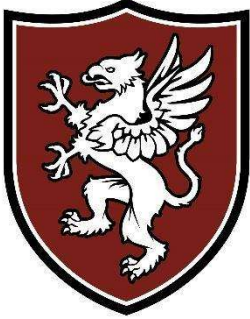


GreatHearts

Northern Oaks



Distance Learning Packet

April 27- May 1, 2020

6th grade

Mrs. Sharp

Mrs. Scholl

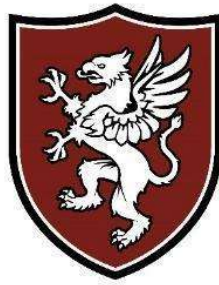
Mr. Lucero

Ms. Rogers

Mrs. Boyd

Student Name: _____ Section: ____.

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To our Sixth Grade Griffins,

Laura Ingalls Wilder is one of our country's most well-known authors. She wrote the much-loved Little House books, some of which are part of the Classics to Keep here at Northern Oaks. She has always been one of my favorites. I've read the Little House books countless times, even in adulthood, and I've read at least 3 of her biographies too.

No matter how strange and maybe stressful our current circumstance might be Laura and her family faced something similar. They endured so many hardships and heartaches. When she grew up she realized that she had lived through history and she wanted to share it with others. Even though her experiences had included so many struggles, somehow Laura kept a joy and love for life that is found on every page of her books.

Someday you will tell someone else about what it was like to be a kid during this part of history. What kind of memories are you going to share? My hope is that in the months ahead of us, whether your experiences are hard or easy, you will learn the same things that Laura learned.

*"The real things haven't changed.
It is still best to be honest and truthful;
to make the most of what we have;
to be happy with simple pleasures;
and have courage when things go wrong."
-Laura Ingalls Wilder*

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



Table of Contents

Specials (No longer optional!)

PE, Art, Drama (Middle Earth only), and Music (Narnians only)

- Weekly Student Instructions
- PE student pages
- Art student pages
- Drama student pages
- Music student pages
- Additional Answer Keys (if applicable)

Core Subjects

Poetry, Literature, Grammar/Writing, Math, History, Science, and Latin

- Monday Student Instructions
- Monday Student Pages
- Tuesday Student Instructions
- Tuesday Student Pages
- Wednesday Student Instructions
- Wednesday Student Pages
- Thursday Student Instructions
- Thursday Student Pages
- Additional Answer Keys (if applicable)

Graded Review

- Reading Log
- Acknowledgment of Honor Code
- Graded Review Assignment
- Instructions for submission

Specials

GHNO 6th Grade

Week 6

Specials Student Instruction Sheet

WEEKLY ASSIGNMENTS 4/27 - 5/1	
<p>MUSIC (25 Minutes)</p>	<p><u>MUSIC</u> Goal/Objective: The student will review musical concepts.</p> <p>Materials needed: Musical Bingo Card, Answer Sheet, Pencil</p> <p>Specific Instructions (I=independent; PA= Parent assistance): I/PA</p> <ul style="list-style-type: none"> <input type="checkbox"/> (I) Play Musical Bingo <input type="checkbox"/> (I) You may yell “Bingo” when you have completed all the squares in a row vertically, or horizontally, or diagonally. <input type="checkbox"/> (I) Don’t forget to put your name and section # on the card. I’m looking forward to reading what you did to “Bingo”! <p>BINGO CARD & ANSWER SHEET DUE: to Google Classroom or School on Monday, May 4th!</p>
<p>ART (25 Minutes)</p>	<p><u>ART</u> Goal/Objective: Scholars of all ages -- no age limit -- will venture outside for Nature Observations, specifically searching for interesting things from a tree (leaves, etc).</p> <p>Materials needed:</p> <ul style="list-style-type: none"> ● Pencil ● Sketchbook ● Clipboard (as a hard surface to draw on while outside) (optional) ● Toy magnifying glass (optional) <p>Specific Instructions (I=independent; PA= Parent assistance):</p> <ul style="list-style-type: none"> <input type="checkbox"/> (I) Go outside and find (1) something BUMPY from a tree (ex: a piece of bark, a stick, etc.) and (2) something with WAVY lines or texture (ex: a wilted leaf, a flower from a tree, etc.) to observe and draw. <input type="checkbox"/> (PA) Watch Teacher Video for drawing and searching tips and a fun lesson on botanical art! <input type="checkbox"/> (I) Sketch your 2 objects from trees! <p>DUE ON MONDAY May 4th TO GOOGLE CLASSROOM OR SCHOOL</p>
<p>LATIN</p>	<p>SEE ASSIGNMENTS ON DAILY SIS SHEETS</p>
<p>PE (25 Minutes)</p>	<p><u>PE</u> Goal/Objective: Student will perform a variety of exercises and activities to complete their weekly Bingo Sheets</p> <p>Materials needed:</p> <ul style="list-style-type: none"> ● Bingo Sheet (included in packet) ● Optional P.E. challenge videos brought to you by: Coach Corcoran Coach Walsh Coach Wilson https://cloud.swivl.com/v/feb1c2601819c76ec996bafc87fc43dc

Specials Student Instruction Sheet

	<p>Specific Instructions (I=independent; PA= Parent assistance):</p> <ul style="list-style-type: none"><input type="checkbox"/> (I) Complete any five 5 squares in a row. (Diagonal, Horizontal, Vertical)<input type="checkbox"/> Leap in the air and yell BINGO! <p>DUE ON MONDAY May 4th - Turn in Bingo Sheet digitally through Google classroom OR turn in to the school</p>
DRAMA	<p><u>DRAMA (BAGGINS & OAKENSHIELD ONLY)</u></p> <p>Goal/Objective: Students will learn about the theatrical traditions of Commedia dell'Arte.</p> <p>Materials needed: <i>Commedia dell'Arte</i> reading. <i>Commedia dell'Arte</i> Worksheet:</p> <p>Specific Instructions (I=independent; PA= Parent assistance):</p> <ul style="list-style-type: none"><input type="checkbox"/> (I) Students will read <i>Commedia dell'Arte</i><input type="checkbox"/> (I) Complete the worksheet questions<input type="checkbox"/> (PA) Scan and submit the Week 5 summary assignment with all the other subjects at the end of the day through Google Classroom OR turn in the hardcopy to school when you pick-up the next week's packet. <p>DUE ON MONDAY May 4th</p>

5 in a row wins BINGO! Please write your NAME, NUMBER AND SECTION.

Student Name: _____

<p>1. Find musical sounds outside (bird call, rocks, sticks, crickets etc.)</p> <p>Date: ____ Initial: ____</p>	<p>2. Sing a song you learned in music class to a family member</p> <p>Date: ____ Initial: ____</p>	<p>3. Improvise lyrics to a familiar tune (Ex: Row, row, row your boat)</p> <p>Date: ____ Initial: ____</p>	<p>4. Find the beat in your favorite song.</p> <p>Date: ____ Initial: ____</p>	<p>5. Name a song you can hear "ta" and "ta-di" in.</p> <p>Date: ____ Initial: ____</p>
<p>6. Clap the rhythm "ta-di ta ta-di ta"</p> <p>Date: ____ Initial: ____</p>	<p>7. Play an instrument in your house for a family member!</p> <p>Date: ____ Initial: ____</p>	<p>8. Name three composers you know.</p> <p>Date: ____ Initial: ____</p>	<p>9. Define Tempo for a family member.</p> <p>Date: ____ Initial: ____</p>	<p>10. Sing your favorite song using a pianissimo voice.</p> <p>Date: ____ Initial: ____</p>
<p>11. Create an instrument out of household objects (rubber bands, tissue box)</p> <p>Date: ____ Initial: ____</p>	<p>12. Find a musical sound inside your house (refrigerator alarm)</p> <p>Date: ____ Initial: ____</p>		<p>13. Sing your favorite song using a crescendo!</p> <p>Date: ____ Initial: ____</p>	<p>14. Clap the rhythm "ta ta ta-ah"</p> <p>Date: ____ Initial: ____</p>
<p>15. Sing "America" (My Country 'Tis of Thee)</p> <p>Date: ____ Initial: ____</p>	<p>16. Perform Minstrel Boy like it is a musical production.</p> <p>Date: ____ Initial: ____</p>	<p>17. Clap the steady beat in your favorite song.</p> <p>Date: ____ Initial: ____</p>	<p>18. Sing your favorite song in your mezzo-forte voice.</p> <p>Date: ____ Initial: ____</p>	<p>19. Sing the tongue-twister warm-up.</p> <p>Date: ____ Initial: ____</p>
<p>20. Make up a dance that matches the music of your favorite song.</p> <p>Date: ____ Initial: ____</p>	<p>21. Define Rhythm in your own words.</p> <p>Date: ____ Initial: ____</p>	<p>22. Clap the rhythm: "ta-ka-di-mi ta-di ta ta"</p> <p>Date: ____ Initial: ____</p>	<p>23. Clap the rhythm of your favorite song.</p> <p>Date: ____ Initial: ____</p>	<p>24. Which famous composer went deaf?</p> <p>Date: ____ Initial: ____</p>

Student Name:

1. What were they?	2. What song was it?	3. Write your lyrics on a separate sheet and attach!	4. What song did you find the beat to?	5.
6.	7. What instrument did you play?	8. 1. 2. 3.	9. Tempo:	10.
11. What did you use for your instrument?	12.		13. What is your favorite song?	14. Can you write the rhythm with stick notation?
15.	16. What kind of show did you put on while performing Minstrel Boy?	17.	18.	19.
20.	21. How do you define Rhythm?	22. Write this rhythm in standard notation.	23.	24. Which composer went deaf?

Make sure to have an adult initial when you complete a square and record your answers on the Answer Sheet. Due in Google Classroom on Friday, or at school on Monday!

ART



If you do not have a leaf, you can draw this wilted leaf with Miss Prather!

To watch her journey to find this leaf and to draw it with her, go to the **linked teacher video** in the Student Instruction Sheet.

In your nature journal or in your sketchbook, first draw the general **OUTLINE** of the leaf...but draw it very lightly!! Remember, draw light until you get it right.

After you draw the outline, you can draw the little details in the shape of the leaf: the bumps, folds, and curves!

Now, you can draw the middle line (this is called the “midrib”).

Once you draw the midrib, draw the “veins” (the small lines coming out of the midrib).

If you look closely, you can see even smaller lines all over the leaf!!

(Better picture of the small lines on a leaf)





Rhododendrum folius nitidis ovalibus, margine acuto reflexo. Plate LXVI. Georg Dionysius Ehret

Ehret wasn't often studying the unique characteristics of the twigs that his leaves and flowers were attached to.

Still, he captures the **texture** of the twigs in simple motions!

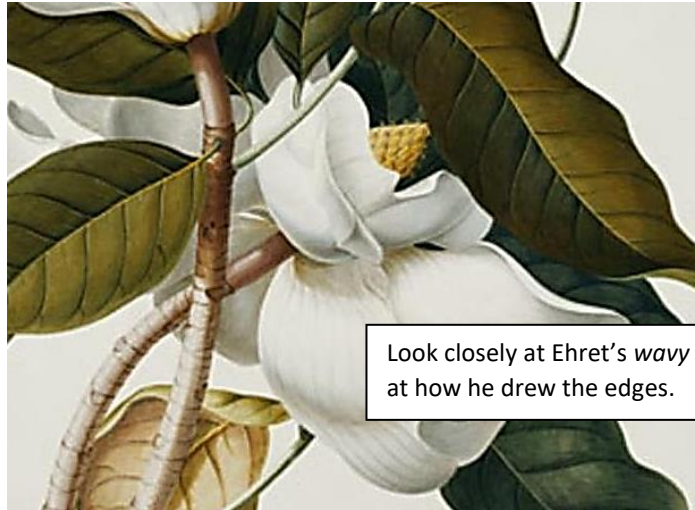
Miss Prather found a twig/stick outside. On the bottom left, we can see that she marked off a specific part of the stick to focus on and draw in detail.

Look at the detail in the texture on the stick!!





THEOBROMA, TAB. LXXVI, PUB. 1750-1773. Georg Dionysius Ehret



Look closely at Ehret's wavy leaf!! Look at how he drew the edges.

Figure 1MAGNOLIA, TAB. XXXIII, PUB. 1750-1773. Georg Dionysius Ehret

Physical Education BINGO



Student Name: _____

30 seconds wall sits	2 minutes planks	20 hop squats	Sit down back to back with someone. Feet out. Try to stand up together without using your hands.	20 jumping jacks
Grab a pencil with your toes, and draw a circle. Try each foot.	Hang from a tree branch. Try to pull yourself up. If you can, hold it for 10 seconds.	Do a headstand against a wall for 15 seconds	15 Mountain Climbers	Jump rope for 3 minutes
Play freeze tag with your family	Jumping Jacks and spell of Griffins 2 times	 Free Space	Hopscotch Game	BICYCLES: Lay on backs with legs and feet in the air. Move legs like pedaling a bicycle.
Jog around your neighborhood	Go on a bike ride with your family	Play Catch	Dribble a ball 10 x with RH 10 x with LH 20 x crossovers	Play a game of soccer
20 skier jumps	Hold a plank position for 45 seconds	Challenge a family member to a running race	10 Burpees	Dance to your favorite song

*Complete 5 spaces for a BINGO and enter the date of completion.

*Turn this page in ON FRIDAY digitally through Google classroom OR turn in to the school on MONDAY.

**Challenge: See if you can make more than 1 BINGO!

COMMEDIA DELL'ARTE

Italy's Contribution to Theatre



Commedia dell'Arte (which translates as “theatre of the professional”) began in Italy in the early 16th Century and quickly spread throughout Europe, creating a lasting influence on Shakespeare, opera, vaudeville, contemporary musical theatre, television sit-coms, and improv comedy. The legacy of Commedia includes the first incorporated (i.e. professional) theatre company, the first female actors, and many of the themes and storylines still enjoyed by audiences today.

Just as you watch a favorite television program that uses the same characters across a series of episodes, audience members in Italy looked forward to seeing characters they recognized in theatrical presentations. No matter where or by whom plays were performed, Commedia dell'Arte characters wore recognizable masks and costumes so that audiences would immediately know who they were seeing on stage.

The style of Commedia is characterized by its use of masks, improvisation, physical comedy, and recognizable character types. The famous character types can be divided into four main categories:

- I. The Servants or **Zanni** such as Arlecchino (Harlequin), Pulcinella (Punch), Colombina (Columbine), Scapino (Scapín), Brighella, Pedrolino, Pierrot, and the like;
- II. The Old Men or **Vecchi** such as the greedy Magnifico (Pantalone), the know-it-all professor (il Dottore), or the stuttering Tartaglia;
- III. The young Lovers or **Innamorati** with names such as Isabella, Flaminia, or Ortensia (for women) and Flavio, Orazio, Ortensio, or Leandro (for men).
- IV. The boasting Captains or **Capitani** and their female equivalent, the vivacious and oftentimes violent La Signora.



On February 25, 1545, a troupe of performers signed a letter of incorporation, establishing themselves as a professional theatrical group. This is the oldest record we have of actors thinking of their work as a legitimate business. Other troupes followed suit, and the idea of “show business” was born. Instead of being funded by churches or asking audience members to put money in a hat, actors and producers were making money on their own for the first time.

In 1566, Commedia dell'Arte added another major landmark in theatre history by hiring Vicenza Armani as the first known professional actress in history. While she is the first documented actress, there is evidence that female performers were allowed on stage as early as the 1540s.

Unlike their counterparts in England, who founded an industry on the reputation of key playwrights (like William Shakespeare, for example) and the success of their own theatres, Commedia dell'Arte players capitalized on the virtuosity of the performer as showcased in improvised performances that could be staged wherever necessity demanded. The depiction of Commedia dell'Arte as “street theatre” is a simplified myth, for the reality was that Commedia players performed wherever possible—but ideally indoors where it was easier to monitor ticket revenue and to control the various aspects of the performance. Undoubtedly, most companies frequently played on touring stages in piazzas, but the most famous companies enjoyed indoor bookings at public meeting halls or by commission at court.

The traveling Commedia troupes consisted of 12 or so professional performers, each a specialist in his or her character. There were no playwrights or directors. The company manager would announce the title and theme of an evening's performance, making a scenario or **canovaccio** available to the performers. Some 800 historical canovacci survive. Most scenarios are approximately three pages long and describe the basic plot points of the story with character entrances and exits indicated. The dialogue was not scripted for comedies. Using the framework of the scenario, actors would collaborate together to improvise a unique performance at every show. The complicated story of intrigue, deception, despair, and ultimately (usually) happy ending was seasoned with a rich collection of lazzi (singular lazzo): polished jokes, bits, gags, feats of acrobatics, displays of skill, or comedic shtick that could be inserted into performances wherever the actors thought appropriate. Thus each performance was a showcase of, on the one hand, honed technique and carefully rehearsed physical comedy routines and, on the other hand, live, in-the-moment spontaneity.

A Sample Canovaccio: The Haunted House

SCENE ONE: Flavio and Lavinia are in love and wish to be married. However, Lavinia's father, superstitious Pantalone, refuses to let the marriage occur because Flavio's family home is said to be haunted. Flavio and Lavinia plead, insisting that the hauntings are only a rumor, but Pantalone won't hear it. He leaves.

SCENE TWO: The lovers lament their situation. Flavio promises to come up with a solution. Lavinia is called away by her father, offstage.

SCENE THREE: Flavio goes to his house and calls for his servant, Mezzetino, and tells him that he intends to sell the house to appease Pantalone. Mezzetino is ordered to make up a For Sale sign and post it in front of the house. Mezzetino tries to change Flavio's mind, without success.

SCENE FOUR: Mezzetino admits to the audience that the reason he doesn't want to move is because he has set up a side business, without Flavio's knowledge, of giving "haunted house" tours during the night. He makes more off of the tourists than he does as Flavio's valet, and doesn't want to lose the extra income.

SCENE FIVE: Mezzetino calls Flavio back, telling him that he has a plan to win Pantalone over without selling the house. Since both Flavio and Mezzetino know that the house isn't really haunted, they will invite Pantalone over to see this, and at the same time show off Flavio's fabulous wealth, hopefully impressing Pantalone sufficiently. Flavio agrees, and Mezzetino goes off to announce the invitation.

Some Sample Lazzi, or comedic scenarios:

Chair Lazzo: Arlecchino (or Pierrot) pulls the chair away from the Captain just before he is to sit down. Or the Captain's cape is pulled, so he is forced from the chair.

Undead Lazzo: A zanni has either been mistaken for dead or has deliberately feigned death. When he gets up, other characters believe he's a zombie or a vampire and try to kill him.

Tasting Lazzo: A zanni is cooking a pot of something for dinner. He continually seasons the dish, then tastes it, then adds more seasoning, tastes again, and this goes on until there is no food left in the pot.

Fire Lazzo: At the beginning of the meal, Harlequin arrives in a panic, saying that the kitchen is on fire. Don Juan and all the valets run there. In the meantime, Harlequin sits down and eats all he can. Optionally, when the others return complaining that there was no fire, Harlequin replies: "I said THE kitchen was on fire. I didn't mean YOUR kitchen was on fire."

NAME: _____

DATE: _____

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

COMMEDIA DELL'ARTE

1. What does Commedia dell'Arte mean?
 - a. Comedy for Artists
 - b. Theatre of the Professional
 - c. Italian Drama
 - d. Comedy Opera
2. The four types of characters in Commedia dell'Arte are:
 - a. _____
 - b. _____
 - c. _____
 - d. _____
3. What is one contribution or "first" that Commedia dell'Arte brought to the world of theatre?

4. Share or perform one **lazzi** from today's reading with a parent or sibling.
Check here when this is complete: _____

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Core Subjects

GHNO 6th Grade

Week 6

Daily Student Instruction Sheet - MONDAY

MONDAY- 4/27

ELA

Poetry (15 Minutes)

Literature (30 Minutes)

Grammar/Writing (30 Minutes)

Reading (20+ minutes)

Poetry

Goal/Objective: Begin learning “Break, Break, Break” by Alfred, Lord Tennyson

Materials needed: [“Break, Break, Break”](#)

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

- [Read through the poem aloud](#), two times (I)
- Using a dictionary, look up any unfamiliar words (I)
- Begin committing the first stanza to memory (I)

Literature

Goal/Objective: Finish reading Chapter 10, The Further Adventures of Toad, in *The Wind in the Willows*

Materials needed: *The Wind in the Willows*, Teacher Notes

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

- Read through Chapter 10 Vocabulary, Part 2 (I)
- [Read the second half of Chapter 10](#) (120-128), beginning with “He had travelled some miles...” (I)
- Answer the check for understanding questions (I)

Grammar/Writing

Goal/Objective: Review Adverbial Clause

Materials needed: Teacher Notes, Teacher Examples, Student Assignment, Answer Key

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

- Review adverbial clauses by reading teacher notes and teacher examples. If possible, [watch this diagramming review with Miss Rogers](#). (I)
- Complete the diagramming assignment. Check your work with the answer key. (I)

MATH

(30 Minutes)

Math

Goal/Objective: The student will be able to categorize numbers by their type.

Materials needed: Teacher’s Notes, Independent Practice, Answer Key, Supplemental Instructional Video,

Specific Instructions:

- (I) Read the teacher notes and watch the optional [supporting video](#)
- (I) Complete the independent practice
- (I) Check your answers using the key [or with Mrs. Cramer](#) and rework any missed problems

HISTORY

(30 Minutes)

History

Goal/Objective: Students will perform an immigration simulation, as new immigrants to the country of Griffinia.

Materials needed: Griffinia Immigration Simulation packet, Reflection Questions, [Optional Video Explanation](#)

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

Daily Student Instruction Sheet - MONDAY

	<ul style="list-style-type: none"><input type="checkbox"/> Complete the Griffinia Immigration Simulation packet. NOTE: This project may be a little frustrating. The idea is to experience a small part of the struggle that some of the first American immigrants may have experienced. Many came to this country with no foreknowledge of currency, language, customs, etc. Do your best with each task. (I)<input type="checkbox"/> If time allows, complete the reflection questions. (I)
LATIN (15 Minutes)	<p><i>Latin</i></p> <p><u>Goal/Objective:</u> Begin translating “tremōrēs”</p> <p><u>Materials needed:</u> (1) “W6 Monday Translation” worksheet; (2) “W6 Monday Answer Key”; (3) pencil; (4) red pen/pencil</p> <p><u>Specific Instructions</u> (I=independent; PA=dependent):</p> <ul style="list-style-type: none"><input type="checkbox"/> (I) Complete “W6 Monday Translation” worksheet<input type="checkbox"/> (I) Check your work, making corrections in red ink or pencil, using either:<ul style="list-style-type: none"><input type="checkbox"/> “W6 Monday Answer Key”, or ...<input type="checkbox"/> W6 Monday Guided Translation video
SPECIALS CLASSES	<p><i>SPECIALS ARE NO LONGER OPTIONAL.</i></p> <p>PLEASE SEE THE SPECIALS CLASS ASSIGNMENTS AT THE END OF THIS PACKET. YOU WILL NEED TO COMPLETE AT LEAST ONE ASSIGNMENT PER DAY TO TURN IN WITH THE REST OF YOUR WORK.</p>

A video of Mr. Lucero reciting the poem is linked on the Student Instruction Sheet.

Break, Break, Break

BY ALFRED, LORD TENNYSON

Break, break, break,

On thy cold gray stones, O Sea!

And I would that my tongue could utter

The thoughts that arise in me.

O, well for the fisherman's boy,

That he shouts with his sister at play!

O, well for the sailor lad,

That he sings in his boat on the bay!

And the stately ships go on

To their haven under the hill;

But O for the touch of a vanish'd hand,

And the sound of a voice that is still!

Break, break, break

At the foot of thy crags, O Sea!

But the tender grace of a day that is dead

Will never come back to me.

1. Chapter 10 Vocabulary, part 2

Cajole: To persuade someone to do something by sustained coaxing.

2. Read the second half of Chapter 10 (120-128), beginning with “He had travelled some miles...”

- An online version of *The Wind in the Willows* can be found at:
<http://www.cleavebooks.co.uk/grol/grahame/wind00.htm>
- A video of Mr. Lucero reading will be linked on the Student Instruction Sheet.

3. On loose-leaf paper, answer the following questions with 1-2 complete sentences:

1. Who does Toad run into after stealing the horse? What does the stranger offer him?
2. How does Toad feel after eating breakfast? What comes along to change his mood?
3. At the end of the chapter, how does Toad come upon Water Rat?

WEEK
6

Adverbial Clauses

An adverbial clause is a subordinate clause which functions as an ~~adverb~~ adverb.

Remember...

- a subordinate clause has a subject and a predicate but cannot stand on its own and functions as one part of speech in a larger, main clause.
- an adverb modifies verbs, adjectives, or other adverbs. Adverbial clauses usually modify verbs.

If you have your grammar spiral, go back and review your notes over adverbial clauses.

All adverbial clauses are introduced by a subordinating conjunction. Here are a few common examples:

When	Because	IF	Although
Whenever	Before	While	

Here is an example of a sentence containing an adverbial clause:

ADV SC SN TA AA DO SP HV TA

[When Jim sees the harbor,] he will release the boat.

AA DO he will release boat
 the harbor

Jim sees harbor

Adverb Clause Practice

2/26

^{SC} ^{SP} ^{IC} ^{adv} ^{AF} ^{SN} ^{HV} ^{IC}
[As you stand up] the group will sit
^{adv}
down.

group | will sit
~~the~~ ^{adv} ^{down}
is

you | stand
^{up}

^{SP} ^{IC} ^{SC} ^{AF} ^{SN} ^{TL} ^{PA}
I danced [until the musicians were tired.]

I | danced
^{until}

musicians | were tired
~~the~~

^{SP} ^{HV} ^{IC} ^{SC} ^{SP} ^{IC}
He will go [wherever you wish.]

He | will go
^{wherever}

you | wish

^{SC} ^{SN} ^{Ic} ^{SP} ^{TA}
[Because Bill arrived] we assembled
^{to}
another chair.

we | assembled | chair
^{because} ^{another}

Bill | arrived

[SC SN IC] HV
If alligators come will ~~not~~
SN FL ADV PA
Must Rogers be far behind?

M.R. | be | behind
alligators | come

Label and diagram the following sentences.

1) When her dog barked, Mrs. Sharp sent him into the yard without a second thought.

2) Mr. Lucero fed his potbellied rhinoceros because the large animal was whining incessantly.

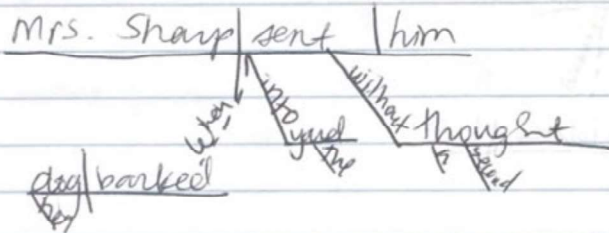
3) Although the courtyard was full of chickens, Mr. Whitaker fought bravely for the safety of the students.

4) The laughing bunny will sit quietly wherever Mrs. Boyd places her.

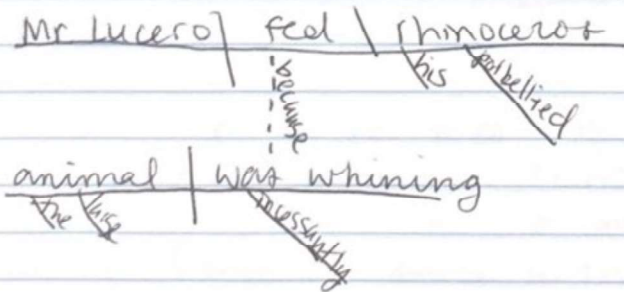
MAN Wb Key

SC Adj SN IC SN TA DO P

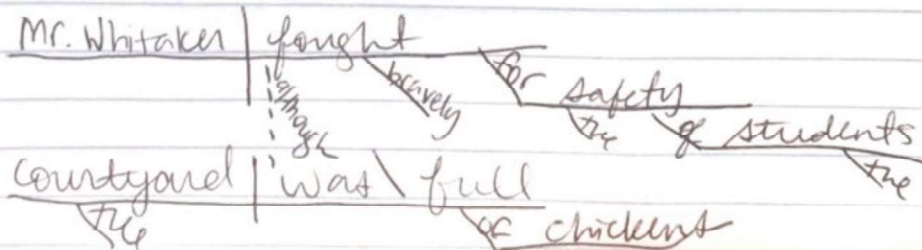
- 1) When her dog barked, Mrs. Sharp sent him into the yard without a second thought.



- 2) Mr. Lucero fed his potbellied rhinoceros because the large animal was whining incessantly.



- 3) Although the courtyard was full of chickens, Mr. Whitaker fought bravely for the safety of the students.



Adv P-Adj SN HV IC Adv
 4) The laughing bunny will set quietly
 SC SN TH DO
 wherever Mrs. Boyd places her.

bunny | will set
 P-Adj SN HV IC Adv
 SC SN TH DO
 Mrs. Boyd | places | her

Numbers can be in more than 1 category. For example, -1.5 is a rational and a real number.

Real - any number that can be graphed on a number line

Natural Numbers
from one to... (infinity)
can look fractional

Whole Numbers

Counting numbers from 0 to... (infinity)

can look fractional

Ex. $0, \frac{4}{2}, \sqrt{25}, 6.0$

All whole Integers.

numbers but also negative numbers and zero.

can look fractional

Ex. $-4, -\frac{100}{5}, -3.0$

Rational

All integers but also fractions, decimals, repeating decimals, and terminating decimals

Ex. $-\frac{2}{3}, 0.\overline{31}, 20.3, 0.37, \frac{1}{2}, -1.75, \frac{100}{3}, \text{etc.}$

The number 1 is natural, whole, integer and rational!

cannot be written as fractions Ex. $\pi, \sqrt{10}, -\sqrt{1.6}, \sqrt{2}, 0.10100100010000\dots$

Irrational includes non-repeating and non-terminating decimals

An irrational number cannot be rational. They are like opposites.

1. Which of the following fractions is a rational number but not an integer? (Hint: Simplify!)
 - [A] $\frac{10}{60}$
 - [B] $\frac{14}{2}$
 - [C] $-\frac{18}{3}$
 - [D] $\frac{16}{4}$

2. Which of the following square roots is an irrational number?
 - [A] $-\sqrt{16}$
 - [B] $\sqrt{64}$
 - [C] $\sqrt{8}$
 - [D] $\sqrt{100}$

3. Which of these sets of numbers contains an irrational numbers?
 - [A] $12, \frac{1}{2}, -13$
 - [B] $-3.5041, \sqrt{99}, 0.143635$
 - [C] $-6, -\sqrt{25}, 4\frac{7}{8}$
 - [D] $\sqrt{81}, 0.75, 0$

4. What is the best classification for - 5?
 - [A] irrational number, and real number
 - [B] integer, and rational number, and real number
 - [C] whole number, and integer, and real number
 - [D] rational number, and real number

5. The number 0.8 belongs to which of these sets? Check all that apply.
 - Natural number
 - Whole numbers
 - Integers
 - Rational numbers
 - Irrational numbers
 - Real numbers

6. The number 3 belongs to which of these sets? Check all that apply.
 - Natural number
 - Whole numbers
 - Integers
 - Rational numbers
 - Irrational numbers
 - Real numbers

7. The number -12 belongs to which of these sets? Check all that apply.
 - Natural number
 - Whole numbers
 - Integers
 - Rational numbers
 - Irrational numbers
 - Real numbers

Monday's Math Answer Key

1. A
2. C
3. B
4. B
5. Rational and Real
6. Natural number, Whole numbers , Integers, Rational numbers, and Real
7. Integer, Rational, and Real

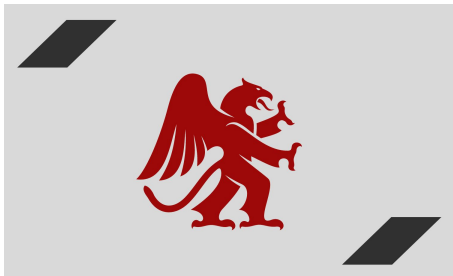
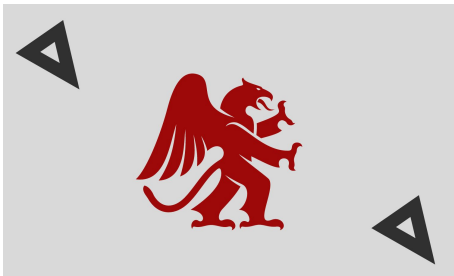

Congratulations!

You have just moved to the country of Griffinia! You have quite the adventure ahead of you. In order to become an official Griffinia citizen, you must complete a series of tasks. All you need to know about your requirements as an applicant for Griffinian citizenship is within this packet. You will find information on Currency, Language, Customs, and Employment. Please use the next two pages to complete the task page at the end of the section.

CURRENCY:





Your first task is to master the new system of currency you'll be using here in Griffinia. Griffinians don't use dollars and cents. They use a currency called **GRIFFIES** and **GRIFFLETS** instead. Use the key below to help you with your task.

These are **GRIFFIES**. They are similar to American dollars.

		
Value: 1 GRIFFIE	Value: 6 GRIFFIES	Value: 9 GRIFFIES

These are **GRIFFLETS**. They are similar to American cents.

There are 93 Grifflets in a Griffie.

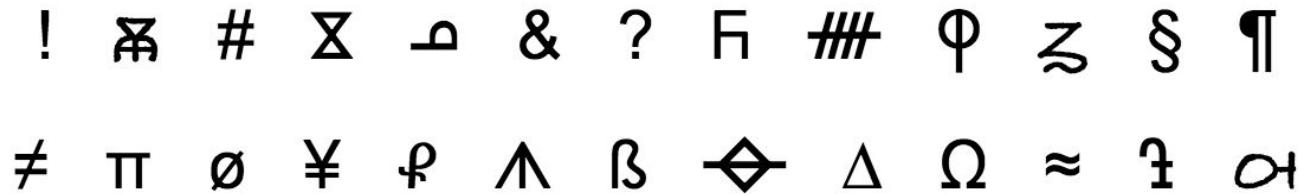
			
Value: 4 GRIFFLETS	Value: 7 GRIFFLETS	Value: 13 GRIFFLETS	Value: 18 GRIFFLETS

Griffinia money amounts are written like this:

$\hexagon 4 \text{ } \text{S} 16 = 16 \text{ griffies and } 4 \text{ grifflets}$

LANGUAGE

Griffinians speak a language called Gryphus. **The Gryphus alphabet is in the same order as English.** However, the letters look much different. Take a look at the Gryphus alphabet below. It may help to make a note above each of the Gryphus letters that corresponds with the alphabet to which you are accustomed.



CUSTOMS

Griffinians also have their own way of greeting each other and showing respect. First, they stand on the left foot, slap the right hip, and say “Hey-O!” when meeting a new person.

EMPLOYMENT

All applicants for Griffinian employment must apply for a job. You are in luck, because there is an opening at the paper factory for a entry-level folder. You must demonstrate your abilities by following the directions on the task sheet. Unfortunately, the directions are in Gryphus. Fortunately, we’ve written their phonetic pronunciation in your original language of English. We hope that helps!

TASK ONE: CURRENCY

Create the amount below in Griffies and Grifflets:

⬡59 17

You may draw the currency below:

TASK TWO: LANGUAGE

Use the alphabet above to translate the following message:

Ω-ρ§#π¶-ρ, &ρ###-ρ≠Σ, βπ ϕ-ρ!-◇-β###&-◇-§

?ρ###&&###≠###!. Ω-ρ Γπθ-ρ ϖπ-◇ §###ζ-ρ

###β Γ-ρρ-ρ.

TASK THREE: CUSTOMS

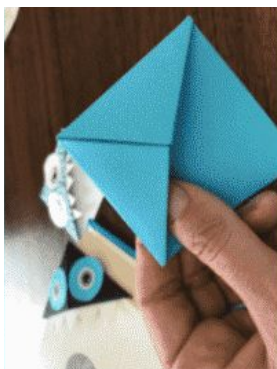
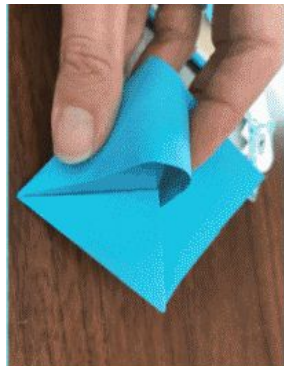
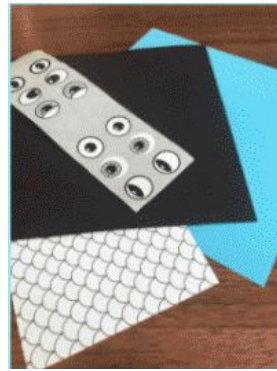
Teach a parent or sibling the customary Griffinian greeting as outlined above.

TASK FOUR: EMPLOYMENT

You must demonstrate your abilities by following the directions below. *Unfortunately*, the only directions we have are in Gryphus. *Fortunately*, we've written the phonetic pronunciation of the instructions in English AND we've included pictures to help you with the task. We hope that helps! You will need a square piece of paper to complete this task.

INSTRUCTIONS:

1. Ug joow squaxalo paxapol bel zis eligaxami feekmaxalk te welk.
2. Berd squaxalo paxapol din whaxarb iaxageni ox.
3. Berd oaxast deink eb zo sliaxackro an te vook zo tip. Dit wirr jed reet riko pit squaxalo.
4. Unberd zo tips pi lotuln paxapol te pit sliaxackro skaxapo.
5. Berd enrupp eno raxayol eb zo tip eb zo sliaxackro pewn te vook zo fettem.
6. Tung zo reck deinks eb zo sliaxackro an pi uctol zo berdow tip.
7. Pe zis te feth sidos te cloaxato pit dengot din hist zo celnol eb pit feet paxago wirr bit.
8. Stong uk zo misuaxar dinchlundiens fored bel pit whaxacts en reet axat zo berdick plecopt!



Congratulations on earning your Griffonian citizenship!



GRIFFONIA KEY:

CURRENCY: There are a few different ways to do this, but one way is...

The translation should read: Welcome, friend, to beautiful Griffonia. We hope you like it here.

You can find the real instructions for the origami bookmark here:

<https://www.kitchentableclassroom.com/origami-bookmark/>

NAME _____ NUMBER _____ DATE _____

REFLECTION

Think about the activities you just participated in. Answer the following questions to reflect on your experience.

1. Which activity was the most difficult for you? Why was it so difficult?

2. Describe how you felt during the difficult activity.

3. How do you think immigrants feel when they arrive in a new country? Explain your thinking.

W6 Monday Translation

“tremōrēs” 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. Afterwards, check your work using the answer key or by watching the W6 Monday Guided Translation video.

Vocabulary

cēnō - I dine (pf. *cēnāvī*)

dīcō - I say (pf. *dīxī*)

sollicitus - worried

heri - yesterday

ambulō - I walk (pf. *ambulāvī*)

subitō - suddenly

terra - ground, earth

valdē - very, a lot

tremō - I shake (pf. *tremuī*)

nūbēs - cloud

mīrābilis - strange

videō - I see (pf. *vīdī*)

Sentences

1) Caecilius cum Iūliō cēnābat.

2) Iūlius Caeciliō dīxit, "ego sollicitus sum."

3) "ego in hortō heri ambulābam, et subitō terra valdē tremuit.

4) "tum ego nūbem mīrābilem vīdī.

W6 Translation Answer Key

“tremōrēs”

Monday

1. Caecilius was dining with Julius.
2. Julius said to Caecilius, “I am worried.
3. “I was walking yesterday in the garden, and suddenly the ground shook severely [or “a lot”].
4. “Then I saw a strange cloud.”

Daily Student Instruction Sheet - TUESDAY

TUESDAY - 4/28

ELA

Poetry (15 Minutes)

Literature (30 Minutes)

Grammar/Writing (30 Minutes)

Reading (20+ minutes)

Poetry

Goal/Objective: Continue learning “Break, Break, Break” by Alfred, Lord Tennyson

Materials needed: [“Break, Break, Break”](#)

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

- [Read through the poem aloud](#), two times (I)
- Finish committing the first stanza to memory (I)

Literature

Goal/Objective: Begin reading Chapter 11, “Like Summer Tempests Came His Tears”, in *The Wind in the Willows*

Materials needed: [The Wind in the Willows](#), Teacher Notes

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

- Read through Chapter 11 Vocabulary, Part 1 (I)
- [Read the first half of Chapter 11](#) (129-136), ending with “...when there came a heavy knock at the door.” (I)
- Answer the check for understanding questions (I)

Grammar/Writing

Goal/Objective: Review Adjectival Clauses

Materials needed: Teacher Notes, Teacher Examples, Student Assignment, Answer Key

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

- Review adjectival clauses by reading the teacher notes and teacher examples. If possible, watch [this video with Miss Rogers](#) explaining the difference between adjectival and adverbial clauses. (I)
- Complete the diagramming practice. When you finish, check your work with the answer key. (I)

MATH

(30 Minutes)

Math

Goal/Objective: The student will be able to graph integers on a number line and find the absolute value of a number.

Materials needed: Teacher’s Notes, Independent Practice, Answer Key, Supplemental Instructional Video, Math Textbook Chapter 11 Optional

Specific Instructions:

- (I) Read the teacher notes and watch the [optional supporting video](#)
- (I) Complete the independent practice
- (I) Check your answers using the key [or with Mrs. Cramer](#) and rework any missed problems.

HISTORY

(30 Minutes)

History

Goal/Objective: Students will learn about the differences between the Old Immigration and the New Immigration.

Materials needed: *Immigrating to the United States* reading, Political Cartoon worksheet, [Supplemental Video](#)

Daily Student Instruction Sheet - TUESDAY

	<p><u>Specific Instructions</u> (I=independent; PA=dependent):</p> <ul style="list-style-type: none"><input type="checkbox"/> Read pp.1-2 of <i>Immigrating to the United States</i> (I)<input type="checkbox"/> Review the political cartoon and answer the questions provided (I)<input type="checkbox"/> For more information on the political cartoon, watch Mrs. Scholl's video (I)
LATIN (15 Minutes)	<p><i>Latin</i></p> <p><u>Goal/Objective:</u> Continue translating “tremōrēs”</p> <p><u>Materials needed:</u> (1) “W6 Tuesday Translation” worksheet; (2) “W6 Tuesday Answer Key”; (3) pencil; (4) red pen/pencil</p> <p><u>Specific Instructions</u> (I=independent; PA=dependent):</p> <ul style="list-style-type: none"><input type="checkbox"/> (I) Complete “W6 Tuesday Translation” worksheet<input type="checkbox"/> (I) Check your work, making corrections in red ink or pencil, using either:<ul style="list-style-type: none"><input type="checkbox"/> “W6 Tuesday Answer Key”, or ...<input type="checkbox"/> W6 Tuesday Guided Translation video
SPECIALS CLASSES	<p><i>SPECIALS ARE NO LONGER OPTIONAL.</i></p> <p>PLEASE SEE THE SPECIALS CLASS ASSIGNMENTS AT THE END OF THIS PACKET. YOU WILL NEED TO COMPLETE AT LEAST ONE ASSIGNMENT PER DAY TO TURN IN WITH THE REST OF YOUR WORK.</p>

1. Chapter 11 Vocabulary, part 1

Subterfuge: Deceit used to achieve a goal

Stoat: A small carnivorous mammal of the weasel family

Snigger: Laugh in a half-suppressed way

Privation: A state in which things such as food or shelter are lacking

2. Read the first half of Chapter 11 (129-136), ending with "...when there came a heavy knock at the door."

- An online version of *The Wind in the Willows* can be found at:
<http://www.cleavebooks.co.uk/grol/grahame/wind00.htm>
- A video of Mr. Lucero reading will be linked on the Student Instruction Sheet.

3. On loose-leaf paper, answer the following questions with 1-2 complete sentences:

1. When Toad tells about his adventures to Rat, how does he characterize them?
2. What news does Rat share with Toad concerning Toad Hall?
3. Upon hearing the news, how does Toad react? What comes of his actions?

W6 TUES NOTES - Adjectival Clauses

An adjectival clause is a subordinate clause which functions as an adjective.

This means that an adjectival clause will always modify a NOUN in the independent clause. An adjectival clause can not modify a noun within the adjectival clause.

Most adjectival clauses are introduced by a special type of subordinating conjunction called a relative pronoun. Examples:

who which whom
whose that

These types of conjunctions (like those in a noun clause) do 2 jobs:

- 1) subordinating conjunction
- 2) A pronoun job in the dependent clause

Example:

AP SN ADJ
 SC-SP IC IL PN
The dog [that barks] is Rex.

dog	is	Rex
Rex		
That	barks	

W6 TUES Examples

SP HV TA AA DO SC-DO SP TA
 I have found the cup [which I lost.]

I | have found | cup

I | lost | which

Note that the S.C. is a D.O. in a clause which is modifying a DO. Therefore, the 2 D.O.s are connected.

SP HV TA AA DO P SC OP Adj VN IC
 I have found the puppy [for whom my heart beats]

I | have found | puppy

heart | beats
 my | whom

object of a prep. is a noun job so this relative pronoun can do it.

AA SN SC-SP TA DO TA AA DO
 The squirrel [that followed me] ate the acorn.

Squirrel | ate | acorn

that | followed | me

Be careful of relative pronouns that are placed in the middle of a sentence

SP HV Adv IC P AA OP SC-DO Adj SN TA
 (you) Do not go to the theater [which my mother opened.]

(you) | do go | to | store

mother | opened | which

Label and diagram the following sentences.

1) The Loch Ness Monster, who had previously visited Mrs. Sharp, boarded a plane.

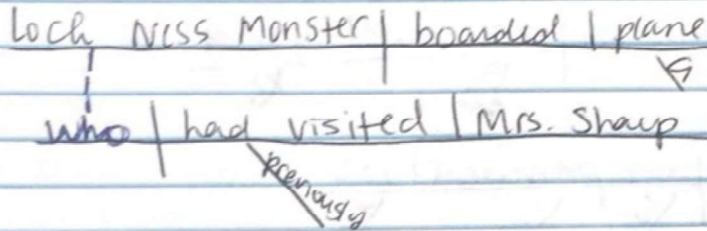
2) He met Mrs. Scholl, who was directing his favorite play.

3) He auditioned for the role of a French noble whom the Scarlet Pimpernel saves in the French Revolution.

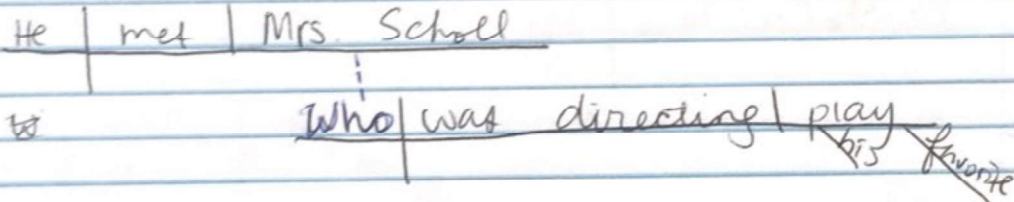
4) Sadly, Miss Fasenmyer, to whom Mrs. Scholl had already promised the role, received the part.

TUES WB KEY

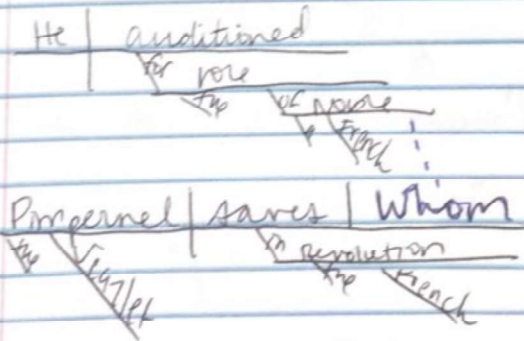
1) The Loch Ness Monster, who had previously visited Mrs. Sharp, boarded a plane.



2) He met Mrs. Scholl, who was directing his favorite play.



3) He auditioned for the role of a French Noble whom the Scarlet Pimpernel saves in the French Revolution.



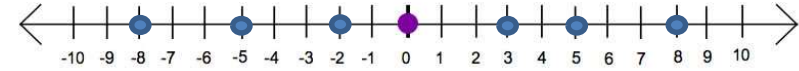
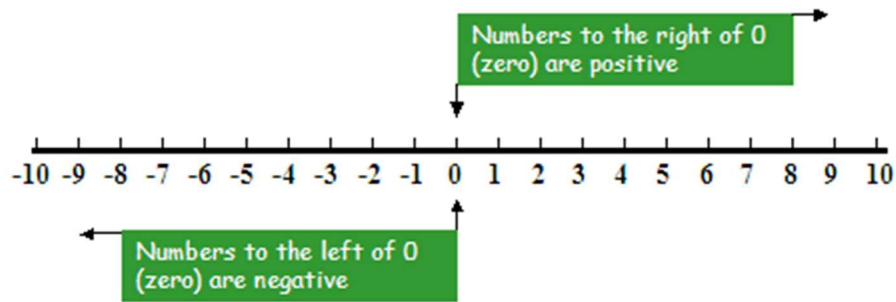
4) ^{Ind} ~~Ind~~ ^{SN} ^{P & OP} ^{SN} ^{HV}
sadly, Mrs. Fasenmyer, to whom Mrs. Scholl had

^{adv} ^{TA} ^{AI} ^{DO} ^{TA} ^{AA} ^{DO}
already promised the role, received the part.

Mrs. Fasenmyer / received / part

Mrs. Scholl / had promised / role
to Whom already

NEGATIVE NUMBERS



Positive Integers : all numbers greater than 0

Negative Integers : all numbers less than 0

Integers : all positive and negative whole counting numbers and zero

. 3 is the opposite of -3 . . -7 is the opposite of 7 .

. -6 is the opposite of 6 . . 0 is the opposite of nothing!

The absolute value of a number is the distance of that number from zero. It does NOT mean opposite.

$$|-5| = \underline{5} \quad |-10| = \underline{10} \quad |8| = \underline{8}$$

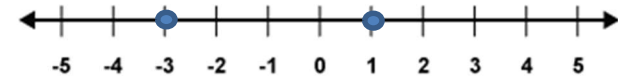
$$|2| = \underline{2} \quad |7| = \underline{7} \quad |100| = \underline{100}$$

Practice: Graph the numbers on the number line above: -2, 0, 3

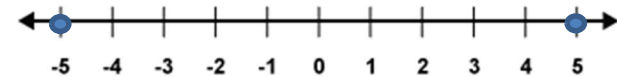
Graph the number and its opposite on the line above: 5, 8

Inequalities: Remember that inequality symbols are also arrows!

Compare -3 and 1 by graphing them. $-3 < 1$



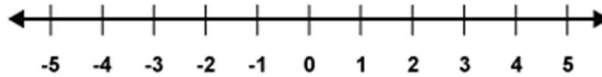
Compare 5 and -5. $5 > -5$



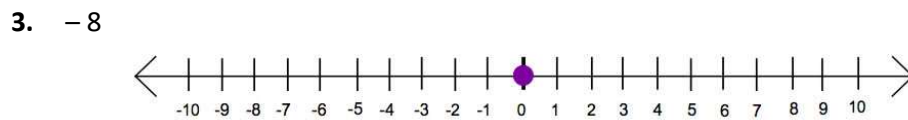
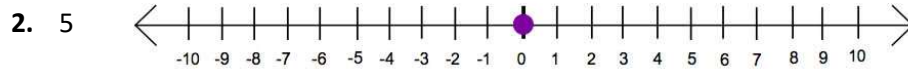
(Additional instruction is available on page 366-367 of the textbook.)

Section 11-1: Negative Numbers on a Number Line

1. Graph the following on the number line: -2, -1, 3, 5



Graph the given number and its opposite on the number line.



Find the absolute value of the following

4. $|-7| =$ _____

5. $|19| =$ _____

6. $|-1.64| =$ _____

7. $|\frac{2}{3}| =$ _____

Complete the statements with < or >.

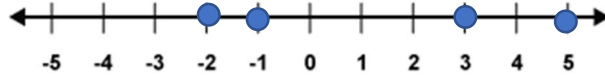
8. -6 _____ 9

9. -6 _____ -8

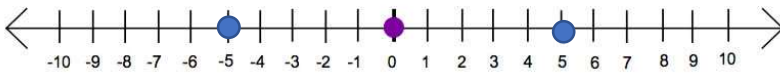
10. 3 _____ -3

Tuesday's Math Answer Key

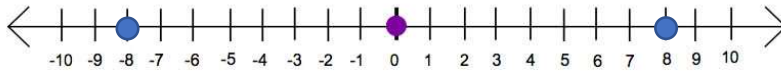
1.



2.



3.



4. 7

5. 19

6. 1.64

7. $\frac{2}{3}$

8. <

9. >

10. >

Immigrating to the United States

Starting Over

When it came to immigrating to the United States, there were as many different reasons as there were people who immigrated. As you can see from this graph, a large number of immigrants came to America each decade. Even in years where the numbers dipped (during 1861-1865 during the Civil War, for example), the country received hundreds of thousands, if not millions, of immigrants.

The Old Immigration and the New Immigration

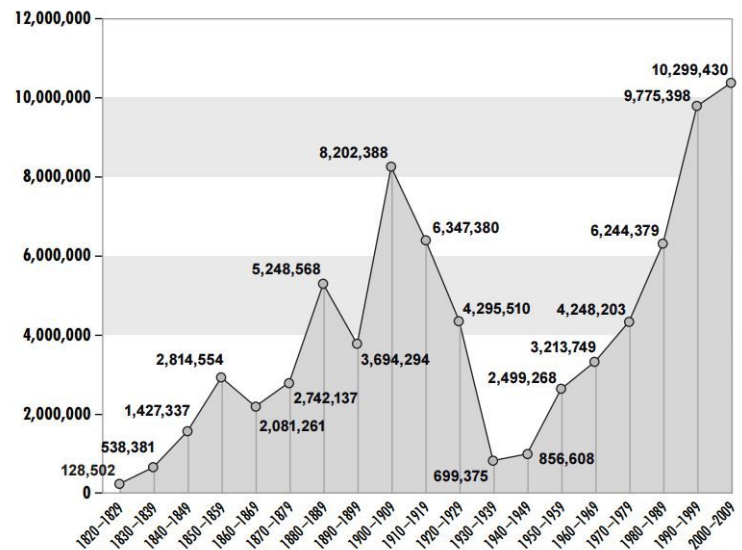
People have been moving around the world continuously, and certainly, many of them have immigrated to the United States. Historians, however, consider the period of time between 1820 and 1860 the **Old Immigration** and the time between 1870 and 1920 the **New Immigration**.

The Old Immigration welcomed people primarily from Northern and Western Europe. People from countries like England, Ireland, and Germany came to the United States to escape overcrowding, **religious persecution**¹, and **famine**².

The New Immigration saw larger numbers of people from Eastern and Southern Europe. In addition, there were growing numbers of immigrants from China, Japan, Mexico, and Canada. People traveling from European countries like Russia, Italy, and Austria were coming to the United States for many of the same reasons that the Old Immigrants came. However, one-third of immigrants did not intend to stay. This group of people intended to earn enough money in America to purchase expensive land in their home countries.

Total Immigrants by Decade

This chart shows, by decade, the number of legal immigrants who came to America from 1820 through 2009.



Persecution in America

New Immigrants faced many challenges when they arrived in the United States. Old Immigrants, coming from places like England and Germany, had fewer language and cultural differences when they first arrived. However, New Immigrants were largely from countries whose languages and customs were very different from those of the existing American population. Because of this, many people became suspicious of and **prejudiced**³ against New Immigrants.

¹ **Religious persecution:** mistreatment of an individual or a group of individuals as a response to their religious beliefs.

² **Famine:** Extreme shortage of food.

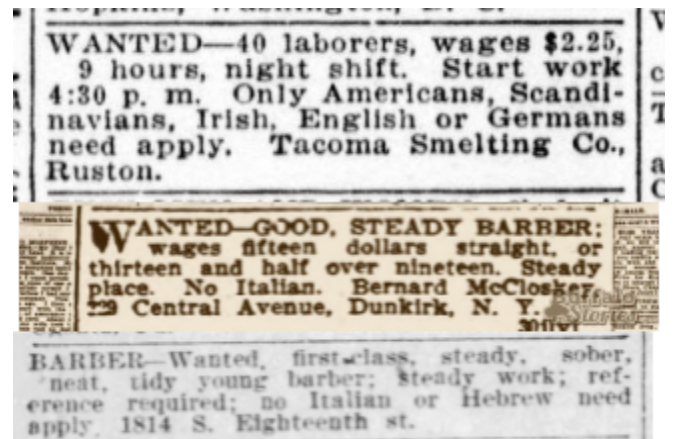
³ **Prejudice:** preconceived opinion that is not based on reason or actual experience.

Many of these immigrants entered the country through Ellis Island in New York, where the Statue of Liberty stands. A poem called "The New Colossus" is on the base of the Statue of Liberty, and it reads:

*Not like the brazen giant of Greek fame,
With conquering limbs astride from land to land;
Here at our sea-washed, sunset gates shall stand
A mighty woman with a torch, whose flame
Is the imprisoned lightning, and her name
Mother of Exiles. From her beacon-hand
Glows world-wide welcome; her mild eyes command
The air-bridged harbor that twin cities frame.
"Keep, ancient lands, your storied pomp!" cries she
With silent lips. "Give me your tired, your poor,
Your huddled masses yearning to breathe free,
The wretched refuse of your teeming shore.
Send these, the homeless, tempest-tost to me,
I lift my lamp beside the golden door!"*

While this poem offers a welcoming message, that welcome did not exist for many New Immigrants. Many immigrants faced terrible discrimination; it became difficult for them to find jobs, housing, and fair treatment. The strong anti-immigrant feeling that some Americans had is called **nativism**. **Nativism** is a policy of giving preference to people who are already living in a country, rather than to immigrants.

Many Americans feared that the newcomers would bring too many of their own cultural and religious customs with them and that they would begin to change the way America looked and felt. They developed and promoted negative **stereotypes**⁴ about people from certain countries, making it even more difficult for those immigrants to find work or housing.



These employment ads, which appeared in newspapers, are an example of the discrimination that New Immigrants faced.

⁴ **Stereotype:** a widely held but fixed and oversimplified image or idea of a particular type of person or thing.

Before answering any of the questions below, simply examine the details in this picture for two minutes.



"Looking Backward"
(Published in *Puck Magazine*, January 11, 1893)

1. What are three aspects about this political cartoon that stand out to you?
 - a. _____
 - b. _____
 - c. _____

2. What do you think the five characters in the background represent?
 - a. Shadows of the men as children
 - b. The immigrant ancestors of the five well-dressed men
 - c. Paintings on the wall
 - d. None of the above

3. What point do you think the artist is hoping to make to his audience?

W6 Tuesday Translation

“tremōrēs” 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. Afterwards, check your work using the answer key or by watching the W6 Tuesday Guided Translation video.

Vocabulary

nōs - we

tremōr - quake

sentiō - I feel (pf. *sēnsī*)

respondeō - I reply (pf. *respondī*)

postquam - after

cōnspiciō - I catch sight of (pf. *cōnspexī*)

larārium - house shrine (shrine for household gods)

vocō - I call (pf. *vocāvī*)

tum - then

lar - household god

sacrificium - sacrifice

faciō - I make (pf. *fēcī*)

timeō - I am afraid (pf. *timuī*)

quod - because

crēdō - I trust (pf. *crēdidī*)

Sentences

1) "nōs quoque tremōrēs sēnsimus," Caecilius Iūliō respondit.

2) "postquam nūbem cōnspexī, familiam meam ad larārium vocāvī.

3) "tum nōs laribus sacrificium fēcimus.

4) "nōs nōn timēbāmus, quod nōs laribus crēdebāmus."

W6 Tuesday Answer Key

“tremōrēs”

Tuesday

1. “We also felt the quakes,” Caecilius replied to Julius.
2. “After I caught sight of the cloud, I called my family to the household shrine.
3. “Then we made a sacrifice to the household gods.
4. “We were not afraid, because we were trusting in the household gods.”

Daily Student Instruction Sheet - WEDNESDAY

WEDNESDAY – 4/29	
<p>ELA</p> <p>Poetry (15 Minutes)</p> <p>Literature (30 Minutes)</p> <p>Grammar/Writing (30 Minutes)</p> <p>Reading (20+ minutes)</p>	<p>Poetry</p> <p><u>Goal/Objective:</u> Continue learning “Break, Break, Break” by Alfred, Lord Tennyson</p> <p><u>Materials needed:</u> “Break, Break, Break”</p> <p><u>Specific Instructions</u> (I=independent; PA=dependent):</p> <ul style="list-style-type: none"> <input type="checkbox"/> Read through the poem aloud, two times (I) <input type="checkbox"/> Begin committing the second stanza to memory (I) <p>Literature</p> <p><u>Goal/Objective:</u> Finish reading Chapter 11, “Like Summer Tempests Came His Tears”, in <i>The Wind in the Willows</i></p> <p><u>Materials needed:</u> The Wind in the Willows, Teacher Notes</p> <p><u>Specific Instructions</u> (I=independent; PA=dependent):</p> <ul style="list-style-type: none"> <input type="checkbox"/> Read through Chapter 11 Vocabulary, Part 2 (I) <input type="checkbox"/> Read the second half of Chapter 11 (136-144), beginning with “They had just finished their meal...” (I) <input type="checkbox"/> Answer the check for understanding questions (I) <p>Grammar/Writing</p> <p><u>Goal/Objective:</u> Review Noun Clauses</p> <p><u>Materials needed:</u> Teacher Notes, Teacher Examples, Student Practice, Answer Key</p> <p><u>Specific Instructions</u> (I=independent; PA=dependent):</p> <ul style="list-style-type: none"> <input type="checkbox"/> Read through the Teacher Notes and Teacher Examples to review noun clauses. (I) <input type="checkbox"/> Complete the Student Practice. When finished, check your work with the answer key, or watch Miss Rogers. (I)
<p>MATH</p> <p>(30 Minutes)</p>	<p>Math</p> <p><u>Goal/Objective:</u> The student will be able to add integers.</p> <p><u>Materials needed:</u> Teacher’s Notes, Instructional Video, Independent Practice, Answer Key, Math Textbook Chapter 11 Optional</p> <p><u>Specific Instructions:</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> (I) Read the teacher notes and watch the supporting video. <input type="checkbox"/> (I) Complete the independent practice. <input type="checkbox"/> (I) Check your answers using the key or with Mrs. Cramer and rework any missed problems.
<p>HISTORY</p> <p>(30 Minutes)</p>	<p>Science</p> <p><u>Goal/Objective:</u> To learn Michael Faraday’s principle that atoms have electric power</p> <p><u>Materials needed:</u> Teacher notes, loose leaf paper, pencil/pen, reading</p> <p><u>Specific Instructions</u> (I=independent; PA= Parent assistance):</p> <ul style="list-style-type: none"> <input type="checkbox"/> Read “Michael Faraday, <i>Experimental Researches in Electricity</i>,” p. 133-134 in The Nature of Science textbook. Click here to read along with Mrs. Sharp. <input type="checkbox"/> Watch Mrs. Sharp’s video demonstrating that atoms have electric power (I). <input type="checkbox"/> Make a lab entry and take notes along with the video (I).

Daily Student Instruction Sheet - WEDNESDAY

	<ul style="list-style-type: none"><input type="checkbox"/> Look over teacher notes to check your understanding and fill in anything you might be missing on your own notes (I).<input type="checkbox"/> OPTIONAL: If you can't watch the video, just simply read through the teacher notes and copy them down on your own paper (I).
LATIN (15 Minutes)	<p><i>Latin</i></p> <p><u>Goal/Objective:</u> Continue translating "tremōrēs"</p> <p><u>Materials needed:</u> (1) "W6 Wednesday Translation" worksheet; (2) "W6 Wednesday Answer Key"; (3) pencil; (4) red pen/pencil</p> <p><u>Specific Instructions</u> (I=independent; PA=dependent):</p> <ul style="list-style-type: none"><input type="checkbox"/> (I) Complete "W6 Wednesday Translation" worksheet<input type="checkbox"/> (I) Check your work, making corrections in red ink or pencil, using either:<ul style="list-style-type: none"><input type="checkbox"/> "W6 Wednesday Answer Key", or ...<input type="checkbox"/> W6 Wednesday Guided Translation video
SPECIALS CLASSES	<p><i>SPECIALS ARE NO LONGER OPTIONAL.</i></p> <p>PLEASE SEE THE SPECIALS CLASS ASSIGNMENTS AT THE END OF THIS PACKET. YOU WILL NEED TO COMPLETE AT LEAST ONE ASSIGNMENT PER DAY TO TURN IN WITH THE REST OF YOUR WORK.</p>

1. Chapter 11 Vocabulary, part 2

Touzled: Disordered or messy

Portentous: Done in a pompous manner to impress

Contrition: The state of feeling remorseful and penitent

Accoutrement: Items of dress or equipment

2. Read the second half of Chapter 11 (136-144), beginning with “They had just finished their meal...”

- An online version of *The Wind in the Willows* can be found at:
<http://www.cleavebooks.co.uk/grol/grahame/wind00.htm>
- A video of Mr. Lucero reading will be linked on the Student Instruction Sheet.

3. On loose-leaf paper, answer the following questions with 1-2 complete sentences:

1. What secret does Badger share with Toad?
2. What is the plan to re-take Toad Hall?
3. What does Mole do while the others are preparing for the attack?

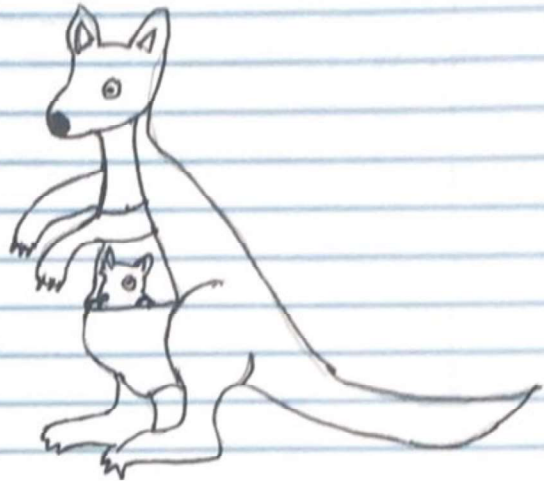
WS
TUES

Noun Clauses

Start Miss Rogers's video

Mother:
Independent
Clause

Joey:
Noun
Clause



S.C. SN

Whoever brings food, is welcome at the party.
Subordinate Noun clause

Main/Independent clause

Stop Video

Definition of NOUN CLAUSE

- must have a subject and a verb
- the whole clause functions as a noun.

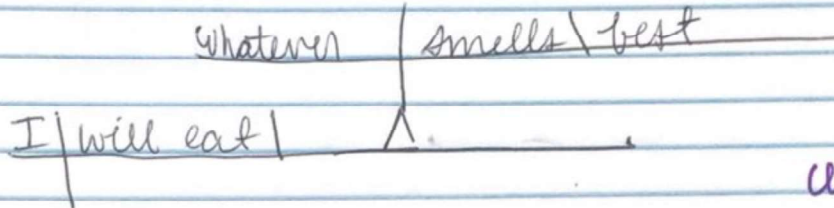
This means that the entire noun clause will be a direct object, subject, object of a preposition, predicate nominative, or indirect object [in the larger main clause.] *

- Subordinating Conjunctions which will introduce a noun clause

What	When	Everything	Whoever	Whose
Who	How	Nothing	Whether	Whatsoever
Whatever	Where	Anything	Something	Why
That	* These conjunctions will also do a job within the noun clause.			

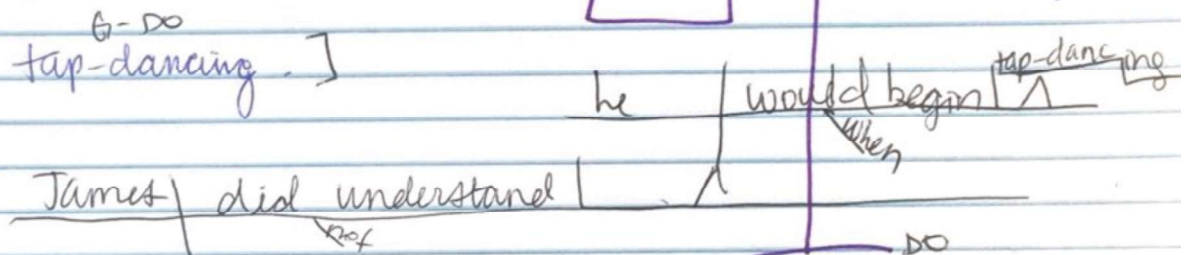
Wb Wed Examples

SP HV TA SC SP DO IL PA
 I will eat [whatever smells best]

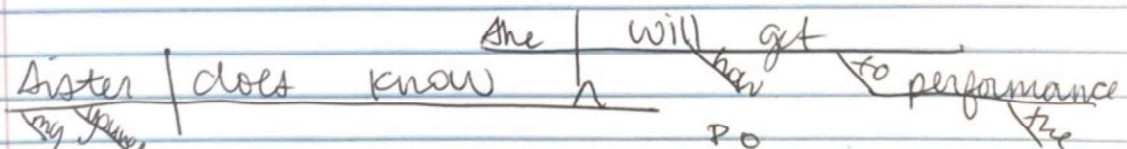


Because some noun clause A.C.s are adverbs, they will be diagrammed as adverbs on the noun clause.

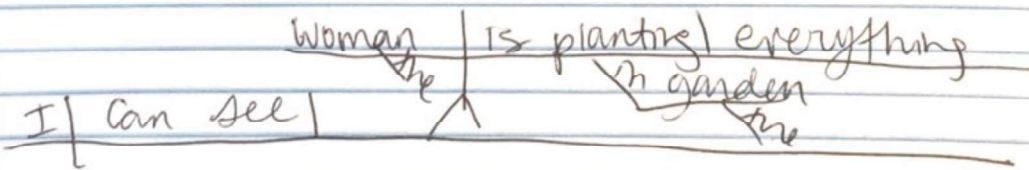
SN HV Adv TA SC-Adv SP HV TA
 James did not understand [when he would begin tap-dancing.]



Adj Adj SN HV Adv TA SC-ADV SP HV
 My younger sister does not know [how she will get to the performance.]



SP HV TN SC-DO An SN HV IC An OP
 I can see [everything the woman is planting in the garden]



Label and diagram.

1) Whoever attends the play will be pleasantly surprised by the performance.

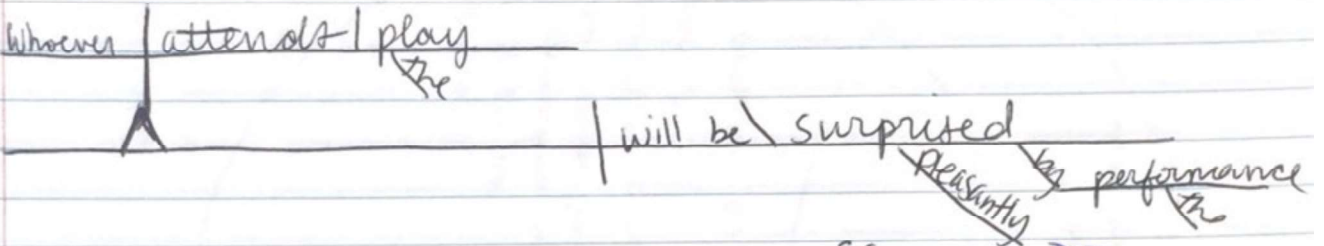
2) The audience especially enjoyed whatever the alligator did.

3) The alligator did not know where he should stand.

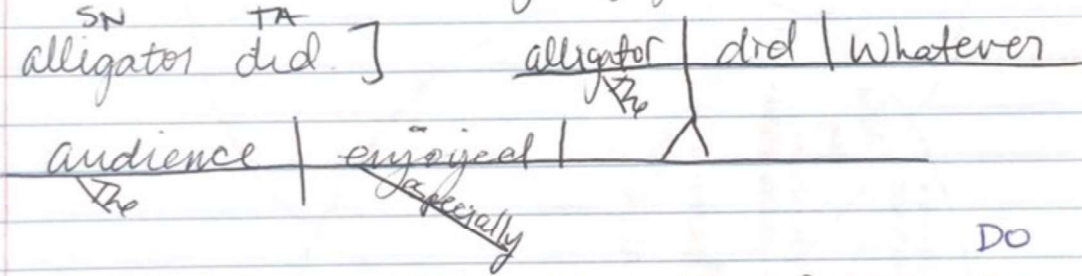
4) The director criticized everything the alligator did on opening night.

WED W6 Key

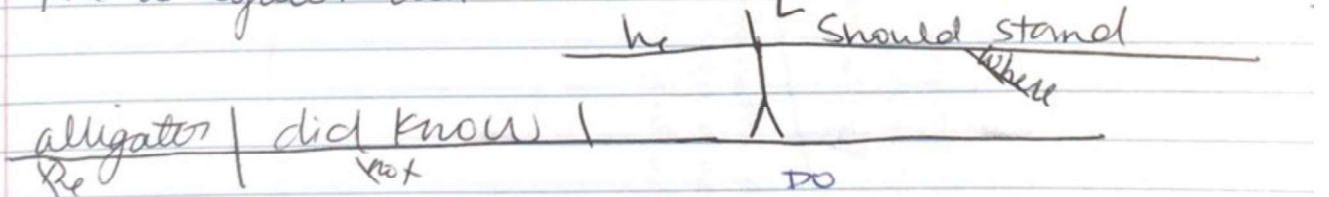
1) [Whoever attends the play] will be pleasantly surprised by the performance.



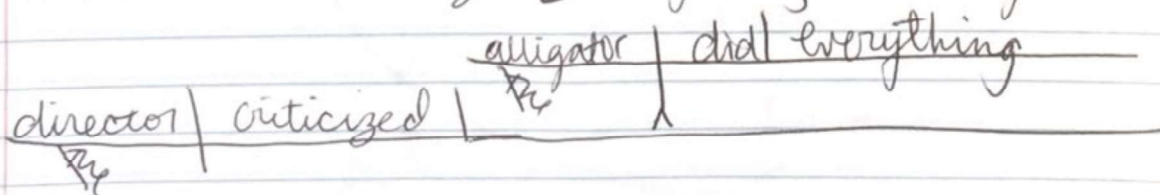
2) The audience especially enjoyed [whatever the alligator did.]



3) The alligator did not know [where he should stand.]

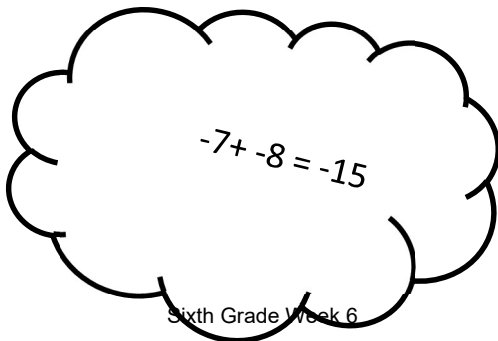
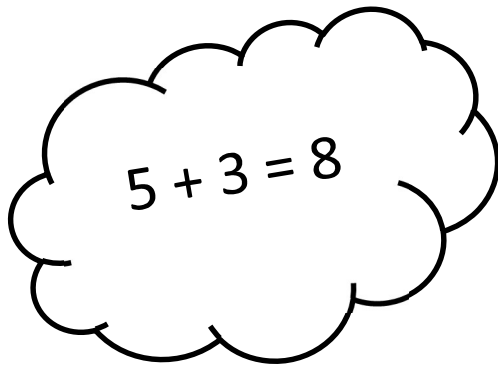


4) The director criticized [everything the alligator did.]



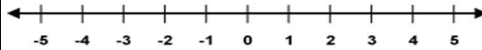
When integers with like signs are added, they combine forces to become even stronger!

Another way to see it: Think of the sign of the second number as a direction on the number line. Positive is right and Negative is left.



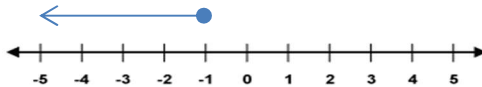
$$2 + 3 = 5$$

-	+



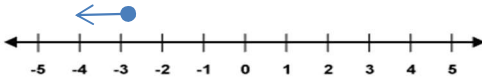
$$-1 + -4 = -5$$

-	+



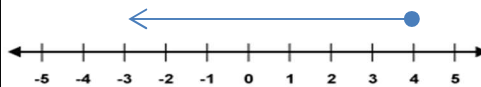
$$-3 + -1 = -4$$

-	+



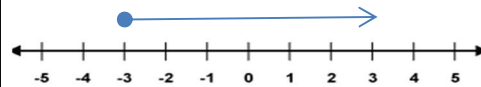
$$4 + -7 = -3$$

-	+



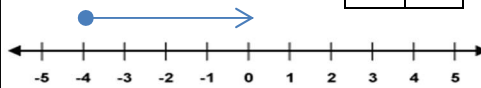
$$-3 + 6 = 3$$

-	+



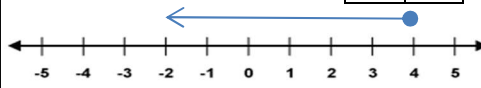
$$-4 + 4 = 0$$

-	+



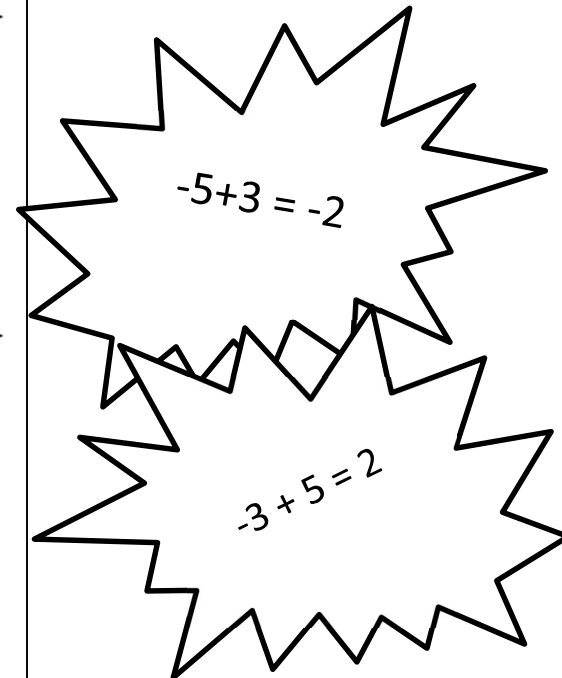
$$4 + -6 = -2$$

-	+



When integers with opposite signs are added, they battle and the sign of the stronger integer wins!

Another way to see it: When numbers with opposite signs are added, the number with the greatest absolute value will have the same sign as your answer.



(Additional Instruction is on page 370 – 372 of the textbook.)

Section 11-2: Adding Integers

1. $-9 + 6$

1.

2. $12 + -3$

2.

3. $-8 + 7$

3.

4. $-8 + -7$

4.

5. $6 + (-8 + 5)$

5.

6. $(6 + -8) + 5$

6.

7. $8 + -10 + 11 + -8$

7.

8. $-14 + -7 + 4 + 7$

8.

9. $9 + -5 + 8 + -7$

9.

10. Why do # 5 and #6 get the same answer?

Wednesday's Math Answer Key

1. -3
2. 9
3. -1
4. -15
5. 3
6. 3
7. 1
8. -10
9. 5
10. Associative Property of Addition still applies with negative numbers.
(I told you these properties are everywhere. It even followed you into quarantine.)

Experimental RESEARCH

in Electricity

4/29/20

- Michael Faraday -

KEY POINTS

• electrolytical: the electric power of loosening compounds



• atoms have ELECTRIC POWER, which causes them to combine in certain ways

EXPERIMENT

Purpose: to show how transmission of electricity causes water to decompose (break apart) into hydrogen and oxygen.

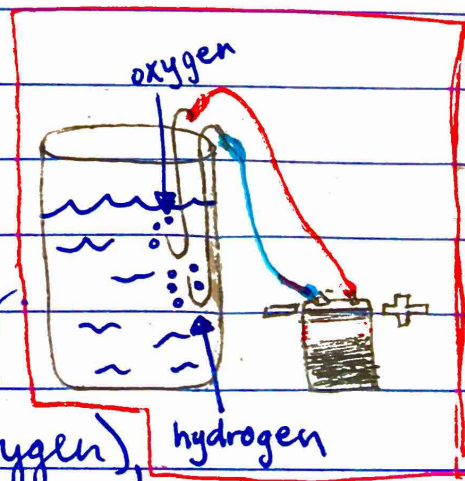
Materials: glass beaker, metal rods, wires with metal clips, baking soda, water, 9-volt battery

① Add water & baking soda to beaker. Clip the wires onto the rods and insert the rods.

② Clip the wires to the battery.

③ Bubbles rise from the metal rods! Water = H_2O (2 hydrogen, 1 oxygen),

so the rod with more bubbles has hydrogen.



Michael Faraday, *Experimental Researches in Electricity*

Seventh Series, 13: *On the absolute quantity of Electricity associated with the particles or atoms of Matter.*

852. The theory of definite **electrolytical** or electro-chemical action appears to me to touch immediately upon the *absolute quantity* of electricity or electric power belonging to different bodies. It is impossible, perhaps, to speak on this point without committing oneself beyond what present facts will sustain; and yet it is equally impossible, and perhaps would be **impolitic**, not to reason upon the subject. Although we know nothing of what an atom is, yet we cannot resist forming some idea of a small particle, which represents it to the mind; and though we are in equal, if not greater, ignorance of electricity, so as to be unable to say whether it is a particular matter or matters, or mere motion of ordinary matter, or some third kind of power or agent, yet there is an **immensity** of facts which justify us in believing that the atoms of matter are in some way **endowed** or associated with electrical powers, to which they owe their most striking qualities, and amongst them their **mutual chemical affinity**. As soon as we perceive, through the teaching of Dalton, that chemical powers are, however varies the circumstances in which they are exerted, definite for each body, we learn to estimate the relative degree of force which **resides** in such bodies: and when upon that knowledge comes the fact, that the electricity, which we appear to be capable of **loosening** from its habitation for a while, and **conveying** from place to place, *whilst it retains its chemical force*, can be measured out, and being so measured is found to be *as definite in its action* as any of *those portions* which, remaining associated with the particles of matter, give them their *chemical relation*; we seem to have found the link which connects the proportion of that we have **evolved** to the proportion of that belonging to the particles in their natural state...

854. On the other hand, the relation between the **conduction** of the electricity and the **decomposition** of the water is so close, that one cannot take place without the other. If the water is altered only in that small degree which consists in its having the solid instead of the fluid state, the conduction is stopped, and the decomposition is stopped with it...

855. Considering this close and twofold relation, namely, that without decomposition **transmission of electricity** does not occur; and, that for a given definite quantity of electricity passed, an equally definite and

electrolytical – Greek etymology: *luo, luein*, “to loosen, release”; the electric power of loosening compounds

impolitic – unwise

immensity – very large number

endowed – provided with

mutual chemical affinity – tendency of atoms to chemically combine

resides – is present, situated

loosening – Greek etymology: *luo, luein*, “to loosen, release”

conveying – moving

evolved – changed or taken from particles

conduction – Latin etymology: *con + ducere*, “to lead together”; movement of electricity in a current

decomposition (into its parts, hydrogen and oxygen)

transmission of electricity – movement of it through the water

agent – efficient cause

grain – smallest part,
molecule

current – Latin
etymology: *currere*, “to run
quickly”; here, electricity
as it “runs” through a
wire or some other
material

constant quantity of water or other matter is decomposed; considering also that the **agent**, which is electricity, is simply employed in overcoming if the electrical power which holds the elements of a **grain** of water in combination, or which makes a grain of oxygen and hydrogen in the right proportions unite into water when they are made to combine, could be thrown into the condition of a **current**, it would exactly equal the current required for the separation of that grain of water into its elements again.

W6 Wednesday Translation

“tremōrēs” pt. 3

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. Afterwards, check your work using the answer key or by watching the W6 Wednesday Guided Translation video.

Vocabulary

iamprīdem - some time ago

tremō - I shake (pf. *tremuī*)

murus - wall

dēleō - I destroy (pf. *dēlēvī*)

lar - household god

servō - I protect (pf. *servāvī*)

igitur - therefore

triclīnium - dining room

intrō - I enter (pf. *intrāvī*)

dominus - master

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

dīcō - I say (pf. *dīxī*)

Sentences

1) "iamprīdem terra tremuit. iamprīdem tremōrēs villās et mūrōs dēlēvērunt.

2) "sed larēs villam meam et familiam meam servāvērunt.

3) ego igitur sollicitus nōn sum."

4) subitō servus triclīnium intrāvit.

5) "domine, Clēmēns est in ātriō et Caecilium quaerit," servus Iūliō dīxit.

W6 Wednesday Answer Key

“tremōrēs”

Wednesday

1. “Some time ago the ground shook. Some time ago quakes destroyed houses and walls.
2. “But the household gods protected my house and my family.
3. “I therefore am not afraid.”
4. Suddenly, a slave entered the dining room.
5. “Master, Clemens is in the atrium, and he is looking for Caecilius,” the slave said to Julius.

Daily Student Instruction Sheet - THURSDAY

THURSDAY – 4/30	
<p>ELA</p> <p>Poetry (15 Minutes)</p> <p>Literature (30 Minutes)</p> <p>Grammar/Writing (30 Minutes)</p> <p>Reading (20+ minutes)</p>	<p>Poetry</p> <p><u>Goal/Objective:</u> Continue learning “Break, Break, Break” by Alfred, Lord Tennyson</p> <p><u>Materials needed:</u> “Break, Break, Break”</p> <p><u>Specific Instructions</u> (I=independent; PA=dependent):</p> <ul style="list-style-type: none"> <input type="checkbox"/> Read through the poem aloud, two times (I) <input type="checkbox"/> Begin committing the second stanza to memory (I) <p>Literature</p> <p><u>Goal/Objective:</u> Read Chapter 12, The Return of Ulysses, in <i>The Wind in the Willows</i></p> <p><u>Materials needed:</u> The Wind in the Willows, Teacher Notes</p> <p><u>Specific Instructions</u> (I=independent; PA=dependent):</p> <ul style="list-style-type: none"> <input type="checkbox"/> Read through Chapter 12 Vocabulary (I) <input type="checkbox"/> Read Chapter 12 (145-157) (I) <p>Grammar/Writing</p> <p><u>Goal/Objective:</u> Compare adverbial, adjectival, and noun clauses using a venn diagram.</p> <p><u>Materials needed:</u> Teacher Notes, student practice, answer key</p> <p><u>Specific Instructions</u> (I=independent; PA=dependent):</p> <ul style="list-style-type: none"> <input type="checkbox"/> Read Teacher Notes. (I) <input type="checkbox"/> Complete Student practice. (I) <input type="checkbox"/> Read the answer key. (I)
<p>MATH</p> <p>(30 Minutes)</p>	<p>Math</p> <p><u>Goal/Objective:</u> The student will be able to add integers.</p> <p><u>Materials needed:</u> Teacher’s Notes, Instructional Video, Independent Practice, Answer Key, Math Textbook Chapter 11 Optional</p> <p><u>Specific Instructions:</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> (I) If possible, start with the supporting video and then read the teacher notes. <input type="checkbox"/> (I) Complete the independent practice. <input type="checkbox"/> (I) Check your answers using the key or with Mrs. Cramer and rework any missed problems.
<p>SCIENCE</p> <p>(30 Minutes)</p>	<p>Science</p> <p><u>Goal/Objective:</u> To learn how John Dalton’s thought compares to other philosophers and scientists</p> <p><u>Materials needed:</u> Teacher notes, pencil/pen, independent student practice</p> <p><u>Specific Instructions</u> (I=independent; PA= Parent assistance):</p> <ul style="list-style-type: none"> <input type="checkbox"/> Watch Mrs. Sharp’s lecture introducing the lesson (I). <input type="checkbox"/> Carefully read through teacher notes (I). <input type="checkbox"/> Complete the Independent Practice sheet (I). <input type="checkbox"/> Check answers with answer key (I).
<p>LATIN</p> <p>(15 Minutes)</p>	<p>Latin</p> <p><u>Goal/Objective:</u> Finish translating “tremōrēs”</p>

Daily Student Instruction Sheet - THURSDAY

	<p><u>Materials needed:</u> (1) "W6 Thursday Translation" worksheet; (2) "W6 Thursday Answer Key"; (3) pencil; (4) red pen/pencil</p> <p><u>Specific Instructions</u> (I=independent; PA=dependent):</p> <ul style="list-style-type: none"><input type="checkbox"/> (I) Complete "W6 Thursday Translation" worksheet<input type="checkbox"/> (I) Check your work, making corrections in red ink or pencil, using either:<ul style="list-style-type: none"><input type="checkbox"/> "W6 Thursday Answer Key", or ...<input type="checkbox"/> W6 Thursday Guided Translation video
SPECIALS CLASSES	<p><i>SPECIALS ARE NO LONGER OPTIONAL.</i></p> <p>PLEASE SEE THE SPECIALS CLASS ASSIGNMENTS AT THE END OF THIS PACKET. YOU WILL NEED TO COMPLETE AT LEAST ONE ASSIGNMENT PER DAY TO TURN IN WITH THE REST OF YOUR WORK.</p>

1. Chapter 12 Vocabulary

Pacified: Put an end to the anger or agitation of someone

Carousing: Enjoying oneself with others in a noisy, lively way

Lick: A sharp strike or hit

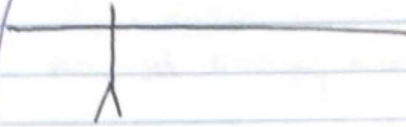
2. Read Chapter 12 (145-157)

- An online version of *The Wind in the Willows* can be found at:
<http://www.cleavebooks.co.uk/grol/grahame/wind00.htm>
- A video of Mr. Lucero reading will be linked on the Student Instruction Sheet.

W6 THURS NOTES

NOUN CLAUSES

- functions as a noun within the independent clause
- the entire clause is diagrammed within the independent clause



- Has some subordinate conj. in common, such as "wherever" and "whenever."

- Subordinate clause usually introduced by subordinate conjunctions

- The Subordinate Conjunction has a "job" in the subordinate clause and is diagrammed within the subclause.

- functions as an adverb

ADVERBIAL CLAUSES

- modifies a ^{verb} ~~verb~~
- the dotted line connects the verb in the subordinate clause to the verb in the independent clause

- the subordinate clause is diagrammed on the dotted line

- the subordinate clause is diagrammed under the independent clause.

- functions as an adjective

ADJECTIVAL CLAUSES

- modifies a noun within the independent clause
- dotted line connects the subordinate conjunction in the dependent clause to the noun being modified in the independent clause

Answer the following questions using the teacher notes. Use complete sentences.

1. What makes noun clauses significantly different from adverbial and adjectival clauses? (Do not simply describe the differences between the diagrams; explain what the diagram means!)

2. What do the diagrams of adjectival and adverbial clauses have in common? How are they different?

3. How are the subordinating conjunctions introducing noun clauses and adjectival clauses similar?

Answer the following questions using the teacher notes. Use complete sentences.

1. What makes a noun clause significantly different from adverbial and adjectival clauses? (Do not simply describe the differences between the diagrams; explain what the diagram means!)

Noun clauses are different from adverbial and adjectival clauses because they function as nouns within the independent clause instead of modifiers. This means that noun clauses must be diagrammed within the independent clause rather than underneath it. If noun clauses were diagrammed underneath the independent clause, there would be a blank noun spot in the diagram of the independent clause.

2. What do the diagrams of adjectival and adverbial clauses have in common? How are they different?

When diagramming an adverbial clause, you connect the verb of the independent clause to the verb of the adverbial clause using a dotted line. You then write the subordinating conjunction on the dotted line. In an adjectival clause, on the other hand, the subordinating conjunction is diagrammed inside the adjectival clause and the dotted line connects the subordinating conjunction to the noun in the independent clause being modified. These differences occur because adjectival and adverbial clauses function as two different modifiers; adjectival clauses will modify a noun in the independent clause, while adverbial clauses will modify a verb. However, they are similar in that both are diagrammed underneath the independent clause.

3. How are the subordinate conjunctions introducing noun clauses and adjectival clauses similar?

In both an adjectival clause and a noun clause, the subordinating conjunction is doing two "jobs:" it is connecting the independent and dependent clause and functioning as a pronoun within the dependent clause. Thus, subordinating conjunctions in noun and adjectival clauses will need two labels (S.C. and whatever pronoun job it is doing) and will be diagrammed within the dependent clause.

TOP SECRET



Agent, the following training will enable you to identify the secret agent integers.

As a member of the FBI (Fibonacci Bureau of Integers) you have been cleared to receive this top secret information.

“There is no such thing as subtraction.”

At this level of the Bureau, we can now tell you what the less experienced investigators have yet to be told. Subtraction is actually a means of hiding secret agents or opposites. Opposite integers always hide behind subtraction signs. Use the following training to prepare you to identify secret agents during independent field work.

$$A - B = A + (\text{the opposite of } B)$$

$5 - -7 = 5 + +7 = 12$	$-10 - -3 = -10 + +3 = -7$
$2 - 5 = 2 + -5 = -3$	$55 - -2 = 55 + +2 = 57$
$-2 - -5 = -2 + +5 = 3$	$-200 - 8 = -200 + +8 = -192$

In a crowd, it can help you to identify the secret agents by circling each number with the operation it is hiding behind. The 1st one is marked for you.

#1. $(-8 - 10) - -18 = (-8 + -10) ++18 = 0$

#2. $(19 - -6) + -4 = (19 + +6) + -4 = 21$

#3. $(7 - -8) - 20 = (7 + +8) + -20 = -5$

Agent, you must identify the following facts as True or False to be cleared for independent field work.

Give these some thought, and, if possible, talk them out with someone else. Can you explain why?

The sum of any two negative integers is negative. True

The difference between any two negative integers is also negative. False

If the sum of two integers is positive, then at least one of the integers must be positive. True

If the sum of two integers is negative, then at least one of the integers must be negative. True

The opposite of B is a positive integer, only if B is a negative integer. True

From Mrs. Boyd: Of course, we really do have subtraction, but turning all of our problems into addition problems is really helpful. As you work today, explore why addition is easier to work with.

(Additional instructions available on page 375 of the textbook.)

Section 11-3: Subtracting Integers

1. $-4 - 5$

1.

2. $20 - 25$

2.

3. $12 - -10$

3.

4. $-17 - -8$

4.

5. $(-14 - -8) - 10$

5.

6. $-14 - (-8 - 10)$

6.

7. $-37 - 37$

7.

8. $-64 - -32$

8.

9. $-120 - 40$

9.

10. In yesterday's assignment, # 5 and #6 got the same answer when the parenthesis were different. This time the parenthesis were different but it did NOT get the same answer? Why?

Thursday's Math Answer Key

1. -9
2. -5
3. 22
4. -9
5. -16
6. 4
7. -74
8. -32
9. -160
10. Associative Property does not apply to subtraction problems.

John Dalton

4/1/19

→ According to Lucretius, can anything be destroyed? Compare to Newton's idea of change.

Newton says that change is the separation and new association of particles; particles are not destroyed but only re-arranged. In the same way, Lucretius says that ^(NO-thing) NOTHING is destroyed but only broken down into its parts + becomes something else.

DALTON

• chemical reactions occur from the "separation" of particles and their "reunion".

→ How did Bosovich describe particles?

Points (particles) are indivisible, simple, and w/o size

• atoms cannot be destroyed and are the indivisible (of matter) building blocks 1

→ Explain Savoisier's idea of heat.

Heat is a "subtle" fluid that gets in between particles like water in a jar of bullets.

• "an atmosphere of this subtle fluid" (heat) surrounds the atoms of all bodies"

→ What is Empedocles' 1st principle? How does this relate to Boscovich's theory about particles?

Empedocles' 1st principle is Love & Strife, meaning the attraction and repulsion among things. In the same way, Boscovich theorized about the forces of attraction + repulsion acting upon electrons.

DALTON

- all atoms are "bound together by a force of attraction" - or "cohesion" or "affinity"
- another universal force is the force of "repulsion"
↓
(attributed to heat)

Further points from Dalton:

- all atoms of an element are identical
- the atoms of different elements vary in size and mass
- compounds are produced through different whole-number combinations of atoms

Name, #, Date: _____

Comparing John Dalton to Other Scientists and Philosophers

1. How does John Dalton explain change?

2. Does Dalton say that atoms are made up of parts?

3. Dalton says there are two forces governing the atoms. What are those forces?

4. Previous philosophers and scientists thought that ALL atoms, whether they make up a mushroom, orange juice, or oxygen, are the exact same in size and mass. Does Dalton agree with this? Why or why not?

5. Lucretius says that “Nothing can be destroyed into nothing.” Does Dalton agree with this?

Name, #, Date: _____

Comparing John Dalton to Other Scientists and Philosophers

1. How does John Dalton explain change?

Dalton explains change as various chemical reactions occurring from the particles or atoms SEPARATING and REUNITING back together.

2. Does Dalton say that atoms are made up of parts?

Dalton says that atoms are NOT made up of parts, because he says that they are INDIVISIBLE (meaning, they cannot be divided any further).

3. Dalton says there are two forces governing the atoms. What are those forces?

The forces governing atoms, according to Dalton, are ATTRACTION and REPULSION.

4. Previous philosophers and scientists thought that ALL atoms, whether they make up a mushroom, orange juice, or oxygen, are the exact same in size and mass. Does Dalton agree with this? Why or why not?

Dalton does not agree with this, because he says that atoms of different elements vary in size and mass. The atoms making up orange juice would be very different from the atoms making up a mushroom.

5. Lucretius says that “Nothing can be destroyed into nothing.” Does Dalton agree with this?

Dalton does agree with Lucretius, because he says that atoms cannot be destroyed (because they are the building blocks of matter).

W6 Thursday Translation

“tremōrēs” pt. 4

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. Afterwards, check your work using the answer key or by watching the W6 Thursday Guided Translation video.

Vocabulary

in + acc. - into

dūcō - I lead (pf. *dūxī*)

fundus - farm

māne - this morning

mittō - I send (pf. *mīsī*)

dīcō - I say (pf. *dīxī*)

ē + abl. - from, out from

cūr - why?

discēdō - I depart (pf. *discessī*)

hanc - this (fem. acc. sg.)

veniō - I come (pf. *vēnī*)

rēs - thing, matter

tōtus - whole

nārrō - I tell, I narrate (pf. *nārrāvī*)

Sentences

1) servus Clēmentem in triclinium dūxit.

2) "ego tē ad fundum meum māne mīsī," Caecilius Clēmentī dīxit.

3) "cūr tū ē fundō discessistī? cūr tū ad hanc vīllam vēnistī?"

4) Clēmēns dominō et Iūliō rem tōtam nārrāvit.

W6 Thursday Answer Key

“tremōrēs”

Thursday

1. The slave led Clemens into the dining room.
2. “I sent you to my farm this morning,” Caecilius said to Clemens.
3. “Why did you depart from the farm? Why did you come to this house?”
4. Clemens narrated the whole matter to his master and to Julius.

Daily Student Instruction Sheet - FRIDAY

FRIDAY – 5/1

ELA

Poetry (15 Minutes)

Literature (30 Minutes)

Grammar/Writing (30 Minutes)

Reading (20+ minutes)

We ask that students take this assessment independent of adult help or collaboration with other students. However, students are welcome to use any of their readings, textbook pages, or work from Monday - Wednesday of this week. This review only covers material from this week.

Below are instructions for each portion of the graded review with a suggested time for each portion. The graded review is intended to take less than 2 hours for a student that has already completed the rest of the week's work. We recommend that students take a few breaks between subjects, rather than completing the graded review in one sitting.

Poetry

Goal/Objective: Complete the Graded Review

Materials needed: Graded Review - Poetry

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

- Complete the Graded Review independently (I)
- Scan and submit the Graded Review with all the other subjects at the end of the day through Google Classroom(I)
OR
- Turn in the hardcopy to school when you pick-up the next week's packet.

Literature

Goal/Objective: Complete the Graded Review

Materials needed: [*The Wind in the Willows*](#), Graded Review - Literature

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

- Complete the Graded Review independently (I)
- Scan and submit the Graded Review with all the other subjects at the end of the day through Google Classroom(I)
OR
- Turn in the hardcopy to school when you pick-up the next week's packet.

Grammar/Writing

Goal/Objective: Complete Graded Review

Materials needed: All notes from this week, Student Graded Review

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

- Complete Graded Review independently (I). Use your notes from this week.
- Scan and submit the Graded Review with all the other subjects at the end of the day through Google Classroom(I)
OR
- Turn in the hardcopy to school when you pick-up the next week's packet.

MATH

(30 Minutes)

Math

Goal/Objective: Complete the Graded Review

Materials needed: Graded Review - Math

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

- Complete the Graded Review independently (I)

Daily Student Instruction Sheet - FRIDAY

	<ul style="list-style-type: none"><input type="checkbox"/> Scan and submit the Graded Review with all the other subjects at the end of the day through Google Classroom(I)OR<input type="checkbox"/> Turn in the hardcopy to school when you pick-up the next week's packet.
SCIENCE (30 Minutes)	<p><i>Science</i></p> <p><u>Goal/Objective:</u> Complete the Graded Review</p> <p><u>Materials needed:</u> Graded Review - Science, pencil/pen, notes and materials from this week</p> <p><u>Specific Instructions</u> (I=independent; PA=dependent):</p> <ul style="list-style-type: none"><input type="checkbox"/> Complete the Graded Review independently. (I)<input type="checkbox"/> Scan and submit the Graded Review with all the other subjects at the end of the day through Google Classroom. (I)OR<input type="checkbox"/> Turn in the hardcopy to school when you pick-up the next week's packet.
HISTORY (30 Minutes)	<p><i>History</i></p> <p><u>Goal/Objective:</u> Complete the History Graded Review</p> <p><u>Materials needed:</u> History Reading: <i>Population Growth and Pollution</i>, History Worksheet: <i>History Graded Review</i></p> <p><u>Specific Instructions</u> (I=independent; PA=dependent):</p> <ul style="list-style-type: none"><input type="checkbox"/> Complete the History Graded Review independently. (I)<input type="checkbox"/> Scan and submit the History Graded Review with all the other subjects at the end of the day through Google Classroom. (I)OR<input type="checkbox"/> Turn in the hardcopy to school when you pick-up the next week's packet.
LATIN (15 Minutes)	<p><i>Latin</i></p> <p><u>Goal/Objective:</u> Complete the Latin Graded Review</p> <p><u>Materials needed:</u> Your completed and corrected Monday-Thursday worksheets</p> <p><u>Specific Instructions (I=independent; PA= Parent assistance):</u></p> <ul style="list-style-type: none"><input type="checkbox"/> Complete the Latin Graded Review independently. (I)<input type="checkbox"/> Scan and submit the Latin Graded Review with all the other subjects at the end of the day through Google Classroom. (I)OR<input type="checkbox"/> Turn in the hardcopy to school when you pick-up the next week's packet.
SPECIALS CLASSES	<p><i>SPECIALS ARE NO LONGER OPTIONAL.</i></p> <p>PLEASE SEE THE SPECIALS CLASS ASSIGNMENTS AT THE END OF THIS PACKET. YOU WILL NEED TO COMPLETE AT LEAST ONE ASSIGNMENT PER DAY TO TURN IN WITH THE REST OF YOUR WORK.</p>

Student Name: _____

Graded Review

GHNO 6th Grade

May 1, 2020 End of Week 6

Reading Log

Day	Date	Book Title	Total Minutes	Parent Initials
Mon	4/27			
Tue	4/28			
Wed	4/29			
Thur	4/30			
Fri	5/1			

I certify that _____ completed this graded review using the resources in their packet, notes, and textbook, but without the use of a calculator, a computer, or other electronic device, without assistance from others, and in accordance with the GHNO Academy Honor Code.

Student Signature

Parent Signature

Turn in today's work electronically or in hard copy form by **May 4th**.

We ask that students take this assessment independent of adult help or collaboration with other students. However, students are welcome to use any of their readings, textbook pages, or work from Monday - Thursday of this week. This review only covers material from this week.

Below are instructions for each portion of the graded review with a suggested time for each portion. The graded review is intended to take less than 2 hours for a student that has already completed the rest of the week's work. We recommend that students take a few breaks between subjects, rather than completing the graded review in one sitting.

Friday 5/1/20	<p>To Do:</p> <ul style="list-style-type: none"><input type="checkbox"/> Complete the abbreviated reading log<input type="checkbox"/> Poetry: (5 min) Recite the first 2 stanzas of poem (PA)<input type="checkbox"/> Literature: (15 min) Complete the Discussion Questions (I)<input type="checkbox"/> Grammar/Writing: (15 min) Label and diagram (I)<input type="checkbox"/> Math: (20 min) Answer the questions(I)<input type="checkbox"/> History: (15 min) Answer the questions (I)<input type="checkbox"/> Science: (15 min) Answer the questions (I)<input type="checkbox"/> Latin: (15 min) Answer the questions (I)<input type="checkbox"/> Specials: Collect completed work for submission with this assignment (I)
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Poetry

My scholar recited the first two stanzas of "Break, Break, Break" from memory.

Parent Signature _____

Literature

Answer each of the following questions in 3-4 complete sentences. Responses should include a direct quotation:

- 1) Are Badger, Mole, and Water Rat true friends to Toad? Why or why not?

2) In the end, has Toad shown personal growth, is he really an “altered Toad”? Why or why not?

Grammar/Writing

Label and diagram the following sentences. If you do not label, you will not receive full credit!

1) Because Toad stole a motor car from a group of motorists, he was sent to jail for twenty years.

2) The water rat was entranced by the grey-eyed rat who had sailed over the seven years.

3) I pity whoever that dastardly Toad takes with him on the barge.

4) In two complete sentences, explain how a noun clause is different from an adjectival and an adverbial clause. If you reference how the clauses are diagrammed, remember to explain what the diagram means.

Math

Write neatly and legibly. Write the **letter of your answers choice** in the space provided.

1. What is the best classification for -25? _____
A. irrational number, and real number
B. whole number, integer, rational number, and real number
C. integer, rational number, and real number
D. rational number, and real number

2. What is the best classification for $\frac{3}{5}$? _____
A. irrational number, and real number
B. whole number, integer, rational number, and real number
C. integer, rational number, and real number
D. rational number, and real number

3. Find the absolute value. $|-5|$ _____
A. -5 B. C. 0 D. 5

Perform the indicated operation.

4. $3 + 2$ _____
A. -5 B. -1 C. 1 D. 5

5. $-4 + -2$

- A. -5 B. -2 C. 2 D. 6

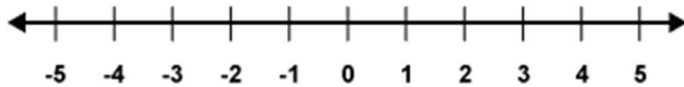
6. $-4 - 5$

- A. -9 B. -5 C. -1 D. 1

7. $3 - 7$

- A. -10 B. -4 C. 4 D. 10

8. Clearly graph the following on the number line: -3, 0, and 3.



9. What properties can be used after you convert the subtraction of integers into addition of the opposite?

History

*Using the resources from this week (notes, readings, worksheets), try your best to answer the following questions. **Where short answers are required, use complete sentences.***

1. Determine if each of the following statements pertains to the **Old Immigration** or the **New Immigration**. Write **OI** in the blank for Old Immigration or **NI** in the blank for New Immigration.

_____ Took place between 1820 and 1860

_____ Took place between 1870 and 1920

_____ Immigrants mostly came from Eastern and Southern European countries

_____ Immigrants mostly came from Northern and Western European countries

_____ Many immigrants came from countries with customs, religions, and languages similar to the existing population of the United States

_____ Many immigrants came from countries with customs, religions, and languages that were very different from the existing population of the United States

2. During the New Immigration, nearly one-third of immigrants did not intend to stay in the United States. Why?
- a. They only came to the United States because their parents came.
 - b. They wanted to work until they had enough money to afford land in their home country.
 - c. They faced too much discrimination.
 - d. They could not find housing.

3. What is a policy of giving preference to people who are already living in a country, rather than to immigrants?
- a. Nativism
 - b. Stereotyping
 - c. Persecution
 - d. Prejudice

4. What was one of the struggles that immigrants faced in coming to the United States and how did it affect their ability to start a new life in a new country? You may use the reading from Tuesday, or reflect on Monday's immigration simulation to craft your answer. Please use at least 2 complete sentences.

Science

*Using the resources from this week (notes, readings, worksheets), try your best to answer the following questions. **Where short answers are required, use complete sentences.***

1. What was the result of the experiment on Wednesday? What does this result demonstrate about electricity (or electric power)?

2. John Dalton agrees with Lavoisier that _____ surrounds all atoms.

3. Who is the scientist who said that atoms have electric power? _____
_____ (two words).

4. What did John Dalton say about atoms of different substances? Are they alike or different?

5. What does **electrolytical** mean?

6. John Dalton agrees with Newton that **change** is various chemical reactions resulting from the _____ and _____ of particles.

Latin

Answer the following questions based on this week's readings.

1) Choose the best translation:

tū nūbem mirābilem vīdistī.

- A. I saw a strange cloud.
- B. You felt incredible quakes.
- C. You saw a strange cloud.
- D. They felt incredible quakes.

2) Choose the best translation:

ego laribus sacrificium nōn fēcī.

- A. I did not make a sacrifice to the household gods.
- B. I made a sacrifice to the household gods.
- C. I did not give a sacrifice to my friend, Lars.
- D. We made a sacrifice to the household gods.

3) Choose the best translation:

iamprīdem larēs vīllam meam servāvērunt.

- A. Some time ago, the household gods destroyed my house.
- B. Some time ago, raiders destroyed my house.
- C. Some time ago, the household gods protected my family.
- D. Some time ago, the household gods protected my house.

4) Choose the best translation:

Caecilius Clementem ad fundum mīsīt.

- A. Clemens sent Caecilius to the farm.
- B. Caecilius sent Clemens to the foundation.
- C. Caecilius sent Clemens to the farm.
- D. Clemens sent Caecilius from the farm.

5) What person, number, and tense is a verb that ends with *-istī*?

- A. 2nd person, plural, perfect tense
- B. 3rd person, singular, perfect tense
- C. 2nd person, singular, imperfect tense
- D. 2nd person, singular, perfect tense

Specials

Collect completed work for PE, Art, and either Music or Drama to be submitted at the same time as this assignment.

Options for Turning in Work

1. **Hardcopy Packet Return:** Turn-in written responses to school at the beginning of the next week
 - a. Turn in full packet with student and teacher name written on the frontOR
 - b. Turn in completed Graded Review pages with student name, date, subject, teacher name on each page

*Please note other assignments such as flash cards are for the student's use in their study and should not be turned in.

2. **Electronic Submission:** Turn in electronically through your student's private Google Classroom account (detailed submission instructions will be given in your student's GC account in the "Friday Assignment" section, as well as on the GTX Resource webpage.

<https://www.greatheartsamerica.org/txresources/>