt while they are sailing on the sea."

Ulysses was very angry with his companions, and rebuked them for their folly, and because they had broken their oath. But he could not undo what had been done, for the kine were dead. And the men were greatly frightened by what they saw and heard; for the skins of the cattle that had been killed crept along the ground, and the flesh bellowed on the spits as if the beasts had been still alive. Nevertheless they did not leave off feasting on them. For six days they feasted, and on the seventh day they set sail.

For a time all seemed to go well, for the wind blew as they desired. But when they were now out of sight of land, suddenly all the sky was covered with a dark cloud, and a great wind came down upon the ship, and snapped the shrouds on either side of the mast. Then the mast fell backwards and broke the skull of the man that held the rudder and steered the

ship, so that he fell into the sea. Next there came down a great thunderbolt from the sky, and the ship was filled with fire and smoke from one end of it to the other. And all the men were blown out of the ship, some on one side and some on the other. Only Ulysses was left. He stayed on the ship till the ribs were broken away from the keel by the waves. And when only the mast and the keel were left together, Ulysses bound himself by a thong of leather to them, and sat on them, and was driven by the wind over the waves. All night long was he driven, and when the day dawned he came to the passage where there was Scylla's cave on one side and the great whirlpool on the other. Now, there was a fig-tree that grew at the top of the cliff that was above the whirlpool. Circé had told Ulysses of this same tree, for she knew all things, and Ulysses remembered her words; and when the keel and the mast were carried up to the top, he caught hold of the branches. But he found that he could not climb any higher, so he waited till the keel and the mast should come again, for they had been swallowed up. For four hours or so he waited, and when he saw them again, he loosed his hold on the fig-tree, and caught hold of them, and sat upon them as he had done before. Now after the water had risen to the top, there was calm for a little time before it began to sink again, and Ulysses paddled with his hands as hard as he could, and so got away. By good luck Scylla did not see him, for if she had, he would most certainly have perished.

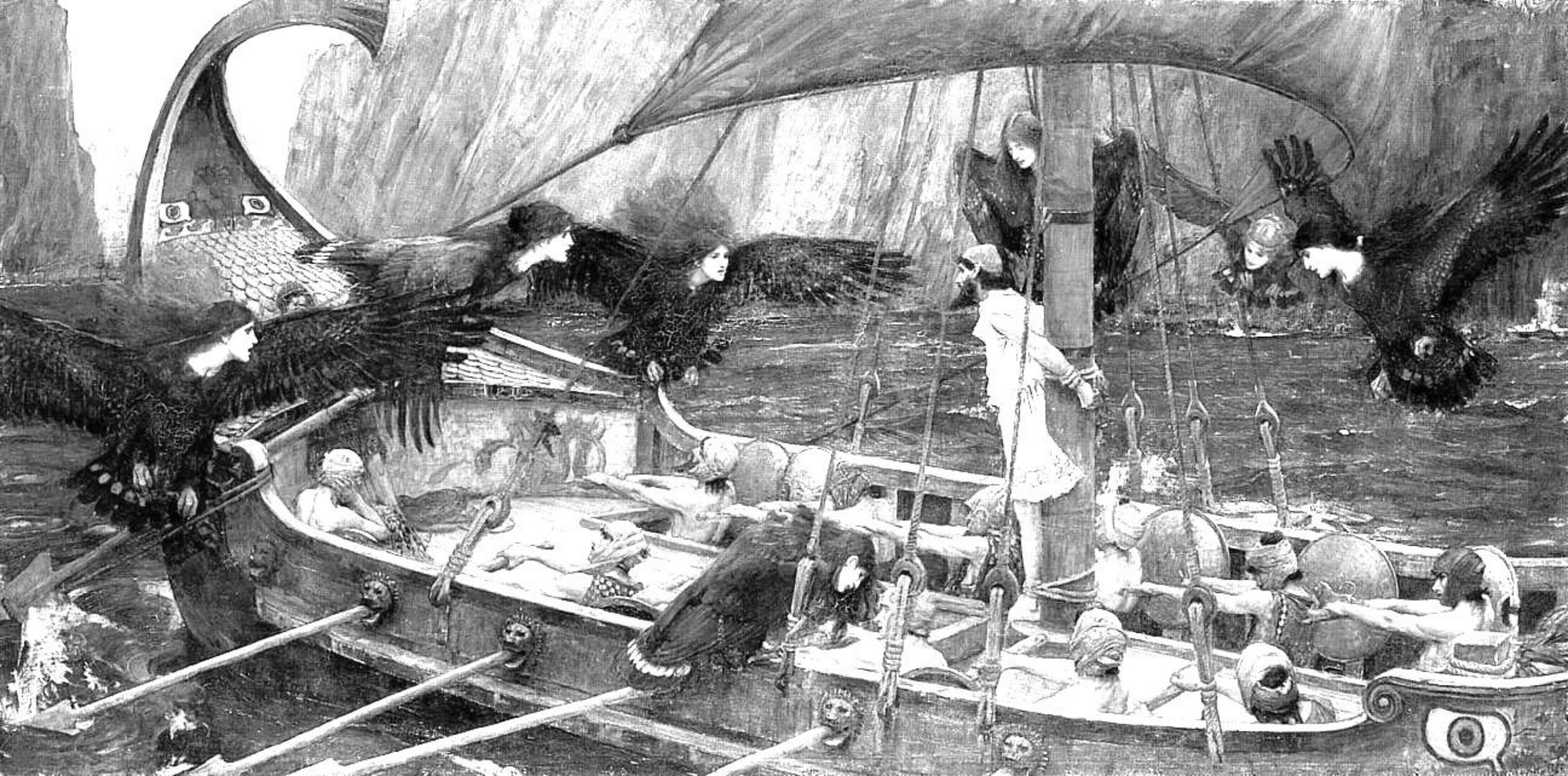
For eight days and nights Ulysses was carried by the winds and waves over the sea, and on the ninth day he came to a beautiful island where there dwelt a goddess, by name Calypso. There he lived for seven long years. Long they seemed, for though he had all that a man could wish for, yet he would gladly have gone home. "Oh!" he would say to himself, "if I could but see the smoke rising up from the chimneys of my own home!" But the island was far away in the midst of the sea, and no ship came near to it. So he could do nothing but wait.

## CHAPTER IV

### OF WHAT HAPPENED IN ITHACA

Now we must leave Ulysses in the island of Calypso, and see what was going on at his home in Ithaca. You have been already told that before he went to Troy he had married a wife, Penelopé by name, and had a son who was called Telemachus. When this son was still only a baby, Ulysses had to go to Troy with the other chiefs of the Greeks to fight with the Trojans. And now nearly twenty years had passed, and he had not come home: and no one knew what had become of him. What had happened to the other chiefs every one knew. Some had died during the siege, and others had perished on the way home, and the leader of them all had come back and been wickedly killed by his wife, and another had had to fly from his home and build a city in a distant country, and others had got back safely, sooner or later; but Ulysses was still absent, and, as has been said, no one knew where he was, or whether he was alive or dead. But it seemed most likely that he was dead. It is no wonder, then, that many of the young men among the nobles of Ithaca, and of the islands round about, came and tried to persuade his wife Penelopé to marry again. "It is of no use," they said, "for you to wait any longer for your husband. By this time he must be dead. And you ought to have some one to look after your property and your kingdom, for your son is too young to do this properly."

Now Penelopé believed in her heart that her husband was alive, and that he would come back; but she knew that hardly any one else believed it. And she felt very helpless. The people of Ithaca thought that she ought to marry again. They were very badly governed when there was no king. Even if the man whom she chose—for, of course, her husband would be king—was not very good, this would be better than to have a whole crowd of men coming day after day to the palace, eating



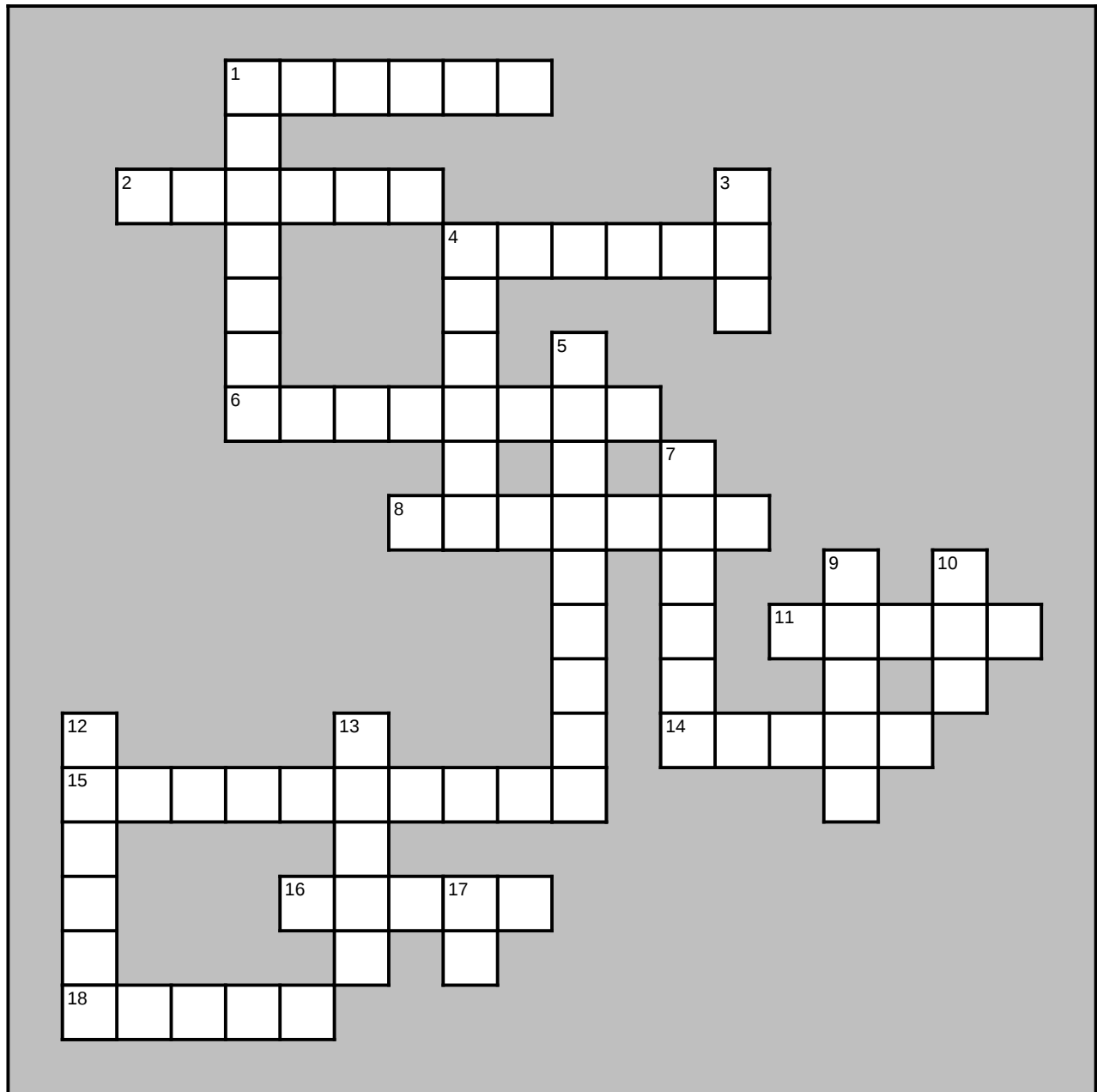
# Appendix

Spalding Rules Sheet

Applicable Answer Keys

Optional Enrichment

# 4th W1D5 Vocab Review



## Across

1. slave
2. garden
4. cook
6. study,  
office
8. family,  
household

11. dog
14. (he/she/it)  
is sitting
15. dining room
16. (he/she/it)  
is drinking
18. mother

## Down

1. (he/she/it)  
is writing
3. (he/she/it)  
is
4. kitchen
5. bedroom

7. son
9. father
10. road
12. main room
13. daughter
17. in, into

## Great Hearts Northern Oaks

### Spalding Spelling Rules

1. The letter q is the only letter that cannot be alone for its sound (qu).
2. The letter c before e, i, or y says s (cent, city, cycle).
3. The letter g before e, i, or y may say j (page, giant, gym).
4. Vowels q, e, o, and u may say ā, ē, ō, ū at the end of a syllable (na vy, me, o pen, mu sic).
5. The letters i and y may say ī at the end of a syllable (si lent, my). They usually say ĭ (big, gym).
6. The letter y, not i, is used at the end of an English word.
7. There are five kind of silent final e's. In short words, such as me, she, and he, the e says ē, but in longer words where a single e appears at the end, the e is silent. We retain the first four kinds of silent e's because we need them. The fifth kind is probably a relic from Old English. The abbreviation for rule 7 is not written in student notebooks, but the job of the silent final e is marked for each word as encountered.
8. The phonogram or may say er when it follows w (work).
9. For one-syllable words that have one vowel and end in one consonant (hop), write another final consonant (hop + ped) before adding suffixes (endings) that begin with a vowel. (Referring to rule 9 as the one-one-one rule helps students remember the criteria for applying the rule. This rule does not apply to words ending in x because x has two sounds.)
10. Words of multiple syllables (begin) in which the second syllable (gin) is accented and ends in one consonant, with one vowel before it, need another final consonant (be gin' + ning) before adding a suffix (ending) that begins with a vowel. (Refer to rule 10 as the two-one-one rule. This rule is applied more consistently in American English than in British English.)
11. Words ending with a silent final e (come) are written without the silent final e when adding a suffix (ending) that begins with a vowel.
12. After c we use ei (receive). If we say a, we use ei (vein). In the list of exceptions, we use ei.
13. The phonogram sh is used at the beginning of the base word (she) or at the end of a syllable (dish, finish).

## Great Hearts Northern Oaks

### Spalding Spelling Rules

14. The phonograms ti, si, and ci are used to say sh at the beginning of a syllable but not the first syllable (na tion, ses sion, fa cial).
15. The phonogram si is used to say sh when the syllable before it ends in an s (ses sion) or when replacing /s/ in a base word (tense → ten sion).
16. The phonogram si may say zh (vi sion).
17. We often double l, f, and s following a single vowel at the end of a one-syllable word (will, off, miss). Rule 17 sometimes applies to s in two-syllable words like recess.
18. We often use the phonogram /ay/ to say ā at the end of a base word, never the phonogram /a/ alone.
19. Vowels i and o may say ī and ō if followed by two consonants at the end of a base word (kind, old).
20. The letter s or z never follows x.
21. All, written alone, has two l's, but when it is written in a compound word, only one l is written (al so, al most).
22. Full, written alone, has two l's, but when written as an ending, only one l is written (beau ti ful).
23. The phonogram /dge/ may be used only after a single vowel that says ä, ě, ĭ, ō, or ŭ at the end of a base word (badge, edge, bridge, lodge, budge).
24. When adding a suffix (ending) to a word that ends with y, change y to i before adding the ending (baby → babies, try → tries).
25. The phonogram ck may be used only after a single vowel that says ä, ě, ĭ, ō, or ŭ at the end of a syllable (back, neck, lick, rock, duck).
26. Words that are the names or titles of people, places, books, days, or months are capitalized (Mary, Honolulu, Monday, July).
27. Words beginning with the sound z are usually spelled with z, never s (zoo).
28. The phonogram /ed/ is used to form past tense verbs.
29. Words are usually divided between double consonants within a base word. We hear the consonant in syllable two but add it to syllable one because the vowel in syllable one does not say its name (app le, bet ter, com mon, sup per).

## Subjects, direct objects, and indirect objects (ANSWER KEY)

Directions: Identify **only** the subject, the direct object, and the indirect object or the object of the preposition in each sentence.

Example: Our teacher gave us some work to do.

subject: teacher / direct object: work / indirect object: us

1. We sent a package to our relatives in Iowa.

subject: We / direct object: package / object of the preposition: relatives

2. He told his parents a lie.

subject: He / direct object: lie / indirect object: parents

3. Please hand me the remote control for the TV. (The subject is "you" in the imperative form)

subject: You / direct object: control / indirect object: me

4. Tina is making dinner for us.

subject: Tina / direct object: dinner / object of the preposition: us

5. Our boss is buying us dinner.

subject: boss / direct object: dinner / indirect object: us

6. A movie on TV gave me the chills.

subject: movie / direct object: chills / indirect object: me

7. Wish me luck.

subject: You / direct object: luck / indirect object: me

8. His grandmother sends him five dollars on his birthday every year.

subject: grandmother / direct object: dollars / indirect object: him

9. They tried giving their baby some mashed peas.

subject: They / direct object: peas / indirect object: baby

10. John paid the bill for us.

subject: John / direct object: bill / object of the preposition:  
us

# Their There They're

## Practice

1. Do you know where they're going?
2. Are they doing their homework?
3. There was a bee on the soda can.
4. I'm going to their house for dinner.
5. They're helping their mom with the cleaning.
6. I wanted to put the piano there in the corner.
7. I knew their aunt.
8. They're going to have a hard time leaving the park.
9. Their cat is seventeen years old.
10. She wanted their party to be fun.
11. There is a girl in my scout troop named Amanda.
12. They're driving me home after the basketball game.

# Its It's Practice

1. I know it's late, but I still want to read.
2. Have you seen its eyes?
3. It's been a long day.
4. Its whiskers were black.
5. Sometimes I know when it's going to rain.
6. It's great to hear you're feeling better.
7. Do you know its name?
8. I think there's a wound on its back.
9. I know it's been a long time since you've seen her, but I bet you'll recognize her immediately.
10. You'll know when it's the right time.
11. Not only is the frame bent, but its front tire is flat.
12. It's a shame its lens cracked.
13. She told me it's the last time that will ever happen.

Name: \_\_\_\_\_

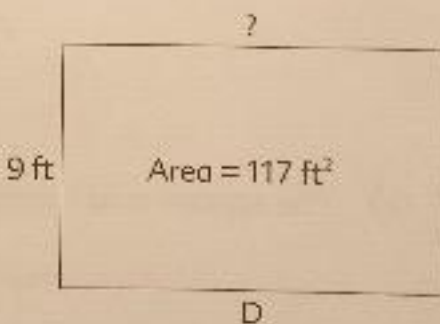
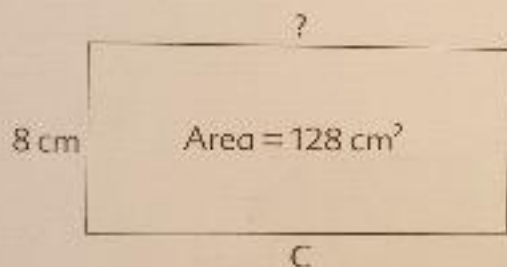
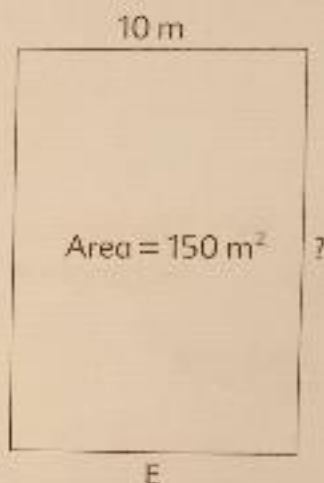
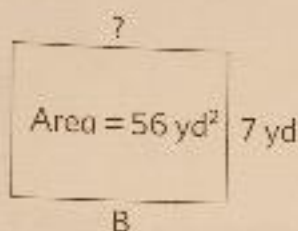
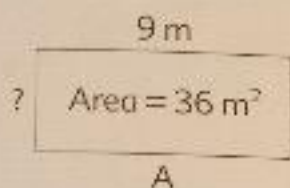
Class: \_\_\_\_\_

Date: \_\_\_\_\_

Monday

## Exercise 2 : Perimeter of Rectangles

1. Find the unknown side and the perimeter of each of the following rectangles.

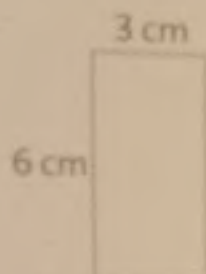


|     | Figure | Area               | Length | Width | Perimeter |
|-----|--------|--------------------|--------|-------|-----------|
| (a) | A      | $36 \text{ m}^2$   | 9 m    | 4 m   | 26 m      |
| (b) | B      | $56 \text{ yd}^2$  | 8 yd   | 7 yd  | 30 yd     |
| (c) | C      | $128 \text{ cm}^2$ | 16 cm  | 8 cm  | 48 cm     |
| (d) | D      | $117 \text{ ft}^2$ | 13 ft  | 9 ft  | 44 ft     |
| (e) | E      | $150 \text{ m}^2$  | 15 m   | 10 m  | 50 m      |

## Exercise 1 : Area of Rectangles

1. Find the area and perimeter of each rectangle or square.

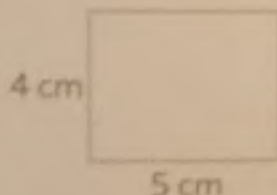
(a)



Area =  $18 \text{ cm}^2$

Perimeter =  $18 \text{ cm}$

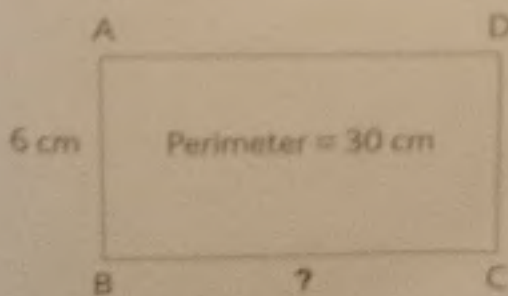
(b)



Area =  $20 \text{ cm}^2$

Perimeter =  $18 \text{ cm}$

2. Find the unknown side and the area of the rectangle.



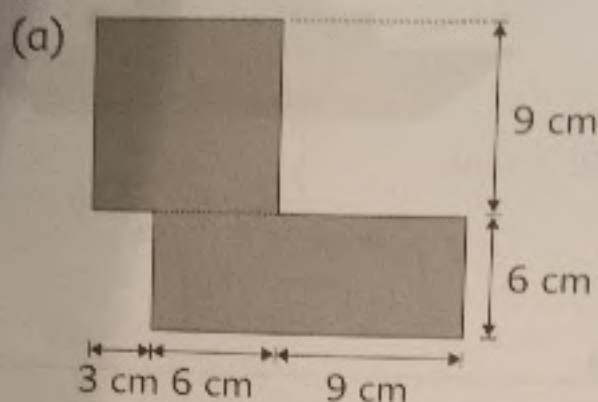
Area =  $54 \text{ cm}^2$

BC =  $9 \text{ cm}$

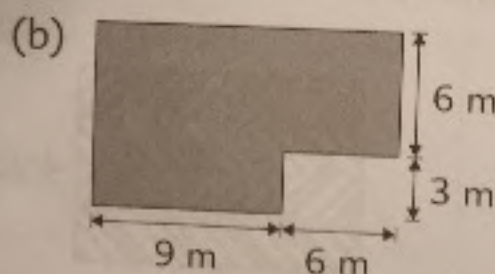
## EXERCISE 4

Wednesday

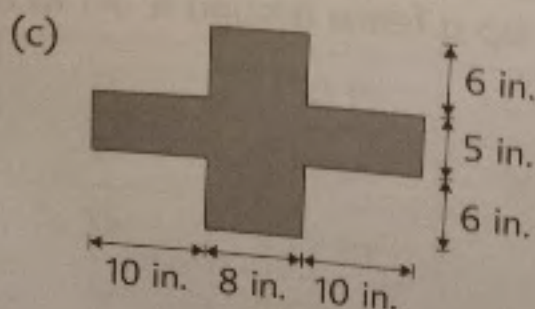
1. Find the perimeter of each of the following figures.  
(All the lines meet at right angles.)



$$p = 66 \text{ cm}$$



$$p = 48 \text{ cm}$$

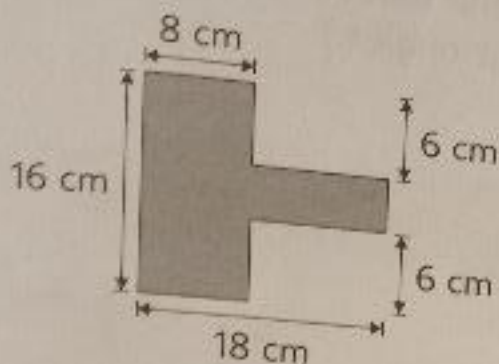


$$p = 90 \text{ in}$$

Thursday

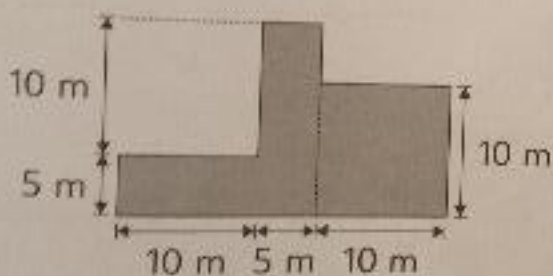
2. Find the perimeter of each of the following figures.  
(All the lines meet at right angles.)

(a)



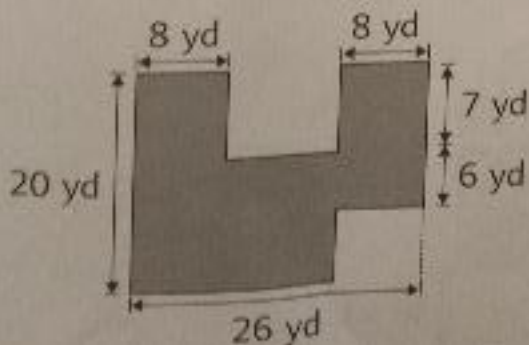
$$p = 68 \text{ cm}$$

(b)



$$p = 80 \text{ m}$$

(c)

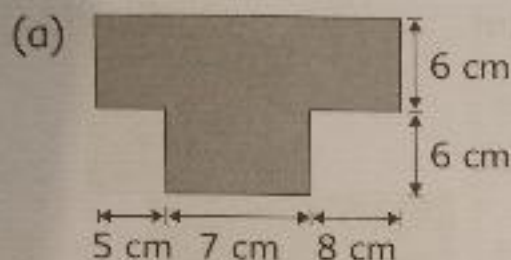


$$p = 106 \text{ yd.}$$

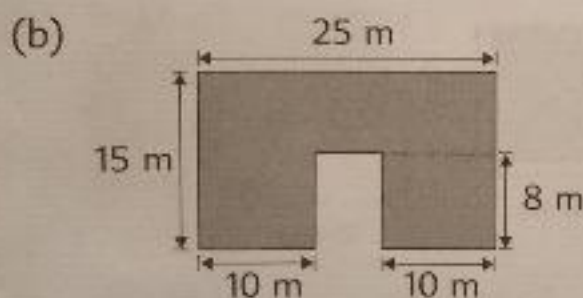
## EXERCISE 5

Friday

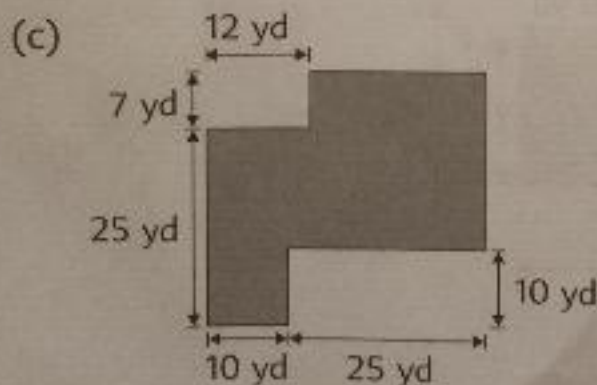
1. Find the area of each of the following figures.  
(All the lines meet at right angles.)



$$A = 162 \text{ cm}^2$$



$$A = 335 \text{ m}^2$$



$$A = 786 \text{ yd}^2$$

# 4<sup>th</sup> Grade Latin Answer Key for Week 1

## W1D1

1. Caecilius is a father.
2. Metella is a mother.
3. Quintus is a son.
4. Lucia is a daughter.
5. Clemens is a slave.
6. Grumio is a cook.
7. Cerberus is a dog.

## W1D2

8. Caecilius is in the study.
9. Metells is in the atrium/main room.
10. Quintus is in the dining room.
11. Lucia is in the garden.
12. Clemens is in the bedroom.
13. Grumio is in the kitchen.
14. Cerberus is in the street.

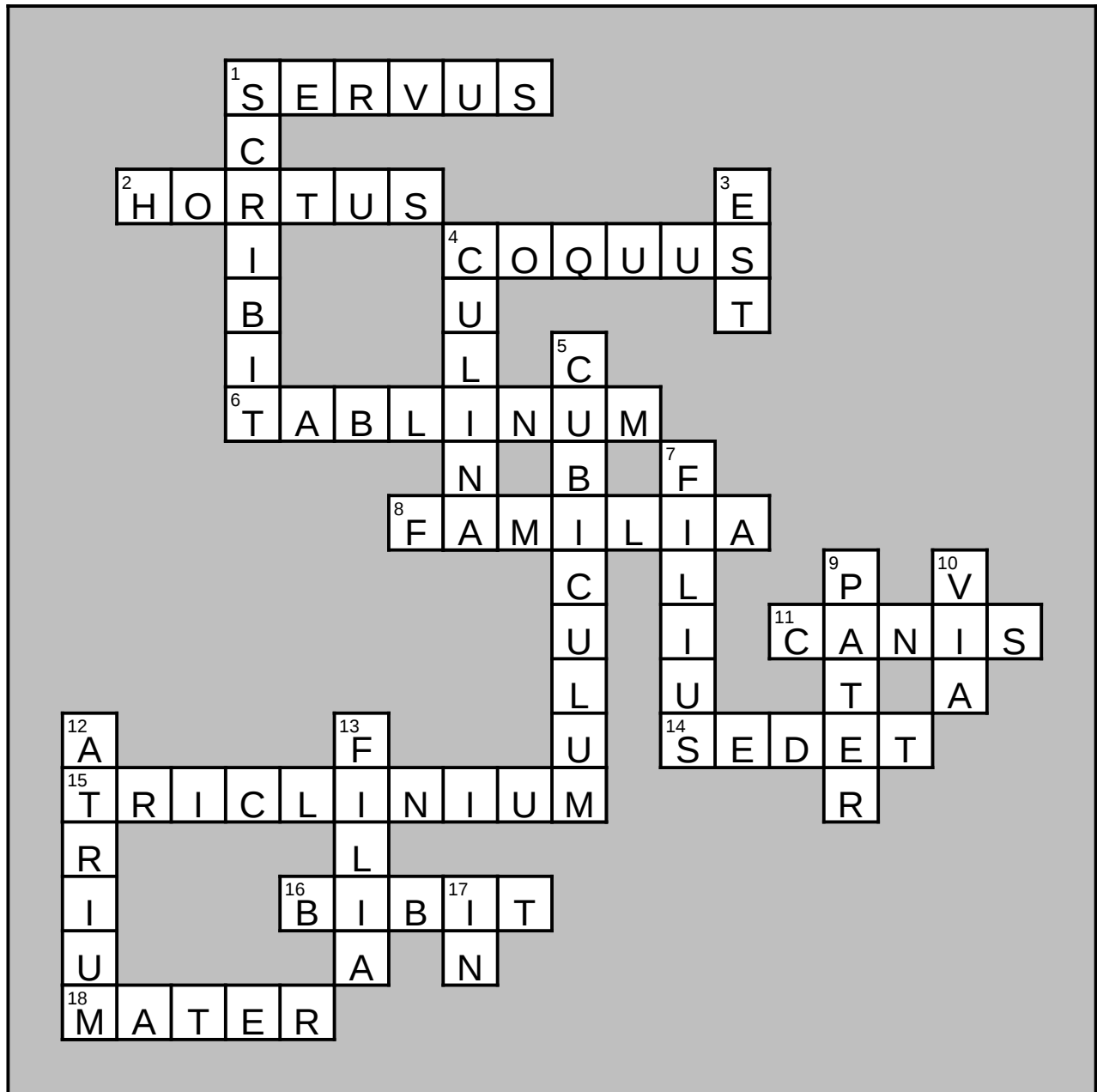
## W1D3

15. Father is in the study. Father is writing in the study.
16. Mother is in the atrium. Mother is sitting in the atrium.
17. The son is in the dining room. The son is drinking in the dining room.

## W1D4

18. The daughter is in the garden. The daughter is reading in the garden.
19. The slave is in the bedroom. The slave is working in the bedroom.
20. The cook is in the kitchen. The cook is working in the kitchen.
21. The dog is in the street. The dog is sleeping in the street.

# 4th W1D5 Vocab Review



## Across

1. slave
2. garden
4. cook
6. study,  
office
8. family,  
household

11. dog
14. (he/she/it)  
is sitting
15. dining room
16. (he/she/it)  
is drinking
18. mother

## Down

1. (he/she/it)  
is writing
3. (he/she/it)  
is
4. kitchen
5. bedroom

7. son
9. father
10. road
12. main room
13. daughter
17. in, into

## 4<sup>th</sup> Grade Music Answer Key

### “Schubert Puzzler”

1. Austria
2. Brother
3. Imperial Choir
4. The Erl King
5. Bill
6. Unfinished
7. Beethoven



*“When a ship is becalmed - the wind died down - she can't move - sometimes the **sailors break out their oars**. They'll row a boat ahead of the ship and tow her....Oars are made of ash - white ash. So - **when you get ahead by your own get-up-and-get** - that's when you '**sail by ash breeze**'.”*

*Carry On, Mr. Bowditch*