

GreatHearts

Northern Oaks



Distance Learning Packet

March 30 - April 3, 2020

5th grade

Ms. Carrigee

Ms. Sims

Mrs. Conrad

Mr. Eberlein

Ms. Franzmann

Student Name: _____ Section: __



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Week 2 Packet Instructions for Parents

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

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

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

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

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

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

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

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

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

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

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

Instructions for turning in completed packets:

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



Student Attendance Affidavit

March 30 - April 3, 2020

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

Monday, March 30, 2020

Tuesday, March 31, 2020

Wednesday, April 1, 2020

Thursday, April 2, 2020

Friday, April 3, 2020

Student Name: _____ Grade/Homeroom: _____

Parent Name: _____ (printed)

Parent Signature: _____ Date: _____

Daily Student Instruction Sheet

MONDAY

ELA

Spalding (20 Minutes)

Literature (15 Minutes)

Grammar/Writing (20 Minutes)

Reading (20+ minutes)

Spalding

Goal/Objective:

- Students will learn 5 new Spalding words
- Student will syllabicate, finger spell, and mark rules

Materials needed:

- Sharpened pencil
- Monday Spalding Student Worksheet

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

- Spalding work is **PA**
- Dictate the 5 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 in the Spalding notebook in syllables while saying it aloud
 - 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. Students will syllabicate, write markings and the rules that apply for **BOTH** dictations.

Literature

Goal/Objective:

- **READ** Ch. 1 of *Where the Red Fern Grows*
- **ANNOTATE** the main idea of the chapter
- **FIND** the vocabulary word “cur” and define
- **GIVE** Chapter 1 a title

Materials needed:

- [Where the Red Fern Grows, Ch. 1](#)
- Pencil
- Bookmark
- Ch. 1-2 Unfamiliar Words & Vocabulary Guide

Daily Student Instruction Sheet

	<ul style="list-style-type: none"> ● Ch. 1 Annotation & Vocabulary worksheet ● Monday Answer Key <p>Specific Instructions (I=independent; PA=dependent):</p> <ul style="list-style-type: none"> □ LOOK OVER the bookmark and notice the main characters we will be annotating in this book (I) □ READ Ch. 1 of Where the Red Fern Grows LOOKING for: (I) <ul style="list-style-type: none"> □ Why the dog fight affected the man so much. □ FIND the word “cur” and CIRCLE it □ COMPLETE Ch. 1 Annotation & Vocabulary worksheet (I) □ Check with Monday answer key <p>Grammar/Writing</p> <p>Goal/Objective: Students will be introduced to poetic devices in poetry.</p> <p>Materials needed: Poetic devices notes, definitions page and a pencil.</p> <p>Specific Instructions (I=independent; PA=dependent):</p> <ul style="list-style-type: none"> □ Students will read through interactive notes that introduce poetic devices.(I) □ Students will fill out the definitions page using the notes that have been provided. (I)
<p>MATH (30 Minutes)</p>	<p>Math</p> <p>Goal/Objective:</p> <ul style="list-style-type: none"> ● Understand the meaning of positive and negative numbers. ● Represent positive and negative numbers on a number line. ● Compare positive and negative numbers ● Define Absolute Value <p>Prior Knowledge: Negative numbers were previously introduced in the 4th grade curriculum. Today’s lesson should be a review from last year for many students.</p> <p>For an overview of this segment of Unit 13, parents may read “Chapter 2: Integers” from the Teacher’s Guide. There is a second teacher’s guide excerpt for absolute value, as well.</p> <p>Materials needed: Rocket Math Adv. Multiplication U, Rocket Math Practice Key, timer, 5B Textbook, “Positive and Negative Integers” Notes, number line, a game piece, bean, or eraser to use with the number line, Exercise 4, Monday Math Key</p> <p>Specific instruction (I=Independent; PA=dependent)</p> <ul style="list-style-type: none"> □ (PA) Rocket Math: Advanced Multiplication U (3 min) <ul style="list-style-type: none"> □ 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. Check student responses using the practice key. □ One minute test: Set a timer for one minute. The one minute test is

Daily Student Instruction Sheet

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.

- (I)** Read TB 149.
- (Optional PA)** It can be helpful for students to talk through examples of a new idea. Discuss real world examples of negative numbers together.
 - Describe an example of debt such as, "Let's say that you sell some homemade slime to a friend for \$5. But your friend only paid \$4. Now your friend owes you \$1. So the amount of money that your friend has can be described as -\$1. Engage with any pertinent questions or counter examples that the student gives.
 - Ask your student what other examples of negative numbers that they know. Feel free to add some other examples after the student brainstorms.
 - degrees below freezing in Celsius/ degrees below zero in Fahrenheit
 - In some countries, basement floors in an elevator are named for negative numbers.
- (I)** Gently tear the "[My Number Line](#)" page from your packet. You will use this page Monday - Thursday this week. When you are done with math, put it away in a place where you won't lose it. If you click the link, you can print more number lines. Get out a game piece, a bean, or an eraser to move on the number line.
- (I)** Read "Positive and Negative Integers" notes.
 - Use the number line when indicated.
 - Complete checkpoints on the way and [check answers](#) before moving forward.
 - If you do not understand the answer to a checkpoint, read the notes again or ask for help.
- (Optional I)** [Absolute Value Video](#)
- (I)** Complete Independent Practice: Exercise 4
 - Read teacher notes on the page.
 - [Check the key](#) for task 1.
 - Observe the example problems as you go.
- (Optional Enrichment I)** We use absolute value all the time and don't even realize it! Read this "[In Practice](#)" article to find out more.

Science
(25 Minutes)

Science:

Goal/Objective: Students will understand the difference between behavioral and structural/physical adaptations.

Materials needed:

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

- Student reads the introduction on the student worksheet and observes the different animal trait cards. **(I)**
- Student completes T chart by listing behavioral adaptations from cards on one side and physical on the other. **(I)**
- Student reads camel article on the PowerPoint and answers questions on

Daily Student Instruction Sheet

	<p>student work sheet (I)</p> <p>https://docs.google.com/presentation/d/1xBvcbxKV96NxBuW8dC4munSeio_VWr-Q_0RQInN-99k/edit?usp=sharing</p> <ul style="list-style-type: none"> <input type="checkbox"/> Check T chart and picture labels with key. (PA or I) <input type="checkbox"/> Optional Extension activity (I or PA)
<p>LATIN (15 Minutes)</p>	<p>Latin <u>Goal/Objective:</u> 1) Make Q4U1 vocabulary flashcards; 2) Begin translation of “Poppaea”</p> <p><u>Materials needed:</u> 1) Q4U1 vocabulary flashcard sheets; 2) “W2 Monday Translation” worksheet”</p> <p><u>Specific Instructions</u> (I=independent; PA=dependent):</p> <ul style="list-style-type: none"> <input type="checkbox"/> I: Make Q4U1 vocabulary flashcards (follow instructions at front of flashcard sheets) <input type="checkbox"/> I: Translate text of “W2 Monday Translation” worksheet
<p>OPTIONAL</p> <p>Art (15 minutes)</p> <p>P.E. (10 Minutes)</p>	<p>Art <u>Goal/Objective:</u> Apply linear perspective <u>Materials needed:</u> pencil, ruler <u>Specific Instructions</u> (I=independent; PA=dependent):</p> <ul style="list-style-type: none"> <input type="checkbox"/> (PA) go over one-point linear perspective with student (review included). <input type="checkbox"/> (I) Begin PART 1 of linear perspective cityscape (steps included). <ul style="list-style-type: none"> <input type="checkbox"/> <i>Make sure you use your ruler</i> and <u>take your time</u>. <p>PE <u>Goal/Objective:</u> Progress in strength, building upon your baseline</p> <p><u>Materials needed:</u> W2 Log</p> <p><u>Specific Instructions:</u> (I = Independent; PA = Parent Assisted)</p> <ul style="list-style-type: none"> <input type="checkbox"/> I: Warmup (optional) <input type="checkbox"/> I: Find 10% of your baseline (Baseline X 0.1) <input type="checkbox"/> I: Add that 10% to your baseline <input type="checkbox"/> I: Complete Log <input type="checkbox"/> I: Lie-down and Breathe <input type="checkbox"/> I: Save log in safe place

Spalding Spelling List (20 min)

Instructions and an answer key are provided below.

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

First: Parent Does	Next, Child Does	Then, Together:
<ul style="list-style-type: none"> Says the word Says the word in a sentence Says the word again 	<ul style="list-style-type: none"> Repeats the word Determines the base word (and affix, if applicable) Shows syllables with fists and sounds with fingers Writes the word in syllables while saying it aloud Writes the markings and the rules that apply 	<ul style="list-style-type: none"> Make the appropriate corrections before moving on to the next word

After finishing the list of 5 words, have your child fold 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. Students will write syllabifications, markings, and rules BOTH times.

→ 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
ac <u>tu</u> al r. 4	The actual cost for the repair was much higher than the estimate.	r. 4 - vowels, a,e,o, and u may say their name at the end of a syllable.
ac <u>tu</u> al <u>ly</u> r. 4, l	We actually planned to leave early, but we were delayed.	r. 4 - vowels, a,e,o, and u may say their name at the end of a syllable. r. 6 - letter y, not I, is used at the end of an English word.
an <u>g</u> le =4	The two lines form a sharp angle .	
an <u>gu</u> lar r. 4	The house is tall and angular .	r. 4 - vowels, a,e,o, and u may say their name at the end of a syllable.
an <u>tiqu</u> e r. 1 = 0 = 2	She collects antique furniture.	r. 1 - letter q is the only letter that cannot be alone for its sound (qu). The French i says e and qu says k (it's second sound)

Where the Red Fern Grows

Name: _____ # _____

Chapter 1

Date: _____

Vocabulary & Annotation Worksheet



SHORT ANSWER DIRECTIONS:

- A. In your book, mark with a **star** ★ and **underline** the text that answers the questions below.
- B. Write the page number in the space provided.
- C. In your own words, write the answer to the question.

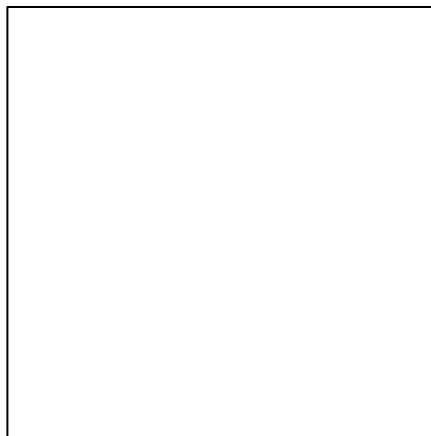
1. Why does the dogfight affect the man so much? # _____

VOCABULARY DIRECTIONS:

- A. On the line, write the definition of the word as found in the Unfamiliar Words & Vocab Guide
- B. Circle the word in the text and define in the margin
- C. In the box, draw a picture of the word

cur - n. _____

Image



What would you title Chapter 1?

Where the Red Fern Grows

Name: _____ # _____

Unfamiliar Words & Vocabulary Guide

Chapters 1-2

Date: _____



Term	Definition	Page #
residential	(adj.) – containing mostly homes instead of stores, businesses, etc.	1
cur	(n.) – a dog that is a mix of different breeds; a bad or disliked dog	2
crude	(adj.) – very simple or basic; made or done in a way that does not show a lot of skill	3
dormant	(adj.) - not active but able to become active; asleep	3
sycamore	(n.) – an American tree that has light-brown bark that peels off in thin flakes and winged fruits	10
game	(n.) – wild animals or birds hunted for food or for sport	10

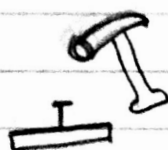
Term	Definition	Image
bawl	to weep or cry noisily	13
turpentine	a type of oil with a strong smell used to make paint thinner or clean paint brushes	14
deliberately	Intentionally; on purpose	15

Poetic Devices

- Poetry can follow a strict structure, or not at all... but many poems use poetic devices.

Poetic Devices - tools that a poet can use to create rhythm, enhance a poem's meaning, or intensify a mood or feeling

- The devices help piece a poem together.



Like a hammer and nail!

- Let's look at our first category of poetic devices...

Devices that create rhythm

- We will start with the basics:

Line - a part of a poem forming one row of written or printed words

Example:

"Listen, my children, and you shall hear"

Stanza - a group of [↑]lines that relate to a similar thought or topic. Usually contains a recurring metrical unit; a verse.

Example:

THIS IS ONE STANZA { "Two roads diverged in a yellow wood,
And sorry I could not travel both
And be one traveler, long I stood
And looked down one as far as I could
To where it bent in the undergrowth;"

- Now, we have different types of stanzas depending on how many lines are in each.

- We are going to focus on the type of stanza that has two lines in called a couplet.

Couplet - two lines of verse, usually joined by a rhyme and may or may not stand alone in a poem.

Example:

2 lines { "Tyger! Tyger! burning bright."
In the forests of the night..."

Rhyme

On this paper, the lines are joined by a rhyme and may or may not stand alone in a poem. The order of the lines is important.

Practice Time!

Directions: Read the poem below.
On this paper, ① number the lines in the poem, ② brace the stanza(s), and ③ circle the couplet(s).

Nothing Gold Can Stay

By Robert Frost

- ① EX 1 Nature's first green is gold,
② EX 2 Her hardest hue to hold.
Her early leaf's a flower;
But only so an hour.
'Then leaf subsides to leaf.
So Eden sank to grief,
So dawn goes down to day.
Nothing gold can stay.

Rhyme Scheme

Rhyme Scheme is the ordered pattern of rhymes at the ends of the lines of a poem or verse.

- We mark rhyme scheme with an alphabetical pattern according to the words that rhyme in a poem.

For Example:

"The people along the sand (A)
 All turn and look one way. (B)
 They turn their backs on the land (A)
 They look at the sea all day. (B)"

* After reading part of this poem we see two sets of rhymes: sand - land
 way - day

- Because sand and land rhyme we are going to place an "A" next to each line.

- But sand and way do not rhyme nor does land and day. So this pair will be labeled a different letter: B

Our rhyme scheme is written in order of the lines: A, B, A, B

Name: _____

Date: _____

Poetic Devices Definitions

Directions: Use your notes to write down the definitions of each vocabulary term.

Device	Definition
Poetic Devices	
Line	
Stanza	
Couplet	
Rhyme Scheme	

$\begin{array}{r} 12 \\ \times 3 \\ \hline \end{array}$	$\begin{array}{r} 8 \\ \times 10 \\ \hline \end{array}$	$\begin{array}{r} 11 \\ \times 6 \\ \hline \end{array}$	$\begin{array}{r} 12 \\ \times 6 \\ \hline \end{array}$	$\begin{array}{r} 12 \\ \times 10 \\ \hline \end{array}$	$\begin{array}{r} 10 \\ \times 4 \\ \hline \end{array}$	$\begin{array}{r} 5 \\ \times 11 \\ \hline \end{array}$	$\begin{array}{r} 2 \\ \times 1 \\ \hline \end{array}$	$\begin{array}{r} 1 \\ \times 3 \\ \hline \end{array}$	$\begin{array}{r} 4 \\ \times 8 \\ \hline \end{array}$
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Start



$$\begin{array}{r} 6 \\ \times 5 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ \times 7 \\ \hline \end{array}$$

$$\begin{array}{r} 1 \\ \times 9 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ \times 12 \\ \hline \end{array}$$

$$\begin{array}{r} 1 \\ \times 12 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ \times 9 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ \times 7 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ \times 2 \\ \hline \end{array}$$

$$\begin{array}{r} 0 \\ \times 8 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ \times 6 \\ \hline \end{array}$$

One-Minute Test

Goal Completed

$\begin{array}{r} 1 \\ \times 11 \\ \hline \end{array}$	$\begin{array}{r} 12 \\ \times 6 \\ \hline \end{array}$	$\begin{array}{r} 10 \\ \times 4 \\ \hline \end{array}$	$\begin{array}{r} 1 \\ \times 8 \\ \hline \end{array}$	$\begin{array}{r} 3 \\ \times 7 \\ \hline \end{array}$	$\begin{array}{r} 8 \\ \times 12 \\ \hline \end{array}$	$\begin{array}{r} 7 \\ \times 11 \\ \hline \end{array}$
$\begin{array}{r} 3 \\ \times 9 \\ \hline \end{array}$	$\begin{array}{r} 11 \\ \times 8 \\ \hline \end{array}$	$\begin{array}{r} 8 \\ \times 2 \\ \hline \end{array}$	$\begin{array}{r} 2 \\ \times 9 \\ \hline \end{array}$	$\begin{array}{r} 5 \\ \times 6 \\ \hline \end{array}$	$\begin{array}{r} 9 \\ \times 11 \\ \hline \end{array}$	$\begin{array}{r} 6 \\ \times 10 \\ \hline \end{array}$
$\begin{array}{r} 5 \\ \times 8 \\ \hline \end{array}$	$\begin{array}{r} 9 \\ \times 10 \\ \hline \end{array}$	$\begin{array}{r} 6 \\ \times 1 \\ \hline \end{array}$	$\begin{array}{r} 4 \\ \times 10 \\ \hline \end{array}$	$\begin{array}{r} 7 \\ \times 5 \\ \hline \end{array}$	$\begin{array}{r} 10 \\ \times 10 \\ \hline \end{array}$	$\begin{array}{r} 5 \\ \times 9 \\ \hline \end{array}$
$\begin{array}{r} 7 \\ \times 7 \\ \hline \end{array}$	$\begin{array}{r} 7 \\ \times 11 \\ \hline \end{array}$	$\begin{array}{r} 4 \\ \times 2 \\ \hline \end{array}$	$\begin{array}{r} 6 \\ \times 11 \\ \hline \end{array}$	$\begin{array}{r} 9 \\ \times 4 \\ \hline \end{array}$	$\begin{array}{r} 11 \\ \times 9 \\ \hline \end{array}$	$\begin{array}{r} 4 \\ \times 8 \\ \hline \end{array}$
$\begin{array}{r} 9 \\ \times 6 \\ \hline \end{array}$	$\begin{array}{r} 5 \\ \times 9 \\ \hline \end{array}$	$\begin{array}{r} 2 \\ \times 3 \\ \hline \end{array}$	$\begin{array}{r} 8 \\ \times 12 \\ \hline \end{array}$	$\begin{array}{r} 11 \\ \times 3 \\ \hline \end{array}$	$\begin{array}{r} 12 \\ \times 8 \\ \hline \end{array}$	$\begin{array}{r} 3 \\ \times 7 \\ \hline \end{array}$
$\begin{array}{r} 11 \\ \times 5 \\ \hline \end{array}$	$\begin{array}{r} 3 \\ \times 7 \\ \hline \end{array}$	$\begin{array}{r} 1 \\ \times 4 \\ \hline \end{array}$	$\begin{array}{r} 10 \\ \times 11 \\ \hline \end{array}$	$\begin{array}{r} 12 \\ \times 2 \\ \hline \end{array}$	$\begin{array}{r} 11 \\ \times 7 \\ \hline \end{array}$	$\begin{array}{r} 2 \\ \times 6 \\ \hline \end{array}$
$\begin{array}{r} 12 \\ \times 4 \\ \hline \end{array}$	$\begin{array}{r} 1 \\ \times 5 \\ \hline \end{array}$	$\begin{array}{r} 3 \\ \times 5 \\ \hline \end{array}$	$\begin{array}{r} 12 \\ \times 10 \\ \hline \end{array}$	$\begin{array}{r} 10 \\ \times 1 \\ \hline \end{array}$	$\begin{array}{r} 1 \\ \times 6 \\ \hline \end{array}$	$\begin{array}{r} 12 \\ \times 5 \\ \hline \end{array}$
$\begin{array}{r} 10 \\ \times 3 \\ \hline \end{array}$	$\begin{array}{r} 4 \\ \times 3 \\ \hline \end{array}$	$\begin{array}{r} 5 \\ \times 6 \\ \hline \end{array}$	$\begin{array}{r} 11 \\ \times 9 \\ \hline \end{array}$	$\begin{array}{r} 8 \\ \times 2 \\ \hline \end{array}$	$\begin{array}{r} 2 \\ \times 4 \\ \hline \end{array}$	$\begin{array}{r} 1 \\ \times 3 \\ \hline \end{array}$

$\begin{array}{r} 2 \\ \times 4 \\ \hline \end{array}$	$\begin{array}{r} 2 \\ \times 8 \\ \hline \end{array}$	$\begin{array}{r} 2 \\ \times 2 \\ \hline \end{array}$	$\begin{array}{r} 2 \\ \times 2 \\ \hline \end{array}$	$\begin{array}{r} 12 \\ \times 5 \\ \hline \end{array}$	$\begin{array}{r} 8 \\ \times 4 \\ \hline \end{array}$	$\begin{array}{r} 3 \\ \times 9 \\ \hline \end{array}$	$\begin{array}{r} 7 \\ \times 6 \\ \hline \end{array}$	$\begin{array}{r} 5 \\ \times 12 \\ \hline \end{array}$	$\begin{array}{r} 4 \\ \times 1 \\ \hline \end{array}$
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Name _____

Date _____



MY NUMBER LINE -10 TO 10



MY NUMBER LINE -10 TO 10



MY NUMBER LINE -10 TO 10



MY NUMBER LINE -10 TO 10



MY NUMBER LINE -10 TO 10



Positive and Negative Integers Notes – Monday, March 25, 2020

An **integer** is a whole number. Positive whole numbers, negative whole numbers, and zero are considered integers. Some examples of integers are 3, -3, -47, 105, 0.

Can you think of any numbers that are not integers?

If you thought about fractions or decimals, you are correct! Fractions and decimals represent parts of a whole. Because fractions and decimals are not whole numbers, they also are not integers.

Many of you know negative numbers as numbers that describe debt or owing money to someone else. If you a book cost \$10 but you only paid \$7 for it, then you owe \$3. You could use -\$3 to describe how much money you have. People also use negative numbers to describe the money that they withdraw or take out of a bank account. So if you add \$60 to your bank account, that is considered a + \$60. But if you take \$60 out of your bank account, that is considered - \$60.

Check point #1! Solve tasks 1a and 1c on TB 150. Check your answers and ask necessary questions before you continue.

Negative and positive numbers can also describe a distance from zero in opposite directions. To demonstrate this, we will use your number line.

Put your game piece, bean, or eraser on the zero on your number line. Now move it 5 spaces to the right. Your game piece, bean, or eraser should be on the positive 5. When you moved the game piece to the right, you moved it in a positive direction on your number line. This is the direction we move on the number line when we count up.

Now move your game piece back to the zero. You just moved 5 numbers to the left on your number line (the direction of subtraction)! If you move your game piece, 5 more places to the left, you will be on -5.

Check point #2!

1. What happens to numbers on a number line as they move to the right? Do they get bigger or smaller?
2. What happens to numbers on a number line as they move to the left?
3. Do task 4 on TB 151.

Absolute Value

Put your game piece on the zero. Move it 3 spaces in the negative direction. Now it should be on the -3.

Put your game piece on the zero again. Now move it 3 spaces in the positive direction. It should end on 3.

In both cases, you moved the piece three spaces, although you moved it in different directions. We could say in both cases that you moved the piece 3 spaces. This tells us that the **absolute value** of 3 and -3 is 3.

Absolute value tells us how far away a number is from zero without telling us if the number is positive or negative. In other words, it tells us how far away a number is from zero without telling us what direction it is from zero.

So the absolute value of -13 is 13 and the absolute value of 13 is also 13.

However, -13 is still a smaller number than +13.

Check point #3!

1. The absolute value of -5 is 5. What is the absolute value of 5?
2. What is the absolute value of -10?
3. In a football game, the home team lost 20 yards in the last play. Represent this loss as a negative number, and give its absolute value.
4. Is $\frac{1}{2}$ greater or less than -1?
5. Is 0.75 greater or less than -1?
6. Can you have negative fractions and negative decimal numbers?

Enrichment

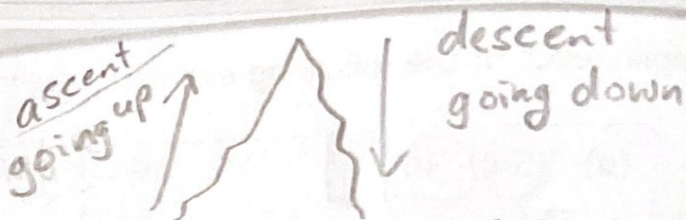
If you still have questions or want to learn more about how we use absolute value every day, you can watch this 2-min video:

<https://www.brainpop.com/math/numbersandoperations/absolutevalue/>

And read this brief article:

<https://www.brainpop.com/math/numbersandoperations/absolutevalue/relatedreading/#tab=0>

EXERCISE 4



1. Fill in the blanks.

(a) If an ascent of 20 m means 20 m, then a descent of 20 m is represented by m.

(b) If 45 means a speed of 45 mi/h of a car moving to the East, then -45 represents a speed of 45 mi/h of the car moving to the . *What's the opposite direction to East?*

These are degrees Celsius.

(c) If a temperature of 10 degrees means 10 degrees above freezing, then a temperature of means 10 degrees below freezing. *In Celsius, 0° is freezing. (In Fahrenheit, 32° is freezing.)*

(d) The launch of a rocket is at 0. Hence, 20 seconds before lift-off can be represented as . *What's 20s before zero?*

(e) If \$20 means having \$20, then represents owing \$20.

(f) Deborah withdrew \$45 from her savings account. Is this transaction considered positive or negative? Why?

2. Write all the integers from -9 to 5 in ascending order. *from least to greatest*

3. Write the number that is 1 less than each of the following.

ex (a) 9

(b) -9

(c) 0

(d) -80

4. Write the number that is 1 more than each of the following.

ex (a) 0

(b) -4

(c) -30

(d) -99

5. Fill in each \bigcirc with $>$ or $<$.

(a) $0 \bigcirc 1$

(b) $7 \bigcirc -8$

(c) $-4 \bigcirc -3$

(d) $40 \bigcirc -30$

(e) $-463 \bigcirc -643$

(f) $458 \bigcirc -458$

6. Put the following integers in descending order.

going down, greatest to least

(a) -4, 3, -2, 1

ex

(b) -50, -60, -46, 51

7. Complete the pattern.

(a) 5, 4, 3, 2, , ,

ex (b) 30, 20, 10, , , *going down by 10s*

(c) -12, -9, -6, , ,

8. Give the ^{absolute} numerical value of each of the following integers.

(a) 4

(b) -7

(c) -100

Animals can adapt in two main ways. They can adapt physically (changes on their body) or behaviorally (something that helps them to survive)

Physical (structural)













Behavioral

Barn owls have extremely soft feathers. Small, hairlike parts on the feathers trap air underneath. This helps them to fly silently and smoothly while hunting.



When animals hibernate, they enter a deep 'sleep'. This allows their body to use minimal energy during winter months when food is scarce. Hedgehogs are one animal that hibernates to stay alive.



<p><u>Camouflage</u></p>  <p>When animals blend in with their environment and can't easily be seen, like the Leopard.</p>	<p><u>Storing Food</u></p>  <p>Some animals, like squirrels, hide their food for the winter months when not much food is available.</p>	<p><u>Body Covering</u></p>  <p>Feathers not only keep birds warm and dry, but help them to fly by controlling air flow.</p>	<p><u>Finding Shelter</u></p>  <p>Animals need to find and make shelter for protection. Birds create nests.</p>
<p><u>Body Covering</u></p>  <p>Scales allow reptiles like snakes to glide over rough, hot surfaces. They are also waterproof.</p>	<p><u>Mimicry</u></p>  <p>'Mimic' means to 'copy'. The Viceroy butterfly adapted to look like the Monarch butterfly, which is poisonous. Predators can't tell the difference so they leave both butterflies alone!</p>	<p><u>Defending Themselves</u></p>  <p>Animals have different ways of defending themselves. Giraffes will kick predators, such as lions, with their legs.</p>	<p><u>Protecting Young</u></p>  <p>Animals look after their babies in many ways. Birds keep their eggs warm by placing them in a nest and sitting on them until they hatch.</p>
<p><u>Hibernating</u></p>  <p>Many animals such as bears, bats and hedgehogs go into a deep sleep during the cold winter months. This saves energy during a time when not a lot of food is available.</p>	<p><u>Body Parts</u></p>  <p>The Kangaroo has a special pouch that it keeps its baby in until it is old enough to explore the world!</p>	<p><u>Chemical Defences</u></p>  <p>Some plants, such as Poison Ivy, have toxins on their leaves that will give predators a painful and itchy rash.</p>	<p><u>Migrating</u></p>  <p>Many animals migrate with the change in season. Whales migrate to cold waters when they need to find food.</p>

Directions: Sort the adaptations from the previous page into either category. You may do this by listing the adaptations or by cutting them out and pasting them under the correct category.

Behavioral Adaptations	Structural Adaptations

Directions: Read the article in the Powerpoint and then answer questions. Record the camel's adaptations in the chart below.

Behavioral adaptations	physical adaptations

1. How does a camel use its hump to survive? _____

2. Why do you think camels are herbivores rather than carnivores?

3. Many people in the desert keep camels as pets. Why do you think someone would want a camel as a pet?

W2 Monday Translation

“Poppaea”

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

Lines 1-7

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

Poppaea: ego amīcum meum exspectō. ubi est amīcus?

(*Lucriō stertit.*)

ēheu! Lucriō est in vīllā.

(*agricolae in viā clāmant.*)

agricolae: euge! agricolae hodiē nōn labōrant!

Vocabulary

stertit – snores

exspectō – I am waiting for

ēheu! - oh no!

agricola – farmer

euge! – hurray!

Your Translation

Daily Student Instruction Sheet

TUESDAY

ELA

Spalding
(20 Minutes)

Literature
(15 Minutes)

Grammar/
Writing
(20 Minutes)

Reading
(20+ minutes)

Spalding

Goal/Objective:

- Students will learn 5 new Spalding words
- Student will syllabicate, finger spell, and mark rules

Materials needed:

- Sharpened pencil
- Monday Spalding Student Worksheet

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

- Spalding work is **PA**
- Dictate the 5 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 in the student worksheet in syllables while saying it aloud
 - 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. Students will syllabicate, write markings and the rules that apply for **BOTH** dictations.

Literature

Goal/Objective:

- **READ** Ch. 2 of *Where the Red Fern Grows*
- **ANNOTATE** the setting and Billy's family
- **GIVE** Chapter 2 a title

Materials needed:

- *Where the Red Fern Grows*, Ch. 2
- Pencil
- Bookmark
- Ch. 1-2 Unfamiliar Words & Vocabulary Guide
- Ch. 2 Annotation worksheet
- [Tuesday Answer Key](#)

Daily Student Instruction Sheet

	<p>Specific Instructions (I=independent; PA=dependent):</p> <ul style="list-style-type: none"> <input type="checkbox"/> READ Ch. 2 of <i>Where the Red Fern Grows</i> LOOKING for: (I) <ul style="list-style-type: none"> <input type="checkbox"/> Where does Billy live? <input type="checkbox"/> Who are the members of his family? And what did you learn about them? <input type="checkbox"/> What did Papa buy Billy from the store? Why do you think he did this? <input type="checkbox"/> COMPLETE Ch. 2 Annotation Worksheet (I) <input type="checkbox"/> Check with Tuesday answer key. <p>Grammar/Writing</p> <p>Goal/Objective: Students will practice identifying line, stanza, couplets and rhyme schemes in a poem.</p> <p>Materials needed: Poetic devices notes, “Devices that Create Rhythm” worksheet, parent answer key, and a pencil.</p> <p>Specific Instructions (I=independent; PA=dependent):</p> <ul style="list-style-type: none"> <input type="checkbox"/> Students will review notes on poetic devices from Monday’s lesson. (I) <input type="checkbox"/> Students will complete “Devices that Create Rhythm” worksheet. (I) <input type="checkbox"/> Parents will check student work for correctness with the answer key. (PA)
<p>MATH (30 Minutes)</p>	<p>Math</p> <p>Goal/Objective: Add integers with the same side.</p> <ul style="list-style-type: none"> • Add positive integers to positive integers • Add negative integers to negative integers <p>Materials needed: Rocket Math Adv. Multiplication U, Rocket Math Practice Key, “Adding Integers with the Same Sign” Notes, number line, a game piece, bean, or eraser to use with the number line, Guided Practice (TB 152), Exercise 5, Tuesday Math Key</p> <p>Optional: “How to Add Integers on a Number Line” Video</p> <p>Specific instruction (I=Independent; PA=dependent)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Rocket Math: Advanced Multiplication U (3 min) (PA) <ul style="list-style-type: none"> <input type="checkbox"/> 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. Use the practice key to check student responses. <input type="checkbox"/> 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. <input type="checkbox"/> The key for the one-minute test is included with the answer keys at the back of this packet. <input type="checkbox"/> (I) Read “Adding Integers with the Same Sign” Notes. <ul style="list-style-type: none"> <input type="checkbox"/> Use the number line when indicated.

Daily Student Instruction Sheet

	<ul style="list-style-type: none"> <input type="checkbox"/> Complete checkpoints on the way and check answers before moving forward. <input type="checkbox"/> If you do not understand the answer to a checkpoint, read the notes again or ask for help. <input type="checkbox"/> (Optional I) View video on “How to Use a Number Line to Add Integers.” <input type="checkbox"/> (I) Complete Exercise 5. <ul style="list-style-type: none"> <input type="checkbox"/> On task 1, use the number line to help you find the answer. Find the first number in your problem with the tip of your pencil. The second number tells you how many spaces to move on the number line. If it’s a negative number, move that number of spaces to the left. If it’s a positive number, move that number of spaces to the right. <input type="checkbox"/> Check the key when you finish task 1. Ask questions as necessary. <input type="checkbox"/> (I) Complete tasks 2-5.
<p>Science (25 Minutes)</p>	<p>Science: Goal/Objective: Students are able to differentiate between learned and inherited traits in animals. Materials needed: Specific Instructions (I=independent; PA=dependent):</p> <ul style="list-style-type: none"> <input type="checkbox"/> Student reviews PowerPoint (link on blog) on learned and inherited traits. (I) <input type="checkbox"/> https://docs.google.com/presentation/d/1nF50CIJEqfdiymy7XNxIFibGMeCY8by9d4GyHfcJd4Y/edit?usp=sharing <input type="checkbox"/> Student completes notes and questions that go along with the power point. (I) <input type="checkbox"/> Student checks understanding with key at the end of PowerPoint (I)
<p>LATIN (15 Minutes)</p>	<p>Latin Goal/Objective: 1) Practice Q4U1 vocabulary; 2) Continue translation of “Poppaea” Materials needed: 1) Q4U1 flashcards or access to the Internet; 2) “W2 Tuesday Translation” worksheet Specific Instructions (I=independent; PA=dependent):</p> <ul style="list-style-type: none"> <input type="checkbox"/> I: Practice vocabulary 5 minutes using either the Q4U1 flashcards or Quizlet (https://quizlet.com/_87upfx) <input type="checkbox"/> I: Translate text of “W2 Tuesday Translation” worksheet <ul style="list-style-type: none"> <input type="checkbox"/> I: Use wiktionary.org or translate.google.com for any words you do not know
<p>OPTIONAL Art Music (15 min.)</p>	<p>Music Goal/Objective: The Student will listen to a composition by Stephen Foster. Materials needed: Pencil, paper, video link https://ghnomusic3-5.blogspot.com/2020/03/foster.html Specific Instructions (I=independent; PA=dependent):</p> <ul style="list-style-type: none"> <input type="checkbox"/> (I) The Student will listen to “Camptown Races” by Foster. 2:46 <input type="checkbox"/> (I) The Student will write what he/she hears regarding instruments,

Daily Student Instruction Sheet

P.E.	rhythms, patterns, etc. 10:00 <input type="checkbox"/> (I) The Student will title this assignment: "Foster: Camptown Races" 1:00
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Spalding Spelling List (20 min)

Instructions and an answer key are provided below.

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

First: Parent Does	Next, Child Does	Then, Together:
<ul style="list-style-type: none"> Says the word Says the word in a sentence Says the word again 	<ul style="list-style-type: none"> Repeats the word Determines the base word (and affix, if applicable) Shows syllables with fists and sounds with fingers Writes the word in syllables while saying it aloud Writes the markings and the rules that apply 	<ul style="list-style-type: none"> Make the appropriate corrections before moving on to the next word

After finishing the list of 5 words, have your child fold 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. Students will write syllabifications, markings, and rules BOTH times.

→ 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
<u>an</u> ² <u>xi</u> ¹ <u>ety</u> r. 5, 6	She is feeling anxiety over the upcoming test.	r. 5 - letters i and y may say i at the end of a syllable (si lent, my). r. 6 - letter y, not l, is used at the end of an English word. Additional phonogram x with a 2 over it.
<u>an</u> ⁴ <u>xi</u> <u>ous</u>	People are anxious about the future.	xi is an uncommon spelling and it does not say the sounds it is suppose to in this word.
<u>av</u> <u>er</u> <u>age</u>	What is the average temperature of San Antonio in the summer?	
<u>tri</u> <u>an</u> <u>gle</u> ₌₄	A triangle has three sides.	Base word is angle; prefix is tri
<u>bi</u> <u>cy</u> <u>cle</u> r. 5, 2 ₌₄	He rode his bicycle around the neighborhood.	Base word is cycle; prefix is bi r. 5 - letters i and y may say i at the end of a syllable (si lent, my). r. 2 - letter c before e, i, or y says s

Name: _____ Date: _____ # _____

Spalding Spelling List

Tuesday

1st Dictation



2nd Dictation

Where the Red Fern Grows

Name: _____ # _____

Chapter 2

Date: _____

Annotation Worksheet



SHORT ANSWER DIRECTIONS:

- A. In your book, mark with a **star** ★ and **underline** the text that answers the questions below.
- B. Write the page number in the space provided.
- C. In your own words, write the answer to the question.

1. Describe where Billy lives. # _____

2. Who are the members of his family? What did you learn about them? # _____

3. What did Papa buy Billy from the store? Why do you think he did this? # _____

4. What would you title Chapter 2?

Name: _____

Date: _____

Devices That Create Rhythm

Part I: *Directions:* Read the following poem. Follow the directions for annotating and then answer the questions below.

“Some Opposites”
by Richard Wilbur

What is the opposite of riot?
It is lots of people keeping quiet.

The opposite of doughnut? Wait
A minute while I meditate
This isn't easy. Ah! I've found it.
It's a cookie with a hole around it.

What is the opposite of two?
A lonely me, a lonely you.

The opposite of a cloud could be
A white reflection in the sea
Or a huge blueness in the air
Caused by the cloud's not being there

The opposite of opposite?
That's much too difficult. I quit.

Part II: Annotate

Directions: Follow the instructions to annotate the poem above. Check the boxes once you are done.

- Number the lines in the poem.
- Brace an example of a stanza.
- Circle an example of a couplet.
- Pick a stanza and label the rhyme scheme.

Part III: *Directions:* Answer the follow questions.

1. Write down an example of line from the poem above.

2. How many stanzas are in this poem?

Name: _____

Date: _____

3. Write down an example of a couplet from the poem.

4. What is the rhyme scheme of the second stanza? (Label by using alphabetical letters)

_____, _____, _____, _____.

5. What are the opposites presented in this poem?

6. What do you think is the tone of the poem and why? (Remember tone is the writer's attitude towards the subject.)

7. How do you think the poetic devices in the poem help to create rhythm?

Name _____

$\begin{array}{r} 12 \\ \times 3 \\ \hline \end{array}$	$\begin{array}{r} 8 \\ \times 10 \\ \hline \end{array}$	$\begin{array}{r} 11 \\ \times 6 \\ \hline \end{array}$	$\begin{array}{r} 12 \\ \times 6 \\ \hline \end{array}$	$\begin{array}{r} 12 \\ \times 10 \\ \hline \end{array}$	$\begin{array}{r} 10 \\ \times 4 \\ \hline \end{array}$	$\begin{array}{r} 5 \\ \times 11 \\ \hline \end{array}$	$\begin{array}{r} 2 \\ \times 1 \\ \hline \end{array}$	$\begin{array}{r} 1 \\ \times 3 \\ \hline \end{array}$	$\begin{array}{r} 4 \\ \times 8 \\ \hline \end{array}$
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Start


$\begin{array}{r} 6 \\ \times 5 \\ \hline \end{array}$

$\begin{array}{r} 6 \\ \times 7 \\ \hline \end{array}$

$\begin{array}{r} 1 \\ \times 9 \\ \hline \end{array}$

$\begin{array}{r} 6 \\ \times 12 \\ \hline \end{array}$

$\begin{array}{r} 1 \\ \times 12 \\ \hline \end{array}$

$\begin{array}{r} 7 \\ \times 9 \\ \hline \end{array}$

$\begin{array}{r} 5 \\ \times 7 \\ \hline \end{array}$

$\begin{array}{r} 6 \\ \times 2 \\ \hline \end{array}$

$\begin{array}{r} 0 \\ \times 8 \\ \hline \end{array}$

$\begin{array}{r} 7 \\ \times 6 \\ \hline \end{array}$

One-Minute Test

Goal

Completed

$\begin{array}{r} 1 \\ \times 11 \\ \hline \end{array}$	$\begin{array}{r} 12 \\ \times 6 \\ \hline \end{array}$	$\begin{array}{r} 10 \\ \times 4 \\ \hline \end{array}$	$\begin{array}{r} 1 \\ \times 8 \\ \hline \end{array}$	$\begin{array}{r} 3 \\ \times 7 \\ \hline \end{array}$	$\begin{array}{r} 8 \\ \times 12 \\ \hline \end{array}$	$\begin{array}{r} 7 \\ \times 11 \\ \hline \end{array}$
$\begin{array}{r} 3 \\ \times 9 \\ \hline \end{array}$	$\begin{array}{r} 11 \\ \times 8 \\ \hline \end{array}$	$\begin{array}{r} 8 \\ \times 2 \\ \hline \end{array}$	$\begin{array}{r} 2 \\ \times 9 \\ \hline \end{array}$	$\begin{array}{r} 5 \\ \times 6 \\ \hline \end{array}$	$\begin{array}{r} 9 \\ \times 11 \\ \hline \end{array}$	$\begin{array}{r} 6 \\ \times 10 \\ \hline \end{array}$
$\begin{array}{r} 5 \\ \times 8 \\ \hline \end{array}$	$\begin{array}{r} 9 \\ \times 10 \\ \hline \end{array}$	$\begin{array}{r} 6 \\ \times 1 \\ \hline \end{array}$	$\begin{array}{r} 4 \\ \times 10 \\ \hline \end{array}$	$\begin{array}{r} 7 \\ \times 5 \\ \hline \end{array}$	$\begin{array}{r} 10 \\ \times 10 \\ \hline \end{array}$	$\begin{array}{r} 5 \\ \times 9 \\ \hline \end{array}$
$\begin{array}{r} 7 \\ \times 7 \\ \hline \end{array}$	$\begin{array}{r} 7 \\ \times 11 \\ \hline \end{array}$	$\begin{array}{r} 4 \\ \times 2 \\ \hline \end{array}$	$\begin{array}{r} 6 \\ \times 11 \\ \hline \end{array}$	$\begin{array}{r} 9 \\ \times 4 \\ \hline \end{array}$	$\begin{array}{r} 11 \\ \times 9 \\ \hline \end{array}$	$\begin{array}{r} 4 \\ \times 8 \\ \hline \end{array}$
$\begin{array}{r} 9 \\ \times 6 \\ \hline \end{array}$	$\begin{array}{r} 5 \\ \times 9 \\ \hline \end{array}$	$\begin{array}{r} 2 \\ \times 3 \\ \hline \end{array}$	$\begin{array}{r} 8 \\ \times 12 \\ \hline \end{array}$	$\begin{array}{r} 11 \\ \times 3 \\ \hline \end{array}$	$\begin{array}{r} 12 \\ \times 8 \\ \hline \end{array}$	$\begin{array}{r} 3 \\ \times 7 \\ \hline \end{array}$
$\begin{array}{r} 11 \\ \times 5 \\ \hline \end{array}$	$\begin{array}{r} 3 \\ \times 7 \\ \hline \end{array}$	$\begin{array}{r} 1 \\ \times 4 \\ \hline \end{array}$	$\begin{array}{r} 10 \\ \times 11 \\ \hline \end{array}$	$\begin{array}{r} 12 \\ \times 2 \\ \hline \end{array}$	$\begin{array}{r} 11 \\ \times 7 \\ \hline \end{array}$	$\begin{array}{r} 2 \\ \times 6 \\ \hline \end{array}$
$\begin{array}{r} 12 \\ \times 4 \\ \hline \end{array}$	$\begin{array}{r} 1 \\ \times 5 \\ \hline \end{array}$	$\begin{array}{r} 3 \\ \times 5 \\ \hline \end{array}$	$\begin{array}{r} 12 \\ \times 10 \\ \hline \end{array}$	$\begin{array}{r} 10 \\ \times 1 \\ \hline \end{array}$	$\begin{array}{r} 1 \\ \times 6 \\ \hline \end{array}$	$\begin{array}{r} 12 \\ \times 5 \\ \hline \end{array}$
$\begin{array}{r} 10 \\ \times 3 \\ \hline \end{array}$	$\begin{array}{r} 4 \\ \times 3 \\ \hline \end{array}$	$\begin{array}{r} 5 \\ \times 6 \\ \hline \end{array}$	$\begin{array}{r} 11 \\ \times 9 \\ \hline \end{array}$	$\begin{array}{r} 8 \\ \times 2 \\ \hline \end{array}$	$\begin{array}{r} 2 \\ \times 4 \\ \hline \end{array}$	$\begin{array}{r} 1 \\ \times 3 \\ \hline \end{array}$

$\begin{array}{r} 5 \\ \times 8 \\ \hline \end{array}$

$\begin{array}{r} 2 \\ \times 3 \\ \hline \end{array}$

$\begin{array}{r} 1 \\ \times 11 \\ \hline \end{array}$

$\begin{array}{r} 4 \\ \times 11 \\ \hline \end{array}$

$\begin{array}{r} 6 \\ \times 6 \\ \hline \end{array}$

$\begin{array}{r} 12 \\ \times 6 \\ \hline \end{array}$

$\begin{array}{r} 9 \\ \times 8 \\ \hline \end{array}$

$\begin{array}{r} 8 \\ \times 5 \\ \hline \end{array}$

$\begin{array}{r} 12 \\ \times 9 \\ \hline \end{array}$

$\begin{array}{r} 4 \\ \times 1 \\ \hline \end{array}$

Adding Integers with the Same Sign Notes - Tuesday, March 31, 2020

Key Vocabulary from Yesterday

Integer: Any whole number. This includes positive numbers, negative numbers, and 0. Decimals and fractions are not integers because they are not whole numbers.

Absolute Value: the distance of a number from zero, regardless of its sign, positive or negative. (The absolute value of -2 is 2. The absolute value of 2 is also 2.)

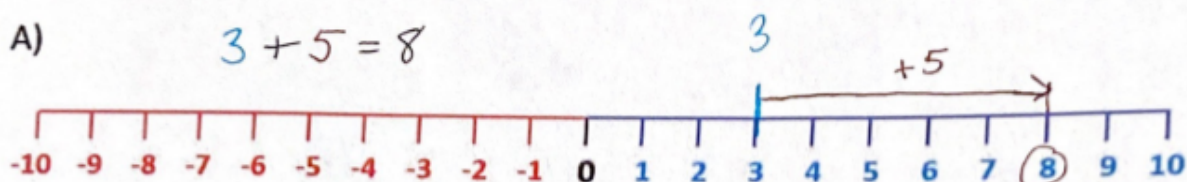
Adding positive numbers

If your favorite squamate, _____, gives you \$3, you will have gained \$3, a positive value!

If your second favorite squamate, _____, gives you \$5, then you have gained \$5 more!

Now you have a total gain of \$8.

When we use a number line to solve $\$3 + \5 , you can start by finding the first number, \$3, on your number line. Because we are adding a positive number, 5, you can then move your pencil 5 more places in the positive direction on the number line. Then you will land on the number 8 on the positive side of the number line.



Another way to think of it is that when you add two positive integers, you are adding their absolute values together. The result is positive.

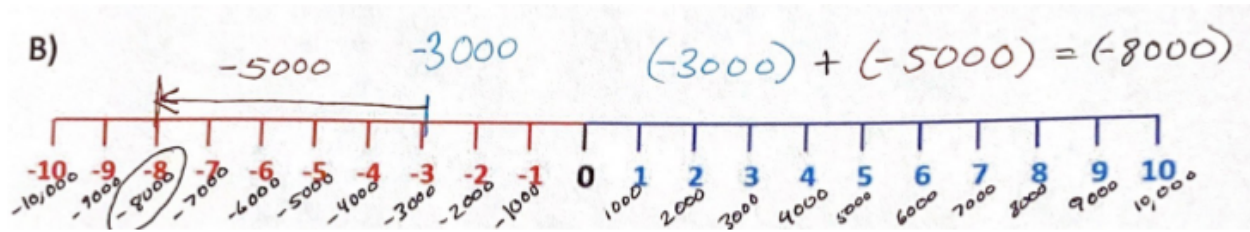
Adding Negative Integers

If the French king promised to give Jaques Cartier 3000 livres to explore the coast of North America, then he will owe Cartier 3000 livres when Cartier returns to France. That's -3000 livres.

If the French king later promises to give Jaques Cartier 5000 livres after his second voyage to North America, then that would be -5000 livres for the king.

In total, the king would owe Cartier 8000 livres. For the king, that would be a total loss of -8000 livres.

To use a number line to add $(-3000 \text{ livres}) + (-5000 \text{ livres})$, put your pencil on the -3000 mark on your number line. Then move 5000 places more in the negative direction (to the left; the space between each tick mark is 1000 livres on this number line.) Your pencil will land on the -8000 livres mark.



Another way to think of it is that when you add to negative integers, you add their absolute values. The result is negative.

Note: Sometimes negative numbers are written inside a pair of parentheses in order to make it easier to see the difference between a negative number sign and a subtraction sign.

Ex. $(-4) + (-2)$

However, it is optional to put parentheses around the first number in a problem, because that is less likely to be confusing.

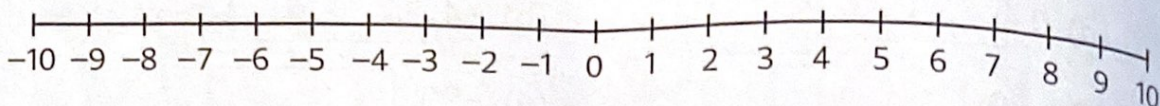
Ex. You can write the expression $-4 + (-2)$ or $(-4) + (-2)$.

Optional video: Watch Mrs. Cramer add integers of the same sign on a number line!

Check point!

1. Fill the blank with either the word “positive” or the word “negative”: If you move to the left on the number line, you are moving in the _____ direction.
2. What vocabulary word applies to numbers like 0, 51, and -18 , but not to 0.5?
3. Study task 6a & b on TB 152. Then solve tasks 7-9 on the same page.
 - The textbook uses the term “numerical value” instead of “absolute value.” The term “absolute value” will be used in 6th grade so we will use that term in 5th grade as well.

EXERCISE 5



1. Use the number line to find the answer.

(a) $(-1) + (-5) =$

(b) $-2 + (-4) =$

(c) $(-7) + (-1) =$

(d) $-8 + (-2) =$

(e) $(+2) + (+3) =$

(f) $-7 + (-2) =$

2. Find the sum.

(a) $(-6) + (-9) =$

(b) $(+12) + (+8) =$

(c) $(-9) + (-99) =$

(d) $-42 + (-16) =$

(e) $-71 + (-29) =$

(f) $-199 + (-42) =$

(g) $-4 + (-7) + (-8) =$

(h) $-8 + (-17) + (-5) =$

3. Find the value of each of the following expressions when $n = -5$.

(a) $n + (-4)$
=

(b) $(-27) + n$

(c) $n + n$

(d) $n + n + n + (-7)$

4. Mr. Marchand owes the bank \$171,000 for a house and \$15,000 for a car. Write an expression to represent the total debt. Then find the amount of the total debt.

ex. $-\$171,000 + (-\$15,000) =$

5. The temperature was at -5 degrees Celsius at 6:00 pm, and then fell 5 degrees by midnight and another 8 degrees before morning. Write an expression to show the fall in temperature, and find the final temperature.

Inherited Traits/Instincts and Learned Behaviors

Directions: Complete this student work page while going through the provided powerpoint. Write answers to questions on the powerpoint in the provided spots on the following pages.

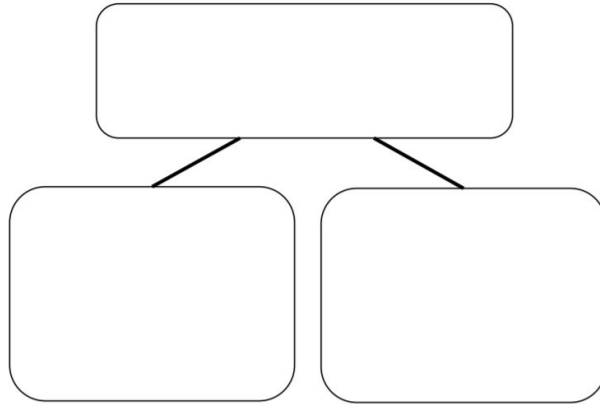
Your pet: Write one characteristic you observe on number one and one behavior you observe on number 2.

1. _____

2. _____

Inherited Traits:

Fill in boxes as is shown in ppt.



Inherited traits	Give 3 examples of each either from the ppt or your memory.
Physical characteristics	
Instincts	

Inherited Trait true or False:

1. _____
2. _____
3. _____
4. _____
5. _____

What are learned behaviors? Write a definition using your own words. _____

What are 3 examples of learned behaviors? _____

Inherited Trait or learned Behavior? Write inherited or learned based on the numbered examples in the powerpoint.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

Your Pet

1. _____
2. _____

Journal: Write 3 traits you inherited on number 1 and 3 traits you learned on number 2.

1. _____
2. _____

W2 Tuesday Translation

“Poppaea”

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

Lines 8-15

Poppaea: Lucriō! Lucriō! agricolae urbem intrant.
 agricolae adsunt.
 Lucriō: (*sēmīsomnus*) a...a...agricolae?
 puerī: euge! Sorex! Actius! āctōrēs adsunt.
 Poppaea: Lucriō! Lucriō! puerī per viam currunt.
 Lucriō: quid tū clāmas, Poppaea? cūr tū clāmōrem facis?
 Poppaea: Lucriō, Pompēiānī clāmōrem faciunt.
 agricolae et puerī sunt in viā.

Vocabulary

sēmīsomnus – half-asleep

puerī – boys

tū ckāmōrem facis – you are making a noise

Your Translation

Daily Student Instruction Sheet

WEDNESDAY

ELA

Spalding
(20 Minutes)

Literature
(15 Minutes)

Grammar/
Writing
(20 Minutes)

Reading
(20+ minutes)

Spalding

Goal/Objective:

- Students will learn 5 new Spalding words
- Student will syllabicate, finger spell, and mark rules

Materials needed:

- Sharpened pencil
- Monday Spalding Student Worksheet

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

- Spalding work is **PA**
- Dictate the 5 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 in the student worksheet in syllables while saying it aloud
 - 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. Students will syllabicate, write markings and the rules that apply for **BOTH** dictations.

Literature

Goal/Objective:

- Complete the *Where the Red Fern Grows* Art Project

Materials needed:

- [Where the Red Fern Grows, Ch. 2](#)
- Pencil, colored pencils, markers, pens, crayons (any art supplies you have on hand)
- *Where the Red Fern Grows* Art Project

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

- On the attached paper, create a scene from the Ozarks and **label each thing you draw using the descriptions from the text. (I)**

Daily Student Instruction Sheet

	<ul style="list-style-type: none"> <input type="checkbox"/> Use the book's description to inspire you in this artistic process. <input type="checkbox"/> You may use colored pencils, watercolors, pastels, markers, or anything you have at home. <input type="checkbox"/> Use the entire page to create your scene. <input type="checkbox"/> Make it display worthy. You will be graded on neatness, quality, and effort. <p>Grammar/Writing</p> <p>Goal/Objective: Students will be introduced to similarities in literature and poetry in order to introduce a new poetic device.</p> <p>Materials needed: The Story of Echo and Narcissus, "Narcissa" poem and a pencil.</p> <p>Specific Instructions (I=independent; PA=dependent):</p> <ul style="list-style-type: none"> <input type="checkbox"/> Students will read the story of Echo and Narcissus. Link on blog. (I) <input type="checkbox"/> Students will then read the poem "Narcissa" by Gwendolyn Brooks and answer the questions that are provided. (I)
<p>MATH (30 Minutes)</p>	<p>Math</p> <p>Goal/Objective:</p> <ul style="list-style-type: none"> • Add positive and negative integers using a number line. • Subtract a positive integer from a negative integer (i.e. $-3 - 5$) <p>Materials needed: Rocket Math Adv. Multiplication U, Rocket Math Practice Key, "Positive and Negative Integers" Notes, number line, a game piece, bean, or eraser to use with the number line, Wednesday Math Key</p> <p>Specific instruction (I=Independent; PA=dependent)</p> <ul style="list-style-type: none"> <input type="checkbox"/> (PA) Rocket Math: Advanced Multiplication U (3 min) <ul style="list-style-type: none"> <input type="checkbox"/> 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. Use the practice key to check student responses. <input type="checkbox"/> 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. <input type="checkbox"/> (I) Read "Add Positive and Negative Integers" Notes. <ul style="list-style-type: none"> <input type="checkbox"/> Use the number line when indicated. <input type="checkbox"/> Complete checkpoints on the way and check answers before moving forward. <input type="checkbox"/> If you do not understand the answer to a checkpoint, read the notes again or ask for help. <input type="checkbox"/> (Optional Supplement I) View "Use a Number Line to Add and Subtract Integers" Video. Follow along with your own number line. The link to the video will be on the blog. <input type="checkbox"/> (I) Complete Exercise 6 <ul style="list-style-type: none"> <input type="checkbox"/> Check key for Task 1.
<p>History</p>	<p>History:</p>

Daily Student Instruction Sheet

<p>(25 Minutes)</p>	<p>Goal/Objective: Understand the economic motivation behind the expansion of slavery in the North American colonies</p> <p>Materials needed: “Map of Early Colonies”, “Map of Early Colonies Exit Ticket”, CK Reader (82-88), “Slavery: Triangular Trade”</p> <p>Specific Instructions (I=independent; PA=dependent):</p> <ul style="list-style-type: none"> <input type="checkbox"/> View “Map of Early Colonies”. Study where territory is owned by England, France, and Spain. (I) <ul style="list-style-type: none"> <input type="checkbox"/> Try to complete “Map of Early Colonies Exit Ticket” as best as you can from memory. Correct your version of the Map by checking the previous page afterwards. (I) <input type="checkbox"/> Read (82-88) (I) (Link on blog.) <ul style="list-style-type: none"> <input type="checkbox"/> Answer “Slavery: Triangular Trade” WKST. Notice that Question 4 does not exactly match the image in your reading. (I)
<p>LATIN (15 Minutes)</p>	<p>Latin</p> <p>Goal/Objective: 1) Practice Q4U1 vocabulary; 2) Continue translation of “Poppaea”</p> <p>Materials needed: 1) Q4U1 flashcards or access on the Internet; 2) “W2 Wednesday Translation” worksheet”</p> <p>Specific Instructions (I=independent; PA=dependent):</p> <ul style="list-style-type: none"> <input type="checkbox"/> I: Practice vocabulary 5 minutes using either the Q4U1 flashcards or Quizlet (https://quizlet.com/87upfx) <input type="checkbox"/> I: Translate text of “W2 Wednesday Translation” worksheet <ul style="list-style-type: none"> <input type="checkbox"/> I: Use wiktionary.org or translate.google.com for any words you do not know
<p>OPTIONAL</p> <p>Art (15)</p> <p>PE (15)</p>	<p>Art</p> <p>Goal/objective: complete linear perspective cityscape</p> <p>Materials needed: pencil, ruler, colored pencils</p> <p>Specific instructions (I = Independent; PA = Parent Assisted):</p> <ul style="list-style-type: none"> <input type="checkbox"/> (PA) Review perspective notes from Monday and progress as needed. <input type="checkbox"/> (I) Complete steps for drawing cityscape. <input type="checkbox"/> (I) You may color your cityscape. <ul style="list-style-type: none"> <input type="checkbox"/> Be thoughtful with your colors. <input type="checkbox"/> Your cityscape should look like a real cityscape. <input type="checkbox"/> Example included <input type="checkbox"/> (PA) To see an example in color please look up “one-point perspective cityscape”. <p>PE</p> <p>Goal/Objective: Repeat Monday’s exercises</p> <p>Materials needed: W2 Log</p> <p>Specific Instructions: (I = Independent; PA = Parent Assisted)</p> <ul style="list-style-type: none"> <input type="checkbox"/> I: Warmup (optional) <input type="checkbox"/> I: Complete Log (Stay within your 10% increase that you found Monday) <input type="checkbox"/> I: Lie-down and Breathe <input type="checkbox"/> I: Save log in safe place

Spalding Spelling List (20 min)

Instructions and an answer key are provided below.

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

First: Parent Does	Next, Child Does	Then, Together:
<ul style="list-style-type: none"> Says the word Says the word in a sentence Says the word again 	<ul style="list-style-type: none"> Repeats the word Determines the base word (and affix, if applicable) Shows syllables with fists and sounds with fingers Writes the word in syllables while saying it aloud Writes the markings and the rules that apply 	<ul style="list-style-type: none"> Make the appropriate corrections before moving on to the next word

After finishing the list of 5 words, have your child fold 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. Students will write syllabifications, markings, and rules BOTH times.

→ 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
<u>bouquet</u> n. 1	The bride carried a bouquet of flowers.	r. 1 - letter q is the only letter that cannot be alone for its sound qu says it's 2 nd sound k (like in antique) French et = A
<u>calendar</u>	I hung a calendar in my room to keep track of what day it is.	
<u>century</u> n. 2, 4, 6	A century is a period of one hundred years.	r. 2 - letter c before e, i, or y says s r. 4 - vowels a, e, o, and u may say their name at the end of a syllable r. 6 - letter y, not i, is used at the end of an English word.
<u>centuries</u> n. 2, 4, 24	The printing press was invented over five centuries ago.	r. 2 - letter c before e, i, or y says s r. 4 - vowels a, e, o, and u may say their name at the end of a syllable r. 24 - when adding an ending to a word that ends with y, change y to i before adding the ending
<u>climate</u> n. 5	The climate in Houston is humid.	r. 5 - letters i and y may say i at the end of a syllable (si lent, my).

Name: _____ Date: _____ # _____

Spalding Spelling List

Wednesday

1st Dictation



2nd Dictation

Where the Red Fern Grows

Name: _____ # _____

Date: _____

Art Project



Instructions:

1. On the attached paper, create a scene from the Ozarks.
2. Use the book's description to inspire you in this artistic process. Label each thing you draw using descriptions from the text.
3. You may use colored pencils, watercolors, pastels, markers, crayon, and anything you have at home.
4. Use the entire page for your scene.
5. Make it display worthy. You will be graded on neatness, quality, and effort.

Grading Rubric

Neatness _____ / 5**Quality** _____ / 5**Color** _____ / 5**Effort** _____ / 5**Total** _____ / 20

Name: _____

Date: _____

Comparing Narcissus and Narcissa

Part I: *Answer the following questions in complete sentences.*

1. After reading the myth of Echo and Narcissus, what do you make of Narcissus's character? What did he become obsessed with and why? What was his fate?

Part II: *Read the poem below and answer the questions that follow.*

“Narcissa”

by Gwendolyn Brooks

Some of the girls are playing jacks.

Some are playing ball.

But small Narcissa is not playing

Anything at all.

Small Narcissa sits upon

A brick in her back yard

And looks at tiger-lilies,

And shakes her pigtails hard.

First she is an ancient queen

In pomp and purple veil.

Soon she is a singing wind.

And, next, a nightingale.

How fine to be Narcissa

A-changing like all that!

Name: _____

Date: _____

While sitting still, as still, as still,
As anyone ever sat!

1. What kind of girl is Narcissa?

2. Why do you think the author chose the name "Narcissa"?

3. What similarities do you see between Narcissus and Narcissa?

Name _____

$$\begin{array}{r} 12 \\ \times 3 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ \times 10 \\ \hline \end{array}$$

$$\begin{array}{r} 11 \\ \times 6 \\ \hline \end{array}$$

$$\begin{array}{r} 12 \\ \times 6 \\ \hline \end{array}$$

$$\begin{array}{r} 12 \\ \times 10 \\ \hline \end{array}$$

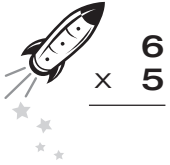
$$\begin{array}{r} 10 \\ \times 4 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ \times 11 \\ \hline \end{array}$$

$$\begin{array}{r} 2 \\ \times 1 \\ \hline \end{array}$$

$$\begin{array}{r} 1 \\ \times 3 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ \times 8 \\ \hline \end{array}$$

Start


$$\begin{array}{r} 6 \\ \times 5 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ \times 7 \\ \hline \end{array}$$

$$\begin{array}{r} 1 \\ \times 9 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ \times 12 \\ \hline \end{array}$$

$$\begin{array}{r} 1 \\ \times 12 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ \times 9 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ \times 7 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ \times 2 \\ \hline \end{array}$$

$$\begin{array}{r} 0 \\ \times 8 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ \times 6 \\ \hline \end{array}$$

One-Minute Test

Goal

Completed

$\begin{array}{r} 1 \\ \times 11 \\ \hline \end{array}$	$\begin{array}{r} 12 \\ \times 6 \\ \hline \end{array}$	$\begin{array}{r} 10 \\ \times 4 \\ \hline \end{array}$	$\begin{array}{r} 1 \\ \times 8 \\ \hline \end{array}$	$\begin{array}{r} 3 \\ \times 7 \\ \hline \end{array}$	$\begin{array}{r} 8 \\ \times 12 \\ \hline \end{array}$	$\begin{array}{r} 7 \\ \times 11 \\ \hline \end{array}$
$\begin{array}{r} 3 \\ \times 9 \\ \hline \end{array}$	$\begin{array}{r} 11 \\ \times 8 \\ \hline \end{array}$	$\begin{array}{r} 8 \\ \times 2 \\ \hline \end{array}$	$\begin{array}{r} 2 \\ \times 9 \\ \hline \end{array}$	$\begin{array}{r} 5 \\ \times 6 \\ \hline \end{array}$	$\begin{array}{r} 9 \\ \times 11 \\ \hline \end{array}$	$\begin{array}{r} 6 \\ \times 10 \\ \hline \end{array}$
$\begin{array}{r} 5 \\ \times 8 \\ \hline \end{array}$	$\begin{array}{r} 9 \\ \times 10 \\ \hline \end{array}$	$\begin{array}{r} 6 \\ \times 1 \\ \hline \end{array}$	$\begin{array}{r} 4 \\ \times 10 \\ \hline \end{array}$	$\begin{array}{r} 7 \\ \times 5 \\ \hline \end{array}$	$\begin{array}{r} 10 \\ \times 10 \\ \hline \end{array}$	$\begin{array}{r} 5 \\ \times 9 \\ \hline \end{array}$
$\begin{array}{r} 7 \\ \times 7 \\ \hline \end{array}$	$\begin{array}{r} 7 \\ \times 11 \\ \hline \end{array}$	$\begin{array}{r} 4 \\ \times 2 \\ \hline \end{array}$	$\begin{array}{r} 6 \\ \times 11 \\ \hline \end{array}$	$\begin{array}{r} 9 \\ \times 4 \\ \hline \end{array}$	$\begin{array}{r} 11 \\ \times 9 \\ \hline \end{array}$	$\begin{array}{r} 4 \\ \times 8 \\ \hline \end{array}$
$\begin{array}{r} 9 \\ \times 6 \\ \hline \end{array}$	$\begin{array}{r} 5 \\ \times 9 \\ \hline \end{array}$	$\begin{array}{r} 2 \\ \times 3 \\ \hline \end{array}$	$\begin{array}{r} 8 \\ \times 12 \\ \hline \end{array}$	$\begin{array}{r} 11 \\ \times 3 \\ \hline \end{array}$	$\begin{array}{r} 12 \\ \times 8 \\ \hline \end{array}$	$\begin{array}{r} 3 \\ \times 7 \\ \hline \end{array}$
$\begin{array}{r} 11 \\ \times 5 \\ \hline \end{array}$	$\begin{array}{r} 3 \\ \times 7 \\ \hline \end{array}$	$\begin{array}{r} 1 \\ \times 4 \\ \hline \end{array}$	$\begin{array}{r} 10 \\ \times 11 \\ \hline \end{array}$	$\begin{array}{r} 12 \\ \times 2 \\ \hline \end{array}$	$\begin{array}{r} 11 \\ \times 7 \\ \hline \end{array}$	$\begin{array}{r} 2 \\ \times 6 \\ \hline \end{array}$
$\begin{array}{r} 12 \\ \times 4 \\ \hline \end{array}$	$\begin{array}{r} 1 \\ \times 5 \\ \hline \end{array}$	$\begin{array}{r} 3 \\ \times 5 \\ \hline \end{array}$	$\begin{array}{r} 12 \\ \times 10 \\ \hline \end{array}$	$\begin{array}{r} 10 \\ \times 1 \\ \hline \end{array}$	$\begin{array}{r} 1 \\ \times 6 \\ \hline \end{array}$	$\begin{array}{r} 12 \\ \times 5 \\ \hline \end{array}$
$\begin{array}{r} 10 \\ \times 3 \\ \hline \end{array}$	$\begin{array}{r} 4 \\ \times 3 \\ \hline \end{array}$	$\begin{array}{r} 5 \\ \times 6 \\ \hline \end{array}$	$\begin{array}{r} 11 \\ \times 9 \\ \hline \end{array}$	$\begin{array}{r} 8 \\ \times 2 \\ \hline \end{array}$	$\begin{array}{r} 2 \\ \times 4 \\ \hline \end{array}$	$\begin{array}{r} 1 \\ \times 3 \\ \hline \end{array}$

$$\begin{array}{r} 5 \\ \times 8 \\ \hline \end{array}$$

$$\begin{array}{r} 2 \\ \times 3 \\ \hline \end{array}$$

$$\begin{array}{r} 1 \\ \times 11 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ \times 11 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ \times 6 \\ \hline \end{array}$$

$$\begin{array}{r} 12 \\ \times 6 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ \times 8 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ \times 5 \\ \hline \end{array}$$

$$\begin{array}{r} 12 \\ \times 9 \\ \hline \end{array}$$

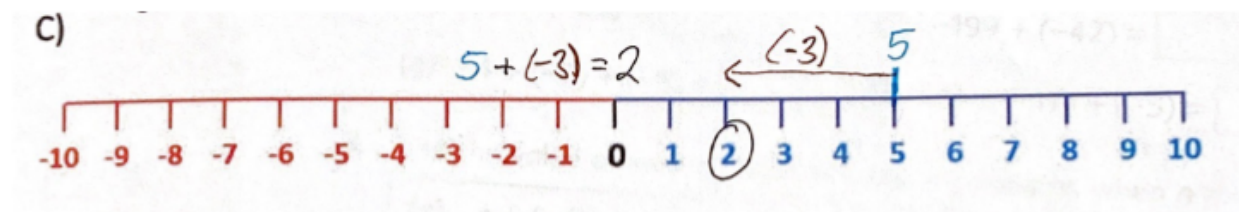
$$\begin{array}{r} 4 \\ \times 1 \\ \hline \end{array}$$

Add Positive and Negative Integers Notes - April 1, 2020

Happy April Fools Day!

Evil Eyebrows earned \$5 for walking the Decimal Diva's puppy last week. But he still owes his friend Penny \$3 for some baseball cards. So Evil Eyebrows gained \$5 and lost \$3. The expression that matches this word problem is $(+\$5) + (-\$3)$ or $\$5 + (-\$3)$.

We can solve this problem on a number line by starting 5 on the number line and then moving our pencil three spaces in the negative direction to add (-3) .



Notice that adding (-3) is the same as subtracting $(+3)$. Therefore $5 + (-3) = 5 - 3$. Both expressions equal 2.

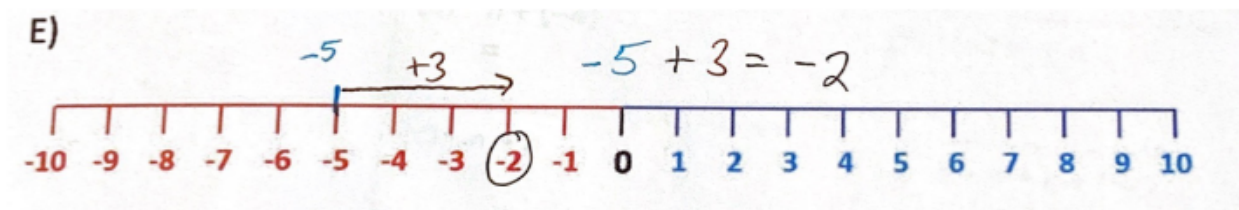
Here's another example.

Imagine Bonabelle owes Timmy \$5 for a family size bag of Takis. Then she finds \$3 in her pants pocket when she does her laundry! Write an expression for Bonabelle's money.

When Bonny owes Timmy \$5, that's a loss of (-5) dollars. When she finds \$3, that's a gain of $(+3)$ dollars. An expression to describe this is $(-5) + 3$.

You can also write it as $(-5) + (+3)$, but it is not necessary to add a positive sign to a positive number.

We can solve this problem using a number line by starting with our pencil at (-5) on the number line. Then we would move the pencil three spaces in the positive direction to show the gain of \$3.



We can also think of adding a positive and a negative integer like this:

To add a positive and a negative integer, find the difference between their absolute values.

Ex 1. $(-8) + 6$

The absolute value of -8 is 8 and the absolute value of 6 is 6 .

When we subtract the absolute values of -8 and 6 , we use the expression $8 - 6$.

If the number with the larger absolute value is positive, the result is positive.

Ex 2. In the expression $9 + (-4)$, 9 is the number with a larger absolute value. Therefore, when we subtract the absolute values of 9 and (-4) with the expression $9 - 4$, the result will be positive.

$$9 + (-4) = 9 - 4 = 5$$

If the number with the larger absolute value is negative, the result is negative.

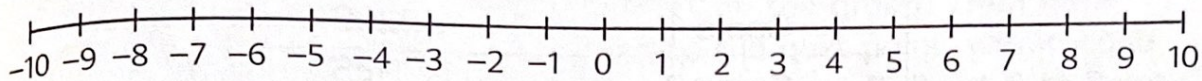
Ex 3. In the expression $(-31) + 20$, (-31) is the number with the larger absolute value. Therefore, when we subtract the absolute values of (-31) and 20 , the result will be negative.

$$-31 + 20 = -(31 - 20) = (-11)$$

Check point!

Do tasks 10 - 14 on TB 154. Then check your answers on the key and ask questions as necessary before you start Exercise 6.

EXERCISE 6



1. Use the number line to find the answer.

(a) $-1 + 5 =$

(b) $-4 + 3 =$

(c) $6 + (-4) =$

(d) $2 + (-6) =$

(e) $4 + (-1) =$

(f) $5 - 7 =$

2 Evaluate the following.

ex (a) $5 - 10 = 5 + (-10) =$

(b) $50 - 63$

(c) $-8 + 20$

(d) $-14 + 12$

(e) $32 + (-86)$

(f) $16 + (-45)$

3. Find the value of each of the following expressions when $n = -25$.

(a) $n + 4$ =	(b) $37 + n$
(c) $n + 31$	(d) $n + n + 100$



*best seen in color

Map of Early Colonies Exit Ticket

Reference the map on the previous page!

1. On this map, sketch the lines separating the territories of Britain, France, and Spain.
2. Label **who owns what** territories (YOU MAY USE A COLOR-CODE)
3. Sketch a thick line representing the Mississippi River. Connect it from the Great Lakes to the Gulf of Mexico (as seen on the previous map).



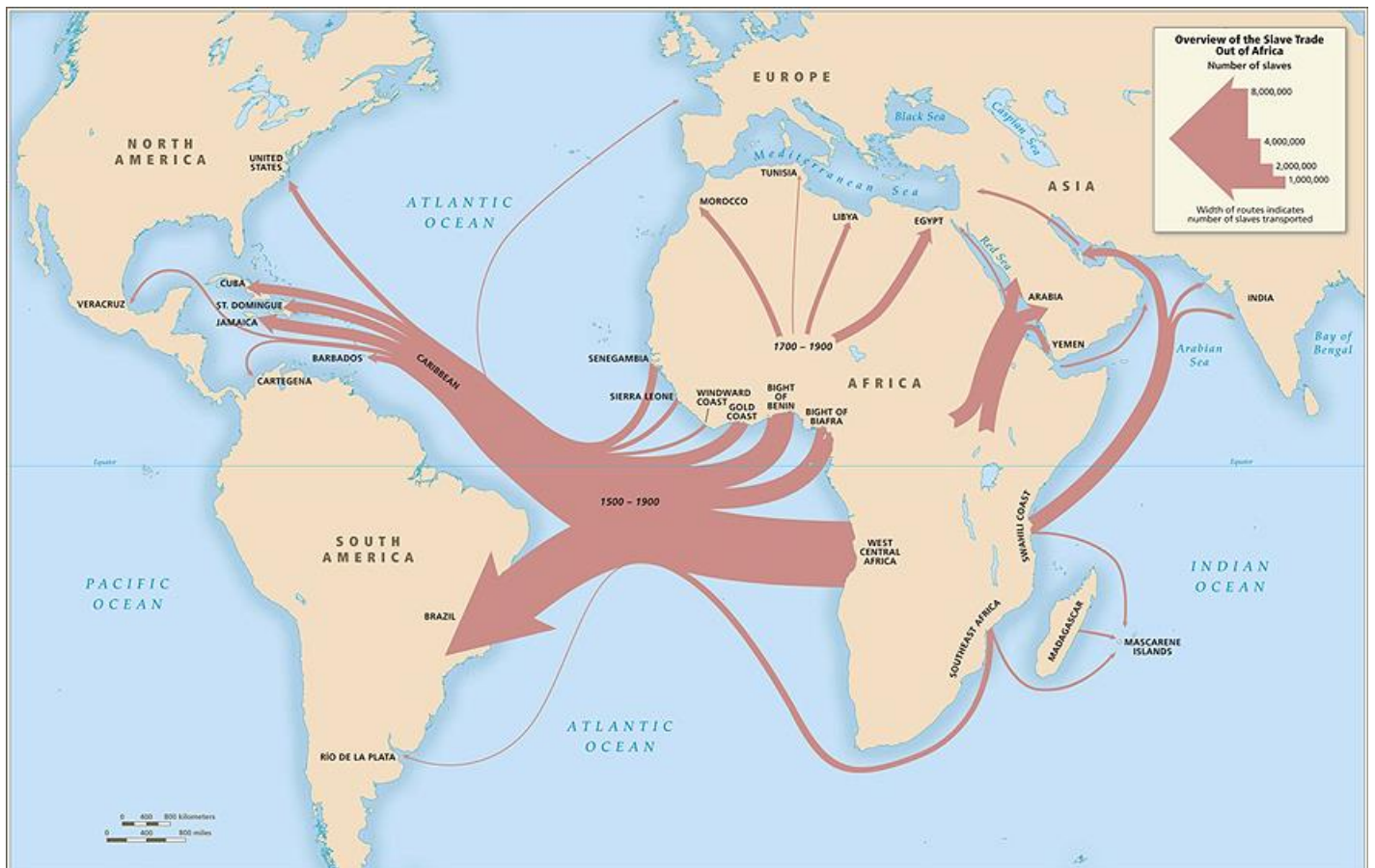
Name: _____

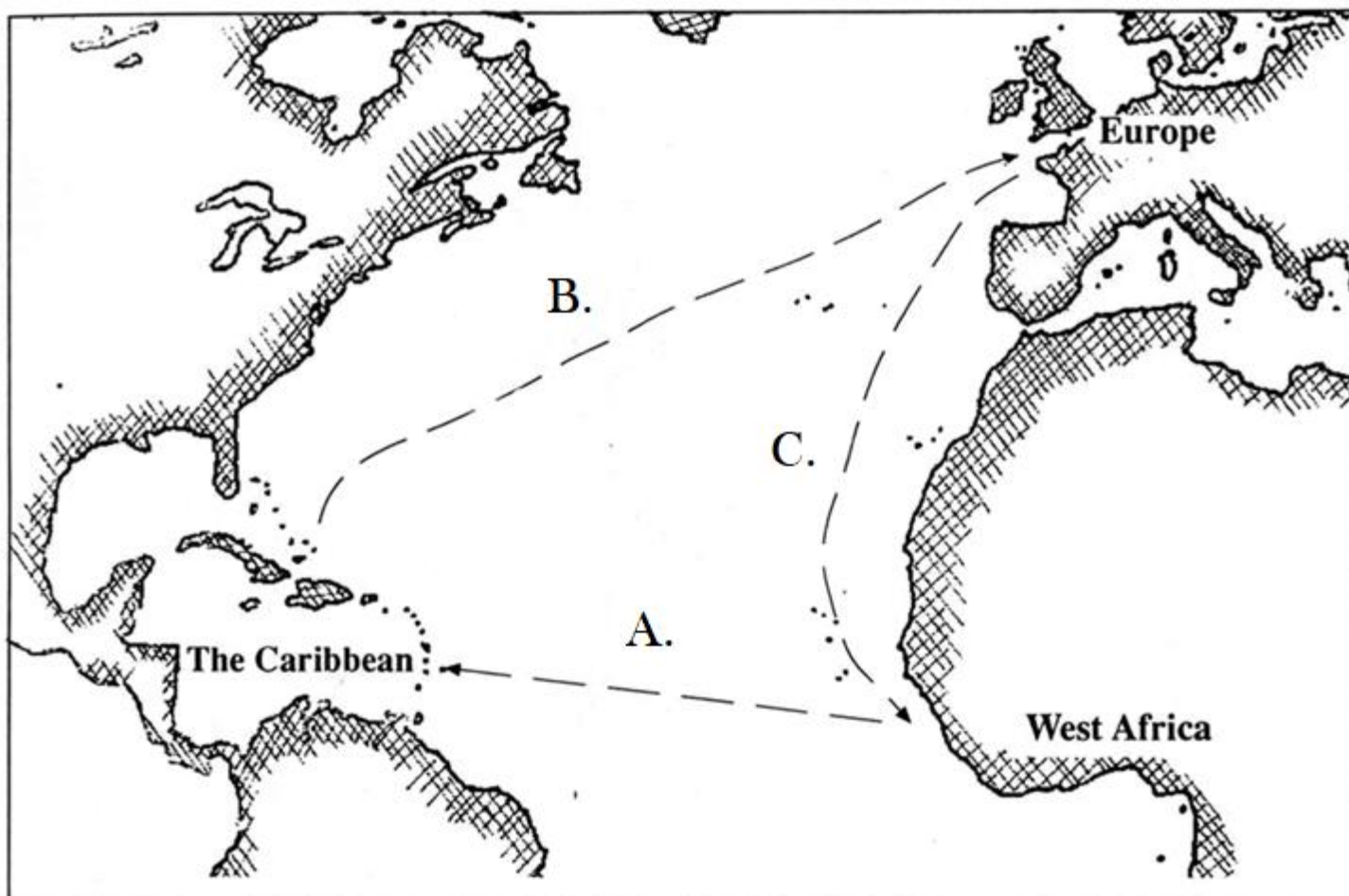
Date: _____

Slavery: Triangular Trade

Answer in cursive and underline text evidence in the reading.

1. Why did the Europeans use slave-labor in the North American colonies? What sort of work were slaves being used for in the colonies?
2. Rewrite the definition of “cost-effective” in your own words (p.85).
3. Once the Europeans wiped out most of the Native American populations, from which continent did they begin to enslave many more people?





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4. What is being sent along each route? Pay attention to which direction the arrows are pointing. Remember that the European colonies in North America are a source of plantations for tobacco, sugar, and cotton.

Match the words with the correct letter (A, B, or C). Each letter is used only once.

_____ Tobacco, sugar, cotton

_____ Iron tools, clothing, textiles

_____ Slaves

Daily Student Instruction Sheet

THURSDAY

ELA

Spalding
(20 Minutes)

Literature
(15 Minutes)

Grammar/
Writing
(20 Minutes)

Reading
(20+ minutes)

Spalding

Goal/Objective:

- Students will learn 5 new Spalding words
- Student will syllabicate, finger spell, and mark rules

Materials needed:

- Sharpened pencil
- Monday Spalding Student Worksheet

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

- Spalding work is **PA**
- Dictate the 5 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 in the student worksheet in syllables while saying it aloud
 - 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. Students will syllabicate, write markings and the rules that apply for **BOTH** dictations.

Literature

Goal/Objective:

- **READ** Ch. 3 of *Where the Red Fern Grows*
- **ANNOTATE** the setting and Billy's family
- **GIVE** Chapter 3 a title

Materials needed:

- [Where the Red Fern Grows, Ch. 3](#)
- Pencil
- Bookmark
- Ch. 3-4 Unfamiliar Words & Vocabulary Guide
- Ch. 3 Annotation & Reflection Question Worksheet
- [Literature Answer Key](#)

Daily Student Instruction Sheet

	<p>Specific Instructions (I=independent; PA=dependent):</p> <ul style="list-style-type: none"> <input type="checkbox"/> READ Ch. 3 of <i>Where the Red Fern Grows</i> LOOKING for: (I) <ul style="list-style-type: none"> <input type="checkbox"/> Why does Billy hurry to the deserted campground? <input type="checkbox"/> What does he discover in the sportsman magazine? <input type="checkbox"/> How does Billy hope to save up money? <input type="checkbox"/> How long does it take Billy to save enough money? <input type="checkbox"/> What do you think about Billy's patience in saving his money? Do you think you could have saved your money that long and not been tempted to spend any of it? <input type="checkbox"/> COMPLETE Ch. 3 Annotation & Reflection Question Worksheet (I) <input type="checkbox"/> Check Thursday on the Literature Answer Key. <p>Grammar/Writing</p> <p>Goal/Objective: Students will discover allusion as a poetic device and be able to identify it in example sentences.</p> <p>Materials needed: Narcissa poem, notes page on allusion, allusion worksheet and a pencil</p> <p>Specific Instructions (I=independent; PA=dependent):</p> <ul style="list-style-type: none"> <input type="checkbox"/> Students will reread the poem "Narcissa". (I) <input type="checkbox"/> Students will read the notes page on allusion. (I) <input type="checkbox"/> Students will complete the allusion worksheet. (I) <li style="padding-left: 20px;">-Parent signature required at the end. (PA) <input type="checkbox"/> Parents can check the answer key for student correctness. (PA)
<p>MATH (30 Minutes)</p>	<p>Math</p> <p>Goal/Objective: Practice adding and subtracting integers.</p> <p>Materials needed: Rocket Math Integers Set B, Set B Practice Key, "Positive and Negative Integers" Notes, number line, a game piece, bean, or eraser to use with the number line, Practice B from TB 155, Thursday Math Key</p> <p>Specific instruction (I=Independent; PA=dependent)</p> <ul style="list-style-type: none"> <input type="checkbox"/> (PA) Rocket Math: Learning to Add Integers Set B (3 min) <ul style="list-style-type: none"> <input type="checkbox"/> We have a new type of Rocket Math set for practicing adding and subtracting integers! <input type="checkbox"/> Practice with the sample problems. <input type="checkbox"/> 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. <input type="checkbox"/> 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. <input type="checkbox"/> The key for the one-minute test is included with the answer keys at the back of this packet. <input type="checkbox"/> (I) Practice B using the Math Textbook p. 155. <ul style="list-style-type: none"> <input type="checkbox"/> Students are required to solve every other problem: The work can be done on a separate paper. Answers should be recorded in the boxes.

Daily Student Instruction Sheet

	<ul style="list-style-type: none"> □ There is a key for the problems that are not required. This key could be used in 2 different ways: <ul style="list-style-type: none"> □ The student could solve 1-3 optional problems from each task and check them with the key. If those answers are correct, the student can start the required problems on that task with confidence. If they are incorrect, the student should ask for parent assistance to understand those problems before starting the required problems. □ The student could solve all the problems. For example, the student would solve 1a, check the key, solve 1b, solve 1c, check the key, solve 1d, and repeat. □ Optional Enrichment <ul style="list-style-type: none"> □ (PA) Adding and Subtracting Integers Game <ul style="list-style-type: none"> □ Complete with a parent or sibling □ (PA or I) Teach a younger sibling (or another family member) about negative numbers! They will love knowing this math “secret” early. Teaching what you have learned to someone else will help you understand it better yourself.
<p>History (25 Minutes)</p>	<p>History: Goal/Objective: Understand the life of an African slave in the North American colonies Materials needed: CK Reader (88-94), “Slavery: Living Conditions”, History Answer Key Specific Instructions (I=independent; PA=dependent):</p> <ul style="list-style-type: none"> □ Read (88-94) (I) <ul style="list-style-type: none"> □ Answer “Slavery: Living Conditions” WKST (I) <ul style="list-style-type: none"> □ Discuss your answer to Question 8 with a parent and compare your answer to the one in the History Answer Key. You may add more detail to your answer after discussing and checking. (PA)
<p>LATIN (15 Minutes)</p>	<p>Latin Goal/Objective: 1) Practice Q4U1 vocabulary; 2) Continue translation of “Poppaea” Materials needed: 1) Q4U1 flashcards or access to the Internet; 2) “W2 Thursday Translation” worksheet Specific Instructions (I=independent; PA=dependent):</p> <ul style="list-style-type: none"> □ I: Practice vocabulary 5 minutes using either the Q4U1 flashcards or Quizlet (https://quizlet.com/_87upfx) □ I: Translate text of “W2 Thursday Translation” worksheet <ul style="list-style-type: none"> □ I: Use wiktionary.org or translate.google.com for any words you do not know
<p>OPTIONAL</p> <p>Art Music (15 min.) P.E.</p>	<p>Music Goal/Objective: The Student will listen to a piece by Stephen Foster. Materials needed: Pencil, paper, video link https://ghnomusic3-5.blogspot.com/2020/03/foster.html Specific Instructions (I=independent; PA=dependent):</p> <ul style="list-style-type: none"> □ (I) The Student will listen to “Camptown Races” again. □ (I) The Student will write how the piece makes him/her feel and why. What in the music evokes those emotions? Please use complete sentences and best penmanship. □ (I) The Student will title this assignment: “Foster: Camptown Races #2”

Spalding Spelling List (20 min)

Instructions and an answer key are provided below.

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

First: Parent Does	Next, Child Does	Then, Together:
<ul style="list-style-type: none"> Says the word Says the word in a sentence Says the word again 	<ul style="list-style-type: none"> Repeats the word Determines the base word (and affix, if applicable) Shows syllables with fists and sounds with fingers Writes the word in syllables while saying it aloud Writes the markings and the rules that apply 	<ul style="list-style-type: none"> Make the appropriate corrections before moving on to the next word

After finishing the list of 5 words, have your child fold 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. Students will write syllabifications, markings, and rules BOTH times.

→ 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
<p><u>com</u> <u>posed</u> r. 11, 28</p>	She composed a letter to her sister.	<p>r. 11 – words ending with a silent final e are written without the silent final e when adding an ending that begins with a vowel.</p> <p>r. 28 – phonogram ed is used to for past tense verbs.</p>
<p><u>com</u> <u>po</u> <u>sition</u> r. 4, 11, 14</p>	The teacher reminded us to hand in our writing composition at the end of class.	<p>r. 4 – vowels a,e,o, and u may say their name at the end of a syllable</p> <p>r. 11 – words ending with a silent final e are written without the silent final e when adding an ending that begins with a vowel.</p> <p>r. 14 – phonograms ti, si, ci are used to say sh at the beginning of a syllable</p>
<p><u>con</u> <u>sequence</u> r. 4, 1 = 3</p>	She had to face the consequence of her decision	<p>r. 4 – vowels a,e,o, and u may say their name at the end of a syllable</p> <p>r. 1 – letter q is the only letter that cannot be a lone for is sound.</p>
<p><u>cor</u> <u>ner</u></p>	Write your name in the right-hand corner of the page.	
<p><u>cot</u> <u>ton</u> r. 29</p>	He picked cotton in the field.	r. 29 – words are usually divided between double consonants within a base word.

Name: _____ Date: _____ # _____

Spalding Spelling List

Thursday

1st Dictation



2nd Dictation

Where the Red Fern Grows

Name: _____ # _____

Chapter 3

Date: _____

Annotation & Reflection Question Worksheet



SHORT ANSWER DIRECTIONS:

- A. In your book, mark with a **star** ★ and **underline** the text that answers the questions below.
- B. Write the page number in the space provided.
- C. In your own words, write the answer to the question.

1. Why does Billy hurry to the deserted campground? # _____

2. What does he discover in the sportsman magazine? How does he hope to save money? # _____

3. How long does it take for Billy to save enough money? # _____

4. What would you title Chapter 3?



REFLECTION QUESTION DIRECTIONS:

- Answer the following question in 3-5 complete, cursive sentences.

What do you think about Billy's patience in saving money? Do you think you could have saved your money that long and not been tempted to spend any of it?

Where the Red Fern Grows

Unfamiliar Words & Vocabulary Guide
 Chapters 3-4

Name: _____ # _____

Date: _____



Term	Definition	Page #
mull	(v.) – to think about something slowly and carefully	20
prowl	(v.) – to move around quietly in search of prey	20
dumbfounded	(adj.) – astonished or amazed	24
gunny sack	(n.) – a large bag made of rough, heavy cloth	34
gawk	(v.) – to stare with an open mouth	30

Part I: *Reread the poem below.*

“Narcissa”

by Gwendolyn Brooks

Some of the girls are playing jacks.
Some are playing ball.
But small Narcissa is not playing
Anything at all.

Small Narcissa sits upon
A brick in her back yard
And looks at tiger-lilies,
And shakes her pigtails hard.

First she is an ancient queen
In pomp and purple veil.
Soon she is a singing wind.
And, next, a nightingale.

How fine to be Narcissa
A-changing like all that!
While sitting still, as still, as still,
As anyone ever sat!

Poetic Devices (continued)

Poetic devices are tools that can be used to enhance a poem's meaning.

- In the Greek myth, "Echo and Narcissus", you discovered the origin of the word "narcissism".

Narcissism - an excessive admiration of oneself.

- In the poem "Narcissa", we read about a girl who chooses not to play with others and thinks very highly of herself through her imaginings.

• The author of the poem has used the poetic device called Allusion.

Allusion - a brief and intentional reference to a historical, mythic, or literary person, place, event, or movement. Usually mentioned indirectly or in a passing reference.

Example:

"So Eden sank to grief,
So dawn goes down to day
Nothing gold can stay."

- The word Eden refers to the biblical garden where happiness was fleeting.

Name: _____

Date: _____

Poetic Devices: Allusion

Part I: Directions: Use your notes to fill in the blanks for the definition below.

Allusion: A brief and _____ reference to a _____,
 _____, or literary _____, place, event, or _____.
 Usually mentioned _____ or in a passing reference.

Part II: Directions: Each set of sentences below contains an allusion. Identify the allusion, then explain what the author wants you to understand from the allusion.

Ex: When Mark was asked by his mother whether he ate the pasta salad in the fridge. He looked at the floor and mumbled, “No.” but it was such an obvious lie I’m surprised his nose didn’t start growing.

Allusion: PinocchioMeaning: Mark is being compared to Pinocchio whose nose would grow when he lied.

1. Mason was for sure no Michelangelo, but he still attempted to complete the difficult art project by adding as much color as he could to make up for his sloppy line work.

Allusion: _____

Meaning: _____

2. The archeologists were digging for hours in the hot sun trying to find the tomb of Alexander the Great when one called out “Eureka!” after his shovel hit solid rock.

Allusion: _____

Meaning: _____

Name: _____

Date: _____

3. When Sally heard her best friend, Eleanor, of six years talking behind her back at the school play she walked up to her with tears in her eyes and said, “ You are being such a Brutus!” and stomped away.

Allusion: _____

Meaning: _____

4. I turned off the GPS and parked the car in the dark, overgrown, driveway and shouted, “We are here! We made it to the waterpark.” Looking around us there were no signs for the waterpark and all we saw was a pig farm off to the right of us, but I was positive we had made it. My sister replied from the back seat in a sassy tone, “and Christopher Columbus thought he was in India...”

Allusion: _____

Meaning: _____

Part III: Directions. Explain to a parent or guardian what allusion is using examples and answering why you think it is an important poetic device.

I, _____ have explained in my own words what allusion is and why I think it is an important poetic device.

(Parent Signature)



Set B

Rule 1: When you add a positive (+ a +), go **UP**.
Rule 2: When you add a negative (+ a -), go **DOWN**.

Follow these steps.

1. Read the problem.
2. Circle where you start.
3. Will you add a positive or a negative? (Say the right rule).
4. Make the arrow point the way to go.
5. Make the bumps.
6. Write the answer.
7. Cover and say the problem & the answer.

+ (-)	+ Add (-)	+	+ Add +	+ (-)	+ Add (-)
	$\begin{array}{r} 2 \\ +(-4) \\ \hline \end{array}$		$\begin{array}{r} 5 \\ +3 \\ \hline \end{array}$		$\begin{array}{r} 6 \\ +(-4) \\ \hline \end{array}$



$\begin{array}{r} 8 \\ +(-10) \\ \hline \end{array}$	$\begin{array}{r} 8 \\ +(-14) \\ \hline \end{array}$	$\begin{array}{r} 7 \\ +(-4) \\ \hline \end{array}$	$\begin{array}{r} 7 \\ +(-7) \\ \hline \end{array}$	$\begin{array}{r} 8 \\ +(-3) \\ \hline \end{array}$	$\begin{array}{r} 6 \\ +(-12) \\ \hline \end{array}$	$\begin{array}{r} 11 \\ +(-5) \\ \hline \end{array}$	$\begin{array}{r} 2 \\ +(-6) \\ \hline \end{array}$	$\begin{array}{r} 7 \\ +6 \\ \hline \end{array}$	$\begin{array}{r} 4 \\ +4 \\ \hline \end{array}$
--	--	---	---	---	--	--	---	--	--

$$\begin{array}{r} 4 \\ +7 \\ \hline \end{array}$$

$$\begin{array}{r} 2 \\ +8 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ +9 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ +2 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ +3 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ +5 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ +7 \\ \hline \end{array}$$

One-Minute Test

Goal Completed

$\begin{array}{r} 8 \\ +(-1) \\ \hline \end{array}$	$\begin{array}{r} 4 \\ +(-7) \\ \hline \end{array}$	$\begin{array}{r} 9 \\ +(-14) \\ \hline \end{array}$	$\begin{array}{r} 8 \\ +(-2) \\ \hline \end{array}$	$\begin{array}{r} 5 \\ +(-7) \\ \hline \end{array}$	$\begin{array}{r} 8 \\ +(-8) \\ \hline \end{array}$	$\begin{array}{r} 8 \\ +(-13) \\ \hline \end{array}$
$\begin{array}{r} 6 \\ +5 \\ \hline \end{array}$	$\begin{array}{r} 8 \\ +4 \\ \hline \end{array}$	$\begin{array}{r} 2 \\ +3 \\ \hline \end{array}$	$\begin{array}{r} 6 \\ +3 \\ \hline \end{array}$	$\begin{array}{r} 4 \\ +2 \\ \hline \end{array}$	$\begin{array}{r} 5 \\ +1 \\ \hline \end{array}$	$\begin{array}{r} 5 \\ +9 \\ \hline \end{array}$
$\begin{array}{r} 11 \\ +(-4) \\ \hline \end{array}$	$\begin{array}{r} 6 \\ +(-8) \\ \hline \end{array}$	$\begin{array}{r} 10 \\ +(-2) \\ \hline \end{array}$	$\begin{array}{r} 2 \\ +(-9) \\ \hline \end{array}$	$\begin{array}{r} 5 \\ +(-8) \\ \hline \end{array}$	$\begin{array}{r} 13 \\ +(-6) \\ \hline \end{array}$	$\begin{array}{r} 5 \\ +(-9) \\ \hline \end{array}$
$\begin{array}{r} 4 \\ +8 \\ \hline \end{array}$	$\begin{array}{r} 3 \\ +6 \\ \hline \end{array}$	$\begin{array}{r} 8 \\ +5 \\ \hline \end{array}$	$\begin{array}{r} 7 \\ +4 \\ \hline \end{array}$	$\begin{array}{r} 9 \\ +3 \\ \hline \end{array}$	$\begin{array}{r} 3 \\ +3 \\ \hline \end{array}$	$\begin{array}{r} 8 \\ +2 \\ \hline \end{array}$

$$\begin{array}{r} 8 \\ +3 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \\ +7 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ +2 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ +1 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \\ +8 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ +8 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ +9 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ +(-15) \\ \hline \end{array}$$

$$\begin{array}{r} 12 \\ +(-7) \\ \hline \end{array}$$

$$\begin{array}{r} 3 \\ +(-6) \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ +(-5) \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ +(-12) \\ \hline \end{array}$$

$$\begin{array}{r} 10 \\ +(-7) \\ \hline \end{array}$$

$$\begin{array}{r} 3 \\ +(-3) \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ +(-5) \\ \hline \end{array}$$

Practice B - April 2, 2020

Record your answers for the required problems for Practice B on TB 155 in the boxes below.

Task 1

1b)

Task 2

2b)	2d)
-----	-----

Task 3

3b)	3d)	3f)
-----	-----	-----

Task 4

4b)	4d)	4f)
4h)	4j)	4L)
4n)	4p)	4r)

Task 5

5b)	5d)	5f)
-----	-----	-----

Task 6

6) Please write an expression and an answer sentence for this problem.
--

Name: _____

Date: _____

Slavery: Living Conditions

Answer in cursive and underline text evidence in the reading.

1. The experience of travelling as a slave along the Middle Passage is described as “dehumanizing”. What details of the trip dehumanized the Africans being transported?
2. In your own words, define what an “indentured servant” is (p.90).
3. Why did indentured servants become less attractive to plantation owners?
4. Name three examples of “cash crops”.
5. Where did slavery linger in the United States after the American Revolution?



“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 defraudeth him thereof is a man of blood. He that taketh away his neighbour's living slayeth him; and he that defraudeth the labourer of his hire is a bloodshedder.”

--Ecclesiastes 34:18-22, KJV



6. In your own words define “dehumanizing”.

7. List at least 3 ways in which an African slave was treated as less-than-human on a plantation.

8. In at least one complete cursive sentence, explain why enslaving another human being is wrong.

W2 Thursday Translation

“Poppaea”

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

Lines 24-31

Lucriō: euge! āctōrēs adsunt. ego quoque ad theātrum
contendō.
(*exit Lucriō. amīcus villam intrat.*)
amīcus: salvē! mea columba!
Poppaea: Grumiō, dēliciae meae! salvē!
Grumiō: ubi est dominus tuus?
Poppaea: Lucriō abest.
Grumiō: euge!

Vocabulary

mea columba – my dove, my dear

dēliciae meae – my darling

abest – is out

Your Translation

Daily Student Instruction Sheet

FRIDAY

ELA

Spalding
(20 Minutes)

Literature
(15 Minutes)

Grammar/
Writing
(20 Minutes)

Reading
(20+ minutes)

Spalding

Goal/Objective:

- Students will write 20 review words correctly one time each.

Materials needed:

- Sharpened pencil
- Friday Spalding Student Worksheet

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

- Spalding work is **PA**
- 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
 - Write the word
- 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

Literature

Goal/Objective:

- **READ** Ch. 4 of *Where the Red Fern Grows*
- Using the bookmark, **ANNOTATE** Billy's Character (**W**ords, **A**ctions, **L**ooks, **T**houghts, **O**pinions of others, and **D**irect **A**ddress from author)
- **FIND** the vocabulary word "gawk" and define
- **GIVE** Chapter 4 a title

Materials needed:

- [Where the Red Fern Grows, Ch. 4](#)
- Pencil
- Bookmark
- Ch. 3-4 Unfamiliar Words & Vocabulary Guide
- Ch. 4 Annotation & Vocabulary Worksheet
- [Literature Answer Key](#)

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

- READ** [Ch. 4 of Where the Red Fern Grows](#) **LOOKING** for: **(I)**
 - How is Billy different than those who live in town?
 - How do the people in town treat him?
 - FIND** the word "gawk" and **CIRCLE** it
- COMPLETE** Ch. 4 Annotation & Vocabulary Worksheet **(I)**
- Check** with the [Literature Answer Key](#).

Daily Student Instruction Sheet

Grammar/Writing

Goal/Objective: Students will be introduced to and practice personification in poetry.

Materials needed: Do Now, Personification notes, and Emily Dickinson worksheet.

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

- Students will complete the multiple choice review as a warm up. **(I)**
- Students will read the notes on personification. **(I)**
- Students will complete the worksheet practicing with personification. **(I)**

MATH

(30 Minutes)

Math

Goal/Objective:

- Learn vocabulary for coordinate graphing
- Identify and graph ordered pairs in the four quadrants of the coordinate plane.

Today's topic will be new for most students. Many have not been formally taught how to read a coordinate plane even if they have seen one before. I highly recommend that parents work with students for the lesson portion of this topic, including the check points. A little extra help at the introduction stage will help avoid confusion and help students work more independently later on.

Materials needed: Rocket Math Integers Set B, [Set B Practice Key](#), "Graphing Ordered Pairs" Notes, (Optional) Brainpop video, Guided Practice from TB 157 tasks 1-3, "Theory" article from Brainpop, Graphing Activity, (Optional) Mystery Picture Instructions and graphing paper, [Friday Key](#)

Parent Resource: Teacher's Guide p. 223

Specific instruction (I=Independent; PA=dependent)

- (PA)** Rocket Math: Learning to Add Integers Set B (3 min)
 - We have a new type of Rocket Math set for practicing adding and subtracting integers!
 - 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.

- (PA recommended)** Introducing Graphing and Coordinate Planes
 - Read TB 156.
 - (Optional I)** - View "[Coordinate Plane](#)" video
 - Complete checkpoints on the way and [check answers](#) before

Daily Student Instruction Sheet

	<p>moving forward.</p> <ul style="list-style-type: none"> <input type="checkbox"/> If you do not understand the answer to a checkpoint, read the notes again or ask for help. <input type="checkbox"/> Review example problems. <input type="checkbox"/> (I) Exercise 7 <input type="checkbox"/> (I) Read "Theory" article on Brainpop. <p>Enrichment</p> <ul style="list-style-type: none"> <input type="checkbox"/> (I or PA) Mystery Picture! <ul style="list-style-type: none"> <input type="checkbox"/> Graph these points and connect the dots to make a picture. <input type="checkbox"/> (With a parent or other family member) Coordinate Graphing Battleship!
<p>History (25 Minutes)</p>	<p>History: Goal/Objective: Understand the events leading up to the American Revolution Materials needed: "Early Colonies and Slavery Checkpoint", History Answer Key, SW Reader (208-213), "Causes of American Revolution" WKST, SW Reader (213-217) Specific Instructions (I=independent; PA=dependent):</p> <ul style="list-style-type: none"> <input type="checkbox"/> Answer "Early Colonies and Slavery Checkpoint" and then check your answers against those in the History Answer Key. These questions should help you gauge whether you have retained the main ideas of the past lessons. (I) <input type="checkbox"/> Read (208-213) (I) <ul style="list-style-type: none"> <input type="checkbox"/> Answer "Causes of American Revolution" WKST (I) <input type="checkbox"/> Read (213-217) (I)
<p>LATIN (15 Minutes)</p>	<p>Latin Goal/Objective: Correct this week's translation Materials needed: W2 Translation Answer Key Specific Instructions (I=independent; PA= Parent assistance):</p> <ul style="list-style-type: none"> <input type="checkbox"/> I: Correct your translations from this week's worksheets in red pencil or ink in either of the following two ways: <ul style="list-style-type: none"> <input type="checkbox"/> Use W2 Translation Answer Key <input type="checkbox"/> Watch video under heading 5th Grade Text "Poppaea" at https://ghnolatin3-6.blogspot.com/2020/03/w2-translation-answers.html

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

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

First: Parent Does:	Next, Child Does:	Then, Together:
<ul style="list-style-type: none"> Says the word Says the word in a sentence Says the word again 	<ul style="list-style-type: none"> Repeats the word Writes the word 	<ul style="list-style-type: none"> Make the appropriate corrections before moving on to the next word

Student will write review words correctly one time each.

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

Word	Example sentence
actual	The actual cost for the repair was much higher than the estimate.
actually	We actually planned to leave early, but we were delayed.
angle	The two lines form a sharp angle .
angular	The house is tall and angular .
antique	She collects antique furniture.
anxiety	She is feeling anxiety over the upcoming test.
anxious	People are anxious about the future
average	What is the average temperature of San Antonio in the summer?

Word	Example sentence
triangle	A triangle has three sides.
bicycle	He rode his bicycle around the neighborhood.
bouquet	The bride carried a bouquet of flowers.
calendar	I hung a calendar in my room to keep track of what day it is.
century	A century is a period of one hundred years.
centuries	The printing press was invented over five centuries ago.
climate	The climate in Houston is humid.
composed	She composed a letter to her sister.
composition	The teacher reminded us to hand in our writing composition at the end of class.
consequence	She had to face the consequence of her decision
corner	Write your name in the right-hand corner of the page.
cotton	He picked cotton in the field.

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)

Where the Red Fern Grows

Name: _____ # _____

Chapter 4

Date: _____

Vocabulary & Annotation Worksheet



SHORT ANSWER DIRECTIONS:

- A. In your book, mark with a **star** ★ and **underline** the text that answers the questions below.
- B. Write the page number in the space provided.
- C. In your own words, write the answer to the question.

1. How is Billy different than those who live in town? # _____

2. How do people in town treat him? # _____

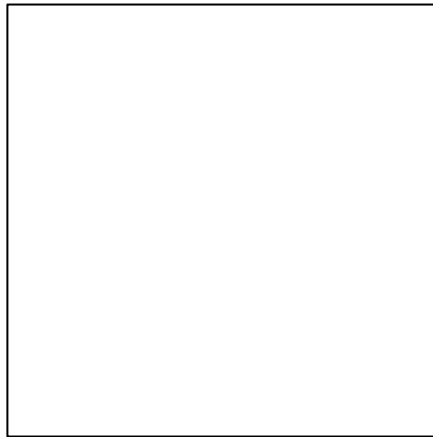
3. What title would you give Chapter 4?



VOCABULARY DIRECTIONS:

- A. On the line, write the definition of the word as found in the Unfamiliar Words & Vocab Guide
- B. Circle the word in the text and define in the margin
- C. In the box, draw a picture of the word

gawk – v. _____



Image

Where the Red Fern Grows

Unfamiliar Words & Vocabulary Guide

Chapters 3-4

Name: _____ # _____

Date: _____



Term	Definition	Page #
mull	(v.) – to think about something slowly and carefully	20
prowl	(v.) – to move around quietly in search of prey	20
dumbfounded	(adj.) – astonished or amazed	24
gunny sack	(n.) – a large bag made of rough, heavy cloth	34
gawk	(v.) – to stare with an open mouth	30

Name: _____

Date: _____

Vocab Warm Up

Directions: Circle the best choice.

1. Two lines of verse that are joined by a rhyme.
 - a. Line
 - b. Stanza
 - c. Couplet
 - d. Allusion

2. Tools that a poet can use to create rhythm, enhance a poem's meaning, or intensify a mood or feeling.
 - a. Couplet
 - b. Stanza
 - c. Allusion
 - d. Poetic devices

3. Allusion is...
 - a. Tools used to enhance a poem's meaning.
 - b. A brief reference to a historical or literary person, place, event, or movement.
 - c. A part of a poem forming one row of written or printed words.
 - d. A group of lines that relate to a similar thought or topic.

4. A, B, B, A, C, C is an example of...
 - a. Rhyme scheme
 - b. Couplet
 - c. Stanza
 - d. Line

**Once you are done, check your notes for correctness.*

Poetic Devices

- Personification - a devices used to give non-human or inanimate objects human traits and emotions.

examples:

"the clouds are mean"

↑
non-human

↑
human trait

"O Rose, thou art sick!"

↑
non-human

inanimate

↑
human trait

human trait

"Nor shall death brag thou
wander'st in his shade..."

↓

↓

Name: _____

Date: _____ **87**

Practice with Personification

Part 1: *Directions: Read the poem below.*

“The sky is low” by Emily Dickinson

The sky is low, the clouds are mean,
A travelling flake of snow
Across a barn or through a rut
Debates if it will go.
A narrow wind complains all day
How someone treated him;
Nature, like us, is sometimes caught
Without her diadem.

Part 2: *Annotate. Reread the poem and annotate for the following:*

- Number the lines in the poem.
- Brace the stanza(s)
- Label the rhyme scheme
- Circle all the *human actions* that the weather is doing in this poem.

1. List all the *human actions* that you circled from the poem:

2. Write the definition of personification from your notes:

3. What word do you notice inside the word personification? _____

Name: _____

Date: _____

4. How does Dickinson create the image of an unpleasant day by using personification?

5. **Figurative Language, like personification, is used to create mental pictures in the imaginations of its readers by using descriptive language.** What mental pictures did your imagination get when it read this poem?

- 5b. In pictures, draw what you hear the weather to be or is doing in this poem?

6. Bonus: What is a diadem?

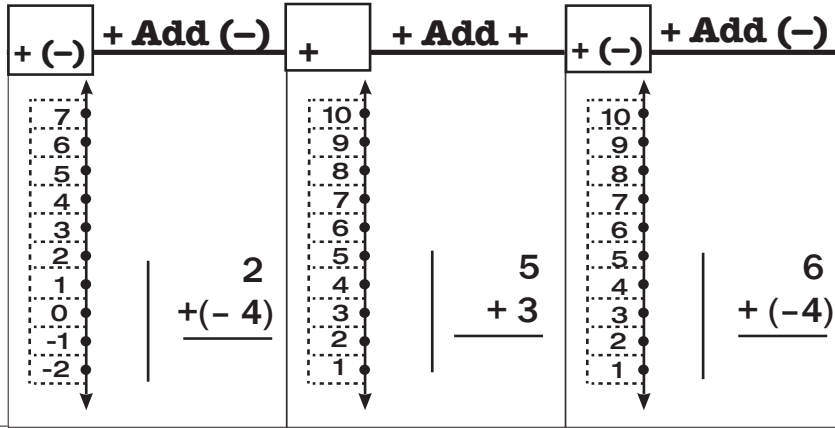


Set B

Rule 1: When you add a positive (+ a +), go **UP**.
Rule 2: When you add a negative (+ a -), go **DOWN**.

Follow these steps.

1. Read the problem.
2. Circle where you start.
3. Will you add a positive or a negative? (Say the right rule).
4. Make the arrow point the way to go.
5. Make the bumps.
6. Write the answer.
7. Cover and say the problem & the answer.



$\begin{array}{r} 8 \\ +(-10) \\ \hline \end{array}$
 $\begin{array}{r} 8 \\ +(-14) \\ \hline \end{array}$
 $\begin{array}{r} 7 \\ +(-4) \\ \hline \end{array}$
 $\begin{array}{r} 7 \\ +(-7) \\ \hline \end{array}$
 $\begin{array}{r} 8 \\ +(-3) \\ \hline \end{array}$
 $\begin{array}{r} 6 \\ +(-12) \\ \hline \end{array}$
 $\begin{array}{r} 11 \\ +(-5) \\ \hline \end{array}$
 $\begin{array}{r} 2 \\ +(-6) \\ \hline \end{array}$
 $\begin{array}{r} 7 \\ + 6 \\ \hline \end{array}$
 $\begin{array}{r} 4 \\ + 4 \\ \hline \end{array}$

$\begin{array}{r} 4 \\ + 7 \\ \hline \end{array}$

$\begin{array}{r} 2 \\ + 8 \\ \hline \end{array}$

$\begin{array}{r} 7 \\ + 9 \\ \hline \end{array}$

$\begin{array}{r} 9 \\ + 2 \\ \hline \end{array}$

$\begin{array}{r} 4 \\ + 3 \\ \hline \end{array}$

$\begin{array}{r} 5 \\ + 5 \\ \hline \end{array}$

$\begin{array}{r} 5 \\ + 7 \\ \hline \end{array}$

One-Minute Test

Goal Completed

$\begin{array}{r} 8 \\ +(-1) \\ \hline \end{array}$	$\begin{array}{r} 4 \\ +(-7) \\ \hline \end{array}$	$\begin{array}{r} 9 \\ +(-14) \\ \hline \end{array}$	$\begin{array}{r} 8 \\ +(-2) \\ \hline \end{array}$	$\begin{array}{r} 5 \\ +(-7) \\ \hline \end{array}$	$\begin{array}{r} 8 \\ +(-8) \\ \hline \end{array}$	$\begin{array}{r} 8 \\ +(-13) \\ \hline \end{array}$
$\begin{array}{r} 6 \\ + 5 \\ \hline \end{array}$	$\begin{array}{r} 8 \\ + 4 \\ \hline \end{array}$	$\begin{array}{r} 2 \\ + 3 \\ \hline \end{array}$	$\begin{array}{r} 6 \\ + 3 \\ \hline \end{array}$	$\begin{array}{r} 4 \\ + 2 \\ \hline \end{array}$	$\begin{array}{r} 5 \\ + 1 \\ \hline \end{array}$	$\begin{array}{r} 5 \\ + 9 \\ \hline \end{array}$
$\begin{array}{r} 11 \\ +(-4) \\ \hline \end{array}$	$\begin{array}{r} 6 \\ +(-8) \\ \hline \end{array}$	$\begin{array}{r} 10 \\ +(-2) \\ \hline \end{array}$	$\begin{array}{r} 2 \\ +(-9) \\ \hline \end{array}$	$\begin{array}{r} 5 \\ +(-8) \\ \hline \end{array}$	$\begin{array}{r} 13 \\ +(-6) \\ \hline \end{array}$	$\begin{array}{r} 5 \\ +(-9) \\ \hline \end{array}$
$\begin{array}{r} 4 \\ + 8 \\ \hline \end{array}$	$\begin{array}{r} 3 \\ + 6 \\ \hline \end{array}$	$\begin{array}{r} 8 \\ + 5 \\ \hline \end{array}$	$\begin{array}{r} 7 \\ + 4 \\ \hline \end{array}$	$\begin{array}{r} 9 \\ + 3 \\ \hline \end{array}$	$\begin{array}{r} 3 \\ + 3 \\ \hline \end{array}$	$\begin{array}{r} 8 \\ + 2 \\ \hline \end{array}$

$\begin{array}{r} 8 \\ + 3 \\ \hline \end{array}$

$\begin{array}{r} 3 \\ + 7 \\ \hline \end{array}$

$\begin{array}{r} 5 \\ + 2 \\ \hline \end{array}$

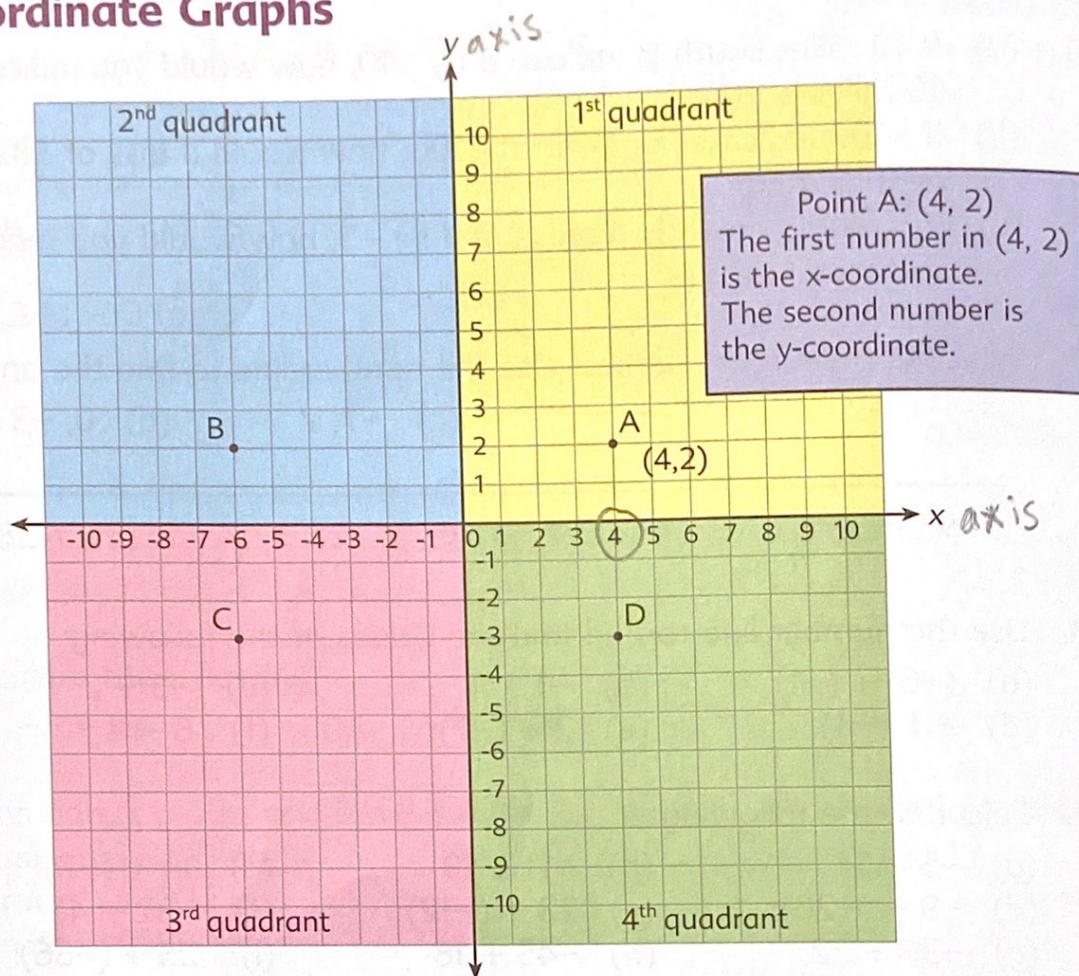
$\begin{array}{r} 8 \\ + 1 \\ \hline \end{array}$

$\begin{array}{r} 3 \\ + 8 \\ \hline \end{array}$

$\begin{array}{r} 6 \\ + 8 \\ \hline \end{array}$

$\begin{array}{r} 7 \\ +(-5) \\ \hline \end{array}$

3 Coordinate Graphs



A **coordinate graph** has a horizontal and a vertical number line which intersect at right angles at the point that corresponds to 0 on both number lines.

We can find any point on a graph by naming the **coordinates** of that point. These coordinates are **ordered pairs** of numbers. Remember that the first number in the pair indicates the location on the horizontal **x-axis**, and the second number indicates the location on the vertical **y-axis**.

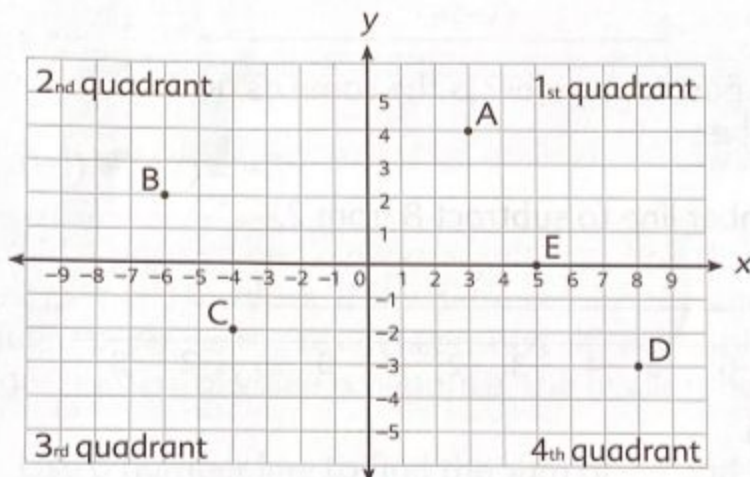
The location of Point A in the 1st quadrant is (4, 2).
 What is the location of Point B in the 2nd quadrant?
 What is the location of Point C in the 3rd quadrant?
 What is the location of Point D in the 4th quadrant?

The point where the two axes cross is called the **origin**. What is the ordered pair for the origin?

Check point #1.

Study this example. For each coordinate use your finger or pencil to find the x-coordinate (first number) and then the y-coordinate (second number). The place where they meet is the location of the ordered pair and it is marked with a labeled point.

1. Find the coordinates of each point.



Coordinates of point A: $(3, 4)$

Coordinates of point B: $(-6, 2)$

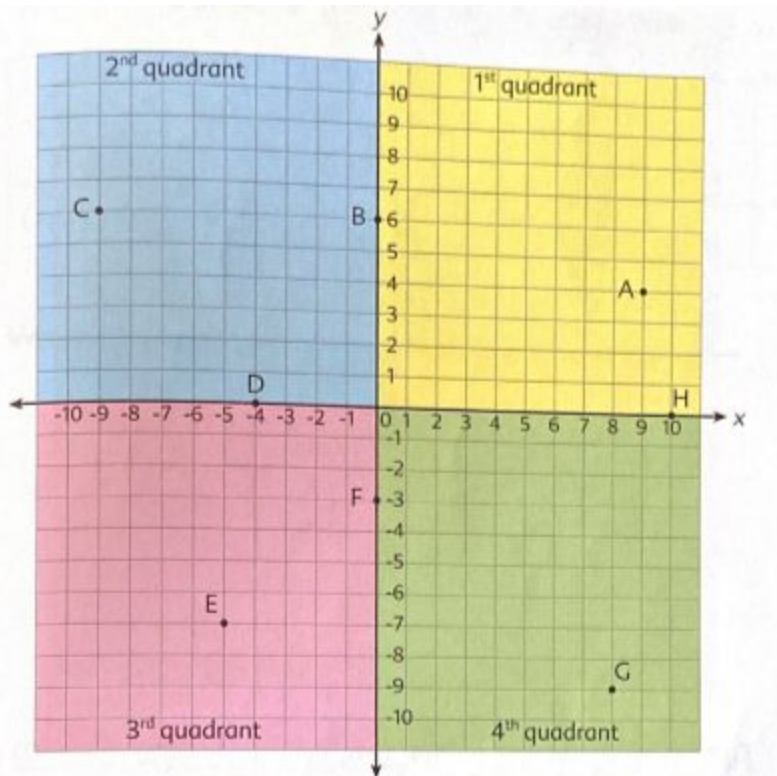
Coordinates of point C: $(-4, -2)$

Coordinates of point D: $(8, -3)$

Coordinates of point E: $(5, 0)$

Check Point 2!

1.



Find the coordinates of each point.

- | | | | |
|-------|-------|-------|-------|
| (a) A | (b) B | (c) C | (d) D |
| (e) E | (f) F | (g) G | (h) H |

2.

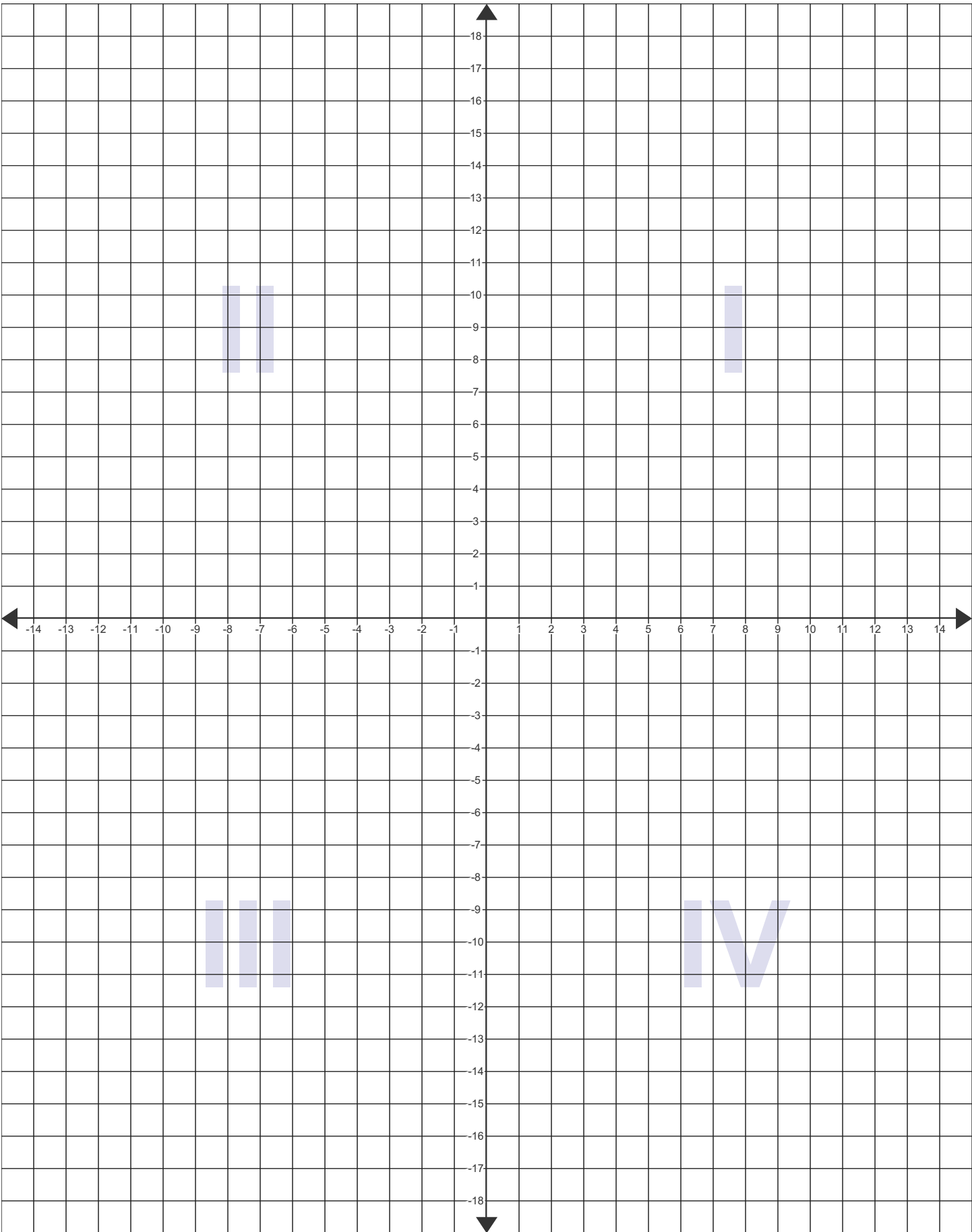
In which quadrant would each of the following points be located?

- | | | |
|-------------|--------------|--------------|
| (a) (6, 7) | (b) (-6, -7) | (c) (6, -7) |
| (d) (-6, 7) | (e) (-8, 5) | (f) (-4, -2) |

Write the number of the quadrant next to each pair. Ex (3, -2) 4th

3. Now plot the coordinates from question 2 on the coordinate graph on the next page.

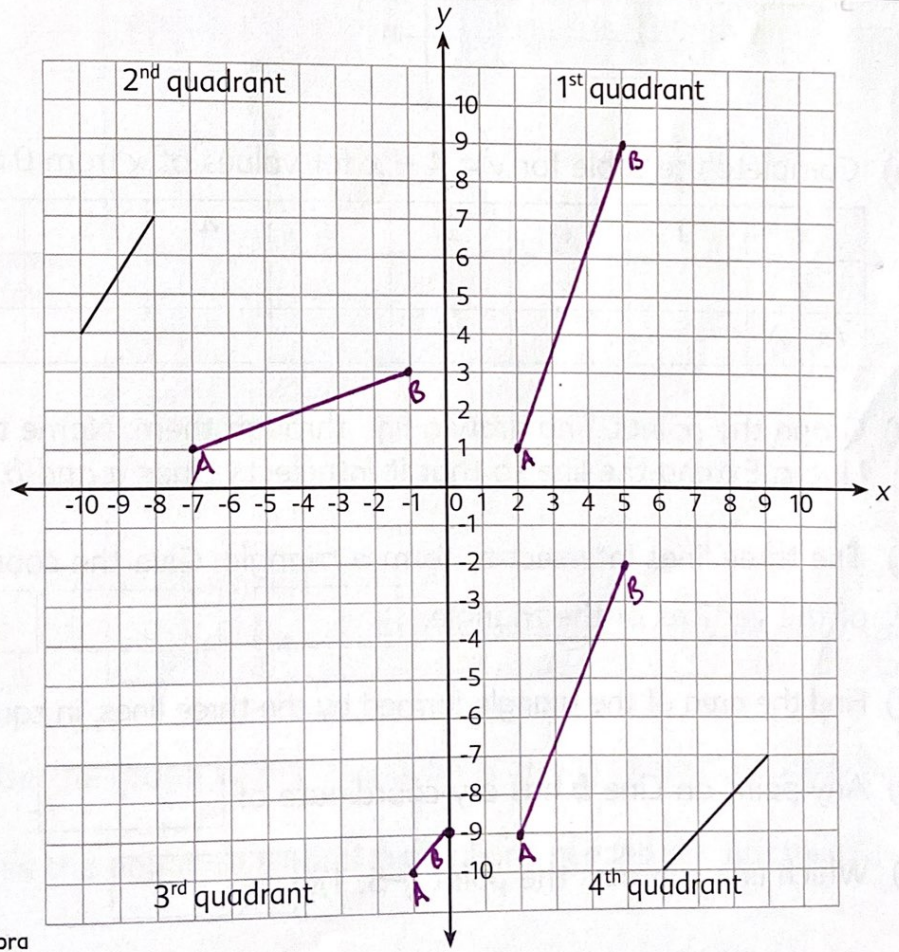
Check your key before you start Exercise 7.



EXERCISE 7

1. Draw all listed points in each quadrant on the graph. Then draw line segments to connect each point to the next point, within each quadrant. For example, connect Point A to Point B, Point B to Point C, and so forth.

First quadrant	Second quadrant	Third quadrant	Fourth quadrant
A (2, 1)	A (-7, 1)	A (-1, -10)	A (2, -9)
B (5, 9)	B (-1, 3)	B (0, -9)	B (5, -2)
C (6, 1)	C (-1, 6)	C (-4, 0)	C (5, -6)
D (0, 6)	D (-2, 9)	D (-5, -1)	D (9, -7)
E (10, 6)	E (-8, 7)	E (-1, -10)	E (5, -2)
F (2, 1)	F (-7, 4)	F (-9, -9)	F (6, -10)
	G (-7, 1)	G (-5, -1)	G (2, -9)
	H (-10, 1)		H (5, -6)
	I (-10, 4)		
	J (-7, 4)		
	K (-1, 6)		



Early Colonies and Slavery Checkpoint

Answers can be found in the "History Answer Key" in the back of your packet

Total: _____

Try to answer these questions as best as you can from memory, then check your answers.

6

1. Circle the **TWO** answers that enabled England to begin colonizing North America.
 - a. The defeat of the Spanish Armada
 - b. Sir Francis Drake sailing through the Strait of Magellan
 - c. The search for the Northwest Passage
 - d. The English Civil War

2. France claimed massive amounts of territory surrounding the...
 - a. Gulf of Mexico
 - b. Florida
 - c. Caribbean
 - d. Mississippi River

3. Why did the English government start permanent colonies in North America?
 - a. To have a separate place to exile criminals
 - b. To live somewhere with religious freedom
 - c. To make money off North American resources
 - d. To mine for gold

4. Bartolome de Las Casas is remembered for being one of the first Spanish colonists to...
 - a. Circumnavigate the Globe
 - b. Speak against the enslavement of Native Americans
 - c. Travel the Middle Passage
 - d. Discover the Northwest Passage

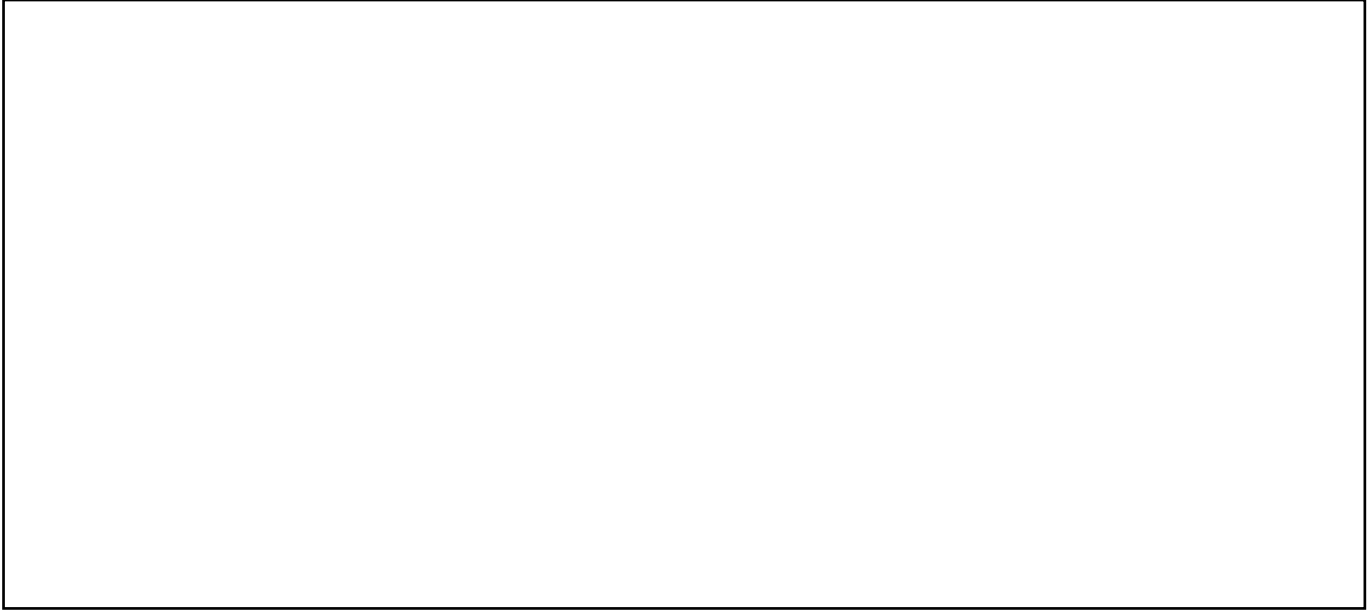
5. African slaves were mainly used in the colonies to...
 - a. Farm large plantations of "cash crops" to send to Europe
 - b. Defend fortresses from Native Americans
 - c. Forge iron tools to send to Africa
 - d. All of the above

6. Why is slavery unjust?

Causes of American Revolution

1. What were the “Acts” passed by Parliament? Why did Parliament make these “Acts”?

2. Draw a cartoon representing the taxation of the Acts:

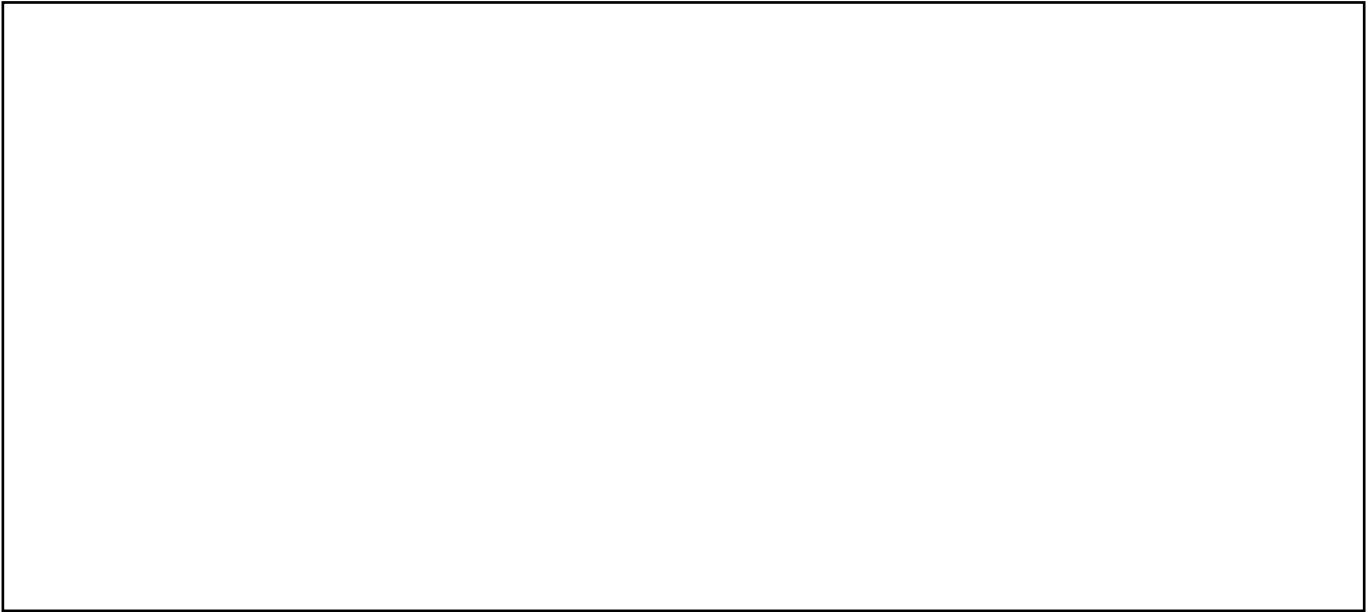


3. What is a “representative” (as used on p.210) ?

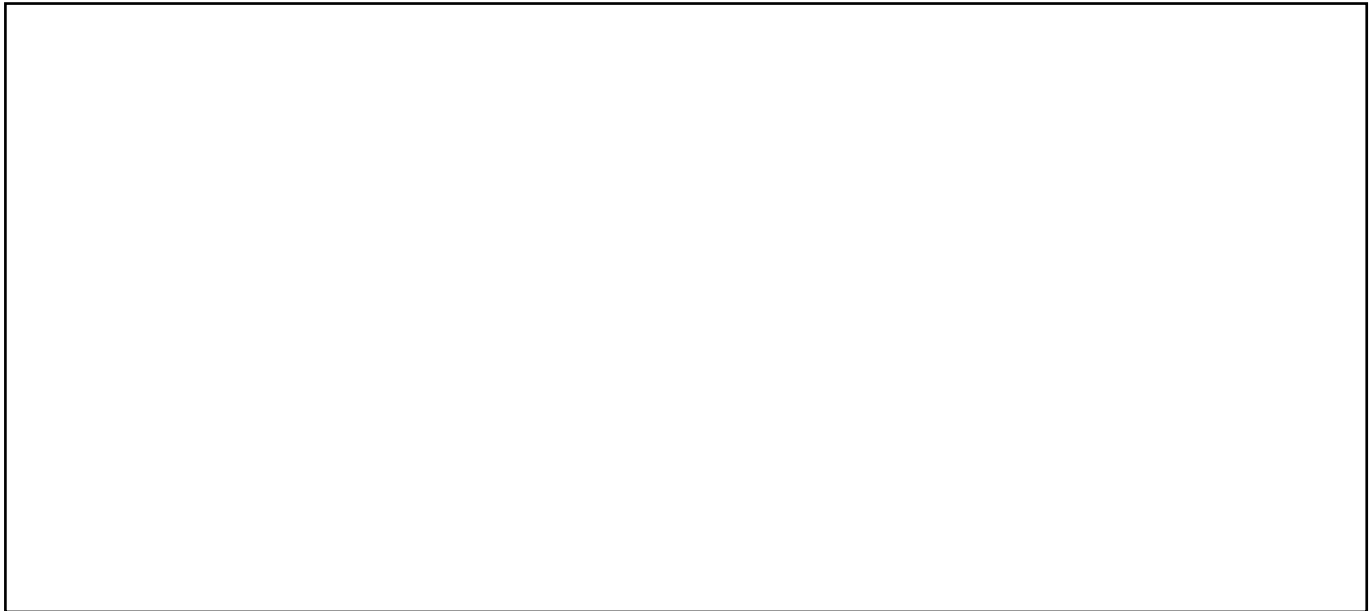
4. What famous phrase summarizes Patrick Henry’s argument against Britain’s taxing of the colonies?

5. Only five people were killed in the Boston Massacre. Why do you think the colonists called it a “massacre”?

6. Draw a cartoon representing the Boston Massacre:



7. Draw a cartoon representing the Boston Tea Party:



8. What was the Continental Congress the first time for?