

# GreatHearts

Northern Oaks



## Distance Learning Packet

April 14 - 17, 2020

6<sup>th</sup> grade

Mrs. Sharp

Mrs. Scholl

Mr. Lucero

Ms. Rogers

Mrs. Boyd

Student Name: \_\_\_\_\_ Section: \_\_\_\_.



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## Student Attendance Affidavit

April 14 - April 17, 2020

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

Tuesday, April 14, 2020

Wednesday, April 15, 2020

Thursday, April 16, 2020

Friday, April 17, 2020

Student Name: \_\_\_\_\_ Grade/Homeroom: \_\_\_\_\_

Parent Name: \_\_\_\_\_ (printed)

Parent Signature: \_\_\_\_\_ Date: \_\_\_\_\_



“A pessimist sees the difficulty in every opportunity; an optimist sees the opportunity in every difficulty.”

To our Sixth Grade Griffins,

As we all adjust and get better at this new world of remote learning, your teachers are slowly adding in some of the elements of school that we have all been missing. For example, last week you had the opportunity to join your classmates in a zoom literature class. There is no substitute for learning in a community of scholars all committed to studying the good, true, and the beautiful! It was a joy to fellowship with you over a good book.

We’ve also been able to add more video lessons to support your studies and provide a little bit of that instruction that we used to enjoy together in class. This week, we will begin using Google classroom and learning more about that together. This will be a new way to turn in your homework!

You will also see some changes in the packet this week with your specials classes. The Specials section is now separated from the homeroom classes to help your specials teachers to grade your work. Specials classes are no longer optional. We don’t want you to miss out on the beautiful lessons to learn in art, music, PE, and drama!

And the last change to mention is something special in Friday’s plan! We have created Friday to be a catch-up day for all of your lessons this week. Maybe you need that extra day to get used to Google classroom, or maybe you just want to go back to an assignment that needs improvement. Maybe you don’t need that catch-up day! In that case, your assignment is to do something to help and serve others. Do some extra chores for mom and dad. Play that board game your little sibling is nagging you about. Write a note to a friend that might be feeling lonely. Show your Griffin spirit, because we are all so much more than our academics and lessons.

Let us know if you have questions about these changes or the new resources that we can offer in Google Classroom or about the great things that we can still study together.

We are here to support you!  
Drop us a line if you need help or even just to say “Hi!”.  
Our days are not the same without you!  
Love, Your Teachers

## Daily Student Instruction Sheet - TUESDAY

| <b>TUESDAY – 4/14/20</b>  |   |
|---|---|
| <p><b>ELA</b></p> <p>Poetry (15 Minutes)</p> <p>Literature (30 Minutes)</p> <p>Grammar/Writing (Minutes)</p> <p>Reading (20+ minutes)</p> | <p><b>Poetry</b></p> <p><b>Goal/Objective:</b> Begin learning “The Splendour Falls on Castle Walls” by Alfred Lord Tennyson</p> <p><b>Materials needed:</b> <a href="#">“The Splendour Falls on Castle Walls”</a></p> <p><b>Specific Instructions (I=Independent; PA=Parent assistance):</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <a href="#">Read through the poem aloud</a>, two times (I)</li> <li><input type="checkbox"/> Using a dictionary, look up any unfamiliar words (I)</li> <li><input type="checkbox"/> Begin committing the first stanza to memory (I)</li> </ul> <p><b>Literature</b></p> <p><b>Goal/Objective:</b> Begin reading Chapter 8, Toad’s Adventures, in <i>The Wind in the Willows</i></p> <p><b>Materials needed:</b> <a href="#">The Wind in the Willows</a>, Teacher notes</p> <p><b>Specific Instructions (I=Independent; PA= Parent assistance):</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Read through Chapter 8 Vocabulary, Part 1 (I)</li> <li><input type="checkbox"/> <a href="#">Read the first half of Chapter 8 (87-92)</a>, ending with “...did his best not to overstep the limits of good taste.” (I)</li> <li><input type="checkbox"/> Answer the check for understanding questions (I)</li> </ul> <p><b>Grammar/Writing</b></p> <p><b>Goal/Objective:</b> Practice diagramming sentences with noun clauses</p> <p><b>Materials needed:</b> Teacher Notes from W3 Tuesday/Wednesday, Students assignment</p> <p><b>Specific Instructions (I=Independent; PA= Parent assistance):</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Review teacher notes from W3 Tuesday/Wednesday (Noun Clauses), including the diagrams on the back.</li> <li><input type="checkbox"/> On the same notes page, add the example diagram <a href="#">from this video</a>. (Note: In the video I labelled “chased” as an IC, but it is actually a TA. Make that correction on your notes after watching the video)</li> <li><input type="checkbox"/> Complete diagramming practice</li> <li><input type="checkbox"/> Check your diagrams with the answer key.</li> </ul> |
| <p><b>MATH</b></p> <p>(Minutes)</p>   | <p><b>Math</b></p> <p><b>Goal/Objective:</b> Students will review the statistics unit one page per day, along with other review activities over the next several days.</p> <p><b>Materials needed:</b> Study guide, Study guide answer key, Video Review</p> <p><b>Specific Instructions (I=Independent; PA= Parent assistance):</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> (I) Students will complete page 1 of the study guide</li> <li><input type="checkbox"/> (I) Students will check their work with the answer key and rework any missed problems.</li> <li><input type="checkbox"/> (I) Optional: students will watch the <a href="#">video review</a> of page 1 of the study guide</li> </ul>   |
| <p><b>HISTORY</b></p> <p>(30 Minutes)</p>   | <p><b>History</b></p>   |

## Daily Student Instruction Sheet - TUESDAY

|   |   |
|---|---|
|   | <p><b>Goal/Objective:</b> Students will learn about the Spinning Jenny and the Flying Shuttle, two inventions that changed the way people lived and worked. They will also learn about Samuel Slater and Francis Lowell, who pioneered the Industrial Revolution in the United States</p> <p><b>Materials needed:</b> Worksheet (Industrial Revolution, Chart of Modern Innovations), Reading: From Cottage Industries to Factories, <a href="#">Supplemental Video</a></p> <p><b>Specific Instructions (I=Independent; PA= Parent assistance):</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> (I) Using the worksheet provided, find five appliances or devices in your home to add to the chart. All of your choices should be things that accomplish a specific job or task.</li> <li><input type="checkbox"/> (I) Read Page 1 of the history reading (From Cottage Industries to Factories). You will need the information for this reading for tomorrow's lesson.</li> <li><input type="checkbox"/> (I) For more information, watch <a href="#">Mrs. Scholl's supplemental video</a></li> </ul> |
| <p><b>LATIN</b><br/>(15 Minutes)<br/><i>All Latin pages are found in the Specials section.</i></p>  | <p><b>Latin</b><br/><b>Goal/Objective:</b> Translate adapted text "Lucia et Metella"<br/><b>Materials needed:</b> "W4 Tuesday Translation: Lucia et Metella, pt. 1" worksheet<br/><i>All Latin pages are found in the Specials section.</i><br/><b>Specific Instructions (I=Independent; PA= Parent assistance):</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> (I) Complete "W4 Tuesday Translation: Lucia et Metella, pt. 1" worksheet</li> </ul>  |
| <p>Specials is no longer optional. Handouts and resources for the specials class are now in the Specials section at the end of the packet.<br/>Drama (20 Minutes)<br/><br/>Music (20 Minutes)</p> | <p><b>Drama (Oakenshield and Baggins)</b><br/><b>Goal/Objective:</b> Students will learn about the history of theatre, beginning in ancient Greece.<br/><b>Materials needed:</b> Reading: The Origins of Drama, Worksheet: The Origins of Drama<br/><b>Specific Instructions (I=Independent; PA= Parent assistance):</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> (I) Read the The Origins of Drama</li> <li><input type="checkbox"/> (I) Complete the Worksheet on the Origins of Drama</li> <li><input type="checkbox"/> (I) Consider this question: If you could write a play based on any story in Greek mythology, which story would you choose?</li> </ul> <p><b>Music (Pevensies and Reepicheep)</b><br/><b>Goal/Objective:</b> Review Grand Staff<br/><b>Materials needed:</b> <a href="#">Grand Staff review</a></p> <p><b>Specific Instructions (I=Independent; PA= Parent assistance): IP</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> IP: Please complete the Grand Staff review sheet (helpful hints in Week 2 instructions!)</li> </ul>                   |

A video of Mr. Lucero reciting the poem can be viewed [here](#).

# The Splendour Falls on Castle Walls

BY ALFRED, LORD TENNYSON

The splendour falls on castle walls

And snowy summits old in story:

The long light shakes across the lakes,

And the wild cataract leaps in glory.

Blow, bugle, blow, set the wild echoes flying,

Blow, bugle; answer, echoes, dying, dying, dying.

O hark, O hear! how thin and clear,

And thinner, clearer, farther going!

O sweet and far from cliff and scar

The horns of Elfland faintly blowing!

Blow, let us hear the purple glens replying:

Blow, bugle; answer, echoes, dying, dying, dying.

O love, they die in yon rich sky,

They faint on hill or field or river:

Our echoes roll from soul to soul,

And grow for ever and for ever.

Blow, bugle, blow, set the wild echoes flying,

And answer, echoes, answer, dying, dying, dying.

## 1. Chapter 8 Vocabulary, part 1

Immured: To enclose or confine someone against their will.

Disporting: Enjoying oneself without restraint.

Audacious: Showing a willingness to take surprising bold risks.

Antimacassar: A piece of cloth put over the back of a chair to protect it.

Avidity: Extreme eagerness or enthusiasm.

Chaff: Lighthearted joking or banter.

## 2. Read the first half of Chapter 8 (pgs. 87-92), ending with "...did his best not to overstep the limits of good taste."

- An online version of *The Wind in the Willows* can be found at:  
<http://www.cleavebooks.co.uk/grol/grahame/wind00.htm>
- If you would like to read along with an audio version of the book, it is available at:  
<https://librivox.org/the-wind-in-the-willows-by-kenneth-grahame-2/>

## 3. On loose-leaf paper, answer the following questions with 1-2 complete sentences, direct quotations are not required (be sure to title your page with your name, the date, and "Chapter 8 Understanding Questions"):

1. Who befriends Toad in prison? How does he respond to her?
2. What does she say is Toad's primary fault?
3. What is the plan for Toad to escape prison?



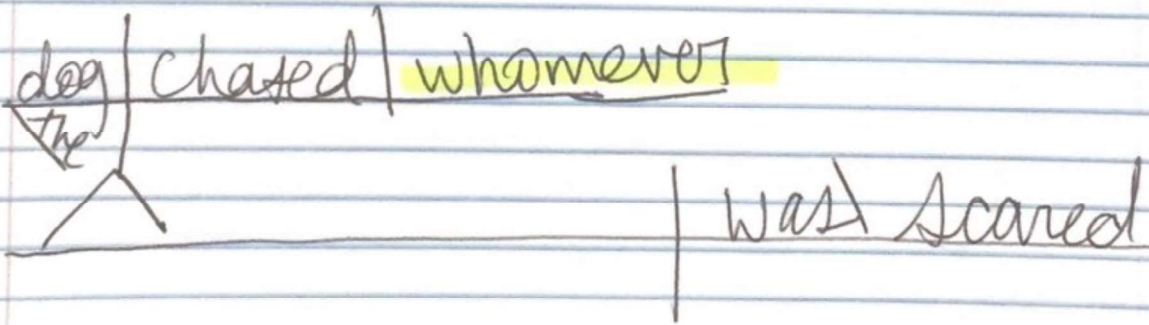
Tuesday Notes - Low Tech

The Cat [Whom the dog Chased] was Scared.

Whom the dog chased = Adjectival Clause  
↳ Adjectival subordinate conjunction/relative pronoun  
Does 2 jobs: A.C. & a pronoun/noun job

SN

[Whom the dog Chased] was Scared.  
SC DO AA SN TA  
PA



Who mever also does 2 jobs.

Label and diagram the following sentences. When you finish, check your work by watching Miss Rogers's video or looking at the answer key.

1. Whoever runs beside the alligator will win the race.

2. Anything you find inside the river belongs to you.

3. Whoever you saw in the museum was visiting without permission.

Unit: Data & Statistics  
Review

Name \_\_\_\_\_

Date \_\_\_\_\_ Pd \_\_\_\_\_

## DATA & STATISTICS Unit Study Guide

Solve each of the problems below. These represent the types of questions on your test. Be sure to ask questions if you need more help with a topic.

### i CAN SUMMARIZE NUMERIC DATA WITH THE MEAN, MEDIAN, RANGE, AND INTERQUARTILE RANGE.

6.12C

1. The following data set represents the average high monthly temperature in Denver, CO.

44, 46, 54, 61, 71, 81, 88, 86, 77, 65, 52, 43

Mean: \_\_\_\_\_ Median: \_\_\_\_\_

2. The following data set represents the number of dollars 20 customers withdrew at an ATM.

| NUMBER of DOLLARS | 20 | 40 | 60 | 80 | 100 | 120 |
|-------------------|----|----|----|----|-----|-----|
| FREQUENCY         | 10 | 5  | 2  | 1  | 2   | 0   |

Mean: \_\_\_\_\_ Median: \_\_\_\_\_

3. The following data set represents the cost of an order (rounded to the nearest dollar) in the Chick-fil-A drive thru.

10, 21, 34, 12, 6, 3, 14, 18, 22, 29, 9, 2, 15, 12, 18

Q1: \_\_\_\_\_ Q3: \_\_\_\_\_ IQR: \_\_\_\_\_

4. The local swimming pool records their summer swim lesson enrollment in the table below. What is the range in the number of students enrolled?

| 2011 | 2012 | 2013 | 2014 | 2015 |
|------|------|------|------|------|
| 277  | 341  | 299  | 368  | 389  |

### i CAN DIFFERENTIATE BETWEEN SITUATIONS THAT YIELD DATA WITH AND WITHOUT VARIABILITY.

6.12B

5. Which of the following will yield data with variability? Circle all that apply.

- A. The number of days in a month
- B. The number of days in a week
- C. The shoe size of various five-year-olds
- D. The number of letters in the alphabet
- E. The number of patients at a doctor's office each day
- F. The distance between your house and school

## ***From Cottage Industries to Factories***

### **Before Industrialization**

Before the Industrial Revolution began, Great Britain and the United States were mostly **agrarian societies**<sup>1</sup>. The people lived and worked on farms, growing their own food and goods and providing for their own families. What they could not produce themselves, they purchased from various craftsmen. These craftsmen usually did business from their own homes and specialized in services like carpentry or blacksmithery.

Over time, **cottage industries**<sup>2</sup> emerged. Manufacturers provided employees with equipment and materials, while employees completed work and conducted business within their own homes. This system could be problematic because employers had very limited control over how much work was being done by the individual workers.



*Interior of Blacksmith Shop (1781)*  
Pehr Hillestrom

### **The Spinning Jenny and the Flying Shuttle**



*The Spinning Jenny was invented in 1764.*

The **Spinning Jenny** and the **Flying Shuttle** were two inventions that changed the way people lived and worked. Stores today offer countless clothing options, in a variety of colors, styles, and sizes, and we rarely think about the process it takes to make them. Before Spinning Jenny and the Flying Shuttle were invented, raw cotton (from a cotton plant) or wool (from a sheep) was spun on to a single spool of thread using a spinning wheel. Using a loom, the thread was woven into cloth, which would be cut and sewn into fabric. The process was long and inefficient. It could take more than a week to make just one shirt.

In 1764, a British carpenter and weaver named **James Hargreaves** invented the Spinning Jenny. His creation spun eight spools of thread at a time. Adding to this **innovation**<sup>3</sup>, inventor **John Kay** created the Flying Shuttle, which helped weavers create larger and wider pieces of fabric in a much shorter amount of time. The Flying Shuttle used an automated hammer mechanism to propel thread through the loom on a device called a shuttle. As inventions like these began to be housed in factories in Britain, machines could produce not one but hundreds of yards of cloth a day.

<sup>1</sup> **Agrarian society**: a community whose economy is based on producing and maintaining crops and farmland.

<sup>2</sup> **Cottage Industry**: a business or manufacturing activity carried on in a person's home.

<sup>3</sup> **Innovation**: a new method, idea, product

### **Samuel Slater brings Spinning Machines to the United States**

British merchants were soon selling British textiles all over the world, bringing riches to the country. To keep this advantage for their own manufacturers, the British government prohibited anyone from selling a spinning or weaving machine to another country, or taking plans for making one out of Great Britain. No one who had even worked in a cotton mill was allowed to leave the country.

In the end, the efforts at secrecy failed. In 1789, **Samuel Slater**, a twenty-one-year-old worker in an English cotton mill, saw an advertisement in a newspaper. Several American businessmen were offering a handsome reward to anyone who could build a spinning machine for them. Slater, who had worked in an English cotton mill since the age of fourteen, knew the spinning machine inside and out.

Government officials, of course, were ready to stop any person from taking plans for making such a machine out of Great Britain. The law, however, did not protect against Slater's excellent memory. In 1789, Slater, disguised as a farmer, boarded a ship bound for the United States. He was going there to seek his fortune, the plans for building a spinning machine fixed firmly in his head.



*Samuel Slater's first mill, built in 1793, still stands in Pawtucket, Rhode Island*

A little more than a year later, in 1791, Slater and two American partners opened the first cotton-spinning mill in the United States. In the next two decades, dozens of other spinning mills sprang up in New England, where fast-flowing streams and rivers provided the power to run the machines.

### **Francis Lowell and Factories**

The early mills in the United States made only cotton thread, not cloth. Cloth still had to be made the old way, by women weaving on handlooms at home. A trip to Great Britain in 1810 by a Boston merchant named **Francis Lowell** changed that.

Visiting a weaving factory, Lowell quickly grasped the principles on which the power looms worked. Back home, he persuaded several wealthy Boston friends to join him in building a factory that would do even more. In 1814, the Waltham Associates, as they were called, opened their factory in the town of Waltham, Massachusetts, not far from Boston. There, machines spun cotton into thread, workers dyed the thread, and other machines wove it into finished cloth. Lowell and his friends soon built more factories nearby, as did other investors.

With the opening of these mills, the factory system arrived in America. By the 1820s and 1830s, factories were producing other goods as well. There were mills that turned wheat into flour and others that turned trees into lumber. Factories did not depend on machines alone, however. There were factories in which people worked to make products by hand. In some cities, workers turned out shoes, clocks, kitchen pots and pans, and many other goods, in hundreds of bustling workshops.

NAME \_\_\_\_\_ NUMBER \_\_\_\_\_ DATE \_\_\_\_\_

Using the chart below, find five appliances or devices in your home to add to the chart. All of your choices should be things that accomplish a specific job or task. List what the device is, what task it accomplishes, and how the task might have been accomplished before the appliance was invented. An example has been provided for you. Please use complete sentences where appropriate.

| APPLIANCE OR DEVICE                                       | THE TASK THE APPLIANCE ACCOMPLISHES  | HOW THIS TASK WAS ACCOMPLISHED BEFORE THE APPLIANCE WAS INVENTED   |
|---|--|--|
| <ul style="list-style-type: none"> <li>• Dryer</li> </ul> | <ul style="list-style-type: none"> <li>• The dryer is used to dry clothes, towels, and other items quickly.</li> </ul> | <ul style="list-style-type: none"> <li>• Before the dryer was invented, people hung their clothes on clotheslines to dry.</li> </ul> |
| 1.  | 1.   | 1.   |
| 2.  | 2.   | 2.   |
| 3.  | 3.   | 3.   |
| 4.  | 4.   | 4.   |
| 5.  | 5.   | 5.   |

## Daily Student Instruction Sheet - WEDNESDAY

| <b>WEDNESDAY – 4/15/20</b>  |   |
|---|---|
| <p><b>ELA</b></p> <p>Poetry (15 Minutes)</p> <p>Literature (30 Minutes)</p> <p>Grammar/Writing (Minutes)</p> <p>Reading (20+ minutes)</p> | <p><b>Poetry</b></p> <p><b>Goal/Objective:</b> Continue learning “The Splendour Falls on Castle Walls” by Alfred Lord Tennyson</p> <p><b>Materials needed:</b> <a href="#">“The Splendour Falls on Castle Walls”</a></p> <p><b>Specific Instructions (I=Independent; PA=Parent assistance):</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <a href="#">Read through the poem aloud</a>, two times (I)</li> <li><input type="checkbox"/> Continue committing the first stanza to memory (I)</li> </ul> <p><b>Literature</b></p> <p><b>Goal/Objective:</b> Finish reading Chapter 8, Toad’s Adventures, in <i>The Wind in the Willows</i></p> <p><b>Materials needed:</b> <a href="#">The Wind in the Willows</a>, Teacher notes</p> <p><b>Specific Instructions (I=Independent; PA= Parent assistance):</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Read through Chapter 8 Vocabulary, Part 2 (I)</li> <li><input type="checkbox"/> <a href="#">Read the second half of Chapter 8</a> (92-98), beginning with “It seemed hours before he crossed the last courtyard...” (I)</li> <li><input type="checkbox"/> Answer the check for understanding questions (I)</li> </ul> <p><b>Grammar/Writing</b></p> <p><b>Goal/Objective:</b> Recognize noun clauses that are functioning as the direct object of the sentence.</p> <p><b>Materials needed:</b> Teacher Notes</p> <p><b>Specific Instructions (I=Independent; PA= Parent assistance):</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Read teacher notes and follow instructions. I highly recommend that you complete the notes in pencil.</li> <li><input type="checkbox"/> <a href="#">Watch teacher video</a> and make additional notes on the bottom or back of the teacher notes</li> </ul> |
| <p><b>MATH</b></p> <p>(Minutes)</p>   | <p><b>Math</b></p> <p><b>Goal/Objective:</b> Students will review statistics by creating their own bar graph.</p> <p><b>Materials needed:</b> Survey results, Graph Page, Optional Pie Chart, Optional Video example, Optional colored pencils (no markers!)</p> <p><b>Specific Instructions (I=Independent; PA= Parent assistance):</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> (I) Optional: Students can begin by watching <a href="#">a video example</a> of how to create a bar graph.</li> <li><input type="checkbox"/> (I) Students will use their data collected in their survey to create a bar graph representing the results.</li> </ul>   |
| <p><b>HISTORY</b></p> <p>(30 Minutes)</p>   | <p><b>History</b></p> <p><b>Goal/Objective:</b> Students will complete a reading comprehension check based on this week’s History reading.</p> <p><b>Materials needed:</b> Worksheet (W4 Reading Comprehension), Reading: From Cottage Industries to Factories, <a href="#">Supplemental Video</a></p>  |

## Daily Student Instruction Sheet - WEDNESDAY

|   |  |
|---|--|
|   | <p><b><u>Specific Instructions (I=Independent; PA= Parent assistance):</u></b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> (I) Read Page 2 of the history reading (From Cottage Industries to Factories).</li> <li><input type="checkbox"/> (I) For more information, watch <a href="#">Mrs. Scholl's supplemental video</a></li> <li><input type="checkbox"/> (I) Complete the worksheet, W4 Reading Comprehension</li> </ul>   |
| <p><b>LATIN</b><br/>(15 Minutes)<br/><i>All Latin pages are found in the Specials section.</i></p>  | <p><b><i>Latin</i></b><br/><b><u>Goal/Objective:</u></b> Translate adapted text “Lucia et Metella”<br/><b><u>Materials needed:</u></b> “W4 Wednesday Translation: Lucia et Metella, pt. 2” worksheet<br/><b><u>Specific Instructions (I=Independent; PA= Parent assistance):</u></b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> (I) Complete “W4 Wednesday Translation: Lucia et Metella, pt. 2” worksheet</li> </ul>   |
| <p>Specials are no longer optional. Handouts and resources for the specials class are now in the Specials section at the end of the packet.</p> <p>Art (15 Minutes)<br/>PE (15 Minutes)</p> | <p><b><i>Art</i></b><br/><b><u>Goal/Objective:</u></b> Learn about Islamic/Decorative Art from 750.<br/><b><u>Materials needed:</u></b> Colored pencils<br/><b><u>Specific Instructions (I=Independent; PA= Parent assistance):</u></b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I: Watch video about Islamic art (LINK)</li> <li><input type="checkbox"/> I: Using your colored pencils, lay down a thin layer of color in each section of the coloring page (<b><u>Due WEDNESDAY, Wk 5.</u></b>)</li> </ul> <p><b><i>PE</i></b><br/><b><u>Goal/Objective:</u></b> Progress in strength, building upon your W2 numbers<br/><b><u>Materials needed:</u></b> W3 recorded reps, W4 Log (in packet)<br/><b><u>Specific Instructions:</u></b> (I = Independent; PA = Parent Assisted)</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I: Warmup (optional)</li> <li><input type="checkbox"/> I: Find 10% of last week’s reps/time (W2 X 0.1)</li> <li><input type="checkbox"/> I: Add that 10% to your W2 reps/time</li> <li><input type="checkbox"/> I: Complete Log</li> <li><input type="checkbox"/> I: Lie-down and Breathe</li> <li><input type="checkbox"/> I: Record results for future reference</li> <li><input type="checkbox"/> I: Save log in safe place</li> </ul> |



## 1. Chapter 8 Vocabulary, part 2

Repartees: A conversation characterized by quick, witty comments or replies.

Balked: Hesitate or be unwilling to accept an idea or undertaking.

Rapture: A feeling of intense pleasure or joy.

Supplication: The action of asking or begging for something earnestly or humbly.

## 2. Read the second half of Chapter 8 (pgs. 92-98), beginning with “It seemed hours before he crossed the last courtyard...”

- An online version of *The Wind in the Willows* can be found at:  
<http://www.cleavebooks.co.uk/grol/grahame/wind00.htm>
- If you would like to read along with an audio version of the book, it is available at:  
<https://librivox.org/the-wind-in-the-willows-by-kenneth-grahame-2/>

## 3. On loose-leaf paper, answer the following questions with 1-2 complete sentences, direct quotations are not required (be sure to title your page with your name, the date, and “Chapter 8 Understanding Questions”, you may continue on Monday’s page):

1. After reaching the train station, what problem does Toad discover? What deal does he make to overcome it?
2. After riding on the train awhile, what new danger do the driver and Toad become aware of?
3. How does Toad finally escape?

For Low Tech Families

Wednesday

~~Thursday~~ NOTES: Noun Clauses as D.O.s

Before watching the Teacher video, look at the following sentence: Label and Diagram

I will eat whatever smells best.

You probably noticed that the sentence contains a noun clause, but we have not encountered a noun clause at the end of a sentence before. After making your best attempt at the above sentence, watch Miss Rogers's video.

|    |    |      |     |
|----|----|------|-----|
|    | SP | HV   | TA  |
|    | I  | will | eat |
| DO | SC | SP   | FL  |

Key for Low Tech Students:

[whatever smells best]

whatever | smells | best

I | will eat |

W4

Wednesday

~~Thursday~~ Notes: Noun Clauses as D.O.s

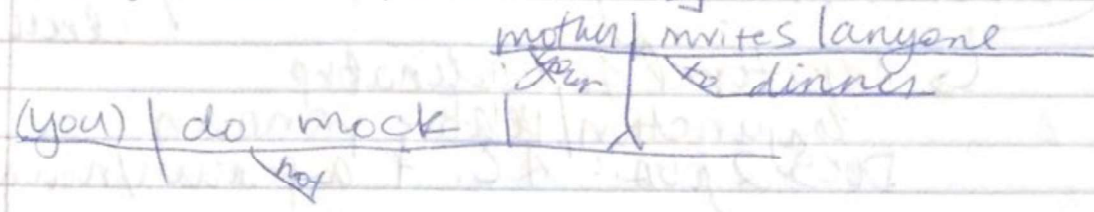
Before watching the Teacher video, look at the following sentence; Label and Diagram

I will eat whatever smells best.

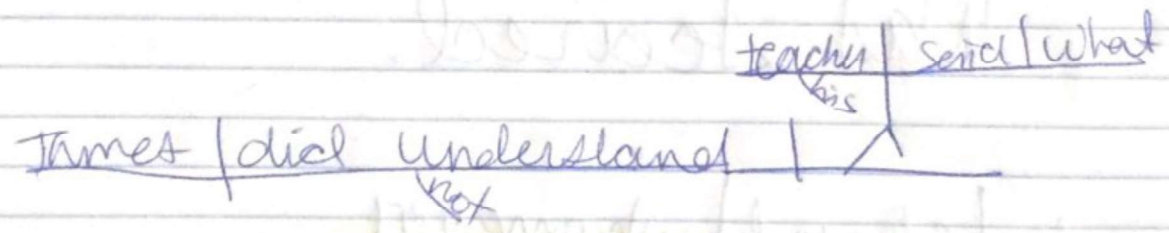
You probably noticed that the sentence contains a noun clause, but ~~we~~ we have not encountered a noun clause at the end of a sentence before. After making your best attempt at the above sentence, watch Mrs. Rogers's video.

# Wednesday Examples for Law Tech Students

<sup>SP</sup> <sup>TV</sup> <sup>adv</sup> <sup>TA</sup> <sup>DO</sup> <sup>SC-DO</sup> <sup>adv</sup> <sup>SN</sup>  
 (you) Do not mock [anyone your mother  
<sup>TA</sup> <sup>P</sup> <sup>OP</sup>  
 invites to dinner.]



<sup>SN</sup> <sup>TV</sup> <sup>adv</sup> <sup>TA</sup>  
 James did not understand  
<sup>DO</sup> <sup>SC DO</sup> <sup>adv</sup> <sup>SN</sup> <sup>TA</sup>  
 [what his teacher said.]



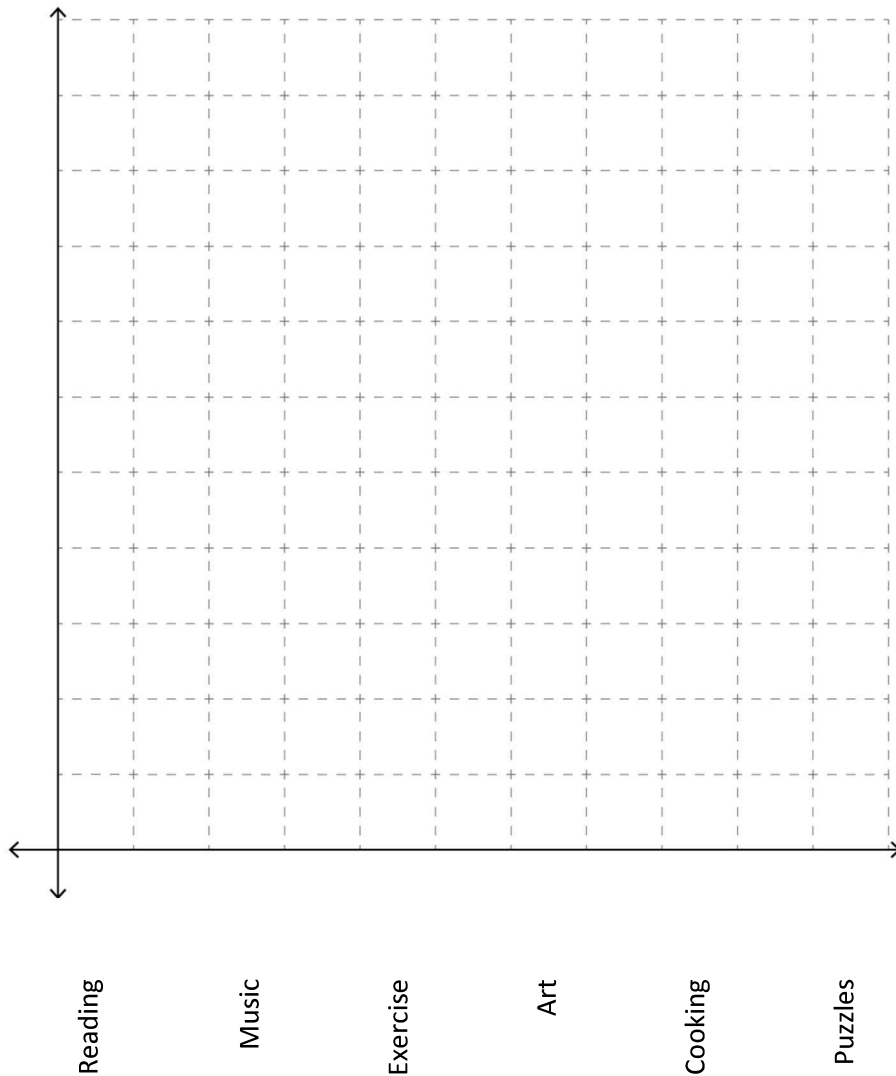
**Graphing Project**

You should use the results of the survey you started on April 3<sup>rd</sup>. You can use color coding to distinguish the different categories of the survey.

Remember the essential elements of a graph:

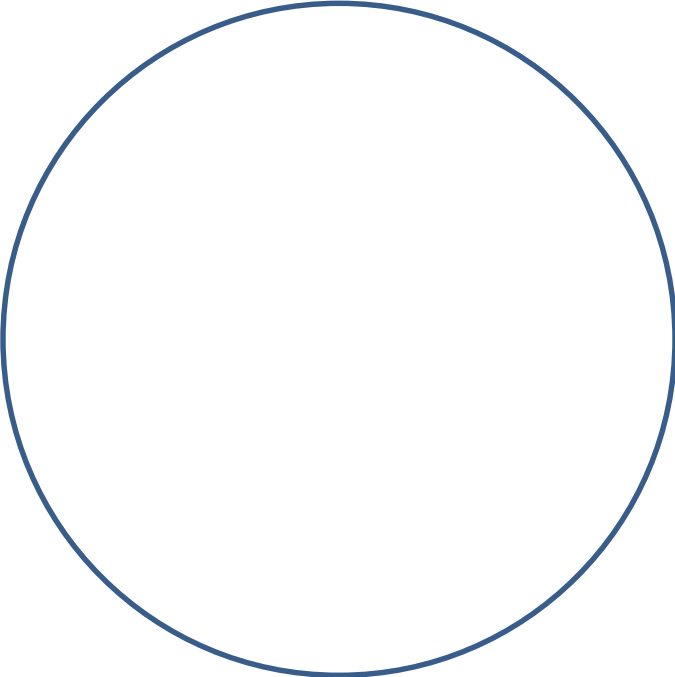
- Accurate data
- Consistent scale or interval
- Title, Labels, and Units
- Enough data
- Neat

Title: \_\_\_\_\_



**Optional Extra: Make a pie graph representing the results of your survey!**

Title: \_\_\_\_\_



|                          |       |
|--------------------------|-------|
| <input type="checkbox"/> | _____ |
| <input type="checkbox"/> | _____ |
| <input type="checkbox"/> | _____ |
| <input type="checkbox"/> | _____ |
| <input type="checkbox"/> | _____ |

NAME \_\_\_\_\_ NUMBER \_\_\_\_\_ DATE \_\_\_\_\_

**W4 Reading Comprehension**

Use this week's reading, *From Cottage Industries to Factories*, to complete this worksheet.  
Please use complete sentences.

**VOCABULARY**

In your own words, what is an **agrarian society**?

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How did the **Spinning Jenny** and the **Flying Shuttle** change the way cloth was made?

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How did **Samuel Slater** bring the spinning machine to the United States? What obstacles did he face in doing so?

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## Daily Student Instruction Sheet - THURSDAY

| <b>THURSDAY – 4/16/20</b>   |   |
|---|---|
| <p><b>ELA</b></p> <p>Poetry (15 Minutes)</p> <p>Literature (30 Minutes)</p> <p>Grammar/Writing (Minutes)</p> <p>Reading (20+ minutes)</p> | <p><b>Poetry</b></p> <p><b>Goal/Objective:</b> Continue learning “The Splendour Falls on Castle Walls” by Alfred Lord Tennyson</p> <p><b>Materials needed:</b> <a href="#">“The Splendour Falls on Castle Walls”</a></p> <p><b>Specific Instructions (I=independent; PA=Parent assistance):</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Read through the poem aloud, two times (I)</li> <li><input type="checkbox"/> Continue committing the first stanza to memory (I)</li> </ul> <p><b>Literature</b></p> <p><b>Goal/Objective:</b> Understand Toad’s actions and motivations in Chapter 8</p> <p><b>Materials needed:</b> <a href="#">The Wind in the Willows</a>, Chapter 8 Discussion Questions</p> <p><b>Specific Instructions (I=independent; PA= Parent assistance):</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Complete Chapter 8 Discussion Questions</li> </ul> <p><b>Grammar/Writing</b></p> <p><b>Goal/Objective:</b> practice diagramming noun clauses which are functioning as the direct object of the main clause.</p> <p><b>Materials needed:</b> Diagramming wars powerpoint, Student Assignment</p> <p><b>Specific Instructions (I=independent; PA= Parent assistance):</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Complete <a href="#">diagramming wars powerpoint</a> on a whiteboard, in your spiral, or on a separate sheet or paper.</li> <li><input type="checkbox"/> Check your diagrams with the answer keys provided in the powerpoint.</li> <li><input type="checkbox"/> Complete the diagram problem on the short student assignment.</li> </ul> |
| <p><b>MATH</b></p> <p>(Minutes)</p>   | <p><b>Math</b></p> <p><b>Goal/Objective:</b> Students will review the statistics unit.</p> <p><b>Materials needed:</b> Teacher Notes, Study guide, Study guide answer key, Video Notes and Review</p> <p><b>Specific Instructions (I=independent; PA= Parent assistance):</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> (I) Students will read and study the teacher notes</li> <li><input type="checkbox"/> (I) Students can watch the <a href="#">optional notes video</a>.</li> <li><input type="checkbox"/> (I) Students will complete page 2 of the study guide</li> <li><input type="checkbox"/> (I) Students will check their work with the answer key and rework any missed problems.</li> <li><input type="checkbox"/> (I) Optional: Students can watch the <a href="#">video review</a> of page 2 of the study guide</li> </ul>   |
| <p><b>SCIENCE</b></p> <p>(30 Minutes)</p>   | <p><b>Science</b></p> <p><b>Goal/Objective:</b> To understand Charles’ Law and Boyle’s Law</p> <p><b>Materials needed:</b> Teacher notes, loose leaf paper/spiral, pencil/pen</p> <p><b>Specific Instructions (I=independent; PA= Parent assistance):</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Watch Mrs. Sharp’s videos demonstrating <a href="#">Charles’ Law</a> and <a href="#">Boyle’s Law</a> (I).</li> <li><input type="checkbox"/> Make a lab entry and take notes along with the videos (I).</li> </ul>   |



## Daily Student Instruction Sheet - THURSDAY

|   |  |
|---|--|
|   | <ul style="list-style-type: none"> <li><input type="checkbox"/> Look over teacher notes to check your understanding and fill in anything you might be missing on your own notes (I).</li> <li><input type="checkbox"/> OPTIONAL: If you can't watch the video, just simply read through and copy down the notes (I).</li> <li><input type="checkbox"/> <b>Scan or photocopy your notes to turn in with your other graded work (PA).</b></li> </ul>   |
| <p><b>LATIN</b><br/>(15 Minutes)<br/><i>All Latin pages are found in the Specials section.</i></p>  | <p><b>Latin</b><br/><b>Goal/Objective:</b> 1) Correct this week's translations of "Lucia et Metella"; 2) Learn how to recognize and translate the perfect tense<br/><b>Materials needed:</b> 1) Your completed Tuesday and Wednesday worksheets; 2) Either "W4 Translation Answer Key" OR access to the Internet; 3) "Recognizing and Translating the Perfect Tense" lesson notes<br/><b>Specific Instructions (I=independent; PA= Parent assistance):</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> (I) Check work and make corrections in red pen or pencil; use either:             <ul style="list-style-type: none"> <li><input type="checkbox"/> "W4 Translation Answer Key", or ...</li> <li><input type="checkbox"/> <a href="#">Guided translation video</a></li> </ul> </li> <li><input type="checkbox"/> (I) Read "Recognizing and Translating the Perfect Tense" lesson notes</li> </ul>   |
| <p>Specials are no longer optional. Handouts and resources for the specials class are now in the Specials section at the end of the packet.</p> <p>Drama (20 Minutes)</p> <p>Music (15 Minutes)</p> | <p><b>Drama (<i>Oakenshield and Baggins</i>)</b><br/><b>Goal/Objective:</b> Students will begin the process of writing a scene based on a story in Greek mythology<br/><b>Materials needed:</b> Worksheet: Playwriting Exercise 1<br/><b>Specific Instructions (I=independent; PA= Parent assistance):</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> (I) Over the next few weeks, we will be walking through the process of writing a scene for performance. Using the worksheet titled Playwriting Exercise 1, begin to brainstorm about which story from Greek mythology you would like to create a scene.</li> </ul> <p><b>Music (<i>Pevensies and Reepicheep</i>)</b><br/><b>Goal/Objective:</b> Identifying notes on the <b>Keyboard</b><br/><b>Materials needed:</b> <a href="#">Navigating on the Keyboard</a> worksheet, crayons/colored pencils/markers<br/><b>Specific Instructions (I=independent; PA= Parent assistance):</b> IP</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> IP: Please complete the Keyboard worksheet, this is a simple introduction to the Keyboard, note names on the piano, and identifying intervals</li> <li><input type="checkbox"/> At the bottom of the page where it reads <b>Just for Fun</b>, please complete this prompt as a part of your <u>grade</u>.             <ul style="list-style-type: none"> <li><input type="checkbox"/> Color all of the Cs on the piano keyboard blue</li> <li><input type="checkbox"/> Color all of the Ds on the keyboard red</li> <li><input type="checkbox"/> Color all of the Es on the keyboard yellow</li> <li><input type="checkbox"/> Color all of the Fs on the keyboard green</li> <li><input type="checkbox"/> Color all of the Gs on the keyboard orange</li> </ul> </li> </ul> |

## Daily Student Instruction Sheet - THURSDAY

- |  |   |
|--|---|
|  | <ul style="list-style-type: none"><li><input type="checkbox"/> Color all of the As on the keyboard purple</li><li><input type="checkbox"/> Color all of the Bs on the keyboard pink</li></ul> |
|--|---|

## *The Wind in the Willows*

### Chapters 8 Discussion Questions

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

*QUESTION*

1. What do Toad's interactions with the gaoler's daughter reveal about his character?

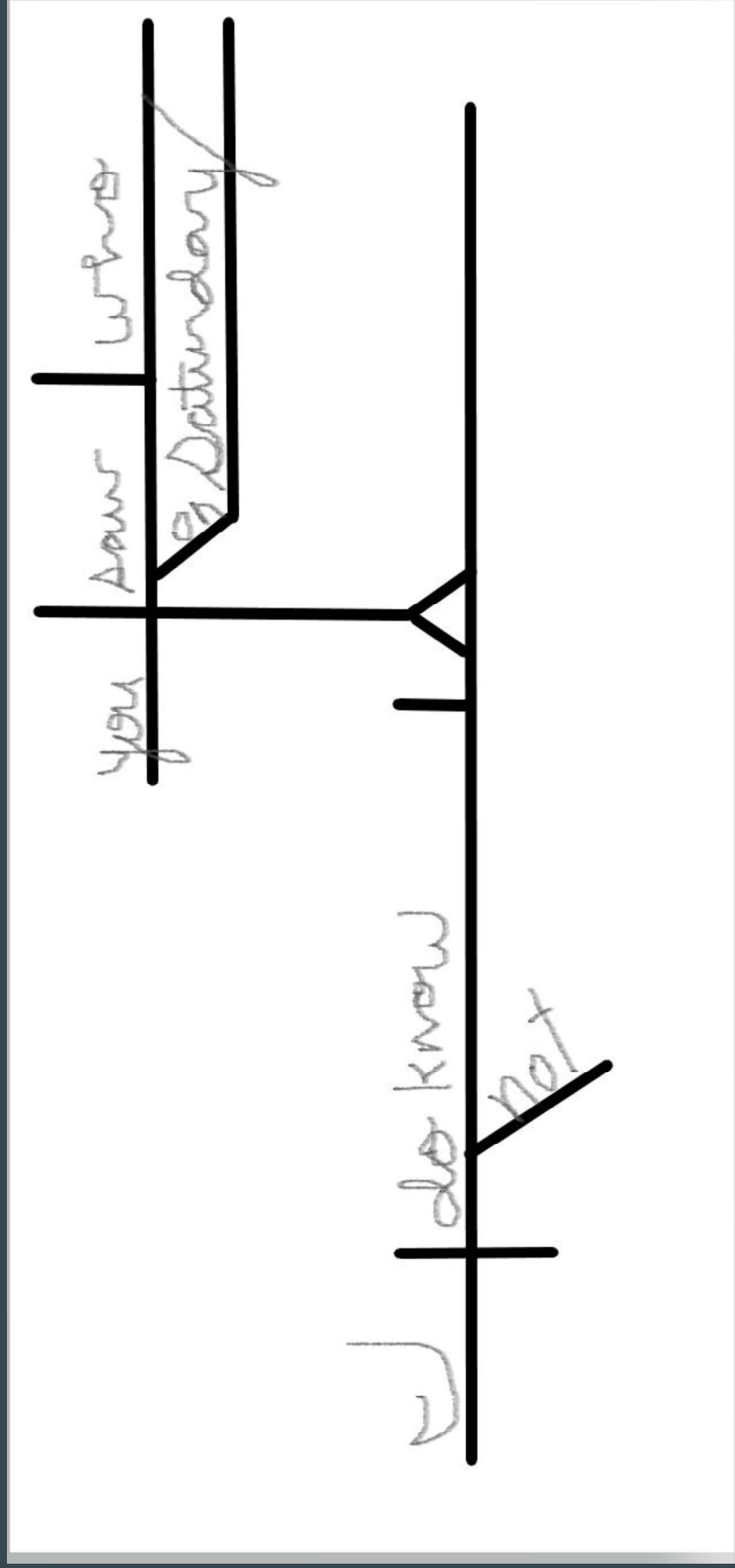
2. Why does Toad eventually tell the truth to the engine driver?

3. At the end of the chapter, what conflicting feelings does Toad have about his situation?

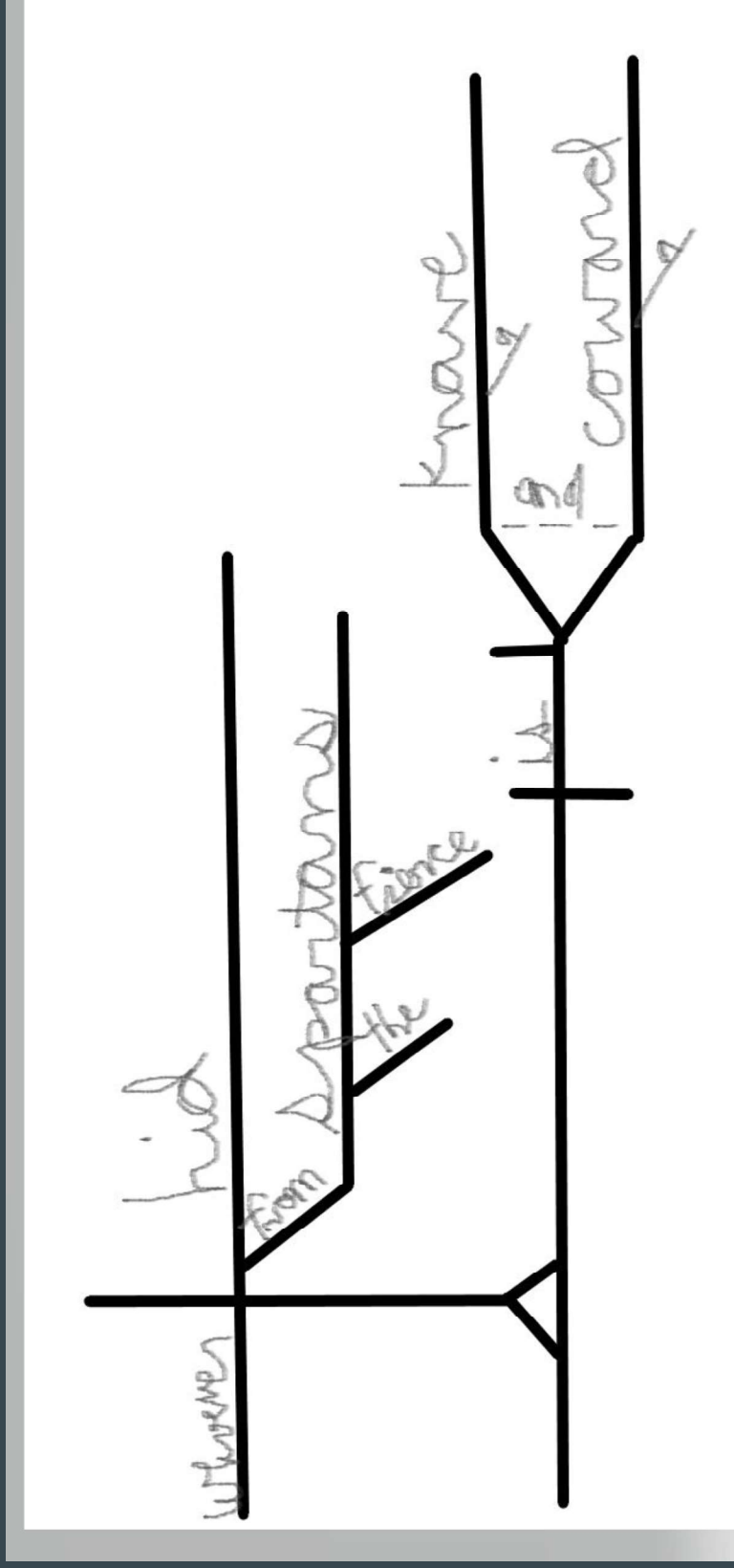
Label and Diagram the following sentence. This will be the primary grade for Grammar this week, so do your best work!

Natalie has not found whatever Christopher left on her table.

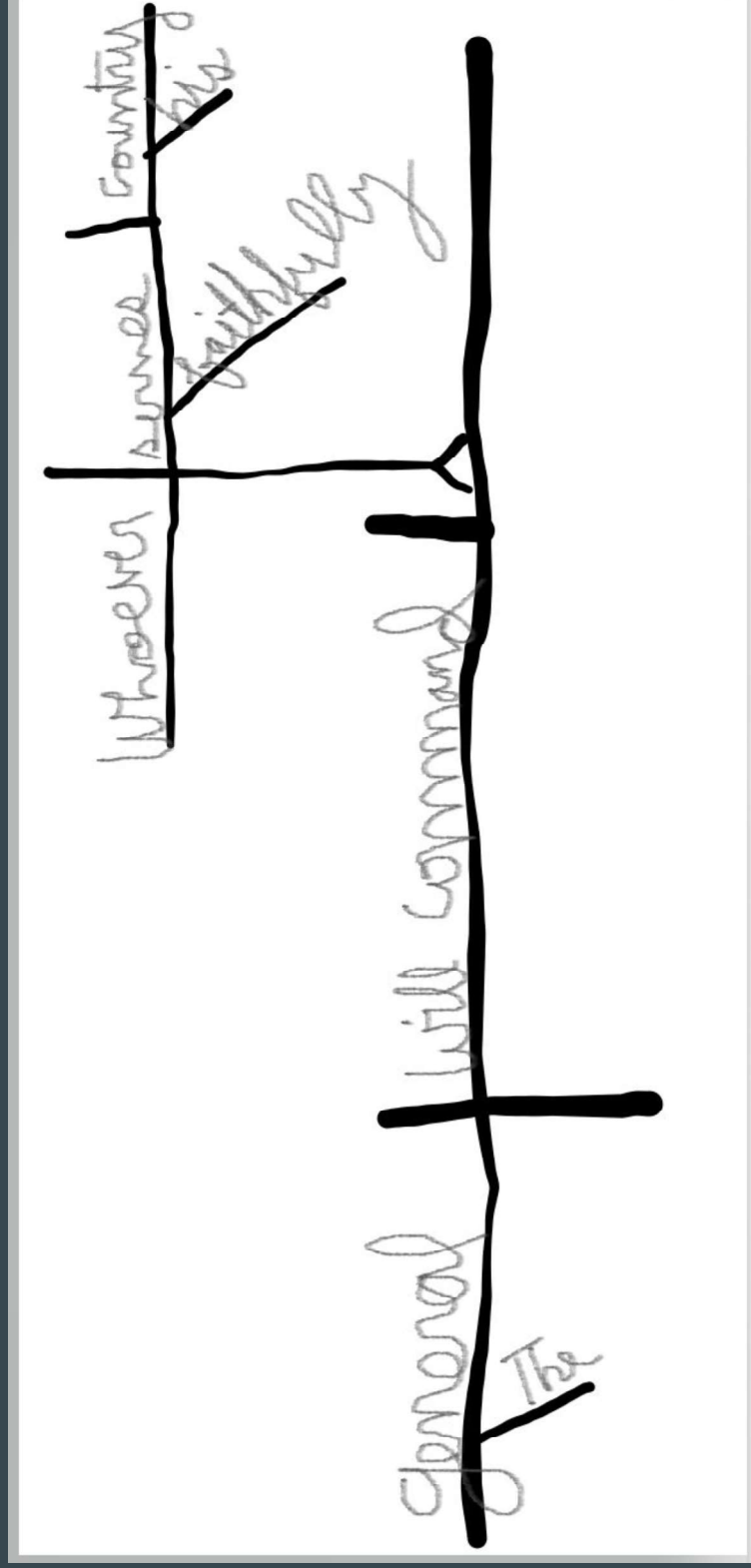
I do not know who you saw on Saturday.



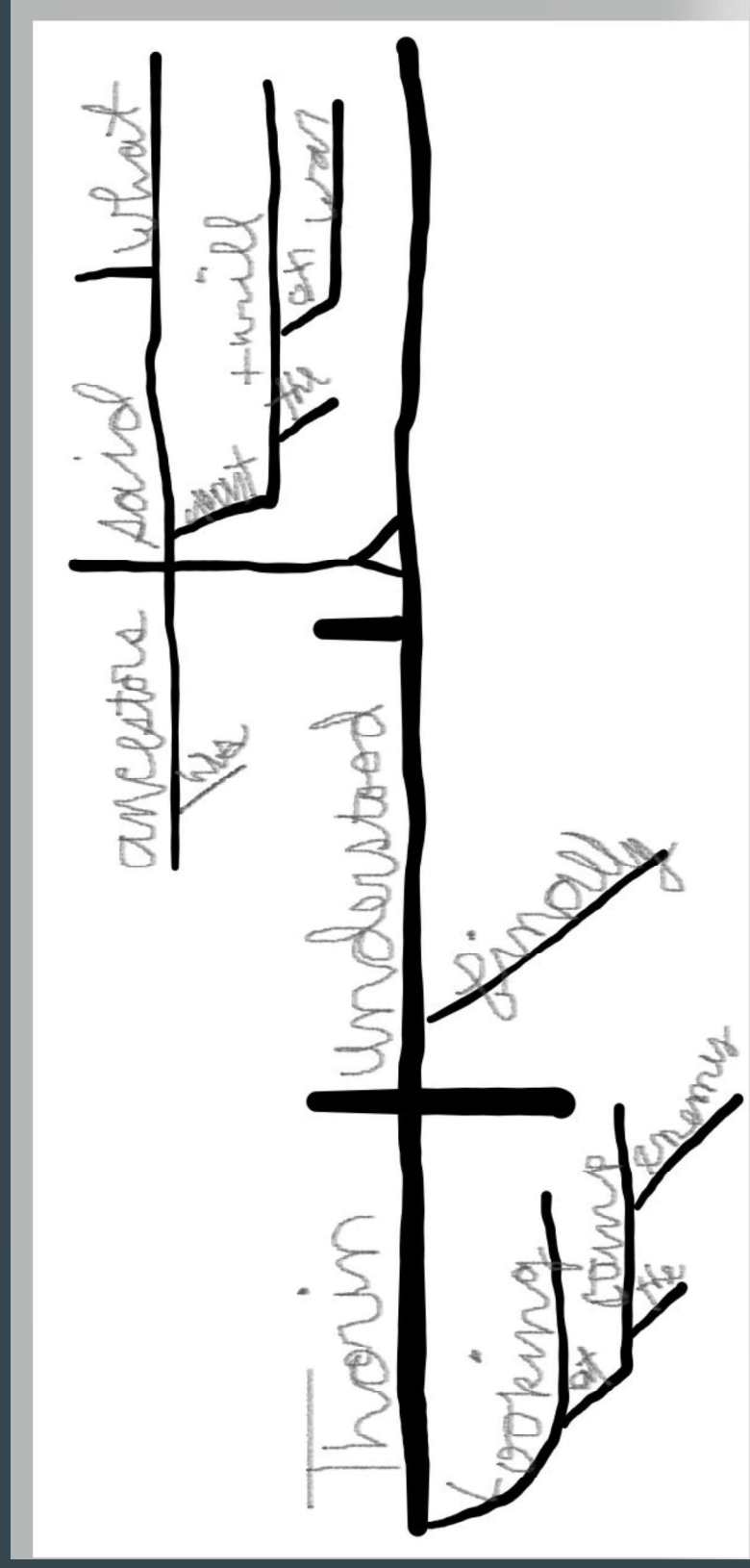
Whoever hid from the fierce Spartans is a knave and a coward.



The general will command whoever vows to serve his country faithfully.



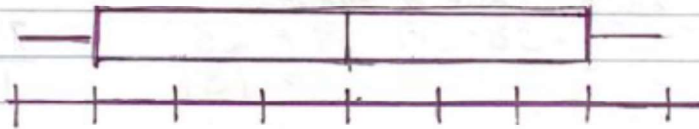
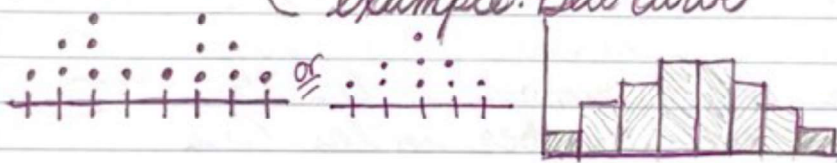
Looking at the enemy camp, Thorin finally understood what his ancestors said about the thrill of war.



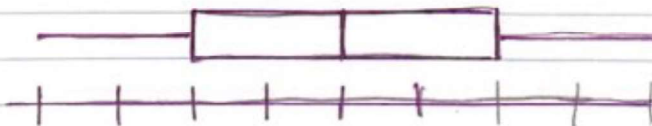
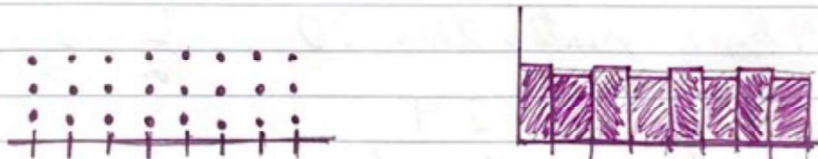


# Describing Data p.1

Symmetric { - lower half & upper half are similar or equal.  
- mean and median are close or equal  
- example: Bell curve

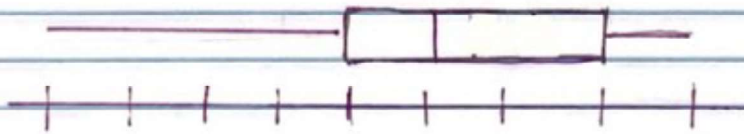
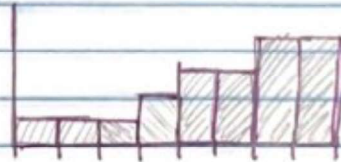
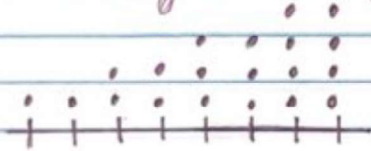


Uniform { - the data is equal (or almost) across all ranges or categories  
(a special type of symmetry) - mean and median are close or equal

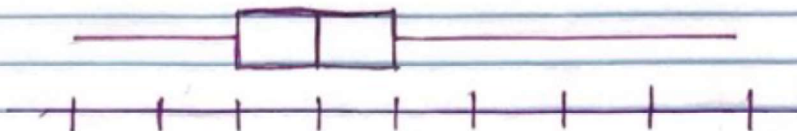
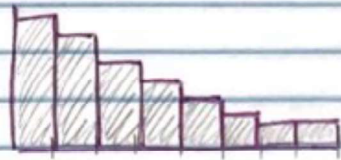
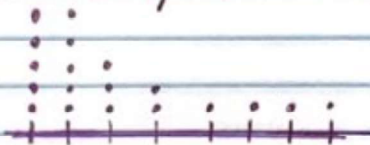


# Describing Data p. 2

Skewed Left { - fewer data points on left  
(also called negative skew) - mean is less than the median



Skewed Right { - fewer data points on right  
(also called positive skew) - mean is more than the median

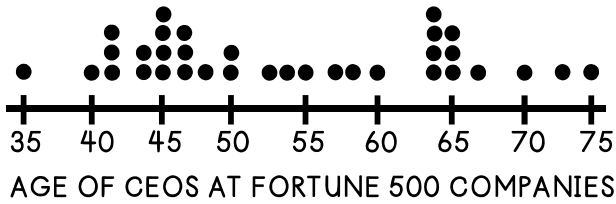


**i CAN deSCRIBE A dATA diSTRIBution.**

**6.12B, 6.12C**

Describe the overall shape, spread, and center of each graph below.

6.




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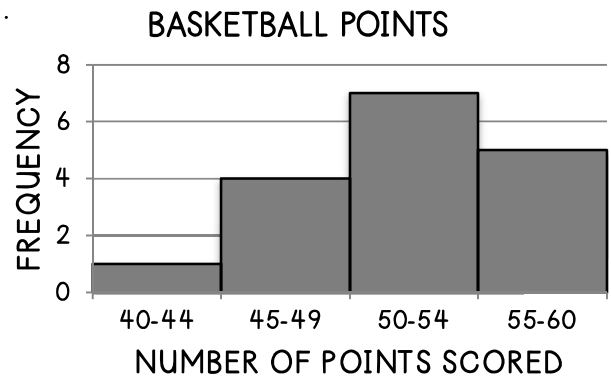


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7.




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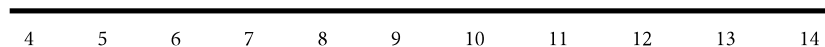
**i CAN RePReSent AND iNteRRPeT dATA iN BOx PLOtS.**

**6.12A, 6.12A**

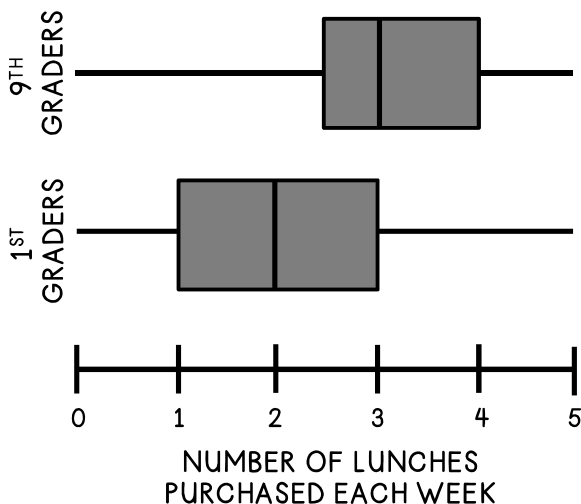
8. The following data set represents the number of hours students spend on their science fair projects. Create a five-number summary and a box plot to display the data.

8, 4, 14, 12, 5, 11, 8, 9, 7, 9

Min: \_\_\_\_\_ Q1: \_\_\_\_\_ Med: \_\_\_\_\_ Q3: \_\_\_\_\_ Max: \_\_\_\_\_



9. The school cafeteria takes note of the number of lunches purchased each week by students in first grade and students in ninth grade. Use the box plots to answer the questions.



a. What is the median of the 1<sup>st</sup> graders? 9<sup>th</sup> graders?

b. Half of the ninth graders purchased \_\_\_\_\_ or more lunches a week.

c. The interquartile range of first graders is \_\_\_\_.

d. The lowest 25% of the ninth graders take their lunch \_\_\_\_\_ times or less per week.

# CHARLES'

## Law

3/21/19

→ The temperature of a gas is directly proportional to its volume when its pressure is held constant.

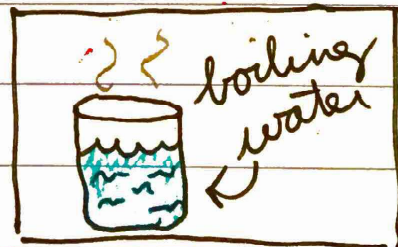
$$T_1 : T_2 :: V_1 : V_2$$

change

Experiment

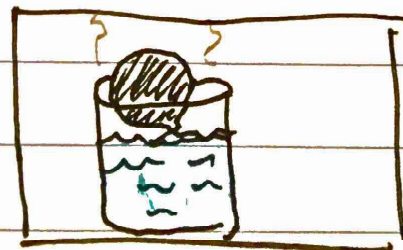
materials: balloons, glass beaker, hot water, boiling water

- ① Warm up glass w/ hot water + dump
- ② Add ~~hot~~ boiling water  $\frac{3}{4}$  of the beaker



- ③ Blow up a balloon partly & place inside.

Result: the balloon grew in size, showing Charles' law



# BOYLE'S

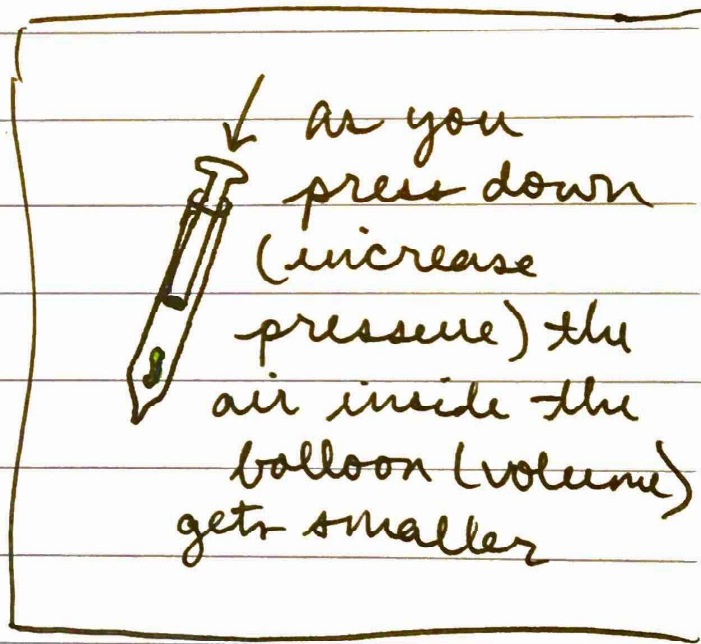
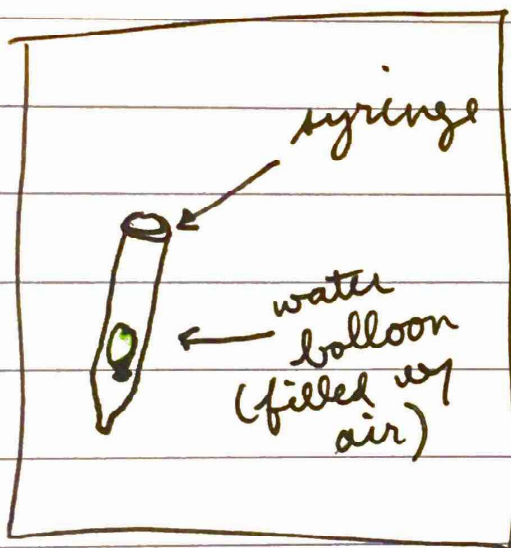
3/22/17

## law

As the pressure of a gas increases, the volume decreases (when temperature is constant).

$$P_1 : P_2 :: V_2 : V_1$$

①



②

## Daily Student Instruction Sheet - FRIDAY

| <b>FRIDAY – 3/17/20</b>   |   | <b>CATCH-UP DAY!</b> |  |
|---|---|----------------------|--|
| <p><b>ELA</b></p> <p>Poetry</p> <p>Literature (Minutes)</p> <p>Grammar/Writing (Minutes)</p> <p>Reading (20+ minutes)</p> | <p>Please use today to catch-up on anything on which you've fallen behind. You should still read for 20+ minutes per day, so don't forget your reading log. If you are all caught up, then see the optional activities below or use this time as needed for your family. Did you read the letter at the beginning of the packet? We have more ideas for Friday there too!</p> <p><b><i>Poetry</i></b></p> <p><b><i>Literature</i></b></p> <p><b><i>Grammar/Writing</i></b></p> <p>Optional: Find your favorite sentence in <i>The Wind in the Willows</i> and diagram it!</p> |                      |  |
| <p><b>MATH</b></p> <p>(Minutes)</p>   | <p><b><i>Math</i></b></p> <p>Optional: Wednesday's math lesson included a space for an optional pie graph. Now would be a great time to make that graph.</p>  |                      |  |
| <p><b>SCIENCE</b></p> <p>(30 Minutes)</p>   | <p><b><i>Science</i></b></p> <p>Optional: Go outside and add to your Nature Journal!</p>  |                      |  |
| <p><b>4-6 LATIN</b></p> <p>(Minutes)</p>  | <p><b><i>4-6 Latin</i></b></p>  |                      |  |
| <p><b>OPTIONAL</b></p> <p>Drama (Minutes)</p> <p>Music (Minutes)</p> <p>Art (Minutes)</p>                                 | <p><b><i>Drama</i></b></p> <p><b><i>Music</i></b></p> <p><b><i>Art</i></b></p>  |                      |  |

Name: \_\_\_\_\_ Due Date: \_\_\_\_\_

## *Weekly Reading Record*

This week I read \_\_\_\_\_

which was written by \_\_\_\_\_

A summary of what I read this week \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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

\_\_\_\_\_

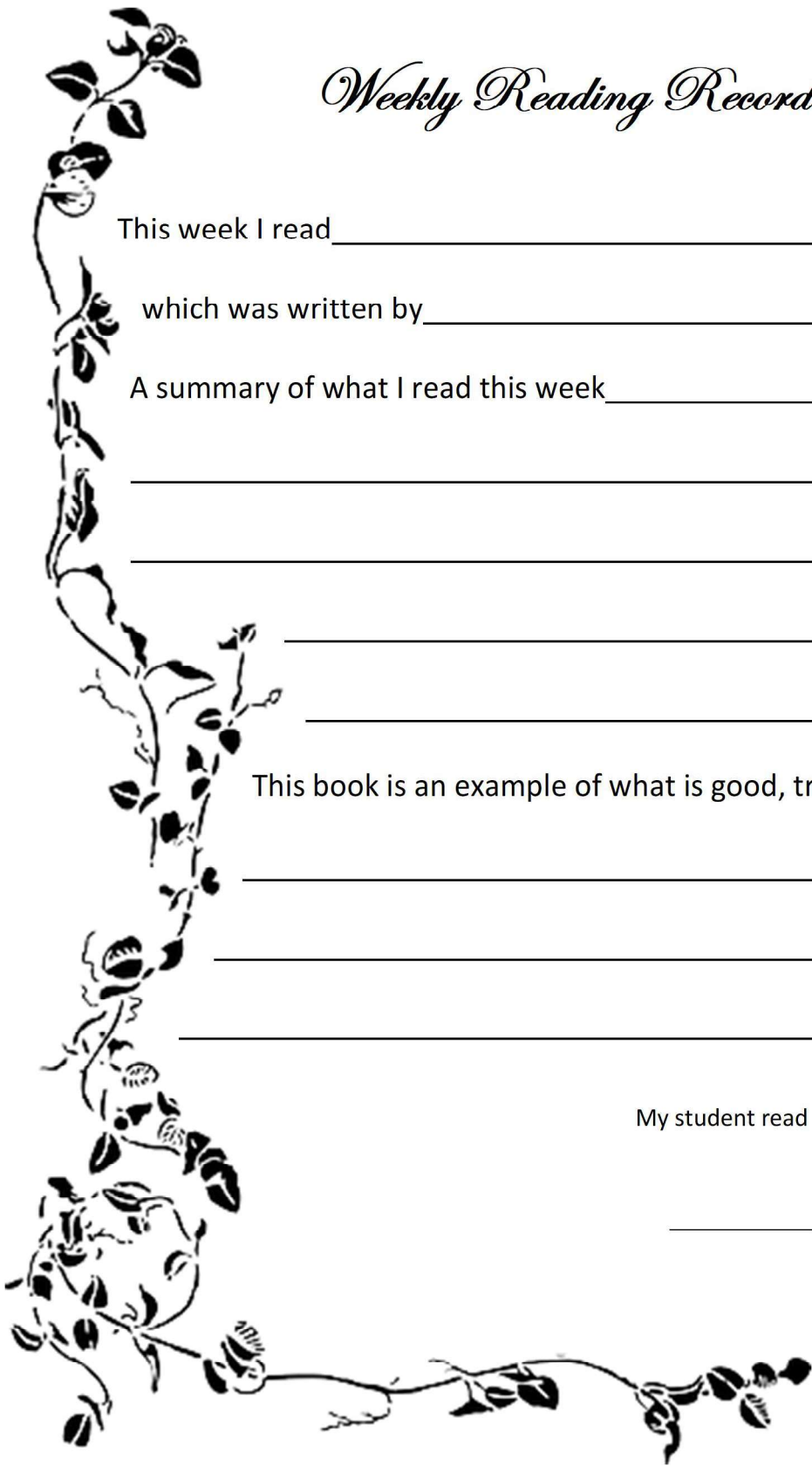
\_\_\_\_\_

\_\_\_\_\_

My student read for at least 100 minutes this week.

\_\_\_\_\_

Parent Signature



# WEEK 4 LATIN



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

Section: \_\_\_\_\_

# W4 Tuesday Translation

## “Lūcia et Metella” pt. 1

### Instructions

Translate the following text under “Your Translation”. Use <https://en.wiktionary.org> or <https://translate.google.com> to look up any word you don’t remember.

### Lines

Listen to this text at [https://bit.ly/W4D1\\_6th](https://bit.ly/W4D1_6th)

Metella: Lūcia, pater tuus tibi marītum quaerit. pater tibi Umbricium ēlēgit.  
placetne tibi?

Lūcia: ēheu! mihi nōn placet! (*lacrimat*)

Metella: quid dīcis? cūr lacrimās?

Lūcia: lacrimō, quod Alexandrum amō.

### Vocabulary

*marītum* - husband

*tibi* - to you, for you

*quaerō* - I am looking for (pf. *quaesīvī*)

*ēligō* - I choose (pf. *ēlēgī*)

*placet* - it suits

*lacrimō* - I cry

*dīcō* - I say

*cūr* - why?

*quod* - because

### Your Translation

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

Section: \_\_\_\_\_

# W4 Wednesday Translation

## “Lūcia et Metella” pt. 2

### Instructions

Translate the following text under “Your Translation”. Use <https://en.wiktionary.org> or <https://translate.google.com> to look up any word you don’t remember.

### Lines

Listen to this text at [https://bit.ly/W4D2\\_6th](https://bit.ly/W4D2_6th)

Metella: pater tuus est irātissimus. Umbricius epistulam mīsīt.

Lūcia: quid est in epistulā? cūr pater irātus est?

Metella: Umbricius uxōrem novam iam habet. ancillam nūper liberāvit et eam in māttrimōnium dūxit!

Lūcia: quae laeta sum!

### Vocabulary

*epistula* - letter, missive, epistle

*mittō* - I send (pf. *mīsī*)

*uxor* - wife

*novus* - new

*iam* - already

*nūper* - recently

*liberō* - I set free (pf. *liberāvī*)

*dūcō* - I lead (pf. *dūxī*)

*māttrimōnium dūcō* - I marry (lit. I lead into marriage)

*quae* - how

### Your Translation

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# Recognizing and Translating the Perfect Tense

## Lesson Summary

We recognize the perfect tense in two ways:

- Endings *-ī, -istī, -it, -imus, -istis, -ērunt*
- Perfect stems
  - “v” type
    - add a “v” to the present stem (*amō, amāre* becomes *amāvī*)
  - “u” type
    - present stem vowel + “v” become “u” (*moneō* become *monuī*)
  - stem change type
    - subtypes include: vowel lengthening; end consonant change; reduplication
  - no change
    - stem stays the same, only endings change

We translate the perfect tense usually with an English **simple past tense**, sometimes with an English **perfect tense**.

## Introduction

We’ve been seeing a lot of the **perfect tense** in our Latin readings. Today, I want to clarify how we are to recognize the perfect tense when we see it, and how, once we recognize it, we are to translate it.

## Recognizing the Perfect Tense

### The Endings

When we are first learning Latin, the easiest part of the perfect tense to recognize is the endings.

|            | Singular          | Plural           |
|------------|-------------------|------------------|
| 1st Person | -ī = “I”          | -imus = “we”     |
| 2nd Person | -istī = “you”     | -istis = “y’all” |
| 3rd Person | -it = “he/she/it” | -ērunt = “they”  |

Let’s make a few observations about these endings:

- You may have noticed already that these endings are not entirely unlike the present tense endings: -ō, -s, -t, -mus, -tis, -nt.
- However, they are very different from the present tense endings in that they always start with a vowel (usually “i”, once “e”).
- Some of the endings are very distinctive and easily recognizable as perfect tense endings (-istī, -istis, and especially -ērunt)
- If you are eagle-eyed, however, you may have seen a problem with two of the endings (-it and -imus):
  - Present tense verbs of the 3rd and 4th conjugations also end in -it and -imus
    - *regit* - he rules; *audit* - he hears
    - *regimus* - we rule; *audīmus* - we hear
- Even 1st person singular -ī is not unambiguous - it could look like one of several different noun endings!

So the perfect tense endings are one indicator of the perfect tense, but they are certainly not a flawless indicator. How, then, can we recognize a perfect tense verb when we see one? We need to know what a perfect stem looks like.

## The Stems

### Recap: The Present Stem

When we learned the present and imperfect tenses, we learned that all verbs are a combination of **stems** and **endings**. The present tense and the imperfect tense both use the same stem - the present stem. This stem can be found by chopping off the end of the present infinitive:

- 1st conjugation: chop off the *-re* from *amāre* to leave *amā-*
- 2nd conjugation: chop off the *-re* from *monēre* to leave *monē-*
- 3rd conjugation: chop off the *-ere* from *regere* to leave *reg-*
- 4th conjugation: chop off the *-re* from *audire* to leave *audī-*

To this stem we add the present and imperfect tense endings (sometimes with some minor additions or adjustments) to produce the present and imperfect tense forms.

- Stem *amā-* + ending *-mus* gives us *amāmus*
- Stem *monē-* + ending *-bam* gives us *monēbam*
- Stem *reg-* + connective tissue *-ē-* + ending *-bātis* gives us *regēbātis*

### The Perfect Stem

Well, I have bad news and good news.

- The bad news is that the perfect tense does not use the present stem but rather its own perfect stem.
- More bad news - there are several different types of perfect stem.

- The good news is that the perfect tense is very consistent and is made up **only** of stems and endings - no connective tissue, no mysterious disappearing letters!

So what does the perfect stem look like? There are a few basic types of perfect stem. We will not go into these in depth today (we will do that later), but I do want you to know the main categories.

- “V” type
  - One of the most recognizable perfect stems is the “v” type. This is essentially the present stem plus the letter “v”.
    - *amā-* + *-v-* = *amāv-* for *amāvī* (I loved) or *amāvērunt* (they loved)
    - *audī-* + *-v-* = *audīv-* for *audīvī* (I heard) or *audīvit* (he heard)
- “U” type
  - This is a less common variant of the “v” type stem. Basically, the stem vowel and “v” contract into a “u”.
    - *monē-* + *-v-* = *monēv-* --> *monu-* for *monuī* (I warned) or *monuistis* (y’all warned)
- “Stem change” type
  - Instead of adding a letter to the end of the present stem, the present stem undergoes some kind of change. There are subtypes:
    - Vowel lengthening
      - e.g., *leg-* becomes *lēg-*; so *legō* (I read), but *lēgī* (I read)
      - This is like a lot of English past tenses: “I run” --> “I ran”; “I swim” --> “I swam”
    - End consonant change (sometimes with vowel lengthening)
      - e.g., *reg-* becomes *rēx-*; so *regō* (I rule), but *rēxī* (I ruled)
    - Reduplication (a portion of the beginning of stem is doubled)
      - e.g., *curr-* becomes *cucurr-*; so *currō* (I run), but *cucurrī* (I ran)

- e.g., *dā-* becomes *ded-*; so *dāmus* (we give), but *dedimus* (we gave)
- No change (some verbs use the same stem for both present and perfect tenses)
  - e.g., *ostend-* stays the same; *ostendō* (I show), AND *ostendī* (I showed)
  - This means that the 3rd person singular and 1st person plural forms are ambiguous
    - *ostendit* can mean either “he shows” or “he showed”
    - *ostendimus* can mean either “we show” or “we showed”
  - Context will make it clear which one is intended.
  - This is like the English word “hit”

Interviewer: “Mr. Boxer, *what do you do every day?*”

Boxer: “I **hit** people.” (present tense)

Interviewer: “*What did you do yesterday?*”

Boxer: “I **hit** people.” (past tense)

## Translating the Perfect Tense

There are two main ways we translate a perfect tense once we recognize it. The first is as an English **simple past tense** (*amāvī* = I loved). The other is as an English **perfect tense** (*amāvī* = I have loved). How do we know which one to use? Just pick the one that sounds best to your ear. It’s that simple.

# WEEK 4 PE



# W4 LOG

NAME: \_\_\_\_\_

WEEK: April 13-17

PE – Corcoran

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

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

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

My schedule is as follows.

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

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

Record plank time in seconds. Otherwise, you will be trying to hold planks far longer of

planks than you can handle when you increase by 10% + 1 minute.

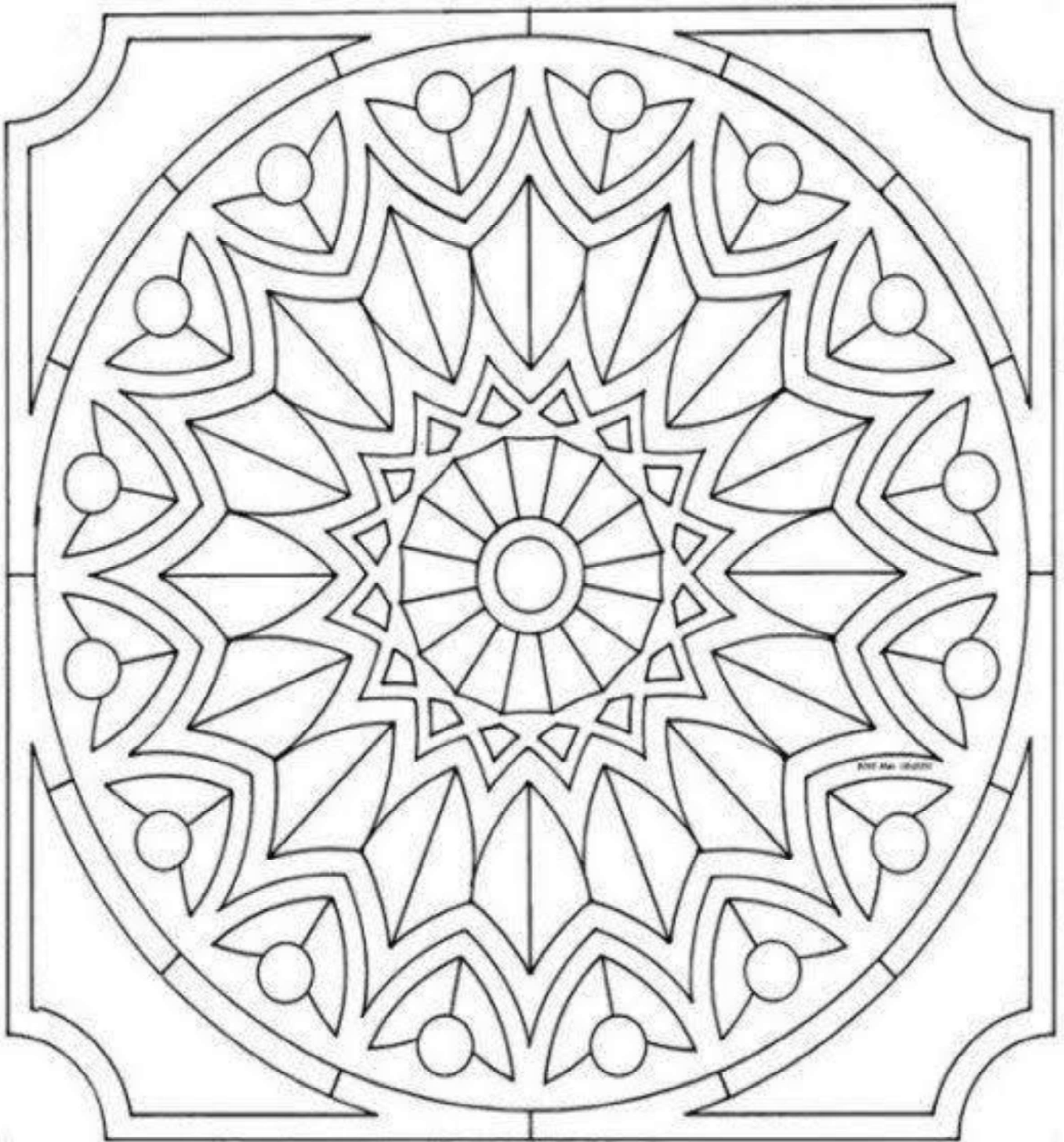
Also, the increase of 10% + 1 each week is a GOAL not a requirement! If you try to do more than your baseline but you feel weak and in bad form, then just do your baseline. You are not failing. Some days, you cannot even reach your baseline! That's just how we are. But no matter what: JUST DO SOMETHING!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

Though all this remember: *“Do not compare yourself to somebody else today, but compare yourself to who you were yesterday.”* – JBP

Remember to record your reps/times for reference next week!

# WEEK 4 ART

NAME: \_\_\_\_\_ HOUSE: \_\_\_\_\_



# WEEK 4 DRAMA (BAGGINS AND OAKENSHIELD ONLY)

# THE ORIGINS OF DRAMA

## Did you know...

The art of drama has always been a part of human civilization. Theatrical storytelling was present in rituals of primitive tribes. Musical instruments provided rhythm and members of tribes would join in communal dances. In the center of these dances was often a dramatic figure in costume who would impersonate a spirit or ancestor, telling stories and entrancing the crowd.

Storytelling is a part of being human.

## Ancient Greece

Drama, as we think of it today, originated in ancient Greece. Festivals to Dionysus, a god of wine and celebration, were exciting occasions. Revelers would dance and sing as they retold the stories of Greek mythology. In the 6th century, a priest of Dionysus, by the name of Thespis, introduced a brand new element. Rather than presenting a choral story to an audience, Thespis engaged in dialogue with the chorus. He becomes the first “actor.” In fact, actors today refer to themselves as *thespians*, in his honor.



Soon after, theatrical contests became a regular feature of the annual festival in honour of Dionysus. Four authors were chosen to compete by writing four different plays. Each author would present his plays in one day and in front of a large audience, seated on the slope of a hill. The stage was a circular space and behind it, a temporary wooden structure became a canvas for scenery.

By the 4th century BC, a stone auditorium was built - Theatre of Dionysus. There is still a theatre on that spot today, but it is a Roman recreation of the Theatre of Dionysus, commissioned by the Emperor Nero.



*Theatre of Dionysus in Athens*

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

SECTION: 6A / 6B / 6C / 6D

## THE ORIGINS OF DRAMA

1. Drama, as we know it, began in ancient \_\_\_\_\_.
2. The first dramatic presentations happened at festivals honoring \_\_\_\_\_.
3. The first actor was named \_\_\_\_\_.
4. Today, actors sometimes refer to themselves as \_\_\_\_\_ in honor of the first actor.
5. In your own words, what happened at Greek theater festivals? Use complete sentences.

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## PLAYWRITING EXERCISE 1

As you may have read on Tuesday, drama found its origins in Greek festivals honoring the god Dionysus. At celebrations, performers would sing and dance as they retold the stories of Greek mythology. Over the next few weeks, Thursday Drama lessons will walk you through the steps of writing a short scene based on Greek Mythology.

### **STEP 1: BRAINSTORMING**

Write down the titles of three stories from Greek mythology that you know and enjoy. Most students will remember stories from previous years at Great Hearts. If you do not know stories from Greek Mythology, you may choose a fairy tale.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

### OUTLINE

Write a brief outline of each of the stories above. The outline should not have a lot of detail. What happens, in the beginning, middle, and end of each story?

| STORY 1.   | STORY 2.   | STORY 3.   |
|--|--|--|
| _____<br><br>BEGINNING:<br><br><br><br><br><br><br><br><br><br>MIDDLE:<br><br><br><br><br><br><br><br><br><br>END: | _____<br><br>BEGINNING:<br><br><br><br><br><br><br><br><br><br>MIDDLE:<br><br><br><br><br><br><br><br><br><br>END: | _____<br><br>BEGINNING:<br><br><br><br><br><br><br><br><br><br>MIDDLE:<br><br><br><br><br><br><br><br><br><br>END: |

### CHARACTERS

What characters will be necessary for each story? Write the names of any characters that appear in the myths you are considering. You may add characters if it will help you tell a story more easily.

|   |   |   |
|---|---|---|
| <p>STORY 1.</p> <hr/> <p>Characters Needed:</p> | <p>STORY 2.</p> <hr/> <p>Characters Needed:</p> | <p>STORY 3.</p> <hr/> <p>Characters Needed:</p> |
|---|---|---|

### SCENES

How many different settings will be necessary for each story? For example, in the story of Cinderella, a playwright would need to consider that the play needs at least two settings: Cinderella's House and the Palace. A playwright might also want to add in settings like Cinderella's Garden or a balcony scene during the ball. How many different settings do your stories need?

|  |  |  |
|--|--|--|
| <p>STORY 1.</p> <hr/> <p>Settings:</p> | <p>STORY 2.</p> <hr/> <p>Settings:</p> | <p>STORY 3.</p> <hr/> <p>Settings:</p> |
|--|--|--|



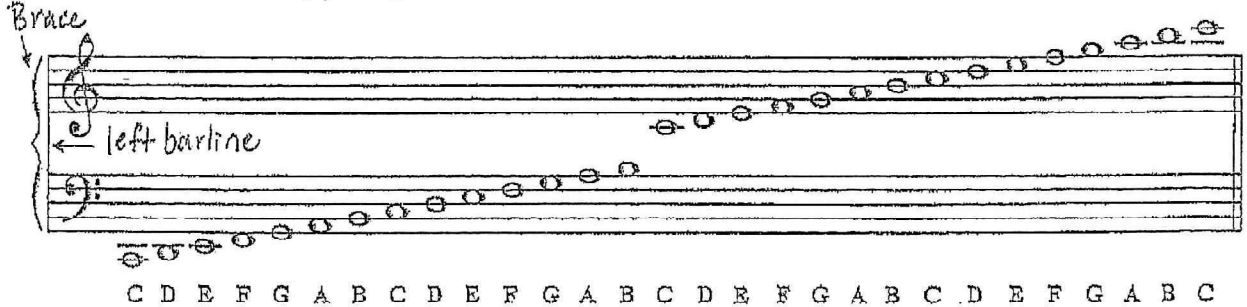
# WEEK 4 MUSIC (REEPICHEEP & PEVENSIES ONLY)

Name \_\_\_\_\_

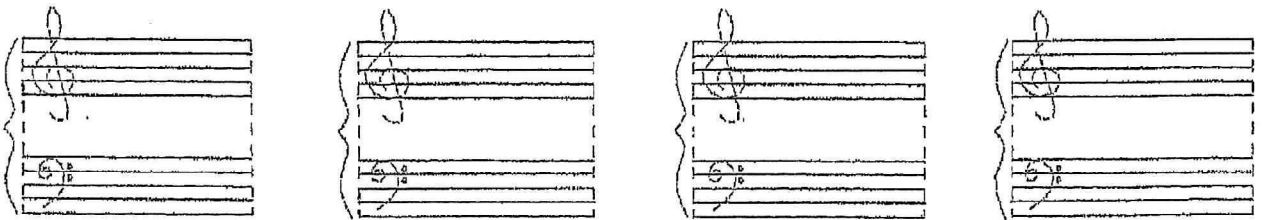
Date \_\_\_\_\_

# The Grand Staff

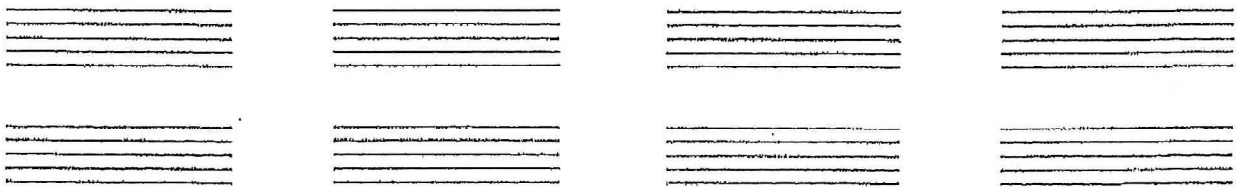
The grand staff is created by joining the treble staff and the bass staff with a brace and bar line.



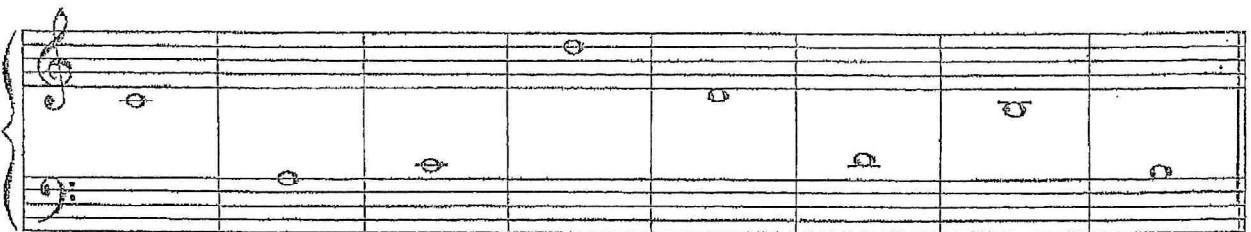
1. Practice creating the grand staff by tracing the brace, clefs, left barline, & double barline



2. Using the staves below, create four grand staves by adding the brace, clefs, left barline, & double barline.



3. Write the letter name for each note.



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6<sup>th</sup> Grade Homework

NAME \_\_\_\_\_ SECTION \_\_\_\_\_

Homework due on \_\_\_\_\_

3. On each grand staff below:

A. Name each note on the given line.

B. Draw a double bar line at the end of each grand staff.



-----

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4. On the grand staff below:

A. Draw a whole note on the following lines and spaces in BOTH clefs.

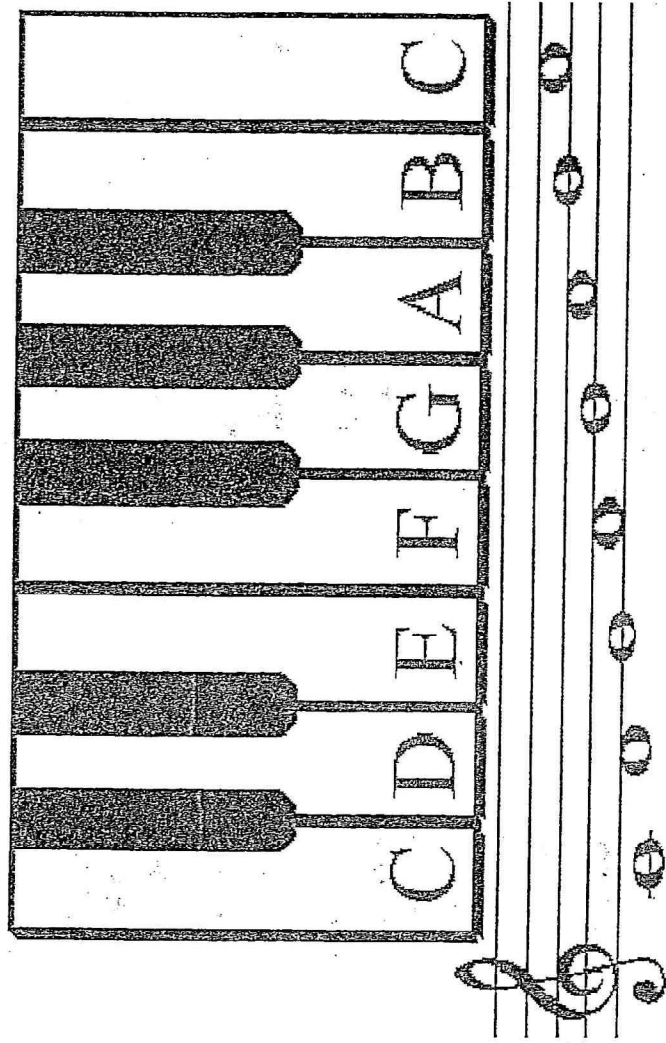
B. Draw a double bar at the end of the grand staff. *Make the last line thicker than the first.*

D F F A C F

B E E F E D

B A D

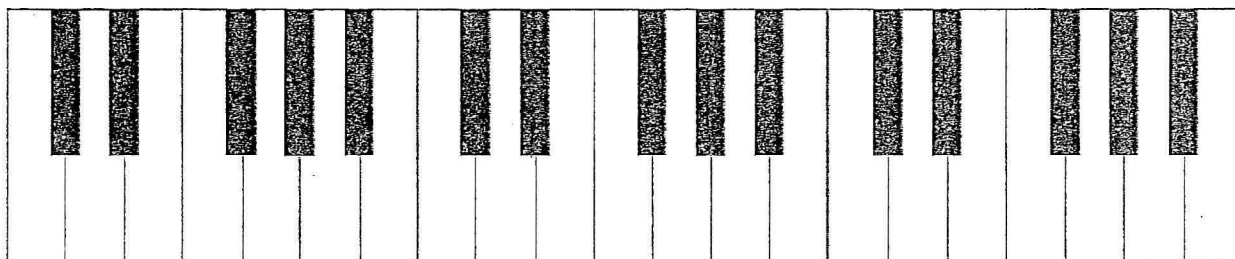
Notes in relation to the Keyboard



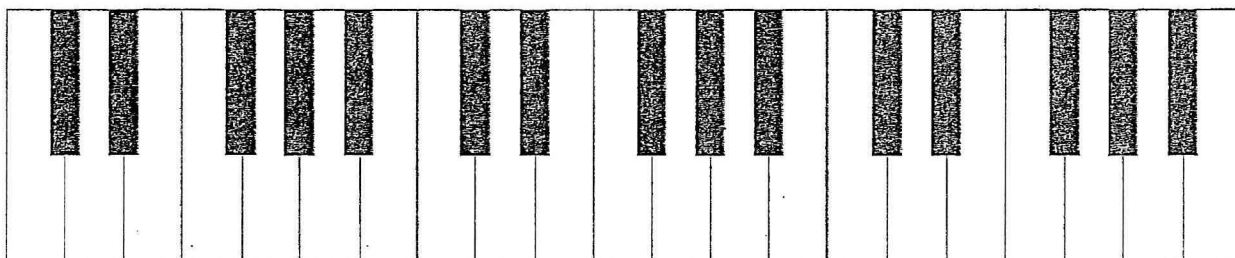
# Navigating on the Keyboard Worksheet

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

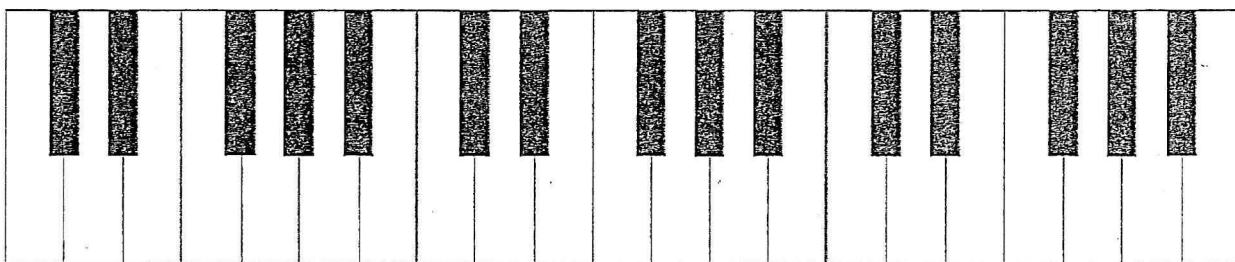
1. Circle the groups of black notes that are in groups of three on the keyboard below.



2. Circle the groups of black notes that are in groups of two on the keyboard below.



3. Label the keys that are C's on the keyboard below.

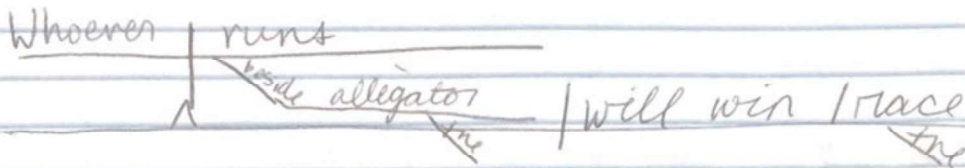


**Just for fun:** Label the other keys on the keyboard, using the rest of the letters of the musical alphabet (A through G). Color each a different color (e.g., color all the C's blue.).

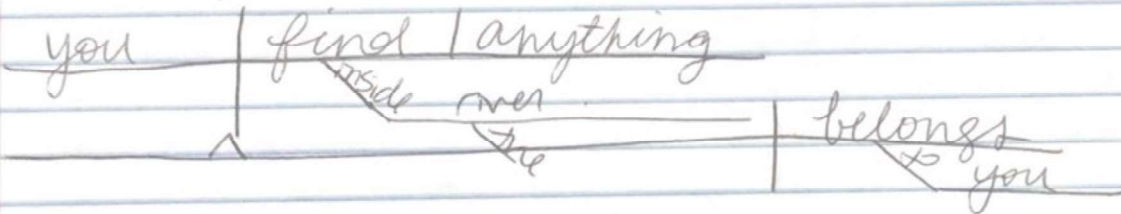
Tuesday

Key for ~~Monday~~ Student Practice

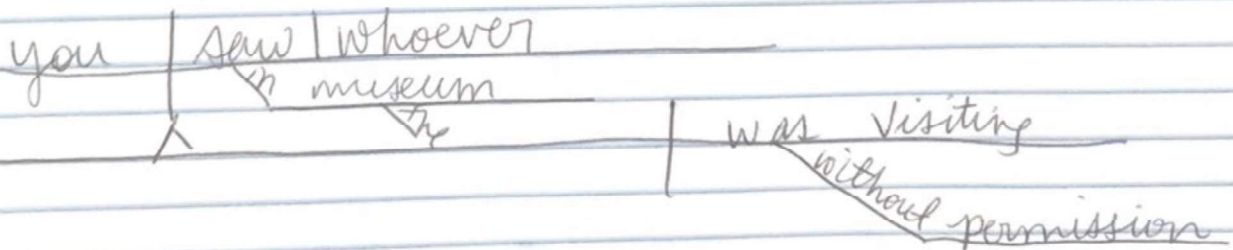
1) <sup>SC SP IC P AA OP HV</sup> [Whoever runs beside the alligator] will  
<sup>TA AA DO</sup> win the race.



2) <sup>SC SN DO SP TA P AA OP IC P OP</sup> [Anything you find inside the river] belongs to you.



3) <sup>SC DO SP TA P AA OP HV IC P OP</sup> [Whoever you saw in the museum] was  
 visiting without permission.



Unit: Data & Statistics  
Review

Name \_\_\_\_\_

Date \_\_\_\_\_ Pd \_\_\_\_\_

## DATA & STATISTICS Unit Study Guide

Solve each of the problems below. These represent the types of questions on your test. Be sure to ask questions if you need more help with a topic.

### I CAN SUMMARIZE NUMERIC DATA WITH THE MEAN, MEDIAN, RANGE, AND INTERQUARTILE RANGE.

6.12C

1. The following data set represents the average high monthly temperature in Denver, CO.

44, 46, 54, 61, 71, 81, 88, 86, 77, 65, 52, 43

Mean: 64 Median: 63

2. The following data set represents the number of dollars 20 customers withdrew at an ATM.

| NUMBER of DOLLARS | 20 | 40 | 60 | 80 | 100 | 120 |
|-------------------|----|----|----|----|-----|-----|
| FREQUENCY         | 10 | 5  | 2  | 1  | 2   | 0   |

Mean: 40 Median: 30

3. The following data set represents the cost of an order (rounded to the nearest dollar) in the Chick-fil-A drive thru.

10, 21, 34, 12, 6, 3, 14, 18, 22, 29, 9, 2, 15, 12, 18

Q1: 9 Q3: 21 IQR: 12

4. The local swimming pool records their summer swim lesson enrollment in the table below. What is the range in the number of students enrolled?

| 2011 | 2012 | 2013 | 2014 | 2015 |
|------|------|------|------|------|
| 277  | 341  | 299  | 368  | 389  |

112

### I CAN DIFFERENTIATE BETWEEN SITUATIONS THAT YIELD DATA WITH AND WITHOUT VARIABILITY.

6.13B

5. Which of the following will yield data with variability? Circle all that apply.

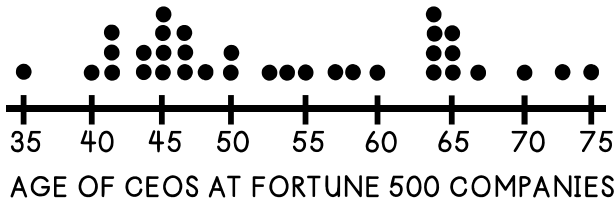
- A. The number of days in a month
- B. The number of days in a week
- C. The shoe size of various five-year-olds
- D. The number of letters in the alphabet
- E. The number of patients at a doctor's office each day
- F. The distance between your house and school

**i CAN describe A data distribution.**

**6.12B, 6.12C**

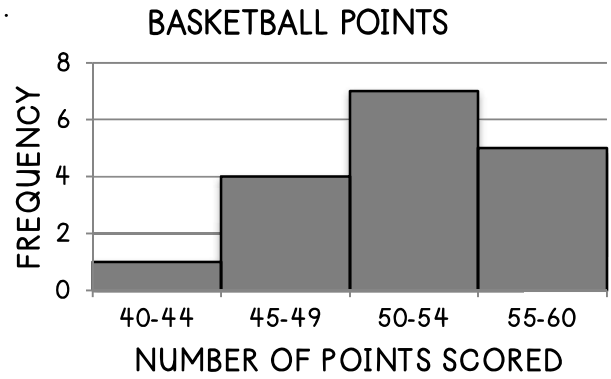
Describe the overall shape, spread, and center of each graph below.

6.



The data is spread from 35 to 75.  
 There are two centers around 45 and 65.  
 \_\_\_\_\_  
 \_\_\_\_\_

7.



The data is symmetrical.  
 The center falls within 50–54.  
 \_\_\_\_\_

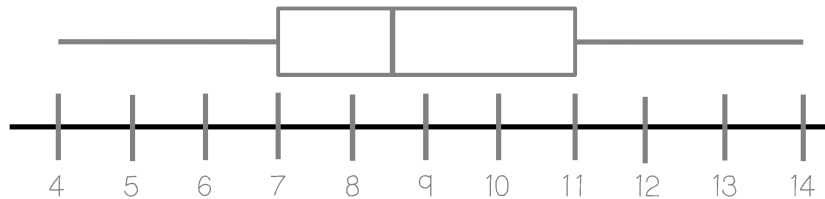
**i CAN represent AND interpret data in box plots.**

**6.12A, 6.12A**

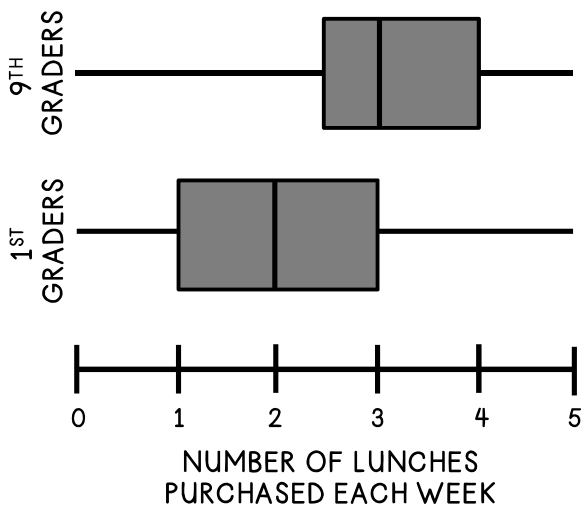
8. The following data set represents the number of hours students spend on their science fair projects. Create a five-number summary and a box plot to display the data.

8, 4, 14, 12, 5, 11, 8, 9, 7, 9

Min: 4 Q1: 7 Med: 8.5 Q3: 11 Max: 14



9. The school cafeteria takes note of the number of lunches purchased each week by students in first grade and students in ninth grade. Use the box plots to answer the questions.



- a. What is the median of the 1<sup>st</sup> graders? 9<sup>th</sup> graders? 1<sup>st</sup> grader: 2 9<sup>th</sup> grader: 3
- b. Half of the ninth graders purchased 3 or more lunches a week.
- c. The interquartile range of first graders is 2.
- d. The lowest 25% of the ninth graders take their lunch 2.5 times or less per week.



# W4 Translation Answer Key

## Tuesday

- Metella: Lucia, your father is looking for a husband for you. You father chose Umbricius.  
Does this suit you?
- Lucia: Oh no! It does not suit me! (she cries)
- Metella: What are you saying? Why are you crying?
- Lucia: I am crying, because I love Alexander.

## Wednesday

- Metella: Your father is very angry. Umbricius sent a letter.
- Lucia: What is in the letter? Why is father angry?
- Metella: Umbricius already has a new wife. He recently set free a slave girl and married her (literally, he led her into marriage).
- Lucia: How happy I am!