

GreatHearts

Northern Oaks



Distance Learning Packet

April 14 - April 17, 2020

4th grade

Ms. Ward

Mr. Grimes

Mr. Garrett

Ms. Lopez

Student Name: _____ Section: _____



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Student Attendance Affidavit

April 14 - 17, 2020

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

Tuesday, April 14, 2020

Wednesday, April 15, 2020

Thursday, April 16, 2020

Friday, April 17, 2020

Student Name: _____ Grade/Homeroom: _____

Parent Name: _____ (printed)

Parent Signature: _____ Date: _____

Daily Student Instruction Sheet - TUESDAY

TUESDAY – 4/14/20

ELA

Spalding
(15 Minutes)

Literature
(30 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. Follow along with [Mrs. Lopez's video](#).
- 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 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: [Chapter 4](#), The Princess and the Goblin: [Chapter 5](#), and Reading Log (in packet)

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

- I/PA: Students will watch Literature Video with Miss Ward (linked on Google Classroom) with helpful tips and guidelines for reading and understanding *The Princess and the Goblin*.
- I/PA: Students will read Chapter 4 and Chapter 5 of *The Princess and the Goblin*. Parents may assist, if needed
- Optional: Click to listen to free audio book: [LibriVox](#).

Grammar/Writing

NO GRAMMAR/WRITING THIS WEEK

MATH

(30 Minutes)

Math: Goal/Objective: Students will review different measurement units. Students will convert larger units into smaller units. Introduce compound units

Daily Student Instruction Sheet - TUESDAY

	<p>and convert smaller units to compound units and compound units to smaller units.</p> <p>Materials needed: Review notes, Math Workbook, Answer key, (Optional Math Video and Textbook)</p> <p>Specific Instructions: (I = Independent; PA = Parent Assisted)</p> <ul style="list-style-type: none"> <input type="checkbox"/> I: Read review notes (Optional: math video and Textbook pg. 129) <input type="checkbox"/> I: Complete workbook pg. 144. Students must show their work in the workbook or on another sheet of paper. <input type="checkbox"/> I: When complete, Use the answer key to check answers and correct errors. Parents may assist with this, if necessary.
<p>HISTORY (25 Minutes)</p>	<p>History</p> <p>Goal/Objective: Students will learn what an Empresario is and how the Spanish/Mexican government used Empresarios to settle Texas.</p> <p>Materials needed: Textbook: “Empresarios Come with Settlers” pg. 47 and Comprehension Questions pg. 50 (in packet)</p> <p>Specific Instructions (I=Independent; PA= Parent assistance):</p> <ul style="list-style-type: none"> <input type="checkbox"/> 1) I, Students: Read and underline or highlight important information on pg. 47 of “Empresarios Come with Settlers” <input type="checkbox"/> 2) I, Students: Answer the comprehension questions 1-4 on pg. 50. Students must answer the questions in complete sentences, and in cursive.
<p>LATIN (15 Minutes)</p>	<p>Latin</p> <p>Goal/Objective: 1) Begin learning “GDG2 Vocabulary”; 2) Continue translating <i>Ī, Canis. Ī!</i> (aka <i>Go, Dog. Go!</i>)</p> <p>Materials needed: 1) GDG2 Vocabulary Flashcards sheets (in packet) ; 2) “W4 Tuesday: Ī, Canis, Ī” worksheet (in packet); 3) “Week 4 Translation Answer Key”</p> <p>Specific Instructions: (I = Independent; PA = Parent Assisted)</p> <ul style="list-style-type: none"> <input type="checkbox"/> I: Make GDG2 Vocabulary Flashcards (fold along the dotted vertical line; cut along the dark horizontal lines; glue blank faces together) <input type="checkbox"/> I: Complete “W4 Tuesday: Ī, Canis, Ī” worksheet <ul style="list-style-type: none"> <input type="checkbox"/> You can hear the text at https://bit.ly/W4D1_4th <input type="checkbox"/> I: Check work and make corrections in red pen or pencil; use either: <ul style="list-style-type: none"> <input type="checkbox"/> “Week 4 Translation Answer Key”, or ... <input type="checkbox"/> Guided translation video
<p>SPECIALS Music (15 Minutes)</p>	<p>Music</p> <p>Goal/Objective: The student will learn about the life, works, and times of</p>

Daily Student Instruction Sheet - TUESDAY

Felix Mendelssohn.

Materials needed: Biography, Pencil, Paper, [Reading](#), [Video Link of Reading](#) (optional)

Specific Instructions: (I=independent; PA= Parent assistance):

- (I) You may read the biography alone, read along with Mrs. Trujillo, or simply sit back and listen to Mrs. Trujillo read.
- (I) Answer the question: Why do you think Felix Mendelssohn played the piano from 11:00 in the morning until 10:00 at night the day the Duke and Duchess came to visit? Was he forced to or because he wanted to do so? Why/why not?
- (I) Title your paper "Felix Mendelssohn".
- Don't forget to write your name, Section #, and use your very best penmanship!



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 _____			

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
ma <u>te</u> ri <u>al</u>	We have covered all the required <u>material</u> for grammar this week.	r. 4 Base word. Accented syllable is second syllable. Leave "E" at the end.
sug <u>g</u> est	I <u>suggest</u> that you exercise five days a week to stay healthy.	r. 3 Base word.
me <u>re</u>	The <u>mere</u> thought of seeing my students again fills me with joy.	Base word.
re <u>ce</u> ive	Did you <u>receive</u> the food I sent you?	r. 4, 2, 12 Do we use /ei/ or /ie/? Why? Review rule page 5.

***NOTES**

Unit 11 : Measures and Volume

Friendly Notes

Adding and Subtracting Measures

Conversion of Measurements

Length:

1 m = 100 cm
 1 km = 1000 m
 1 yd = 3 ft
 1 ft = 12 in.

Weight:

1 kg = 1000 g
 1 lb = 16 oz

Capacity:

1 ℓ = 1000 ml
 1 gal = 4 qt
 1 qt = 2 pt
 1 pt = 2 c

Time:

1 year = 12 months
 1 week = 7 days
 1 day = 24 hours
 1 hour = 60 minutes
 1 minute = 60 seconds

1 kg + 2 kg = 3 kg
 300 g + 900 g = 1 kg 200 g
 3 kg + 1 kg 200 g = 4 kg 200 g

1 kg 300 g + 2 kg 900 g
 = 4 kg 200 g



9 gal 2 qt - 5 gal 3 qt
 = 3 gal 3 qt

1 gal = 4 qt
 9 gal 2 qt = 8 gal 6 qt
 8 gal 6 qt - 5 gal 3 qt = 3 gal 3 qt



Multiplying Measures

2 kg 200 g × 2 = 4 kg 400 g

200 g × 2 = 400 g
 2 kg × 2 = 4 kg



EXERCISE 1

1. Fill in the blanks.

(a) 25 m = _____ cm

(b) 10 ft = 120 in.

(c) 2 gal = _____ qt

(d) 3 km = 3000 m

(e) 5 lb = _____ oz

(f) 4 kg = 4000 g

(g) 6 ℓ = _____ ml

(h) 11 days = 264 hr

2. Fill in the blanks.

(a) 5 years 6 months = _____ months

(b) 6 km 20 m = 6020 m

(c) 8 ℓ 100 ml = _____ ml

(d) 5 ft 3 in. = 63 in.

(e) 7 lb 15 oz = _____ oz

(f) 4 kg 500 g = 4,500 g

(g) 2 min 35 s = _____ s

(h) 1 qt 1 pt = 3 pt

Comprehension Questions

1. Why did Texas settlements become abandoned?

2. Explain what land grants are.

3. What demands from Mexico did settlers have to agree on in order to receive a land grant?

4. What was another name for the Mexican citizens?

5. Who was the first empresario in Texas? Explain.

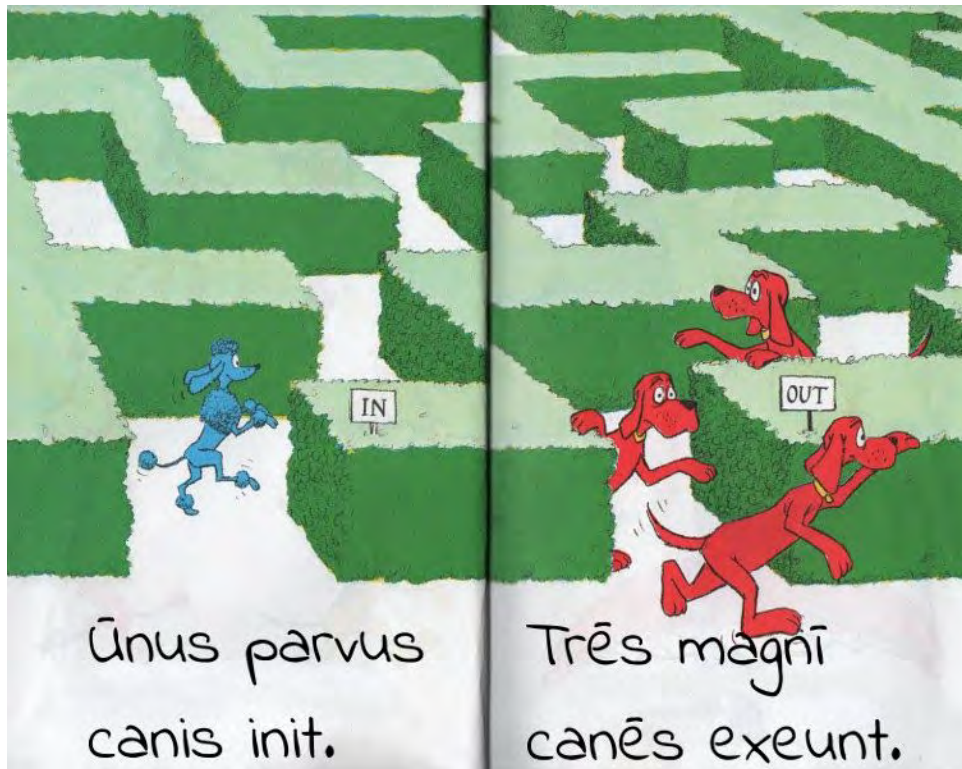
Name: _____

Section: _____

Week 4 Tuesday: *Ī, Canis. Ī!*

Instructions

Translate the following pages from *Ī, Canis. Ī!* **Remember** that it means “he/she/it goes”, *eunt* means “they go”, and these words can have prefixes (e.g., *in* = in; *ex* = out)

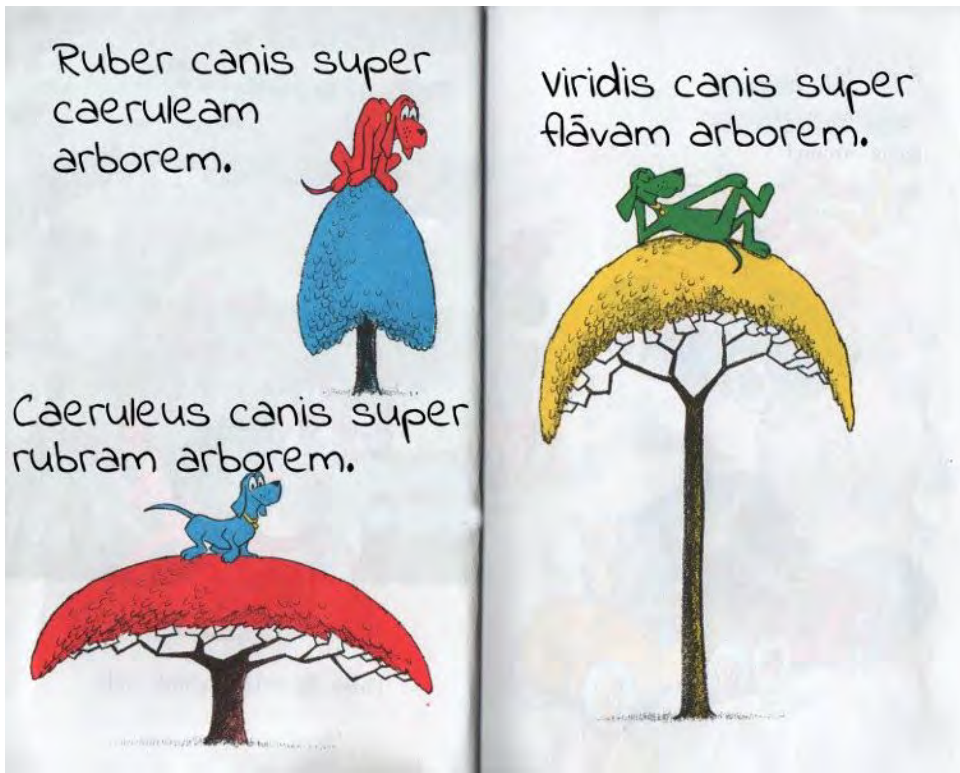


Ūnus parvus canis init.

Trēs magnī canēs exeunt.

Name: _____

Section: _____



Ruber canis super caeruleam arborem.

Caeruleus canis super rubram arborem.

Viridis canis super flāvam arborem.

arbor



tree

ascendo



I go up

caeruleus



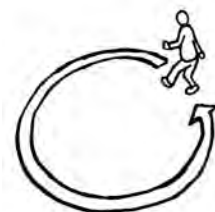
blue

carrus



wagon, car

circumeo



I go around

descendo



I go down

duo



two

exeo



I go out

extra



outside of

flavus



yellow

ineo



I go in

ruber



red

super



on top of, above

tres



three

unus



one

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 - WEDNESDAY

WEDNESDAY – 4/15/20

ELA

Spalding
(15 Minutes)

Literature
(30 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. Follow along with [Mrs. Lopez's video](#).
- 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 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 \(pg 31 - 40\)](#) and Reading Log (in packet)

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

- I/PA: Students will watch Literature Video with Miss Ward (linked on 4th grade blog) with helpful tips and guidelines for reading and understanding *The Princess and the Goblin*.
- I/PA: Students will read **half of Chapter 6 (pg. 31 - 40)** of *The Princess and the Goblin*. Parents may assist, if needed.
- Optional: Click to listen to free audio book: [LibriVox](#)

Grammar/Writing

NO GRAMMAR / WRITING THIS WEEK

MATH

(30 Minutes)

Math

Daily Student Instruction Sheet - WEDNESDAY

	<p>Goal/Objective: Students will subtract measurements in smaller units from single larger units. Add and subtract compound units.</p> <p>Materials needed: Review notes, Math Workbook, Answer key, (Optional Math Video and Textbook)</p> <p>Specific Instructions: (I = Independent; PA = Parent Assisted)</p> <ul style="list-style-type: none"> <input type="checkbox"/> I: Read review notes (Optional math video and Textbook pg. 128) <input type="checkbox"/> I: Complete workbook pg. 145. Students must show their work in the workbook or on another sheet of paper. <input type="checkbox"/> I: When complete, Use the answer key to check answers and correct errors. Parents may assist with this, if necessary.
<p>HISTORY (25 Minutes)</p>	<p>History</p> <p>Goal/Objective: Students will learn what an Empresario is and how the Spanish/Mexican government used Empresarios to settle Texas.</p> <p>Materials needed: Textbook: “Empresarios Come with Settlers” pg. 48 and Comprehension Questions pg. 51 (in packet)</p> <p>Specific Instructions (I=Independent; PA= Parent assistance):</p> <ul style="list-style-type: none"> <input type="checkbox"/> 1) I, Students: Read and underline or highlight important information on pg. 48-49 of “Empresarios Come with Settlers” <input type="checkbox"/> 2) I, Students: Answer the comprehension questions 5-10 on pg. 51. Students must answer the questions in complete sentences, and in cursive.
<p>LATIN (15 Minutes)</p>	<p>Latin</p> <p>Goal/Objective: 1) Study “GDG2 Vocabulary”; 2) Continue translating <i>Ī, Canis. Ī!</i> (aka <i>Go, Dog. Go!</i>)</p> <p>Materials needed: 1) GDG2 Vocabulary Flashcards; 2) “W4 Wednesday: Ī, Canis, Ī” worksheet (in packet); 3) “Week 4 Translation Answer Key”</p> <p>Specific Instructions: (I = Independent; PA = Parent Assisted)</p> <ul style="list-style-type: none"> <input type="checkbox"/> I: Study GDG2 Vocabulary five minutes using either: <ul style="list-style-type: none"> <input type="checkbox"/> GDG2 Flashcards or <input type="checkbox"/> Quizlet <input type="checkbox"/> I: Complete “W4 Wednesday: Ī, Canis, Ī” worksheet <ul style="list-style-type: none"> <input type="checkbox"/> You can hear the text at https://bit.ly/W4D2_4th <input type="checkbox"/> I: Check work and make corrections in red pen or pencil; use either: <ul style="list-style-type: none"> <input type="checkbox"/> “Week 4 Translation Answer Key”, or ... <input type="checkbox"/> Guided translation video
<p>SPECIALS Art (15 Minutes) PE (15 Minutes)</p>	<p>Art</p> <p>Goal/Objective: Read <i>Matisse: King of Color</i></p> <p>Materials needed: none</p> <p>Specific Instructions (I=Independent; PA= Parent assistance):</p>

Daily Student Instruction Sheet - WEDNESDAY

- PA: Read [Matisse: King of Color PDF](#)
 - You may read alone, with your parent, or you may follow along with [Miss Prather in this video](#).
-

PE

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

Materials needed: W3 recorded reps, W4 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: Record results for future reference
- I: Save log in safe place

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
sen a to r i a l	His father was a wealthy man of <u>senatorial</u> rank.	r. 4, 11 Base word: senate Ending: orial Write senate without the silent final "e" because my ending "orial" starts with a vowel.
sen a tor	A <u>Senator</u> must be at least 25 years of age.	r. 4, 11 Base word: senate Ending: or Write senate without the silent final "e" because my base word "or" starts with a vowel.
sen ate	The <u>senate</u> met to discuss new laws.	Base word. Job 1 of "e". (Part of the base word.)
un for tu nate	It's <u>unfortunate</u> that she missed her meeting.	r. 4, 11 Base word: fortunate Pre: un Write fortune without the silent final "e" because my ending "ate" starts with a vowel.

Wednesday April 15, W4-D2 *ASSIGNMENT

3. Fill in the blanks.

(a) 30 months = _____ years _____ months

(b) 101 cm = 1 m 1 cm

(c) 70 min = _____ h _____ min

(d) 30 oz = 1 lb 14 oz

(e) 33 ft = _____ yd _____ ft

4. Add or subtract in compound units.

(a) 3 hr 20 min + 6 hr 45 min = _____ hr _____ min

(b) 12 kg 10 g - 10 kg 600 g = 1 kg 410 g

(c) 17 ft 3 in. - 7 ft 4 in. = _____ ft _____ in.

(d) 5 gal 2 qt + 1 gal 3 qt = 7 gal 1 qt

(e) 11 lb 5 oz + 5 lb 11 oz = _____ lb _____ oz

Wednesday History Comprehension Questions

6. Who was known as the “Father of Texas”? Why?

7. Where was first settlement founded by the “Father of Texas.” What were those colonists called?

8. List two other empresarios and the names of their settlements.

9. What were some nationalities to settle in Texas?

10. Why weren't the High Plains and Mountains and Basins regions good places to settle?

Week 4 Wednesday: *Ī, Canis. Ī!*

Instructions

Translate the following pages from *Ī, Canis. Ī!* **Remember** that it means “he/she/it goes”, *eunt* means “they go”, and these words can have prefixes (e.g., *in* = in; *ex* = out)

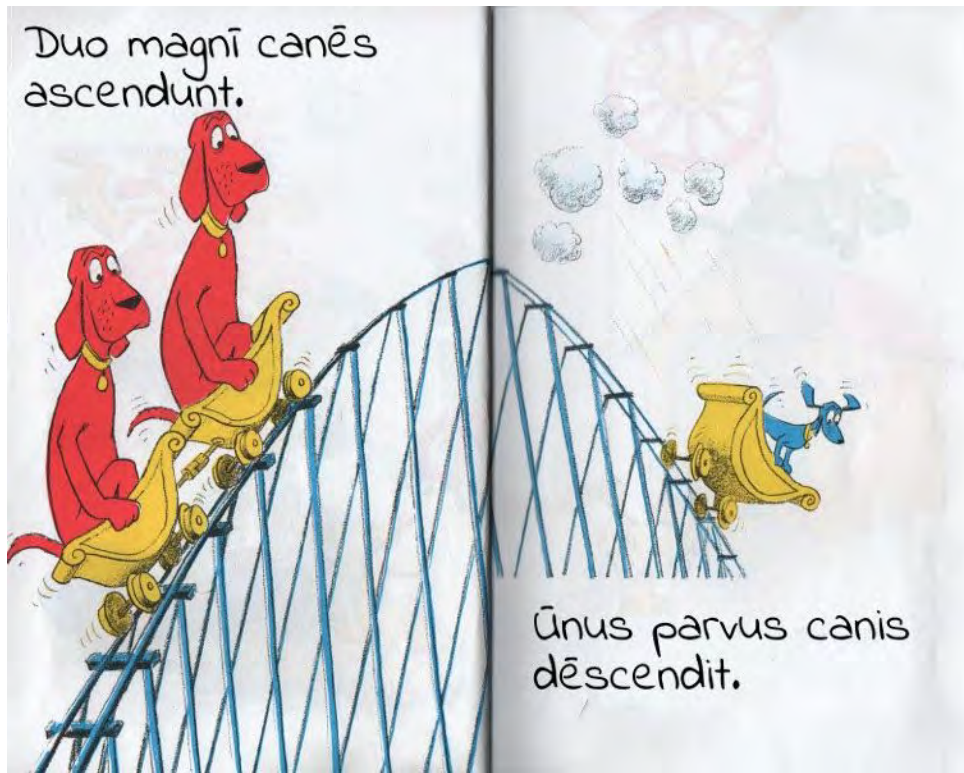


Magnī canēs et parvī canēs circumeunt in carrīs.

Canis est extrā carrum.

Name: _____

Section: _____



Duo magnī canēs ascendunt.

Ūnus parvus canis dēscendit.

Daily Student Instruction Sheet - THURSDAY

THURSDAY – 4/16/20

ELA

Spalding
(15 Minutes)

Literature
(30 Minutes)

Spalding

Goal/Objective: Students will review all 10 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 10 words to students.
- I: Students will write all 10 words one time each (without markings or rules).

Literature

Goal/Objective: Students will continue 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 pgs 40- 48](#) and Reading Log (in packet)

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

- I/PA: Students will watch Literature Video with Miss Ward (linked on google classroom) with helpful tips and guidelines for reading and understanding *The Princess and the Goblin*.
- I/PA: Students will read **the second half of *The Princess and the Goblin* (pg 40 - 48)**. Parents may assist, if needed.
- Optional: Click to listen to free audio book: [LibriVox](#).

Grammar/Writing

NO WRITING THIS WEEK

MATH

(30 Minutes)

Math

Goal/Objective: Students will multiply measurements in compound units by 1 digit numbers.

Daily Student Instruction Sheet - THURSDAY

	<p>Materials needed: Review notes, Math Workbook, Answer key, (Optional Math Video and Textbook)</p> <p>Specific Instructions: (I = Independent; PA = Parent Assisted)</p> <ul style="list-style-type: none"><input type="checkbox"/> I: Read review notes (Optional math video and Textbook pgs. 131-132)<input type="checkbox"/> I: Complete workbook pg. 146. Students must show their work in the workbook or on another sheet of paper.<input type="checkbox"/> I: When complete, Use the answer key to check answers and correct errors. Parents may assist with this, if necessary.
<p>HISTORY (25 Minutes)</p>	<p>History</p> <p>Goal/Objective: Read a first hand account of a settler and create your own Empresario land grant advertisement.</p> <p>Materials needed: Primary source document (Letter from Zeke Johnson), Empresario Advertisement sheet (in packet)</p> <p>Specific Instructions (I=independent; PA= Parent assistance):</p> <ul style="list-style-type: none"><input type="checkbox"/> 1) PA: Parents and students read together the account of Zeke Johnson.<input type="checkbox"/> 2) I: Based on everything that you have read about Empresarios as well as the account of Zeke Johnson, make your own Empresario Advertisement. Please feel free to use colored pencils. No markers <p>Directions: <i>Pretend you are an Empresario in 1826. You have been granted land in Texas to settle with colonists from the United States. Using the information in your book, create an advertisement using pictures and text to convince colonists to come to your colony. Remember to include information on land, prices, and the type of colonists you want to bring to your colony. Be sure to make it colorful and attractive to better convince settlers to move to your colony.</i></p>
<p>LATIN (15 Minutes)</p>	<p>Latin</p> <p>Goal/Objective: The students will learn about “Odysseus and the Trial of the Bow”</p> <p>Materials needed: “Odysseus and the Trial of the Bow” story or audio, Week 4 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 and the Trial of the Bow” in one of two ways: either,<ul style="list-style-type: none"><input type="checkbox"/> PA: A parent reads “Odysseus and the Trial of the Bow” story, or<input type="checkbox"/> I: Student listens to “Odysseus and the Trial of the Bow” at https://bit.ly/OdyTrialBow

Daily Student Instruction Sheet - THURSDAY

	<input type="checkbox"/> I: (Optional) Complete week 4 wordsearch or coloring sheet while listening (answer key)
SPECIALS Music (15 Minutes)	Music Goal/Objective: Learn about Felix Mendelssohn Materials needed: Pencil, Mendelssohn Worksheet Specific Instructions: (I=independent; PA= Parent assistance): <ul style="list-style-type: none"><input type="checkbox"/> (I) Complete the worksheet on Mendelssohn.<input type="checkbox"/> (I) You may use the biography found in Tuesday's folder (Reading, optional Video Link of Reading) to help find the answers to the questions on the worksheet.<input type="checkbox"/> (I) Write your name and Section # on the worksheet and use your best penmanship.

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

Dictate the 8 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.

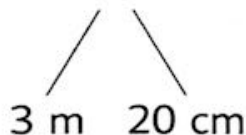
- Remind students to use their phonogram knowledge and spelling rules
- Remind students to practice proper letter formation and to use their best handwriting.

Word	Example sentence
mere	The <u>mere</u> thought of seeing my students again fills me with joy.
senatorial	His father was a wealthy man of <u>senatorial</u> rank.
material	We have covered all the required <u>material</u> for grammar this week.
suggest	I <u>suggest</u> that you exercise five days a week to stay healthy.
receive	Did you <u>receive</u> the food I sent you?
senator	A <u>Senator</u> must be at least 25 years of age.
unfortunate	It's <u>unfortunate</u> that she missed her meeting.
senate	The <u>senate</u> met to discuss new laws.

EXERCISE 2

Fill in the blanks.

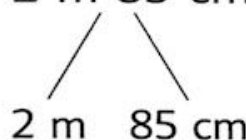
1. (a) $3 \text{ m } 20 \text{ cm} \times 4 = \underline{\hspace{2cm}} \text{ m } \underline{\hspace{2cm}} \text{ cm}$



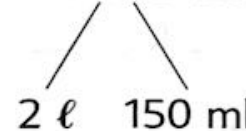
Multiply the meters.
Then multiply the centimeters.

(b) $85 \text{ cm} \times 3 = \underline{255} \text{ cm}$
 $= \underline{2} \text{ m } \underline{55} \text{ cm}$

(c) $2 \text{ m } 85 \text{ cm} \times 3 = \underline{\hspace{2cm}} \text{ m } \underline{\hspace{2cm}} \text{ cm}$
 $= \underline{\hspace{2cm}} \text{ m } \underline{\hspace{2cm}} \text{ cm}$

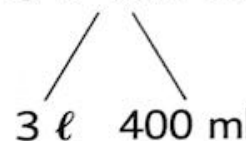


2. (a) $2 \text{ l } 150 \text{ ml} \times 5 = \underline{\hspace{2cm}} \text{ l } \underline{\hspace{2cm}} \text{ ml}$

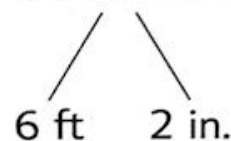


(b) $400 \text{ ml} \times 4 = \underline{1600} \text{ ml}$
 $= \underline{1} \text{ l } \underline{600} \text{ ml}$

(c) $3 \text{ l } 400 \text{ ml} \times 4 = \underline{\hspace{2cm}} \text{ l } \underline{\hspace{2cm}} \text{ ml}$
 $= \underline{\hspace{2cm}} \text{ l } \underline{\hspace{2cm}} \text{ ml}$

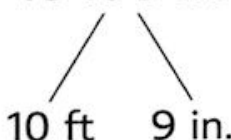


3. (a) $6 \text{ ft } 2 \text{ in.} \times 4 = \underline{\hspace{2cm}} \text{ ft } \underline{\hspace{2cm}} \text{ in.}$



(b) $9 \text{ in.} \times 6 = \underline{54} \text{ in.}$
 $= \underline{4} \text{ ft } \underline{6} \text{ in.}$

(c) $10 \text{ ft } 9 \text{ in.} \times 6 = \underline{\hspace{2cm}} \text{ ft } \underline{\hspace{2cm}} \text{ in.}$
 $= \underline{\hspace{2cm}} \text{ ft } \underline{\hspace{2cm}} \text{ in.}$



Empresario Advertisement

Pretend you are an Empresario in 1826. You have been granted land in Texas to settle with colonists from the United States. Using the information in your book, create an advertisement using pictures and text to convince colonists to come to your colony.

Remember to include information on land, prices, and the type of colonists you want to bring to your colony. Be sure to make it colorful and attractive to better convince settlers to move to your colony

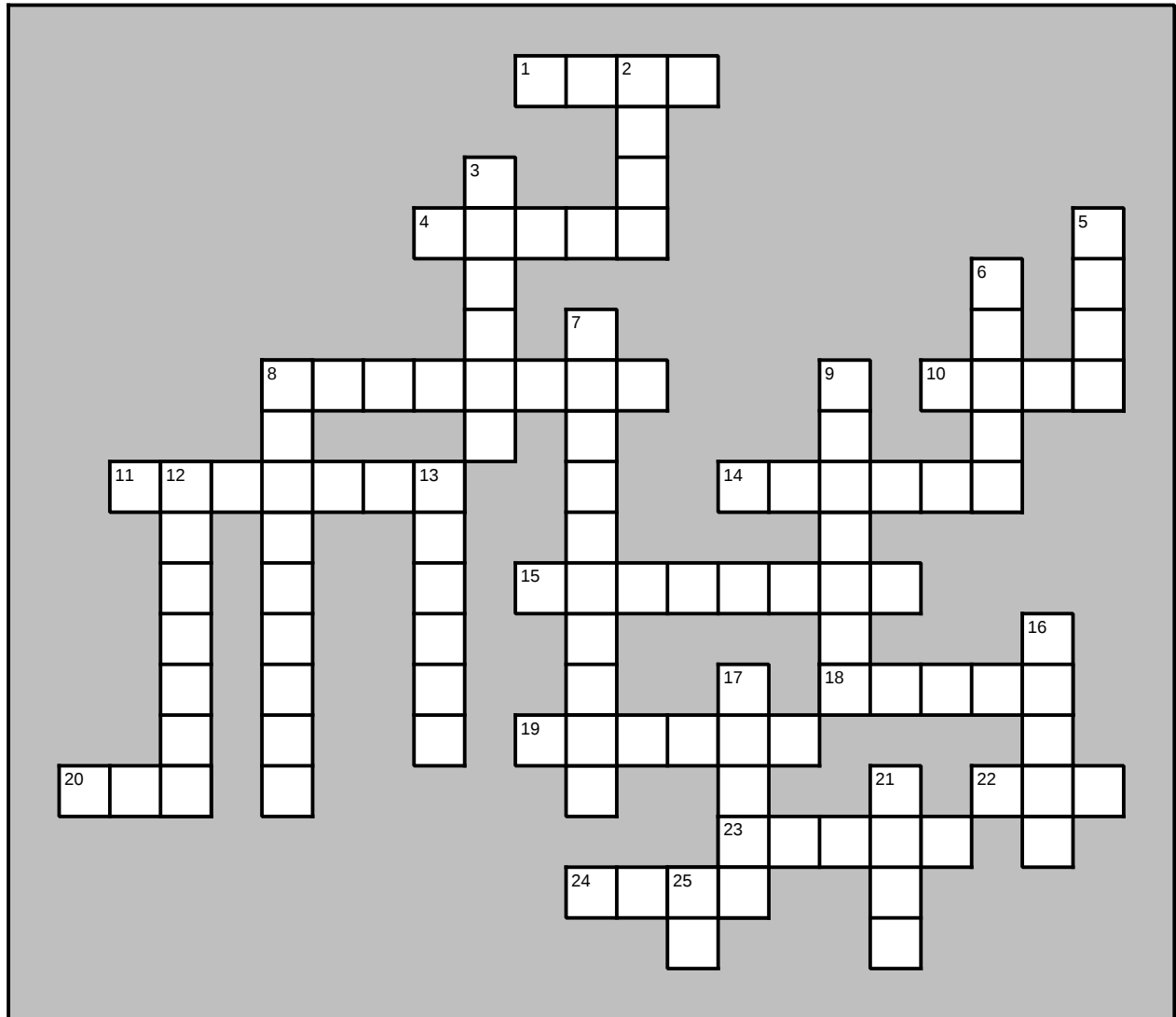
A large, empty rectangular box with a black border, intended for the student to create their advertisement. The box is currently blank.

EURYCLEIA RECOGNIZES ODYSSEUS' SCAR



Go, Dog. Go! Lists 1 & 2

Enter the Latin words for the English clues below.



Across

1. my
4. white
8. I go around
10. I go in
11. hat
14. wagon, car
15. I go down

18. on top of,
above
19. little
20. two
22. no, not
23. outside of
24. black

Down

2. one
3. yellow
5. I go out
6. dog
7. it pleases you
8. blue
9. green
12. I go up
13. big
16. tree
17. red
21. three
25. I go

Name: _____

Felix Mendelssohn Crossword Section # _____

Complete the sentences below. Write the answers in the blanks of the puzzle.

	F						
1.	E						
	L						
2.	I						
	X						
	M						
	E						
3.		N					
		D					
	4.	E					
5.				L			
				S			
				S			
				O			
6.				H			
				N			



1. Felix Mendelssohn was born in _____.
2. Mendelssohn sometimes enclosed one of his *Songs Without Words* in a letter or _____ card to his friends.
3. Mendelssohn often consulted his older sister, _____, on his compositions.
4. One of Mendelssohn's most famous oratorios is _____.
5. Mendelssohn married _____ Jenrenaud in 1837.
6. Mendelssohn dedicated himself to reviving the works of the great Baroque composer, _____.



Prince Albert and Queen

Daily Student Instruction Sheet - FRIDAY

FRIDAY – 4/16/20	
ELA Spalding (15 Minutes) Literature (30 Minutes)	<i>Spalding</i> <u>Goal/Objective:</u> CATCH UP DAY <hr/> <i>Literature</i> <u>Goal/Objective:</u> CATCH UP DAY <hr/> <i>Grammar/Writing</i> NO GRAMMAR / WRITING THIS WEEK
MATH (30 Minutes)	<i>Math</i> <u>Goal/Objective:</u> CATCH UP DAY
HISTORY (25 Minutes)	<i>History</i> <u>Goal/Objective:</u> CATCH UP DAY
LATIN (15 Minutes)	<i>Latin</i> <u>Goal/Objective:</u> CATCH UP DAY