GreatHearts
Northern Oaks

Distance Learning Packet

March 23-27, 2020

5th grade

Ms. Carrigee

Ms. Sims

Mrs. Conrad

Mr. Eberlein

Ms. Franzmann

Student Name: _____ Section: _

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General Packet Instructions for Parents

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

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

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

Sample Daily Schedule:

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

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

8:50 am walk the dog

9:10 am Math

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

10 am Grammar/writing

10:20 am snack

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

10:45 am History or Science

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

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

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

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

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

2:15 pm You are done for the day!

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

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

Instructions for turning in completed packets:

For now, we are asking that each student plan to bring his/her completed packet back to school with them when we return on March 30th. If school closures persist, we will find alternate ways to collect packets for grading.

GreatHearts
Northern Oaks

Student Attendance Affidavit

March 23-27, 2020

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

☐ Monday, March 23, 2020

☐ Tuesday, March 24, 2020

☐ Wednesday, March 25, 2020

☐ Thursday, March 26, 2020

☐ Friday, March 27, 2020

Student Name: _____ Grade/Homeroom: _____

Parent Name: _____ (printed)

Parent Signature:_____ Date: _____

17223 Jones Maltsberger Road, San Antonio, TX 78260 | 210-888-9483(P); 210-888-9484(F)

"An inconvenience is an adventure wrongly considered." - Gilbert K. Chesterton

Dear Fifth Grade Griffins,

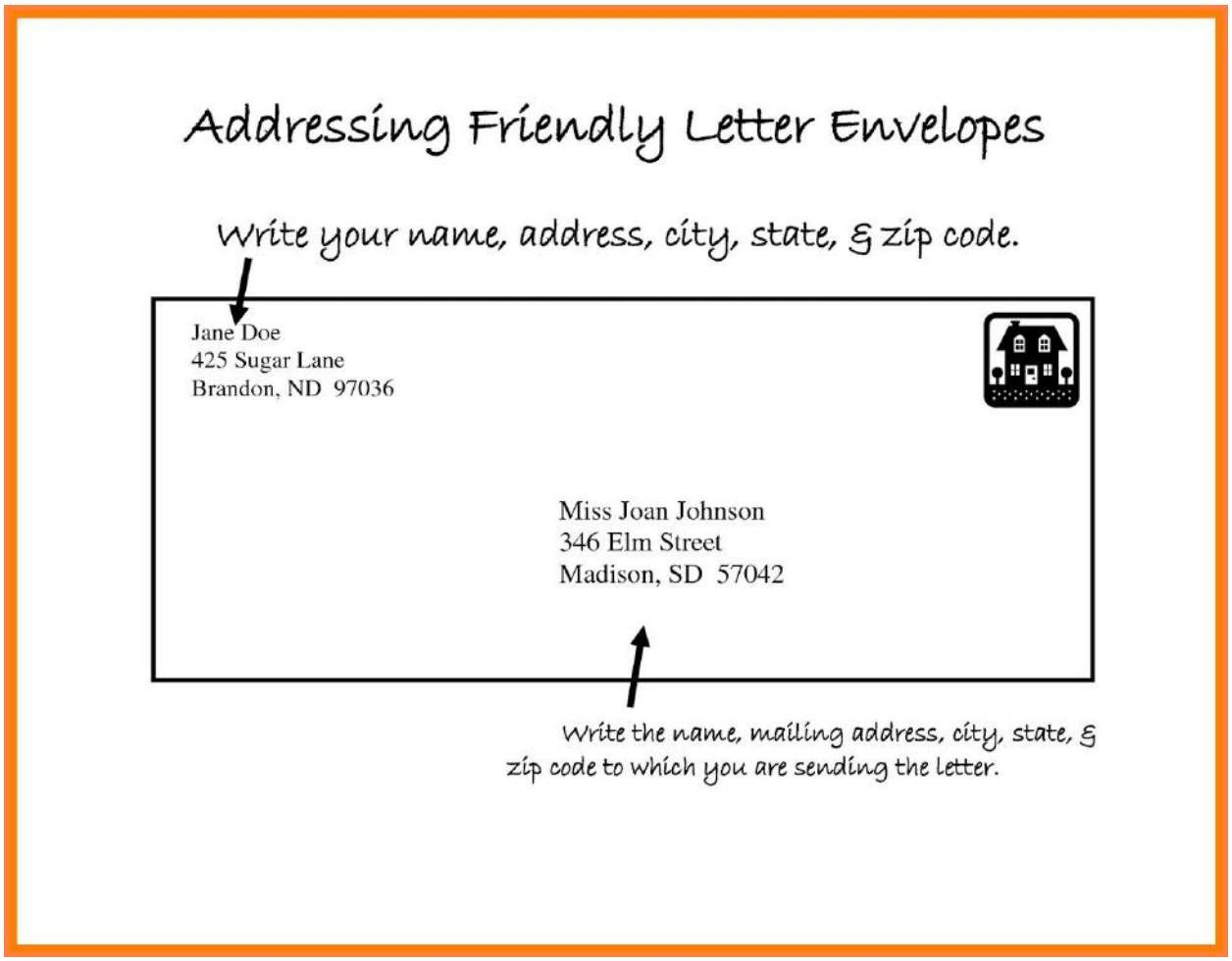
We miss you! What an adventure we have ahead of us! In this time when we cannot all meet face-to-face, we are eager to continue growing and learning with you. We've created this packet to teach and coach you in more of the beautiful and exciting subjects that we get to study together. We cannot show you examples on the whiteboard, or seminar with fellow scholars, or sing fun learning songs together, but as you work through this packet, we are united again. In a small way, we are still learning together. As you study, there are over 120 Griffins studying the same things as you. Somewhere in San Antonio there are more than 30 mice, 30 hobbits, 30 kings and queens, and 30 dwarves learning together. We are not in the same building, but we are still a community.

This week our activities and topics are a review of some things that we studied before the break. This will help all of us to adjust to learning in a different way and building new study habits. One of the new habits that we all need is a new schedule. It is so important that you have a routine and structure in your day. Make a list of the things that you have to do everyday (brush your teeth, math, literature, reading, eat lunch, etc.) and plan a time for everything. Don't forget to build in time to help and serve others! This week will be all about growing in the virtue of responsibility.

We are here to support you! Please write a letter and mail it GHNO, if you need help or even just to say "Hi!". Our days are not the same without you!

Love, Your Teachers

P.S. If you want to write to us, look at the next page to see how to address the envelope.



We would love to hear from you! If you would like, you can send a letter to Ms. Carrigee, Ms. Sims, Mrs. Conrad, Mr. Eberlein, Ms. Franzmann, Ms. Kelly, Ms. Milligan, one of our specials teachers, or Headmaster Keffer.

On the first line, write “Great Hearts Northern Oaks.” On the second line, write “In care of” and then the name of the teacher that you are writing to. For example, if you want to write a letter to Dr. Lee, you would write it like the example below.

Great Hearts Northern Oaks
In care of Dr. Lee
17223 Jones Maltsberger Road
San Antonio, Tx 78247

Your homeroom teachers will send emails to your parents which will include a greeting for your class. All of the fifth grade teachers are also working together to create some fun ways to extend our classroom culture to you on our blog: https://ghno5th.blogspot.com/. We miss you!

Daily Student Instruction Sheet

MONDAY	
ELA Spalding (20 min) Literature (15 min) Grammar/Writing (20 Minutes) Reading (20+ minutes)	**Spalding** Goal/Objective: Students will review 5 Spalding words from our frequently misspelled word list. Students will syllabicate, finger spell, and mark rules. Materials needed: pencil Specific Instructions (I=independent; PA=dependent): ❏ Spalding work is a dependent activity ❏ Dictate the five words (one at a time) to your child. For each word do the following: ❏ Say the word ❏ Say the word in a sentence ❏ Say the word again ❏ Your child will do the following: ❏ Repeat the word ❏ Determine the base word (and affix, if applicable) ❏ Show syllables with fists and sounds with fingers ❏ Write the word in syllables while saying it aloud on the Spalding sheet provided ❏ Write the markings and rules that apply ❏ Together ❏ Make the appropriate corrections before moving on to the next word ❏ Remind students to: ❏ Use their phonogram knowledge and spelling rules ❏ Practice proper letter formation and to use their best handwriting ❏ After finishing the list of 5 words, have your child fold his/her paper so the words do not show ❏ Repeat the process 1 more time so each word has been practiced a total of 2 times for a maximum of 20 minutes of work. **Literature** Goal/Objective: Students will review vocabulary words from *A Wrinkle in Time*. Materials needed: pencil Specific Instructions (I=independent; PA=dependent): ❏ Complete “Vocabulary Matching/Usage” worksheet using the vocabulary section of the *A Wrinkle in Time* Study Guide Answer Key provided (I) ❏ Check answers with parent (PA)

Daily Student Instruction Sheet

	Grammar/Writing Goal/Objective: Students will review notes on appositives and be able to identify them in a sentence. Materials needed: pencil Specific Instructions (I=independent; PA=dependent): ❏ Review summary notes on appositives. (I) ❏ Complete practice worksheet on appositives. (I) ❏ Parents check practice for correctness. (PA)
MATH (30 Minutes)	**Math** Goal/Objective: Review vocabulary for the algebra unit. Solve algebraic expressions using substitution. Materials needed: Rocket Math Advanced Multiplication T, Timer, Algebra Vocabulary and Activity, Algebraic Substitution Practice Specific Instructions (I=independent; PA=dependent): ❏ Rocket Math: Advanced Multiplication T (3 min) (PA) ❏ Two minute practice:Set a timer for two minutes. For the two minutes the student goes around the edge of the worksheet saying the problem and the answer out loud to their parent. If they get a problem wrong, they must say the correct answer three times and then go back three problems and begin again. ❏ One minute test: Set a timer for one minute. The one minute test is taken inside the box. The student should complete as many problems as possible during that minute. Please circle the last completed problem in pen. Your student will take the same Rocket Math test all week. The goal is to see an improvement in speed and accuracy as the student progresses through the week. ❏ The key for the one-minute test is included with the answer keys at the back of this packet. ❏ Review the notes on the vocabulary for the algebra unit (I) ❏ complete vocabulary activity. (I) ❏ Check key in the appendices. ❏ Algebraic Substitution Guided Practice (I) or (PA) ❏ The first four problems are completed for you. Study them and then try the next four problems. ❏ Check your work with the key in the appendices. Ask a parent for assistance if you need help. ❏ Parents, I have attached the introduction to this unit from the teacher's guide for your information. It is the "Helpful Teacher Manual Resources" portion of the appendices. ❏ Today's work is a review. Your student should already be familiar with algebraic substitution.

Daily Student Instruction Sheet

	❏ Algebraic Substitution Independent Practice (I)
Science (25 Minutes)	**Science** Goal/Objective: Read Foss Chapter on adaptations and understand the different kinds of animal adaptations. Students will be able to identify how certain physical features and behaviors animals have help them to survive. Materials needed: FOSS Adaptations Reading, pencil Specific Instructions (I=independent; PA=dependent): ❏ Read and annotate chapter on adaptations. (I) ❏ Answer provided questions on the chapter. (I) ❏ Underline answers to questions in the text and write the number of the question answered in the margin. (I) ❏ Optional Extension activities (PA)
LATIN (15 Minutes)	**Latin** Goal/Objective: 1) Produce present tense verb forms in 1st conjugation; 2) Begin a written translation of "Actores" Materials needed: *Cambridge Latin Course* textbook; "Conjugation Practice W1D1" worksheet and answer sheet (included) Specific Instructions (I=independent; PA=dependent): ❏ On the "Conjugation Practice W1D1" worksheet: ❏ Conjugate the word *intrō, intrāre* (I) ❏ Check work with the provided answer sheet and make corrections in red pencil or pen (I) ❏ On a sheet of lined paper entitled "Translation of 'Actores', translate lines 1-3 of "Actores" (pg. 58 in *Cambridge Latin Course* textbook) in writing. (I) ❏ (Optional) Practice Q3U3 vocabulary for five minutes using either flashcards or https://quizlet.com/_7wpoe5; replacement flashcards are included in the packet, if needed (I)
OPTIONAL Art (10)	**Art** Goal/Objective: Review basic art exercises and practices. Materials needed: Paper, pencil, eraser Specific Instructions (I=independent; PA=dependent): ● PA: review with student what a **continuous line** drawing is (a type of line drawing that is made with one continuous line ["what makes it continuous?"/"how is it done with only one line?" →you *never* pick up your pencil!!] I: draw the three different pictures 2 times each. Take your time!! Remember to look at the pictures *more* than you are looking at your paper.

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:
• Says the word • Says the word in a sentence • Says the word again	• 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	• Make the appropriate corrections before moving on to the next word

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

Repeat this process 1 more 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.

MONDAY SPALDING LIST (Parent Key)

Word	Example sentence	Notes
ce re al r. 2, 4	I ate **cereal** for breakfast.	1) The letter c before e, i, or y says s (cent, city, cycle). 2) Vowels, a,e,o, and u may say their name at the end of a syllable.
as so ci a tion r. 29, 4, 2, 14, 11	The athletic **association** chose not to compete on Sunday.	Base word = associate. We write associate and change the t to a ti tall and add the ending on.
in no cent r. 29, 4, 2	She was found **innocent** of any crime.	1) Words are usually divided between double consonants within a base word. 2) Vowels, a,e,o, and u may say their name at the end of a syllable. 3) The letter c before e, i, or y says s (cent, city, cycle).
cap i tal	Austin is the **capital** city of Texas.	
cap i tol	Have you been to the state **capitol** building?	Capitol is a building with a dome.

Name: Date: #

Spalding Spelling List

Monday

1st Dictation

2nd Dictation

A WRINKLE IN TIME

Study Guide

Name: AK 20/20 # _____

PART I: Vocabulary

Directions: In FIVE WORDS or less, write a definition for each vocabulary word. Be sure to include at least one SYNOYMN and one ANTONYMN if there is one.

1. prodigious Amazing, Impressive NOT ordinary
2. belligerent Angry, ready to Fight NOT Peaceful
3. dilapidated run-down, broken NOT New
4. chide gently rebuke or scold NOT Approve
5. emanate to flow OR spread out from NOT Absorb
6. deviate to do something different NOT stay the course
7. impenetrable Impossible to pass through NOT yielding
8. trepidation fear that causes hesitation NOT assurance
9. exuberance happy and energetic NOT weariness

Directions: make a SENTENCE for each of the following vocabulary words providing context clues for its meaning.

1. belligerent

Meg was belligerent when she heard the rumors about her father and tackled the boy who uttered them.

2. trepidation

Mr. Murry felt some trepidation at letting the sightless beast carry Meg away.

Name:_____ # _____ Date:_____

A WRINKLE IN TIME

PART I: Vocabulary Matching
Directions: **Match each word with the correct definition by writing the letter in the space provided**

1. _____ **prodigious**
2. _____ **belligerent**
3. _____ **dilapidated**
4. _____ **chide**
5. _____ **emanate**
6. _____ **deviate**
7. _____ **impenetrable**
8. _____ **trepidation**
9. _____ **exuberance**

A. Angry and aggressive; readiness to fight

B. Happy, energetic, joyful

C. To flow or spread our from a source

D. Feeling fear or hesitancy because you think something bad is going to happen

E. To gently scold or rebuke

F. Impossible to pass through

G. To do something different or to be different from what is expected

H. Amazing, wonderful; very impressive

I. In very bad condition because of age or lack of care

PART II: Vocabulary Usage

Directions: **Match the following vocabulary words to the correct sentence. Look for CONTEXT CLUES to decipher meaning!** (1 pt. each)

Prodigious	**Belligerent**	**Dilapidated**	**Chide**	**Emanate**
Deviate	**Impenetrable**	**Trepidation**	**Exuberance**	

1. The boxer looked _____ as he stepped into the ring ready to fight his opponent.
2. She was filled with _____ as she got on the roller coaster, unsure that it was safe.
3. Mozart showed _____ ability from his early childhood. At the age of 5 he was already composing!
4. If the castle is truly _____, our enemies will never be able to get to the king.
5. If we _____ from the directions we were given, we will probably get lost.
6. The garden has _____ through years of neglect.
7. I don't want the teacher to _____ me for turning my homework in late again.
8. She seems to _____ happiness by her smiling eyes and positive attitude.
9. The teacher's _____ brought joy to our Monday morning!

Monday's Grammar Lesson: Appositives Review

Directions: Read the following summary notes on appositives and complete the examples.

Appositives:

- Appositives are two grammatically parallel nouns or noun phrases where both refer to the same person, place, thing, or idea.

- Appositives are used to rename another noun.

- Ex: The insect, a cockroach, is crawling across the kitchen table.

  -The subject noun in the sentence above is "insect" while "cockroach" is the appositive because it *renames* the noun "insect".

- Appositives are usually set off with commas.

- Ex: The beast, a large lion with a silk mane, was running after the zebra.

  -The appositive phrase "a large lion with a silk mane" is set off by commas with the appositive being "lion" because is *renames* "beast".

Let's practice!

Directions: Label the appositives in the following sentences.

1. The boy, a talented athlete, received a gold medal in competitive swimming.

2. Aliyah received many compliments in her new dress, a turquoise sundress.

Create your own sentence with an appositive and label it.

_____

_____

Monday's Grammar Lesson: Appositives Practice

Directions: Label the appositives in the following sentences. Then in the blank, state what type of noun each appositive is renaming. Possible noun list: SN, OP, DO, ID, DA, and PN.

Ap

Ex: Billy, the grouchy goat, painted a picture of Florence. __SN__

-The appositive is "goat" because it is renaming the subject noun "Billy".

1. The piano, a large musical instrument, was dropped from the fourth floor. _____
2. A man with an enormous appetite, Nate was able to eat three steaks. _____
3. The key glinted in the soil, the soil by the garden wall. _____
4. The key, the one that had fallen, glinted. _____
5. Mary tossed Dickon the key, the one she had found. _____
6. Child, Ellen, obey promptly! _____
7. I gave the receipt, that one, to you yesterday. _____
8. We gave Cody tickets to the play at The Tobin Center, the theater. _____

Looking for a challenge? *Label the appositives in the following sentences. Then in the blank, state what type of noun each appositive is renaming. Diagram.*

1. Nancy, the writer, wrote a novel, *The Sea*. _____

2. My friend is the student with the bright blue eyes, the girl in the third row, the row behind me. _____

Rocket Math®

10s, 11s, 12s Multiplication
Set T

Name _____

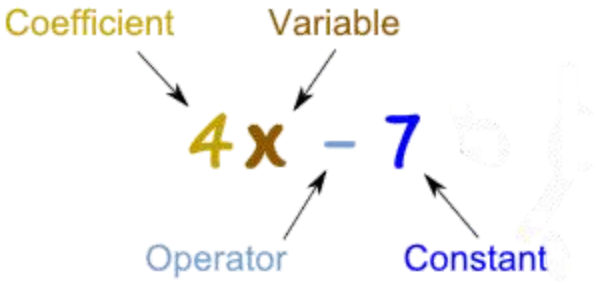
9 × 6	0 × 4	4 × 5	6 × 4	2 × 7	10 × 9	9 × 5	6 × 3	5 × 12	9 × 4
Start 6 × 7									2 × 0
0 × 7									5 × 9
4 × 9									3 × 7
8 × 3									9 × 9
3 × 6									10 × 6
6 × 10									12 × 2
11 × 4									3 × 3
8 × 7									11 × 5
3 × 11									3 × 4
11 × 6	7 × 2	3 × 12	11 × 8	10 × 3	6 × 0	12 × 7	11 × 7	9 × 3	12 × 8

One-Minute Test

Goal ☐ Completed ☐

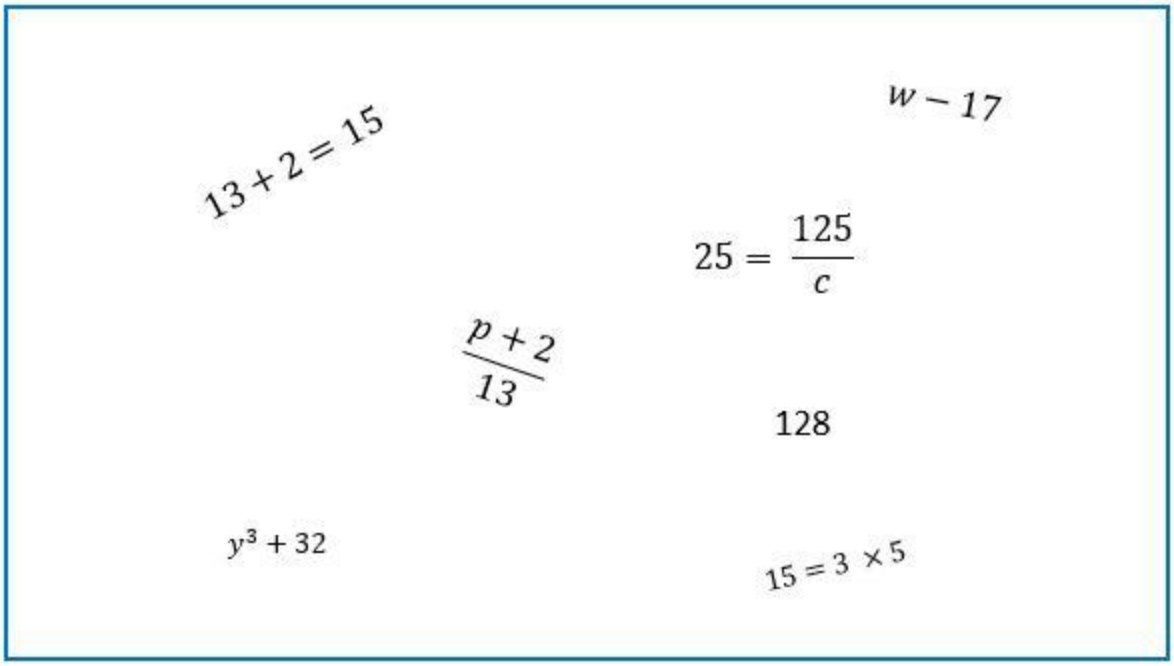
10 × 2 =	9 × 4 =	8 × 6 =	3 × 8 =	2 × 10 =	1 × 12 =	4 × 11 =
9 × 9 =	8 × 7 =	7 × 5 =	4 × 3 =	12 × 1 =	3 × 2 =	5 × 4 =
8 × 6 =	10 × 8 =	6 × 10 =	5 × 12 =	11 × 2 =	7 × 4 =	6 × 6 =
7 × 8 =	11 × 10 =	5 × 12 =	6 × 1 =	10 × 3 =	8 × 5 =	9 × 7 =
6 × 3 =	12 × 1 =	4 × 2 =	7 × 4 =	1 × 6 =	11 × 8 =	10 × 9 =
5 × 5 =	11 × 7 =	3 × 9 =	8 × 11 =	2 × 10 =	12 × 8 =	3 × 6 =
4 × 4 =	12 × 2 =	2 × 1 =	9 × 3 =	3 × 5 =	7 × 2 =	4 × 4 =
3 × 6 =	11 × 8 =	1 × 10 =	10 × 12 =	4 × 11 =	8 × 10 =	5 × 11 =

Vocabulary for Unit 13 on Algebra

Definition	Example(s)
Expression: an expression may contain numbers, variables, and/or exponents connected by operators. (+ - × ÷)	2+2 14 $3^2 \times 15$ $x + 2$
Equation: Two expressions connected by an equal sign (=).	2 + 2 = 4 $3^2 \times 15 = 9 \times 15$ $m \div 53 = t$
Variable: a letter or symbol that represents an unknown number. It's called a variable (vary - able, something that can vary) because the number that a letter stands for may change in different situations.	A variable can be any letter or symbol. Some Common Variables *x, y, z, a, b, c, n, Ω,*
Constant: A fixed value. (This number will stay the same, unlike a variable.) **Coefficient:** A number used to multiply a variable. In the example on the right, 4 is the coefficient for the variable *x.* Instead of writing 4 times *x* or 4 × *x*, we write 4*x*.	 If x = 2, then… 4*x* - 7 = 4 × 2 - 7

Algebraic Vocabulary Practice Activity

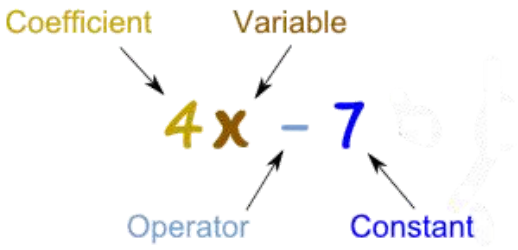
1. In the box below there is a jumble of expressions and equations. Please only circle the expressions.



1. In the following expressions, please circle or highlight all variables.
   a. $f + 32$
   b. $\frac{115}{g}$
   c. $x + 3y \div 42b$
2. In the following expressions, please circle or highlight all coefficients.
   a. $3b$
   b. $14 - 2c$
3. In the following expressions, please circle or highlight all constants.
   a. $5 - z$
   b. $17c - 6$

Check the key for Algebraic Vocabulary Practice Activity.

In the box, write your own expression (not equation) that includes a variable, a constant, and a coefficient. Label each one, similar to the following example.



Algebraic Substitution Guided Practice

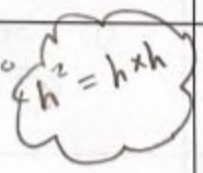
In this portion, there will be four examples. Then there will be four problems for you to practice on your own. Check them with the key before you move to the next activity.

Find the value of each of the following expressions when $m = 20$.

(a) $m - 13$ $=$ $20 - 13$ (7)	(b) $8 + m$ $=$ $8 + 20$ (28)
(c) $5m$ ... 5 times $=$ 5×20 (100)	(d) $\frac{m}{4}$ ... ($\frac{m}{4} = m \div 4$) $=$ $\frac{20}{4} = (5)$
(e) $\frac{80}{m}$ $=$	(f) $29 - m$ $=$
(g) $3m + 20$ $=$	(h) $50 - 2m + 15$ $=$

Check the key for the guided practice before you start this independent practice.

Algebraic Substitution Independent Practice

(a) $6h - 15$ =	(b) $\frac{h}{2} + 30$ =
(c) $\frac{1+h}{11}$ =	(d) $\frac{3h}{h}$ =
(e) $5 + h^2$ = 	(f) $2h^2 - 8$ =

Optional Challenge Problems

(g) $h + \frac{h}{10}$ =	(h) $\frac{200}{h} - h$ =

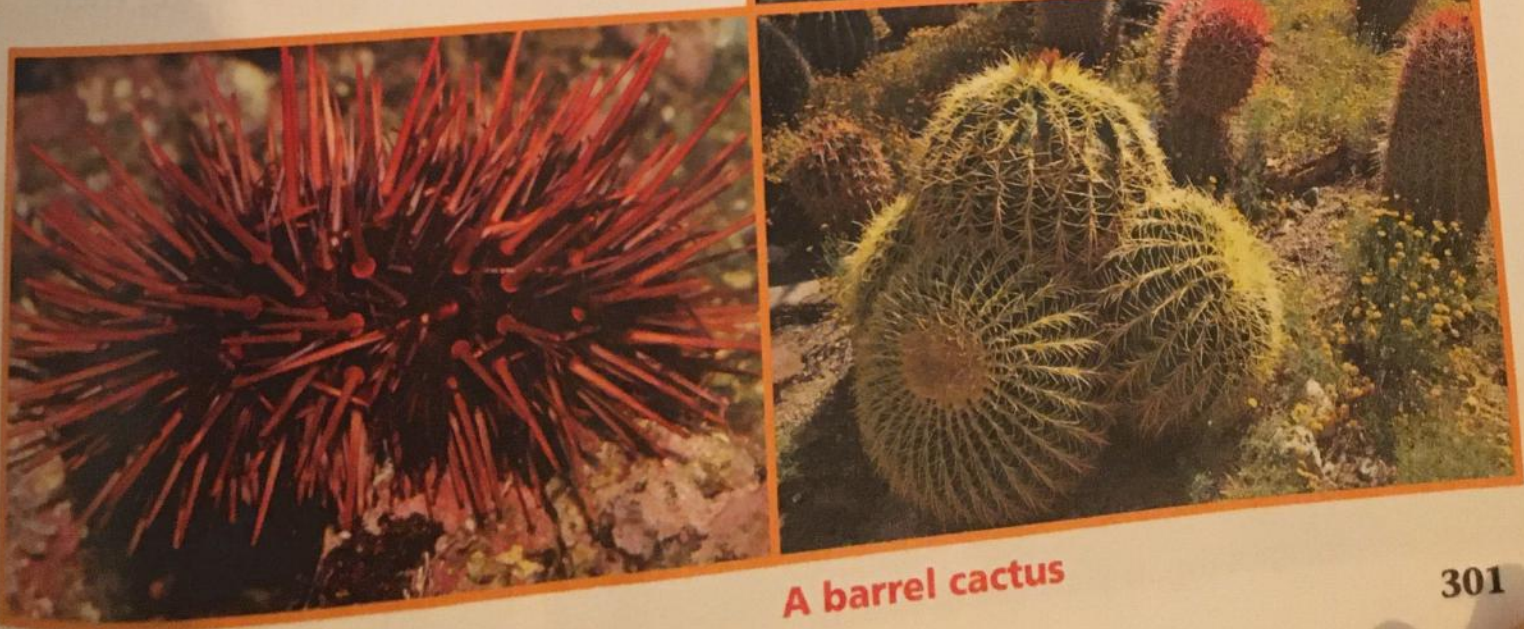
Adaptations

What do porcupines, sea urchins, and cacti have in common? Not the environment in which they live. Porcupines live in the forest, sea urchins live in shallow ocean water, and cacti live in the desert. The answer is that they all have spines. And they have those spines for the same reason. Spines improve the organism's chances for survival.

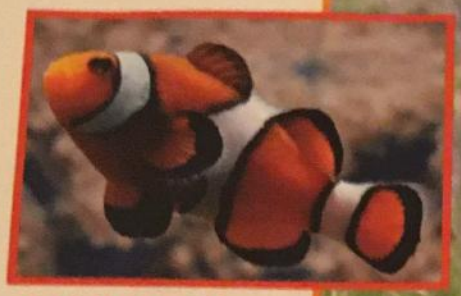
Any structure or behavior that improves an organism's chances for survival is an **adaptation**. All organisms are able to survive, reproduce, and grow in their environments because they have adaptations.

The adaptations of a species take many generations to develop. Think about the barrel cactus. A barrel cactus with many spines has a better chance of surviving in its hot, dry environment than a barrel cactus with few or no spines. Spines help keep the cactus safe from being eaten by predators. Spines also shade the surface of the cactus from the Sun. The barrel cactus has other adaptations, too. It has a thick, waxy surface that helps keep in moisture. It has accordion-like ribs that help it expand to store water. It has many thin roots growing near the ground surface that let it take in rainwater quickly.

A porcupine



A barrel cactus



A fish's tail and fins help it swim.

A snake's strong muscles help it move.

A grasshopper's jumping legs help it jump long distances.

Adaptations for Movement

Most animals move in their environment. They need to find food, escape predators, and find mates in order to survive.

Birds fly. Wings and feathers are structures that allow birds to fly. Wings and feathers are adaptations.

Fish swim. Fish have broad tails and fins to move them through the water. Fish have a streamlined shape. Broad tails, fins, and a streamlined shape are adaptations that allow fish to move easily through their environment.

Snakes slither. Snakes have strong **muscles** that make waves along their bellies. They have scales that give the snake traction. The waves push the snake forward. Strong muscles and scales are adaptations that allow snakes to move through their environment.

Grasshoppers walk, jump, and fly. They have walking legs for moving slowly through the grass. Grasshoppers have strong legs for jumping long distances and wings for flying. Walking legs, jumping legs, and wings are adaptations that allow grasshoppers to move through their environment in three different ways.

Any structure or behavior of an animal that allows it to move in its environment is an adaptation for movement. What adaptations do you have for moving in your environment?

Adaptations for Getting Food

Animals can't make their own food. They have to find and eat food to survive. Every animal has structures and behaviors for getting the food it needs to survive in its environment.

Frogs eat insects. Frogs have long tongues with a sticky pad on the end. The frog shoots out its long tongue at an insect. The insect sticks to the pad. The long tongue and sticky pad are adaptations that allow frogs to catch insects to eat.

Barnacles don't move to get their food. They wait for food to drift by. Barnacles have specialized rakes they wave in the water. Small organisms get caught in the rakes. Specialized rakes are adaptations that allow barnacles to get the food they need to survive in their environment.

Woodpeckers eat insects in trees. They have strong, sharp beaks and strong neck muscles. Woodpeckers chip away bark and dead wood to find the insects they eat. Sharp, strong beaks and strong neck muscles are adaptations that allow woodpeckers to get food in their environment.

Butterflies eat nectar from flowers. To reach into deep, narrow flowers, a butterfly has a long, strawlike mouth called a proboscis. The proboscis is an adaptation that allows the butterfly to get food.

Any structure or behavior of an animal that allows it to get food in its environment is an adaptation for feeding. What adaptations do you have for getting food?

These animals have different structures to help them get food.

Spines help protect this spiny puffer fish.

Adaptations for Protection

Both plants and animals need to protect themselves from predators and weather. Every successful plant and animal has adaptations for defending itself.

Spiny puffer fish are small and swim slowly. They would make an easy meal for a larger fish. But this kind of puffer fish is covered with structures called spines. When it is threatened, the fish puffs up. Spines and the ability to puff are adaptations that protect this spiny puffer fish. These structures and puffing behavior allow the fish to survive in its environment.

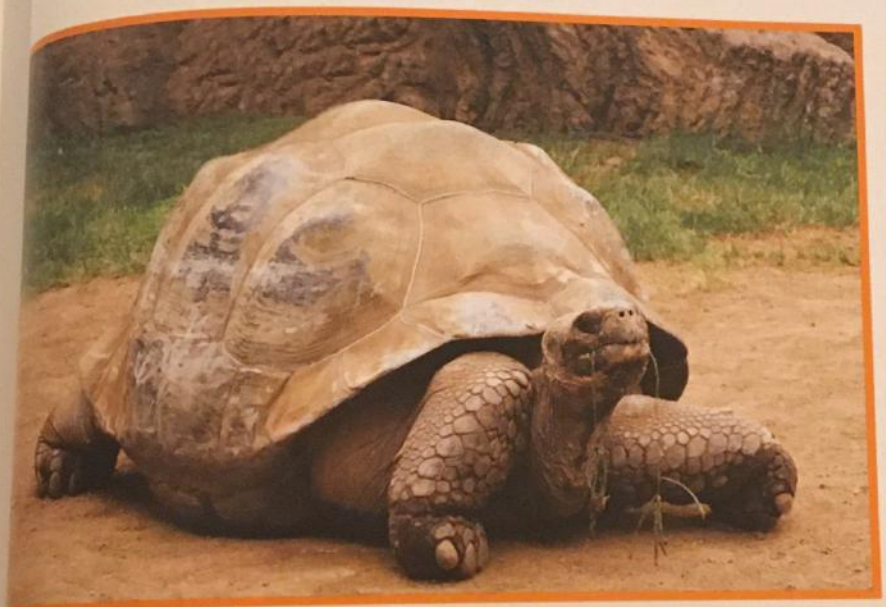
Butterflies don't have spines. They can't fly fast. But some of them have colors and patterns that help them blend in with their environment. Blending in is called **camouflage**. Camouflage is an adaptation that protects this butterfly from predators in its environment.

This butterfly is camouflaged to look like a dead leaf.

Tortoises stay safe by wearing armor. Their hard shells are difficult for a predator to break into. A hard shell is a very effective form of protection. A hard shell is an adaptation to keep the tortoise safe from predators.

Milkweed plants have poisonous sap. Most animals that try to eat milkweed plants get sick. Poisonous sap is an adaptation that protects the milkweed plant from being eaten by hungry animals.

Sea otters live in the cold coastal waters of North America. The sea otter's dense fur traps a layer of air. Water cannot get to the sea otter's skin. It stays warm in the icy water. Thick, waterproof fur is an adaptation that protects the sea otter from the cold in its environment.



This tortoise is protected by its hard shell.

Poisonous sap protects this milkweed plant from being eaten.

This sea otter has waterproof fur to keep it dry and warm.

Adaptations for Reproduction

Dandelions produce hundreds or thousands of seeds.

Every kind of plant and animal must reproduce. Every organism has adaptations that allow it to produce offspring. Some organisms spend a lot of time raising and caring for their offspring. Other organisms spend no time raising offspring. The method of reproduction that works for one kind of organism will not work for another kind of organism. Every organism has its own adaptations for reproduction.

Dandelions are successful plants. Each plant produces hundreds or thousands of seeds. Each seed has a puff of down to carry it on the **wind** to a new location. Once the seeds blow away, they are on their own. The dandelion's adaptation for reproduction is to produce many seeds.

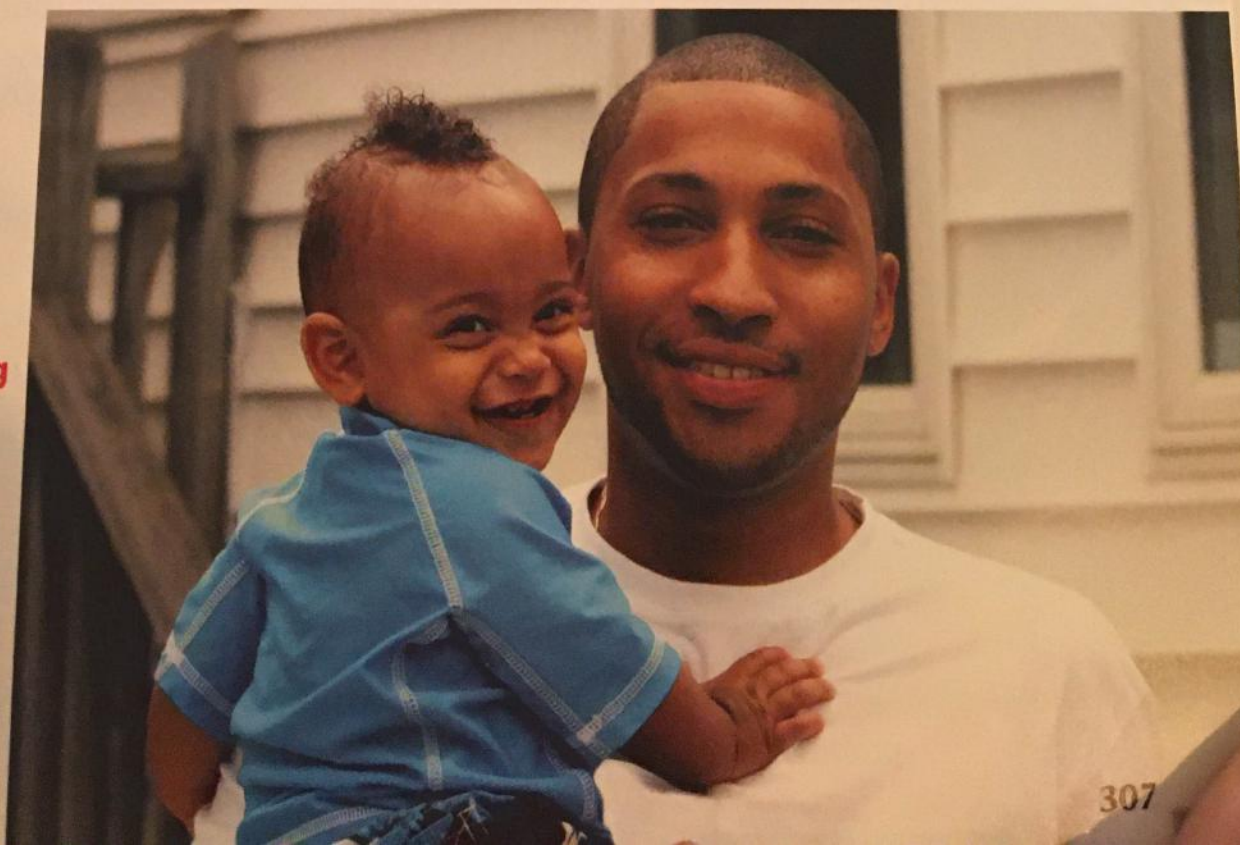
The grebe is a waterbird. The female lays eggs in a nest in a marsh. When the chicks hatch, they follow their mother as they find food. When they get tired, they climb on her back and snuggle down under her feathers. The behavior of protecting the chicks is an adaptation that helps the baby grebes survive.

This grebe protects her chicks by hiding them under her feathers.

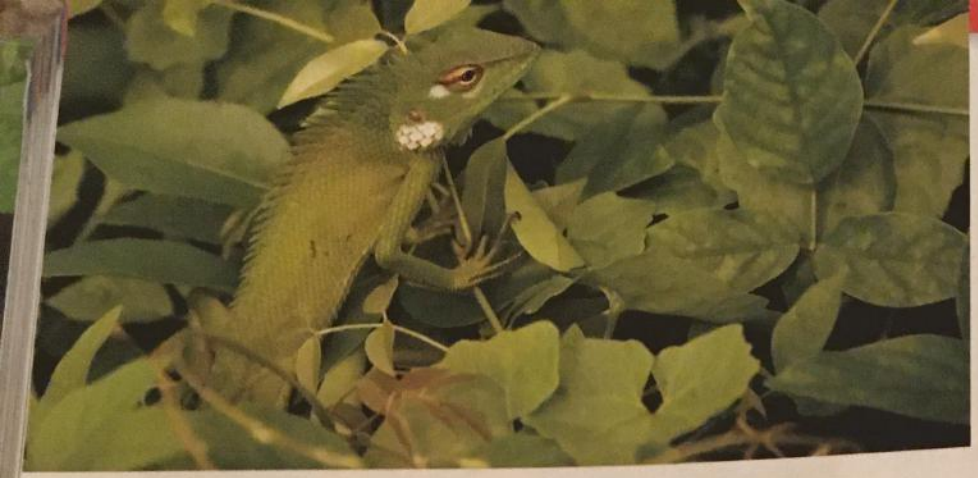
Bees are social insects. They live in colonies of thousands of workers. Workers build six-sided wax cells. The queen bee lays one egg in each cell. When the eggs hatch, the worker bees feed and care for the growing larvae. When the larvae are fully grown, the workers cover the cells with wax. In a few days, the adult bees come out, ready to go to work. Feeding and caring for the young is an adaptation that improves the bee colony's chances of survival.

A colony of bees

Human babies are helpless when they are born. They grow and learn slowly. Human parents must spend years raising their offspring before the offspring are ready to go out on their own. Providing years of support and care is an adaptation that improves the chances that human offspring will survive.



Humans raise their offspring for years.



What adaptation do you see here?

Organisms are adapted to live in a certain environment. An organism's adaptations don't help if an organism is not in its environment. For example, the barnacle's rake is an adaptation for getting tiny food particles in the ocean environment. The rake helps the barnacle survive. But what if the barnacle is moved to an environment that has only large food particles? The rakes won't work. The barnacle will die because it is not adapted for eating large food particles.

Adaptations make it possible for many different kinds of organisms to live in the same environment. Each different organism has adaptations that allow it to use different resources in the environment.

Review Questions

1. What is an adaptation?
2. What are some adaptations barrel cactuses have for survival in their environment?
3. Think about the ways that fish and grasshoppers move around in their environments. Compare these animals' body structures and functions. How do they help the animals survive where they live?
4. What are some adaptations organisms have for protecting themselves in their environments?
5. What are some adaptations organisms have for getting food in their environments?
6. What are some adaptations organisms have for successfully producing offspring?

Name:_____ Date:_____

Directions: Read and annotate pages 301-307 in the textbook. Then, answer questions in **complete cursive sentences**. Underline answers in the text and write the number of the question you have answered in the margin.

1. *What is an adaptation?*

2. What are some adaptations barrel cactuses have for survival in their environment?

3. Think about the ways that fish and grasshoppers move around in their environments. Compare these animals' body structures and functions. How do they help animals survive where they live?

4. What are some adaptations organisms have for protecting themselves in their environment?

5. What are some adaptations organisms have for getting food in their environments?

6. What are some adaptations organisms have for successfully producing offspring?

Optional Extension:

Virtual zoo/aquarium:
Virtual aquarium: https://www.montereybayaquarium.org/animals/live-cams
Zoo Live cam: https://nationalzoo.si.edu/webcams

Videos to watch on animal adaptations:
Panda's External Adaptations: https://www.youtube.com/watch?v=wM2zMGCO3i4
Panda's Internal Adaptations: https://www.youtube.com/watch?v=LoHXNcVRHrE
Pygmy Seahorses: Masters of Camouflage: https://www.youtube.com/watch?v=Q3CtGoqz3ww
Shaba. Animal Adaptations: https://www.youtube.com/watch?v=45GqKPUvKEI
Troglobites: Strange Cave Specialists: https://www.youtube.com/watch?v=NGtzSd3wFY4
Polar Bear 101:
https://video.nationalgeographic.com/video/101-videos/0000015e-3e23-db02-a9df-3eb716d90000

Name: _____

House: _____

Conjugation Practice W1D1

1st Conjugation (or *-ā* stem) Present Tense

Instructions: Study the following **examples**, and then in the **practice** section below conjugate the verb *intrō, intrāre* in the present tense. Afterwards, check your work with the answer sheet and make corrections in red pencil or ink.

Examples

Present Tense Endings

	Singular	Plural
1st Person	-ō	-mus
2nd Person	-s	-tis
3rd Person	-t	-nt

Present Tense forms of the 1st conjugation verb *amō, amāre*

We chop off the *-re* from the infinitive to find the stem *amā-*.

	Singular	Plural
1st Person	am **ō***	amā **mus**
2nd Person	amā **s**	amā **tis**
3rd Person	ama **t**	ama **nt**

* Notice that the ***-a*** has disappeared from the stem. It was absorbed by the ending ***-ō***. This happens only in the 1st conjugation.

Practice

Conjugation the verb *intrō, intrāre* in the present tense. By chopping off the *-re* from the infinitive *intrāre*, we find the stem *intrā-*.

	Singular	Plural
1st Person		
2nd Person		
3rd Person		

Monday Translation

"Āctōrēs" from *Cambridge Latin Course* pg. 58

Instructions: Translate the following text. This text, along with other vocabulary, is in your textbook.

Lines 1-3

magna turba est in urbe. fēminae et puellae sunt in turbā. senēs
quoque et iuvenēs sunt in turbā. servī hodiē nōn labōrant. senēs
hodiē nōn dormiunt. mercātōrēs hodiē nōn sunt occupātī.

Vocabulary

turba – crowd
fēminae – women
puellae – girls
iuvenēs – young men

Your Translation

You do NOT need to draw the backgrounds.

You do NOT need to draw the backgrounds.

Daily Student Instruction Sheet

TUESDAY

ELA

Spalding (20 Minutes)

Literature (15 Minutes)

Grammar/Writing (20 Minutes)

Reading (20+ minutes)

Spalding

Goal/Objective: Students will review 5 Spalding words from our frequently misspelled word list. Students will syllabicate, finger spell, and mark rules.

Materials needed: lined paper and pencil

Specific Instructions (I=independent; PA=dependent):

- ❏ Spalding work is a dependent activity
- ❏ Dictate the five words (one at a time) to your child. For each word do the following:
  - ❏ Say the word
  - ❏ Say the word in a sentence
  - ❏ Say the word again
- ❏ Your child will do the following:
  - ❏ Repeat the word
  - ❏ Determine the base word (and affix, if applicable)
  - ❏ Show syllables with fists and sounds with fingers
  - ❏ Write the word in syllables while saying it aloud on the Spalding sheet provided
  - ❏ Write the markings and rules that apply
- ❏ Together
  - ❏ Make the appropriate corrections before moving on to the next word
- ❏ Remind students to:
  - ❏ Use their phonogram knowledge and spelling rules
  - ❏ Practice proper letter formation and to use their best handwriting
- ❏ After finishing the list of 5 words, have your child fold his/her paper so the words do not show
- ❏ Repeat the process 1 more time so each word has been practiced a total of 2 times for a maximum of 20 minutes of work.

Literature

Goal/Objective: Students will remember important character traits of Meg, Charles Wallace, Calvin, Mrs. Whatsit, Mrs. Who, and/or Mrs. Which.

Materials needed: pencil

Specific Instructions (I=independent; PA=dependent):

- ❏ Complete “Character Analysis” worksheet using the Characterization section of the *A Wrinkle in Time* Study Guide Answer Key (I)

Daily Student Instruction Sheet

	❏ A reader can analyze a character by investigating the following in a book: ❏ Character's WORDS ❏ Character's ACTIONS ❏ Character's LOOKS ❏ Character's THOUGHTS ❏ The OPINIONS of others ❏ How the author DESCRIBES them ❏ Our books are filled with annotations and markings that identify these elements of character analysis for each of the main characters in the book. Since most of your student's books are at school, we will use our work on the study guide to help us in this activity today! **<u>Grammar/Writing</u>** Goal/Objective: Students will review notes on gerunds and be able to identify them in a sentence. Materials needed: pencil Specific Instructions (I=independent; PA=dependent): ❏ Read summary notes on gerunds. (I) ❏ Complete practice worksheet. (I) ❏ Parents check student work for correctness. (PA)
MATH (30 Minutes)	**<u>Math</u>** Goal/Objective: Write a word problem as an algebraic expression using multiple operations (addition, subtraction, multiplication, division) Materials needed: Rocket Math - Advanced Multiplication T, timer, Notes/Guided Practice, Independent Practice, Key, Teacher's Manual Resource "Ch. 1 Algebraic Expressions", (optional) two types of uniform objects such as marbles and dried beans. Specific Instructions (I=independent; PA=dependent): ❏ Rocket Math: Advanced Multiplication T (PA) ❏ Two minute practice:Set a timer for two minutes. For the two minutes the student goes around the edge of the worksheet saying the problem and the answer out loud to their parent. If they get a problem wrong, they must say the correct answer three times and then go back three problems and begin again. ❏ One minute test: Set a timer for one minute. The one minute test is taken inside the box. The student should complete as many problems as possible during that minute. Please circle the last completed problem in pen. Your student will take the same Rocket Math test all week. The goal is to see an improvement in speed and accuracy as the student progresses through the week. ❏ The key for the one-minute test is included with the answer keys at the back of this packet. ❏ Read the Unit 13 Algebra Friendly Notes (I/PA)

Daily Student Instruction Sheet

	❏ Parent assistance recommended for this portion ❏ Independent Practice (I) ❏ Study the example first. ❏ Each problem is structured so that part (a) is writing an expression to match a word problem and parts (b) and sometimes (c) practice algebraic substitution using the expression created in part (a). ❏ If a student is having trouble with turning these word problems into expressions, a parent can illustrate the problem using real objects or a drawing. Choose two types of uniform objects, one object to represent the variable, and another smaller object to represent Ones (constants). For example, you could use marbles to represent variables and dried beans to represent unknowns. ❏ Some students might find it easier to write an expression in which a value is given to the unknown and then go back and rewrite the expression with a variable. So it might help some students to try part (b) of each problem before part (a). ❏ A full answer key is provided in the appendices.
Science (25 Minutes)	**Science** Goal/Objective:Students will sketch animals and write about their adaptations. Materials needed: Specific Instructions (I=independent; PA=dependent): ❏ Read adaptations article in packet.(I) ❏ Sketch and write about 4 of these animal's adaptations. (I) ❏ Discuss four different adaptations you have learned about with a family member. (PA) ❏ Optional extension activities. (PA)
LATIN (15 Minutes)	**Latin** Goal/Objective: 1) Produce present tense verb forms in 2nd conjugation; 2) Continue the written translation of "Actores" Materials needed: *Cambridge Latin Course* textbook; "Conjugation Practice W1D2" worksheet and answer sheet (included) Specific Instructions (I=independent; PA=dependent): ❏ On the "Conjugation Practice W1D2" worksheet: ❏ Conjugate the word *maneō, manēre* (I) ❏ Check work with the provided answer sheet and make corrections in red pencil or pen (I) ❏ Continue the written translation "Actores" (pg. 58 *Cambridge Latin Course* textbook), translating lines 4-5. (I) ❏ (Optional) Practice Q3U3 vocabulary for five minutes using either flashcards or https://quizlet.com/_7wpoe5; replacement flashcards are included in the packet, if needed (I)
OPTIONAL Music (15 Min.)	**Music** Goal/Objective: The students will learn about the composer Stephen Foster. Materials needed: Biography of Stephen Foster Specific Instructions (I=independent; PA=dependent): I Students should read the biography on Stephen Foster. While reading, think about why his parents wanted him to be a bookkeeper rather than a musician.

Daily Student Instruction Sheet

Art (0) PE (10)	Why do you think he chose to be a musician instead of a bookkeeper? Discuss your answer with your parents. **<u>Art</u>** None **<u>PE</u>** Goal/Objective: To establish exercise baseline Materials needed: Exercise Log, W1 packet Specific Instructions (I=independent; PA=dependent): ● Warmup (I) ● find your baseline for each exercise movement(I) ● Cooldown (I) ● Lie-down and Breathe (I)

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:
• Says the word • Says the word in a sentence • Says the word again	• 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	• Make the appropriate corrections before moving on to the next word

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

Repeat this process 1 more 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.

TUESDAY SPALDING LIST (Parent Key)

Word	Example sentence	Notes
mag ni fi cent n.24, 2	Nothing is going to ruin this **magnificent** day!	Base word = magnify. We write magnify and change the y to an i and add the ending cent.
sep a rate n.4	He spent the day trying to **separate** his clean clothes from his dirty clothes.	Vowels, a,e,o, and u may say their name at the end of a syllable.
ex treme ly n.20, 6	She feels **extremely** nervous before a test.	1) The letter s or z never follows x. 2) The letter y, not i, is used at the end of an English word.
im age	Everyone says he is the very **image** of his father.	
i mag ine 5	Close your eyes and **imagine** you are in a forest.	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 (coming).

Name: Date: #

Spalding Spelling List

Tuesday

1st Dictation

2nd Dictation

PART II: Characterization

Directions: Write a short description of each character below:

Example:

Eustace: cousin of Edmund and Lucy, began as an "unmitigated nuisance," changed into a kinder and more courageous boy after being "undragoned."

Meg

Stubborn and strong-willed. Her greatest faults are her anger, impatience and lack of self-confidence.

Charles Wallace

An extraordinary 5 year old. He has a "sense" about things proving to be a prodigy of exceptional mental and psychic gifts.

Calvin

Bright, athletic, friendly and open-minded

Has a strong capacity for love

He is steadfast and honest.

Mrs. Whatsit
Mrs. Who
Mrs. Which

Whatsit - The youngest. Has exceptional communication and teleporting abilities. A Fallen☆

Who - Struggles to communicate with words so she Quotes. Her glasses help Meg save her father

Which - The oldest of the Mrs.'s. She is wise and can be completely trusted

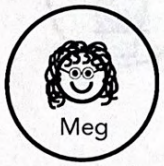
A WRINKLE IN TIME

Character Analysis

Name:_____ # _____

Date: _____

DIRECTIONS: Think of as many character traits as possible for each character. Create spokes off each character below and record the character traits.




Mrs.
Whatsit


Mrs. Which


Mrs. Who

Tuesday's Grammar Lesson: Gerund Review

Directions: Read the following summary notes on gerunds and complete the examples.

Gerunds:

-Gerund- a verb acting as a noun; ending in -ing.

- Ex: Swimming is fun.
  -The gerund "swimming" is a verb acting as the subject noun.

- Ex: My hobby is swimming.
  -The gerund "swimming" is acting as the predicate nominative in the sentence.

- Ex: I am interested in swimming.
  -The gerund "swimming" is acting as the object of the preposition.

Let's practice!

Directions: Underline the gerunds in the following sentences and write down what noun job it is acting as.

1. Traveling will satisfy the need for new experiences. _____

2. She did not appreciate my singing. _____

3. The police arrested him for speeding. _____

Next Steps:

*Check your answers with a parent.

*Please review the notes on the next page on how to diagram gerunds.

Tuesday's Grammar Lesson: Gerund Practice

Part I: Directions- Underline the gerunds in the following sentences. Then in the blank, state what type of noun each gerund is acting as. Possible noun list: SN, OP, PN and DO.

1. Reading can be relaxing when you are at home. _____

2. Filing can give you a paper cut if you are not careful. _____

3. Would you like to walk instead of taking the bus? _____

4. Before entering the room, please remove your foot-wear. _____

5. Eating throughout the day can help you avoid hunger pains. _____

6. I love going out to new restaurants. _____

Part II: Directions- Create your own sentences with gerunds in them. Circle the gerund once you are done and state what type of noun each verb is acting as.

1._____

_____

Type of noun:_____

2._____

_____

Type of noun:_____

Part III: Directions- Label and diagram the following sentences:

1. Running is extremely fun at night.

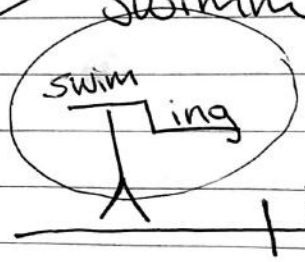
2. My father's occupation was farming.

How to diagram GERUNDS

* If gerunds are <u>verbs</u> acting as <u>nouns</u> then that makes them part noun and part verb.

Example

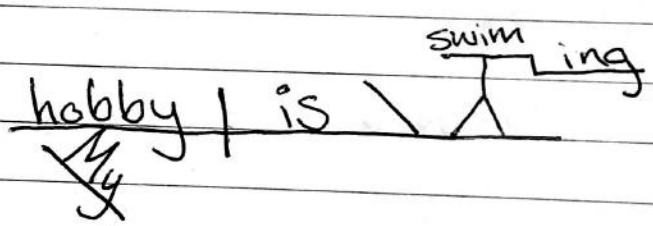
SN LV PA
Swimming is fun → <u>part noun</u> <u>part verb</u>



- Gerund as a subject. (noun job)

Example

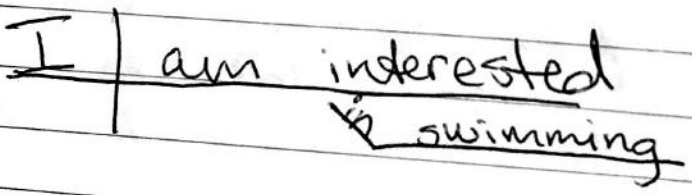
Adj SN LV PN
My hobby is swimming



- Gerund as a predicate nominative (noun job)

Example

SP HV AV P OP
I am interested (in swimming)
How



- Gerund as an object of the preposition.

Rocket Math®

10s, 11s, 12s Multiplication
Set T

Name _____

9 × 6	0 × 4	4 × 5	6 × 4	2 × 7	10 × 9	9 × 5	6 × 3	5 × 12	9 × 4
Start 6 × 7									2 × 0
0 × 7									5 × 9
4 × 9									3 × 7
8 × 3									9 × 9
3 × 6									10 × 6
6 × 10									12 × 2
11 × 4									3 × 3
8 × 7									11 × 5
3 × 11									3 × 4
11 × 6	7 × 2	3 × 12	11 × 8	10 × 3	6 × 0	12 × 7	11 × 7	9 × 3	12 × 8

One-Minute Test

Goal ☐ Completed ☐

10 × 2 =	9 × 4 =	8 × 6 =	3 × 8 =	2 × 10 =	1 × 12 =	4 × 11 =
9 × 9 =	8 × 7 =	7 × 5 =	4 × 3 =	12 × 1 =	3 × 2 =	5 × 4 =
8 × 6 =	10 × 8 =	6 × 10 =	5 × 12 =	11 × 2 =	7 × 4 =	6 × 6 =
7 × 8 =	11 × 10 =	5 × 12 =	6 × 1 =	10 × 3 =	8 × 5 =	9 × 7 =
6 × 3 =	12 × 1 =	4 × 2 =	7 × 4 =	1 × 6 =	11 × 8 =	10 × 9 =
5 × 5 =	11 × 7 =	3 × 9 =	8 × 11 =	2 × 10 =	12 × 8 =	3 × 6 =
4 × 4 =	12 × 2 =	2 × 1 =	9 × 3 =	3 × 5 =	7 × 2 =	4 × 4 =
3 × 6 =	11 × 8 =	1 × 10 =	10 × 12 =	4 × 11 =	8 × 10 =	5 × 11 =

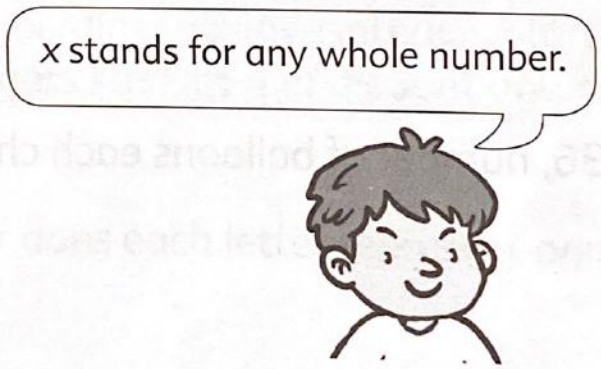
Unit 13 : Algebra

Friendly Notes

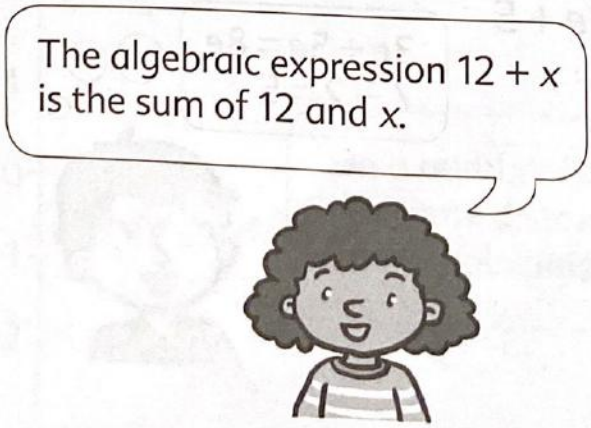
Algebraic expressions

Letters can be used to represent unknown numbers.
Such letters are known as **variables**.
Expressions which contain variables are known as **algebraic expressions**.

1. Tom is 12 years old. How old will he be after x years?



Tom's age after x years = $(12 + x)$ years



2. A clown has t balloons. He gave them equally to 9 children at a fun fair.
   (a) Express the number of balloons each child received in terms of t.
   (b) If $t = 36$, find the number of balloons each child received.

(a) Number of balloons each child received

$= t \div 9$

$= \frac{t}{9}$

We write $t \div 9$ as $\frac{t}{9}$.

(b) If $t = 36$, number of balloons each child received $= \frac{36}{9}$

$= 4$

Ex. Terry spent $ x in one shop and $53 in another sop.

a. Express the total amount of money spent in terms of x.

(Remember, this means that you should write an expression that uses x to find the total amount of money spent.)

Total amount of money = $x + $53

b. If x = 5, find the total amount of money spent.

$5 + $53 = $58

2. Leela had 24 pounds of salt. She packed the salt into bags of *n* pounds each.

a. Express the number of bags she packed in terms of *n.*

Bags packed =

b. If n = 3, find the number of bags she packed.

c. If n = 4, find the number of bags she packed.

3. Sally had $ m. She spent $2.50.

a. Express the amount of money she had left in terms of m.

Money left =

b. If m = 10, find the amount of money she had left.

c. If m = 5.5, find the amount of money she had left.

4. The admission fee to a bird park is $y. The admission to an amusement park is $1 more.
    a. Express the admission fee to the amusement park in terms of y.

        Admission to amusement park =

    b. If the admission to the bird park is $8, find the admission fee for the amusement park.

5. A rope is x meters long. An iron rod is 3 times as long as the rope.
    a. Express the length of the iron rod in terms of x.

        Length of rod =

    b. If the rope is 9 meters long, how long is the iron rod?

6. Henry is x years old. Betty is 3 times as old as Henry. Peter is 4 years older than Betty.
    a. Express Peter's age in terms of x.

        Peter's age =

    b. If Henry is 4 years old, how old is Peter?

7. Miguel bought some bottles of milk at $2 each. He gave the cashier $50 and received $y change.
    a. Express the number of bottles of milk Miguel bought in terms of y.

        Bottles Miguel bought =

    b. If y = 38, how many bottles of milk did Miguel buy?

Name:_____ ***Date:_____***

Directions: *Read the article below and draw at least 3 animal adaptations in the boxes provided. They can be from the reading or from another source, but make sure you have a picture or animal in front of you so that you can observe accurately. Write two* ***complete cursive sentences*** *on each animal you choose describing two adaptations that animal has which help it to survive.*

Frogs that can freeze their bodies and 6 other crazy ways that animals survive their treacherous environments

Molly Sequin Jul 15, 2016, 10:25 AM

Cuttlefish can blend into their environments. _Bunn_/Flickr

The natural world is a tough place. Faced with competition for resources and sometimes hostile climates, life can be difficult for animals. But, in order to beat the odds and survive, some animals adapted in some pretty interesting and unusual ways.

Here are seven animals that have adapted in some crazy ways in order to survive in their habitats.

Wood frogs freeze their bodies.

To survive the winter, up to 60 percent of Alaskan Wood Frogs' bodies freeze solid. They also stop breathing and their heart stops beating. This allows them to survive temperatures as low as -80 degrees Fahrenheit. And in spring, they thaw out and "come back to life." To achieve this semi-frozen state, the creatures build up high concentrations of glucose (up to 10 times the normal amount) in their organs and tissues. The sugar solutes act as "cryoprotectants," preventing their cells from shrinking or dying.

Kangaroo rats survive without ever drinking water.

A kangaroo rat listening for predators at night in the desert. Kangaroo rats have adapted to survive in the desert without ever taking a sip of water. Instead, they get all the moisture they need from the seeds that they eat. These critters also have incredible hearing and can jump up to nine feet, which helps them avoid predators.

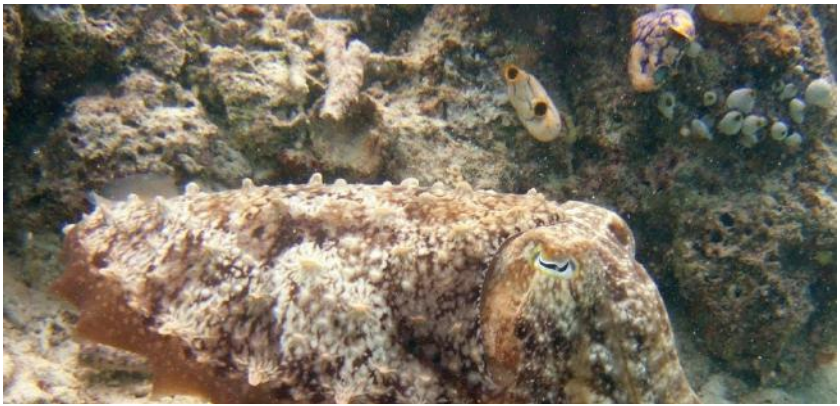
Antarctic fish have "antifreeze" proteins in their blood.

Some fish can prevent their blood from freezing. David Loh/Reuters

Five families of notothenioid fish make their own "antifreeze" proteins to survive in the frigid Southern Ocean encircling Antarctica. The proteins bind to ice crystals in their blood, preventing the fish from freezing. This adaptation that is so extraordinary that it helps explains why these fish make up 90% of the fish biomass of the region.

African bullfrogs create mucus "homes" to survive the dry season.

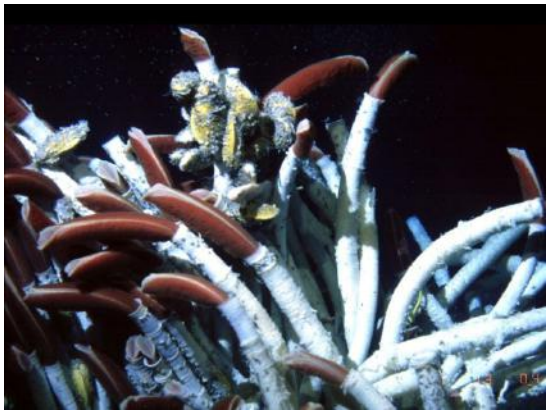
The African bullfrog lives in the savanna of Africa, where it gets very hot and dry. When a frog is out of the water, mucus on its skin helps it breathe by dissolving oxygen from the air. So, in order to prevent its skin from drying out in the hot African climate, the African bullfrog buries itself 6 to 8 inches underground. It then creates a mucus membrane, which hardens into a cocoon. The frog can stay in this cocoon for up to 7 years while it waits for rain. When rain does arrive, the moisture softens the mucus sac, waking the frog, and signaling the start of the rainy season — the time when the frog breeds and when it is the most active.



Cuttlefish blend into their surroundings.

Cuttlefish have the amazing ability to change their color and texture in order to blend into their surroundings. They can detect how much light is being absorbed into the environment, then use that information to mimic it with their own pigments. They have 3 skin layers (yellow, red, and brown), which can be stretched in different ways to make unique colors and patterns. Their skin also has papillae, which let cuttlefish appear rigid, like coral. Together, these features allow cuttlefish to escape predators, as well as sneak up on unsuspecting prey.

Tubeworms turn toxic water into food.



Scientists long thought that life couldn't exist at hydrothermal vents deep in the ocean. But in 1977, they found giant tubeworms living along the Galapagos Rift, 8,000 feet below the ocean's surface. These tubeworms are surrounded by total darkness in their habitat and they live in water filled with toxic gas and acid.

These creatures have no stomach, gut, or eyes. Instead, they are "bags of bacteria" with heart-like structures and reproductive organs. The bacteria inside the worms use the

toxic hydrogen sulfide in the water, which would kill most other animals, as an energy source to produce carbohydrates.

Okapi have scent-glands on their feet.

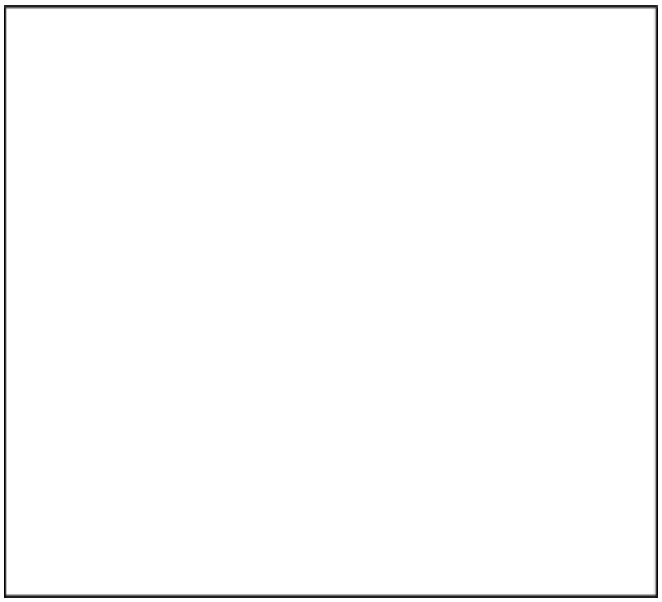
Okapi are strange animals that look like a combination of a giraffe and a zebra. They live in the Democratic Republic of Congo, where it's very hot and predators, such as leopards, are always lurking. To stay alive, okapi have three key adaptations. First, they have scent-glands on their feet to mark their territory. Second, they have infrasonic calls, which allows them to communicate with their calves without predators hearing their call. Finally, they have 14-18 inch-long tongues, which can be used to wash their eyes and ears.

Source:
https://www.businessinsider.com/these-7-animals-have-crazy-adaptations-to-help-them-to-survive-in-their-habitats-2016-7#okapi-have-scent-glands-on-their-feet-7

***Name:*_____ *Date:*_____**

Directions: *Read above article and draw at least 3 animal adaptations. They can be from the reading or from another source, but make sure you have a picture or animal in front of you so that you can observe accurately. Write two complete sentences on each animal you choose describing two adaptations that animal has which helps it to survive.*

*animal:*_____



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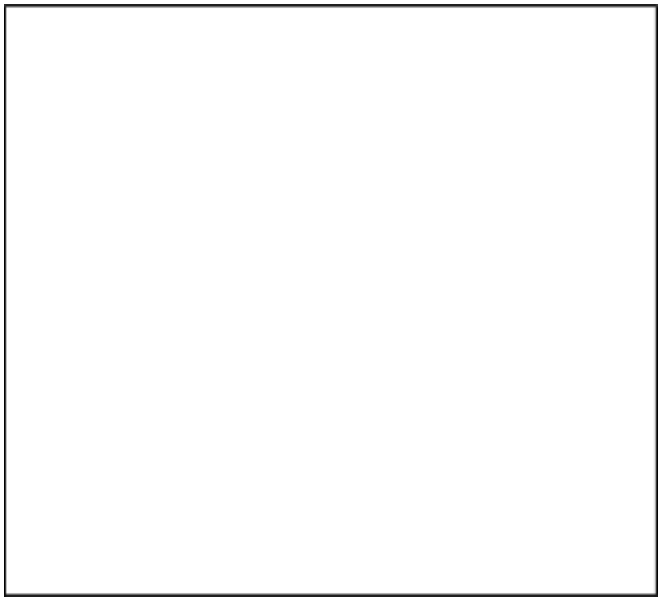

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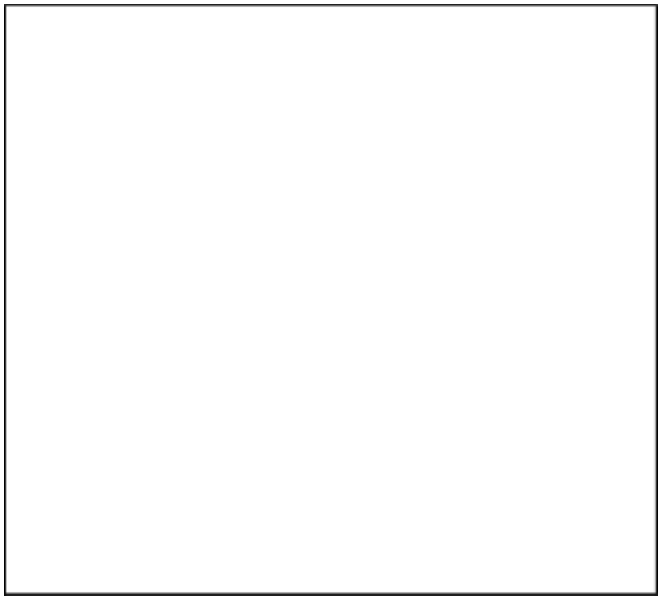
animal:_____



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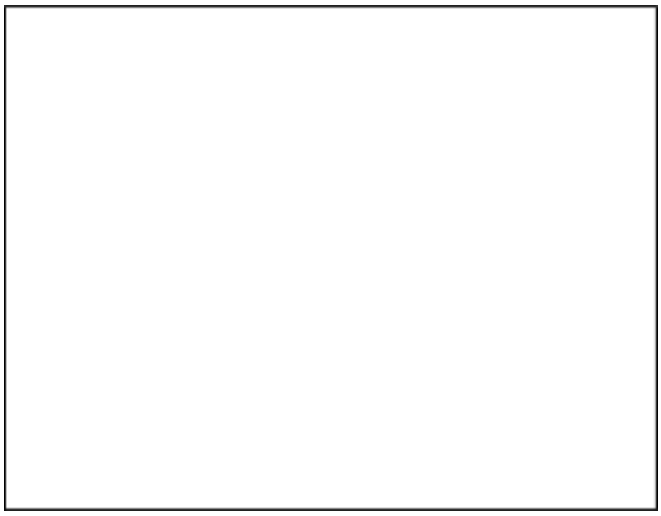
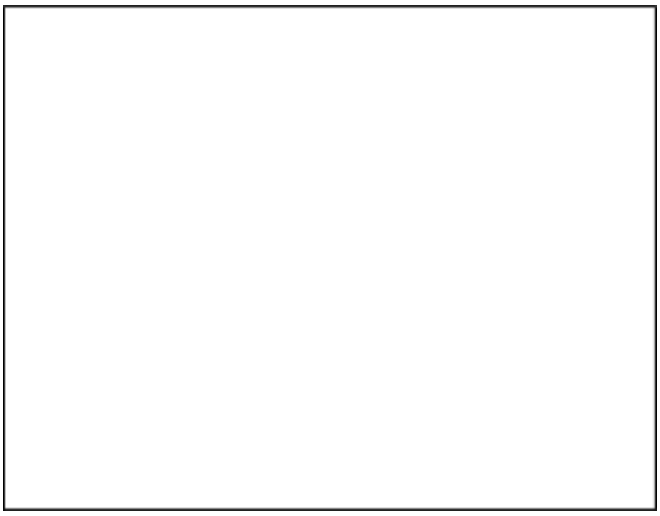
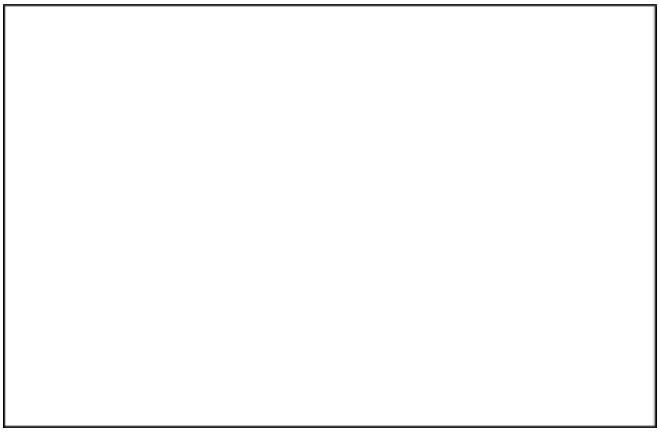
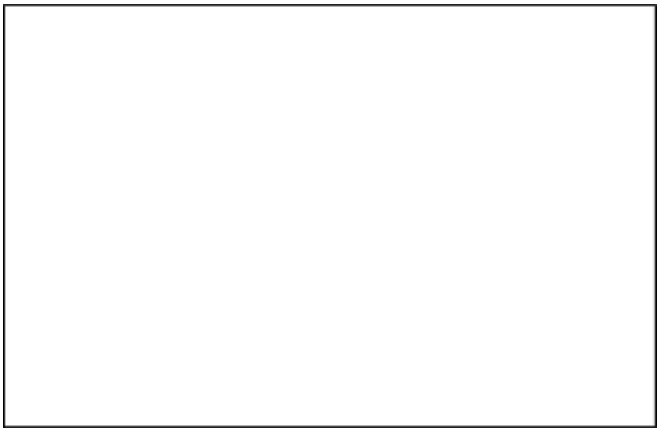
Optional extension:

1. Keep drawing animals and their adaptations!
2. Optional Extension article: https://www.mentalfloss.com/article/57204/20-amazing-animal-adaptations-living-desert









Name: _____

House: _____

Conjugation Practice W1D2

2nd Conjugation (or -*ē* stem) Present Tense

Instructions: Study the following **examples**, and then in the **practice** section below conjugate the verb *maneō, manēre* in the present tense. Afterwards, check your work with the answer sheet and make corrections in red pencil or ink.

Examples

Present Tense forms of the 2nd conjugation verb *moneō, monēre*

We chop off the *-re* from the infinitive to find the stem *monē-*, then we add the present tense endings.

	Singular	Plural
1st Person	mone **ō**	monē **mus**
2nd Person	monē **s**	monē **tis**
3rd Person	mone **t**	mone **nt**

Practice

Conjugation the verb *maneō, manēre* in the present tense. By chopping off the *-re* from the infinitive *manēre*, we find the stem *manē-*.

	Singular	Plural
1st Person		
2nd Person		
3rd Person		

Tuesday Translation

"Āctōrēs" from *Cambridge Latin Course* pg. 58

Instructions: Translate the following text. This text, along with other vocabulary, is in your textbook.

Lines 4-5

Pompēiānī sunt ōtiōsī. urbs tamen nōn est quiēta. Pompēanī ad
theātrum contendunt. magnus clāmor est in urbe.

Vocabulary

ōtiōsī – on holiday, idle, taking time off
quiēta – quiet
ad theātrum – to the theater
contendunt – hurry
clāmor – shout, uproar

Your Translation

Stephen Foster

Important Facts to Know About Stephen Foster

Born: 1826 in the United States
Died: 1864
Period of Music: Romantic
Instrument He Played: Piano
Major Compositions:

Songs: "Oh! Susanna," "Old Folks at Home," "Beautiful Dreamer," "Camptown Races," "My Old Kentucky Home," "Jeanie with the Light Brown Hair," "Gentle Annie" and many others.

Interesting Facts: Foster wrote a lot about the South but visited there only once. Two of Foster's songs became state songs: "My Old Kentucky Home" (Kentucky) and "Old Folks at Home" (Florida).

Suggested Listening: "Jeanie with the Light Brown Hair"

Track 7

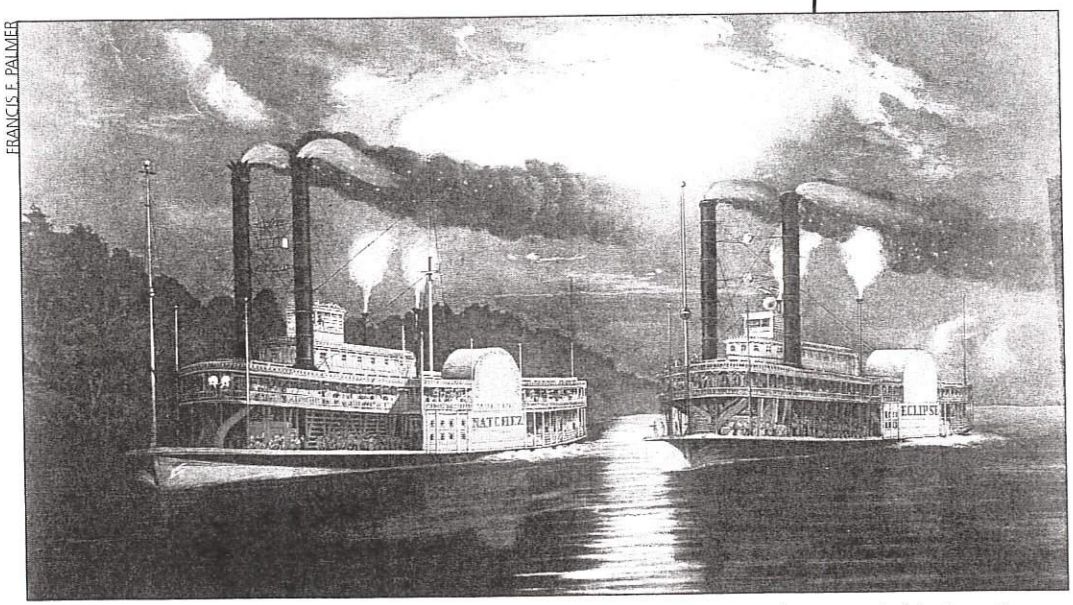
The Story of Stephen Foster

(1826–1864)

Stephen Collins Foster was born July 4th, 1826, in Pittsburgh, Pennsylvania, as America was celebrating its 50th birthday. He was the ninth child of William Foster, an Irishman, and Eliza Clayland Foster, an English immigrant. His musical talent was not encouraged by his parents; his father once wrote to Stephen's older brother that Stephen seemed to be a well-behaved young man, but spent most of his time with music for which he seemed to have a "strange talent."

Stephen was always jotting down tunes. By the time he was thirteen, he had composed a quartet for flutes. His first published song was "Open Thy Lattice, Love" in 1844—he was only eighteen!

Stephen's parents, thinking that music should be a hobby rather than an occupation, sent him to Cincinnati to work as a bookkeeper for his brother. At age 29, Stephen sailed down the Ohio River on one of the steamboats that he would later immortalize in song. He was far more interested in the singing of the African-American deckhands than in becoming a bookkeeper for his brother.



Stephen Foster's ride down the Ohio River in a steamboat inspired him to write a hit song.

While in Cincinnati, Stephen wrote and published "Away Down South," "Old Uncle Ned," and "Oh! Susanna" which all became very popular. After four years as a bookkeeper Stephen returned to Pittsburgh and became a full-time composer of songs—one of the first American composers to support himself this way. He was truly America's first pop songwriter.

Stephen earned excellent royalties from his songs. Feeling financially secure, he married Jane Denny McDowell in 1850. They had a daughter, Marion, the next year, and went to New York in 1853 since most of his songs were being published there. Because Stephen managed his finances poorly, Jane had to leave and get a job to earn a living for herself and Marion.

Stephen was living alone in New York where he had an accident in his room that left him cut and burned. He was taken to the hospital and died soon after. In his pocket they found 38 cents—his total assets—and a little slip of paper with the words, "Dear friends and gentle hearts." This could have been the title of an unwritten song, but the words describe Stephen himself.

His friends spoke of his shy friendliness and his generous, kindly ways. Many of Foster's songs have become so well-known in the United States that they are virtually folk songs. Foster was the first musician to be nominated to the Hall of Fame for Great Americans. He is America's most famous 19th-century composer of songs.

America's Popular Songs

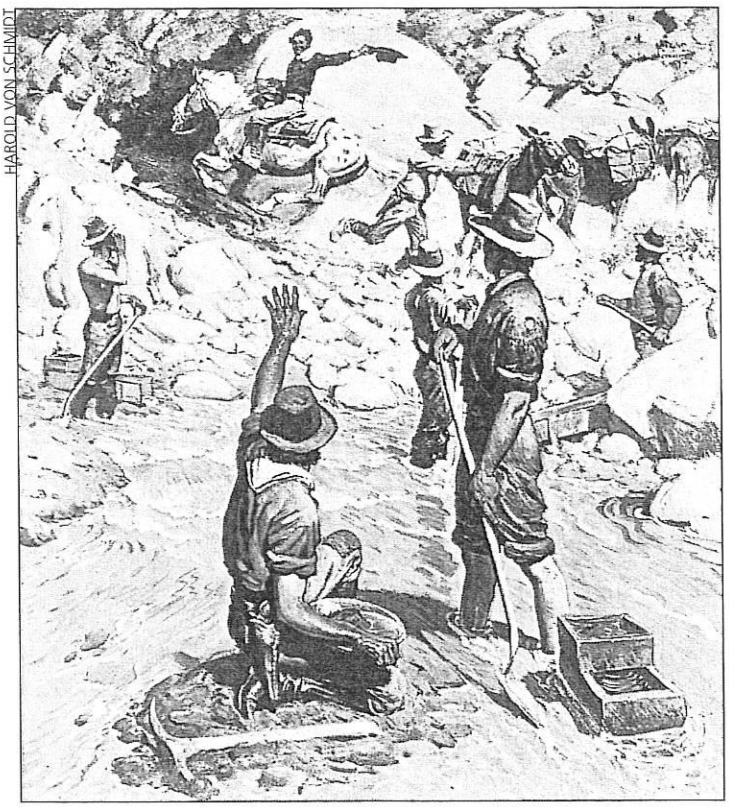
Stephen Foster composed about 200 songs. Some were sentimental home songs like "Beautiful Dreamer," "Gentle Annie," "Jeanie with the Light Brown Hair" and "My Old Kentucky Home." Some songs were composed for minstrel shows such as "Oh! Susanna," "Camptown Races" and "Old Folks at Home." Foster wrote songs for E.P. Christy's Minstrels, at first allowing some of them to appear as Christy's own songs. The Christy Minstrels made Foster's songs very popular, especially "Camptown Races" and "Old Folks at Home."

"Jeanie with the Light Brown Hair" was written for and about Jane, his wife. It was published in June of 1854 when Stephen, Jane and 3-year-old Marion were living together in Hoboken, New Jersey.

"Oh! Susanna" was written for the minstrel show. It became so popular that within a year after it was published, it became the marching song of the 49ers on their way to California to look for gold. Instead of singing, "I'm going to Louisiana my true love for to see," they sang, "I'm going to Californee' with my washboard on my knee."

"Camptown Races" is a nonsense song, as is "Oh! Susanna." The idea for this song probably came from the spiritual, "Roll, Jordan Roll" and the song "Doo-Dah!" The races were in Camptown, New Jersey, which later became known as Irvington.

"Old Folks at Home" is probably the best known of all of Foster's songs. It is sung in almost every language worldwide. When Foster wrote the song, he wanted to find the name of a river in the south that fit the rhythm and melody he had jotted down. At first he wrote "way down upon the *Peedee* River," then the "*Yazoo* River," but he didn't like the sound of either of these. He visited his brother's office and found the name *Suwannee* in an atlas. He shortened the name to "Swannee" to fit the rhythm. Foster had never seen the Suwanee River, but he made it famous by using the name in his song!



These 49ers are panning for gold.

Letter to Parents

Dear Parents,

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

For Truth,

Benjamin Corcoran

WEEK: MARCH 23-27 PE - Corcoran

EXERCISE	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Jumping Jacks	Reps:	Reps:	Reps:	Reps:	Reps:
Burpees	Reps:	Reps:	Reps:	Reps:	Reps:
Push - ups	Reps:	Reps:	Reps:	Reps:	Reps:
Planks	Time:	Time:	Time:	Time:	Time:
Air-squats	Reps:	Reps:	Reps:	Reps:	Reps:
Jumping Jacks	Reps:	Reps:	Reps:	Reps:	Reps:
Lie-down and Breathe	Time:	Time:	Time:	Time:	Time:

March 23-27

To Take Your Baseline:

1) Find the exercise column in the Exercise Log.
2) Using perfect form, perform the number of repetitions (reps) that you can do before resorting to bad form. In other words, start doing pushups, and when you cannot do a pushup the right way anymore, **stop** (do the same for all the other exercises in the left column.) For some of you this may only be 1 pushup, maybe none. THIS IS OKAY! Do not do many things poorly. Do what you can, and do it well.
   For example: Mr. Eberlein does 3,302 pushups in perfect form. He would then write 3,302 under "MONDAY" and next to "pushups". He did 3,302 repetitions (reps) of pushups.
3) Record the number of reps this way in your Exercise Log. These numbers are your baseline for each exercise. You will know what to do with your baseline in the coming days.

Additional instructions for "Lie down and breathe":

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

Daily Student Instruction Sheet

WEDNESDAY

ELA

Spalding (20 Minutes)

Literature (15 Minutes)

Grammar/Writing (20 Minutes)

Reading (20+ minutes)

Spalding

Goal/Objective: Students will review 5 Spalding words from our frequently misspelled word list. Students will syllabicate, finger spell, and mark rules.

Materials needed: lined paper and pencil

Specific Instructions (I=independent; PA=dependent):

- ❏ Spalding work is a dependent activity
- ❏ Dictate the five words (one at a time) to your child. For each word do the following:
  - ❏ Say the word
  - ❏ Say the word in a sentence
  - ❏ Say the word again
- ❏ Your child will do the following:
  - ❏ Repeat the word
  - ❏ Determine the base word (and affix, if applicable)
  - ❏ Show syllables with fists and sounds with fingers
  - ❏ Write the word in syllables while saying it aloud on the Spalding sheet provided
  - ❏ Write the markings and rules that apply
- ❏ Together
  - ❏ Make the appropriate corrections before moving on to the next word
- ❏ Remind students to:
  - ❏ Use their phonogram knowledge and spelling rules
  - ❏ Practice proper letter formation and to use their best handwriting
- ❏ After finishing the list of 5 words, have your child fold his/her paper so the words do not show
- ❏ Repeat the process 1 more time so each word has been practiced a total of 2 times for a maximum of 20 minutes of work.

Literature

Goal/Objective: Students will create their own multiple test question based on the Short Answer section of the *A Wrinkle in Time* Study Guide AK.

Materials needed: pencil

Daily Student Instruction Sheet

	Specific Instructions (I=independent; PA=dependent): ❏ Complete "Make Your Own Test Question #1" worksheet (I) ❏ Read question #2 on the Study Guide that asks, "What is the Dark Thing? What does it look like? How does it feel?" (I) ❏ Based on the answer given to that question in the study guide, make up a test question and provide 3 multiple choice options. (I) **<u>Grammar/Writing</u>** Goal/Objective: Students will be introduced to participles and will practice identifying them in a sentence. Materials needed: pencil Specific Instructions (I=independent; PA=dependent): ❏ Read through notes on participles. (I) ❏ Students follow example #1 on worksheet and then complete # 2-4 by labeling and diagramming the sentences. Make sure to indicate whether the participle is being used in the past or present tense. ❏ Parents check #2-4 for correctness. (PA)
MATH (30 Minutes)	**<u>Math</u>** Goal/Objective: Use exponents in algebraic expressions and use algebraic substitution to solve for expressions that have exponents. Materials needed: Rocket Math - Advanced Multiplication T, timer, Exponent Review, "Exponents in Algebraic Expressions" Notes, Practice Specific Instructions (I=independent; PA=dependent): ❏ Rocket Math: Advanced Multiplication T (3 min) (PA) ❏ Two minute practice:Set a timer for two minutes. For the two minutes the student goes around the edge of the worksheet saying the problem and the answer out loud to their parent. If they get a problem wrong, they must say the correct answer three times and then go back three problems and begin again. ❏ One minute test: Set a timer for one minute. The one minute test is taken inside the box. The student should complete as many problems as possible during that minute. Please circle the last completed problem in pen. Your student will take the same Rocket Math test all week. The goal is to see an improvement in speed and accuracy as the student progresses through the week. ❏ The key for the one-minute test is included with the answer keys at the back of this packet. ❏ Complete Exponent Review (I) ❏ Students have learned about exponents earlier in the year but some will require a review. This review is based off of our original class notes.

Daily Student Instruction Sheet

	❏ The most common mistake with exponents is that students might multiply the base by the exponent ($4^2 \neq 4 \times 2$). Instead we multiply the base number by itself as indicated by the exponent. ($4^2 = 4 \times 4 = 16,\ 4^3 = 4 \times 4 \times 4 = 64$) ❏ After the student finishes a checkpoint, the answer should be checked on the Wednesday Math Answer Key before moving forward. ❏ (Optional) There are lots of free online games for practicing solving exponents. Here are two that you can try. You search for others as well. ❏ Exponent Jeopardy: https://www.math-play.com/Exponents-Jeopardy/exponents-jeopardy-math-game_html5.html ❏ Otter Rush: http://www.mathgametime.com/games/otter-rush-exponents-game ❏ Read Wednesday Notes to learn how to use exponents in algebraic expressions. (I) or (PA) ❏ These notes will teach your student how to apply exponents to variables and algebraic expressions. ❏ Prior Knowledge: These notes use examples which rely on our study of volume. ❏ Volume of rectangular prism = length × width × height ❏ Area = length × width ❏ Therefore, the volume of a rectangular prism can also be described as the area of a base × height. ❏ Check the answer key for each checkpoint. ❏ Guided Practice (I) or (PA) In this portion, there will be four examples. Then there will be four problems for students to practice on their own. Check them with the key before you move to the next activity. ❏ Independent Practice (I) ❏ Simplify the expressions using exponents. ❏ On this exercise, we are not solving for the unknown so most answers will be in the form of an expression such as 2x +4.
Science (Minutes)	**Science:** Goal/Objective:Students will read about, identify, and sketch the adaptations of squamates. Materials needed: pencil Specific Instructions (I=independent; PA=dependent): ❏ Read background information on squamates. (I) ❏ Observe images of squamates. (I) ❏ Sketch and describe squamate adaptations. Complete worksheets (I) ❏ Optional extension activities. (PA):

Daily Student Instruction Sheet

LATIN (15 Minutes)	**Latin** Goal/Objective: 1) Produce present tense verb forms in 3rd conjugation; 2) Continue the written translation of "Actores" Materials needed: *Cambridge Latin Course* textbook; "Conjugation Practice W1D3" worksheet and answer sheet (included) Specific Instructions (I=independent; PA=dependent): ❏ On the "Conjugation Practice W1D3" worksheet: ❏ Conjugate the word *contendō, contendere* (I) ❏ Check work with the provided answer sheet and make corrections in red pencil or pen (I) ❏ Continue the written translation "Actores" (pg. 58 *Cambridge Latin Course* textbook), translating lines 6-7. (I) ❏ (Optional) Practice Q3U3 vocabulary for five minutes using either flashcards or https://quizlet.com/_7wpoe5; replacement flashcards are included in the packet, if needed (I)
OPTIONAL Art (15)	**Art** Goal/Objective:Review linear perspective Materials needed: ruler, pencil, paper Specific Instructions (I=independent; PA=dependent): ● PA: go over linear perspective definitions (included) ● I: recreate the picture with the boxes you see on the first page to the best of your ability (draw at ***least*** 5 of the boxes) and shade them in according to the picture. ○ What is closer is darker (the FRONT of the boxes); what is farther is lighter (the REST of the boxes)

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:
• Says the word • Says the word in a sentence • Says the word again	• 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	• Make the appropriate corrections before moving on to the next word

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

Repeat this process 1 more 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.

WEDNESDAY SPALDING LIST (Parent Key)

Word	Example sentence	Notes
sol emn	He has been unusually quiet and **solemn** today.	The n is silent here. When we add an ending we pronounce the n (solemnity)
rep e ti tion R.4,14	Constant **repetition** makes it easier to learn how to spell a new word!	1) Vowels, a,e,o, and u may say their name at the end of a syllable. 2) 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);.
prai 3 rie	Tall grasses in the **prairie** can grow six to eight feet tall!	
mys te ri ous 4 R.4, 24	They still had something **mysterious** and exciting to explore!	Base word = mystery. We write mystery and change the y to an i, and add the ending ous.
lei 2 sure R.12	During my **leisure** time, I enjoy gardening.	We use ei here because it is one of the exceptions!

Name: Date: #

Spalding Spelling List

Wednesday

1st Dictation

2nd Dictation

PART III: Short Answer

Directions: Answer the following questions using BULLET POINTS.

1. What reasons does Mrs. Murrry give Meg for doing so poorly in school, even though she is so bright?
   - She knows too many short cuts in math
   - Her handwriting is horrible
   - She gets stubborn and gets up a mental block
2. What is the Dark Thing? What does it look like? How does it feel?
   - The powers of pure Evil
   - Looks like a shadow
   - Fills you with fear - chilling - beyond comfort (p. 81-82)
3. Who have been some of the fighters of the Dark Thing? What inspires the children to stand up and fight? (p. 100)
   - Jesus, Leonardo da Vinci, Shakespeare, Bach, Gandhi
   - When Mrs. Which says "We will continue to fight."
4. Describe each of the talisman's the children were given before going to Camazotz. (p. 112)
   - Calvin - communication
   - Meg - her faults & Mrs Who's glasses
   - Charles - a warning about pride
5. What is unusual about the people of Camazotz?
   - They do everything in sync - in rhythm
6. Why does Meg become disappointed with her father?
   - He doesn't solve all the problems
     He's NOT omnipotent
7. Why must Meg be the one to go back for Charles Wallace in the last chapter? (p. 216)

   Because Charles Wallace understands her the best. She knows him the best

Name:_____ # _____ Date:_____

Make Your Own Test Question #1

A Wrinkle in Time

Directions:
Make up your own multiple choice test question based on question #2 from the Short Answer section of the Study Guide. (What is the Dark Thing? What does it look like? How does it feel?)

See the cxample test question below to help you create your own question.

EXAMPLE:

Why does Meg have trouble with math in school when she is so good at it?

a. Because she hates school
b. Because she is in a math class that is above her grade level
c. Because her father taught her shortcuts that her teachers don't like
d. Because she has a hard time focusing

1. _____

_____

a. _____
b. _____
c. _____
d. _____

Participles

participle - a verb acting as an adjective; ends in -ing (present) or -d, -t, -n (past)

Examples

① The burning house fell.
AA (Adj) SN AV
present participle

② The broken glass cut my foot.
AA Adj SN V
past participle

③ A rolling stone gathers no moss.
AA participle SN AV Adj DO

A participle is a verb acting as an adjective. That means it will answer an adjective question:

Which one?
What kind?
How many?
Whose?

But participles also answer: Where? and How?

How to diagram participles

AA Past. part. SN AV AA DO
The determined boy made a hook
P AA Past. part. OP
(with a bent pin.)

boy | made | hook
The | determined | with | pin | a | bent

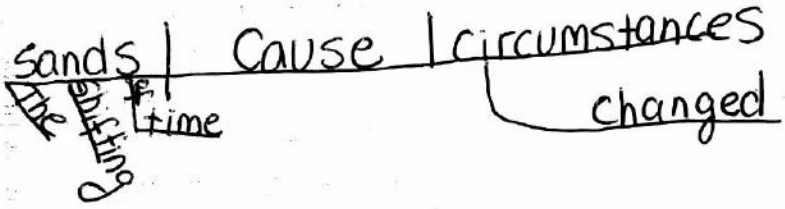
Name: _____
Date: _____
Class: _____ #: _____

Participle WS

Label. Diagram. Identify whether the participle is past or Present.

AA Adj SN P OP AV Past Part. DO

1. The shifting sands (of time) cause changed circumstances.



2. Discouraged, he sat by the dying embers.

3. A worried gardener looked at the wilting plants.

4. Lost, the boy cried in the grocery store aisle.

5. The jumping penguin caught the wriggling fish.

6. On its uneven feet, the table creaked, barely balancing.

7. The cracked ground is poor for **planting.** ***careful!***

Rocket Math®

10s, 11s, 12s Multiplication
Set T

Name _____

9 × 6	0 × 4	4 × 5	6 × 4	2 × 7	10 × 9	9 × 5	6 × 3	5 × 12	9 × 4
Start 6 × 7									2 × 0
0 × 7									5 × 9
4 × 9									3 × 7
8 × 3									9 × 9
3 × 6									10 × 6
6 × 10									12 × 2
11 × 4									3 × 3
8 × 7									11 × 5
3 × 11									3 × 4
11 × 6	7 × 2	3 × 12	11 × 8	10 × 3	6 × 0	12 × 7	11 × 7	9 × 3	12 × 8

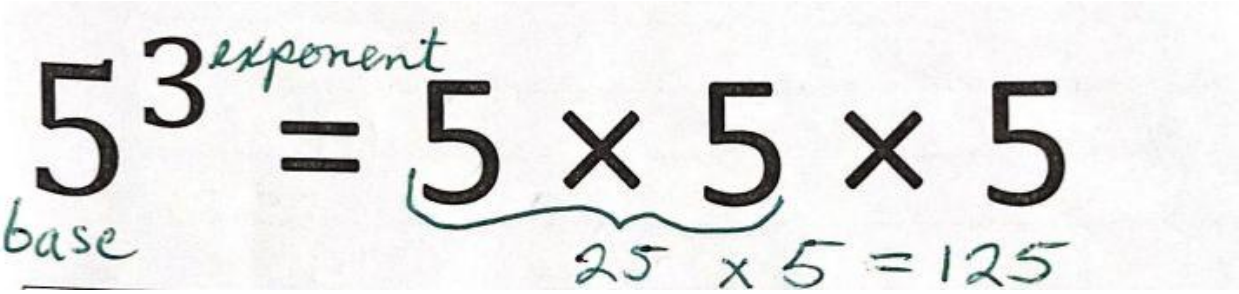
One-Minute Test

Goal ☐ Completed ☐

10 × 2 =	9 × 4 =	8 × 6 =	3 × 8 =	2 × 10 =	1 × 12 =	4 × 11 =
9 × 9 =	8 × 7 =	7 × 5 =	4 × 3 =	12 × 1 =	3 × 2 =	5 × 4 =
8 × 6 =	10 × 8 =	6 × 10 =	5 × 12 =	11 × 2 =	7 × 4 =	6 × 6 =
7 × 8 =	11 × 10 =	5 × 12 =	6 × 1 =	10 × 3 =	8 × 5 =	9 × 7 =
6 × 3 =	12 × 1 =	4 × 2 =	7 × 4 =	1 × 6 =	11 × 8 =	10 × 9 =
5 × 5 =	11 × 7 =	3 × 9 =	8 × 11 =	2 × 10 =	12 × 8 =	3 × 6 =
4 × 4 =	12 × 2 =	2 × 1 =	9 × 3 =	3 × 5 =	7 × 2 =	4 × 4 =
3 × 6 =	11 × 8 =	1 × 10 =	10 × 12 =	4 × 11 =	8 × 10 =	5 × 11 =

Exponent Review

- Exponents show repeated multiplication.
- Exponents represent how many times a number (base) is multiplied by itself.



Check point #1

a) Rewrite this expression using exponents: $4 \times 4 \times 4 \times 4 \times 4 =$ _____

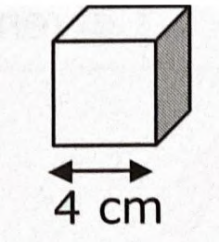
b) Solve: $2^4 =$ _____

Check your answers in the key before you continue.

Wednesday Notes: Exponents in Algebraic Expressions

This cube measures 4 cm on each side.

Cube A



Remember: Volume of a rectangular prism = length x width x height

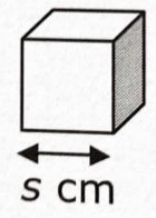
Therefore, the volume of Cube A equals 4 cm × 4 cm × 4 cm.

This expression is overly complicated. We can *simplify* it by rewriting the repeated multiplication with exponents. $4\ cm \times 4\ cm \times 4\ cm = 4^3\ cm^3 = 64\ cm^3$

We can use the same strategy to *simplify* algebraic expressions with repeated multiplication.

Let's say Cube B measures *x* cm on each side.

Cube B



Volume of Cube B = $s\ cm \times s\ cm \times s\ cm$

This expression is overly complicated because it uses repeated addition. We can *simplify* it by rewriting it using exponents.

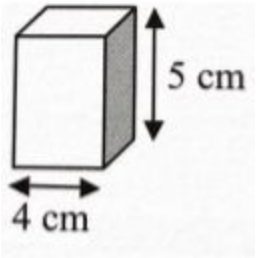
Volume of Cube B = $s\ cm \times s\ cm \times s\ cm = s^3\ cm^3$

Check point #2 Simplify the following expression using exponents:

$h \times h \times h \times h =$ _____

What if I have a Box C with a square base, 4 cm on each side?

Box C



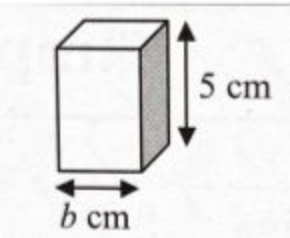
There area of the base can be written as $4\ cm \times 4\ cm = 4^2\ cm^2$

So one way to express the volume of Box C is to multiply the area of the square base times the height.

Volume of Box C = $4^2\ cm^2 \times 5\ cm = 16 \times 5\ cm^3 = 80\ cm^3$

Now, we can use that strategy to solve for the volume of a Box D which has a height of 5 cm and a square base that is *b* cm long on each side.

Box D



Area of the base = $b^2\ cm^2$

Volume of Box D = $5b^2\ cm^3$

5 is the coefficient. So 5 times b^2. Since we are finding the volume, our measurement is centimeters cubed, cm^3, and we write the exponent 3 for the centimeters. But the exponent of the unknown, *b*, is 2 because we are only multiplying 2 *b*'s together.

Check point # 3

$m^4 = m \times m \times m \times m$ $\qquad\qquad$ $4m = 4 \times m$

Find the value of the following expressions when $m = 3$.

a) $m^4 - 2 =$ _____

b) $4m - 2 =$ _____

Check the key for Check point 3 before you start the Independent Practice.

Independent Practice

15. We write $y \times y = y^2$.
Find the value of the following when $y = 3$.

(a) y^2

$y^2 = 3 \times 3 =$ [redacted]

(b) $2y^2$

$2y^2 = 2 \times 3 \times 3 =$ [redacted]

(c) $\frac{y^2}{5}$

$\frac{y^2}{5} = \frac{3 \times 3}{5} =$ [redacted]

16. We write $a \times a \times a$ as a^3.
Find the value of the following when $a = 2$.

(a) a^3

$a^3 = 2 \times 2 \times 2 =$ [redacted]

(b) $a^3 + 1$

$a^3 + 1 = 2 \times 2 \times 2 + 1 =$ [redacted]

(c) $a^2 + a^3$

$a^2 + a^3 = 2 \times 2 + 2 \times 2 \times 2 =$ [redacted]

17. Evaluate each of the following when a = 5.

a) $2a^2 - 3$	b) $a^3 + 5$	c) $a^3 - a$

18. Find the value of each of the expressions when y = 4.

a) $y^2 + 4$	b) $2y^2$
c) $50 - 3y^2$	d) $y^3 - 20$
e) $\frac{y^2}{2}$	f) $\frac{5y^2}{20}$

Name: _____

House: _____

Conjugation Practice W1D3

3rd Conjugation (or *consonant* stem) Present Tense

Instructions: Study the following **examples**, and then in the **practice** section below conjugate the verb *contendō, contendere* in the present tense. Afterwards, check your work with the answer sheet and make corrections in red pencil or ink.

Examples

Present Tense forms of the 3rd conjugation verb *regō, regere*

When we see a short *-e-* in the infinitive, we chop off the *-ere* from the infinitive to find the stem *reg-*. Then we add the present tense endings. With consonant stems, however, we have to supply a short vowel (*-i-* or *-u-*) between the stem and the ending in every form except the 1st person singular.

	Singular	**Plural**
1st Person	reg **ō**	reg i **mus**
2nd Person	reg i **s***	reg i **tis**
3rd Person	reg i **t**	reg u **nt**

Practice

Conjugate the verb *contendō, contendere* in the present tense. By chopping off the *-ere* from the infinitive *contendere*, we find the stem *contend-*.

	Singular	**Plural**
1st Person		
2nd Person		
3rd Person		

Name:_____ Date:_____

Instructions: *Read scientific terms and student background information on squamates. Next, carefully observe squamate adaptations in the pictures below. If possible, view pictures in color. Then, complete worksheets on squamates.*

Scientific terms:

adaptation: a structure or behavior that increases an organism's chance of surviving and reproducing in a particular environment

reptile: any cold-blooded vertebrate of the Class Reptilia including snakes, lizards, tortoises, turtles, alligators, and crocodiles.

This Class includes the Orders:

- Squamata: snakes, lizards, and worm lizards
    - squamate: an animal in the Order Squamata that includes the legged and legless lizards, including snakes
- Crocodilia: crocodiles, alligators, and caimans
- Testudines: turtles and tortoises
- Sphenodontia: tuatara – there are 2 species of tuatara, and they most closely resemble (and are most closely related to) lizards

Student Background information:

What is a reptile?

Reptiles are vertebrates that belong to the Class Reptilia. They are cold blooded, or ectothermic, which means their body temperature is not regulated by internal mechanisms. For humans, our normal body temperature is approximately 98.6 degrees Fahrenheit. But in reptiles, their internal temperature is dependent on the temperature of their surroundings. This is why you might see a snake or lizard sunning itself on a rock.

- All reptiles have three-chambered hearts, except crocodiles, which have four-chambered hearts (2 atria, 2 ventricles), like mammals and birds. Reptiles have well-developed lungs from birth and breathe air. Most of them have two lungs, except some snakes which have a single lung.

- Scales and scutes make up the outer layer of their skin, which is dry and has high levels of keratin, to help protect the body and prevent water loss through the skin. Most reptiles that have two sets of paired limbs have five clawed toes on each foot. In some reptiles, like snakes and worm lizards, the legs are absent.

- Reptiles were the first animals with amniotic eggs that are laid on land and not in water. Their eggs have leathery protective shells and membranes that allow

oxygen and other gases to pass through. Not all reptiles lay eggs; some give birth to live young from eggs hatched inside the body of the mother.

- Reptiles have keen sense organs which help them find food and escape predators. Eyes are one of the most important sense organ and in most reptiles, they are located at the front of the head for binocular vision.

The focus of this activity is on a particular group of reptiles called squamates (pronounced *skwah-mates*).

What is a squamate?

Squamata means “scaly” in Latin. Squamates include lizards, worm lizards, and snakes, which are sometimes called limbless lizards. This group of reptiles is one of the most successful among vertebrates. There are 8,000 known species of squamates and they live in diverse habitats including rivers, lakes, seas, treetops, deserts and mountain ranges. Like other reptiles, squamates are cold-blooded and cannot generate body heat on their own, so cold temperatures are a limiting factor of where they can survive.

From fossil evidence, we know the first squamates appeared over 200 million years ago, most likely as small predators that lived on the ground. Over time, squamates have evolved unique adaptations that allow them to survive in a variety of diverse habitats. For example, while many squamates have well-developed limbs some do not. The absence of limbs in squamates such as snakes, may allow them to easily navigate narrow underground tunnels and burrows. Why might it be an advantage to live underground? Many squamates live in underground burrows to escape predators, help regulate their body temperature by avoiding intense heat during the day and cold temperatures at night, and have a safe place in which to lay their eggs.

Geckos and chameleons are lizards that have evolved special adaptations for life in the trees. Geckos’ toe pads are covered with millions of tiny hairs (setae) that allow them to climb vertical surfaces and even cling upside-down! Scientists are still trying to fully understand exactly how geckos accomplish this. Chameleons’ feet are highly modified for grasping tree branches.

Chameleon

Gecko

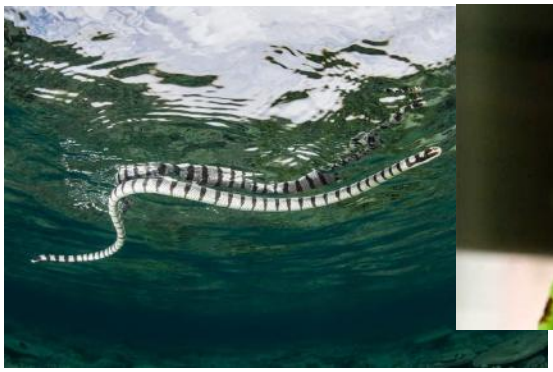
Rattlesnake

Snake

Iguana

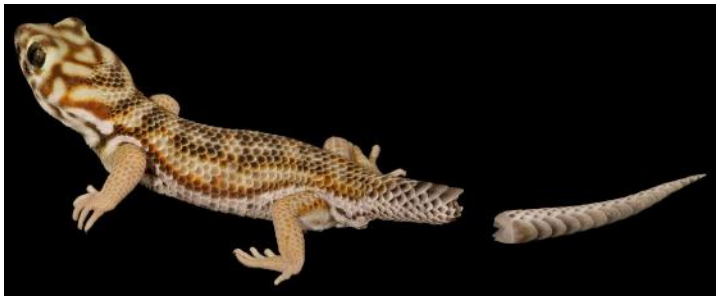
Chameleon

Anole lizard



Sea snake

Lizard



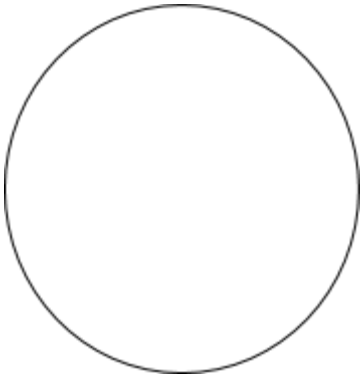
Gecko

Anole Lizard

Name:_____ Date:_____

1. Pick a limbed squamate to observe and sketch

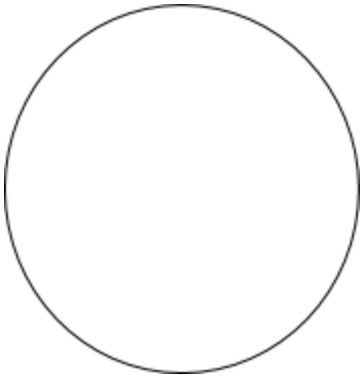
2. Choose a unique structure (one of the animal's body parts) and sketch it.



3. Describe how your limbed squamate looks and how you think it may behave based on its structure.

4. Pick a limbless squamate to observe and sketch

5. Choose a unique structure (one of the animal's body parts) and sketch it.



6. Describe how your limbless squamate looks and how you think it may behave based on its structure

Name:_____ Date:_____

Now look back at the structures you sketched. What function—or purpose—do you think they serve for the animals that you observed? Write 5 sentences explaining your thoughts. Use cursive and complete sentences.	List at least one structure in the pictures you see above for each kind of adaptation.
	Adaptations for movement: Adaptations for getting food: Adaptations for protection: Adaptations for reproduction:

Optional extension articles:
https://www.nytimes.com/2018/12/11/science/geckos-running-water.html
https://www.livescience.com/47307-how-geckos-stick-and-unstick-feet.html

Optional extension videos:
Fooled by Nature: Draco Lizards: https://www.youtube.com/watch?v=FxSGpCOtkSc
The Adaptations of Sea Snakes: https://www.youtube.com/watch?v=8E_I4AgsIok

Wednesday Translation

"Āctōrēs" from *Cambridge Latin Course* pg. 58

Instructions: Translate the following text. This text, along with other vocabulary, is in your textbook.

Lines 6-7

agricolae urbem intrant. nautae urbem petunt. pāstōrēs dē
monte veniunt et ad urbem contendunt. turba per portam ruit.

Vocabulary

agricolae – farmers
nautae – sailors
petunt – head for
pāstōrēs – shepherds
dē monte – down from the mountain
per portam ruit – rushes through the gate

Your Translation

Daily Student Instruction Sheet

THURSDAY

ELA

Spalding (20 Minutes)

Literature (15 Minutes)

Grammar/Writing (20 Minutes)

Reading (20+ minutes)

Spalding

Goal/Objective: Students will review 5 Spalding words from our frequently misspelled word list. Students will syllabicate, finger spell, and mark rules.

Materials needed: lined paper and pencil

Specific Instructions (I=independent; PA=dependent):

- ❏ Spalding work is a dependent activity
- ❏ Dictate the five words (one at a time) to your child. For each word do the following:
  - ❏ Say the word
  - ❏ Say the word in a sentence
  - ❏ Say the word again
- ❏ Your child will do the following:
  - ❏ Repeat the word
  - ❏ Determine the base word (and affix, if applicable)
  - ❏ Show syllables with fists and sounds with fingers
  - ❏ Write the word in syllables while saying it aloud on the Spalding sheet provided
  - ❏ Write the markings and rules that apply
- ❏ Together
  - ❏ Make the appropriate corrections before moving on to the next word
- ❏ Remind students to:
  - ❏ Use their phonogram knowledge and spelling rules
  - ❏ Practice proper letter formation and to use their best handwriting
- ❏ After finishing the list of 5 words, have your child fold his/her paper so the words do not show
- ❏ Repeat the process 1 more time so each word has been practiced a total of 2 times for a maximum of 20 minutes of work.

Literature

Goal/Objective: Students will use today and tomorrow to create artwork depicting a scene or character from *A Wrinkle in Time*.

Materials needed: pencils, pens, colored pencils, markers (anything on hand)

Daily Student Instruction Sheet

	Specific Instructions (I=independent; PA=dependent): ❏ Think of Meg on that first dark and stormy night; Charles Wallace making sandwiches in the kitchen; Mrs. Whatsit in her scarves and top hat stumbling into the Murry home; Meg and Charles Wallace meeting Calvin at the haunted house; tessering to Uriel, the 2-dimensional planet, and Camazotz; Mrs. Whatist transformed into a beautiful creature; meeting the man with the red eyes; Mr. Murry in the transparent column; the demon Charles Wallace; IT; Aunt Beast; Meg rescuing Charles Wallace from IT and ANY OTHER part of the book that you loved! ❏ You may use colored pencils, watercolors, pastels, markers, crayons, pens, and/or regular pencils (whatever you have on hand at home!) **<u>Grammar/Writing</u>** Goal/Objective: Students will review participles and practice by identifying them in a sentence, writing imitation sentences, and diagramming them. Materials needed: pencil Specific Instructions (I=independent; PA=dependent): ❏ Review notes on participles. (I) ❏ Continue practice with participles by completing #5-7. (I) ❏ Parents check #5-7 for correctness. (PA)
MATH (30 Minutes)	**<u>Math</u>** Goal/Objective: Simplify simple algebraic expressions. Materials needed: Rocket Math Advanced Multiplication T, timer, "Simplifying Algebraic Expressions" Notes, Unit 13 Exercise 3 Specific Instructions (I=independent; PA=dependent): ❏ Rocket Math: Advanced Multiplication T (3 min) (PA) ❏ Two minute practice:Set a timer for two minutes. For the two minutes the student goes around the edge of the worksheet saying the problem and the answer out loud to their parent. If they get a problem wrong, they must say the correct answer three times and then go back three problems and begin again. ❏ One minute test: Set a timer for one minute. The one minute test is taken inside the box. The student should complete as many problems as possible during that minute. Please circle the last completed problem in pen. Your student will take the same Rocket Math test all week. The goal is to see an improvement in speed and accuracy as the student progresses through the week. ❏ The key for the one-minute test is included with the answer keys at the back of this packet. ❏ Read "Simplifying Algebraic Expressions" Notes and complete guided practice problems (I) or (PA) ❏ Check answer key on guided practice problems ❏ Unit 13 Exercise 3 (I) ❏ A key is provided for the problems in the left column.

Daily Student Instruction Sheet

HISTORY (25 Minutes)	**History** Goal/Objective: Understand what circumstances allowed England to begin to colonize North America. Materials needed: CK Reader (54-65), “English Exploration”, “Early English Colonies”. Specific Instructions (I=independent; PA=dependent): ❏ Read (54-62) (I) ❏ Answer “English Exploration” WKST ❏ Optional: Extra Resource on Northwest Passage Song (PA) ❏ Read (62-65) (I) ❏ Answer “Early English Colonies” WKST
LATIN (15 Minutes)	**Latin** Goal/Objective: 1) Produce present tense verb forms in 4th conjugation; 2) Continue the written translation of “Actores” Materials needed: *Cambridge Latin Course* textbook; “Conjugation Practice W1D4” worksheet and answer sheet (included) Specific Instructions (I=independent; PA=dependent): ❏ On the “Conjugation Practice W1D4” worksheet: ❏ Conjugate the word *dormiō, dormīre* (I) ❏ Check work with the provided answer sheet and make corrections in red pencil or pen (I) ❏ Continue the written translation “Actores” (pg. 58 *Cambridge Latin Course* textbook), translating lines 8-10. (I) ❏ (Optional) Practice Q3U3 vocabulary for five minutes using either flashcards or https://quizlet.com/_7wpoe5; replacement flashcards are included in the packet, if needed (I)
OPTIONAL Music (15 MIn.) Art (0) PE (10)	**Music** Goal/Objective:The students will learn about Stephen Foster. Materials needed: Worksheet: Foster Puzzler Specific Instructions (I=independent; PA=dependent): I ❏ Students should complete the worksheet. They may look back at the biography to answer any/all questions. **Art** None **PE** Goal/Objective: Match baseline reps for all exercises. Materials needed: Exercise Log, W1 packet Specific Instructions (I=independent; PA=dependent): ● Warmup (I) ● find your baseline for each exercise movement(I) ● Cooldown (I) ● Lie-down and Breathe (I)

Name: Date: #

Spalding Spelling List

Thursday

1st Dictation

2nd Dictation

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:
• Says the word • Says the word in a sentence • Says the word again	• 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	• Make the appropriate corrections before moving on to the next word

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

Repeat this process 1 more 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.

THURSDAY SPALDING LIST (Parent Key)

Word	Example sentence	Notes
ap pre ci ate n. 29, 4, 14	I **appreciate** your help.	1) Words are usually divided between double consonants within a base word. 2) Vowels, a,e,o, and u may say their name at the end of a syllable. 3) 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).
ap pre ci a tive n. 29, 4, 14, 11	He opened the door for her with an **appreciative** smile.	1) Vowels, a,e,o, and u may say their name at the end of a syllable. 2) 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). 3) Words ending with a silent final e are written without the silent final e when adding a suffix that begins with a vowel.
cor di al	We received a **cordial** greeting from our hostess at the party.	
cor di al ly n. 6	You are **cordially** invited to attend our wedding next month.	The letter y, not i, is used at the end of an English word.
Feb ru ar y n. 26, 4, 6	**February** is the shortest month of the year.	1) Words that are the names or titles of people, places, books, days or months, are capitalized. 2) Vowels, a,e,o, and u may say their name at the end of a syllable. 3) The letter y, not i, is used at the end of an English word.

*Name:*_____ *#___ Date:* _____

A Wrinkle in Time
Art Project

Instructions:

1. On the attached paper, create a scene or depict a character from *A Wrinkle in Time*.

2. Think of Meg on that first dark and stormy night; Charles Wallace making sandwiches in the kitchen; Mrs. Whatsit in her scarves and top hat stumbling into the Murry home; Meg and Charles Wallace meeting Calvin at the haunted house; tessering to Uriel, the 2-dimensional planet, and Camazotz; Mrs. Whatist transformed into a beautiful creature; meeting the man with the red eyes; Mr. Murry in the transparent column; the demon Charles Wallace; IT; Aunt Beast; Meg rescuing Charles Wallace from IT and ANY OTHER part of the book that you loved!

3. You may use colored pencils, watercolors, pastels, markers, crayons, pens, and/or regular pencils.

4. Make it display worthy (I will pick 10 display worthy projects for our classroom Literature wall). You will be graded on neatness, quality, use of color, and effort.

Grading Rubric

Neatness _____ / **5**

Quality _____ / **5**

Color _____ / **5**

Effort _____ / **5**

Total _____ / **20**

*Name:*_____ *#___ Date:* _____

A Wrinkle in Time

Art Project

Participles

participle - a verb acting as an adjective; ends in -ing (present) or -d, -t, -n (past)

Examples

① The burning house fell.
AA (Adj) SN AV
present participle

② The broken glass cut my foot.
AA Adj SN V
past participle

③ A rolling stone gathers no moss.
AA participle SN AV Adj DO

A participle is a verb acting as an adjective. That means it will answer an adjective question:

Which one?
What kind?
How many?
Whose?

But participles also answer: Where? and How?

How to diagram participles

AA Past. part. SN AV AA DO
The determined boy made a hook
P AA Past. part. OP
(with a bent pin.)

boy | made | hook
The | determined | with | pin | a | bent

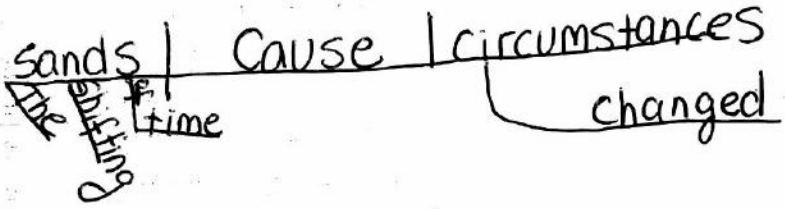
Name: _____
Date: _____
Class: _____ #: _____

Participle WS

Label. Diagram. Identify whether the participle is past or Present.

AA Adj SN P OP AV Past Part. DO

1. The shifting sands (of time) cause changed circumstances.



2. Discouraged, he sat by the dying embers.

3. A worried gardener looked at the wilting plants.

4. Lost, the boy cried in the grocery store aisle.

5. The jumping penguin caught the wriggling fish.

6. On its uneven feet, the table creaked, barely balancing.

7. The cracked ground is poor for **planting.** ***careful!***

Thursday Math Notes: Simplifying Algebraic Expressions

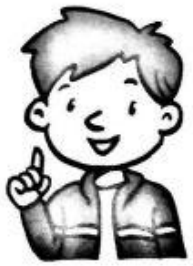
18. John has 4 bags of red beads and 3 bags of green beads. There are x beads in each bag.

(a) Find the total number of beads in terms of x.

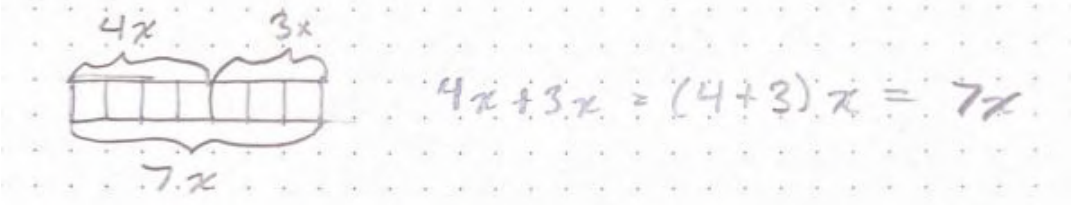
Number of red beads $= 4x$
Number of green beads $= 3x$
Total number of beads $= 4x + 3x$
$= (4 + 3)x$
$= 7x$

Number of beads in 7 bags $= 7x$

$$4x + 3x = \overbrace{x + x + x + x}^{4x} + \overbrace{x + x + x}^{3x}$$
$$= \underbrace{(4 + 3)x}_{7x}$$
$$= 7x$$



We can also draw this problem as a bar model.



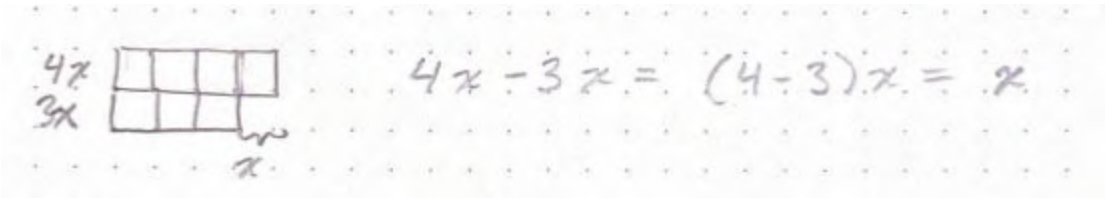
(b) How many more red beads than green beads are there?
$4x - 3x = (4 - 3)x = x$

There are more ☐ red beads than green beads.

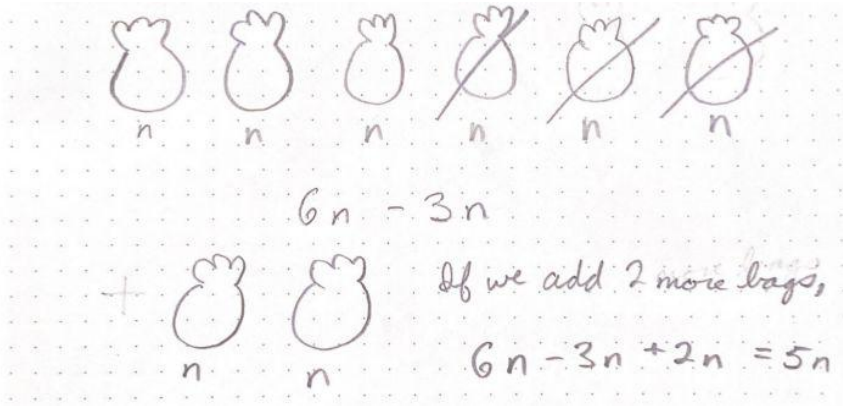
$$\overbrace{x + x + x + x}^{4x} \quad \underbrace{x + x + x}_{3x}$$
$$4x - 3x = (4 - 3)x$$
$$= x$$

To find out how many more red beads there are than green beads, we subtract the number of bags with green beads from the number of bags with read beads. There is one more bag of red beads than green beads. Since each bag has *x* beads, there are *x* more red beads than green beads.

We can also draw this as a comparison model.



Miranda had 6 bags of *n* marbles and let her friend Jim borrow 3 of them. But the next day, Jim only gave her two bags back.

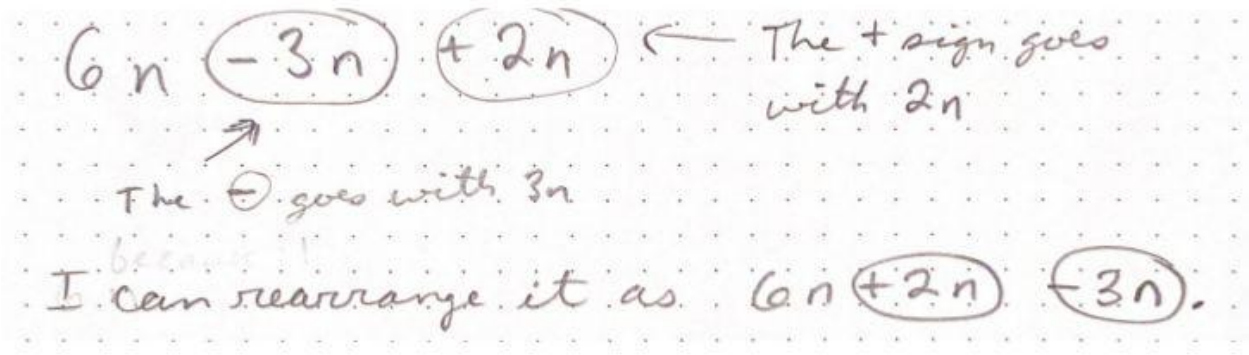


In the previous examples, we simplified the expressions by combining like terms. 6n, 3n, and 2n are like terms because in each term the coefficient is multiplied by the same variable, *n*. 6n, 3n, and 2n are <u>like terms</u>.

Check point #1

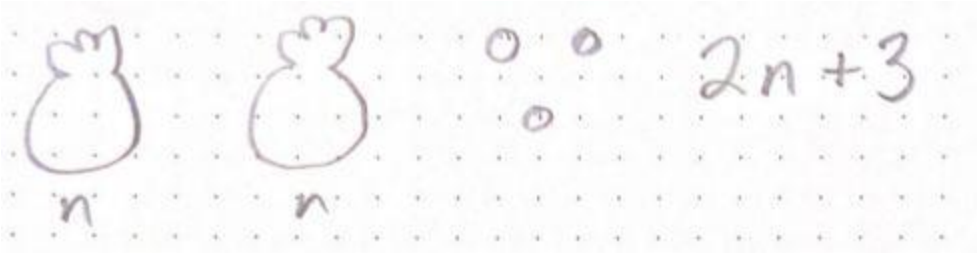
If n = 10, what is the total number of marbles, Miranda has now?

We can change the order of the expression 6n - 3n + 2n, if we keep the + or - sign with whatever term we are adding or taking away.



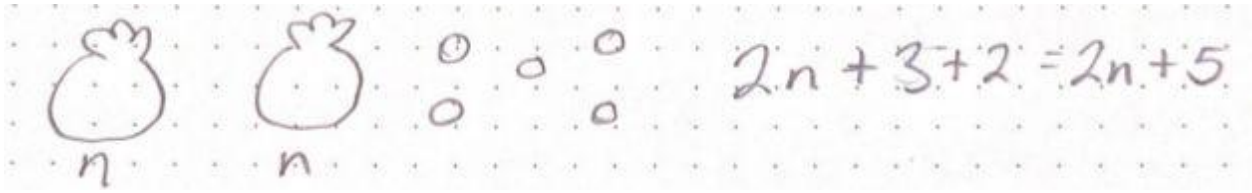
Therefore, 6n - 3n + 2n = 6n + 2n - 3n = 5n.

Jack, the invisible floating fish, has two bags of n marbles and then I gave him 3 more marbles.



The expression 2n + 3, cannot be simplified. I cannot add 2n +3 because they are not like terms. Until I know how many marbles are in each bag, I cannot add those marbles to the 3 marbles to simplify the problem further.

The next day, Jack found 2 more marbles in a bed of kelp.

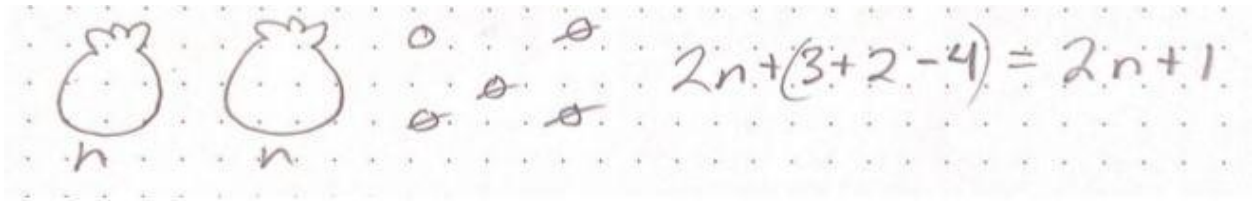


Terms that contain the same letter or variable are like terms. They represent a certain number of units, like marbles in a bag. That's why I could combine 6n +2n - 3n to simplify the expression to 5n.

Terms that are just numbers (constants like 3 and 2) are also like terms to each other. But they are different from terms like 2n which include a variable.

WHEN WE SIMPLIFY EXPRESSIONS, WE COMBINE LIKE TERMS.

But Jack, the invisible floating fish, has no pockets. So he dropped 4 marbles while escaping from a shark.



Checkpoint # 2

There are two kinds of terms in the following expressions. Please box terms that include a variable and circle terms that are constants (just numbers without a variable).

$$6y + 8 - 2y$$

Combine like terms to simplify the expression. _____

Check the key.

Guide Practice

19. (a) Simplify $5r - 2r$.

$5r - 2r$
$= (5 - 2)r$
$= 3r$

There are r beads in each bag.

(b) Simplify $5r - 2r + 3r$.

$5r - 2r + 3r$
$= (5 - 2 + 3)r$
$=$ ☐

(c) Simplify $5r - 2r + 3$.

$5r - 2r + 3$
$= (5 - 2)r + 3$
$=$ ☐

(d) Simplify $5r + 3 - 2r + 3r$.

$5r + 3 - 2r + 3r$
$= (5 - 2 + 3)r + 3$
$=$ ☐

(e) Simplify $4k + 5 + 3k - 2$.

$4k + 5 + 3k - 2$
$= (4 + 3)k + (5 - 2)$
$= 7k + 3$

$4k + 3k = 7k$
$5 - 2 = 3$

On problems (d) and (e) remember that you can rearrange the problem in order to combine like terms. But the + or - sign in front of the term must be moved with it.

That's why in problem (e) 4k is added to 3k. But 2 is subtracted from 5 because the two is attached to the - sign in front of it.

As you work through Exercise 3 on the next page, you can check all of the problems on left side in the answer key.

EXERCISE 3

Simplify each of the following expressions. by combining like terms.

1.

(a) $x + x + x$ $=$	(b) $y + y + y + y$ $=$
(c) $2n + 3n$ $=$	(d) $p + 5p$ $=$
(e) $4x - x$ $=$	(f) $5y - y$ $=$
(g) $8p + p + 2p$ $=$	(h) $7e - 3e - 2e$ $=$
(i) $a + 4a - a$ $=$	(j) $5k - k + 2k$ $=$

History Distance Assignments

What the teacher expects:

- Answer with ideas based upon text evidence.
- In the reading, underline the evidence that proves your answer.
- Answer in cursive, always!
- Answer in complete sentences where specific questions ask you to.

Chapter 7
England Explores and Colonizes

John Cabot In 1490, Giovanni Caboto (/joh*vah*nee/kah*boh* toh/) moved his family from Venice to Spain. Years of experience as a Venetian spice trader had made Caboto an expert seaman. Now he was caught up in the spirit of exploration.

The Big Question

How did European exploration of the Americas lead to settlement and colonization?

Caboto wanted to form an expedition to search for a northwesterly route to the Spice Islands. Unfortunately, the monarchs of both Portugal and Spain had other plans.

The Portuguese had established their own route to the East around the Cape of Good Hope at the southern tip of Africa. When Christopher Columbus returned from his voyage, the Spanish believed that they had found another route. No one wanted to hear Caboto's proposal for still another route.

Caboto moved with his family to the port city of Bristol, England. There, Giovanni Caboto changed his name to John Cabot. The English

John Cabot sought support for an expedition to find a passage to the Spice Islands through North America.

monarch, Henry VII, and the merchants of Bristol were happy to give the explorer their support. They hoped he would bring them great wealth.

After a failed first attempt in 1496, John Cabot set sail again in 1497. He sailed under an English flag with only one ship and a crew of eighteen. The ship crossed the North Atlantic. After five weeks of travel, the crew spotted what they called "new found land." You may have learned about this area when you studied the Vikings and the colony they called *Vineland*. Cabot believed that he had found an island off the coast of Asia. He returned to England to report his findings.

The sailors did not have any spices or silks to show for their journey, but they were able to describe scooping fish out of the

Cabot's crew described waters so rich in fish they could be scooped out in baskets.

water in baskets. The voyage was judged a success, and another trip was planned for the following year.

The next time Cabot set sail, he had a fleet of five ships. One of his ships returned to Bristol after a storm. Cabot and the other four ships were never seen again. To this day, nobody knows for certain what happened to them.

The Northwest Passage

John Cabot was one of the first explorers to seek the **Northwest Passage** to the Indies. He was not the last. Cabot's son Sebastian followed in his father's footsteps, as did many other explorers. For many years, all of these explorers were frustrated in their attempts. Those who went south found a continuous band of land blocking their way—the eastern coast of North America. Explorers who went farther north were literally stopped cold, their passage prevented by ice in the water. The farther north explorers went, the fewer goods they could find to bring back home. Northern explorers generally had almost nothing to show for their efforts.

Vocabulary

Northwest Passage, n. a sea route connecting the Atlantic Ocean and Pacific Ocean along the northern coast of North America

colonization, n. the practice of bringing people from a different country to control and settle an area that already has an indigenous population

Even though the explorers failed to find a northwesterly shortcut to the Indies, their attempts did have some helpful results. Explorers looking for the passage made maps of the coast of North America and thus set the stage for the **colonization** of the continent.

Sir Francis Drake

Once the Age of Exploration was underway, the seas were crowded with European ships carrying valuable materials. Adventurous men could make a lot of money as pirates. Indeed, one of the greatest English explorers made his name as a pirate, robbing the Spanish and Portuguese ships and presenting that treasure to Queen Elizabeth. His name was Francis Drake, and he became one of the greatest sea captains in history.

During his early years on the ocean, Drake's ship was attacked and robbed by a Spanish ship. Drake never forgot these attacks. He spent much of his adult life seeking revenge on the Spaniards. As Drake crisscrossed the Atlantic, he took every opportunity to **loot** Spanish trade ships

Vocabulary

loot, v. to steal or take something by force

Sir Francis Drake used his pirate skills to serve Queen Elizabeth I of England.

loaded with spices and silver. He also led raids on Spanish ports in the Americas.

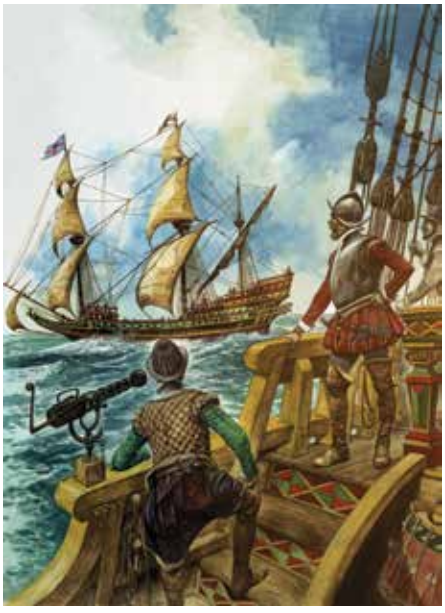
In 1577, Drake convinced a group of people to invest in one of his voyages. He set out with a fleet of five ships with 164 crewmen. At first, the voyage seemed to be nothing more than one of Drake's usual raiding parties. Instead, Drake followed Magellan's example by embarking on a journey around the world. Drake surprised his crew by plundering a Portuguese ship and taking not only several sacks of silver but also an experienced Portuguese pilot. This hostage guided Drake's fleet on the journey across the Atlantic.

Drake's fleet crossed from the Atlantic Ocean to the Pacific Ocean through the Straits of Magellan. Drake observed the southerly area that Magellan had called *Tierra del Fuego*, or "land of fire." Magellan named it for the campfires burning in native villages along the shore. Drake noted that this area was an archipelago rather than a part of the continent. This observation would lead future navigators to the open sea around Cape Horn at the southern tip of South America.

By the time the expedition reached the west coast of South America, Drake had only fifty-eight men and one ship left. That ship was the *Golden Hind*. As the *Golden Hind* moved up the coast of what are now Chile and Peru, Drake captured ships and raided ports.

In Peru, Drake sailed into a harbor crowded with Spanish ships and proceeded to rob each ship of its treasure. He learned that a ship loaded with gold and silver had just left port a few days earlier. The ship also had many powerful guns.

Drake and his *Golden Hind* raced up the coast after the heavy and slow-moving Spanish treasure ship. When he saw it, he hung water barrels off the back of his ship to make *Golden Hind* look like a merchant ship. When he got close, he cut loose the barrels and pulled up next to the Spanish ship. Drake's trained sailors jumped aboard the treasure ship and cut down the Spanish crew, throwing many of them overboard. They then looted the ship of its treasure and set it on fire.



Sir Francis Drake's *Golden Hind* laid a trap for a Spanish treasure ship.

The Spanish Armada

Not surprisingly, Spain was very angry about Sir Francis Drake's actions. Drake might have been a hero in England, but to the Spanish he was nothing but a pirate. The Spanish ambassador is said to have called him "the master-thief of the unknown world." The Spaniards demanded that Queen Elizabeth return the stolen treasure and have Drake hanged. The queen refused.

Spain considered itself the strongest naval power in the world. Its rulers resented the attacks by English pirates and England's involvement in other Spanish affairs. It put together an **armada** of ships loaded with heavy cannons and soldiers. In 1588, the armada set sail to invade England and overthrow Queen Elizabeth.

Vocabulary

armada, n. a large fleet of ships

The English knew that they could not fight the huge Spanish fleet as a unit. So Drake and other English sea captains used imaginative battle tactics. They set small ships on fire and sent them into the Spanish battle formations. The Spanish, afraid that the small ships were loaded with gunpowder, broke formation. The English had smaller, more mobile ships. They used these ships to gang up on the lumbering Spanish battleships, sinking many. As the Spanish ships retreated, a storm sank still more of the armada. In the end,

In 1588, the English defeated the mighty Spanish Armada, shifting the balance of naval power from Spain to England.

only about half of the armada's more than 130 ships returned safely to Spain.

England had won a great victory. The defeat of the Spanish Armada also marked a change in the balance of sea power. The 1500s had belonged to Spain. Over the next two centuries, English ships would come to rule the seas.

Building Colonies

In the 1500s, Spain conquered Mexico and Central and South America. The Spanish accumulated a great fortune in gold and silver from their American colonies. Indeed, the main purpose of many Spanish colonies was to find gold and silver and send these precious metals back to Spain.

The English were also interested in acquiring wealth, but preferred to do so by setting up permanent settlements. They wanted colonies where people would farm, fish, cut timber, and harvest the other resources of the region.

Building colonial settlements was expensive. The English kings and queens did not want to spend the money. Instead, they gave grants of land to well-to-do people or businesses, called **joint-stock companies**, to build the colonies.

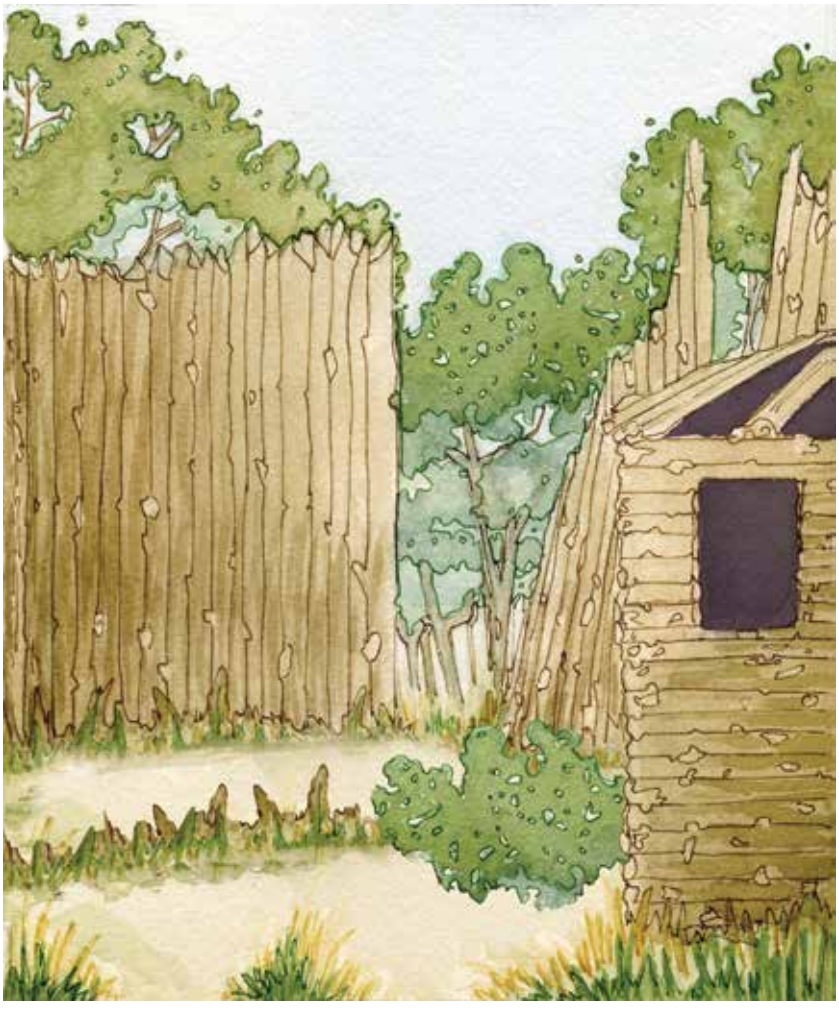
Vocabulary

joint-stock company, n. a company that raises money by selling shares, or interest in the company, in the form of stock

In 1585, Sir Walter Raleigh established the first English colony in North America. Raleigh sent a group of men to Roanoke Island, off the coast of modern-day North Carolina. Unfortunately, Raleigh's colonists grew discouraged and they returned to England.

In 1587, Raleigh sent a second group to the island. This time, women and children traveled with the men. He hoped that a community of families would stay there.

The colony got off to a good start. A baby girl, Virginia Dare, was the first English child born in the land that would become the United States. But in 1590, a supply ship reached the colony and found that everyone had disappeared without a trace. All that was left was one word carved on a tree. The colony that Raleigh founded is remembered as the "Lost Colony."



The settlers in the first English colony in North America disappeared without a trace.

In 1607, a joint-stock company called the London Company started a colony at Jamestown, Virginia. Jamestown was the first permanent English settlement in North America. At first, the colony struggled. Then the Powhatan Confederacy, Native Americans indigenous to the area, came to the colony's rescue. The Confederacy was made up of about thirty Native American groups that shared the same language, called Algonquian. It was named for the chief who governed it. Members of the Powhatan Confederacy taught the colonists how to grow tobacco, a crop that was native to North America and unknown in Europe. Growing tobacco was a big success. Tobacco quickly became a cash crop for the colonists.

Then in 1620, the Pilgrims settled at Plymouth. These colonists wanted religious freedom. Ten years later, the Puritans formed the Massachusetts Bay Company and settled in Boston.

During the 1600s, the English settled on land along most of the Atlantic coast. This land belonged to various Native American groups, who were often forced to find new places to live. The English also built colonies on islands in the West Indies in the Caribbean Sea.

These English colonies survived and prospered. By 1700, English colonies stretched from the **fisheries** of Newfoundland to the sugar plantations of the Caribbean.

Vocabulary

fishery, n. an area of water where fish or other sea creatures are raised and caught

These colonies were built on strong trade connections. They became home to people who were looking for wealth,

religious freedom, and unlimited opportunities for themselves and their children.

Pursuing the Spice Trade

England successfully built colonies in North America, but it did not forget about the rest of the world. It also competed for a share of the spice trade in Asia.

England's East India Company decided that traveling all the way to the Spice Islands from England was too dangerous and too expensive. The company directors chose to base their operations in India. Before long, the East India Company had settlements in the Indian cities of Surat, Madras, Bombay, and Calcutta. The Company was also given the authority to raise an army. It was only a matter of time before the English expanded their holdings in India and started permanent trading posts there.

Name: Date: #

English Exploration Exit Ticket

Underline evidence for your answers in the text. All answers should be written in cursive.

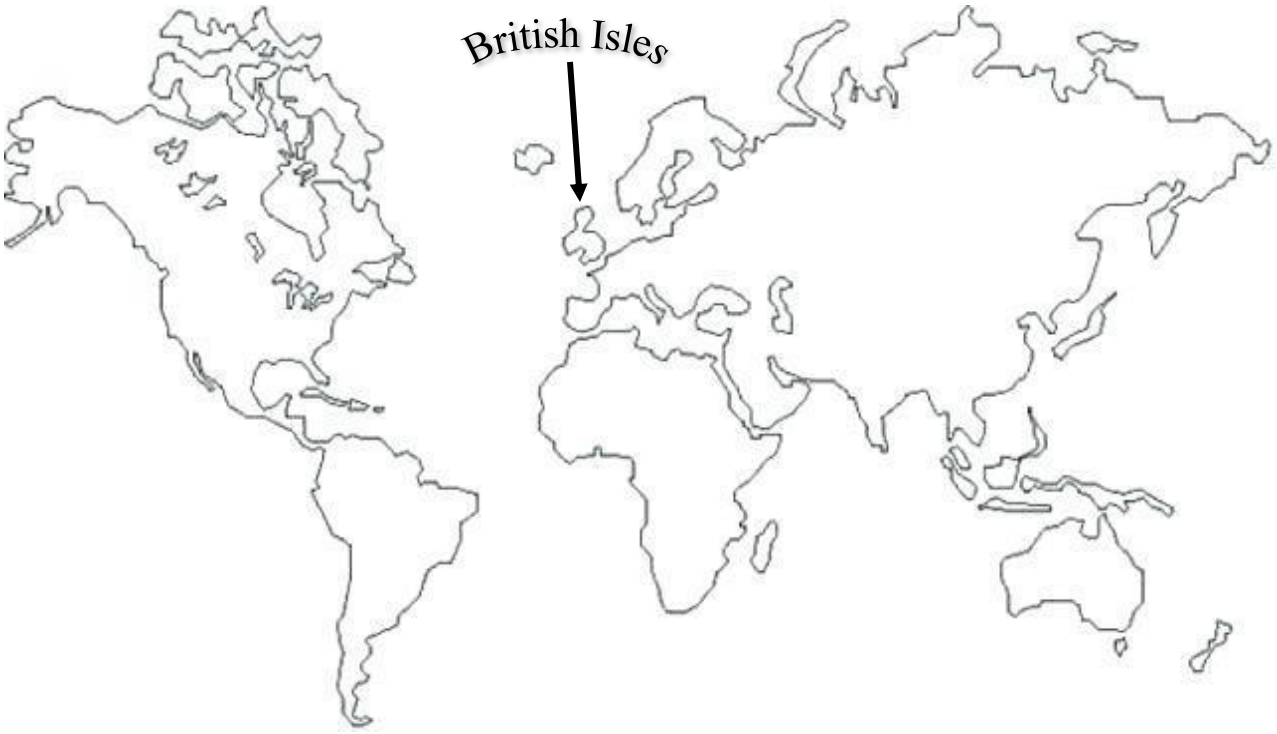
1. Circle the general area in which the Northwest Passage was sought on the map below

2. Although many explorers sought the Northwest Passage in vain, what was one good use of their exploration?
    a. England achieved their own route to the Indies
    b. England found gold in the North
    c. England mapped the coast of North America
    d. A and C

3. Why did Francis Drake seek revenge on Spain?

4. Where did Francis Drake find a connection from the Atlantic Ocean into the Pacific Ocean?

5. Retrace Francis Drake's circumnavigation route. Begin and end your line in England.



6. What provoked Spain into attacking England with their armada?

7. What is the most important political result of the defeat of the Spanish Armada?
    a. England achieved their own route to the Indies
    b. England destroyed Spain's control of the Atlantic Ocean
    c. England mapped the coast of North America
    d. England found gold in North America

Name: Date: #

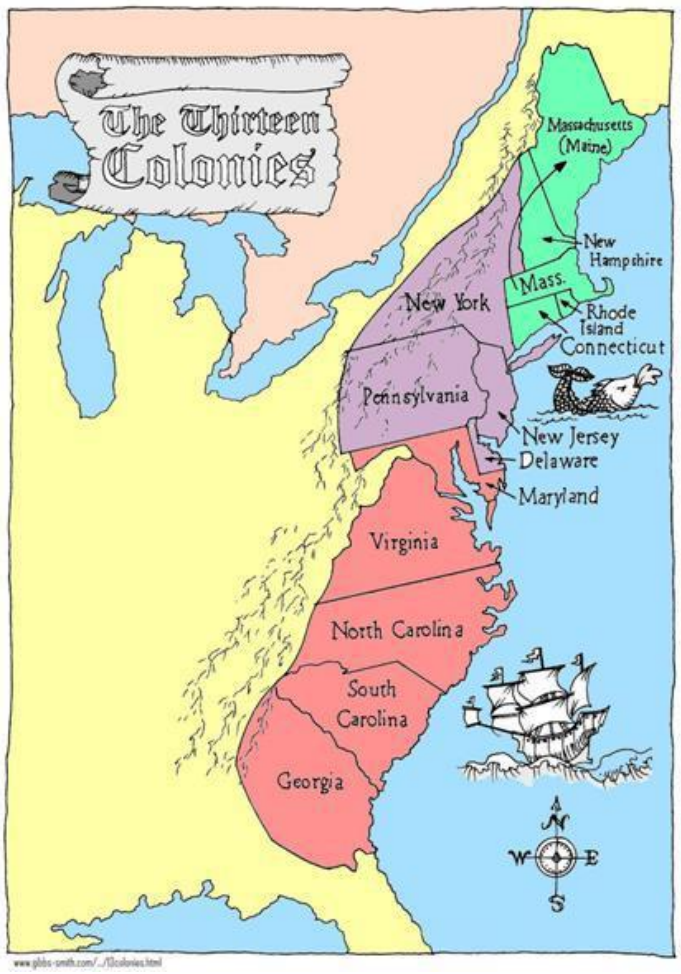
Early English Colonies Exit Ticket

Underline evidence for your answers in the text. All answers should be written in cursive.

1. Whom did the English government pay to go start colonies?

2. What was the name of the first permanent English settlement in North America? (Bonus: Whom do you think it was named after?)

3. Jamestown was doomed to fail. How was it saved by the Powhatan Confederacy?



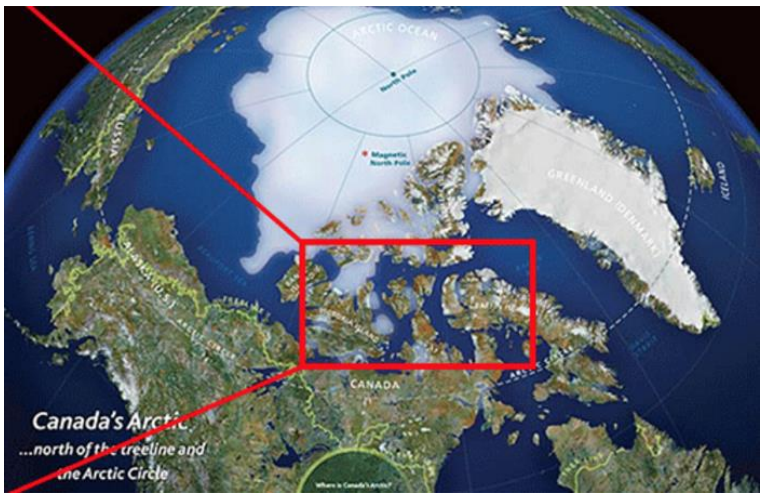
4. What makes the founding of the Plymouth colony slightly different from the other colonies?

(Extra Resource) Northwest Passage Song

Link:

https://www.youtube.com/watch?v=TVY8LoM47xI

While this song recalls the history of early explorers who were trying to discover a route across Canada to the Pacific Ocean (especially Sir John Franklin, who lost his life in the quest for the Northwest Passage in 1845) its central theme is a comparison between the journeys of these past explorers and the singer's own journey to and through the same region. The singer ultimately reflects that, just as the quest for a northwest passage might be considered a fruitless one (in that a viable and navigable northwest passage was never found in the days of Franklin and his kind), a modern-day journeyer along similar paths might meet the same end. The song also references the geography of Canada, including the Fraser River ("to race the roaring Fraser to the sea") on the western coast and the Davis Strait to the east. He is driving across the Prairies, allowing him to view cities behind him fall and cities ahead rise. The narrator states that he is taking "passage overland in the footsteps of brave Kelsey" three centuries after. This refers to Henry Kelsey, an English explorer and trader apprenticed to the Hudson's Bay Company in 1684, who was commissioned to explore the prairies in response to the competition posed by French Traders.[3] The lines "To find the hand of Franklin reaching for the Beaufort Sea" and "seeking gold and glory, leaving weathered broken bones/and a long-forgotten lonely cairn of stones" commemorate the Franklin expedition.[4]



Name: _____

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Conjugation Practice W1D4

4th Conjugation (or -*ī* stem) Present Tense

Instructions: Study the following **examples**, and then in the **practice** section below conjugate the verb *dormiō, dormīre* in the present tense. Afterwards, check your work with the answer sheet and make corrections in red pencil or ink.

Examples

Present Tense forms of the 4th conjugation verb *audiō, audīre*

We chop off the *-re* from the infinitive to find the stem *audī-*. Then we add the present tense endings.

	Singular	Plural
1st Person	audi **ō**	audī **mus**
2nd Person	audī **s**	audī **tis**
3rd Person	audi **t**	audi u **nt***

* In 4th conjugation, the 3rd person plural form has a short *-u-* between the stem and the ending.

Practice

Conjugation the verb *dormiō, dormīre* in the present tense. By chopping off the *-re* from the infinitive *dormīre*, we find the stem *dormī-*.

	Singular	Plural
1st Person		
2nd Person		
3rd Person		

Thursday Translation

"Āctōrēs" from *Cambridge Latin Course* pg. 58

Instructions: Translate the following text. This text, along with other vocabulary, is in your textbook.

Lines 8-10

nūntius in forō clāmat: "āctōrēs sunt in urbe. āctōrēs sunt in theātrō. Priscus fābulam dat. Priscus fābulam optimam dat. āctōrēs sunt Actius et Sorex."

Vocabulary

nūntius – messenger
fābulam dat – is putting on a play

Your Translation

Foster Puzzler

Draw a line through the incorrect answer.

1. Stephen Foster was born in (New York, Pennsylvania).
2. His parents wanted him to be a (bookkeeper, lawyer).
3. Stephen became America's first (full-time, part-time) composer of songs.
4. He married (Jeanie Madison, Jane McDowell) in 1850.
5. Stephen had one daughter, (Melody, Marion).
6. Stephen's songs were made popular by the (E.P. Christy, Fred Clayland) Minstrels.
7. His best-known song is ("Dear Friends and Gentle Hearts," "Old Folks at Home").

Daily Student Instruction Sheet

FRIDAY	
ELA Spalding (20 Minutes) Literature (15 Minutes) Grammar/Writing (20 Minutes) Reading (20+ minutes)	**Spalding** Goal/Objective: Students will review 20 Spalding words from our frequently misspelled word list. Materials needed: lined paper and pencil Specific Instructions (I=independent; PA=dependent): ❏ Spalding work is a dependent activity ❏ Dictate the 20 words (one at a time) to your child. For each word do the following: ❏ Say the word ❏ Say the word in a sentence ❏ Say the word again ❏ Your child will do the following: ❏ Repeat the word ❏ Determine the base word (and affix, if applicable) ❏ Show syllables with fists and sounds with fingers ❏ Write the word WITHOUT syllables while saying it aloud on the Spalding sheet provided ❏ Together ❏ Make the appropriate corrections before moving on to the next word ❏ You will only do this 1 time **Literature** Goal/Objective: Students will finish *A Wrinkle in Time* artwork. Materials needed: pencils, pens, colored pencils, markers (anything on hand) Specific Instructions (I=independent; PA=dependent): ❏ Think of Meg on that first dark and stormy night; Charles Wallace making sandwiches in the kitchen; Mrs. Whatsit in her scarves and top hat stumbling into the Murry home; Meg and Charles Wallace meeting Calvin at the haunted house; tessering to Uriel, the 2-dimensional planet, and Camazotz; Mrs. Whatist transformed into a beautiful creature; meeting the man with the red eyes; Mr. Murry in the transparent column; the demon Charles Wallace; IT; Aunt Beast; Meg rescuing Charles Wallace from IT and ANY OTHER part of the book that you loved!

Daily Student Instruction Sheet

	❏ You may use colored pencils, watercolors, pastels, markers, crayons, pens, and/or regular pencils (whatever you have on hand at home!) **<u>Grammar/Writing</u>** Goal/Objective: Students will review appositives, gerunds, and participles and be able to identify and diagram them. Materials needed: pencil Specific Instructions (I=independent; PA=dependent): ❏ Students will complete the guided review on appositives, gerunds, and participles. (I)
MATH (30 Minutes)	**<u>Math</u>** Goal/Objective: Simplify algebraic expressions that include unlike terms. Practice algebraic substitution. Materials needed: Rocket Math - Advanced Multiplication T, timer, Two Example Problems, Review Practice, key for selected problems. Specific Instructions (I=independent; PA=dependent): ❏ Rocket Math: Advanced Multiplication T (3 min) (PA) ❏ Two minute practice: Set a timer for two minutes. For the two minutes the student goes around the edge of the worksheet saying the problem and the answer out loud to their parent. If they get a problem wrong, they must say the correct answer three times and then go back three problems and begin again. ❏ One minute test: Set a timer for one minute. The one minute test is taken inside the box. The student should complete as many problems as possible during that minute. Please circle the last completed problem in pen. Your student will take the same Rocket Math test all week. The goal is to see an improvement in speed and accuracy as the student progresses through the week. ❏ The key for the one-minute test is included with the answer keys at the back of this packet. ❏ Review two example problems (PA) ❏ Review Thursdays notes if necessary. ❏ Review Practice ❏ In the first portion of the review practice (labeled with the number 2), students are practicing simplifying expressions with unlike terms. (PA) ❏ Students should show their work in the same manner as the example problems. Parents, please make sure your student uses the following steps. ❏ Step 1: Circle the terms that have a variable and draw a box around the constants. *Include the subtraction or addition sign in front when you box and circle. ❏ Step 2: Rewrite the problem so that <u>like terms</u> are together. (Circles will be on one side and boxes on the other.)

Daily Student Instruction Sheet

	❏ Step 3: Simplify the expression. ❏ Answer key provided for problems in the left column ❏ In the second portion, labeled Practice A, students will solve only the problems in the boxes. A key is provided for the optional problems if you would like to use them to check understanding. (I) ❏ (Optional) Extension and Enrichment activity related to writing algebraic expressions. (PA recommended)
HISTORY (25 Minutes)	**History** Goal/Objective: Understand the interactions between early European colonists and Native Americans in North America. Materials needed: CK Reader (42-47, 66-73), "Spanish Colonies", "French Colonies". Specific Instructions (I=independent; PA=dependent): ❏ Read (66-73) (I) ❏ Answer "French Colonies" WKST ❏ Read (42-47) (I) ❏ Answer "Spanish Colonies" WKST (PA) ❏ parent may assist with reading comprehension of the quote in the final question of this worksheet.
LATIN (15 Minutes)	**Latin** Goal/Objective: 1) Identify the conjugations of various verb forms; 2) Finish the written translation of "Actores" Materials needed: *Cambridge Latin Course* textbook; "Conjugation Practice W1D5" worksheet and answer sheet (included) Specific Instructions (I=independent; PA=dependent): ❏ On the "Conjugation Practice W1D5" worksheet: ❏ Identify the conjugation (1st, 2nd, 3rd, 4th) of the five given verb forms (I) ❏ Check work with the provided answer sheet and make corrections in red pencil or pen (I) ❏ Continue the written translation "Actores" (pg. 58 *Cambridge Latin Course* textbook), translating lines 11-14. (I) ❏ (Optional) Practice Q3U3 vocabulary for five minutes using either flashcards or https://quizlet.com/_7wpoe5; replacement flashcards are included in the packet, if needed (I)
OPTIONAL Music (Minutes) Art (0) PE (Minutes)	**Music** Goal/Objective: Materials needed: Specific Instructions (I=independent; PA=dependent): **Art** None **PE**

Daily Student Instruction Sheet

	Goal/Objective: Materials needed: Specific Instructions (I=independent; PA=dependent):

Spalding Spelling List (20 min)

Instructions and an answer key are provided below.

This is a review day! Dictate the 20 words (one at a time) to your child. For each word,

First: Parent Does	Next, Child Does	Then, Together:
• Says the word • Says the word in a sentence • Says the word again	• Repeats the word • Determines the base word (and affix, if applicable) • Shows syllables with fists and sounds with fingers • Writes the word while saying it aloud	• Make the appropriate corrections before moving on to the next word

FRIDAY SPALDING LIST (Parent Key)

cereal	magnificent	solemn	appreciate
association	separate	repetition	appreciative
innocent	extremely	prairie	cordial
capital	image	mysterious	cordially
capitol	imagine	leisure	February

Name: Date: #

Spalding Spelling List

Friday

1st Dictation	
1)	
2)	
3)	
4)	
5)	
6)	
7)	
8)	
9)	
10)	
11)	
12)	
13)	
14)	
15)	
16)	
17)	
18)	
19)	
20)	

Name:_____ Date:_____

Friday's Grammar Practice: Appositives, Gerunds, and Participles Review

Part I: Write the definition for each term.

Appositive:

Gerund:

Participle:

Part II: Tell whether each underlined word is an appositive, gerund, or participle. If it's a participle please state whether it is past or present.

1. Let's go <u>dancing</u> in the barn tonight.
2. The <u>flying</u> pigeon cooed. _____
3. You can have a good time by <u>singing</u>. _____
4. The chief surgeon, <u>Dr. Swan</u>, took the chart to his desk. _____
5. The <u>sent</u> mail was delivered. _____

Part III: Label and diagram the following sentences.

1. Jogging had been his hobby for only two days.

2. The worsening crisis approached.

Name:_____ Date:_____

3. Slowly everyone noticed the blowing.

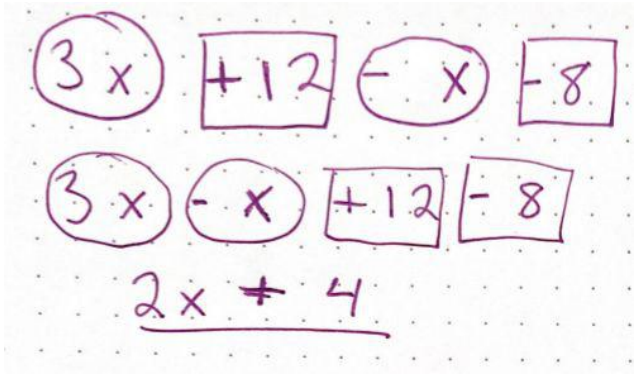
4. Escaping, the audience agreed on the need for a stable roof.

5. The baby was surprised by the first bite of pizza.

Review Problems

Carefully study the following two examples of simplifying algebraic expressions by combining like terms. In these two examples, terms with a variable are circled and constants are boxed.

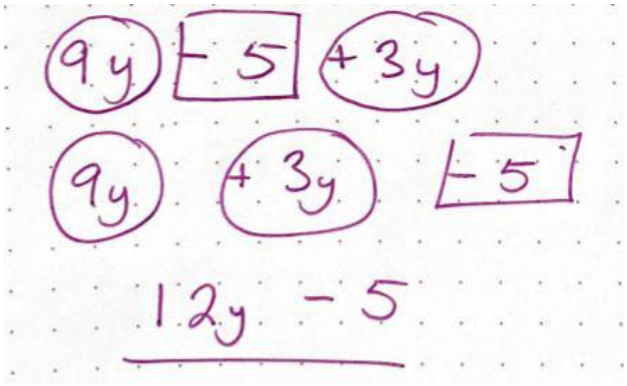
Example One



I cannot solve the expression unless I have a value for x. Therefore, 2x + 4 is the final answer when we simplify this expression.

Notice that when I rearranged this problem, I kept the + sign in front of the 12. 12 needs to be added even if I rearrange the problem. In the same way, when I moved the variable x, I moved the subtraction sign with it because x is being subtracted.

Example Two



On the next page, you will practice simplifying expressions.
Step 1: Circle the terms that have a variable and draw a box around the constants.
*Include the subtraction or addition sign in front when you box and circle.
Step 2: Rewrite the problem so that <u>like terms</u> are together. (Circles will be on one side and boxes on the other.)
Step 3: Simplify the expression.

The answers for all the problems on the left are provided in the key. Study the first example. Then try the next problem on your own. Then solve the next problem on the left. Double-check your answer before you solve the next problem on the right. Do this every time so that you can learn from any mistakes as you go by correcting them.

Simplify each of the following expressions. Circle terms with variables. Box constants.

2.

(a) $5n - 3n + 4$

=

$5n - 3n + 4$

Final answer → $2n + 4$

(b) $6 + 5a - 3$

=

-3

(c) $7x + 2 + 2x$

=

$7x + 2x + 2$

(d) $4a - 2a + 5$

=

(e) $4d + 6 - 4$

=

$4d + 6 - 4$

(f) $18 + 6f - 9$

=

(g) $12 + 8h - 6h$

=

$12 + 8h - 6h$

(h) $9a + 1 - 3a$

=

(i) $7 + 4k - 2 - 2k$

=

$7 - 2 + 4k - 2k$

(j) $15x + 8 - 10x - 3$

=

PRACTICE A

1. Find the value of each of the following expressions when $y = 4$.

(a) $21 - y$	(b) $y + 25$	(c) $3y + 2$
(d) $3y$	(e) $\frac{y}{2}$	(f) $\frac{y}{16}$
(g) $\frac{2y - 5}{4}$	(h) $y^2 + 4$	(i) $2y^2$
(j) $y^3 - 20$	(k) $\frac{3y}{2}$	(l) $50 - 3y^2$

Simplify the following expressions.

	(a)	(b)	(c)
2.	$x + x + x$	$3x + 4x$	$6p - 4p$
3.	$2p + 2p - p$	$4r - 2r + 3r$	$5f - f - 3f$
4.	$3c - 3c + c$	$5k + 7 - k$	$6n + 3 + n + 2$
5.	$7g - 2g + 2$	$10x + 5 - 4x - 2$	$3h + 8 - 3h + 2$

Solve the problems enumerated below. You can skip the other problems. A supplemental key for those problems is in the back of the packet for students who wish to check their understanding before solving independently.

1.a)	1.b)	1.c)
1.d)	1.f)	1.g)

1.i)	1.k)	
3.a)	3.b)	3.c)
4.c)	5.a)	5.c)

Extension

Optional. Build algebraic equations for number tricks to show how the tricks work.

Ask students to do the following number trick.

Choose a number. (To make this easier for students, you can specify a range, such as fewer than 100).

Add 5.

Double the result.

Subtract 4.

Divide the result by 2.

Subtract the number you started with.

The result will be 3

Have students pick other starting numbers and see that the result will always be 3.

Guide students through writing algebraic expressions for each step, using a variable for the number picked.

Have students do another number trick, determine the result for several whole numbers, Have students do another number trick, determine the result for several whole numbers, and then prove that the trick works for all whole numbers.

Pick a number below 1000

Add 3

Double the result

Subtract 4 from the result

Divide the result by 2

Subtract the original number

Students can create their own number tricks.

Enrichment

This number trick involves two different unknowns and the place value concept.

Pick a number between 0 and 9	n
Double it	$2n$
Add 5	$2n + 5$
Multiply by 5	$10n + 25$
Pick another number between 1 and 9 and add its value to the total	$10n + 25 + m$
Subtract 25 from the total	$10n + 25 + m - 25 = 10n + m$
The result is a 2-digit number where the first digit is the same as the first number picked, and the second digit is the same as the second number picked.	$10n + m$ gives a 2-digit number with the first digit the tens and the second digit the ones.

Chapter 8
France and the Fur Trade

France Joins In In the early 1500s, Spain was mining gold and silver in Mexico and Peru. Portugal ruled the spice trade in the Indian Ocean. England had sent John Cabot to look for the Northwest Passage. The king of France, Francis I, did not want to be left behind.

The Big Question

The French and the English had different approaches to settlement in North America. In what ways were they different?

In 1524, the king hired an Italian explorer named Giovanni da Verrazano (/joh*vah*nee /da/ver*rah*zah*noe/) to explore North America and look for the Northwest Passage. Verrazano's brother, a **cartographer**, sailed with him. North America was new to the Europeans and had not been mapped. One of the goals of Verrazano's expedition was to create accurate maps of the Atlantic coast.

Vocabulary

cartographer, n. a mapmaker

New York's Verrazano Bridge honors explorer Giovanni da Verrazano, who explored the Atlantic coast for France.

Verrazano was the first European to sail up the Atlantic coast of the present-day United States, from North Carolina to Newfoundland. When he sailed into New York Bay, he noted that it was a deep-water harbor. Today the entrance to New York Harbor is spanned by the Verrazano-Narrows Bridge, named in his honor. Verrazano did not make it back to Europe. He was killed on an island in the Caribbean. The French king was sad to learn about his fate, but he was determined that France benefit from the riches found in the Americas. The king was also determined to find the Northwest Passage. But who could help him to achieve this goal?

Jacques Cartier

In 1534 France's king asked Jacques Cartier, a French sea captain, to explore the coast of North America. Cartier sailed to Newfoundland, where he encountered English and Spanish fishing fleets. This area of water off the coast of Newfoundland was a rich fishing ground.

Cartier continued his voyage, exploring the coast of Labrador and the Gulf of St. Lawrence. At the time, Cartier did not realize that the Gulf of St. Lawrence was in fact the mouth of a mighty river. Instead of exploring further, he claimed the land around the gulf for France and returned to Europe.

One year later, Cartier returned to North America. This time he sailed up the St. Lawrence River. In his log, Cartier recorded his thoughts on the land he saw, describing the tree-covered territory as beautiful.

Cartographers were important participants in the voyages of early explorers.

Cartier visited a Native American village on an island in the St. Lawrence. He climbed a hill and named it Mount Royal. This site eventually became part of the Canadian city of Montreal.

During the winter, Cartier's men became sick with scurvy. The snow was four-feet deep. Many of Cartier's men died from the cold and sickness. Cartier gave up hope of ever returning to France.

The friendship between Cartier and the Native Americans saved him and his men. The Native Americans taught the French how to brew a drink made from evergreen trees. (Today we know that such a brew is rich in vitamin C.) It cured the French explorers of their scurvy. In the spring, Cartier and his men returned to France.

Cartier returned on a third voyage to what is now Canada. The French king wanted a colony in North America. But French people could not be easily persuaded to become settlers in this cold, distant land. Instead, the king released prisoners from jail and sent them to settle in North America.

That colony was doomed from the start. The prisoners were happy to get out of jail but not eager to work in such difficult conditions. Supply ships were late in arriving. Jacques Cartier was forced to give up and return to France.

Over the next sixty years, France was racked by political troubles and wars. Little attention was paid to the land Cartier claimed for France.

Champlain and New France

During the 1500s, French ships did venture to the waters off Newfoundland to fish. As a result, trade relationships slowly developed between the French fishermen and the local Native Americans. The Native Americans were eager to have tools and other metal goods. The French wanted to trade furs, particularly beaver skins, which were in great demand in Europe for making men's hats.

The development of a fur trade in North America led to a renewed effort by the French to establish colonies in the land they called New France. The key figure in the settlement of New France was an explorer named Samuel de Champlain.

Samuel de Champlain explored the coast of Maine and Nova Scotia. He eventually established a settlement that became Quebec City.

In 1603, Champlain sailed to New France for the first time. He explored the coast of Maine and Nova Scotia. He founded his first settlement in Nova Scotia. In 1608, Champlain moved the settlement to the site of Quebec City, on the banks of the St. Lawrence River. At a point where the river narrows, Champlain built a town on the heights with a view of the river.

New France grew differently than the English colonies. At first very few settlers came to New France. The winters were long and hard. Farming was difficult because the **growing season** was so short.

Vocabulary

growing season, n. the days available in a year to plant and harvest crops

Those who did settle in New France were mostly rugged adventurers. For a while that suited the French government. The colony made a profit, and for the most part the colony's few settlers did not need a great deal of supervision.

It is probably true to say that the settlers in New France also dealt with the Native Americans living nearby somewhat differently than the English did in the colonies to the south. English colonists forcefully pushed Native Americans off land they had lived on for generations. In New France, the relationship between the fur traders and the Native American tribes was more peaceful. The French had not tried to conquer the Native Americans, but instead had focused on trade.

The fur trade also resulted in further exploration. Fur traders canoed and **portaged** farther and farther into the North American wilderness. In 1673, an expedition led by Jacques Marquette (/mahr*ket/) and Louis Jolliet (/joe*lee*ae/) became the first European expedition to reach the Mississippi River.

Vocabulary

portage, v. to carry boats and supplies overland from one waterway to another

The Mississippi River

In 1682, a French explorer with the imposing name of René-Robert Cavelier, Sieur de La Salle (/reh*nae/roh*bayr/kah*vel*yae/syer/duh/lah/sal/) sailed down the Mississippi River to the Gulf of Mexico. La Salle claimed all the land drained by the Mississippi for the king of France.

By 1700, New France was a sizable empire with hardly any settlers. There were only about ten thousand Europeans in the entire area. The fur trade was profitable, true. But if a competitor appeared, France would have a hard time defending its lands. And that competitor was right next door. England and France were rivals in Europe. They would soon become rivals in North America as well.

Name: Date: #

French Colonies Exit Ticket

Underline evidence for your answers in the text. All answers should be written in cursive.

1. What two rivers did French explorers use to sail deeper into North America?

2. How were Cartier's men saved by Native Americans?

3. Why was France unsuccessful in starting permanent colonies in North America?

4. What were the French eager to trade with the Native Americans for?

Chapter 5
A Spanish Empire and Its Critics

After Columbus The Spanish continued to expand their lands in the Americas after Columbus died. As the Spanish grew stronger, the situation of the indigenous peoples grew worse. Many of the Spaniards were ruthless colonists.

The Big Question

How did European explorers and colonists treat the indigenous people of the Americas?

Vocabulary

immunity, n. a body's ability to remain free of illness even after being exposed to the cause of the illness

Indigenous people died in large numbers in gold mines controlled by the Spanish. Thousands more died from European diseases against which they had no **immunities**. The effects were devastating. When the Spanish first arrived in Hispaniola, it had hundreds of thousands of inhabitants. By 1507, the indigenous population had decreased to sixty thousand. By 1531, there were only about six hundred native inhabitants left on the island.

Indigenous peoples were treated harshly and unfairly by Spanish colonists.

When the gold mines became less profitable, the Spanish introduced cattle ranches and sugar **plantations**. Sugar was a **cash crop**. This meant that the plantation owners could earn a lot of money growing and selling sugar. But the rapid decline of the indigenous population created a labor shortage. By the sixteenth century, that shortage was being filled by the importation of enslaved people from Africa.

The Conquistadors

Between 1495 and 1535, Spanish **conquistadors** (/kon*kees*tuh*dorz/) gained control of much of South and Central America. You have learned about Hernán Cortés, the conquistador who destroyed the mighty Aztec Empire in modern-day Mexico. You have also learned about Francisco Pizarro, who invaded the Inca civilization in Peru.

Vocabulary

plantation, n. a large farm where one or more crops were grown by a large number of laborers; these crops were sold for a profit by the plantation owner

cash crop, n. a crop that is grown to be sold

conquistador, n. the Spanish word for conqueror

isthmus, n. a narrow piece of land that connects two larger land masses

Pizarro spent many years working for another famous conquistador, Vasco Nùñez de Balboa (/vah*skoe/noo*nyath/de/bal*boe*uh/). Balboa and Pizarro explored the **Isthmus** of Panama together. During their explorations, they learned about a great sea to the west. In 1513, Balboa organized an expedition to find this sea. He chose one hundred ninety of his toughest men, including Pizarro, as well as men to carry equipment and supplies. The party crossed swamps by stripping off their clothing and carrying it on their

Balboa and Pizarro made a difficult journey across the Isthmus of Panama looking for a great sea.

heads as they splashed along. They fought off snakes, crocodiles, and mosquitoes. They hacked their way through thick jungles. They climbed over mountains.

Balboa and his men were rewarded for their struggles. On September 25, 1513, they stood atop a mountain and looked out over a body of water Balboa called "the South Sea." Today, we call it the Pacific Ocean. Balboa marched down to the ocean and tasted the salt water, just to be sure. Then, as Europeans so often did, he claimed all the lands washed by this sea in the name of his homeland, Spain.

Encomiendas

Of course, building an **empire** in the Americas required settlers. To encourage migration to these new lands, the Spanish set up a system of *encomiendas*

Vocabulary

empire, n. a group of countries or territories under the control of one government or ruler

(/en*koe*me*yen*dus). This system meant that a Spanish settler was given a large plot of land and a number of enslaved workers. *Encomiendas* clearly benefited Spain and the Spanish settlers. They also led to the further enslavement of indigenous peoples.

Bartolomé de Las Casas

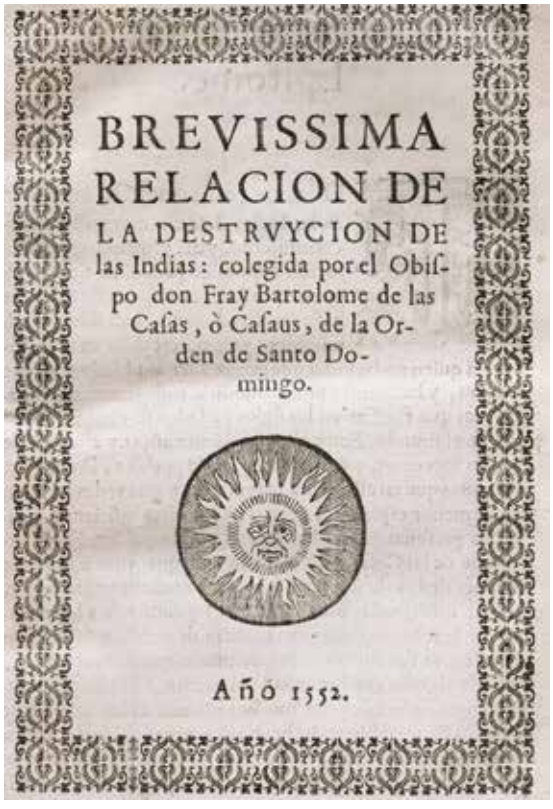
Clearly many Spaniards became rich by conquering or enslaving the indigenous people of the Americas. However, some people spoke out against such cruelty. One such person was Bartolomé de Las Casas (/bahr*toe*loe*mae/de/lahs/kah*sahs/).

Las Casas came from a family of explorers. His father and his uncle sailed with Christopher Columbus. In 1502, Las Casas sailed for the Americas himself. He settled in Hispaniola, where he became a priest and where he was granted a large *encomienda*, complete with enslaved workers. Eventually, though, Las Casas

Bartolomé de Las Casas argued for better treatment of indigenous peoples.

came to the conclusion that the *encomienda* system was wrong. He began to preach against the enslavement of people.

Las Casas returned to Spain to seek the support of the king. He also wrote a book telling people in Spain what was happening in the Americas. Las Casas's *The Devastation of the Indies: A Brief Account* helped turn the king against the *encomienda* system. In the book, Las Casas explained that greed was the cause of such exploitation.


BREVISSIMA
RELACION DE
LA DESTRVYCION DE
las Indias: colegida por el Obiſ-
po don Fray Bartolome de las
Caſas, ò Caſaus, de la Or-
den de Santo Do-
mingo.
Año 1552.

Much of what we know today about the effect of the Spanish conquest on the indigenous peoples of the Americas comes from Bartolomé de Las Casas's book.

Eventually the king changed the laws regarding the treatment of indigenous peoples. But it was difficult to enforce these laws from across the ocean. The indigenous peoples continued to suffer. Las Casas later wrote a history of the Spanish conquest of the Americas. His work is the source for much of what we know of conquered peoples such as the Aztec in Mexico and Inca in Peru. Today Bartolomé de Las Casas is widely admired for his stand against the **exploitation** of the indigenous people of the Americas.

Vocabulary

exploitation, n. the practice of taking unfair advantage of a person or group

Name: Date: #

Spanish Colonies Exit Ticket

Underline evidence for your answers in the text. All answers should be written in cursive.

1. Spain initially started colonies in North America to mine for gold and silver ore. What work did Spanish colonies turn to when the gold ran out?

2. What was an *encomienda*?

3. Bartolome de las Casas was raised in the Spanish colonies where slavery was widespread, but he came to speak out against the enslavement of the Native Americans. It is said that contemplating this passage from the Judeo-Christian scriptures changed his opinion of slavery:

> "He that sacrificeth of a thing wrongfully gotten, his offering is ridiculous; and the gifts of unjust men are not accepted. The most High is not pleased with the offerings of the wicked; neither is he pacified for sin by the multitude of sacrifices. Whoso bringeth an offering of the goods of the poor doeth as one that killeth the son before his father's eyes. The bread of the needy is their life: he that depriveth him thereof is a man of blood. He that taketh away his neighbour's living slayeth him; and he that depriveth the labourer of his hire is a bloodshedder."
>
> - Ecclisiastes 34:18-22, KJV

In 1-2 complete sentences, rewrite the underlined sentence in your own words, then answer why you think this passage changed Las Casas' mind.

Name: _____

House: _____

Conjugation Practice W1D5

Recognizing verb conjugations

Instructions: Identify whether the following verb forms are 1st conjugation (-*a* stems), 2nd conjugation (-*e* stems), 3rd conjugation (consonant stems), or 4th conjugation (-*i* stems).

Afterwards, check your work with the answer sheet and make corrections in red pencil or ink.

Example

1. salīs — 4th conjugation

*notice that there is a long "-*ī*-" before the ending "-*s*". This only happens in -*ī* stems.

Practice

	Conjugation
1. laborāmus	
2. sedētis	
3. veniunt	
4. currunt	
5. ambulat	

Friday Translation

"Āctōrēs" from *Cambridge Latin Course* pg. 58

Instructions: Translate the following text. This text, along with other vocabulary, is in your textbook.

Lines 11-14

Caecilius et Metella ē vīllā discēdunt. argentārius et uxor ad
theātrum ambulant. Quīntus et Lūcia ad theātrum contendunt.
Clēmens et Melissa ad theātrum currunt. sed Grumiō in vīllā
manet.

Vocabulary

uxor – wife
manet – remains, stays

Your Translation

Name: _____ Grade/Section _____

Fifth Grade Minute Reading Log

Week of _____	What quality book are you reading? (Title and Author)	Tell me one thing that happened.	Page #'s read	Minutes read	Parent initials
Monday Date:					
Tuesday Date:					
Wednesday Date:					
Thursday Date:					
Weekend Date:					
				Total Minutes:	

Comments: _____

_____

_____

_____

DUE every Monday. ____/25 points

Spalding MARKINGS

This is a list of several common Spalding markings and their explanation.

The Marking:	The Reason:
bath	Underline a phonogram that has more than one letter to show that the letters together make one sound.
he r. 4	Underline a vowel saying its name at the end of a syllable (rule 4).
do (3)	If a phonogram is saying any sound other than its first sound AND there is not a rule to explain the sound being made (i.e. rule 4), write a number above the phonogram to indicate which sound the phonogram is making.
you (3)	Underline a phonogram that has more than one letter. Write a number above the phonogram if it is not saying its first sound.
of (=)	Underline a phonogram twice if it does not say its typical sound or if we do not hear the phonogram in the word.
let ter	Insert a clock space to show where words are broken into syllables.
time	Marking for job 1 of silent final e: The silent final e lets the vowel say its name.
love (=2) blue (=2)	Marking for job 2 of silent final e: English words don't end in "u" or "v."
charge (=3) dance (=3)	Marking for job 3 of silent final e: The silent final e lets "c" say "s" or "g" say "j."
lit tle (=4)	Marking for job 4 of silent final e: Every syllable must have at least one vowel.
are (=5)	Marking for job 5 of silent final e: "No job e." The silent final e is not helping any other letter in the word say its sound. This silent final e is usually a remnant of a word used in an earlier version of English (i.e. come/cometh or are/aren).
sits sit	Bracket words to show a connection between them.

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 ĭ (big, gym).

6. The letter y, not i, is used at the end of an English word.

7. There are five kind of silent final e's. In short words, such as me, she, and he, the e says ē, but in longer words where a single e appears at the end, the e is silent. We retain the first four kinds of silent e's because we need them. The fifth kind is probably a relic from Old English. The abbreviation for rule 7 is not written in student notebooks, but the job of the silent final e is marked for each word as encountered.

8. The phonogram or may say er when it follows w (work).

9. For *one*-syllable words that have *one* vowel and end in *one* consonant (hop), write another final consonant (hop + ped) before adding suffixes (endings) that begin with a vowel. (Referring to rule 9 as the one-one-one rule helps students remember the criteria for applying the rule. This rule does not apply to words ending in x because x has two sounds.)

10. Words of multiple syllables (*begin*) in which the second syllable (*gin*) is accented and ends in *one* consonant, with *one* vowel before it, need another final consonant (*be gin' + ning*) before adding a suffix (ending) that begins with a vowel. (Refer to rule 10 as the two-one-one rule. This rule is applied more consistently in American English than in British English.)

11. Words ending with a silent final e (come) are written without the silent final e when adding a suffix (ending) that begins with a vowel.

12. After c we use ei (receive). If we say a, we use ei (vein). In the list of exceptions, we use ei.

13. The phonogram sh is used at the beginning of the base word (she) or at the end of a syllable (dish, finish).

Great Hearts Northern Oaks

Spalding Spelling Rules

14. The phonograms ti, si, and ci are used to say sh at the beginning of a syllable but not the first syllable (na tion, ses sion, fa cial).

15. The phonogram si is used to say sh when the syllable before it ends in an s (ses sion) or when replacing /s/ in a base word (tense → ten sion).

16. The phonogram si may say zh (vi sion).

17. We often double l, f, and s following a single vowel at the end of a one-syllable word (will, off, miss). Rule 17 sometimes applies to s in two-syllable words like recess.

18. We often use the phonogram /ay/ to say ā at the end of a base word, never the phonogram /a/ alone.

19. Vowels i and o may say ī and ō if followed by two consonants at the end of a base word (kind, old).

20. The letter s or z never follows x.

21. All, written alone, has two l's, but when it is written in a compound word, only one l is written (al so, al most).

22. Full, written alone, has two l's, but when written as an ending, only one l is written (beau ti ful).

23. The phonogram *dge* may be used only at the end of a base word after a single vowel that says ă, ĕ, ĭ, ŏ, or ŭ (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 at the end of a syllable after a single vowel that says ă, ĕ, ĭ, ŏ, or ŭ (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).

Name: Answer Key # _____ Date: _____

A WRINKLE IN TIME

PART I: Vocabulary Matching

Directions: **Match each word with the correct definition by writing the letter in the space provided**

1. H **prodigious**
2. A **belligerent**
3. I **dilapidated**
4. E **chide**
5. C **emanate**
6. G **deviate**
7. F **impenetrable**
8. D **trepidation**
9. B **exuberance**

A. Angry and aggressive; readiness to fight

B. Happy, energetic, joyful

C. To flow or spread our from a source

D. Feeling fear or hesitancy because you think something bad is going to happen

E. To gently scold or rebuke

F. Impossible to pass through

G. To do something different or to be different from what is expected

H. Amazing, wonderful; very impressive

I. In very bad condition because of age or lack of care

PART II: Vocabulary Usage

Directions: **Match the following vocabulary words to the correct sentence. Look for CONTEXT CLUES to decipher meaning!** (1 pt. each)

Prodigious	**Belligerent**	**Dilapidated**	**Chide**	**Emanate**
Deviate	**Impenetrable**		**Trepidation**	**Exuberance**

1. The boxer looked belligerent as he stepped into the ring ready to fight his opponent.
2. She was filled with trepidation as she got on the roller coaster, unsure that it was safe.
3. Mozart showed prodigious ability from his early childhood. At the age of 5 he was already composing!
4. If the castle is truly impenetrable, our enemies will never be able to get to the king.
5. If we deviate from the directions we were given, we will probably get lost.
6. The garden has dilapidated through years of neglect.
7. I don't want the teacher to chide me for turning my homework in late again.
8. She seems to emanate happiness by her smiling eyes and positive attitude.
9. The teacher's exuberance brought joy to our Monday morning!

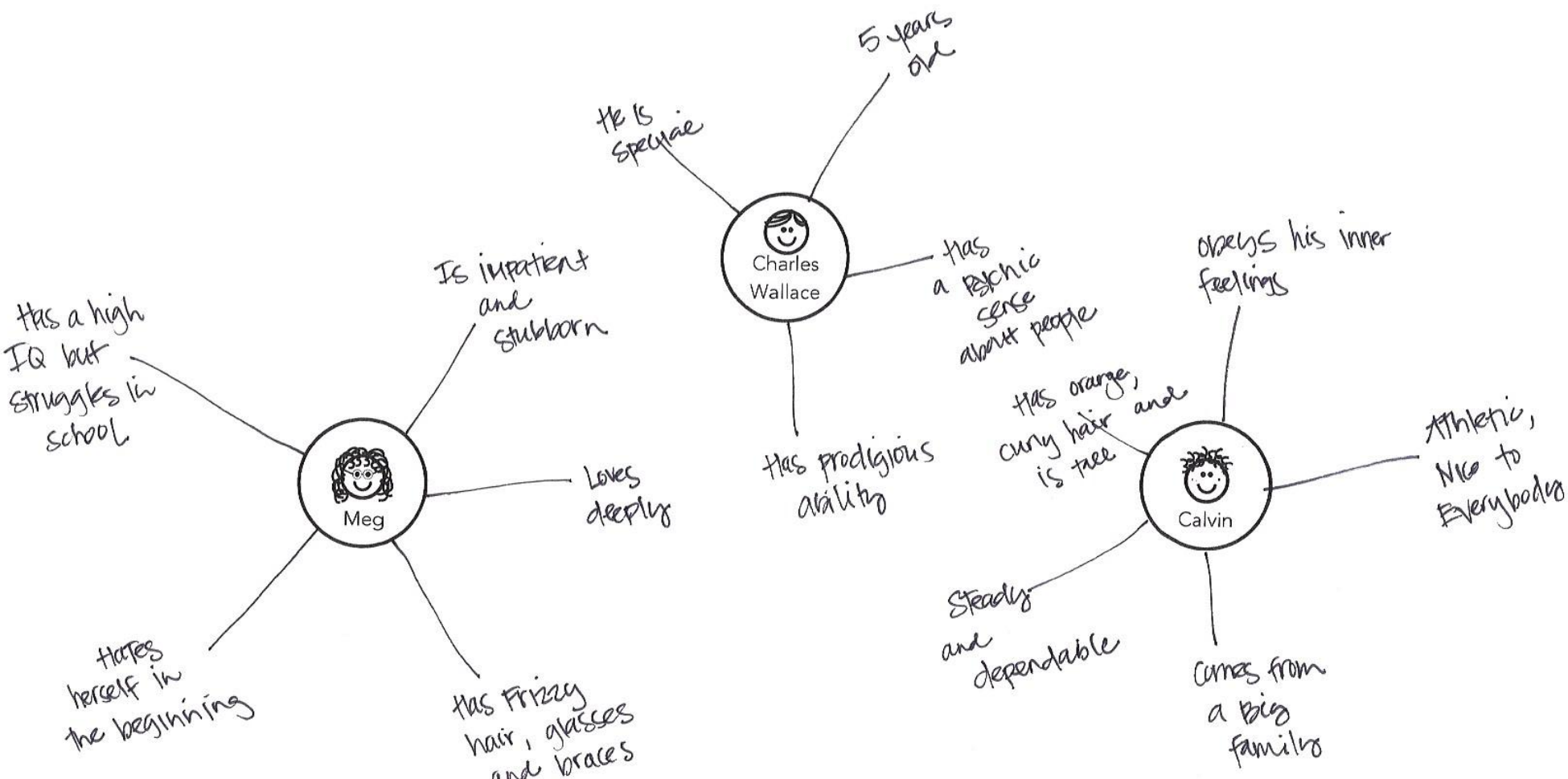
A WRINKLE IN TIME

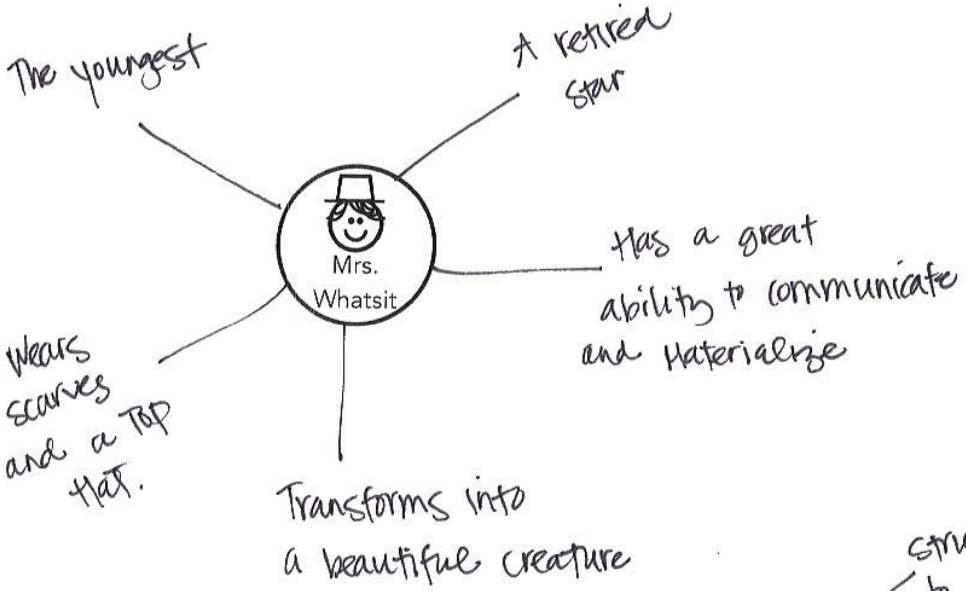
Character Analysis

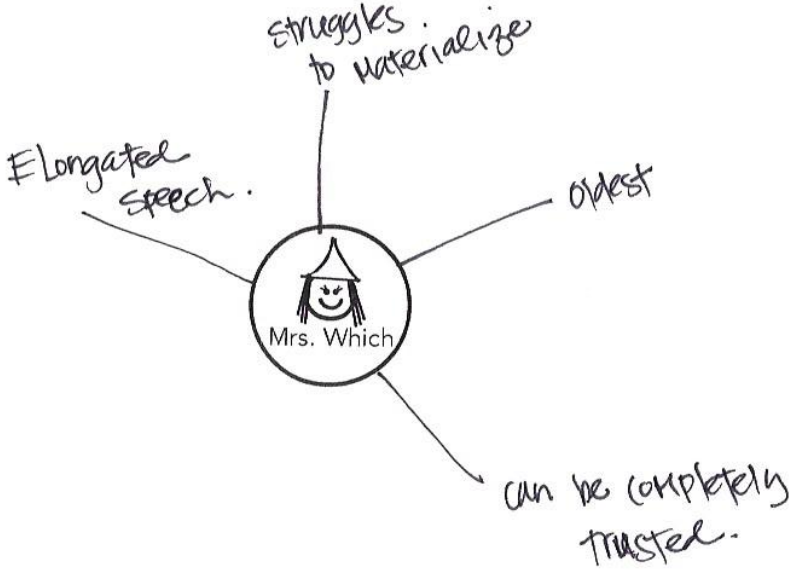
Name: Answer Key # _____

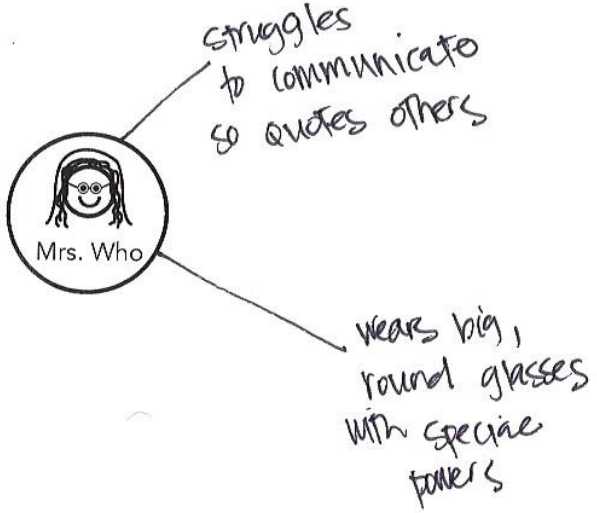
Date: _____

DIRECTIONS: Think of as many character traits as possible for each character. Create spokes off each character below and record the character traits.




The youngest
A retired star
Mrs. Whatsit
has a great ability to communicate and Materialize
Wears scarves and a TOP HAT.
Transforms into a beautiful creature


Struggles to Materialize
Elongated speech.
Oldest
Mrs. Which
can be completely trusted.


struggles to communicate so quotes others
Mrs. Who
wears big, round glasses with special powers

Parent AK Monday's Grammar Lesson

*Appositives are underlined in AK

1. The boy, a talented athlete, received a gold medal in competitive swimming.
2. Aliyah received many compliments in her new dress, a turquoise sundress.

Parent AK Monday's Grammar Lesson: Appositives Practice

*Appositives are underlined in AK.

3. The piano, a large musical instrument, was dropped from the fourth floor. Subject
4. A man with an enormous appetite, Nate was able to eat three steaks. Subject
5. The key glinted in the soil, the soil by the garden wall. OP
6. The key, the one that had fallen, glinted. Subject
7. Mary tossed Dickon the key, the one she had found. DO
8. Child, Ellen, obey promptly! DA
9. I gave the receipt, that one, to you yesterday. Subject
10. We gave Cody tickets to the play at The Tobin Center, the popular theater. Subject

Parent AK:

Tuesday's Grammar Lesson: Gerund Review

AK for 1-3 on lesson page:

1. Traveling will satisfy the need for new experiences. SN

2. She did not appreciate my singing. DO

3. The police arrested him for speeding. OP

Tuesday's Grammar Lesson: Gerund Practice

Part I: Directions- Underline the gerunds in the following sentences. Then in the blank, state what type of noun each verb is acting as. Possible noun list: SN, OP, DO, and PN.

1. Reading can be relaxing when you are at home. SN

2. Filing can give you a paper cut if you are not careful. SN

3. Would you like to walk instead of taking the bus? OP

4. Before entering the room, please remove your foot-wear OP

5. Eating throughout the day can help you avoid hunger pains. SN

6. I love going out to new restaurants. DO

Part II: Directions- Create your own sentences with gerunds in them. Circle the gerund once you are done and state what type of noun each verb is acting as.

1. Answers will vary.

2. Answers will vary.

Part III: Directions- Label and diagram the following sentences:

1. (SN, LV, ADJ, PA, P, OP) Diagram will look like example 1 in notes.

2. (ADJ, ADJ, SN, LV, PN) Diagram will look like example 2 in notes.

Early finishers mark participles as past or present.

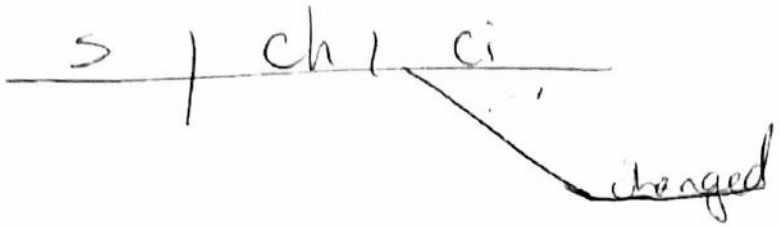
Name: _____
Date: _____
Class: _____ #: _____

Participle WS

Label. Diagram. Identify whether the participle is past or present

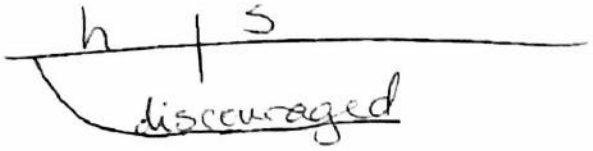
AA Adj SN P OP AV Part. DO

TA 1. The shifting sands (of time) cause changed circumstances.



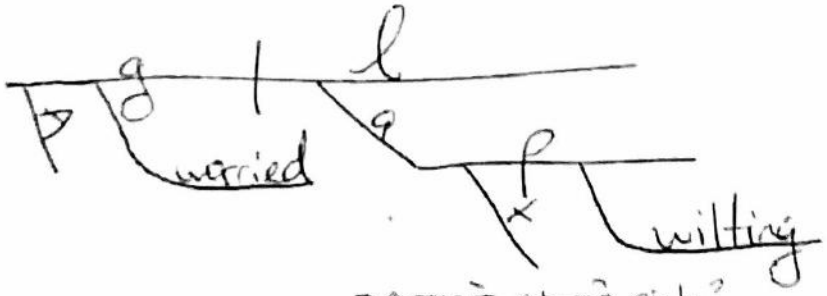
Part SN AV P AA Part OP

IC 2. Discouraged, he sat (by the dying embers)



AA Part. SN AV P AA Part. OP

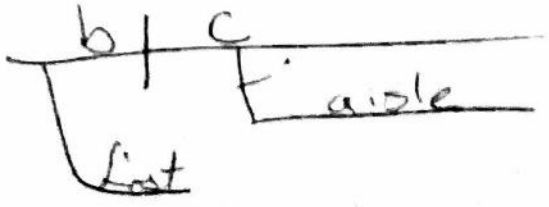
IC 3. A worried gardener looked (at the wilting plants.)



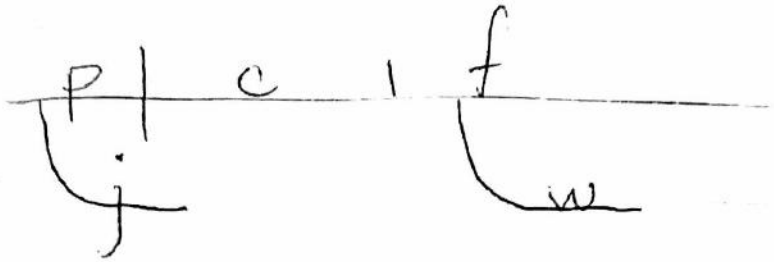
grocery store's aisle?

Part. AA SN AV P AA OP

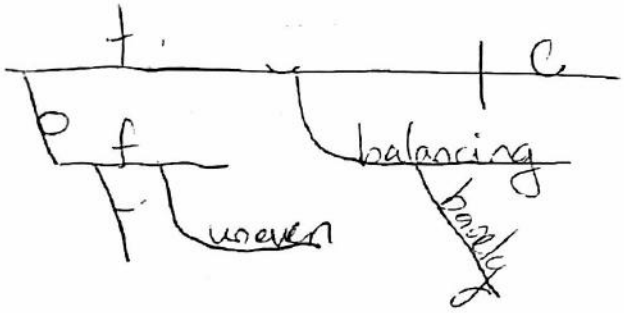
IC 4. Lost, the boy cried (in the grocery store aisle)



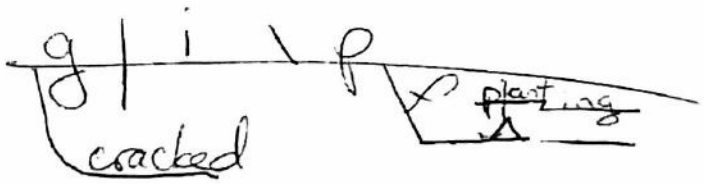
TA AA Part. SN AV AA Part. DO
5. The jumping penguin caught the wriggling fish.



IC P Adj. Part. OP AA SN AV Adv. Part.
6. On its uneven feet, the table creaked, barely balancing.



IL AA Part. SN LV PA (P Ger.)
7. The cracked ground is poor (for **planting**.) ***careful!***

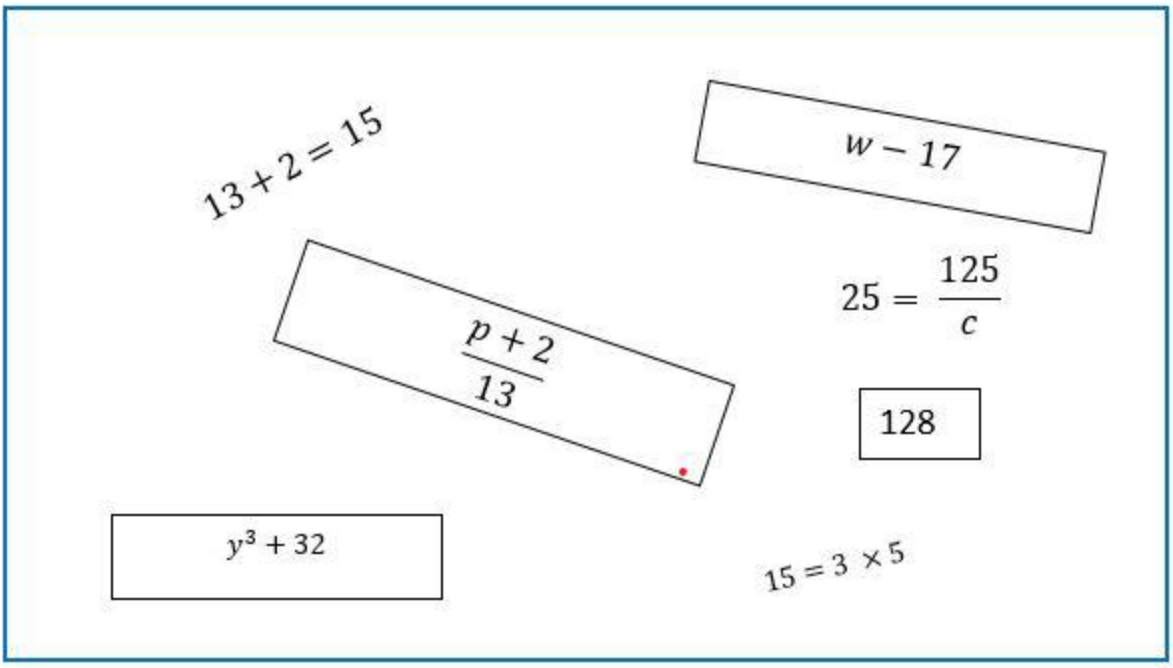


Practice Answers Multiplication Set 7

9 × 6 = 54	0 × 4 = 0	4 × 5 = 20	6 × 4 = 24	2 × 7 = 14	10 × 9 = 90	9 × 5 = 45	6 × 3 = 18	5 × 12 = 60	9 × 4 = 36
6 × 7 = 42									2 × 0 = 0
0 × 7 = 0									5 × 9 = 45
4 × 9 = 36									3 × 7 = 21
8 × 3 = 24									9 × 9 = 81
3 × 6 = 18									10 × 6 = 60
6 × 10 = 60									12 × 2 = 24
11 × 4 = 44									3 × 3 = 9
8 × 7 = 56									11 × 5 = 55
3 × 11 = 33									3 × 4 = 12
11 × 6 = 66	7 × 2 = 14	3 × 12 = 36	11 × 8 = 88	10 × 3 = 30	6 × 0 = 0	12 × 7 = 84	11 × 7 = 77	9 × 3 = 27	12 × 8 = 96

Monday Math Answer Keys

Algebraic Vocabulary Activity Key



* Note: A single number counts as an expression. Remember, an expression *may* contain multiple numbers, variables, and an operator or operators. The shortest expression can be a single number or variable even without operators.

1. In the following expressions, please circle or highlight all variables.
    a. f
    b. g
    c. $x,\ y,\ b$
2. In the following expressions, please circle or highlight all coefficients.
    a. 3
    b. 2
3. In the following expressions, please circle or highlight all constants.
    a. 5
    b. 6

Guided Practice Key

e) 4 f) 9 g) 80 h) 25

Tuesday Math Answer Key

2a) $\frac{24}{n}$ or $24 \div n$ 2b) 8 lb 2c) 6 lb

3a) $m - \$2.50$ 3b) $7.50 3c) $3

4a) $y + \$1$ 4b) $9

5a) $3x$ meters 5b) 27 meters

6a) $3x + 4$ 6b) 16 years old

7a) $\frac{50 - y}{2}$ or $(50 - y) \div 2$ 7b) 6

Wednesday Math Answer Key

Check point #1 a) 4^5 b) 16

Check point #2 h^4

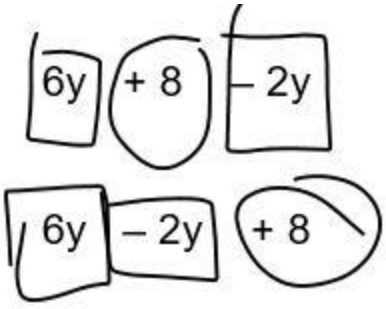
Check point #3 a) 79 b) 10

15a) 9 b) 18 c) 1.8
16a) 8 b) 9 c) 12
17a) 47 b) 130 c) 120

Thursday Math Answer Key

Check point #1 50 marbles

Check point #2



4y + 8

Exercise 3

1a) 3x 1c) 5n 1e) 3x 1g) 11p 1i) 4a

Friday Math Answer Key

First portion
2a) 2n + 4 2c) 9x + 2 2e) 4d + 2 2g) 12 + 2h

2i) 5 + 2k

Practice A Optional Problems Key

1e) 2 1h) 20 1j) 44 1L) 2

2a) 3x 2b) 7x 2c) 2p

4a) c 4b) 4k + 7

5b) 6x + 3

Answer Key, pg. 1

W1D1

	Singular	Plural
1st Person	intrō	intrāmus
2nd Person	intrās	intrātis
3rd Person	intrat	intrant

W1D2

	Singular	Plural
1st Person	maneō	manēmus
2nd Person	manēs	manētis
3rd Person	manet	manent

W1D3

	Singular	Plural
1st Person	contendō	contendimus
2nd Person	contendis	contenditis
3rd Person	contendit	contendunt

W1D4

	Singular	Plural
1st Person	dormiō	dormīmus
2nd Person	dormīs	dormītis
3rd Person	dormit	dormiunt

W1D5

	Conjugation
1. laborāmus	1st conjugation
2. sedētis	2nd conjugation
3. veniunt	4th conjugation
4. currunt	3rd conjugation
5. ambulat	1st conjugation

5th Grade Music Answer Key

"Foster Puzzler"

1. Pennsylvania
2. Bookkeeper
3. Full Time
4. Jane McDowell
5. Marion
6. E.P. Christy
7. "Old Folks Home"

Chapter 1

Algebraic Expressions

Arithmetic expressions can involve addition, subtraction, multiplication and division. Now, students will learn about arithmetic expressions which involve an unknown value, and are called *algebraic expressions*.

The complete definition involved in the concept of *variable* is more complex than students need in pre-algebra, and the term *variable* is not used in *Primary Mathematics*. For this unit, students should think of the letter as standing for a number in an arithmetic expression. The expression can be evaluated by assigning a specific value to the letter. The letter then becomes that number.

In this chapter, students will only encounter algebraic *expressions*. In later grades students will learn formally how to solve algebraic *equations* with the answer to the expression given; this will allow us to solve for the unknown. For example, if we are told $n + 2 = 6$, we can find that $n = 4$.

so the variable will always be given

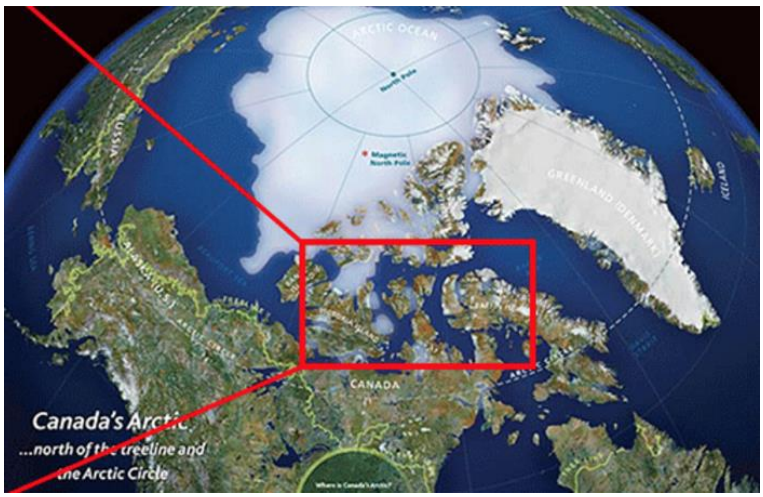
Students can also use manipulatives to help them understand the process. Choose two types of uniform objects, one object to represent the unknown, and another (smaller) object to represent Ones (constants).

(Extra Resource) Northwest Passage Song

Link:

https://www.youtube.com/watch?v=TVY8LoM47xI

While this song recalls the history of early explorers who were trying to discover a route across Canada to the Pacific Ocean (especially Sir John Franklin, who lost his life in the quest for the Northwest Passage in 1845) its central theme is a comparison between the journeys of these past explorers and the singer's own journey to and through the same region. The singer ultimately reflects that, just as the quest for a northwest passage might be considered a fruitless one (in that a viable and navigable northwest passage was never found in the days of Franklin and his kind), a modern-day journeyer along similar paths might meet the same end. The song also references the geography of Canada, including the Fraser River ("to race the roaring Fraser to the sea") on the western coast and the Davis Strait to the east. He is driving across the Prairies, allowing him to view cities behind him fall and cities ahead rise. The narrator states that he is taking "passage overland in the footsteps of brave Kelsey" three centuries after. This refers to Henry Kelsey, an English explorer and trader apprenticed to the Hudson's Bay Company in 1684, who was commissioned to explore the prairies in response to the competition posed by French Traders.[3] The lines "To find the hand of Franklin reaching for the Beaufort Sea" and "seeking gold and glory, leaving weathered broken bones/and a long-forgotten lonely cairn of stones" commemorate the Franklin expedition.[4]

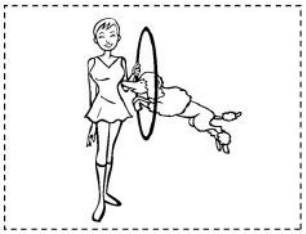


Flashcard Instructions:

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

actor	 actor
agricola	 farmer
clamor	 shout (noise)
contendo	 I hurry (I strain)
de	 down from

femina	 woman
iuvenis	 young man
mons	 mountain
nauta	 sailor
otiosus	 idle (on holiday)

pastor	 shepherd
per	 through
plaudo	 I clap (applaud)
puella	 girl
puer	 boy

quietus	 quiet (calm)
scaena	 stage (scene)
spectator	 spectator
theatrum	 theater
turba	 crowd