

GreatHearts

Northern Oaks



Distance Learning Packet

April 6 - April 9, 2020

4th grade

Ms. Ward

Mr. Grimes

Mr. Garrett

Ms. Lopez

Student Name: _____ Section: _____



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Student Attendance Affidavit

April 6 - April 9, 2020

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

Monday, April 6, 2020

Tuesday, April 7, 2020

Wednesday, April 8, 2020

Thursday, April 9, 2020

Student Name: _____ Grade/Homeroom: _____

Parent Name: _____ (printed)

Parent Signature: _____ Date: _____

Daily Student Instruction Sheet - MONDAY

MONDAY – 4/6/20

ELA

Spalding
(15 Minutes)

Literature
(30 Minutes)

Grammar/Writing
(25 Minutes)

Reading
(20+ minutes)

Spalding

Goal/Objective: Students will learn 5 new words

Materials needed: Spalding sheet (in packet), notebook paper, and a pencil.

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

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

Literature

Goal/Objective: Students will continue to reflect over the 4th completed classic, *Robin Hood*, through review of setting, plot, characters, and themes.

Materials needed: *Robin Hood* copy (physical or on blog), Student Worksheet (in packet), Blank Notebook Paper, and Reading Log (in packet)

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

- I/PA: Please spend 2 minutes reviewing the *narrative* (or story) of Robin Hood- either silently to yourself or with a sibling, parent, or other family member or friend.
- I: Students **WITH INTERNET ACCESS** will watch video with Miss Ward ([accessible here](#) and on the blog). Students will independently **copy notes** from Miss Ward.
- I: Students **WITHOUT INTERNET ACCESS** will **copy notes** from the packet onto blank notebook paper. Students will copy terms and set up plot charts to fill in/complete Tuesday.

Grammar/Writing

Goal/Objective: Students will learn the meaning of “Beauty is only skin deep”.

Materials needed: My Book of Sayings and Phrases (physical copy) , or the worksheet attached to Monday’s Grammar lesson (in packet)

Daily Student Instruction Sheet - MONDAY

	<p>Specific Instructions: (I = Independent; PA = Parent Assisted)</p> <ul style="list-style-type: none"><input type="checkbox"/> I: Student will write “Beauty is only skin deep” in the horizontally lined box at the top of the page.<input type="checkbox"/> PA: Student will spend 5 minutes discussing what they think the saying means with a parent or other family member.<input type="checkbox"/> I: Student will then write <u>“You can’t judge a person’s character by his or her looks”</u> down in the vertically lined box on the page.<input type="checkbox"/> I: Student will draw a picture that represents the saying in the box next to it.
<p>MATH (30 Minutes)</p>	<p>Math</p> <p>Goal/Objective: Students will learn about tally charts and line plots. Students will identify the median and the outliers for numerical sets of data.</p> <p>Materials needed: Review notes (on blog), 4B Workbook (in packet), 4B Textbook (physical copy)</p> <p>Specific Instructions: (I = Independent; PA = Parent Assisted)</p> <ul style="list-style-type: none"><input type="checkbox"/> I: Read review notes (Reference Textbook pgs. 106-111 if necessary)<input type="checkbox"/> I: Complete Workbook pgs. 121-123. Students must show their work on the worksheet.<input type="checkbox"/> I/PA: When complete, go over and check your work. Parents may assist, if needed.
<p>SCIENCE (25 Minutes)</p>	<p>Science</p> <p>Goal/Objective: Students will read about the “Life Cycle” in the FOSS Science Books</p> <p>Materials needed: FOSS Science books pg. 270-277 (on blog)</p> <p>Specific Instructions: (I = Independent; PA = Parent Assisted)</p> <ul style="list-style-type: none"><input type="checkbox"/> I: Students will read about the Life Cycle in the FOSS book, pgs. 270-277.
<p>LATIN (15 Minutes)</p>	<p>Latin</p> <p>Goal/Objective: 1) Begin learning “GDG1 Vocabulary”; 2) Begin translating <i>Ī, Canis. Ī!</i> (aka Go, Dog. Go!)</p>

Daily Student Instruction Sheet - MONDAY

Materials needed: 1) GDG1 Vocabulary Flashcards sheets (in packet) ; 2) “W3 Monday: Ī, Canis, Ī” worksheet (in packet); 3) “Week 3 Translation Answer Key” (in packet)

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

- I: Make GDG1 Vocabulary Flashcards, following the included instructions
- I: Complete “W3 Monday: Ī, Canis, Ī” worksheet
 - You can hear the text [here](#)
- I: Check your translation using “Week 3 Translation Answer Key”

OPTIONAL

Art (10 Minutes)

PE (10 Minutes)

PE

Goal/Objective: Progress in strength, building upon your W2 numbers

Materials needed: W2 Log (in previous packet), W3 Log (in packet)

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

- I: Warmup (optional)
- I: Find 10% of last week’s reps/time (W2 X 0.1)
- I: Add that 10% to your W2 reps/time
- I: Complete Log
- I: Lie-down and Breathe
- I: Save log in safe place

Art

Goal/Objective: Use tertiary colors in a piece of artwork

Materials needed: Acrylics, watercolors, **OR** tempera paints (whatever is available to you)

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

- PA: Look at and compare the 2 paintings by Matisse and Cezanne - compare the colors that are being used.
- I: Find the tertiary colors in your paint set.
- I: Start painting the Matisse-inspired still life (You will have time to work on it on Wednesday!)

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

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

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

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

Repeat this process 1 more time, so each word has been practiced a total of 2 times or a maximum of 20 minutes of work.

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

Word	Example sentence	Notes
<u>de</u> <u>scend</u>	The moon was starting to <u>descend</u> .	r. 4, 2 verb Base word.
<u>de</u> <u>scent</u>	The plane had gone into a deep <u>descent</u> .	r. 4, 2 noun Base word.
as <u>cent</u>	The path started to <u>ascend</u> more steeply.	r. 2 verb
as <u>cent</u>	My legs were tired after the <u>ascent</u> to the top of the hill.	r. 2 noun Phonogram, unusually, is broken apart for syllables.

What does this mean?

Draw a picture.

Beauty is only skin deep.

What does this mean?

Draw a picture.

Beauty is only skin deep.

What does this mean?

You can't judge
a person's
character by his
or her looks.

Draw a picture.



Name: _____ # _____ Section: _____

4th grade students will read 20 minutes a day. Reading logs are DUE to homeroom teacher every MONDAY.

Date Ex. 8/26/19	Title and Genre of Book Ex. <i>The Wonderful Wizard of Oz</i> / Fantasy Fiction	Write a <i>brief</i> summary about what you read. Be sure to include only main ideas.	Parent Initial
Monday _____			
Tuesday _____			
Wednesday _____			
Thursday _____			
Friday _____			
OPTIONAL Weekend _____			

Elements of Narrative Notes Student WS

Monday, April 6

**A narrative – tells a story and is made up of

- Setting:

- Characters:

- Action/Conflict:

Friendly Notes

Organizing and Analyzing Data

The results of surveys can be organized in different ways to help us analyze the data more easily. For example, we can organize the data from the least value to the largest value or we can use a line plot to present the data. The middle number of a set of data is called the **median**. The value that appears most often in a set of data is the **mode** of the data. There can be more than one mode.

A survey was conducted to find the number of fruits 20 students eat in a day. The data collected is recorded in the tally chart.

Number of fruits eaten	Tally
0	////
1	### /
2	### //
3	///

We organize the data from least to most.

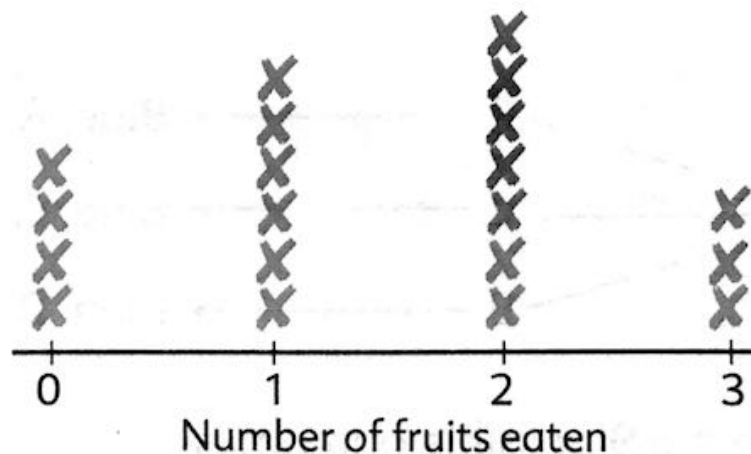
0, 0, 0, 0, 1, 1, 1, 1, 1, 1, 2, 2, 2, 2, 2, 2, 2, 2, 3, 3, 3

middle
numbers

$$\text{Median} = \frac{1 + 2}{2} = 1.5$$

$$\text{Mode} = 2$$

The data is shown on a line plot as follows:



EXERCISE 1

1. Lisa carried out a survey among her friends to find their ages. She recorded the results in a tally chart.

Age	Number of friends
8	//
9	###
10	///
11	//
12	

- (a) Organize the data beginning with the smallest.

8, 8, 9, _____, _____, _____, _____,
_____, _____, _____, _____,
_____, _____,

- (b) Her youngest friends are _____ years old.

- (c) Her oldest friend is _____ years old.

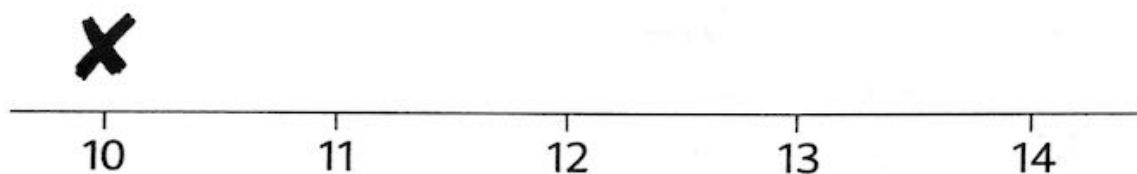
- (d) The difference between the oldest and youngest is
_____ - _____ = _____ years.

- (e) Her friends' median age is _____ years old.

2. Curtis scored the following points in his last 7 basketball games.

10, 14, 12, 13, 12, 12, 14

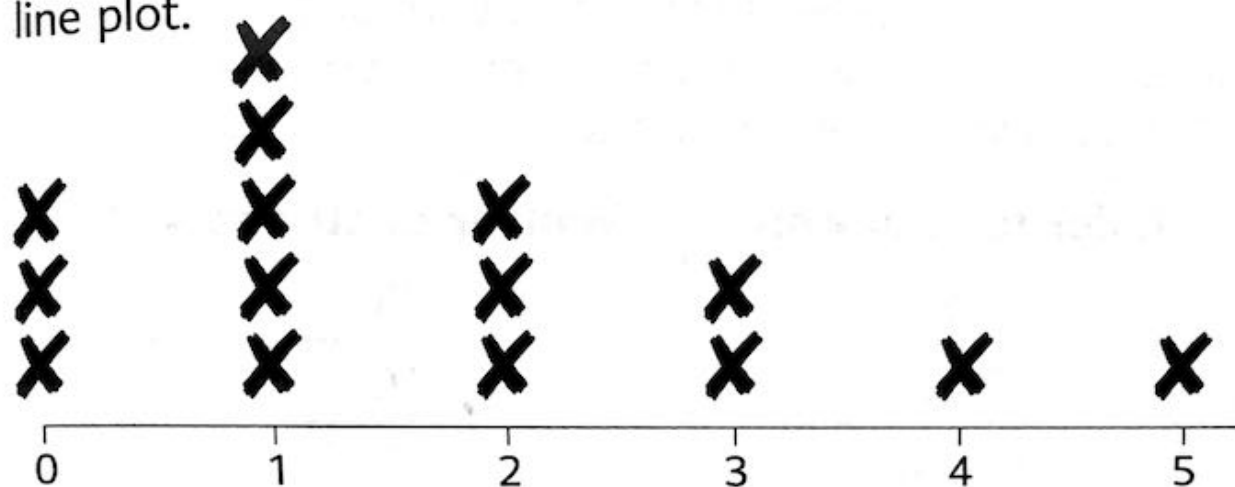
Record Curtis' scores on the line plot below.



- (a) The least number of points Curtis scored is _____.
- (b) The highest number of points Curtis scored is _____.
- (c) His median score is _____ points.

Monday April 6, W3-D1 *ASSIGNMENT

3. Juan carried out a survey among his friends to find out the numbers of siblings they have. He recorded the data on a line plot.



- (a) Juan surveyed _____ friends.
- (b) The highest number of siblings is _____.
- (c) The lowest number of siblings is _____.
- (d) The difference between the highest and lowest numbers of siblings is
_____ - _____ = _____.
- (e) The median number of siblings is _____.
4. Simon measured the height of his friends and recorded the data in the table below.

Height in cm	150	145	152	143	149	138
--------------	-----	-----	-----	-----	-----	-----

- (a) Organize the data from least to greatest.

- (b) What is the median height of his friends? _____

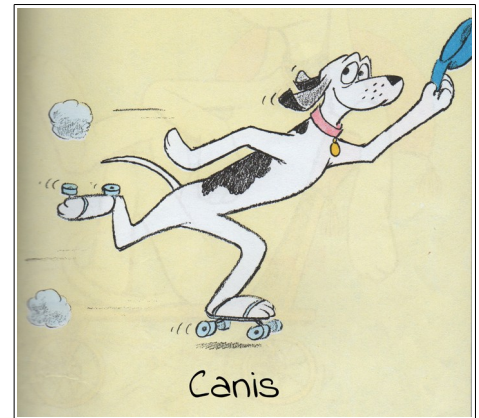
Week 3 Monday: *Ī, Canis, Ī*

Go Dog Go part 2

Instructions

Translate the following pages from the classic children's book, *Ī, Canis, Ī*, and answer the questions. (Listen to this text at https://bit.ly/W3D1_4th)

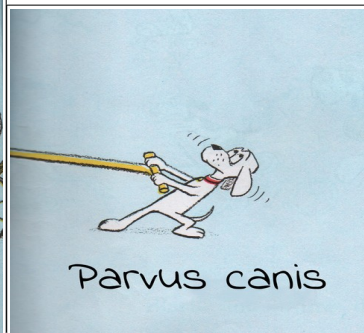
1) Canis



2) Magnus canis.

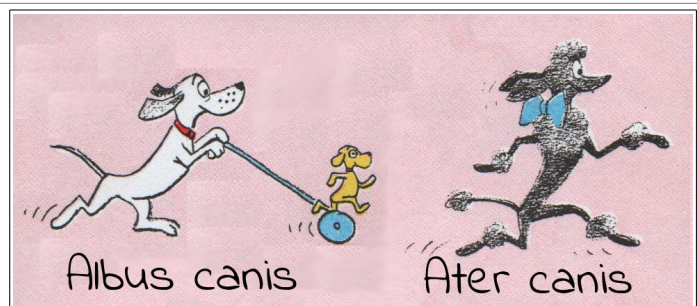


3) Parvus canis.



4) Albus canis.

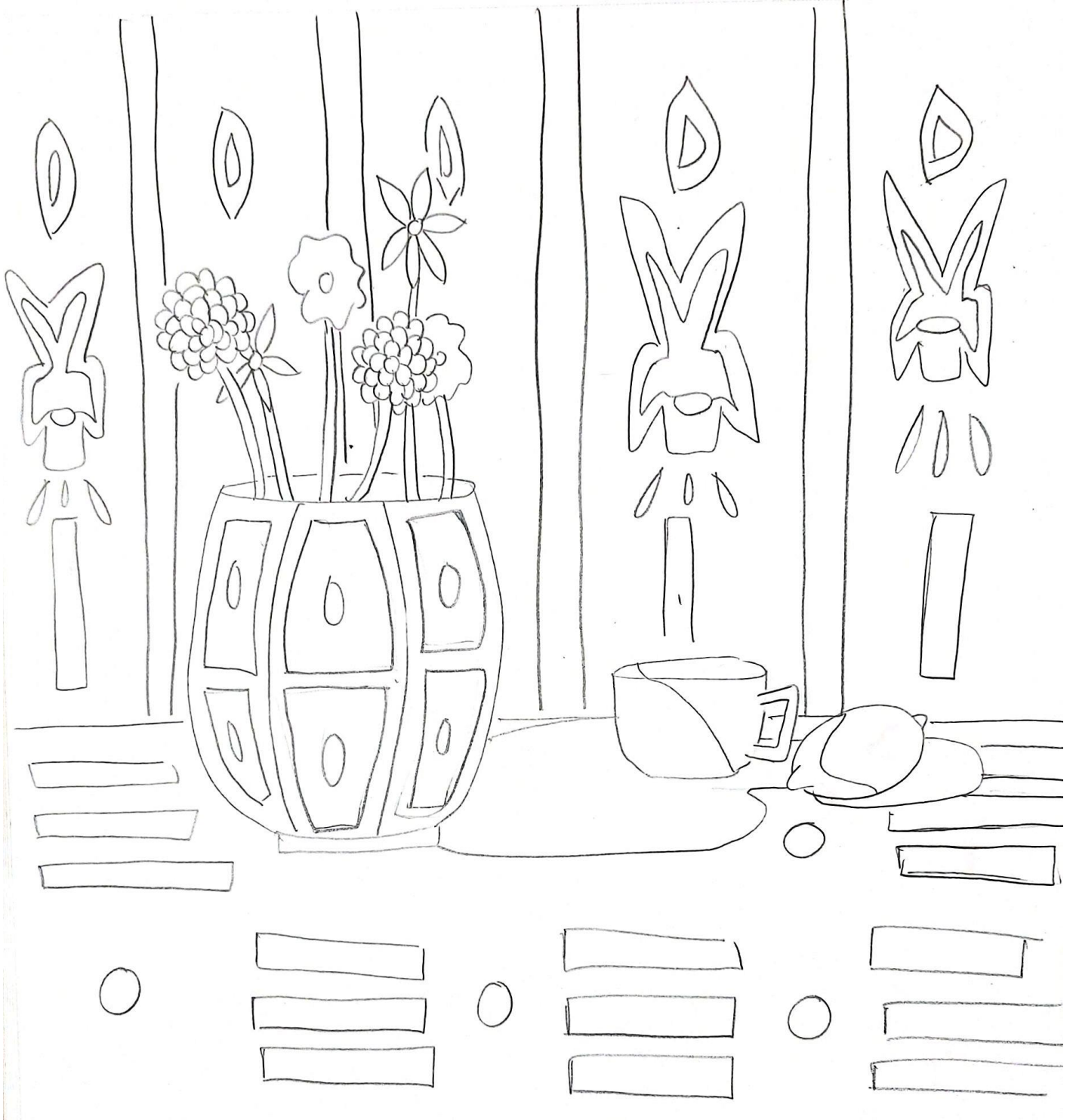
5) Āter canis.

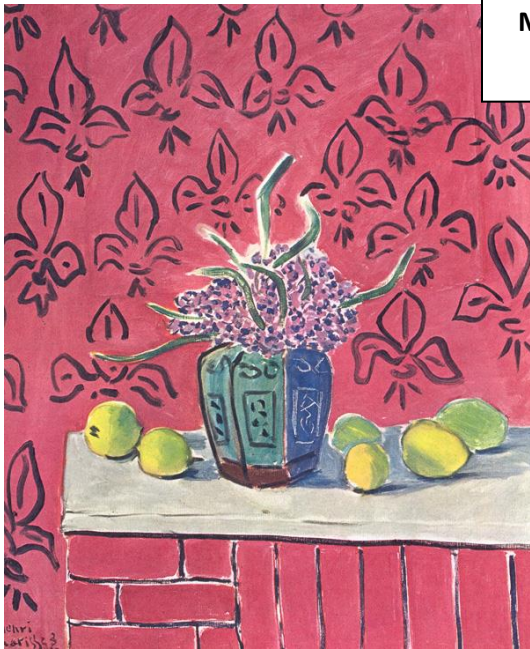


Matisse-Inspired Still Life (4th grade)

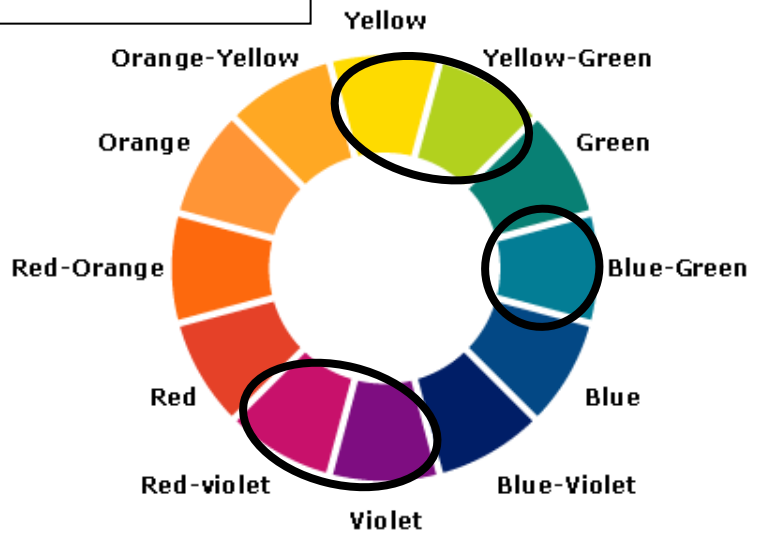
Name:

Section:





Matisse uses only TERTIARY and SECONDARY colors.



Still Life with Lemons, Henri Matisse. 1943.



Cezanna uses only PRIMARY colors (Red, Yellow, Blue).

Still Life with Apples and Peaches, Cezanne. 1905.

Instructions

Using watercolors, acrylics, or tempera paints paint the Matisse-inspired still life.

It is important that you don't scrub and that you don't use too much water (it will tear the paper)!

Choose **only** from these colors:

- Yellow-green
- Blue-Green
- Blue-violet
- Red-violet
- Red-orange



Miss Prather's example

W3 LOG

NAME: _____

WEEK: April 06-10

PE – Corcoran

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

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

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

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

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

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

Tuesday.

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

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

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

Daily Student Instruction Sheet - TUESDAY

TUESDAY – 4/7/20

ELA

Spalding
(15 Minutes)

Literature
(30 Minutes)

Grammar/Writing
(25 Minutes)

Reading
(20+ minutes)

Spalding

Goal/Objective: Students will learn 5 new words.

Materials needed: Spalding sheet (in packet), notebook paper, and a pencil.

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

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

Literature

Goal/Objective: Students will continue to reflect on *Robin Hood* by reviewing: setting, plot, characters, and themes.

Materials needed: *Robin Hood* copy(physical copy or on blog), Note sheet from Monday (in packet), Notes Key to copy (in packet) **OR** watch video with Miss Ward (on the blog), and Reading Log (in packet)

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

- I/PA: Please spend 2 minutes reviewing notes taken and charts made on Monday. Today, students will fill them in.
- I: Students **WITH INTERNET ACCESS** will watch video with Miss Ward ([accessible here](#) and on the blog). Students will independently **fill in notes from Monday** with Miss Ward.
- I: Students **WITHOUT INTERNET ACCESS** will **fill in notes from Monday** onto Student Worksheet and chart from Monday . Students will use each of the Keys included in packet to fill out Worksheet and Plot Chart.

Grammar/Writing

Goal/Objective: Students will practice labeling parts of speech.

Materials needed: “Parts of Speech 1” worksheet (in packet), a pencil, and their grammar spiral for referencing notes (physical copy).

Daily Student Instruction Sheet - TUESDAY

	<p>Specific Instructions: (I = Independent; PA = Parent Assisted)</p> <ul style="list-style-type: none"> <input type="checkbox"/> I: Students will complete the “Parts of Speech 1” worksheet. Parent may assist if necessary.
<p>MATH (30 Minutes)</p>	<p>Math</p> <p>Goal/Objective: Students will identify the mode for a categorical set of data.</p> <p>Materials needed: Review notes (on blog), 4B Workbook (in packet), 4B Textbook and pgs. 157-158 (physical copy).</p> <p>Specific Instructions: (I = Independent; PA = Parent Assisted)</p> <ul style="list-style-type: none"> <input type="checkbox"/> I: Read review notes (Reference Textbook pgs. 106-111 if necessary) <input type="checkbox"/> I: Complete Workbook pg. 124, and pgs. 157-158 from packet. Students must show their work on the workbook page and packet pages 157-158. <input type="checkbox"/> I: When complete, go over and check your work. Parents may assist, if needed.
<p>SCIENCE (25 Minutes)</p>	<p>Science</p> <p>Goal/Objective: Observe the Life Cycle</p> <p>Materials needed: FOSS book comprehension Questions (pg. 277) (on blog), Cup, Soil, bean, Plant Observation WS (in packet).</p> <p>Specific Instructions: (I = Independent; PA = Parent Assisted)</p> <ul style="list-style-type: none"> <input type="checkbox"/> I: Answer comprehension questions on pg. 277 in FOSS book <input type="checkbox"/> I/PA: Using the cup, soil, and bean, have students plant and water bean. <input type="checkbox"/> I: Fill out the first page of the observation sheet. Students should use complete sentences and including the following: <ol style="list-style-type: none"> 1. Date 2. Notes on how you take care of the plant, and its growth. 3. A drawing of the plant, preferably in color.
<p>LATIN (15 Minutes)</p>	<p>Latin</p> <p>Goal/Objective: 1) Study “GDG1 Vocabulary”(in packet); 2) Continue translating <i>Ī, Canis. Ī!</i> (aka <i>Go, Dog. Go!</i>) (in packet)</p> <p>Materials needed: 1) GDG1 Vocabulary Flashcards; 2) “W3 Tuesday: Ī, Canis, Ī” worksheet; 3) “Week 3 Translation Answer Key”</p>

Daily Student Instruction Sheet - TUESDAY

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

- I: Study GDG1 Vocabulary five minutes using either:
 - GDG1 Flashcards or
 - [Quizlet](#)
- I: Complete “W3 Tuesday: Ī, Canis, Ī” worksheet
 - You can hear the text [here](#)
- I: Check your translation using “Week 3 Translation Answer Key”

OPTIONAL

Music (15 Minutes)

Music

Goal/Objective: Practice rhythms

Materials needed: Various colored cups (I used egg dying cups when I did this at home with my family.) [Video Link to Blog for demonstration](#)

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

- I: Teach your family the “Funky Chicken”
- I: **The words are:** Do the Funky Chicken now, what’s that you say, you say, do the Funky Chicken now, what’s that you say? (repeat)
- Remember to yell out a color of the plastic cups you are using after the repeat.
- Then say: Ooo, ah, ah, ah; Ooo, ah, ah, ah, Ooo, ah, ah, ah, Ooo what you say now! Ooo, ah, ah, ah; Ooo, ah, ah, ah, Ooo, ah, ah, ah, Ooo what you say GRAB! Hup, hup, hup, 2, 3, 4! Hup, hup, hup, 2, 3, STOP!
- Remember to grab your cup and then move it in rhythm as you say the words. Do this slowly as you teach your family!
- The actions are:** Slap knees, clap hands, touch left elbow, clap, slap knees, clap, touch right elbow, clap hands
- Do it again, but remember the part about touching the elbows with only a clap in between: Slap knees, clap hands, touch left elbow, clap, touch right elbow, clap, slap knees twice.
- Now yell out a color! The person(s) with that color go into the circle and dance the Funky Chicken. Everyone else does the following actions:
 - *slap floor in front of you while saying “Ooo”.
 - *slap knees while saying “Ah, ah, ah”
- Repeat 3 times
- 4th time say “Ooo, what you say now?”
- Repeat but this time on the 4th time say, “Ooo, what you say STOP!”
- Play the game again slowly until everyone has it.
- Watch the video on my blog to refresh your memory and let others in your family see how to play the game.
- Take it slowly today. We’ll speed it up on Thursday.

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

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

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

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

Repeat this process 1 more time, so each word has been practiced a total of 2 times or a maximum of 20 minutes of work.

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

Word	Example sentence	Notes
<u>fi</u> nal <u>ly</u>	I <u>finally</u> got to go to the gym after being quarantined for two months.	r. 5, 6 Base word: final Ending: ly Choose "ly" not "y" as ending when base word ends with /l/.
<u>fi</u> nal	She got an A on her <u>final</u> draft.	r. 5 Base word.
<u>de</u> vel <u>op</u>	If you workout consistently you will <u>develop</u> big muscles.	r. 4 verb Base word.
<u>en</u> vel <u>op</u>	She watched the fog <u>envelop</u> the car as he drove off.	Verb- explain meaning "surround" Base word.
<u>en</u> vel <u>ope</u>	I wrote a letter and put it in an <u>envelope</u> .	What would I surround a letter with in order to mail it? Base word.

Name: _____ Date: _____ #: _____

Parts of Speech 1

For each sentence below, label the:

SN – subject noun

V – verb

DO – direct object

IO – indirect object (if present)

ADJ – adjective

AA – article adjective

ADV – adverb

P- preposition

OP- object of the preposition

PPA- possessive pronoun adjective

1. Pam liked my new dress.
2. Mary wrote a great speech for the assembly.
3. I carried Dave's backpack to the bus stop for her.
4. Mariah collects shells at the beach.
5. Teresa ate breakfast on the run.
6. Daniel wrote the Arabic alphabet on the board.
7. Antonio hurt his knee in football practice.

Name: _____ Date: _____ #: _____

8. I needed a postage stamp for the letter.

9. The librarian gave Isabel a book.

10. Tommy sold Ray his car.

Unit 10 : Data Analysis and Probability

Friendly Notes

Organizing and Analyzing Data

The results of surveys can be organized in different ways to help us analyze the data more easily. For example, we can organize the data from the least value to the largest value or we can use a line plot to present the data. The middle number of a set of data is called the **median**. The value that appears most often in a set of data is the **mode** of the data. There can be more than one mode.

A survey was conducted to find the number of fruits 20 students eat in a day. The data collected is recorded in the tally chart.

Number of fruits eaten	Tally
0	////
1	### /
2	### //
3	///

We organize the data from least to most.

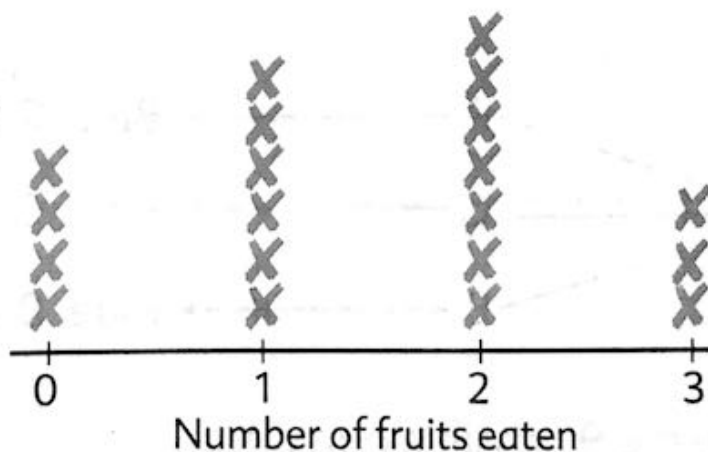
0, 0, 0, 0, 1, 1, 1, 1, 1, 1, 2, 2, 2, 2, 2, 2, 2, 2, 3, 3, 3

middle
numbers

$$\text{Median} = \frac{1 + 2}{2} = 1.5$$

$$\text{Mode} = 2$$

The data is shown on a line plot as follows:

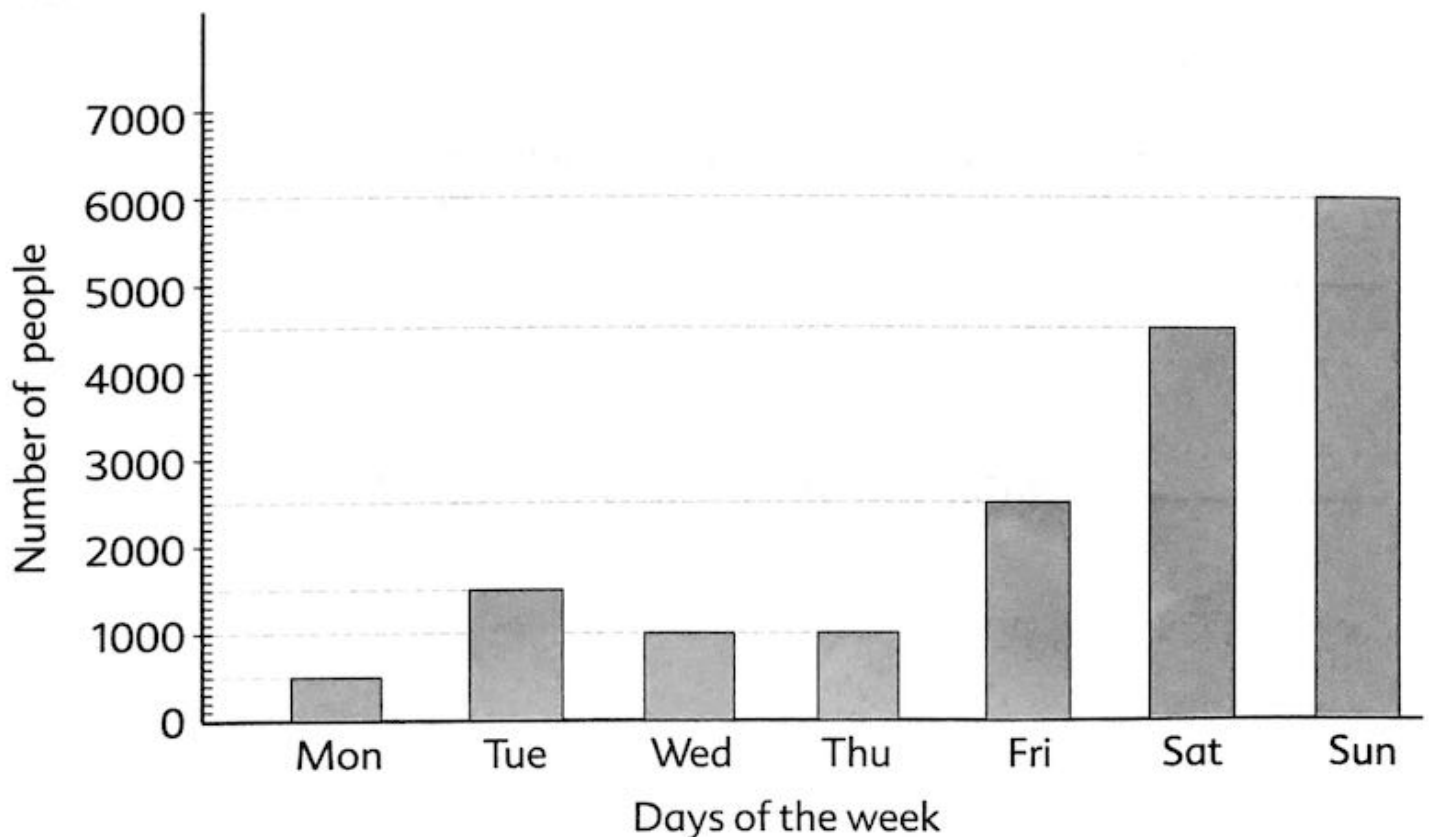


Bar Graphs

A **bar graph** makes comparison of data easy.

The table below shows the number of people who went to a concert during a week.

Day	Number of people
Monday	500
Tuesday	1500
Wednesday	1000
Thursday	1000
Friday	2500
Saturday	4500
Sunday	6000



EXERCISE 2

1. The principal surveyed the students at school to find out which color they would like for the school uniforms. He recorded the results in a table.

Color for uniforms	Number of students
Red	73
Blue	110
Green	57
Black	44

- (a) Most students want the color _____ for their uniforms.
- (b) The color that the least number of students want is _____.
- (c) The mode of the data is the color _____.
2. Timothy recorded the number of cars, trucks and motorcycles that passed in front of his school in a one-hour period. He recorded the data in the table below.

Vehicle type	Number of vehicles
Car	21
Truck	6
Motorcycle	3

- (a) Most of the vehicles that passed by were _____.
- (b) The mode of the set of data is _____.
- (c) The kind of vehicle that passed by the least was _____.
- (d) _____ more cars than trucks passed by.
- (e) _____ fewer motorcycles passed by than cars.

Exercise 1 : Organizing and Analyzing Data

1. Study the tally chart and answer the questions that follow.

Number of children in a family	Tally
0	///
1	### //
2	### /
3	### /
4	### ///

- (a) How many families have no children? _____
- (b) What is the greatest number of children shown in the tally chart?

- (c) How many families are there altogether? _____

2. (a) Use the data shown in the tally chart on page 157 to plot a line graph.

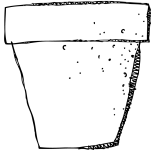

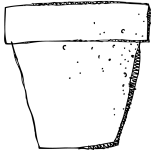
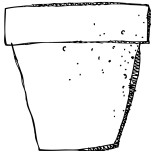
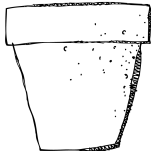
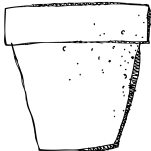
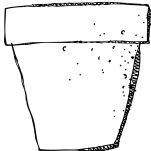
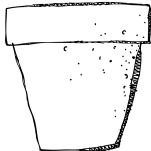
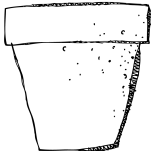
- (b) What is the mode?

Plant Observation Journal



Type of Seeds Planted: _____

Date Seeds Planted: _____

<p>Day: _____ <i>Notes:</i></p> 	<p>Day: _____ <i>Notes:</i></p> 	<p>Day: _____ <i>Notes:</i></p> 
<p>Day: _____ <i>Notes:</i></p> 	<p>Day: _____ <i>Notes:</i></p> 	<p>Day: _____ <i>Notes:</i></p> 
<p>Day: _____ <i>Notes:</i></p> 	<p>Day: _____ <i>Notes:</i></p> 	<p>Day: _____ <i>Notes:</i></p> 

Week 3 Tuesday: *Ī, Canis, Ī*

Go Dog Go part 2

Instructions

Translate the following pages from the classic children’s book, *Ī, Canis, Ī*, and answer the questions. (Listen to this text at https://bit.ly/W3D2_4th)

1) Magnī canēs et parvī canēs.

2) Ātrī et albī canēs.



3) Why do the adjectives end

in “-ī” rather than “-us”? - _____

4) What is the difference between “canis” and “canēs”? - _____

5) “Salvē!” - _____

6) “Te dēlectat galērum meum?”

7) “Nōn.” - _____

8) “Valē!” - _____



Daily Student Instruction Sheet - WEDNESDAY

WEDNESDAY – 4/8/20

ELA

Spalding
(15 Minutes)

Literature
(30 Minutes)

Grammar/Writing
(25 Minutes)

Reading
(20+ minutes)

Spalding

Goal/Objective: Students will learn 5 new words.

Materials needed: Spalding sheet (in packet), notebook paper, and a pencil.

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

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

Literature

Goal/Objective: Students will begin reading their 5th and final Classic to Keep, *The Princess and the Goblin*, with fluency and comprehension. Students will understand, make inferences, and draw conclusions about the structure and elements of fiction and provide evidence from the text to support their understanding.

Materials needed: The Princess and the Goblin (physical copy or on blog) and Reading Log (in packet)

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

- I/PA: Students will watch Introduction Video with Miss Ward (linked here as well as on 4th grade blog) with helpful tips and guidelines for reading and understanding *The Princess and the Goblin*.
 - I/PA: Students will read Chapter 1 and Chapter 2 of *The Princess and the Goblin*. Parents may assist, if needed.
-

Grammar/Writing

Goal/Objective: Students will practice labeling parts of speech.

Materials needed: “Parts of Speech 2” worksheet (in packet), a pencil, and their Grammar spiral for referencing notes (physical copy).

Daily Student Instruction Sheet - WEDNESDAY

	<p>Specific Instructions: (I = Independent; PA = Parent Assisted)</p> <ul style="list-style-type: none"> <input type="checkbox"/> I: Student will complete the “Parts of Speech 2” worksheet. Parents may assist, if needed.
<p>MATH (30 Minutes)</p>	<p>Math</p> <p>Goal/Objective: Students will express outcomes from a probability experiment and express outcomes verbally and numerically..</p> <p>Materials needed: Review notes (on blog), 4B Workbook (in packet), 4B Textbook (physical copy)</p> <p>Specific Instructions: (I = Independent; PA = Parent Assisted)</p> <ul style="list-style-type: none"> <input type="checkbox"/> I: Read review notes (Reference Textbook pgs. 112-113 if necessary) <input type="checkbox"/> I: Complete Workbook pgs. 125-126. Students must show their work on the workbook pages. <p>I: When complete, go over and check your work. Parents may assist, if needed.</p>
<p>SCIENCE (25 Minutes)</p>	<p>Science</p> <p>Goal/Objective: Read and answer questions about the Darkling Beetle on pgs. 278-281</p> <p>Materials needed: FOSS Science Book pgs. 278-281 (on blog), lined piece of paper, Plant Observation WS (in packet).</p> <p>Specific Instructions: (I = Independent; PA = Parent Assisted)</p> <ul style="list-style-type: none"> <input type="checkbox"/> I: Read pgs. 278-281 in FOSS Science Book on the Darkling Beetle <input type="checkbox"/> I: Answer Comprehension Questions in the FOSS Science Book pg. 281. Answer must include the following: <ol style="list-style-type: none"> 1) Complete sentences: e.g. From the bar graph we can see the various forms of life... 2) Cursive <input type="checkbox"/> I: Fill out the plant observation sheet for today.
<p>LATIN (15 Minutes)</p>	<p>Latin</p> <p>Goal/Objective: Students will learn about the verb <i>eō</i>.</p> <p>Materials needed: 1) “The Verb <i>eō</i>” teacher notes (on blog); 2) “Wednesday <i>eō</i> Worksheet”(in packet); 2) “Week 3 Translation Answer Key”(in packet);</p>

Daily Student Instruction Sheet - WEDNESDAY

	<p>Specific Instructions: (I = Independent; PA = Parent Assisted)</p> <ul style="list-style-type: none"><input type="checkbox"/> I: Read/view the eō presentation in one of the following ways:<ul style="list-style-type: none"><input type="checkbox"/> Read the included “The Verb eō” teacher notes, or<input type="checkbox"/> Watch “The Verb eō” presentation here<input type="checkbox"/> I: Complete “Wednesday eō Worksheet”<ul style="list-style-type: none"><input type="checkbox"/> Make sure to write your name and section on the top<input type="checkbox"/> I: Check your work using the “Week 3 Translation Answer Key”
<p>OPTIONAL PE (10 Minutes) Art (10 Minutes)</p>	<p>PE</p> <p>Goal/Objective: Repeat Monday’s exercises</p> <p>Materials needed: W3 Log</p> <p>Specific Instructions: (I = Independent; PA = Parent Assisted)</p> <ul style="list-style-type: none"><input type="checkbox"/> I: Warmup (optional)<input type="checkbox"/> I: Complete Log (Stay within your 10% increase that you found Monday)<input type="checkbox"/> I: Lie-down and Breathe<input type="checkbox"/> I: Save log in safe place <p>Art</p> <p>Goal/Objective: Complete Matisse-inspired still life</p> <p>Materials needed: paints used MONDAY</p> <p>Specific Instructions: (I = Independent; PA = Parent Assisted)</p> <ul style="list-style-type: none"><input type="checkbox"/> I: Finish painting your Matisse-inspired still life

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

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

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

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

Repeat this process 1 more time, so each word has been practiced a total of 2 times or a maximum of 20 minutes of work.

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

Word	Example sentence	Notes
<u>c</u> ir <u>c</u> um <u>s</u> tance	School was out due to an unforeseen <u>circumstance</u> .	r. 2 Base word.
<u>c</u> ir <u>c</u> um <u>f</u> er <u>e</u> nce	We learned how to find the <u>circumference</u> of a circle in math class.	r. 2 Base word.
<u>c</u> ir <u>c</u> le	Eliana drew a <u>circle</u> on her paper.	r. 2 Base word.
<u>i</u> s <u>s</u> ue	The city council had an important <u>issue</u> to discuss.	r. 29 Base word.
<u>t</u> is <u>s</u> ue	He used a <u>tissue</u> to blow his nose.	r. 29 Base word.

Name: _____ Date: _____ # _____

Parts of Speech 2

For each sentence below, label the:

SN – subject noun

V – verb

DO – direct object

IO – indirect object (if present)

ADJ – adjective

AA – article adjective

ADV – adverb

P- preposition

OP- object of the preposition

PPA- possessive pronoun adjective

1. The police officer gave him a ticket for reckless operation.
2. Should Elliot bring Mother her robe?
3. The teacher showed us a shortcut to the problem.
4. We recycle newspapers.
5. Steven served his parents breakfast on their anniversary.
6. Mrs. Conrad wrote her representative a letter about toxic waste.
7. Vincent bought his dad a new wallet.
8. The teacher assigned Kim a report for extra credit.

Name: _____ Date: _____ # _____

9. The restaurant had burritos on the menu.

10. Nathaniel told Chris the best idea for a costume.

~ CHAPTER 1 ~

Why the Princess Has a Story about Her

There was once a little princess whose father was king over a great country full of mountains and valleys. His palace was built upon one of the mountains and was very grand and beautiful. The princess, whose name was Irene, was born there, but she was sent soon after her birth, because her mother was not very strong, to be brought up by country people in a large house, half castle, half farmhouse, on the side of another mountain, about halfway between its base and its peak.

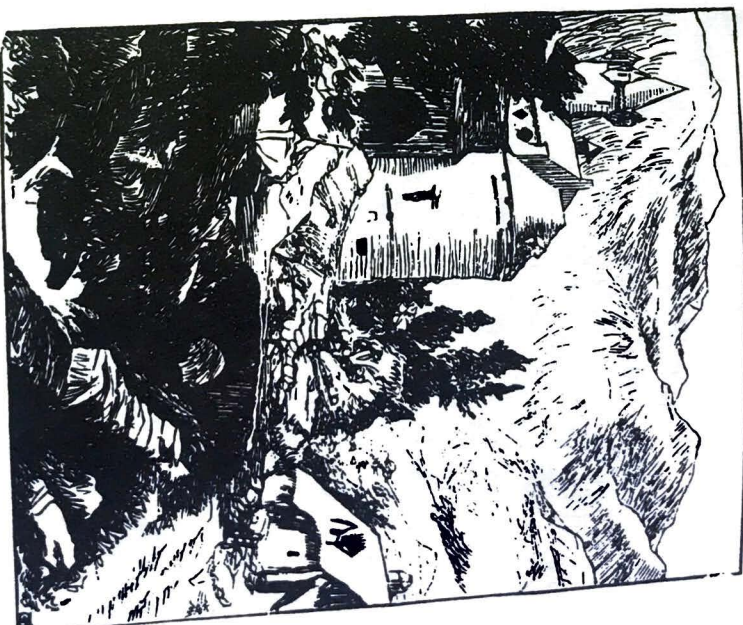
The princess was a sweet little creature and at the time my story begins was about eight years old, I think, but she got older very fast. Her face was fair and pretty, with eyes like two bits of night sky, each with a star dissolved in the blue. Those eyes, you would have thought, must have known they came

from there, so often were they turned up in that direction. The ceiling of her nursery was blue with stars in it, as like the sky as they could make it. But I doubt if ever she saw the real sky with the stars in it, for a reason, which I had better mention at once.

These mountains were full of hollow places underneath, huge caverns and winding ways, some with water running through them and some shining with all colors of the rainbow when a light was taken in. There would not have been much known about them had there not been mines there, great deep pits, with long galleries and passages running off from them, which had been dug to get at the ore of which the mountains were full. In the course of digging the miners came upon many of these natural caverns. A few of them had far-off openings out on the side of a mountain or into a ravine.

Now in these subterranean caverns lived a strange race of beings, called by some gnomes, by some kobolds, by some goblins. There was a legend current in the country that at one time they lived above ground and were very like other people. But for some reason or other, concerning which there were different legendary theories, the king had laid what they thought too severe taxes upon them, or required observances of them they did not like, or had begun to treat them with

more severity in some way or other, and to impose stricter laws; and the consequence was that they had all disappeared from the face of the country. According to the legend, however, instead of going to some other country they had all



taken refuge in the subterranean caverns, whence they never came out but at night, and then seldom showed themselves in any numbers and never to many people at once. It was only in the least frequented and most difficult parts of the mountains that they were said to gather, even at night in the open air.

Those who had caught sight of any of them said that they had greatly altered in the course of generations; and no wonder, seeing they lived away from the sun, in cold and wet and dark places. They were now, not ordinarily ugly, but either



absolutely hideous or ludicrously grotesque both in face and form. There was no invention, they said, of the most lawless imagination expressed by pen or pencil, that could surpass the extravagance of their appearance. And as they grew misshapen in body, they had grown in knowledge and cleverness

and now were able to do things no mortal could see the possibility of. But as they grew in cunning, they grew in mischief, and their great delight was in every way they could think of to annoy the people who lived in the open-air story above them. They had enough of affection left for each other to preserve them from being absolutely cruel for cruelty's sake to those that came in their way; but still they so heartily cherished the ancestral grudge against those who occupied their former possession, and especially against the descendants of the king who had caused their expulsion, that they sought every opportunity of tormenting them in ways that were as odd as their inventors; and although dwarfed and misshapen, they had strength equal to their cunning. In the process of time they had got a king and a government of their own, whose chief business, beyond their own simple affairs, was to devise trouble for their neighbors. It will now be pretty evident why the little princess had never seen the sky at night. They were much too afraid of the goblins to let her out of the house then, even in company with ever so many attendants; and they had good reason, as we shall see by and by.

~ CHAPTER 1 ~

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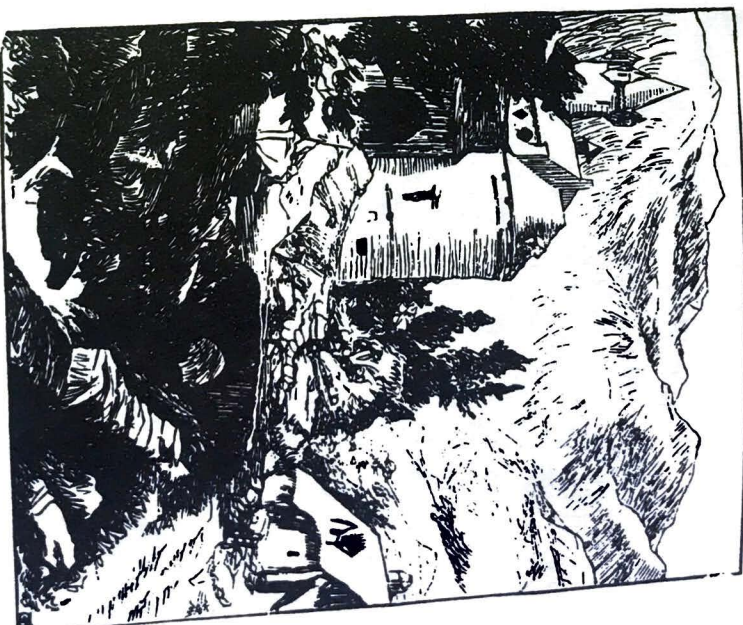
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Probability Experiments

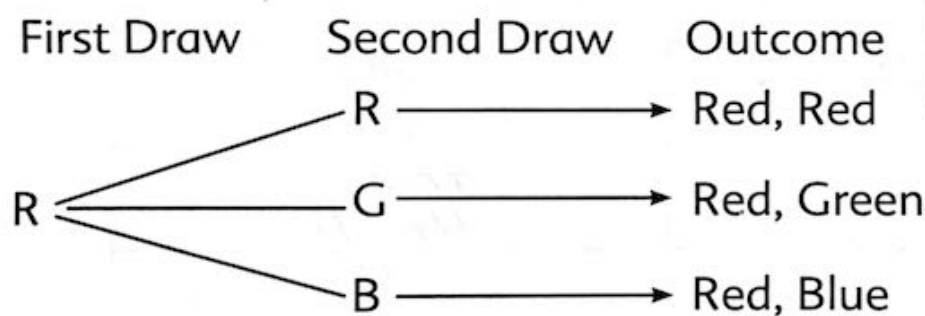
We can conduct **probability experiments** to determine the probability of an outcome.

Order of Outcomes

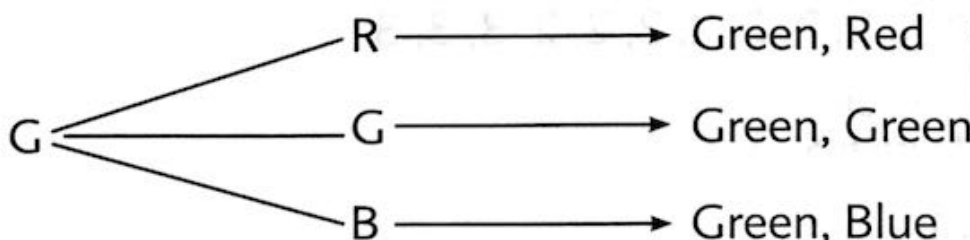
A tree diagram is used to show the possible outcomes of an experiment.

Suppose a bag contains red balls, green balls and blue balls. Two balls are drawn from the bag each time.

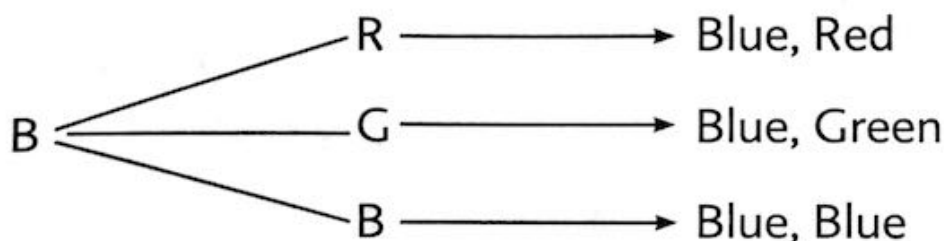
The tree diagram below shows the possible outcomes of the experiment.



I draw a red ball on my 1st try.



I draw a green ball on my 1st try.



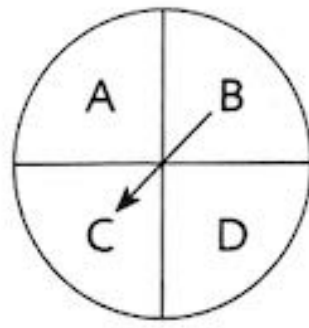
I draw a blue ball on my 1st try.



There are 9 possible outcomes.

EXERCISE 3

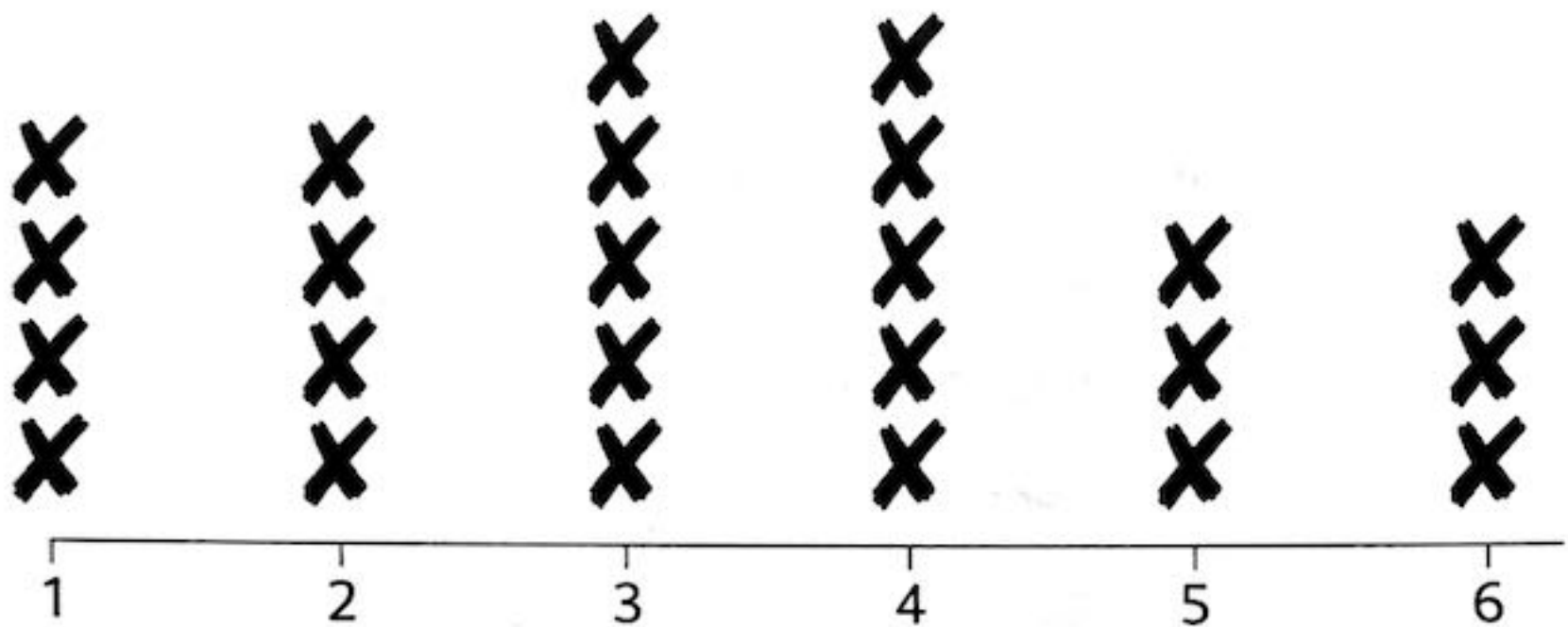
1. Araceli spinned a spinner and recorded the outcomes on a tally chart.



Section A	###
Section B	
Section C	###
Section D	

- (a) The spinner landed on Section A _____ out of 20 times.
- (b) The spinner landed on Section A $\frac{\square}{20} = \frac{\square}{4}$ of the time.
- (c) The spinner landed on Section B _____ out of _____ times.
- (d) The spinner landed on Section B $\frac{4}{20} = \frac{1}{\square}$ of the time.
- (e) The spinner landed on Section C _____ out of _____ times.
- (f) The spinner landed on Section C $\frac{\square}{\square}$ of the time.
- (g) The spinner landed on Section D _____ out of _____ times.
- (h) The spinner landed on Section D $\frac{\square}{\square} = \frac{\square}{\square}$ of the time.

2. Phillip rolled a regular six-sided die and recorded the results on the line plot below.



- (a) Phillip rolled the die _____ times.
- (b) He rolled a two _____ out of _____ times.
- (c) He rolled a two $\frac{\square}{\square}$ of the time.
- (d) He rolled a four _____ out of _____ times.
- (e) He rolled a four $\frac{\square}{\square}$ of the time.
- (f) He rolled a six _____ out of _____ times.
- (g) He rolled a six $\frac{\square}{\square}$ of the time.
- (h) He rolled a number less than three $\frac{\square}{\square}$ of the time.

Name: _____

Section: _____

Wednesday eō Worksheet

The Forms of eō and its Prefixes

Present Tense

- *it* = he/she goes
- *eunt* = they go

Imperative

- *ī* = Go! (sg.)
- *īte* = Go! (pl.)

Infinitive

- *īre* = to go or go

Prefixes

in = in, into

ex = out from

ab = away from

ad = toward

circum = around

Exercises

Instructions: Translate the following sentences. Nos 4 & 5 are more difficult.

1) Magnus canis init.

2) Parvī canēs exeunt.

3) Circumīte, canēs!

4) Abī, canis albe. (*albe* is the vocative case of *albus*)

5) Albus canis adit ātrum canem. (*ātrum canem* is the accusative case of *āter canis*; this marks it as the direct object)

Bonus) Volō canēs abīre. (*volō* means "I want")

Daily Student Instruction Sheet - THURSDAY

THURSDAY – 4/9/20

ELA

Spalding
(15 Minutes)

Literature
(30 Minutes)

Grammar/Writing
(25 Minutes)

Reading
(20+ minutes)

Spalding

Goal/Objective: Students will review all 15 of this week's words.

Materials needed: Spalding sheet (in packet), notebook paper, and a pencil.

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

- PA: Parents will dictate all 20 words to students.
 - I: Students will write all 15 words one time each (without markings or rules).
-

Literature

Goal/Objective: Students will begin reading their 5th and final classic to keep, *The Princess and the Goblin*, with fluency and comprehension. Students will understand, make inferences, and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding.

Materials needed: *The Princess and the Goblin* (physical copy or on blog) and Reading Log (in packet), Figurative Language Worksheet, Answer Key

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

- I/PA: Students will read Chapter 3 of *The Princess and the Goblin*. Parents may assist, if needed.
 - I: Students will complete Figurative Language Handout Worksheet (included in packet). Use answer key to check your answers.
-

Grammar/Writing

Goal/Objective: Students will continue working on parts of speech and create their own sentences using teacher guidelines.

Materials needed: Sentence Challenge Worksheet (in packet) and a pencil

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

- I: Students will complete the sentence challenge by following the rules at the top of the worksheet.

Daily Student Instruction Sheet - THURSDAY

<p>MATH (30 Minutes)</p>	<p>Math</p> <p>Goal/Objective: Students will represent all the possible outcomes of a probability situation using a tree diagram..</p> <p>Materials needed: Review notes (on blog), 4B Workbook (in packet), 4B Textbook (physical copy)</p> <p>Specific Instructions: (I = Independent; PA = Parent Assisted)</p> <ul style="list-style-type: none"><input type="checkbox"/> I: Read review notes (Reference Textbook pgs. 114-115 if necessary)<input type="checkbox"/> I: Complete Workbook pgs. 127-128. Students must show their work on the workbook pages.<input type="checkbox"/> I: When complete, go over and check your work. Parents may assist with this, if necessary.
<p>Science (25 Minutes)</p>	<p>Science</p> <p>Goal/Objective: Read about and observe the structures and functions of plants</p> <p>Materials needed: Core Knowledge (CK) Structures and Functions- Science Reader pgs. 1-4 (on blog), flashcards, blank sheet of lined paper.</p> <p>Specific Instructions: (I = Independent; PA = Parent Assisted)</p> <ul style="list-style-type: none"><input type="checkbox"/> I: Students will read CK Structures and Functions- Science Reader pgs. 1-4.<input type="checkbox"/> I: Students will make flashcards using index cards or blank paper based on the two vocabulary words from the reading (Cells, Tissue). Flashcards should be as follows:<ol style="list-style-type: none">1. Frontside - Word2. Backside (lined) - Definition of the word.
<p>LATIN (15 Minutes)</p>	<p>Latin</p> <p>Goal/Objective: The students will learn about “Odysseus in Disguise”</p> <p>Materials needed: “Odysseus in Disguise” story (in packet; audio on blog), Week 3 Wordsearch or Coloring Sheet (in packet).</p> <p>Specific Instructions: (I = Independent; PA = Parent Assisted)</p> <ul style="list-style-type: none"><input type="checkbox"/> I/PA: Listen to “Odysseus in Disguise” in one of two ways: either,<ul style="list-style-type: none"><input type="checkbox"/> PA: A parent reads “Odysseus in Disguise story”, or<input type="checkbox"/> I: Student listens to “Odysseus in Disguise” here

Daily Student Instruction Sheet - THURSDAY

	<input type="checkbox"/> I: (Optional) Complete week 3 wordsearch or coloring sheet while listening
OPTIONAL Music (15 Minutes)	<p><i>Music</i></p> <p><u>Goal/Objective:</u> Practice rhythms and tempos (largo and allegro)</p> <p><u>Materials needed:</u> Various colored cups (I used egg dying cups when I did this at home with my family.) Video Link to Blog for demonstration</p> <p><u>Specific Instructions:</u> (I = Independent; PA = Parent Assisted)</p> <ul style="list-style-type: none"><input type="checkbox"/> I: Practice playing “Funky Chicken” with your family using different tempos<ul style="list-style-type: none"><input type="checkbox"/> Remember, tempo is how slow/fast you take a song or chant<input type="checkbox"/> PA: Try playing Funky Chicken using a slow tempo and then speed it up each time you play<ul style="list-style-type: none"><input type="checkbox"/> When you go slowly, that’s <i>largo</i>. Tell your family you want to do it in largo, then do it slowly.<input type="checkbox"/> PA: Now tell your family you want to do it in <i>allegro</i> and do it quickly.<input type="checkbox"/> PA: Have fun!

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

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

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

Student will write review words correctly one time each.

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

Word	Example sentence
descend	The moon was starting to <u>descend</u> .
ascent	My legs were tired after the <u>ascent</u> to the top of the hill.
develop	If you workout consistently you will <u>develop</u> big muscles.
final	She got an A on her <u>final</u> draft.
envelope	I wrote a letter and put it in an <u>envelope</u> .
descent	The plane had gone into a deep <u>descent</u> .
finally	I <u>finally</u> got to go to the gym after being quarantined for two months.
envelop	She watched the fog <u>envelop</u> the car as he drove off.

Word	Example sentence
ascend	The path started to <u>ascend</u> more steeply.
tissue	He used a <u>tissue</u> to blow his nose.
circumference	We learned how to find the <u>circumference</u> of a circle in math class.
issue	The city council had an important <u>issue</u> to discuss.
circle	Eliana drew a <u>circle</u> on her paper.
circumstance	School was out due to an unforeseen <u>circumstance</u> .

SENTENCE CHALLENGE

- 1.) *You must write 5 sentences.*
- 2.) *TWO of your sentences must include a Spalding word from this week.*
- 3.) *One sentence must include a direct object.*
- 4.) *One sentence must include an indirect object.*
- 5.) *One sentence must include a prepositional phrase.*
- 6.) *One sentence must include a conjunction.*
- 7.) *One sentence must include personal possessive adjective (PPA).*
- 8.) **WHEN YOU ARE FINISHED GO BACK AND LABEL THE PARTS OF SPEECH IN YOUR SENTENCES. (Ex: SN-subject noun, P-preposition, V-verb)**

1.) _____

2.) _____

3.) _____

4.) _____

5.) _____

CHAPTER 3

The Princess and—We Shall See Who

When she came to the top she found herself in a little square place with three doors, two opposite each other and one opposite the top of the stair. She stood for a moment without an idea in her little head what to do next. But as she stood, she began to hear a curious humming sound. Could it be the rain? No. It was much more gentle, and even monotonous, than the sound of the rain, which now she scarcely heard. The low sweet humming sound went on, sometimes stopping for a little while and then beginning again. It was more like the hum of a very happy bee that had found a rich well of honey in some globular flower than anything else I can think of at this moment. Where could it come from? She laid her ear first to one of the doors to hearken if it was there—then to another. When she laid her ear against the third door there

could be no doubt where it came from: it must be from something in that room. What could it be? She was rather afraid, but her curiosity was stronger than her fear and she opened the door very gently and peeped in. What do you think she saw? A very old lady who sat spinning.

Perhaps you will wonder how the princess could tell that the old lady was an old lady, when I inform you that not only was she beautiful but her skin was smooth and white. I will tell you more. Her hair was combed back from her forehead and face and hung loose far down and all over her back. That is not much like an old lady—is it? Ah! But it was white almost as snow. And although her face was so smooth, her eyes looked so wise that you could not have helped seeing she must be old. The princess, though she could not have told you why, did think her very old indeed—quite fifty—she said to herself. But she was rather older than that, as you shall hear.

While the princess stared bewildered, with her head just inside the door, the old lady lifted hers and said in a sweet but old and rather shaky voice, which mingled very pleasantly with the continued hum of her wheel:

“Come in, my dear; come in. I am glad to see you.”

That the princess was a real princess you might see now quite plainly; for she didn't hang onto the handle of the door and stare without moving, as I have known some do who

ought to have been princesses but were only rather vulgar little girls. She did as she was told, stepped inside the door at once, and shut it gently behind her. "Come to me, my dear," said the old lady.



And again the princess did as she was told. She approached the old lady—rather slowly, I confess—but did not stop until she stood by her side and looked up in her face with her blue eyes and the two melted stars in them.

"Why, what have you been doing with your eyes, child?" asked the old lady.

"Crying," answered the princess.

"Why, child?"

"Because I couldn't find my way down again."

"But you could find your way up."

"Not at first—not for a long time."

"But your face is streaked like the back of a zebra. Hadn't you a handkerchief to wipe your eyes with?"

"No."

"Then why didn't you come to me to wipe them for you?"

"Please, I didn't know you were here. I will next time."

"There's a good child!" said the old lady.

Then she stopped her wheel and rose, and, going out of the room, returned with a little silver basin and a soft white towel, with which she washed and wiped the bright little face.

And the princess thought her hands were so smooth and nice!

When she carried away the basin and towel the little princess wondered to see how straight and tall she was, for, although she was so old, she didn't stoop a bit. She was dressed in black velvet with thick, white, heavy-looking lace about it, and on the black dress her hair shone like silver. There was hardly any more furniture in the room than there might have

been in that of the poorest old woman who made her bread by her spinning. There was no carpet on the floor—no table anywhere—nothing but the spinning wheel and the chair beside it. When she came back she sat down again, and without a word began her spinning once more, while Irene, who had never seen a spinning wheel, stood by her side and looked on. When the old lady had succeeded in getting her thread fairly in operation again she said to the princess, but without looking at her:

“Do you know my name, child?”

“No, I don’t know it,” answered the princess.

“My name is Irene.”

“That’s *my* name!” cried the princess.

“I know that. I let you have mine. I haven’t got your name. You’ve got mine.”

“How can that be?” asked the princess, bewildered. “I’ve always had my name.”

“Your papa, the king, asked me if I had any objection to your having it, and of course I hadn’t. I let you have it with pleasure.”

“It was very kind of you to give me your name—and such a pretty one,” said the princess.

“Oh, not so *very* kind!” said the old lady. “A name is one of those things one can give away and keep all the same. I

have a good many such things. Wouldn’t you like to know who I am, child?”

“Yes, that I should—very much.”

“I’m your great-great-grandmother,” said the lady.

“What’s that?” asked the princess.

“I’m your father’s mother’s father’s mother.”

“Oh, dear! I can’t understand that,” said the princess.

“I daresay not. I didn’t expect you would. But that’s no reason why I shouldn’t say it.”

“Oh, no!” answered the princess.

“I will explain it all to you when you are older,” the lady went on. “But you will be able to understand this much now: I came here to take care of you.”

“Is it long since you came? Was it yesterday? Or was it today, because it was so wet that I couldn’t get out?”

“I’ve been here ever since you came yourself.”

“What a long time!” said the princess. “I don’t remember it at all.”

“No. I suppose not.”

“But I never saw you before.”

“No. But you shall see me again.”

“Do you live in this room always?”

“I don’t sleep in it. I sleep on the opposite side of the landing. I sit here most of the day.”

"I shouldn't like it. My nursery is much prettier. You must be a queen too, if you are my great big grandmother."

"Yes, I am a queen."

"Where is your crown then?"

"In my bedroom."

"I should like to see it."

"You shall someday—not today."

"I wonder why nurse never told me."

"Nurse doesn't know. She never saw me."

"But somebody knows that you are in the house?"

"No; nobody."

"How do you get your dinner then?"

"I keep poultry—of a sort."

"Where do you keep them?"

"I will show you."

"And who makes the chicken broth for you?"

"I never kill any of my chickens."

"Then I can't understand."

"What did you have for breakfast this morning?"

"Oh! I had bread and milk and an egg—I daresay you eat their eggs."

"Yes, that's it. I eat their eggs."

"Is that what makes your hair so white?"

"No, my dear. It's old age. I am very old."

"I thought so. Are you fifty?"

"Yes—more than that."

"Are you a hundred?"

"Yes—more than that. I am too old for you to guess."

"Come and see my chickens."

Again she stopped her spinning. She rose, took the princess by the hand, led her out of the room, and opened the door opposite the stair. The princess expected to see a lot of hens and chickens, but instead of that, she saw the blue sky first, and then the roofs of the house, with a multitude of the loveliest pigeons, mostly white, but of all colors, walking about making bows to each other and talking a language she could not understand. She clapped her hands with delight, and up rose such a flapping of wings that she in her turn was startled.

"You've frightened my poultry," said the old lady, smiling.

"And they've frightened me," said the princess, smiling

too. "But what very nice poultry! Are the eggs nice?"

"Yes, very nice."

"What a small egg spoon you must have! Wouldn't it be better to keep hens and get bigger eggs?"

"How should I feed them, though?"

"I see," said the princess. "The pigeons feed themselves."

They've got wings."

"Just so. If they couldn't fly, I couldn't eat their eggs."

"But how do you get at the eggs? Where are their nests?"
The lady took hold of a little loop of string in the wall at the side of the door, and, lifting a shutter, showed a great many pigeonholes with nests, some with young ones and some with eggs in them. The birds came in at the other side, and she took out the eggs on this side. She closed it again quickly, lest the young ones should be frightened.

"Oh, what a nice way!" cried the princess. "Will you give me an egg to eat? I'm rather hungry."

"I will someday, but now you must go back or nurse will be miserable about you. I daresay she's looking for you everywhere."

"Except here," answered the princess. "Oh, how surprised she *will* be when I tell her about my great big grandmother!"

"Yes, that she will!" said the old lady with a curious smile. "Mind you tell her all about it exactly."

"That I will. Please will you take me back to her?"

"I can't go all the way but I will take you to the top of the stair, and then you must run down quite fast into your own room."

The little princess put her hand in the old lady's, who, looking this way and that, brought her to the top of the first

stair, and thence to the bottom of the second, and did not leave her till she saw her halfway down the third. When she heard the cry of her nurse's pleasure at finding her she turned and walked up the stairs again, very fast indeed for such a very great grandmother, and sat down to her spinning with another strange smile on her sweet old face.

About this spinning of hers I will tell you more next time. Guess what she was spinning.

Probability Experiments

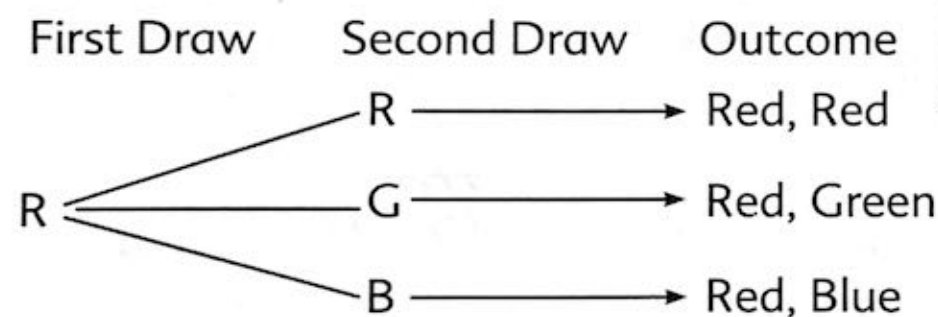
We can conduct **probability experiments** to determine the probability of an outcome.

Order of Outcomes

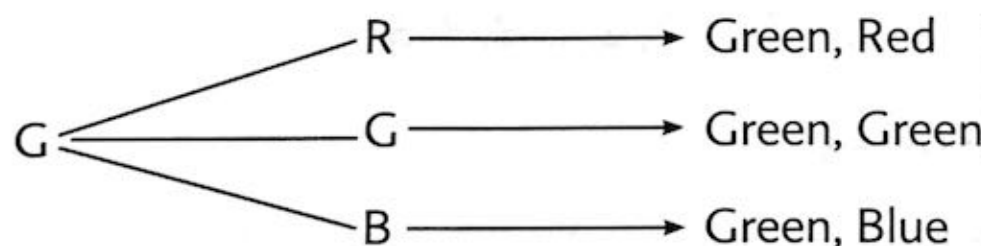
A tree diagram is used to show the possible outcomes of an experiment.

Suppose a bag contains red balls, green balls and blue balls. Two balls are drawn from the bag each time.

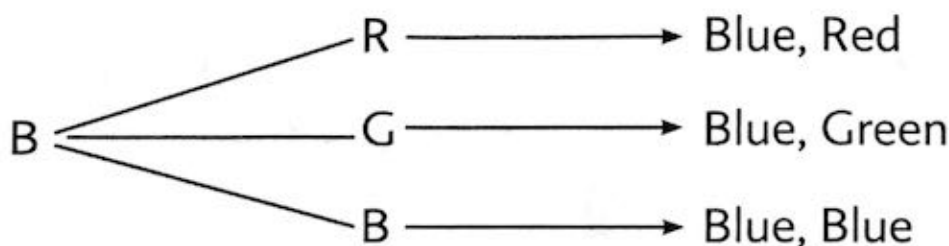
The tree diagram below shows the possible outcomes of the experiment.



I draw a red ball on my 1st try.



I draw a green ball on my 1st try.



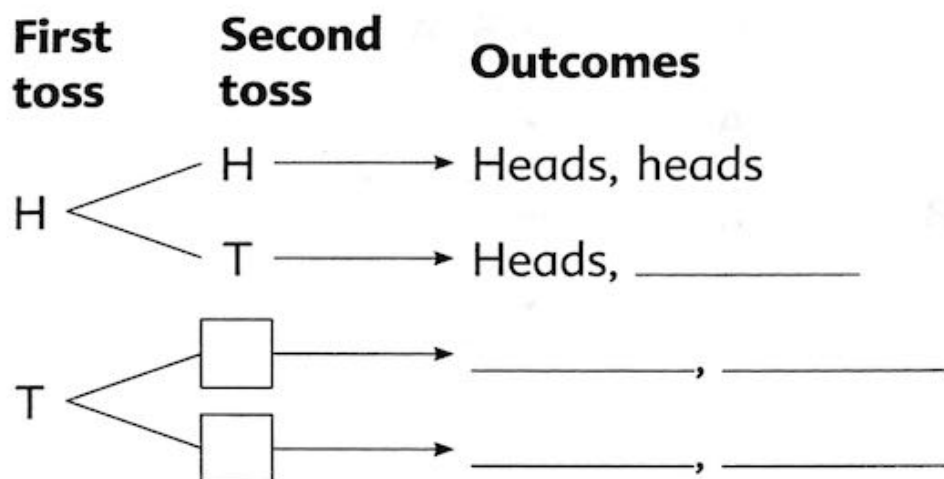
I draw a blue ball on my 1st try.



There are 9 possible outcomes.

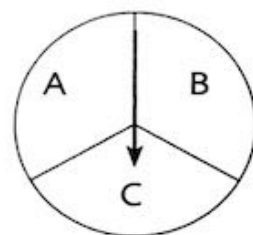
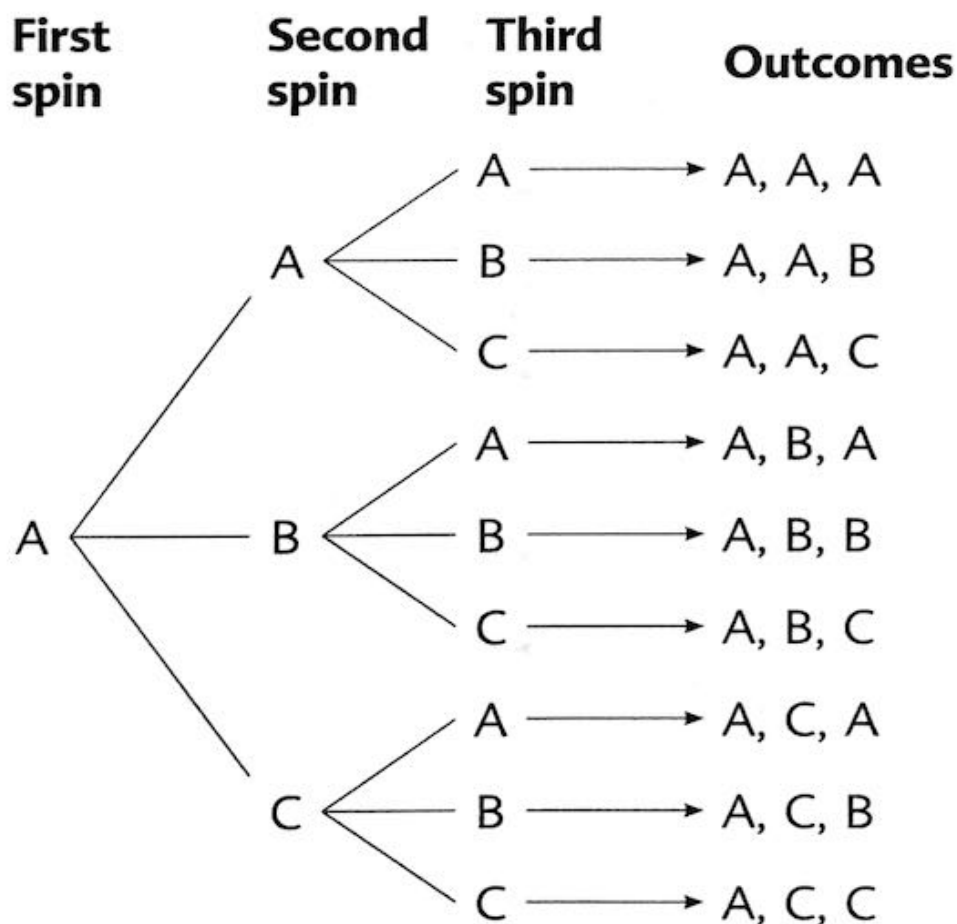
EXERCISE 4

1. Rachel will toss a coin twice. Complete the tree diagram to show the different ways she might get heads and tails.



There are _____ possible outcomes.

2. Sam spins the pointer three times. Complete the tree diagram to find the possible outcomes.



Week 3 Odysseus in Disguise

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

V	K	M	T	F	T	C	L	A	J	L	F	A	M	P	D	F
C	L	A	T	H	E	N	A	J	G	O	J	L	V	Y	U	P
S	C	B	S	G	B	Q	U	S	D	V	O	D	B	T	V	M
B	U	P	A	G	F	G	D	K	J	Y	D	E	S	P	I	A
I	M	B	A	D	K	Y	H	L	T	Y	N	B	N	M	R	C
N	O	O	C	O	T	V	Q	Q	Q	N	U	I	A	M	N	A
H	Y	I	Y	H	S	O	X	A	V	N	S	D	I	Q	X	H
B	U	P	Z	S	A	U	M	T	B	V	U	I	C	N	J	T
B	R	B	I	Q	B	E	V	R	Z	S	H	S	A	C	V	I
P	E	N	E	L	O	P	E	A	B	U	C	G	E	Q	W	N
F	J	S	V	V	L	P	C	P	E	I	A	U	A	F	W	M
L	Y	W	B	U	X	T	O	S	A	T	M	I	H	A	N	B
X	D	P	B	Z	A	V	D	N	O	O	E	S	P	S	Q	M
H	E	U	M	A	E	U	S	X	D	R	L	E	E	H	S	L
B	L	D	A	H	I	G	F	T	T	S	E	L	L	I	Q	Y
S	J	U	J	H	O	E	H	L	L	P	T	F	X	Z	R	D
M	J	G	F	O	D	Y	S	S	E	U	S	Q	K	A	I	B

- | | | | | | |
|------------|----|------------|----|----------|-----|
| Odysseus | 1. | Suitors | 5. | Sparta | 9. |
| Eumaeus | 2. | Ithaca | 6. | Disguise | 10. |
| Telemachus | 3. | Phaeacians | 7. | | |
| Athena | 4. | Penelope | 8. | | |



Parts of Speech 1

For each sentence below, label the:

- SN - subject noun
- V - verb
- DO - direct object
- IO - indirect object (if present)
- ADJ - adjective
- AA - article adjective
- ADV - adverb
- P- preposition
- OP- object of the preposition
- PPA- ~~possessive pronoun~~ adjective

1. SN V IO, Adj. D.O.
1. Pam liked my new dress.

2. SN V AA Adj. D.O. (P AA OP)
2. Mary wrote a great speech (for the assembly.)

3. SP V I.O. D.O. (P AA Adj. OP) (P OP)
3. I carried Dave's backpack (to the bus stop) (for her.)

4. SN V D.O. (P AA OP)
4. Mariah collects shells (at the beach.)

5. SN V D.O. (P AA OP)
5. Teresa ate breakfast (on the run.)

6. SN V AA Adj. D.O. (P AA OP)
6. Daniel wrote the Arabic alphabet (on the board.)

7. SN V PPA D.O. (P Adj. OP)
7. Antonio hurt his knee (in football practice.)

Name: _____

Date: _____

#: _____

SP V AA Adj. D.O. (P AA OP)
8. I needed a postage stamp (for the letter.)

AA SN V I.O. AA D.O.
9. The librarian gave Isabel a book.

SN V I.O. PM D.O.
10. Tommy sold Ray his car.

Week 3 Translation Answer Key

Monday

- 1) Dog.
- 2) Big dog.
- 3) Little dog.
- 4) White dog.
- 5) Black dog.

Tuesday

- 1) Big dogs and little dogs.
- 2) Black and white dogs.
- 3) “-ī” is plural; “-us” is singular
- 4) *canis* is singular; *canēs* is plural
- 5) Hello!
- 6) Do you like my hat? (literally, “Does my hat please you?”)
- 7) No. (or, “I do not.”)
- 8) Goodbye.

Wednesday

- 1) A big dog goes in.
 - 2) Little dogs go out.
 - 3) Go around, dogs!
 - 4) Go away, white dog!
 - 5) The white dog goes toward the black dog.
- Bonus) I want the dogs to go away.



*

Climax:

MAJOR conflict -
most exciting part
(highest point)

Rising
Action:

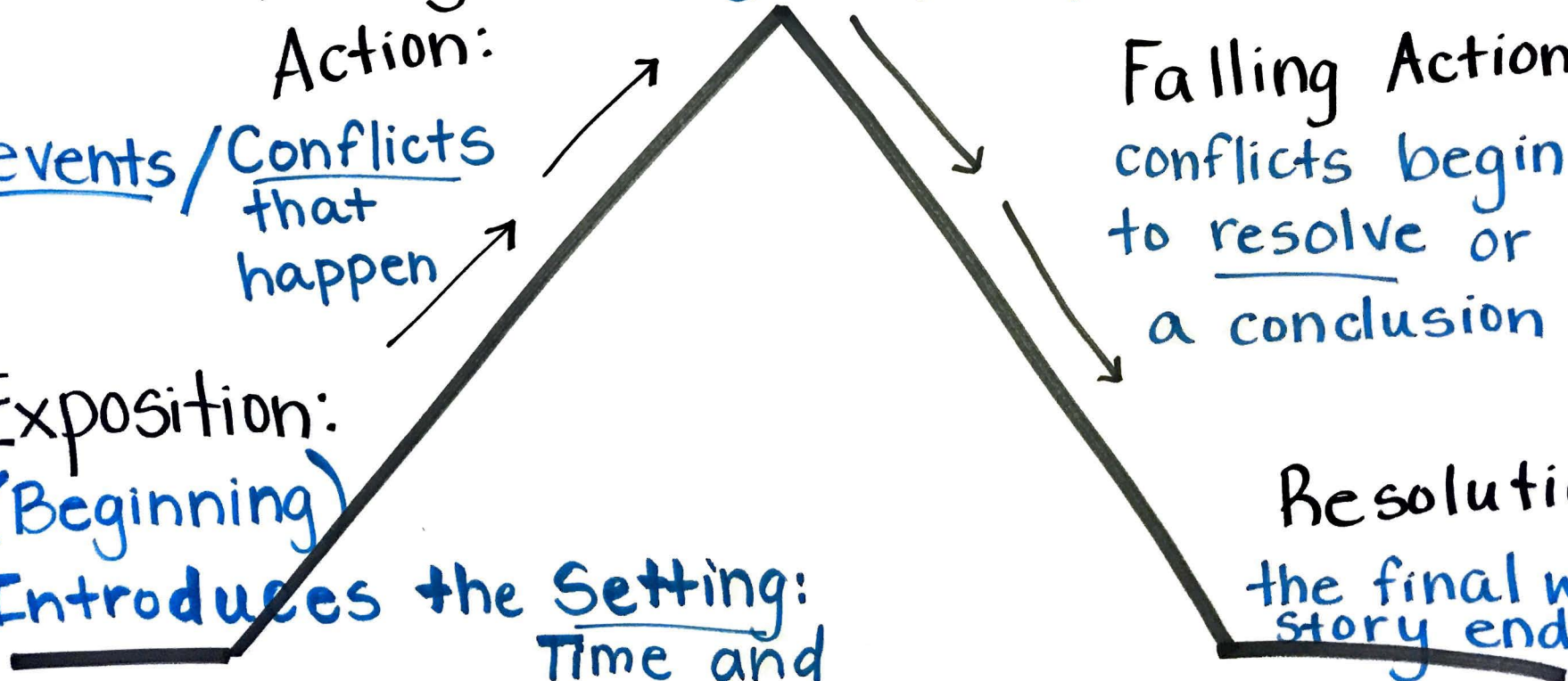
events / Conflicts
that
happen

Falling Action:
conflicts begin
to resolve or reach
a conclusion

Exposition:
(Beginning)

Introduces the Setting:
Time and
Place

Resolution:
the final way a
story ends



Parts of Speech 2

For each sentence below, label the:

SN – subject noun

V – verb

DO – direct object

IO – indirect object (if present)

ADJ – adjective

AA – article adjective

ADV – adverb

P- preposition

OP- object of the preposition

PPA- ~~possessive pronoun~~ adjective

1. ^{AA Adj. SN V IO AA D.O. P adj. OP}
The police officer gave him a ticket (for reckless operation.)
2. ^{HV SN V I.O. PPA D.O.}
Should Elliot bring Mother her robe?
3. ^{AA SN V I.O. AA D.O. (P AA OP)}
The teacher showed us a shortcut (to the problem.)
4. ^{SP V D.O.}
We recycle newspapers.
5. ^{SN V PPA I.O. D.O. (P PPA OP)}
Steven served his parents breakfast (on their anniversary.)
6. ^{SN V PPA I.O. AA D.O. (P Adj. OP)}
Mrs. Conrad wrote her representative a letter (about toxic waste.)
7. ^{SN V PPA I.O. AA Adj. D.O.}
Vincent bought his dad a new wallet.
8. ^{AA SN V I.O. AA D.O. (P Adj. OP)}
The teacher assigned Kim a report (for extra credit.)

Name: _____ Date: _____ # _____

AA SN V D.O. (P AA OP)
9. The restaurant had burritos (on the menu.)

SN V I.O. AA Adj. D.O. (P AA OP)
10. Nathaniel told Chris the best idea (for a costume.)

Name: _____

Section: _____

Wednesday eō Worksheet

The Forms of eō and its Prefixes

Present Tense

- *it* = he/she goes
- *eunt* = they go

Imperative

- *ī* = Go! (sg.)
- *īte* = Go! (pl.)

Infinitive

- *īre* = to go or go

Prefixes

in = in, into

ex = out from

ab = away from

ad = toward

circum = around

Exercises

Instructions: Translate the following sentences. Nos 4 & 5 are more difficult.

1) Magnus canis init.

2) Parvī canēs exeunt.

3) Circumīte, canēs!

4) Abī, canis albe. (*albe* is the vocative case of *albus*)

5) Albus canis adit ātrum canem. (*ātrum canem* is the accusative case of *āter canis*; this marks it as the direct object)

Bonus) Volō canēs abīre. (*volō* means "I want")

Week 3 Odysseus in Disguise

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

V	K	M	T	F	T	C	L	A	J	L	F	A	M	P	D	F
C	L	A	T	H	E	N	A	J	G	O	J	L	V	Y	U	P
S	C	B	S	G	B	Q	U	S	D	V	O	D	B	T	V	M
B	U	P	A	G	F	G	D	K	J	Y	D	E	S	P	I	A
I	M	B	A	D	K	Y	H	L	T	Y	N	B	N	M	R	C
N	O	O	C	O	T	V	Q	Q	Q	N	U	I	A	M	N	A
H	Y	I	Y	H	S	O	X	A	V	N	S	D	I	Q	X	H
B	U	P	Z	S	A	U	M	T	B	V	U	I	C	N	J	T
B	R	B	I	Q	B	E	V	R	Z	S	H	S	A	C	V	I
P	E	N	E	L	O	P	E	A	B	U	C	G	E	Q	W	N
F	J	S	V	V	L	P	C	P	E	I	A	U	A	F	W	M
L	Y	W	B	U	X	T	O	S	A	T	M	I	H	A	N	B
X	D	P	B	Z	A	V	D	N	O	O	E	S	P	S	Q	M
H	E	U	M	A	E	U	S	X	D	R	L	E	E	H	S	L
B	L	D	A	H	I	G	F	T	T	S	E	L	L	I	Q	Y
S	J	U	J	H	O	E	H	L	L	P	T	F	X	Z	R	D
M	J	G	F	O	D	Y	S	S	E	U	S	Q	K	A	I	B

- | | | | | | |
|------------|----|------------|----|----------|-----|
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