

GreatHearts

Northern Oaks



Distance Learning Packet

March 30 - April 3, 2020

4th grade

Ms. Ward

Mr. Grimes

Mr. Garrett

Ms. Lopez

Student Name: _____ Section: _____



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Week 2 Packet Instructions for Parents

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

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

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

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

copy packet includes EVERY sheet your child needs to record their work on and eventually turn in.

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

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

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

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

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

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

Instructions for turning in completed packets:

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

Dear 4th Grade Students and Parents,

You have done a great job of adapting to our new reality as a result of the Coronavirus. Stay healthy, and follow the guidelines of our city, state, and country. Continue to get outside and exercise in safe ways, and continue to seek truth, goodness and beauty in all things! Enjoy your time with your family, and enjoy learning remotely. We miss you very much! Look forward to seeing some videos from us in next week's blog!

With love,

The 4th Grade Team!



Student Attendance Affidavit

March 30 - April 3, 2020

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

Monday, March 30, 2020

Tuesday, March 31, 2020

Wednesday, April 1, 2020

Thursday, April 2, 2020

Friday, April 3, 2020

Student Name: _____ Grade/Homeroom: _____

Parent Name: _____ (printed)

Parent Signature: _____ Date: _____



"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 (30 Minutes)

Grammar/Writing (25 Minutes)

Reading (20+ minutes)

Spalding

Goal/Objective: Students will learn 5 new words.

Materials needed: Spalding sheet/Notebook paper and a pencil

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

- PA:** With parent assistance, students will practice syllabifying and finger spelling the words and writing the words.
- PA:** Students will also review the rules for the words.
- PA:** Students will write each word with markings and rules a total of **two times**.
- PA:** Please use the **attached template** for directions and spelling list.

Literature

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

Materials needed: *Robin Hood* Chapter 20, Reading Log

Specific Instructions (I=independent; PA= Parent assistance):

- I/PA:** Students will read Chapter 20 of *Robin Hood*. Parents may assist with read-aloud, if needed.
- I:** Students will read chosen book (*not Robin Hood*) independently for 20 minutes and record on Reading Log.

Grammar/Writing

Goal/Objective: Students will practice their editing skills by editing sentences for correct spelling, grammar, capitalization, and punctuation.

Materials needed: Editing Skills Worksheet (Day 1), Editing Symbols Key

Specific Instructions (I=independent; PA= Parent assistance):

- I/PA:** Students will review Editing Symbols Key. Parents may assist, if needed.
- I:** Students will complete Editing Skills Practice Worksheet.

MATH

(10 Minutes)

Math

Goal/Objective: Students will identify congruent figures, and name corresponding vertices, sides and angles in congruent figure

Materials needed: Notes, Congruency worksheets, Answer key, video on blog

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 worksheets. Students must identify congruent figures 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>HISTORY (25 Minutes)</p>	<p>History Goal/Objective: Learn about the European Explorers who explored Texas, and the impact that they had the settlement of Texas.</p> <p>Materials needed: Texas History Textbook (<i>A Creative Look at Texas History</i>) pgs. 28-30, Dictionary, Vocabulary Activities sheet.</p> <p>Specific Instructions: (I = Independent; PA = Parent Assisted)</p> <ul style="list-style-type: none"> <input type="checkbox"/> I: Read pgs. 28-29 on "Explorers in Texas".(10min) <input type="checkbox"/> I: After completing the reading, students will use a dictionary to fill out the "Vocabulary Activities" sheet. (15min)
<p>LATIN (15 Minutes)</p>	<p>Latin Goal/Objective: 1) Practice vocabulary; 2) Translate simple sentences</p> <p>Materials needed: "W2 Monday Translation" worksheet; translation answer key; W1 flashcards or access to the Internet</p> <p>Specific Instructions: (I = Independent; PA = Parent Assisted)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Vocabulary <ul style="list-style-type: none"> <input type="checkbox"/> I: Practice vocabulary for five minutes using W1 flashcards or Quizlet at https://quizlet.com/_6wn21g <input type="checkbox"/> Translation <ul style="list-style-type: none"> <input type="checkbox"/> I: Translate Latin text on "W2 Monday Translation" on the lines provided. <input type="checkbox"/> PA: Check work using provided answer sheet. Make corrections in red pencil or ink.
<p>OPTIONAL Art (10 minutes) PE (10 minutes)</p>	<p>Art Goal/Objective: Review elements of art - color</p> <p>Materials needed: Colored pencils</p> <p>Specific Instructions: (I = Independent; PA = Parent Assisted)</p> <ul style="list-style-type: none"> <input type="checkbox"/> PA: Help student understand the differences between primary, secondary, and tertiary colors. <input type="checkbox"/> I: Look at the completed color wheels and fill out the blank color wheels with colored pencils.

Daily Student Instruction Sheet

PE

Goal/Objective: Progress in strength, building upon your baseline

Materials needed: W2 Log

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

- I:** Warmup (optional)
- PA:** Find 10% of your baseline (Baseline X 0.1)
- I:** Add that 10% to your baseline
- I:** Complete Log
- I:** Lie-down and Breathe
- I:** Save log in safe place

Monday Spalding Notes

Monday Spalding Spelling List (20 min): Instructions and answer key are provided below.

Dictate the 5 words (one at a time) to your child.

For each word do the following:

Parent:

- Say the word
 - Example: 'assure'
- Use word in a sentence
 - Example: 'I assure you the project will be completed on time.'
- Say the word again
 - Example: 'assure'

Student:

- Repeats the word
- Makethe
- Determines the base word appropriate
- Shows syllables with fists
- Writes the word in syllables while saying it aloud
- Writes the markings and the rules that apply

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

Repeat this process 1 more time, 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.

Example Sentences for Monday's Words:

1. I **assure** you the project will be completed on time.
2. Make sure you **finish** all your homework.
3. To her **relief**, she passed her test.
4. Music helped to **occupy** his mind.
5. I'm going to visit a **foreign** country this summer.
 - a. Rules: r. 121 Students should be able to recite exceptions to "ei" rule. Review rule page 5.

Monday Spalding Assignment

Monday 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 to the next word

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

Repeat this process 1 more time, 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.

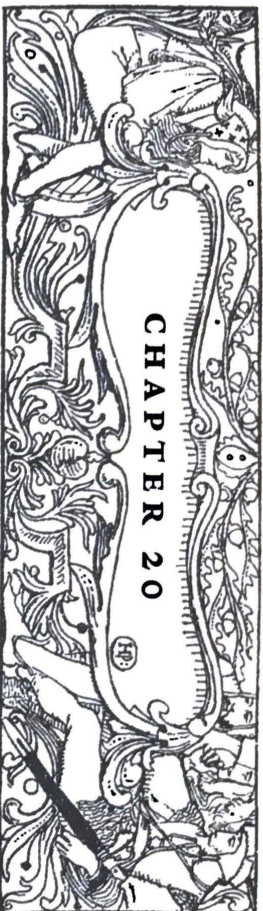
Word	Example sentence	Notes
as <u>sure</u>	I <u>assure</u> you the project will be completed on time.	r. 29
<u>sure</u>	Make <u>sure</u> you finish all your homework.	Base word. /s/ before /u/ is distorted to "sh" in speech.
re <u>lie</u> f	To her <u>relief</u> , she passed her test.	r. 4, 12 Should we use ē, ī, ï, or "ē, ā, ï? Why? "E" is not after C and doesn't say "A"
oc <u>cu</u> <u>py</u>	Music helped to <u>occupy</u> his mind.	r. 29, 4, 5, 6
for <u>ei</u> gn	I'm going to visit a <u>foreign</u> country this summer.	r. 12 Students should be able to recite exceptions to "ei" rule. Review rule page 5.



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 Robin Hood And Maid Marian Were Wed

“Stand up again, ’ then said the King,
‘Till thee thy pardon givest;
Stand up, my friends; who can contend,
When I give leave to live?”

.....
“Then Robin Hood began a health
To Marian, his only dear;
And his yeoman all, both comely and tall,
Did quickly bring up the rear.”

Y our pardon, sire!” exclaimed Robin Hood. “Pardon these, my men, who stand ready to serve you all your days!”

Richard the Lion Hearted looked grimly about over the kneeling band.

HEALTH
A drinking
toast wishing
for health.

“Is it as your leader says?” he asked.
“Aye, my lord King!” burst from all throats at

once.

“We are not outlaws from choice alone,” continued Robin, “but have been driven to it by injustice. Grant us forgiveness and royal protection, and we will forsake the forest and follow the King.”

Richard’s eyes sparkled as he looked from one to another of this proud band, and he thought to himself that here, indeed, was a royal bodyguard worth having.

“Swear!” he said in his full rich voice; “swear that you, Robin Hood, and all your men from this day forward will serve the King!”

“We swear!” came the answering shout.

“Arise, then,” said King Richard. “I give you all free pardon and will soon put your service to the test. I love such archers as you have shown yourselves to be. But, in truth, I cannot allow you to roam in the forest and shoot my deer. Nor to take the law of the land into your own hands. Therefore, I now appoint you to be Royal Archers and my own special bodyguard. There are one or two matters to settle with certain noblemen, in which I need your aid. Thereafter, half of you shall come back

Monday Literature Reading

to these woodlands as Royal Foresters. May you show as much zeal in protecting my preserves as you have shown in hunting them. Where, now, is that outlaw known as Little John?"

"Here, sire," said the giant, raising his cap.

"Good master Little John," said the King, looking him over approvingly. "You are this day made Sheriff of Nottingham, and I trust you will make a better official than the man you relieve."

"I shall do my best, sire," said Little John, with great astonishment and gladness in his heart.

"Master Scarlet, stand forth," said the King, and then addressing him: "I have heard your tale," said he. "Your father was the friend of my father. Now, therefore, accept the royal pardon and resume possession of your family estates. And come to London next Court day and we shall see if there is a knighthood vacant."

Likewise the King called for Will Stutely and made him Chief of the Royal Archers. Then he summoned Friar Tuck to draw near.

"I crave my King's pardon," said the priest, humbly enough, "for who am I to lift my hand against the King?"

Monday Literature Reading

"Nay, the Lord sent punishment to thee without delay," answered Richard, smiling. "So what can I do for you in payment of last night's hospitality? Can I find some fat living where there are no wicked men to reform and where the work is easy and comfortable?"

"I wish only for peace in this life," replied Tuck. "Mine is a simple nature and I care not for the fripperies and follies of court life. Give me a good meal, a cup of ale, and health, and I ask no more."

FRIPPERIES
Show but
foolish or useless
things.

Richard sighed. "You ask the greatest thing in the world, brother—contentment. It is not mine to give or to deny. But ask your God for it, and if He grant it, then ask for it also for your King." He glanced around once more at the foresters. "Which one of you is Allan-a-Dale?" he asked. And when Allan had come forward: "So," said the King with sober face, "you are that minstrel who stole a bride at Plympton church. I heard something of this. Now what excuse have you to make?"

"Only that I love her, sire, and she loves me," said Allan, simply. "And the Norman lord would have married her to have her lands."

"From tomorrow you and Mistress Dale are to

Monday Literature Reading

return to them and live in peace and loyalty," said the King. "And if ever I need your harp at Court, be ready to serve me and bring also the lady. Speaking of ladies," he continued, turning to Robin Hood, who had stood silent, wondering if a special punishment was being reserved for him, "did you not have a sweetheart who was once at court—one Mistress Marian? What has become of her? Have you forgotten her?"

"No, Your Majesty," said the page, coming forward blushing. "Robin has not forgotten me!"

"So!" said the King, bending to kiss her small hand gallantly. "As I have already thought to myself, this Robin Hood is better served than the King in his palace! But are you not the only child of the late Earl of Huntingdon?"

"I am, sire, though there be some who say that Robin Hood's father was the rightful Earl of Huntingdon. Nonetheless, neither he is advantaged nor I, for the estates are taken from us."

"Then they shall be restored!" cried the King. "And to keep you two from your families' ancient quarrel over them, I bestow them upon you jointly. Come forward, Robin Hood."

Monday Literature Reading

Robin came and knelt before his king. Richard drew his sword and touched him upon the shoulder.

"Rise, Robin Fitzooth, Earl of Huntingdon!" he exclaimed, while a mighty cheer arose from the band. "The first command I give you, my lord Earl," continued the King when quiet was restored, "is to marry Mistress Marian without delay."

"May I obey all Your Majesty's commands as willingly!" cried the new Earl of Huntingdon, drawing the old Earl's daughter close to him. "The ceremony shall take place tomorrow, if this maid is willing."

"She makes no protest," said the King, "so I shall give away the bride myself!"

Then the King charred with others of the foresters and made himself one of them for the evening, rejoicing in the freedom of the woods. As the shades of night drew on, the whole company—knights and foresters—supped and drank round a blazing fire, while Allan sang sweetly to the strumming of the harp, and the others joined in the chorus.

It was a happy, carefree night, this last one together under the greenwood tree. Robin could not help feeling sadness that it was to be the last. But he knew it was better

Monday Literature Reading

so, and that the new life with Marian and in the service of his King would bring its own joys.

Then the night deepened, the fire sank, and the company lay down to rest. The King, at his own request, spent the night in the open, and thus they all slept out under the stars.

IN THE MORNING the whole company was early on its way to Nottingham. Outside the gates they were halted.

"Who comes here?" asked the guard's surly voice.

"Open to the King of England!" came back the clear answer, and the gates were opened and the bridge let down without delay.

Almost before the company had crossed the moat the news spread through the town like wildfire.

"The King is here! The King is here—and has taken Robin Hood!"

From every corner the people flocked to see the company pass. They cheered wildly for the King, who rode smilingly through the marketplace.

At the far end of it he was met by the Sheriff, who came up puffing in his haste to do the King honor. He fairly turned green with rage when he saw Sir Richard of

Monday Literature Reading

the Lea and Robin Hood in the royal company, but he made a low bow to his master.

"Sir Sheriff," said the King, "I have rid the shire of outlaws, according to my promise. There are none left, for they all are now in the service of their King. I have determined to place in charge of this shire a man who fears no other man in it. Little John is hereby created Sheriff of Nottingham, and you will turn over the keys to him forthwith."

The Sheriff bowed, but dared not speak. Then the King turned to the Bishop of Hereford, who had also come up to pay his respects.

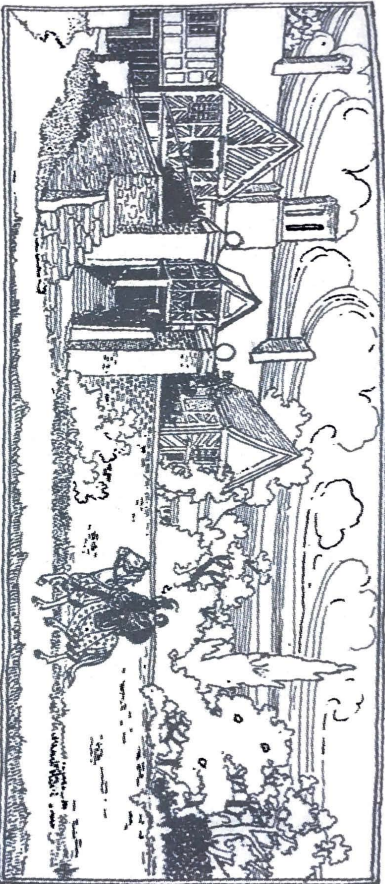
"Hark, my lord Bishop," he said, "the stench of your evil actions has reached our nostrils. We shall demand strict accounting for certain seizures of lands and certain acts of oppression that ill become a man of the church. But first, this afternoon you must perform at the wedding of two of our company in Nottingham Church. So make ready."

The Bishop also bowed and departed, glad to escape a stronger punishment for the time being.

The company then rode on to the Mansion House, where the King received the townspeople until noon and the whole town made a holiday.

Monday Literature Reading

In the afternoon, the way from the Mansion House to Nottingham Church was lined with cheering people, as the wedding party passed by. Robin, who had long been secretly liked, was now doubly popular since he had the King's favor.



Along the way, ahead of the King and the smiling bride and groom, ran little maids strewing flowers. The only hearts that were not glad this day were those of the old Sheriff and of his proud daughter, who peered between the shutters of her window with envy and hatred.


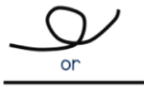
























Within the church they found the Bishop in his robes and by his side Friar Tuck, who had been especially asked to assist. The service was said in Latin, while the organ pealed softly. The King gave away the bride, and Robin and Marian passed out again through the church doors as man and wife, while the greenwood men ran

Monday Literature Reading

ahead and flung gold pennies right and left to the cheering crowds. Then the whole party went down to Gamewell Lodge, and thus, amid feasting and rejoicing and kindly favor, Robin Hood, the new Earl of Huntingdon, and his bride began their wedded life.

Editing Symbols

Name _____

Symbol	Meaning	Example
	Correct your spelling.	Let's be <u>freinds</u> .
	Remove / Delete	Let's be be friends.
	Close the gap; Too much space.	Let's be  friends
	Make a space; Not enough space.	Let's be  friends.
	Add a letter or word.	Let's ^{be} friends. 
	Flip flop the order of letters or words.	Let's  friends be.
 or 	Insert a comma.	Lets be friends  okay?
  	Insert an end mark.	Let's be friends  .
 	Insert an apostrophe or quotation marks.	Let's  be friends.
	Start a new paragraph here.	 Let's be friends.
	Capitalize this letter.	 let's be friends.
	Make this letter lowercase.	Let's be  friends.

Monday Writing Assignment

Name _____ Date _____ # _____

Editing Skills Practice: Day 1

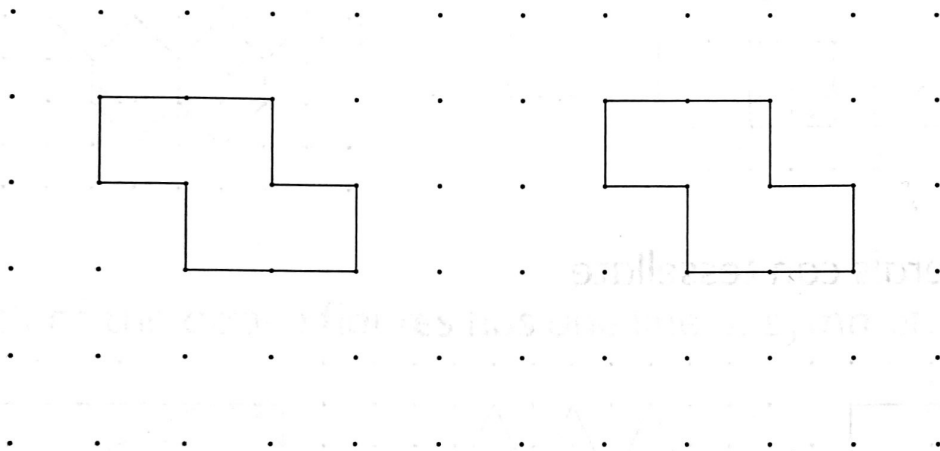
1. Grandmas cookies always taste the bestest.
2. Sallys grandma has gray hare.
3. every sunday, my grandma bake a delicious batch of cookies.
4. John and tyler also bakes often.
5. Do you like to bake brownies with chocolate chip's.

Unit 8 : Congruent and Symmetric Figures

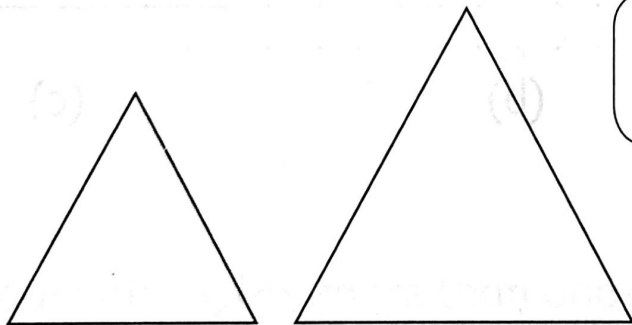
Friendly Notes

Congruent Figures

Two shapes are **congruent** if they are of the same size and shape. Congruent shapes fit each other exactly.



These two figures are congruent.



The shape is the same but the size is not.

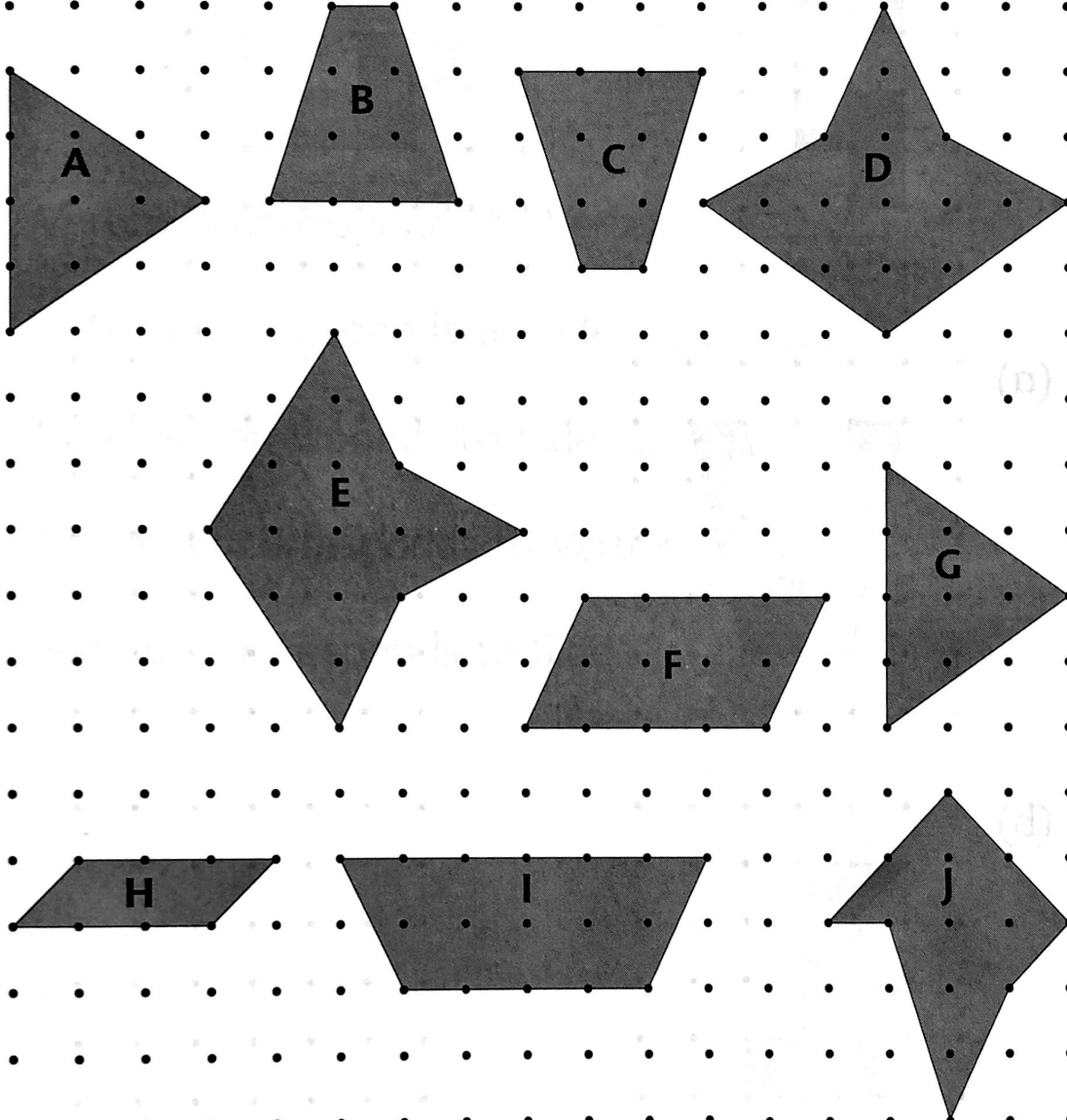


These two triangles are not congruent.

EXERCISE 1

*ASSIGNMENT

1. Look at the shapes
Name the pairs that are congruent.



_____ and _____

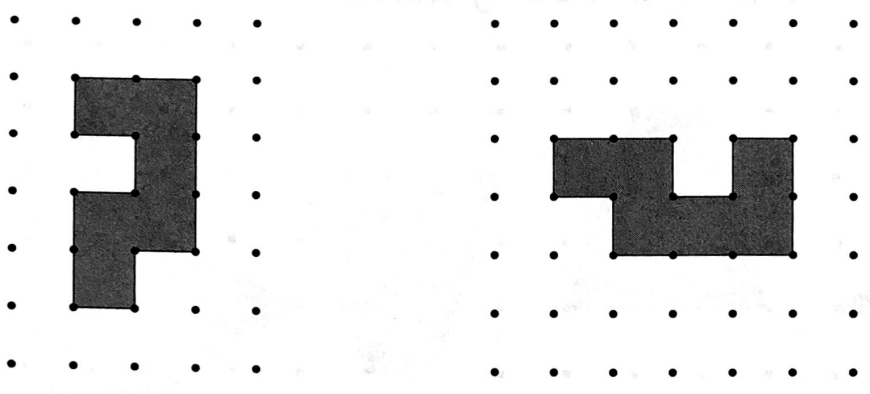
_____ and _____

_____ and _____



2. Draw a figure congruent to the given one but in a new position.

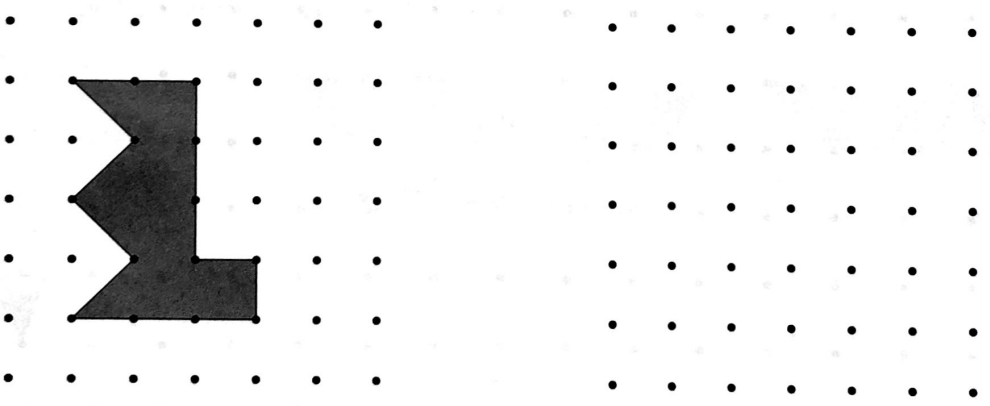
Example:



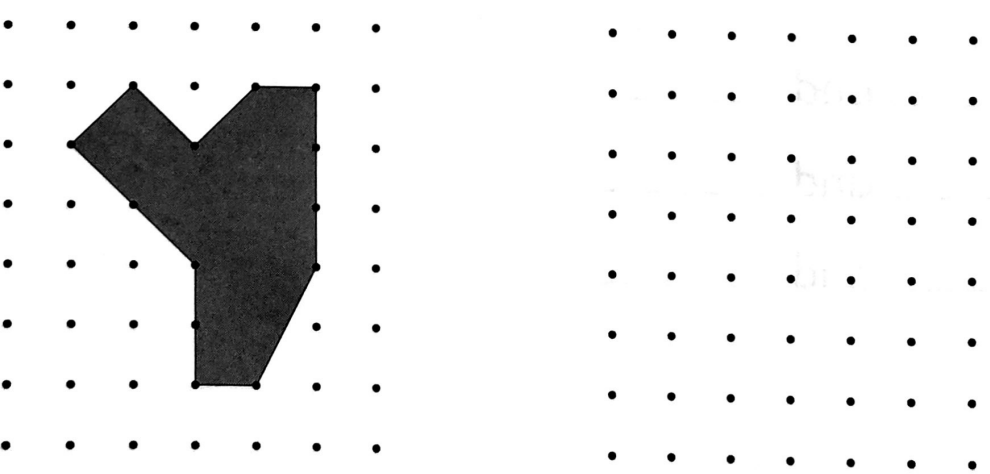
(a)



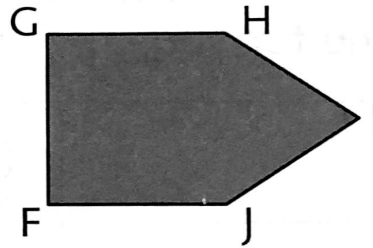
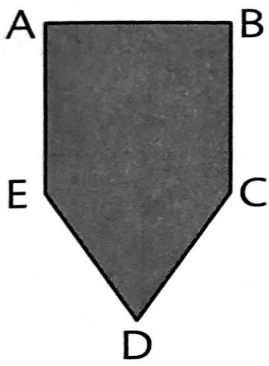
(b)



(c)



3. ABCDE is congruent to FGHIJ.



- (a) Vertex A corresponds to Vertex _____.
- (b) Side BD corresponds to Side _____.
- (c) Side HI corresponds to Side _____.
- (d) Vertex G corresponds to Vertex _____.
- (e) Side DE corresponds to Side _____.

Vocabulary Activities

Look up each vocabulary word in the dictionary. Write its definition.

explorers:

fabled:

expeditions:

conquistadors:

settlement:

Fill in the correct vocabulary word in each sentence.

1. About 500 people moved there to start a _____.
2. The _____ wanted to conquer the native civilizations.
3. They hoped to find the _____ cities they had heard so much about.
4. _____ were sent out to search for gold.
5. The _____ discovered many places to settle in the new land.

Use the vocabulary words to write a paragraph about the settling of Texas.

W2 Monday Translation

“Cerberus”

Vocabulary

In addition to your W1 vocabulary, you will need the following words:

legit – (he/she) is reading

labōrat – (he/she) is working

Translation

Translate the following sentences on the lines below.

1.) Caecilius est in hortō.

2.) Caecilius in hortō sedet.

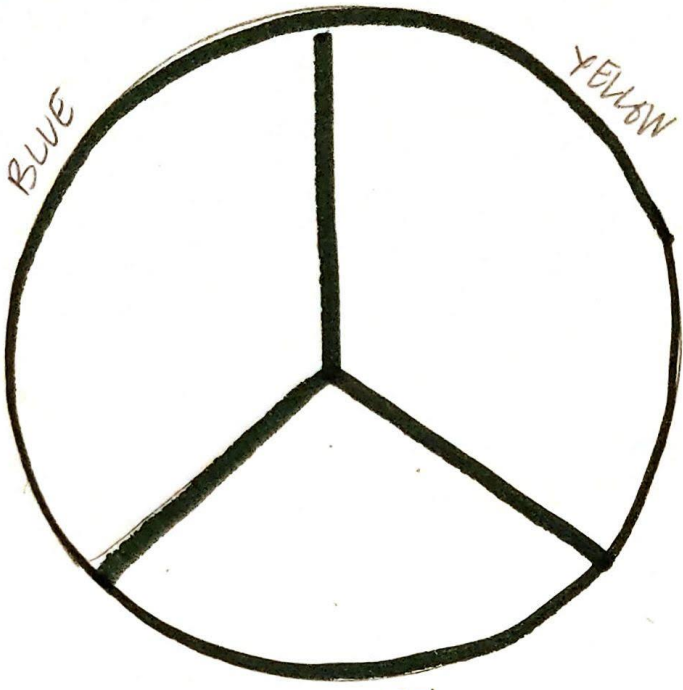
3.) Lūcia est in hortō.

4.) Lūcia in hortō legit.

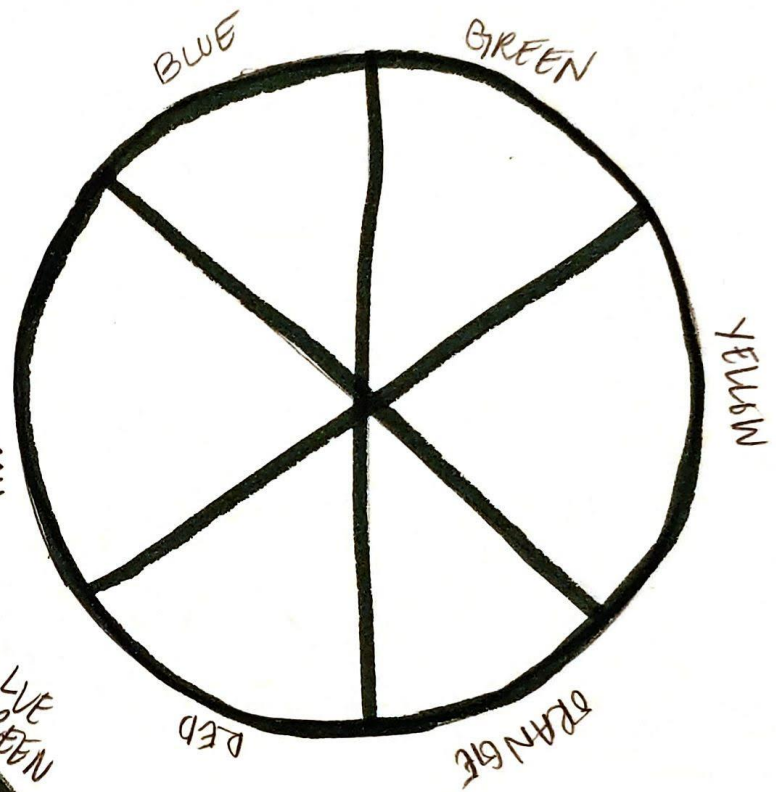
5.) servus est in ātriō.

6.) servus in ātriō labōrat.

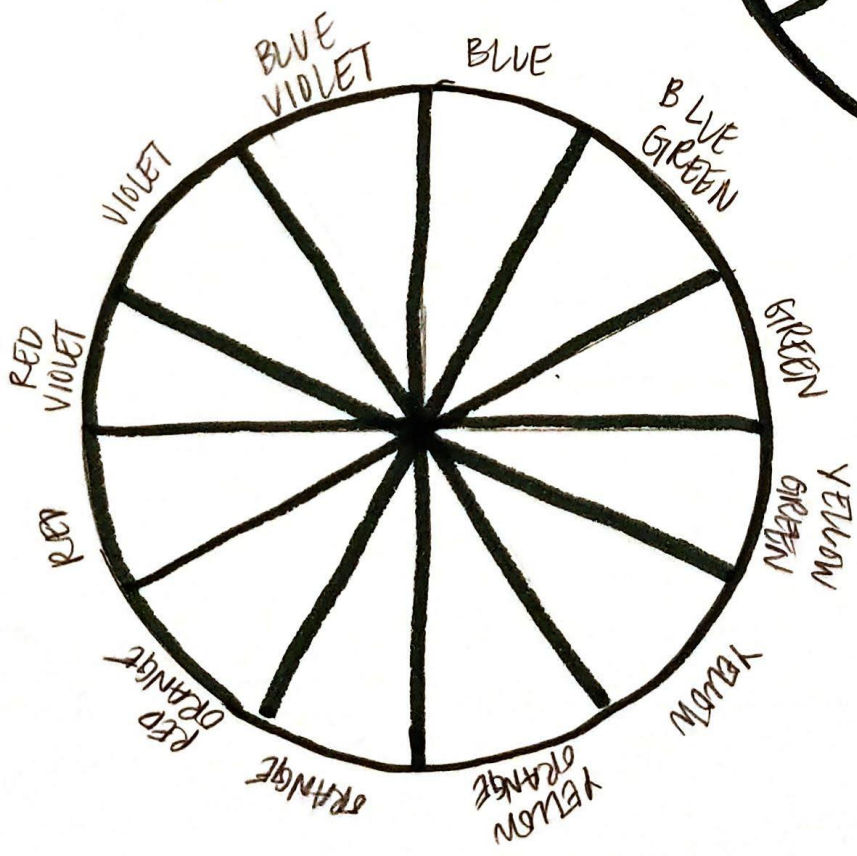
Monday Art Notes



PRIMARY



SECONDARY



TERTIARY

W2 LOG

WEEK: March 30-April 03

PE – Corcoran

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

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

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

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

My schedule is as follows.
W1: 15 - baseline
W2: 18
W3: 24
W4: 27
W5: 31
Etc.

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

Tuesday.

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

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

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

Daily Student Instruction Sheet

TUESDAY

ELA

Spalding (15 Minutes)

Literature (30 Minutes)

Grammar/Writing (25 Minutes)

Reading (20+ minutes)

Spalding

Goal/Objective: Students will learn 5 new words.

Materials needed: Spalding sheet/Notebook paper and a pencil

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

- PA:** With parent assistance, students will practice syllabifying and finger spelling the words and writing the words.
- PA:** Students will also review the rules for the words.
- PA:** Students will write each word with markings and rules a total of **two times**.
- PA:** Please use the **attached template** for directions and spelling list.

Literature

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

Materials needed: *Robin Hood* Chapter 20, Comprehension Questions, and Reading Log

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

- I/PA:** Students will review/refer back to Chapter 20 of *Robin Hood*. Parents may assist, if needed.
- I:** Using Chapter 20, students will answer discussion questions **in complete sentences**.

Grammar/Writing

Goal/Objective: Students will practice their writing and editing skills by editing and copying passages from their classics to keep, *Robin Hood*.

Materials needed: Robin Hood Editing Worksheet (Day 2),

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

- I/PA:** Students will review *Robin Hood* passage. Note that each sentence should be capitalized and end with a punctuation mark. Notice that with each quote spoken by a character, there should a **quotation mark** at the **beginning** and **end** of the quote. Parents may assist, if needed.
- I:** Students will copy edited passage below.

Daily Student Instruction Sheet

<p>MATH (30 Minutes)</p>	<p>Math Goal/Objective: Students will identify figures with line symmetry, and draw or make cut-outs of symmetrical figures.</p> <p>Materials needed: Notes, Symmetry worksheets, scissors, paper, Answer key video in blog</p> <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 worksheets. Students must identify/draw/make symmetrical figures and show their work on the worksheets. <input type="checkbox"/> I: When complete, Use the answer key to check answers and correct errors. Parent may assist with this, if necessary.
<p>History (25 Minutes)</p>	<p>History Goal/Objective: Learn about the European Explorers who explored Texas, and the impact that they had the settlement of Texas.</p> <p>Materials needed: Texas History Textbook (<i>A Creative Look at Texas History</i>) pgs. 28-32, Dictionary, Comprehension Questions.</p> <p>Specific Instructions: (I = Independent; PA = Parent Assisted)</p> <ul style="list-style-type: none"> <input type="checkbox"/> I: Using yesterday's reading(pgs. 28-29), answer the comprehension questions on pages 31 and 32, in complete sentences. (25min)
<p>LATIN (15 Minutes)</p>	<p>Latin Goal/Objective: 1) Practice vocabulary; 2) Translate simple sentences</p> <p>Materials needed: "W2 Tuesday Translation" worksheet; translation answer key; W1 flashcards or access to the Internet</p> <p>Specific Instructions: (I = Independent; PA = Parent Assisted)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Vocabulary <ul style="list-style-type: none"> <input type="checkbox"/> I: Practice vocabulary for five minutes using W1 flashcards or Quizlet at https://quizlet.com/_6wn21g <input type="checkbox"/> Translation <ul style="list-style-type: none"> <input type="checkbox"/> I: Translate Latin text on "W2 Tuesday Translation" on the lines provided. <input type="checkbox"/> PA: Check work using provided answer sheet. Make corrections in red pencil or ink.
<p>OPTIONAL Music (15 Min.)</p>	<p>Music Goal/Objective: Student will listen to a composition by the composer Franz Schubert.</p> <p>Materials needed: Pencil, paper, video link</p> <p>Specific Instructions: (I = Independent; PA = Parent Assisted)</p> <ul style="list-style-type: none"> <input type="checkbox"/> I: Student will listen to "Erlkonig" 4:13

Daily Student Instruction Sheet

- | | |
|--|---|
| | <ul style="list-style-type: none"><input type="checkbox"/> I: Student will listen for instruments, patterns, rhythms, etc.<input type="checkbox"/> I: Student will write down what is heard using complete sentences and best penmanship 10:00<input type="checkbox"/> I: Student will title the assignment: "Schubert: Erlkonig" 1:00 |
|--|---|

Tuesday Spalding Assignment

Tuesday 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 to the next word

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

Repeat this process 1 more time, 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
<p>prob a bly</p> <p>prob a ble</p> <p>ex pense</p>	I will <u>prob</u> ably go to the gym this evening.	r. 4, 11, 6 Base word: probable Ending: y
<p>prob a ble</p> <p>ex pense</p>	It is <u>prob</u> able that she will have ice cream after dinner.	r.4 Base word.
<p>ex pense</p> <p>re spon si ble</p> <p>re sponse</p>	She ate fast food, at the <u>ex</u> pense of her nutrition.	r.20 "x" is never followed by "s" or "z". The ending is not "ence". There is no word "expent".
<p>re spon si ble</p> <p>re sponse</p>	He was <u>res</u> ponsible and turned in his homework every day.	r.4, 11 Base word: response Ending: ible Write response without the "e" because the ending "ible" starts with a vowel. Note: /s/ moves from base word as in "sen sib le".
<p>re sponse</p>	Her <u>re</u> sponse was appropriate for the age group.	r.4 Base word.

Tuesday Literature Assignment (Reading from Monday)

Name _____ Date _____ Number _____

Robin Hood Comprehension Questions: Day 2, Ch. 20

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. When Robin Hood and his men beg pardon from the King and swear loyalty to him, what is the King's reply? What jobs are they now given? Note in particular what new job Little John will have.

2. Finally, what does the King do for Robin himself? What is the first order Robin is given in his new position?

Tuesday Literature Assignment (Reading from Monday)

Name _____ Date _____ Number _____

3. Why does Robin Hood feel some sadness that night?

4. The next day the King speaks to both the Sheriff and the Bishop. What does he say to each one?

Name: _____ Number: _____ Date: _____

Robin Hood Editing: Day 2

Part I: Edit the passage. Use your Editing and Proofreading sheet to help you.

your pardon, sire!” exclaimd robin hood. “pardon these, my men, who stand ready to serv
you all your days”

Richard the lion hearted looked grimly abowt ovr the kneeling band.

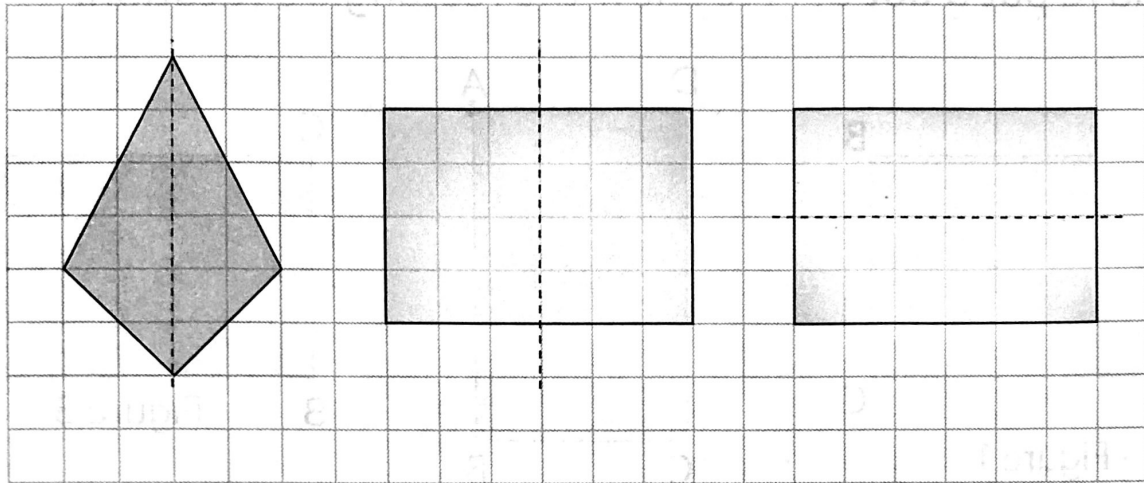
“is it as your leadr sayz?” he asked

Aye, my lord king!” burst frum all throats at onece.

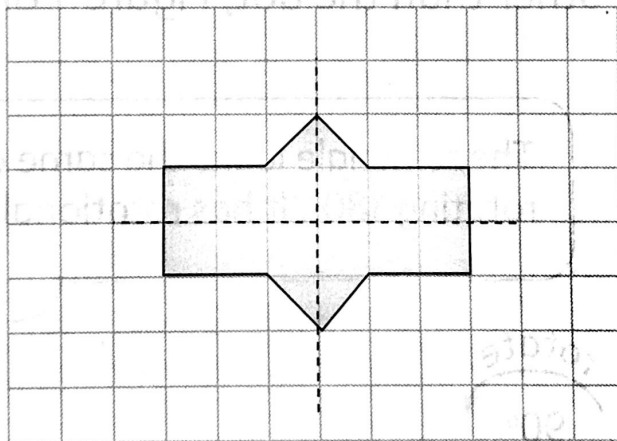
Part II: Then, copy your final edited draft below in your best Spalding cursive.

Line Symmetry

A symmetric figure has one or more lines of symmetry.
A **line of symmetry** divides a figure into two equal parts.
These equal parts fit exactly.



Each of the above figures has one line of symmetry.



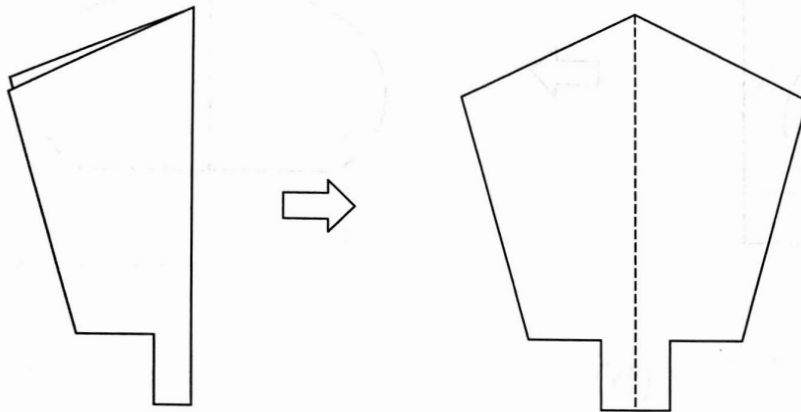
The figure above has more than one line of symmetry.

EXERCISE 5

Tuesday March 31, W2-D2

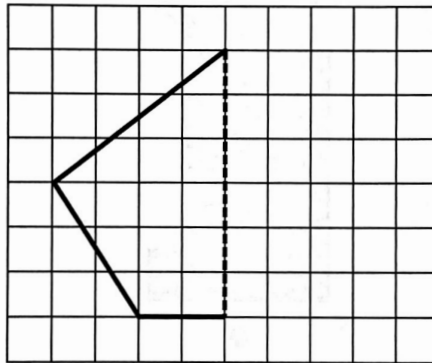
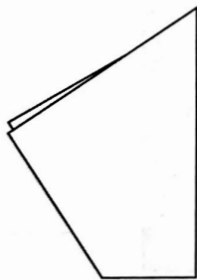
*ASSIGNMENT

1. Fold a piece of paper.
Cut out a figure and then unfold it.
You will get a symmetric figure.

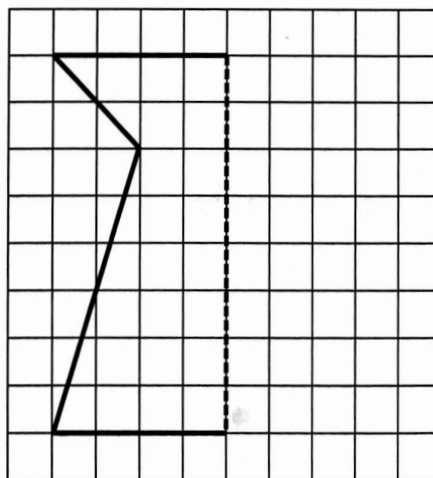


Complete the following symmetric figures.

(a)

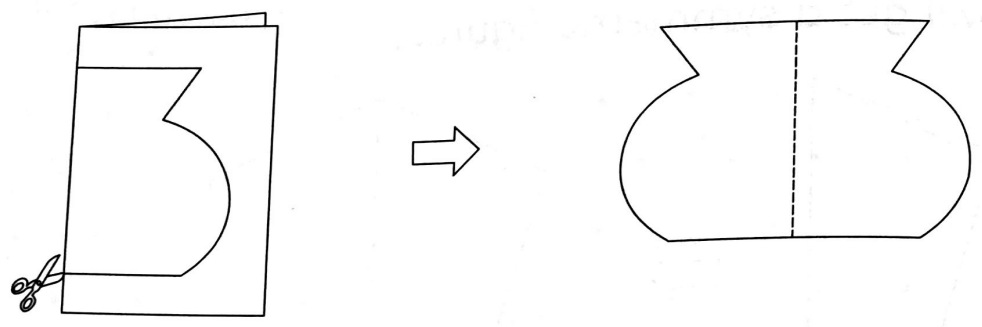


(b)

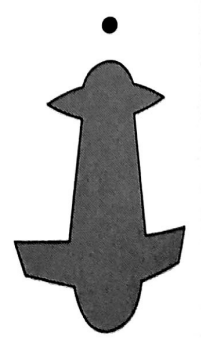
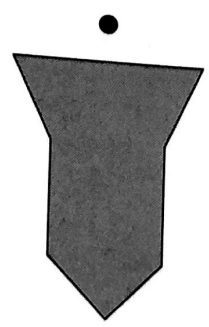
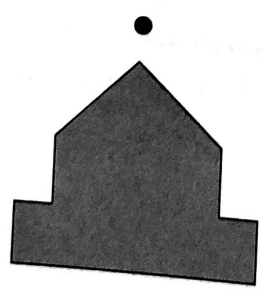
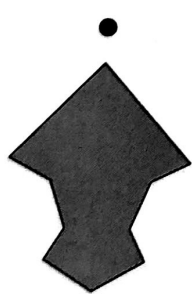
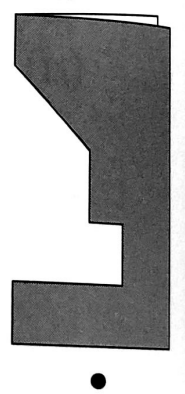
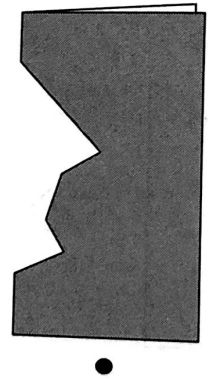
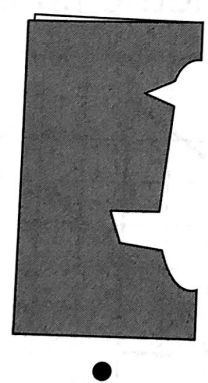
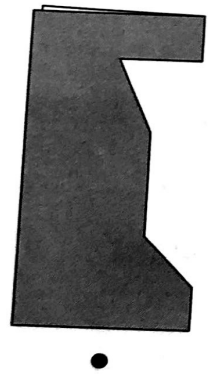


Tuesday March 31, W2-D2
***ASSIGNMENT**

2. A symmetric figure can be cut out from a piece of paper like this:



Match each of these with the correct symmetric figures below.



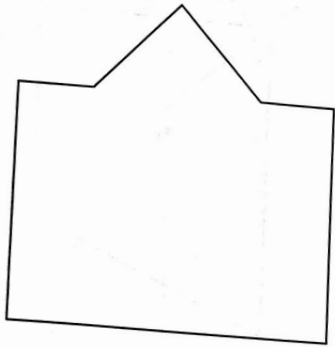
EXERCISE 6

Tuesday March 31, W2-D2

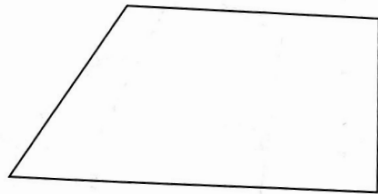
*ASSIGNMENT

1. Some of the following figures are symmetric figures. Draw a line of symmetry in each symmetric figure.

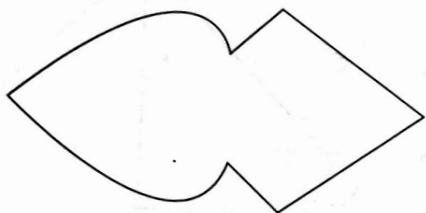
(a)



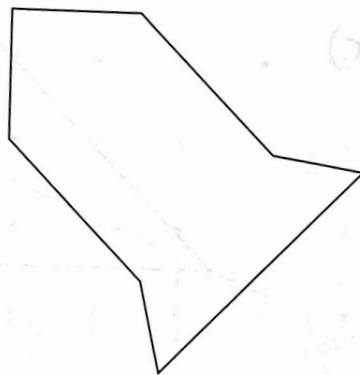
(b)



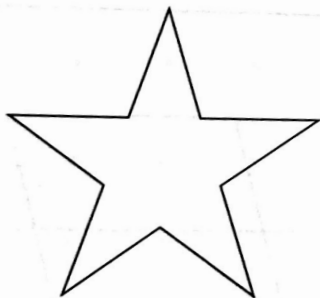
(c)



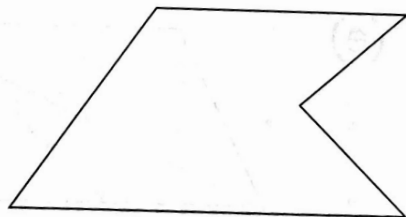
(d)



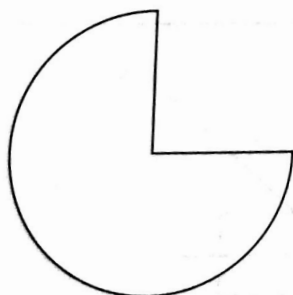
(e)



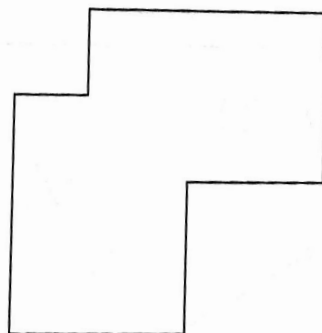
(f)



(g)

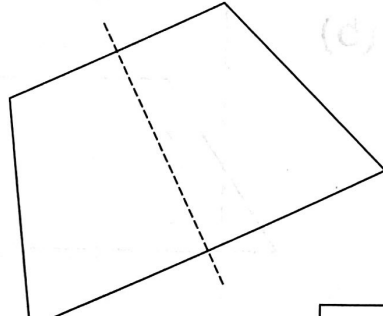
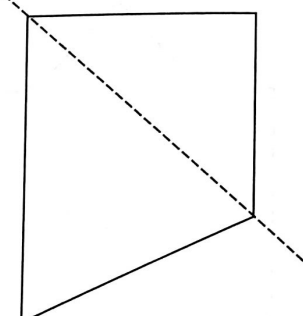
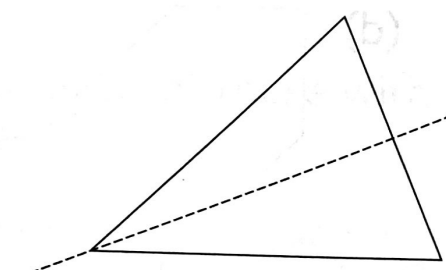
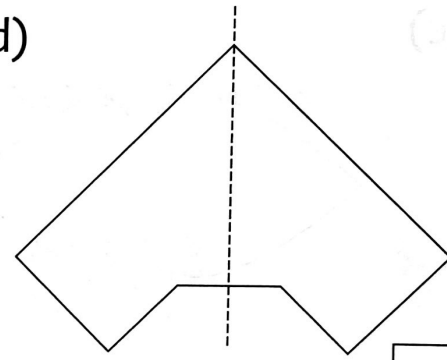
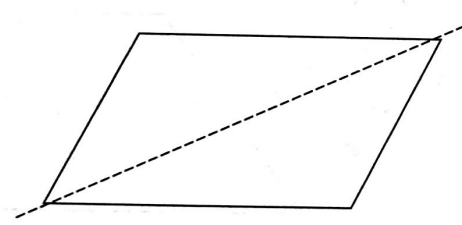
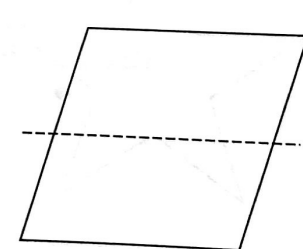
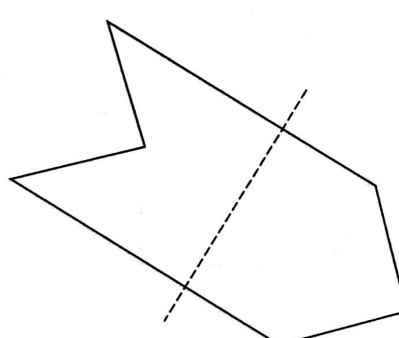
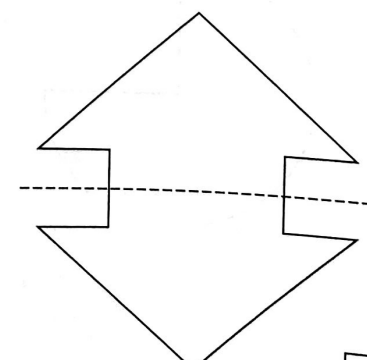


(h)



Tuesday March 31, W2-D2
***ASSIGNMENT**

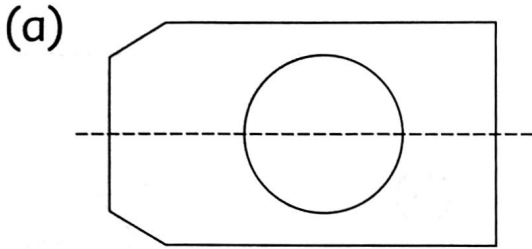
2. In each of the following figures, is the dotted line a line of symmetry? Write **Yes** or **No**.

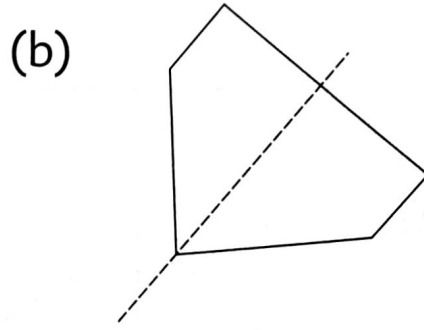
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<p>(c)</p>  <p><input type="checkbox"/></p>	<p>(d)</p>  <p><input type="checkbox"/></p>
<p>(e)</p>  <p><input type="checkbox"/></p>	<p>(f)</p>  <p><input type="checkbox"/></p>
<p>(g)</p>  <p><input type="checkbox"/></p>	<p>(h)</p>  <p><input type="checkbox"/></p>

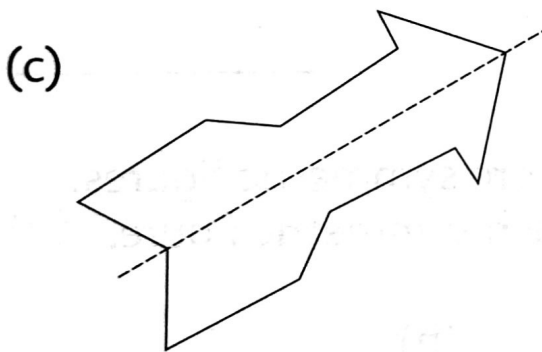
Tuesday March 31, W2-D2

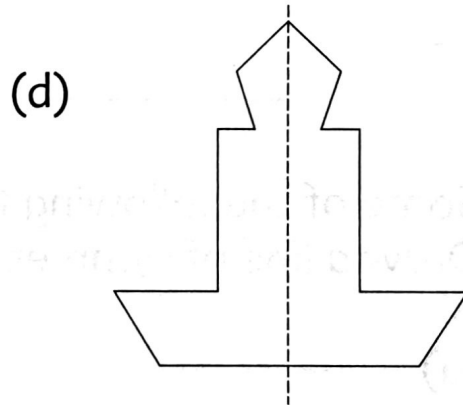
****OPTIONAL* Extra Practice***

1. In each of the following figures, is the dotted line a line of symmetry? Write 'Yes' or 'No' in the blanks.



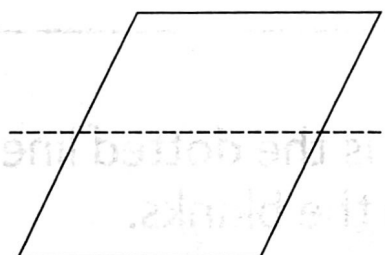




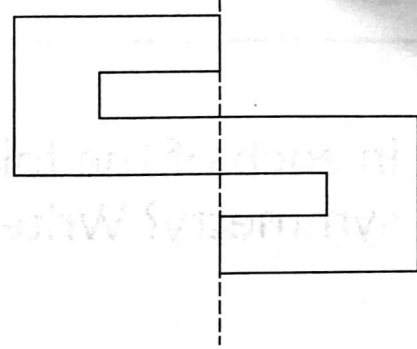


****OPTIONAL* Extra Practice***

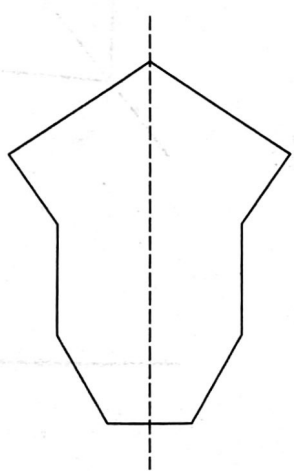
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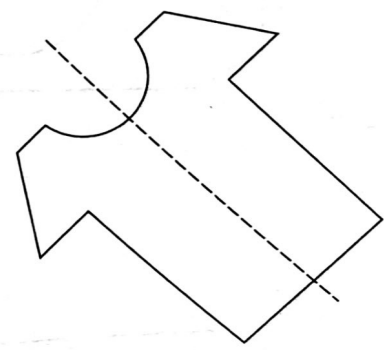
(f)



(g)

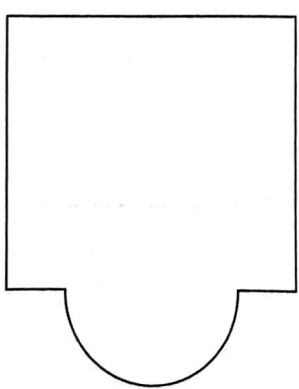


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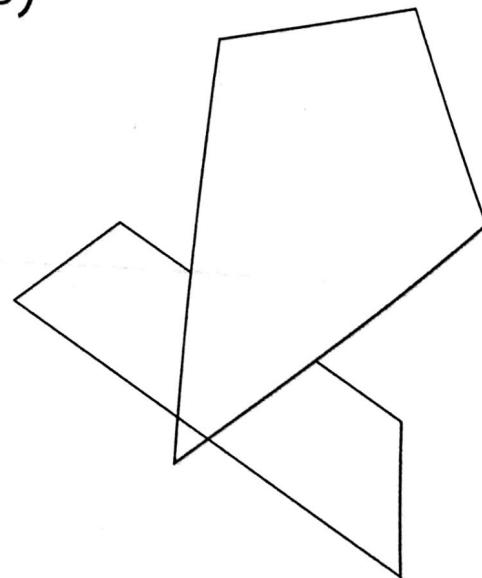


2. Some of the following figures are symmetric figures. Draw a line of symmetry in each symmetric figure.

(a)

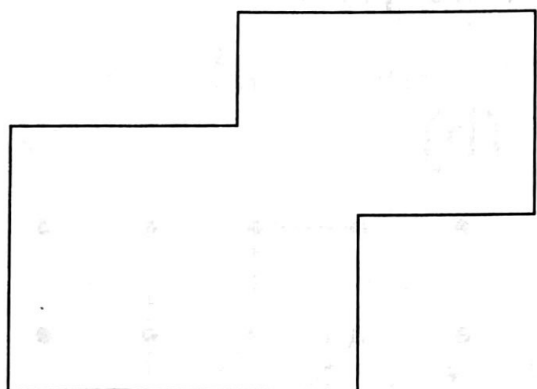


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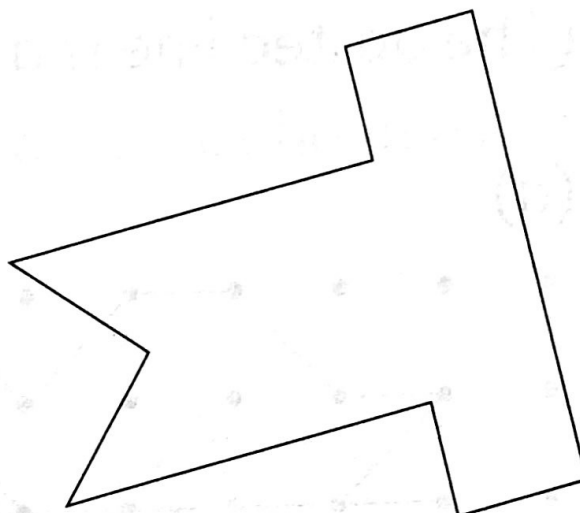


***OPTIONAL* Extra Practice**

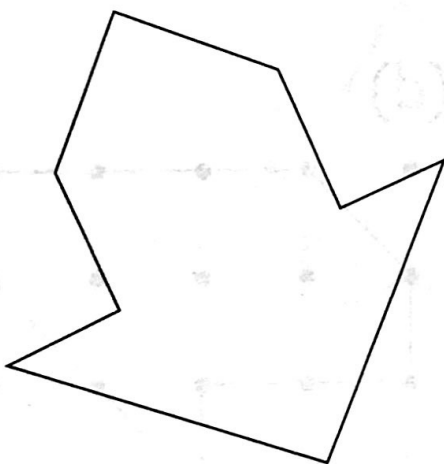
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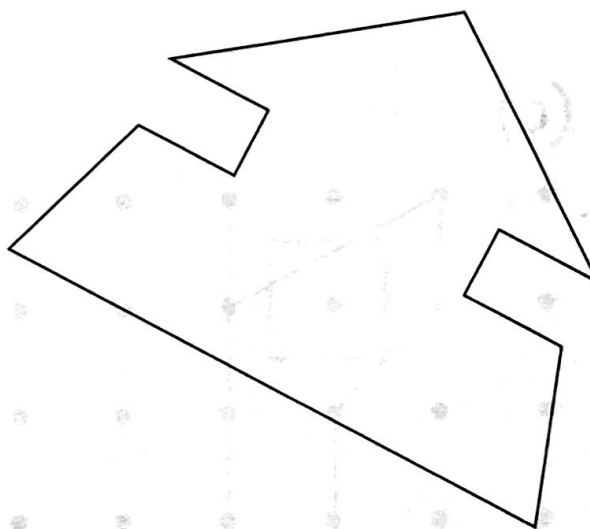
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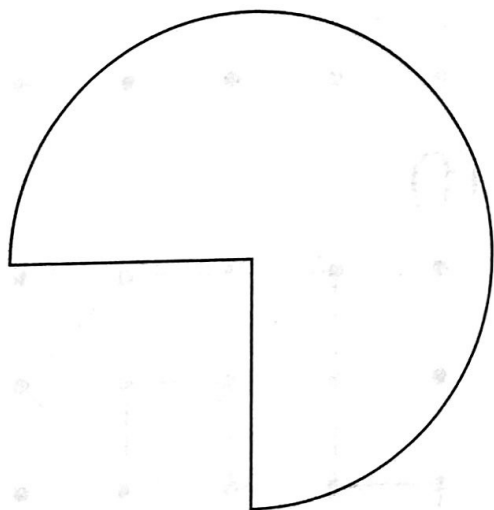
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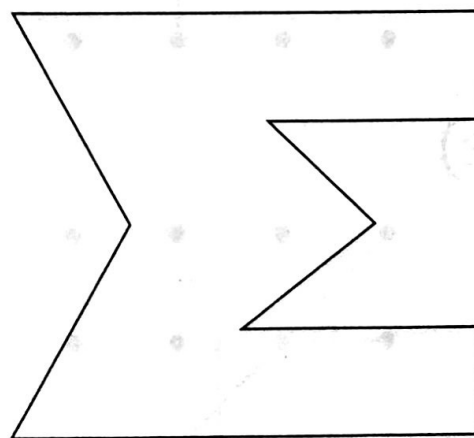
(f)



(g)



(h)



Comprehension Questions

1. From what countries did the first explorers come?

2. List some of the first explorers' names.

3. What was the main purpose of the Spanish in exploring America?

4. Juan de Onate brought settlers out west in 1598. Tell where they settled.

5. Who claimed the land along the Mississippi River all the way to the Gulf of Mexico for France and why?

Tuesday History Assignment (Reading from Monday)

6. Why didn't La Salle build a settlement at the mouth of the Mississippi?

7. La Salle and his crew built a settlement called Fort St. Louis. He later tried to return to the settlement with more people. His return met with disaster. Why?

8. What eventually happened to the settlement at Fort St. Louis?

9. Why were the Spanish so upset at finding out the French had settled in Texas?

10. How long after Christopher Columbus came to America did the Spanish finally decide to settle in Texas?

W2 Tuesday Translation

“Cerberus”

Vocabulary

All of the following words are in your W1 vocabulary flashcards.

Translation

Translate the following sentences on the lines below.

1.) Metella est in atriō.

2.) Metella in ātriō sedet.

3.) Quīntus est in tablīnō.

4.) Quīntus in tablīnō scrībit.

5.) Cerberus est in viā.

Daily Student Instruction Sheet

WEDNESDAY

ELA

Spalding (15 Minutes)

Literature (Minutes)

Grammar/Writing (Minutes)

Reading (20+ minutes)

Spalding

Goal/Objective: Students will learn 5 new words.

Materials needed: Spalding sheet/Notebook paper and a pencil

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

- PA:** With parent assistance, students will practice syllabifying and finger spelling the words and writing the words.
- PA:** Students will also review the rules for the words.
- PA:** Students will write each word with markings and rules a total of **two times**.
- PA:** Please use the **attached template** for directions and spelling list.

Literature

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

Materials needed: *Robin Hood* Chapter 21, Reading Log

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

- I/PA:** Students will read Chapter 21 of *Robin Hood*. Parents may assist with read-aloud, if needed.
- I:** Students will read chosen book (*not Robin Hood*) independently for 20 minutes and record on Reading Log.

Grammar/Writing

Goal/Objective: Students will practice their editing skills by editing sentences for correct spelling, grammar, capitalization, and punctuation.

Materials needed: Editing Skills Worksheet (Day 3), Editing Symbols Key

Specific Instructions (I=independent; PA= Parent assistance):

- I/PA:** Students will review Editing Symbols Key. Parents may assist, if needed.
- I:** Students will complete Editing Skills Practice Worksheet.

MATH

(30 Minutes)

Math

Goal/Objective: Students will identify and graph coordinate pairs on a coordinate grid.

Daily Student Instruction Sheet

	<p>Materials needed: Notes, Coordinate grid worksheets, Answer key video on blog</p> <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 worksheets. Students must identify and graph coordinate pairs on a coordinate grid. <input type="checkbox"/> I: When complete, Use the answer key to check answers and correct errors. Parent may assist with this, if necessary.
<p>HISTORY (25 Minutes)</p>	<p>History Goal/Objective: Learn about the Mission/Presidio System, the reasons why the Spanish used this system to colonize Texas, and why that system failed.</p> <p>Materials needed: Texas History Textbook (<i>A Creative Look at Texas History</i>) pgs. 37-40, Dictionary, Vocabulary Activities sheet.</p> <p>Specific Instructions: (I = Independent; PA = Parent Assisted)</p> <ul style="list-style-type: none"> <input type="checkbox"/> I: Read pgs. 37-39 on "Missions in Texas". (10min) <input type="checkbox"/> I: After completing the reading, students will use a dictionary to fill out the "Vocabulary Activities" sheet pg. 40. (15min)
<p>LATIN (15 Minutes)</p>	<p>Latin Goal/Objective: 1) Practice vocabulary; 2) Translate simple sentences</p> <p>Materials needed: "W2 Wednesday Translation" worksheet; translation answer key; W1 flashcards or access to the Internet</p> <p>Specific Instructions: (I = Independent; PA = Parent Assisted)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Vocabulary <ul style="list-style-type: none"> <input type="checkbox"/> I: Practice vocabulary for five minutes using W1 flashcards or Quizlet at https://quizlet.com/_6wn21g <input type="checkbox"/> Translation <ul style="list-style-type: none"> <input type="checkbox"/> I: Translate Latin text on "W2 Wednesday Translation" on the lines provided. <input type="checkbox"/> PA: Check work using provided answer sheet. Make corrections in red pencil or ink.
<p>OPTIONAL Art (10 Minutes) PE (10 Minutes)</p>	<p>Art Goal/Objective: Review and ensure understanding of full color wheel Materials needed: colored pencils, pencil</p> <p>Specific Instructions (I=independent; PA= Parent assistance):</p> <ul style="list-style-type: none"> <input type="checkbox"/> PA: Review full color wheel (included) and color equations with student. <input type="checkbox"/> I: Complete color equation worksheet. <hr/> <p>PE</p>

Daily Student Instruction Sheet

Goal/Objective: Repeat Monday's exercises

Materials needed: W2 Log

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

- I: Warmup (optional)
- I: Complete Log (Stay within your 10% increase that you found Monday)
- I: Lie-down and Breathe
- I: Save log in safe place

Wednesday Spalding Assignment

Wednesday 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 to the next word

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

Repeat this process 1 more time, 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
ap pli ca tion	John sent an <u>application</u> to his favorite college.	r. 29, 24, 4, 14 Base word: apply Ending: cation Write apply but change "y" to "i" because the base word ends with /y/ and add "cation".
ap ply	The rules <u>apply</u> to everyone.	r. 29, 5, 6 Base word.
dif fi cul ty	He had <u>difficulty</u> catching his breath.	r. 29, 6 Base word: difficult Ending: y Write difficult and add "y".
dif fi cult	It is more <u>difficult</u> to run outside than inside.	r. 29 Base Word.



How Robin Hood Met His Death

*"Give me my bent bow in my hand,
And a broad arrow I'll let flee;
And where this arrow is taken up,
There shall my grave digg'd be."*

Robin Hood and his men, now the Royal Archers, went with King Richard the Lion Hearted through England settling private disputes that had arisen while the King was gone to the Holy Land. Then the King proceeded amid great pomp and rejoicing to the palace at London, and Robin, the new Earl of Huntingdon, brought his Countess there, where she became one of the finest ladies of the court.

The Royal Archers were now divided into two

bands; one half of them remained in London, while the other half returned to Sherwood to guard the King's preserves.

Months passed by, and Robin began to tire of the customs of city life. He longed for the fresh air of the greenwood and the merry society of his yeomen. One day, seeing some lads at archery practice, he could not help but say: "Woe is me! I fear my hand is fast losing its old skill at the bowstring!"

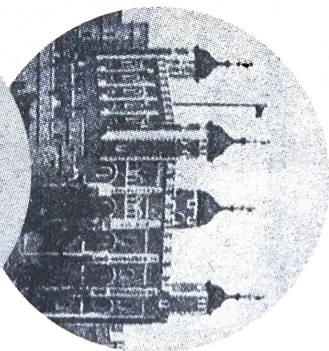
Finally he asked leave to travel in foreign lands, and this was granted to him. He took Maid Marian with him, and together they went through many strange countries. Finally, in an Eastern land, Marian sickened of a plague and died. They had been married only five years, and Robin felt as though all the light was gone out from his life.

He wandered about the world for a few months longer, trying to forget his grief, then came back to the court at London and sought some commission in active service. But, unluckily, Richard was gone again on his adventures and Prince John, who acted as Regent during the King's absence, had never been fond of Robin. He received him with a sarcastic smile.

"Go into Sherwood Forest," said he coldly, "and kill some more of the King's deer. Perhaps then the King will make you Prime Minister, at the very least, upon his return."

The taunt fired Robin's blood. He had been in a black mood ever since his dear wife's death. He answered Prince John hotly, and the Prince ordered his guards to seize Robin and cast him into the Tower.

After lying there for a few weeks, he was released by the faithful Will Stutely and the Royal Archers and all together they fled to the greenwood. There Robin blew the old familiar call, which all had known and loved so well. Up came running the remainder of the band, who had been Royal Foresters, and when they saw their old master they embraced him and nearly cried for joy that he had come again to them. All renounced their loyalty to Prince John and lived quietly with Robin in the greenwood, harming no one and only waiting for the day when King Richard would come home again.



TOWER
The Tower of London is the city's ancient fortress, built on Roman foundations. Once the king's home, it was later used mainly as a jail for famous prisoners.

But King Richard did not come and would never need his Royal Guard again. News reached them of how he had met his death in a foreign land and how John reigned as King. The proof of these events followed soon after, when there came striding through the glade the big, familiar form of Little John.

"Are you come to arrest us?" called out Robin, as he ran forward and embraced his old comrade.

"Nay, I am not the Sheriff of Nottingham, thank God," answered Little John. "The new King has removed me, and it is greatly to my liking, for I have long desired to join you here again in the greenwood."

The new King waged war upon the outlaws soon after this, and he sent so many scouting parties into Sherwood that Robin and his men left the woods for a time and went into Derbyshire.

But in one of the last skirmishes Robin was wounded. The cut did not seem serious and healed over the top, but it left a lurking fever. Daily his strength ebbed away from him, until he was in sore distress.

One day as he rode along on horseback, near Kirklees Abbey, he became so faint that he reeled and came near falling from his saddle. He dismounted weakly

Wednesday Literature Reading

and knocked at the abbey gate. A woman shrouded in black peered out.

"Who are you that knock here? For we allow no man within these walls," she said.

"Open, for the love of Heaven!" he begged. "I am Robin Hood, ill of a fever and in sore need of help."

At the name of Robin Hood the woman stepped back and then, after a pause, unbarred the door and admitted him. Assisting his fainting frame up a flight of stairs and into a front room, she loosened his collar and bathed his face until he was revived. Then she spoke hurriedly in a low voice:

"Your fever will sink, if you are bled. I will open your veins while you lie quiet."

So she bled him, and he fell into a sleep that lasted nearly all that day; he awoke weak and exhausted from loss of blood.

Some say this abbeSS who bled him did it in all kindness of heart. Others say that she was none other than the former



Medieval doctors believed that illnesses were caused by an imbalance among four fluids in the body. They cut open certain veins (depending on the sickness) and drained away blood, checking it for odor and greasiness, in order to restore balance.

Reading

Sheriff's daughter and found her revenge at last in this cruel deed.

Be that as it may, Robin's eyes swam from weakness when he awoke. He called wearily for help, but there was no response. He looked longingly through the



window at the green of the forest, but he was too weak to make the leap that would be needed to reach the ground.

He then thought of his horn, which hung at his knee, and blew out three weak blasts.

Little John was out in the forest nearby, or the notes would never have been heard. At their sound he sprang to his feet.

"Woe! Woe!" he cried, "I fear my master is near dead, he blows so wearily!"

So he came running up to the door of the abbey and knocked loudly. Failing to get a reply, he beat in the door with frenzied blows of his mighty fist and soon came running up to the room where Robin lay, white and faint.

"Alas, dear master!" cried Little John in great

distress, "I fear you have met with treachery! If that be so, grant me one last favor, I pray."

"What is it?" asked Robin.

"Let me burn Kirklees Hall with fire, and all its nunnery."

"No, good comrade," answered Robin Hood gently, "I cannot grant such a request. We must forgive all our enemies. Moreover, you know I never hurt a woman in all my life, nor any man when in a woman's company."

He closed his eyes and fell back, so that his friend thought he was dying. Great tears fell from the giant's eyes and wet his master's hand. Robin slowly rallied and seized his comrade's outstretched arm.

"Lift me up, good Little John," he said brokenly.

"Give me my good yew bow and fix a broad arrow upon the string. Out yonder among the oaks—where this arrow falls—let them dig my grave."

And with one last mighty effort he sped his shaft out the open window, straight and true, as in the days of old, till it struck the largest oak of them all and dropped in the shadow of the trees. Then he fell back upon the sobbing chest of his devoted friend.

"This is the last!" he murmured. "Tell the brave



Wednesday Literature Reading

hearts to lay me with my bent bow at my side, for it has made sweet music in my ears."

Then all of a sudden Robin's eye brightened, and he seemed to think he was back once more with the band in the open forest glade. He struggled to rise.

"Ha! a fine stag, Will! And Allan, never did you strum the harp more sweetly. How the fire blazes! And Marian! My Marian—come at last!"

So died Robin Hood, but his spirit lives on through the centuries in the hearts of men who love freedom and chivalry.

They buried him where his last arrow had fallen and set up a stone to mark the spot. On the stone were carved these words:

"HERE UNDERNEATH THIS LITTLE STONE
LIES ROBERT, EARL OF HUNTINGDON;

NEVER ARCHER AS HE SO GOOD,
AND PEOPLE CALLED HIM ROBIN HOOD.

SUCH OUTLAWS AS HE AND HIS MEN
ENGLAND WILL NEVER SEE AGAIN."

Wednesday Writing Assignment

Name _____ Date _____ # _____

Editing Skills Practice: Day 3

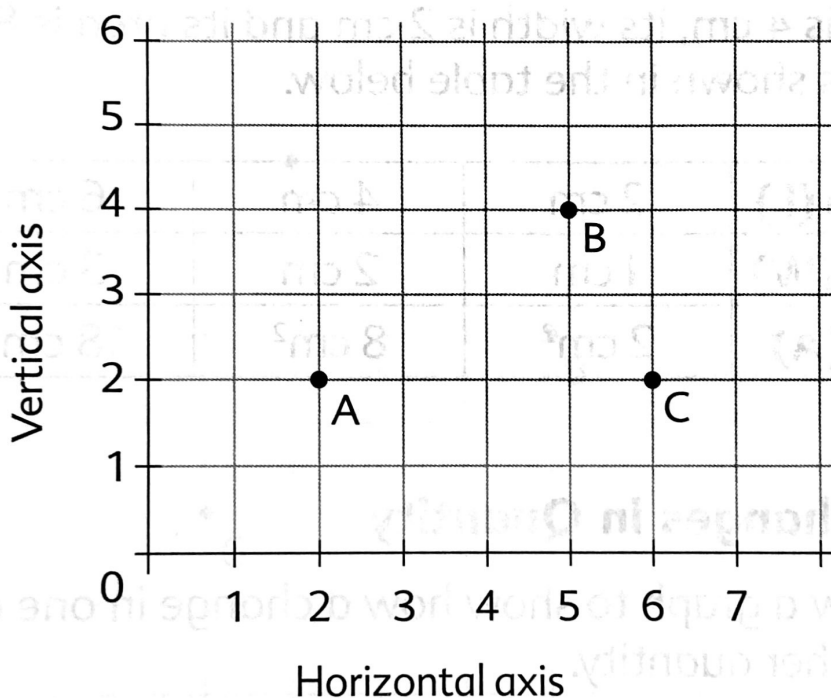
1. Chocolate Chips taste delicious!
2. What is your favorit kind of cookie.
3. My sister prefer Aunt Amys homemade apple pie.
4. My brother's eat pie with vanilla ice cream.
5. Pumpkin Pie is the best at thanksgiving.

Unit 9 : Coordinate Graphs and Changes in Quantities

Friendly Notes

The Coordinate Grid

A coordinate grid has two axes. They are the horizontal axis and the vertical axis. The axes meet at the origin or the point $(0, 0)$.



$(2, 2)$ → two units from O along the horizontal and the vertical axes.

$(5, 4)$ → five units from O along the horizontal axis, 4 units from O along the vertical axis.



$(2, 2)$, $(5, 4)$, and $(6, 2)$ are **ordered pairs**.

The numbers in an ordered pair are called the **coordinates**.

Coordinates of A are $(2, 2)$.

Coordinates of B are $(5, 4)$.

Coordinates of C are $(6, 2)$.

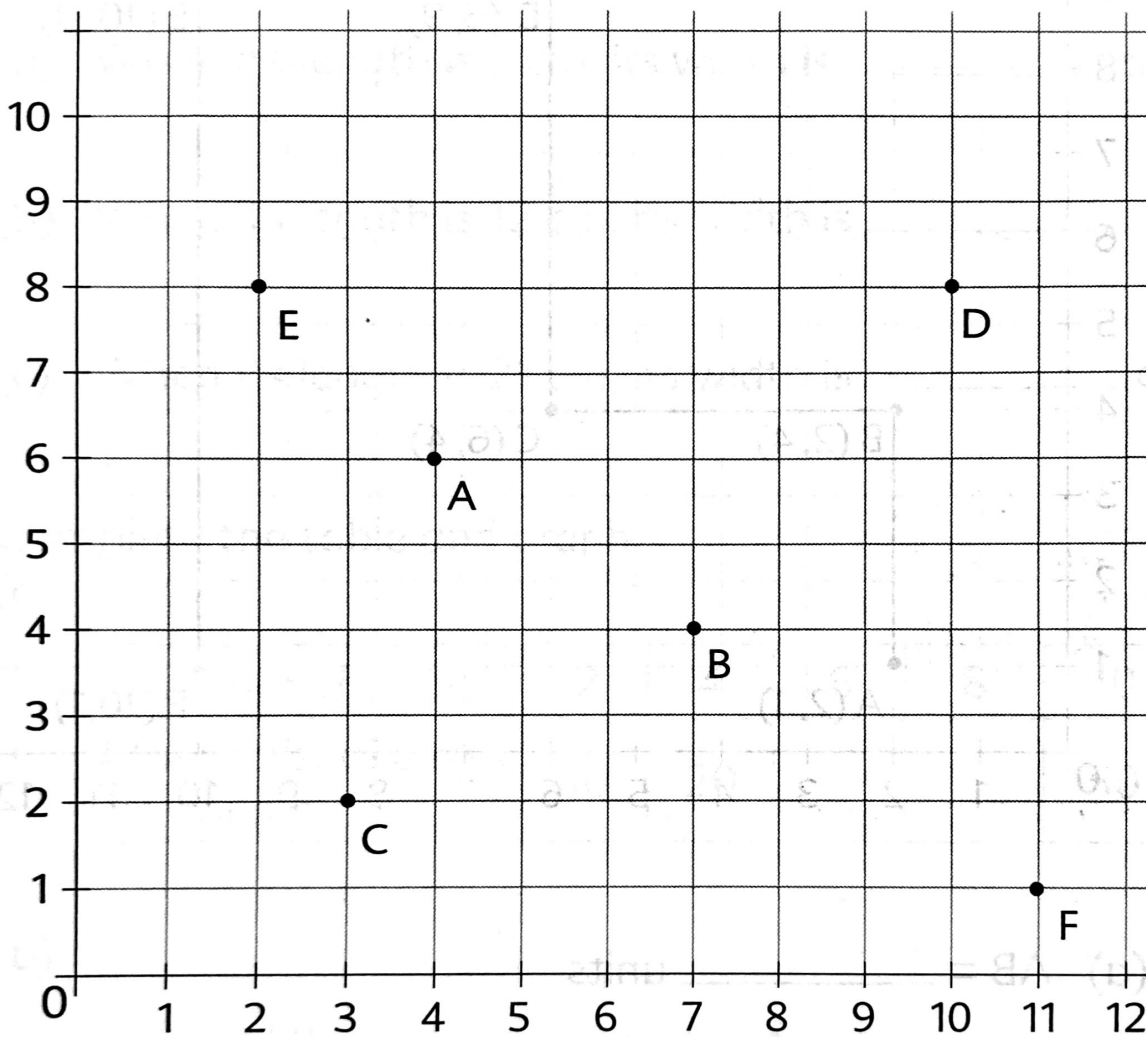
***ASSIGNMENT**

Name: _____

le: _____

Exercise 1 : The Coordinate Grid

1. Give the ordered pair for each of the following points on the grid.



(a) A _____

(b) B _____

(c) C _____

(d) D _____

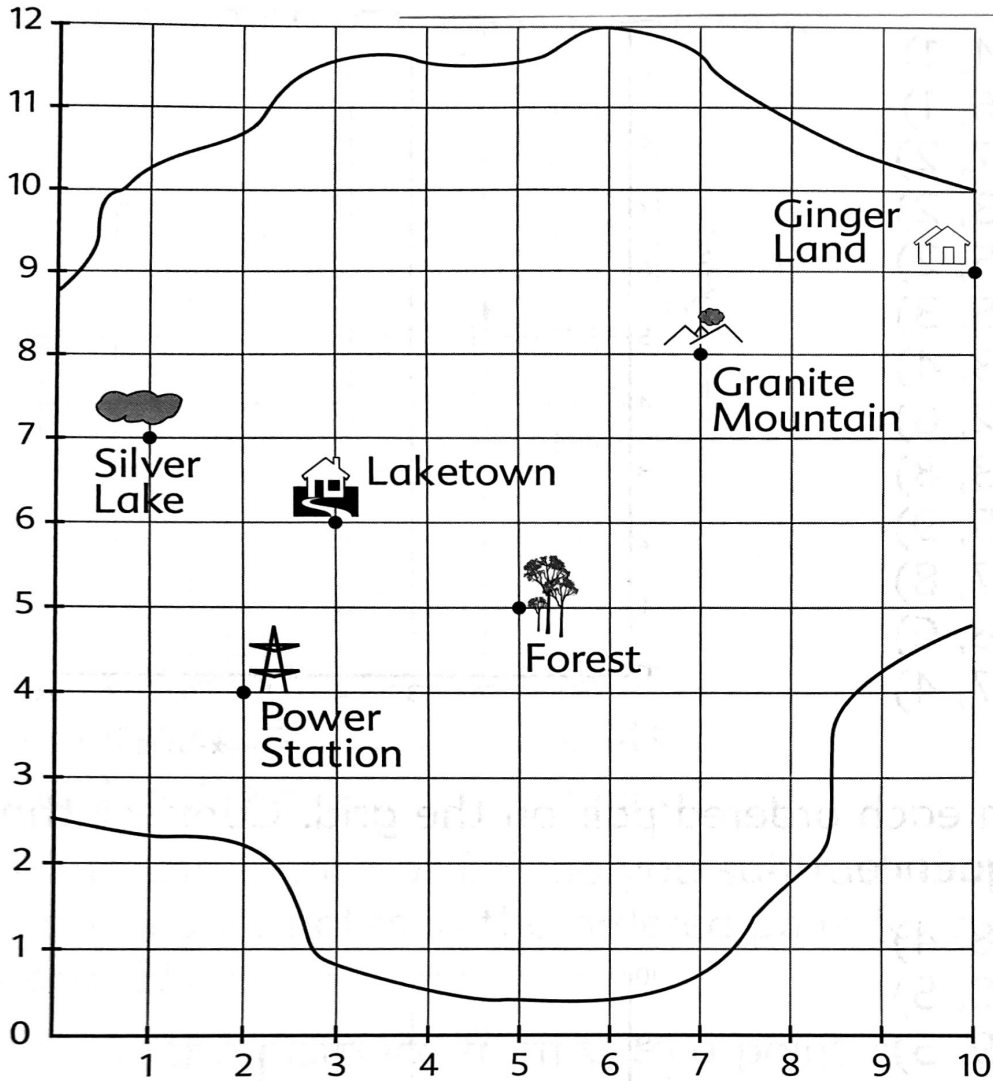
(e) E _____

(f) F _____

EXERCISE 1

***ASSIGNMENT**

1.



- (a) Is Laketown at (6, 3) or at (3, 6)?
- (b) Write the ordered pairs of each place listed below.

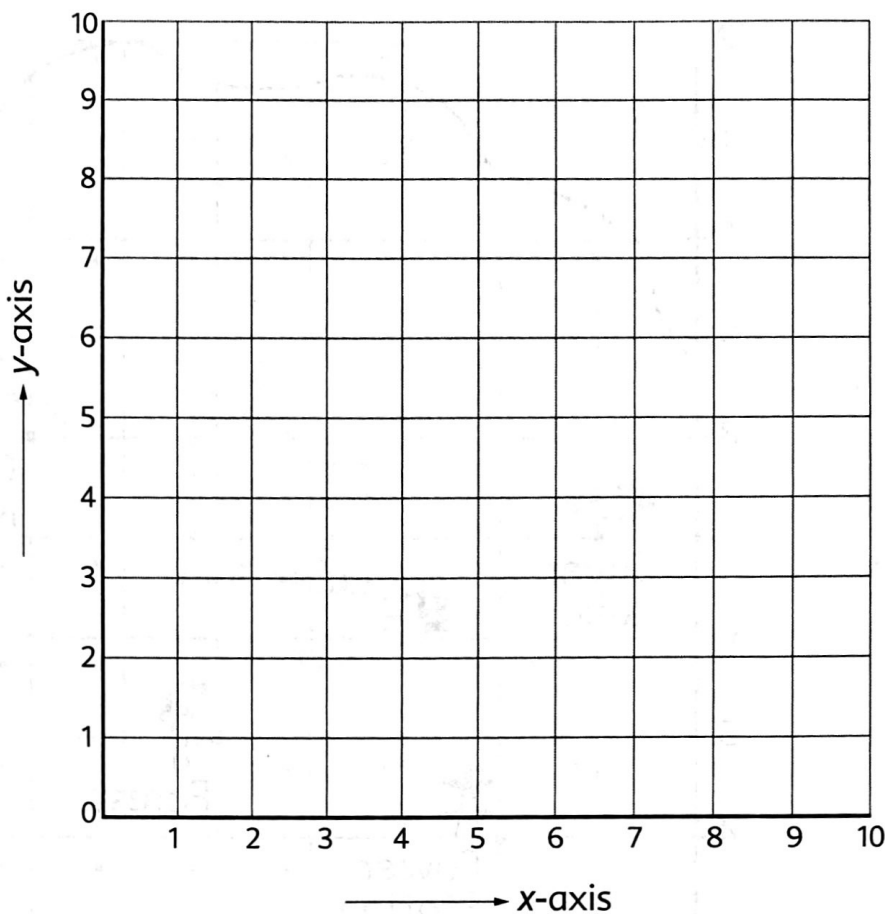
Place	Coordinates
Granite Mountain	
Silver Lake	
Forest	
Power Station	

- (c) A church is located at coordinates (5, 8).
On the map, mark out the location of the church.
- (d) Draw a river that starts at (7, 8) and ends at (6, 12).

***ASSIGNMENT**

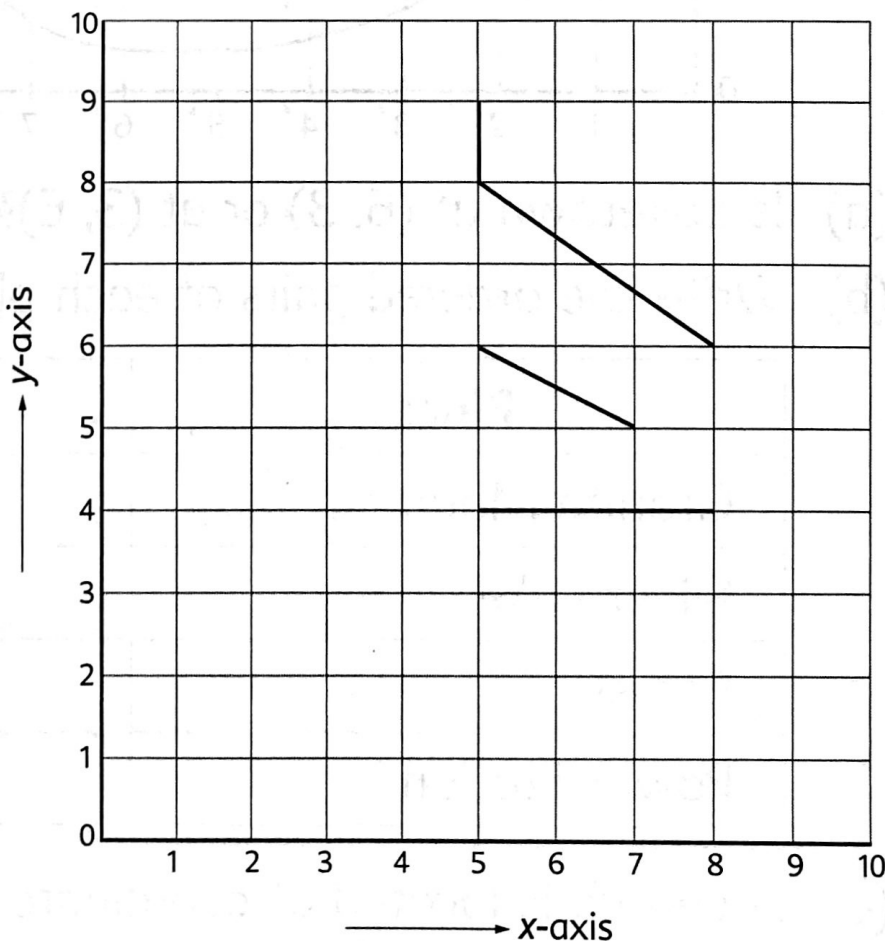
2. Graph each ordered pair on the grid. Connect the points in sequence.

1. (4, 1)
2. (6, 1)
3. (7, 2)
4. (3, 2)
5. (5, 2)
6. (5, 3)
7. (3, 4)
8. (2, 6)
9. (3, 8)
10. (5, 9)
11. (7, 8)
12. (8, 6)
13. (7, 4)



3. Graph each ordered pair on the grid. Connect the points in sequence.

1. (8, 4)
2. (8, 5)
3. (9, 5)
4. (8, 2)
5. (3, 2)
6. (0, 5)
7. (2, 5)
8. (3, 4)
9. (5, 4)
10. (5, 5)
11. (7, 5)
12. (3, 5)
13. (5, 6)
14. (8, 6)
15. (2, 6)
16. (5, 8)
17. (7, 8)
18. (5, 9)



Wednesday History Assignment

Vocabulary Activities

Look up each vocabulary word in the dictionary. Write its definition.

convert:

missionaries:

presidio:

plaza:

vaqueros:

influence:

architecture:

Fill in the correct vocabulary word in each sentence.

1. Everyone met in the _____ for a town meeting.
2. Their _____ changed the culture drastically.
3. The _____ wanted to spread their faith.
4. The missionaries tried convince the natives to _____ to Christianity.
5. The arch was an important development in _____.
6. The _____ helped to run cattle on the many ranches in Texas.
7. Many soldiers were stationed in the _____ to help protect the land.

W2 Wednesday Translation

“Cerberus”

Vocabulary

In addition to your W1 vocabulary, you will need the following words:

dormit – (he/she) is sleeping

mēnsa – table

intrat – (he/she) enters

salit – (he/she) jumps

circumspectat – (he/she) looks around

stat – (he/she) stands

cibus – food

Translation

Translate the following sentences on the lines below.

1.) *coquus est in culīnā.*

2.) *coquus in culīna dormit.*

3.) *Cerberus intrat.*

4.) *Cerberus circumspectat.*

5.) *cibus est in mēnsā.*

6.) *canis salit.*

7.) *canis in mēnsā stat.*

Wednesday Art Notes

4th Grade Art – WEDNESDAY (Teacher notes: for parent)

R = RED
B = BLUE
Y = YELLOW

KEY
(P)

V = VIOLET
G = GREEN (S)
O = ORANGE

RV = RED VIOLET
RO = RED ORANGE
BG = BLUE GREEN (T)
BV = BLUE VIOLET
YO = YELLOW ORANGE
YG = YELLOW GREEN

Wednesday Art Assignment
4th Grade Art - WEDESDAY

PRIMARY + PRIMARY = SECONDARY

$$\boxed{R} + \boxed{B} = \boxed{V}$$

$$\boxed{B} + \boxed{Y} = \boxed{G}$$

$$\boxed{Y} + \boxed{R} = \boxed{O}$$

PRIMARY + SECONDARY = TERTIARY

$$\boxed{R} + \boxed{V} = \boxed{RV}$$

$$\boxed{R} + \boxed{O} = \boxed{RO}$$

$$\boxed{B} + \boxed{G} = \boxed{BG}$$

$$\boxed{B} + \boxed{V} = \boxed{BV}$$

$$\boxed{Y} + \boxed{G} = \boxed{YG}$$

$$\boxed{Y} + \boxed{O} = \boxed{YO}$$

Daily Student Instruction Sheet

THURSDAY

ELA

Spalding (15 Minutes)

Literature (Minutes)

Grammar/Writing (Minutes)

Reading (20+ minutes)

Spalding

Goal/Objective: Students will learn 5 new words.

Materials needed: Spalding sheet/Notebook paper and a pencil

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

- PA:** With parent assistance, students will practice syllabifying and finger spelling the words and writing the words.
- PA:** Students will also review the rules for the words.
- PA:** Students will write each word with markings and rules a total of **two times**.
- PA:** Please use the **attached template** for directions and spelling list.

Literature

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

Materials needed: *Robin Hood* Chapter 21, Comprehension Questions, and Reading Log

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

- I/PA:** Students will review/refer back to Chapter 21 of *Robin Hood*. Parents may assist, if needed.
- I:** Using Chapter 21, students will answer discussion questions **in complete sentences**.

Grammar/Writing

Goal/Objective: Students will practice their writing and editing skills by editing and copying passages from their classics to keep, *Robin Hood*.

Materials needed: Robin Hood Editing Worksheet (Day 4),

Specific Instructions (I=independent; PA= Parent assistance):

- I/PA:** Students will review *Robin Hood* passage. Note that each sentence should be capitalized and end with a punctuation mark. Notice that with each quote spoken by a character, there should be a **quotation mark** at the **beginning** and **end** of the quote. Parents may assist, if needed.
- I:** Students will copy edited passage below.

Daily Student Instruction Sheet

<p>MATH (30 Minutes)</p>	<p>Math Goal/Objective: Students will complete a table of values and graph the points as a straight line on a coordinate graph.</p> <p>Materials needed: Notes, Linear Graph worksheets, Answer key, video on blog</p> <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 worksheets. Students will complete a table of values and graph the points as a straight line on a coordinate graph. <input type="checkbox"/> I: When complete, Use the answer key to check answers and correct errors. Parent may assist with this, if necessary.
<p>History (25 Minutes)</p>	<p>History Goal/Objective: Learn about the Mission/Presidio System, why the Spanish built missions, and why that system failed.</p> <p>Materials needed: Texas History Textbook (<i>A Creative Look at Texas History</i>) pgs. 37-40, Comprehension Questions(41-42).</p> <p>Specific Instructions: (I = Independent; PA = Parent Assisted)</p> <ul style="list-style-type: none"> <input type="checkbox"/> I: Using yesterday's reading(pgs. 37-39), answer the comprehension questions on pages 41 and 42, in complete sentences. (25min)
<p>LATIN (15 Minutes)</p>	<p>Latin Goal/Objective: 1) Practice vocabulary; 2) Translate simple sentences</p> <p>Materials needed: "W2 Thursday Translation" worksheet; translation answer key; W1 flashcards or access to the Internet</p> <p>Specific Instructions: (I = Independent; PA = Parent Assisted)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Vocabulary <ul style="list-style-type: none"> <input type="checkbox"/> I: Practice vocabulary for five minutes using W1 flashcards or Quizlet at https://quizlet.com/_6wn21g <input type="checkbox"/> Translation <ul style="list-style-type: none"> <input type="checkbox"/> I: Translate Latin text on "W2 Thursday Translation" on the lines provided. <input type="checkbox"/> PA: Check work using provided answer sheet. Make corrections in red pencil or ink.
<p>OPTIONAL Music (15 Min.)</p>	<p>Music Goal/Objective: The Student will listen to "Erlkonig" by Schubert Materials needed: Pencil, paper, video link</p> <p>Specific Instructions: (I = Independent; PA = Parent Assisted)</p> <ul style="list-style-type: none"> <input type="checkbox"/> I: The Student will listen to "Erlkonig" again. 4:13

Daily Student Instruction Sheet

- | | |
|--|---|
| | <ul style="list-style-type: none">❑ I: The Student will use adjectives to describe how the music makes them feel. The Student will also write why the music is making him/her feel that way. Please use complete sentences and best penmanship. 10:00❑ I: The Student will title the assignment: "Schubert: Erlkonig #2" |
|--|---|

Thursday Spalding Assignment

Thursday 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 to the next word

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

Repeat this process 1 more time, 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>scene</u>	The <u>scene</u> from the hill was breathtaking.	r. 2 Base Word.
<u>scen</u> <u>er</u> <u>y</u>	They enjoyed the <u>scenery</u> while eating lunch together.	r. 2, 6, 11 Base word: scene Ending: ery The additional phonogram "sc" says "s". Write scene without "e" because my ending "ery" starts with a vowel.
<u>scis</u> <u>sors</u>	She used <u>scissors</u> to open her amazon box.	r. 2, 29
<u>sci</u> <u>ence</u>	I have a degree in exercise <u>science</u> .	r. 2, 5

Thursday Literature Assignment (Reading from Wednesday)

Name _____ Date _____ Number _____

Robin Hood Comprehension Questions: Day 4, Ch. 21

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. Why is Robin Hood not really happy with his new life as the Earl of Huntington?

What does he do to try to change his mood?

2. Why is Robin Hood thrown into the Tower of London on his return? What does he do after Will Stutely frees him?

Thursday Literature Assignment (Reading from Wednesday)

Name _____ Date _____ Number _____

3. When Robin enters the Abbey, the abbess bleeds him. What is this supposed to do for him?
Who do some say is the real identity of the abbess?

4. What happens when Robin Hood blows his horn?

Thursday Literature Assignment (Reading from Wednesday)

Name _____ Date _____ Number _____

5. When Little John sees that Robin is dying, what does he ask of Robin? What is Robin's reply?

6. Explain how the spot for Robin Hood's grave is chosen. What does Robin's epitaph say?

Thursday Writing Assignment

Name: _____ Number: _____ Date: _____

Robin Hood Editing: Day 4

Part I: Edit the passage. Use your Editing and Proofreading sheet to help you.

“are you come to arest us.” called out Robn, as he ran fourward and embraced his old comrade.

Nay, I am not the sherif of Notingham, thank God,” answerd little john. “the new king has removeed me, and it is gratly to my liking, four I hav long desired too join yuu here agin in the greenwood.

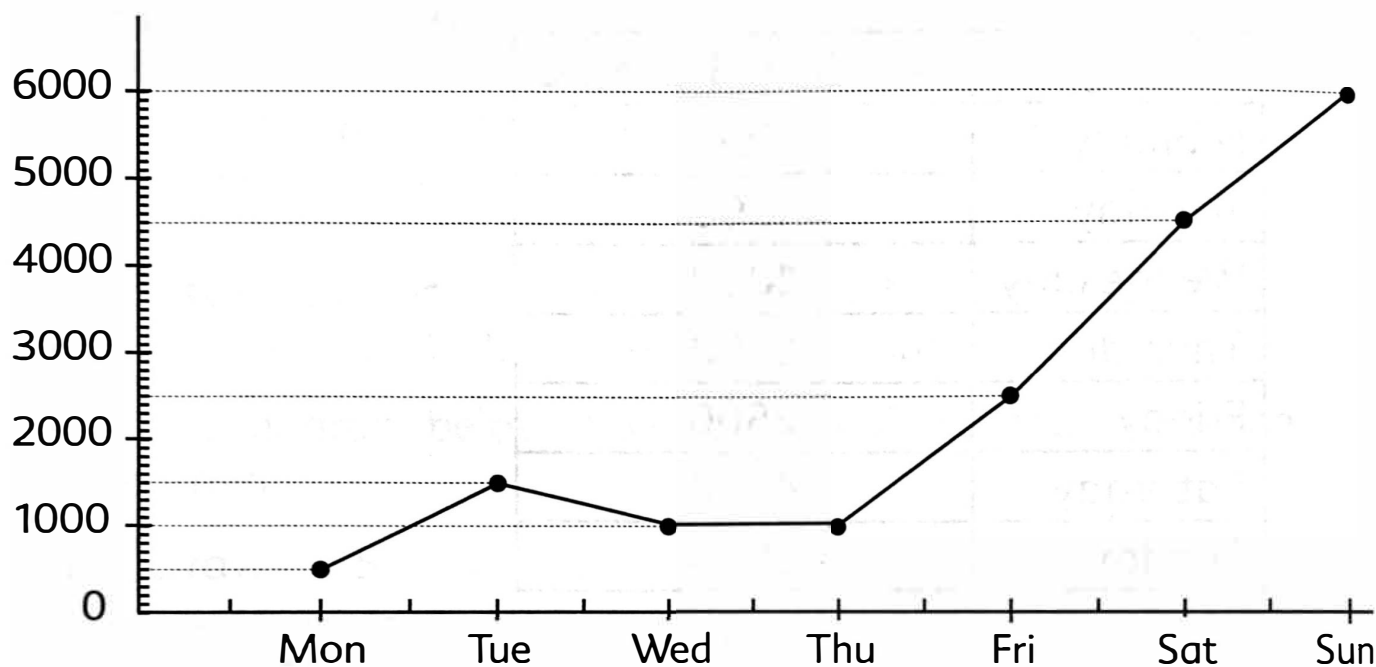
the new king waged wore upon the outlaws soon afr this, and he sent so miny scouting partys into sherwood that robin and his men left the woodz four a time and wint intoo derbyshire

Part II: Then, copy your final edited draft below in your best Spalding cursive.

Line Graphs

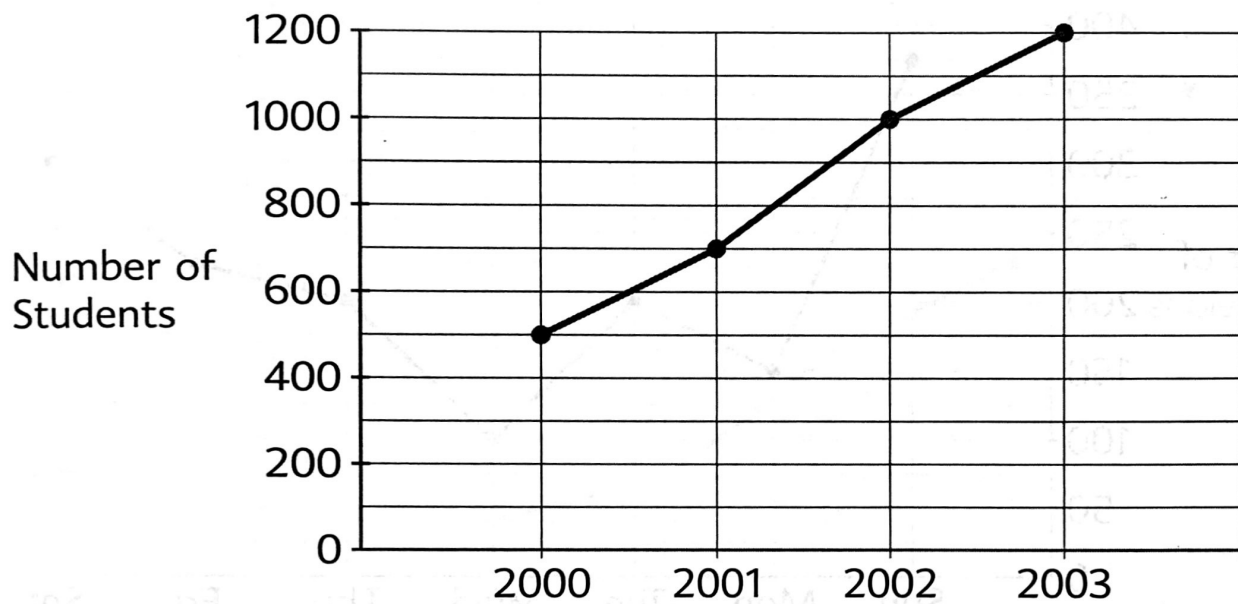
We can present data using a **line graph**.

Using the same set of data as that of the bar graph, we can draw a line graph as follows.



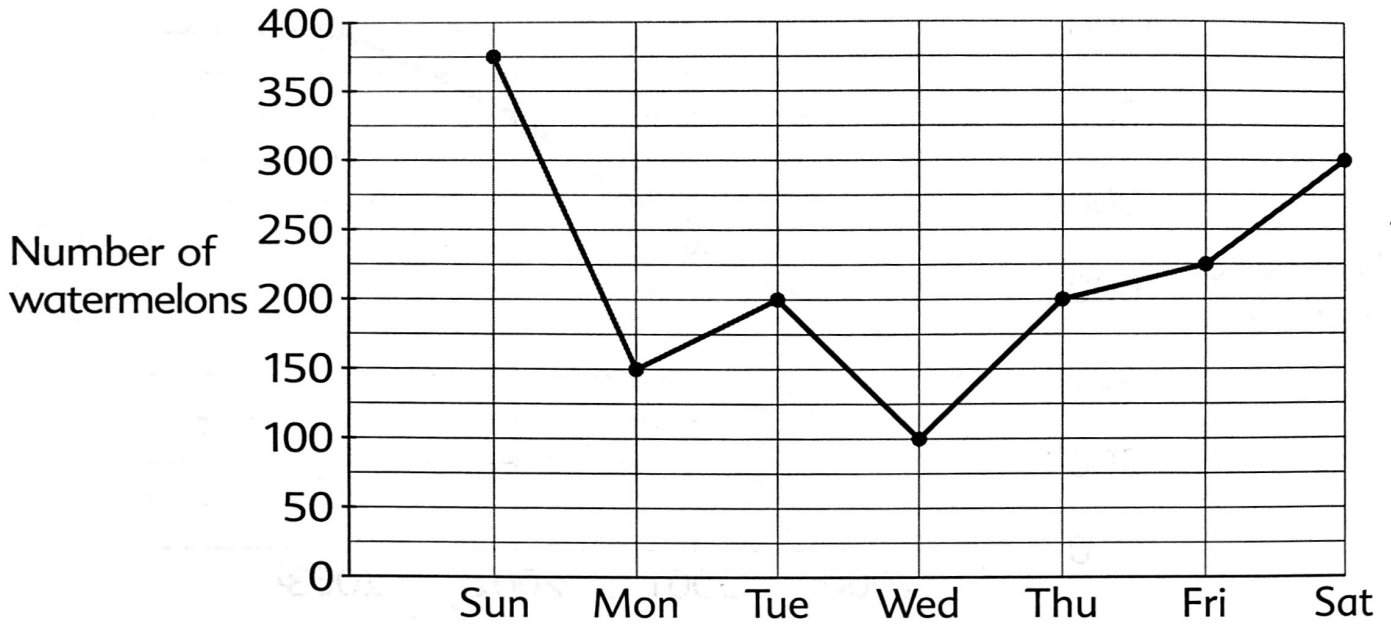
EXERCISE 6

1. The line graph shows the enrollment of a school for 4 years. Study the graph and answer the questions which follow.



- (a) What was the increase in enrollment from 2002 to 2003? _____
- (b) When did the enrollment increase by 300 students in one year? _____
- (c) What was the difference between the enrollment in 2000 and the enrollment in 2003? _____
- (d) What was the total enrollment in the 4 years? _____

2. The line graph shows the daily sales of watermelons in a supermarket over a week. Study the graph and answer the questions which follow.



- (a) On which day was the sales the lowest? _____
- (b) What was the sales on Sunday? _____
- (c) On which day were 300 watermelons sold? _____
- (d) What was the increase in the sales from Friday to Saturday? _____
- (e) When did the sales decrease by 100 in one day? _____

Comprehension Questions

1. Why did the Spanish build missions in Texas?

2. Name the first Spanish mission and tell when it was built.

3. Describe a Spanish mission.

4. What was the purpose of the presidios?

5. What mission brought about the settlement of San Antonio?

Thursday History Assignment (Reading from Wednesday)

6. Explain why it was hard to attract people to the Spanish settlements in Texas.

7. Describe the life of those living within the mission.

8. What reason kept some Texans from joining a mission?

9. Spanish influence can still be seen in Texas. What are some examples?

10. Why did native Texans decide to stay away from European missions?

W2 Thursday Translation

“Cerberus”

Vocabulary

In addition to your W1 vocabulary, you will need the following words:

sterit – (he/she) is snoring

lātrat – (he/she) barks

surgit – (he/she) gets up

īrātus – angry

pestis – pest

furcifer – scoundrel

clāmat – (he/she) shouts

exit – (he/she) goes out [exits]

Translation

Translate the following sentences on the lines below.

1.) Grumiō stertit.

2.) canis lātrat.

3.) Grumiō surgit.

4.) coquus est īrātus.

5.) “pestis! furcifer!” coquus clāmat.

6.) Cerberus exit.

Daily Student Instruction Sheet

FRIDAY

ELA

Spalding (15 Minutes)

COMBINED

Literature + Writing (55 Minutes)

Reading (20+ minutes)

Spalding

Goal/Objective: Students will review all 20 of this week's words.

Materials needed: Spalding sheet/Notebook paper and a pencil.

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

- PA:** Parents will dictate all 20 words to student.
- I:** Students will write all 20 words one time each (without markings or rules).

Literature/Writing

Goal/Objective: Students will reflect over our 4th completed classic to keep, *Robin Hood* with Seminar Questions.

Materials needed: *Robin Hood* Chapters 18-21, Comprehension Questions, Seminar Sheets, and Reading Log.

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

- I:** Students will review *Robin Hood* by referring to text and completed Comprehension Questions.
- I/PA:** Using Seminar Sheet, students will answer discussion questions **in complete sentences.** Though we cannot have a normal "Seminar," students should share their answers with at least one family member. See if you *respectfully* agree or disagree with them!

MATH

(30 Minutes)

Math

Goal/Objective: Students will collect and record data on tally charts and line graphs.

Materials needed: Notes, Tally and Line Graph worksheets, Answer key, video on blog

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

- I:** Read review notes
- I:** Complete worksheets. Students will collect and record data on tally charts and line graphs.
- I:** When complete, Use the answer key to check answers and correct errors. Parent may assist with this, if necessary.

HISTORY

(25 Minutes)

History

Daily Student Instruction Sheet

	<p>Goal/Objective: Learn about the Mission/ Presidio System, why the Spanish built missions, and why that system failed.</p> <p>Materials needed: Texas History Textbook (<i>A Creative Look at Texas History</i>) pgs. 37-40. A blank sheet of paper.</p> <p>Specific Instructions: (I = Independent; PA = Parent Assisted)</p> <ul style="list-style-type: none"><input type="checkbox"/> I: Using the “Missions in Texas” reading (pgs. 37-39), complete the following activity: Suppose you were asked to design a mission that could withstand enemy attacks.<input type="checkbox"/> I: Draw a picture of your design<input type="checkbox"/> I: Write a descriptive paragraph about the design.
<p>LATIN (15 Minutes)</p>	<p><u>Latin</u></p> <p>Goal/Objective: Student will learn the next part of <i>The Odyssey</i></p> <p>Materials needed: Text “Odysseus Returns to Ithaca” (included); coloring sheet and/or wordsearch (included)</p> <p>Specific Instructions: (I = Independent; PA = Parent Assisted)</p> <ul style="list-style-type: none"><input type="checkbox"/> PA: Parent reads “Odysseus Returns to Ithaca” to student while student either colors coloring sheet or works on wordsearch.

Friday Spalding Assignment

Friday Spalding Spelling List (20 min): Instructions and an answer key are provided below.

Dictate the 20 review 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 Writes the word 	<ul style="list-style-type: none"> Make the appropriate corrections before moving on to the next word

Student will write review words correctly one time each.

- 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
assure	I <u>assure</u> you the project will be completed on time.
sure	Make <u>sure</u> you finish all your homework.
relief	To her <u>relief</u> , she passed her test.
occupy	Music helped to <u>occupy</u> his mind.
foreign	I'm going to visit a <u>foreign</u> country this summer.
probably	I will <u>probably</u> go to the gym this evening.
probable	It is <u>probable</u> that she will have ice cream after dinner.
expense	She ate fast food, at the <u>expense</u> of her nutrition.

Friday Spalding Assignment

Word	Example sentence
responsible	He was <u>responsible</u> and turned in his homework every day.
response	Her <u>response</u> was appropriate for the age group.
application	John sent an <u>application</u> to his favorite college.
apply	The rules <u>apply</u> to everyone.
difficulty	He had <u>difficulty</u> catching his breath.
difficult	It is more <u>difficult</u> to run outside than inside.
scene	The <u>scene</u> from the hill was breathtaking.
scenery	They enjoyed the <u>scenery</u> while eating lunch together.
scissors	She used <u>scissors</u> to open her amazon box.
science	I have a degree in exercise <u>science</u> .

Friday Literature Assignment

Name _____ # _____ Date _____

Literature + Writing: **DAY 5**

Seminar Sheet:

Robin Hood

In preparation for our seminar on Friday, please thoughtfully consider the three questions below. For each question, find at least one example of specific evidence from the book. Please include the page number. Even though we cannot do a true "seminar" in class, please discuss each of your answers with a family member. See if they agree or disagree with you! We look forward to hearing from you all! 😊

1. What do you think the message (theme) of Robin Hood is? What leads you to believe this? What text evidence can you find to support your idea?

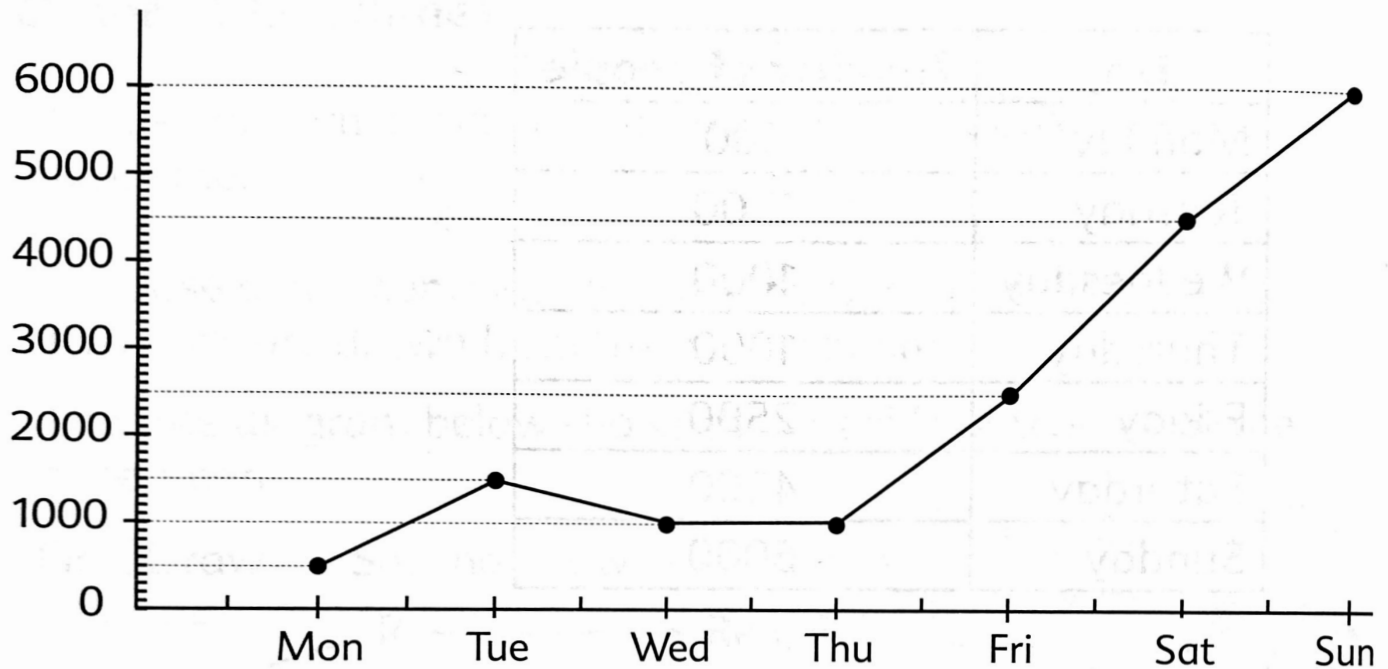
2. Did Robin receive the death he deserved? Why or why not? Would this be considered "an honorable death?"

3. Robin Hood is remembered as one of England's greatest heroes. Why do you think this is? What traits in particular do you think make him so well loved?

Line Graphs

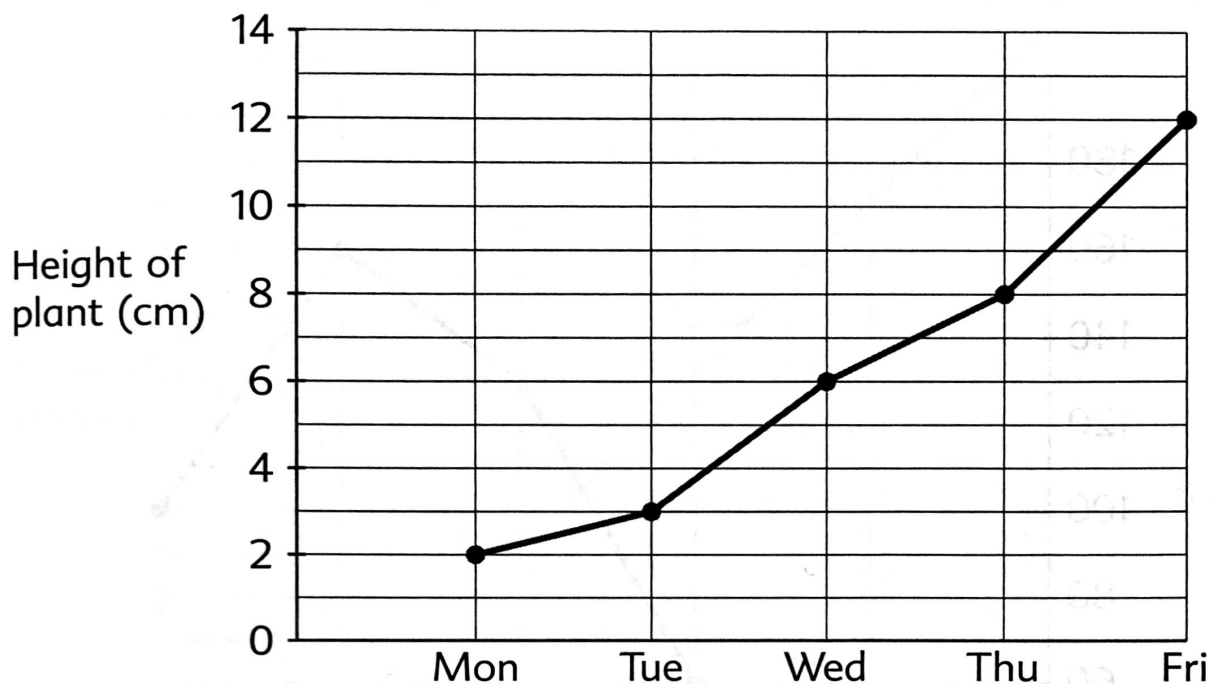
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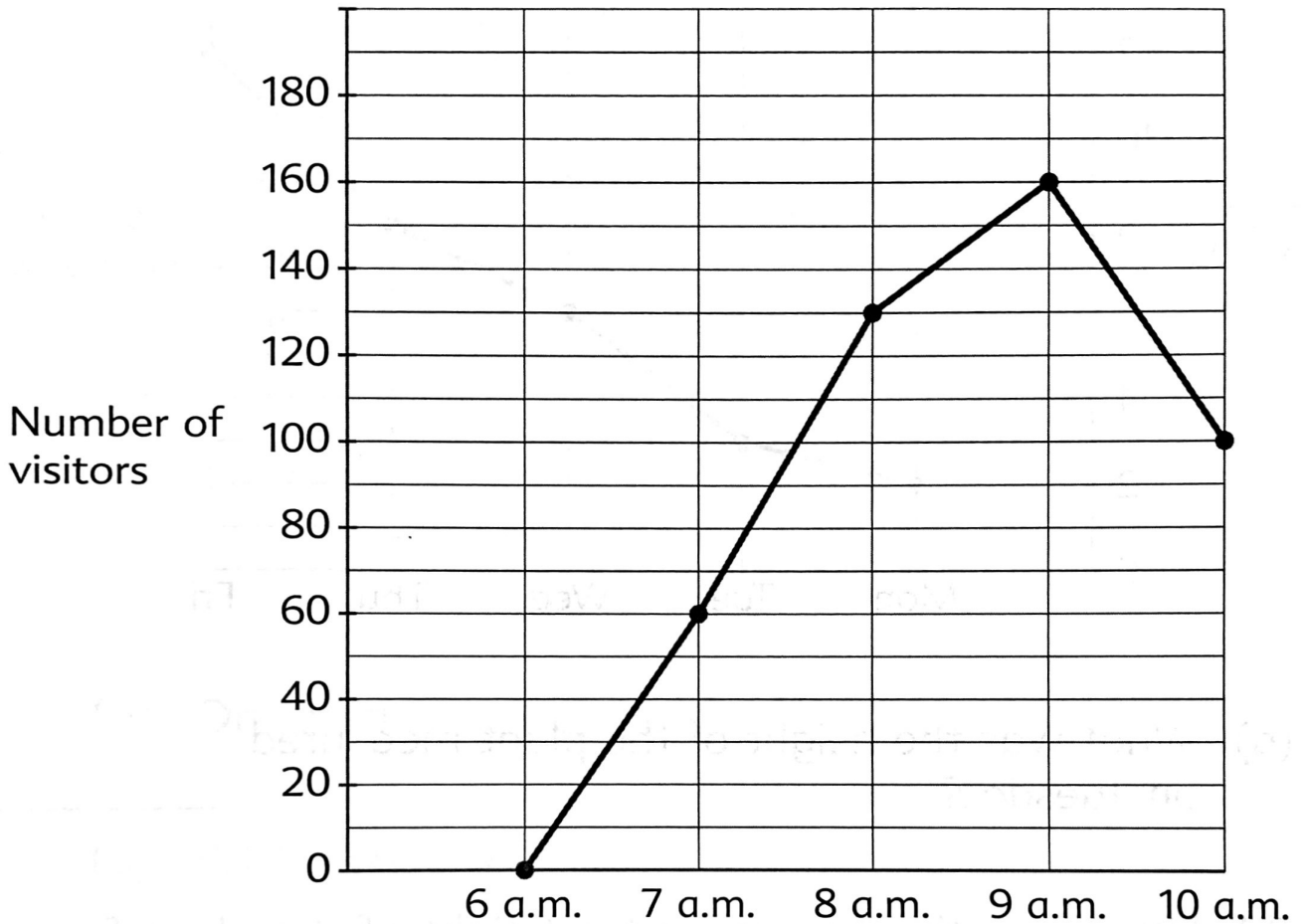
Friday Apr. 3, W2-D5 *ASSIGNMENT

3. The line graph shows the height of a plant measured at 8 a.m. every day for 5 days. Study the graph and answer the questions which follow.



- (a) What was the height of the plant measured on Tuesday? _____
- (b) What was the increase in the height of the plant from Thursday to Friday? _____
- (c) When did the plant grow by 3 cm in a day? _____
- (d) When did the plant grow the fastest in a day? _____
What was the increase in height? _____
- (e) How many days did the plant take to grow from 2 cm to 12 cm? _____

4. The line graph shows the number of visitors in a park between 6:00 a.m. and 10:00 a.m. on a Sunday morning. Study the graph and answer the questions which follow.



(a) At what time were there 60 visitors in the park? _____

(b) How many visitors were there in the park at 8:00 a.m.? _____

(c) When did the number of visitors increase by 30 in 1 hour? _____

(d) When did the number of visitors increase the most in 1 hour? _____

(e) When did the number of visitors decrease by 60 in 1 hour? _____

4th Grade W2 Distance Learning Word Search

Find the Latin words in the list below. English translations are given for your enrichment.



- cibus - food
- furcifer - scoundrel
- mensa - table
- pestis - pest
- circumspectat - (he/she/it) is looking around
- clamat - (he/she/it) is shouting
- dormit - (he/she/it) is sleeping
- exit - (he/she/it) is going out
- intrat - (he/she/it) is entering
- laborat - (he/she/it) is working
- latrat - (he/she/it) is barking
- legit - (he/she/it) is reading
- salit - (he/she/it) is jumping
- stat - (he/she/it) is standing
- stertit - (he/she/it) is snoring
- surgit - (he/she/it) is getting up
- iratus - angry



Partial Answer Key

To make sure you're on the right track!

Monday March 30, W2-D1

Workbook Pg. 83 Problem 1

D and E
 _____ and _____
 _____ and _____

Workbook Pg. 85 Problem (a)

(a) Vertex A corresponds to Vertex F

Hint: vertex: corner or point where lines meet

Wednesday Apr. 1, W2-D3

Hint: always list the X axis first. That will be the horizontal line. Then a comma, followed by the Y axis which will be your vertical line.

Prac. Book Pg. 149 Problem (a)

(a) A 4, 6

Workbook Pg. 107 Problem (b)

(b) Write the ordered pairs of each place listed below.

Place	Coordinates
Granite Mountain	
Silver Lake	<u>1, 7</u>
Forest	
Power Station	<u>2, 4</u>

Thursday Apr. 2, W2-D4

Workbook Pg. 131 Problem (b)

(b) When did the enrollment increase by 300 students in one year? 2001-2002

Workbook Pg. 132 Problems (b),(d)

(b) What was the sales on Sunday? 375

(d) What was the increase in the sales from Friday to Saturday? 75

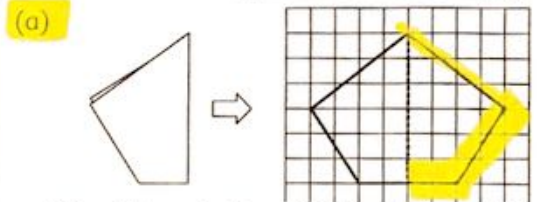
Friday Apr. 3, W2-D5

Workbook Pg. 133 Problem (b)

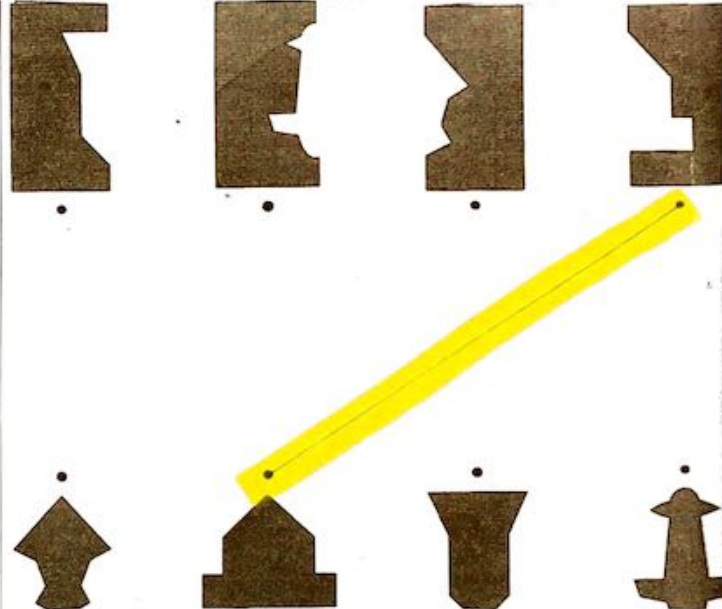
(b) What was the increase in the height of the plant from Thursday to Friday? 4cm

Tuesday March 31, W2-D2

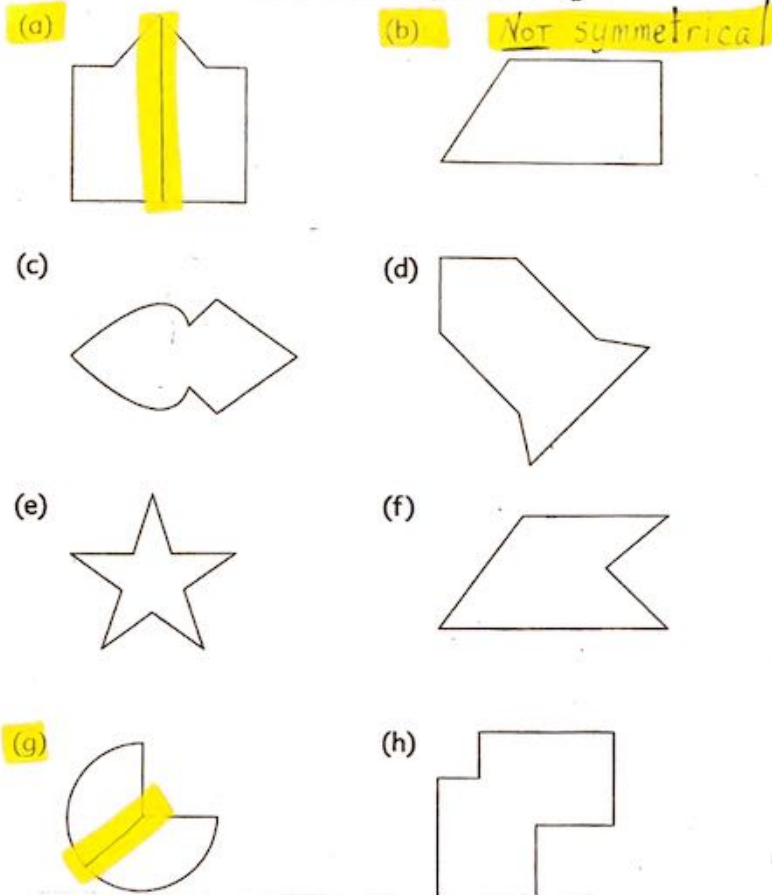
Workbook Pg. 95 Problem (a)



Workbook Pg. 96 Problem 2.



Workbook Pg. 97 Problems (a),(b),(g)



Appendix pg.2

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 a, 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 ĩ (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).

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 ū 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 ū 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).

W2 Translation Answer Key

Monday

1. Caecilius is in the garden.
2. Caecilius is sitting in the garden.
3. Lucia is in the garden.
4. Lucia is reading in the garden.
5. A servant is in the atrium.
6. The servant is working in the atrium.

Tuesday

1. Metella is in the atrium.
2. Metella is sitting in the atrium.
3. Quintus is in the study.
4. Quintus is writing in the study.
5. Cerberus is in the street.

Wednesday

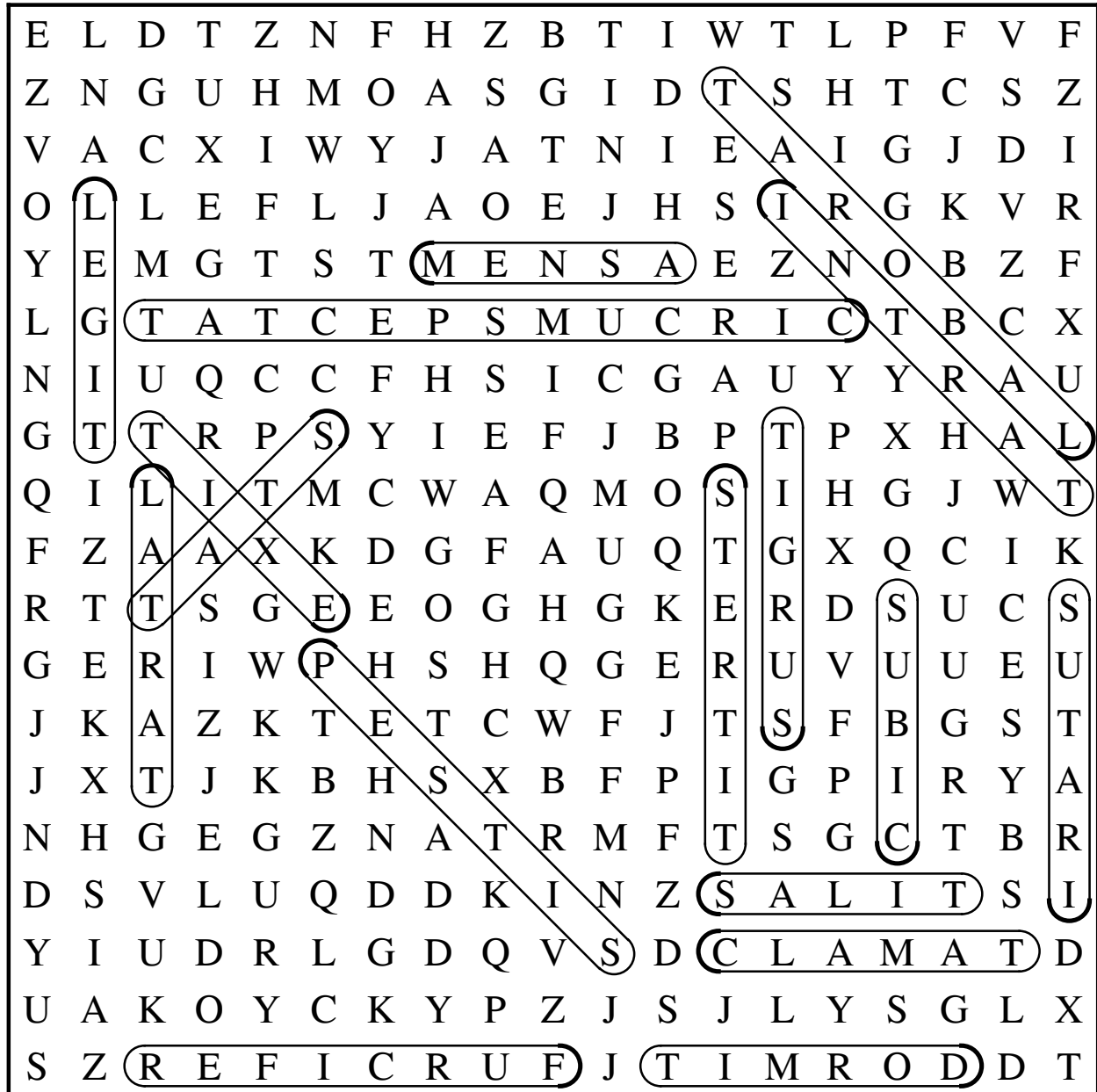
1. The cook is in the kitchen.
2. The cook is sleeping in the kitchen.
3. Cerberus enters.
4. Cerberus looks around.
5. Food is on the table.
6. The dog jumps [up].
7. The dog stands on the table.

Thursday

1. Grumio is snoring.
2. The dog barks.
3. Grumio gets up.
4. The cook is angry.
5. "Pest! Scoundrel!" shouts the cook.
6. Cerberus goes out.

4th Grade W2 Distance Learning Word Search

Find the Latin words in the list below. English translations are given for your enrichment.



1. cibus - food
2. furcifer - scoundrel
3. mensa - table
4. pestis - pest
5. circumspectat - (he/she/it) is looking around
6. clamat - (he/she/it) is shouting
7. dormit - (he/she/it) is sleeping
8. exit - (he/she/it) is going out
9. intrat - (he/she/it) is entering
10. laborat - (he/she/it) is working
11. latrat - (he/she/it) is barking
12. legit - (he/she/it) is reading
13. salit - (he/she/it) is jumping
14. stat - (he/she/it) is standing
15. stertit - (he/she/it) is snoring
16. surgit - (he/she/it) is getting up
17. iratus - angry