

# GreatHearts

Northern Oaks



## Distance Learning Packet

April 20 - April 23, 2020

4<sup>th</sup> grade

Ms. Ward

Mr. Grimes

Mr. Garrett

Ms. Lopez

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



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# Specials Student Instruction Sheet

## WEEKLY ASSIGNMENTS 4/20 - 4/24

### MUSIC

(25 Minutes)

### MUSIC

Goal/Objective: The student will continue to learn about the music of Felix Mendelssohn.

Materials needed: "[Songs without Words](#)", Pencil, Paper, (Optional Video) <https://cloud.swivl.com/v/f808b736831b89338b45cb3f6c9de82b>

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

- Listen to "Songs without Words"
- (I) Title a piece of paper "Felix Mendelssohn: Songs without Words"
- (I) Don't forget your name and Section #
- (I) Using complete sentences, write down what you hear:
  - Instrumentation
  - Tempo
  - Patterns
- (I) Write down how the music makes you feel.
- (I) Why does the music make you feel that way?
- (I) Don't forget to use your best penmanship.

**DUE: Friday to Google Classroom or Monday to School**

### ART

(25 Minutes)

### ART

Goal/Objective: Scholars of all ages -- no age limit :) will venture outside for Nature Observations - Specifically searching for small insects at their food source.

Materials needed:

- Pencil
- Paper: You may work directly in your sketchbook. If you do not have your sketchbook, and you are using printer paper, fold a few pages in half to make a little book OR create a little book OR create a little [DIY "bug book/journal"](#) with [brown paper sandwich bags](#). Here is another [LINK for a DIY nature journal](#).
- Clipboard (as a hard surface to draw on while outside)
- Toy magnifying glass (optional)
- Camera to "capture" the insect in its' environment (optional)
- Optional [coloring sheet](#)
- **OPTIONAL: [Additional research link](#) about artist, scientist and explorer, Maria Sibylla Merian. She often used a magnifying glass to draw small details, so I don't think it's cheating at all if you take a pic of a bug to draw. :)**

## Specials Student Instruction Sheet



To the left: Maria Sibylla Merian:  
*Carolina sphinx moth (Manduca sexta)*  
sucking nectar from a peacock flower  
(*Caesalpinia pulcherrima*)



To the right, is a picture that I took of a bee in my yard. It's hard to see, but this is an example of one way you can take a picture first and then look at it to draw. I made sure to include a lot of the plant in my picture.

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

- (I) Go outside and find an insect to observe.
- (PA) **Optional:** Photograph the insect in its environment to help you draw.
- (PA) View [Teacher Video](#) (Northway) or [Teacher Video](#) (Praher) for drawing tips SPECIFIC TO GRADE LEVEL.
- (I) Sketch your insect in its environment.

**DUE ON FRIDAY**

**LATIN**  
(25 Minutes)

**LATIN**

**Goal/Objective:** Continue translating *Ī, Canis. Ī!*

**Materials needed:** (1) "W5 *Ī, Canis. Ī!*" vocabulary flashcards; (2) "W5 *Ī, Canis. Ī!*" translation worksheet; (3) "[W5 Answer Key](#)"

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

- (I) Make "W5 *Ī, Canis. Ī!*" flashcards:
  - Fold on the dotted vertical line
  - Cut along the dark horizontal lines
  - Glue blank sides together
  - KEEP THESE CARDS (do not turn them in)
  - You can practice on [Quizlet](#)
- (I) Complete "W5 *Ī, Canis. Ī!*" translation worksheet
- (I) Check your work with "W5 Answer Key" or [Guided Translation video](#)

**DUE ON FRIDAY**

**PE**  
(25 Minutes)

**PE**

**Goal/Objective:** Student will perform a variety of exercises and activities to complete their weekly Bingo Sheets

Materials needed: [Bingo Sheet](#) (included in packet),  
Optional P.E. challenge videos brought to you by:  
[Coach Corcoran reminds students about proper form!](#)  
[Coach Walsh's Challenge](#)  
[Coach Wilson's Challenge](#)

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

- (I) Complete any five 5 squares in a row. ( Diagonal, Horizontal, Vertical)
- Leap in the air and yell BINGO!

## Specials Student Instruction Sheet

(I) OPTIONAL: Watch challenge videos.

**DUE ON FRIDAY - Turn in [Bingo Sheet](#) digitally through Google classroom OR turn in to the school on MONDAY**

# Physical Education BINGO



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

25 push ups	Climb a tree	Do a headstand against a wall for 15 seconds	Run a relay race around your house with your family	20 Jumping jacks counting
Arm wrestle your siblings or parents. Both arms. Best two out of three wins.	Go on a bike ride with your family	Balance on one foot for 20 seconds. Switch to the other foot.	10 Crunches	8 Star Jumps
Hop on one foot 5 times and then the other.	Jumping Jacks and spell of Griffins 2 times	 <b>Free Space</b>	Jump Rope for 2 minutes	FIGURE EIGHTS Walk/run in figure eights of varied sizes.
Mountain Climbers	TOUCH YOUR TOES hold for 5 seconds 3 times	Run in place for 60 seconds	Jog with a family member	Hold a plank position for 30 seconds
Walk around your neighborhood with a family member	Gallop across your yard	15 Lunges	20 High Knees	15 Air Squats

Complete 5 spaces for a BINGO and enter the date of completion. Turn this page in on Friday.

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

Mrs. Walsh challenge:

Mrs. Wilson challenge:

Mr. Corcoran challenge:

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

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

# Week 5 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)



Viridis canis est suprā.

---

Flāvus canis est ĭnfrā.

---

Caeruleus canis est ĭntrā.

---

Ruber canis est extrā.

---

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

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



Ūnus canis est  
suprā domum.

Trēs canēs sunt  
īnfrā in aquā.

Ūnus canis est suprā domum.

---

---

Trēs canēs sunt īnfrā in aquā.

---

---



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

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



Viridis canis est suprā arborem.

---

---

Flāvus canis est infrā arborem.

---

---

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

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



Duo canēs sunt in domū, in nave, in aquā.

---

---

Canis est suprā aquam.

---

---

Canis est infrā aquam.

---

---

aqua



water

domus



house

infra



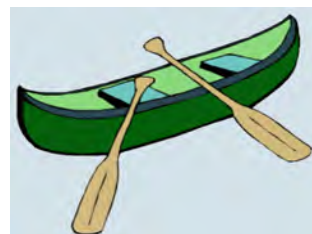
below (under, beneath)

intra



inside (in, within)

navis



boat (ship)

---

supra



above (on top, over)

---

# Daily Student Instruction Sheet - MONDAY

## MONDAY – 4/20/20

### ELA

Spalding  
(15 Minutes)

Literature  
(30 Minutes)

Grammar/Writing  
(20 Minutes)

### ***Spalding***

**Goal/Objective:** Students will learn 5 new words

**Materials needed:** [Spalding sheet](#), Spalding notebook, and a pencil.

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

- PA:** Student will view [Monday Spalding video](#) OR parent will dictate words, according to instructions on Spalding sheet.
- PA:** 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**.

### ***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 7](#) and Reading Log (in packet with Monday materials)

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

- I/PA:** Students will watch Literature Video with Miss Ward (linked here: <https://cloud.swivl.com/v/c460cc2f035b3e8c108fece601c89499>> ) with helpful tips and guidelines for reading and understanding *The Princess and the Goblin*.
- I/PA:** Students will read Chapter 7 of *The Princess and the Goblin*. Parents may assist, if needed.
- Optional: Click to listen to the free **audiobook read-along:** [LibriVox](#).
- Track minutes read on Reading Log (in packet with Monday materials).

### ***Writing***

**Goal/Objective:** Students will practice their descriptive writing skills through a review of descriptive sensory words, with the use of observation skills and imagination.

## Daily Student Instruction Sheet - MONDAY

	<p><b>Materials needed:</b> <a href="#">Sensory words list</a>, Descriptive Writing worksheet: Part I (in packet), <a href="#">answer key</a></p> <p><b>Specific Instructions:</b> (I = Independent; PA = Parent Assisted)</p> <ul style="list-style-type: none"><li><input type="checkbox"/> <b>I/PA:</b> Students will watch Introduction to Descriptive Writing with Miss Ward (video linked here: <a href="https://cloud.swivl.com/v/3e06dfd609f8d6b7321444ede7b8e269">https://cloud.swivl.com/v/3e06dfd609f8d6b7321444ede7b8e269</a> ).</li><li><input type="checkbox"/> <b>I/PA:</b> Students will look over List of Sensory Words. What do you notice about how they are organized or separated?</li><li><input type="checkbox"/> <b>I:</b> Students will complete Sensory/Descriptive Writing Worksheet.</li><li><input type="checkbox"/> <b>P:</b> Parents, there is a key to help with the worksheet. However, there are several possible answers. All will be correct as long as it makes sense.</li></ul>
<p><b>MATH</b> (30 Minutes)</p>	<p><b>Math</b></p> <p><b>Goal/Objective:</b> Students will solve word problems involving multiplication of measurements in compound units by 1 digit numbers.</p> <p><b>Materials needed:</b> Notes. Workbook pg. 147 worksheet, <a href="#">Answer key</a>, <a href="#">Math video</a>. (TB. pgs 131-132 for additional examples)</p> <p><b>Specific Instructions:</b> (I = Independent; PA = Parent Assisted)</p> <ul style="list-style-type: none"><li><input type="checkbox"/> <b>I:</b> Students will read notes,</li><li><input type="checkbox"/> <b>I:</b> Complete the workbook pg. 147 Students must show their work in the workbook.</li><li><input type="checkbox"/> <b>I/PA:</b> Use the answer key to check answers and correct errors. Parents may assist with this, if necessary.</li></ul>
<p><b>Science</b> (25 Minutes)</p>	<p><b>Science</b></p> <p><b>Goal/Objective:</b> Students will learn about the different terrestrial and aquatic environments, and how to identify and classify them.</p> <p><b>Materials needed:</b> FOSS Science Reader <a href="#">pg. 178-179</a>.</p> <p><b>Specific Instructions:</b> (I = Independent; PA = Parent Assisted)</p> <ul style="list-style-type: none"><li><input type="checkbox"/> <b>I, Video:</b> Here is an optional fun video to help introduce the environments: <a href="#">Environments Video 1</a></li><li><input type="checkbox"/> <b>I: Read:</b> pg. 178-179 “Two Terrestrial Environments, and Living Factors in Tropical Rainforests.</li><li><input type="checkbox"/> <b>I: Comprehension:</b> Answer the following question on a separate sheet of paper:<ul style="list-style-type: none"><li>• What are the environmental factors that define a tropical rainforest environment?</li></ul></li></ul>

Daily Student Instruction Sheet - MONDAY

**SPECIALS  
CLASSES**

***SPECIALS ASSIGNMENTS ARE NO LONGER OPTIONAL.  
SPECIALS ASSIGNMENTS WILL BE GRADED.***

***PLEASE SEE THE SPECIALS CLASS ASSIGNMENTS AT THE  
BEGINNING OF THIS PACKET. YOU WILL NEED TO  
COMPLETE AT LEAST ONE ASSIGNMENT PER DAY TO TURN  
IN ON FRIDAY/MONDAY.***



Name: \_\_\_\_\_ # \_\_\_\_\_ Section: \_\_\_\_\_

4<sup>th</sup> 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 _____			



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

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
<i>re spect ful ly</i>	She <u>respectfully</u> declined the invitation.	r. 4, 22, 6
<i>re spect ful</i>	Please be <u>respectful</u> to your elders.	r. 4, 22
<i>re spect</i>	He showed <u>respect</u> to his teacher by raising his hand.	r. 4 Base word.
<i>a gree ment</i>	Together, the class came to an <u>agreement</u> .	r. 4 Base word: agree Ending: ment
<i>a gree</i>	You won't always <u>agree</u> with what others say.	r. 4 Base word.

# Using Sensory Words for Descriptive Writing:

Monday, April 20

*Directions: Use the Sensory Words list to fill in the blanks to practice descriptive writing. There may be more than one word that can fit in the blank (or more than one right answer). Choose the word that makes the most sense.*

*Ex:*

1. The baby was crying loudly when they gave her the spicy pepper.
2. He was \_\_\_\_\_ on the door when he smelled the \_\_\_\_\_ dinner cooking.
3. The little girl was pouting and \_\_\_\_\_ when she found out her tomatoes were \_\_\_\_\_.
4. The \_\_\_\_\_ thorns on the cactus left a \_\_\_\_\_ rash on her hand.

## 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

$1 \text{ kg} + 2 \text{ kg} = 3 \text{ kg}$   
 $300 \text{ g} + 900 \text{ g} = 1 \text{ kg } 200 \text{ g}$   
 $3 \text{ kg} + 1 \text{ kg } 200 \text{ g} = 4 \text{ kg } 200 \text{ g}$



$1 \text{ kg } 300 \text{ g} + 2 \text{ kg } 900 \text{ g}$   
 $= 4 \text{ kg } 200 \text{ g}$

$9 \text{ gal } 2 \text{ qt} - 5 \text{ gal } 3 \text{ qt}$   
 $= 3 \text{ gal } 3 \text{ qt}$

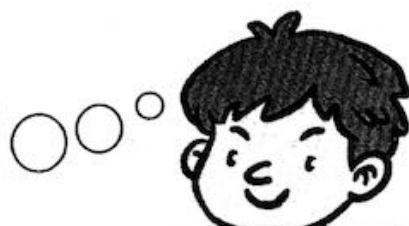
$1 \text{ gal} = 4 \text{ qt}$   
 $9 \text{ gal } 2 \text{ qt} = 8 \text{ gal } 6 \text{ qt}$   
 $8 \text{ gal } 6 \text{ qt} - 5 \text{ gal } 3 \text{ qt} = 3 \text{ gal } 3 \text{ qt}$



## Multiplying Measures

$2 \text{ kg } 200 \text{ g} \times 2 = 4 \text{ kg } 400 \text{ g}$

$200 \text{ g} \times 2 = 400 \text{ g}$   
 $2 \text{ kg} \times 2 = 4 \text{ kg}$



## Dividing Measures

$6 \text{ m } 25 \text{ cm} \div 5 = 1 \text{ m } 25 \text{ cm}$

$6 \text{ m} \div 5 = 1 \text{ m remainder } 1 \text{ m}$   
 $1 \text{ m} = 100 \text{ cm}$   
 $100 \text{ cm} + 25 \text{ cm} = 125 \text{ cm}$   
 $125 \text{ cm} \div 5 = 25 \text{ cm}$



# **Monday April 20, W5-D1 \*ASSIGNMENT**

4. A bottle holds 1 ℓ 500 ml of water. A bucket holds 3 times as much water as the bottle. How much water does the bucket hold?

- 
5. A washing machine takes 1 hour 40 minutes to wash one load of laundry. How long does it take to wash 4 loads of laundry?

- 
6. A fruit seller packed all his oranges into 6 boxes. Each box of oranges weighed 12 lb 12 oz. What was the total weight of the oranges?

# Daily Student Instruction Sheet - TUESDAY

## TUESDAY – 4/21/20

### ELA

Spalding  
(15 Minutes)

Literature  
(30 Minutes)

Grammar/Writing  
(20 Minutes)

### **Spalding**

**Goal/Objective:** Students will learn 5 new words

**Materials needed:** [Spalding sheet](#), Spalding notebook, and a pencil.

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

- PA:** Student will view [Tuesday Spalding video](#) OR parent will dictate words, according to instructions on Spalding sheet.
- 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**.

### **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 8](#), Monday Worksheet, and Reading Log (in packet with Monday materials)

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

- I/PA:** Students will read **part 1 of Chapter 8 (pg. 55 - 61)** of *The Princess and the Goblin*. Parents may assist, if needed
- Optional: Click to listen to the free audiobook: [LibriVox](#).
- Track reading on Reading Log.

### **Grammar/Writing**

**Goal/Objective:** Students will practice their descriptive writing skills through a review of descriptive words, with the use of observation skills and imagination.

**Materials needed:** [Sensory writing words list](#), Descriptive Writing [Image](#), Descriptive Writing Worksheet:Part 2 (in packet), and video with Miss Ward (optional)

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

## Daily Student Instruction Sheet - TUESDAY

	<ul style="list-style-type: none"><li><input type="checkbox"/> <b>I/PA:</b> Students will watch video of Descriptive Writing with Miss Ward (video linked here: <a href="https://cloud.swivl.com/v/bf84b27f0b88f681bcfc7085a11c7139">https://cloud.swivl.com/v/bf84b27f0b88f681bcfc7085a11c7139</a> ).</li><li><input type="checkbox"/> <b>I/PA:</b> Students will look at Descriptive Writing <a href="#">Image</a> to complete Descriptive Writing Worksheet. <b>Students without internet access will only see image in black and white (in packet). Those students should come up with their own colors using their imagination. Students with internet access will look at the Descriptive Writing Image to see the colors.</b></li><li><input type="checkbox"/> <b>I:</b> Students will complete Descriptive Writing Worksheet Part 1.</li></ul>
<b>MATH</b> (30 Minutes)	<p><b>Math</b></p> <p><b>Goal/Objective:</b> Students will divide measurements in compound units by 1 digit numbers.</p> <p><b>Materials needed:</b> Notes. Workbook pg. 148 worksheet, <a href="#">Answer key</a>, <a href="#">Math video</a>. (TB. pgs 133-134 for additional examples)</p> <p><b>Specific Instructions:</b> (I = Independent; PA = Parent Assisted)</p> <ul style="list-style-type: none"><li><input type="checkbox"/> <b>I:</b> Students will read notes</li><li><input type="checkbox"/> <b>I:</b> Complete workbook pg. 148. Students must show their work in the workbook.</li><li><input type="checkbox"/> <b>I/PA:</b> Use the answer key to check answers and correct errors. Parents may assist with this, if necessary.</li></ul>
<b>Science</b> (25 Minutes)	<p><b>Science</b></p> <p><b>Goal/Objective:</b> Learn about the different terrestrial and aquatic environments, and how to identify and classify them.</p> <p><b>Materials needed:</b> FOSS <a href="#">Science Reader pg. 180-183, and pg. 186.</a></p> <p><b>Specific Instructions (I=independent; PA= Parent assistance):</b></p> <ul style="list-style-type: none"><li><input type="checkbox"/> <b>Video:</b> <a href="#">Fun Steve Irving Video 1- Enjoy!</a></li><li><input type="checkbox"/> <b>I: Read:</b> pg. 180-183 “Living Factors in Deserts”</li><li><input type="checkbox"/> <b>I: Comprehension:</b> Answer the following question on a separate sheet of paper (You may use the same sheet as yesterday):<ul style="list-style-type: none"><li>• What are the environmental factors that define a desert environment?</li></ul></li></ul>
<b>SPECIALS</b>	<b>SPECIALS ASSIGNMENTS ARE NO LONGER OPTIONAL. SPECIALS ASSIGNMENTS WILL BE GRADED.</b>

Daily Student Instruction Sheet - TUESDAY

	<p><b><i>PLEASE SEE THE SPECIALS CLASS ASSIGNMENTS AT THE BEGINNING OF THIS PACKET. YOU WILL NEED TO COMPLETE AT LEAST ONE ASSIGNMENT PER DAY TO TURN IN ON FRIDAY/MONDAY.</i></b></p>
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**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"> <li>Says the word</li> <li>Says the word in a sentence</li> <li>Says the word again</li> </ul>	<ul style="list-style-type: none"> <li>Repeats the word</li> <li>Determines the base word (and affix, if applicable)</li> <li>Shows syllables with fists and sounds with fingers</li> <li>Writes the word in syllables while saying it aloud</li> <li>Writes the markings and the rules that apply</li> </ul>	<ul style="list-style-type: none"> <li>Make the appropriate corrections before moving on to the next word</li> </ul>

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
<i>ma jor i ty</i>	I ate the <u>majority</u> of my Easter candy last night.	r. 6 Note pronunciation change.
<i>ma jor</i>	The hurricane caused <u>major</u> damage.	r. 4 Base word.
<i>e lab o rate</i>	Her painting was <u>elaborate</u> .	r. 4 Base word. Adjective- Detailed.
<i>e lab o rate</i>	Will you <u>elaborate</u> on that?	r. 4 Base word. Verb- To explain meaning.



# Pr ng Descrip e W ng: Part 1

Tuesday, April 21

**Part 1 Directions:** Throughout this week, we are going to write a paragraph describing the image below. We will do Part 1 today: the garden. Using the image below, **first list all of the colors that you see. Then, name the thing that the color describes** (hint: our colors will be acting as adjectives today).

For example, when I look at the painting, I see **green**. But it's not just green that I see. I see **green** plants and **green** vines and **green** bushes.



Part 1

I see:

Ex: pink flowers

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

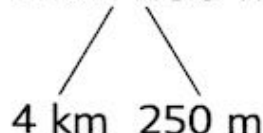
**Part 2 Directions:** Now, take what you wrote in Part 1 and **choose two** to turn into a **complete sentence**. For example, "**pink** flowers" would become "I see **pink** flowers growing around the garden."

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

## EXERCISE 3

Fill in the blanks.

1. (a)  $4 \text{ km } 250 \text{ m} \div 2 = \underline{\hspace{2cm}} \text{ km } \underline{\hspace{2cm}} \text{ m}$

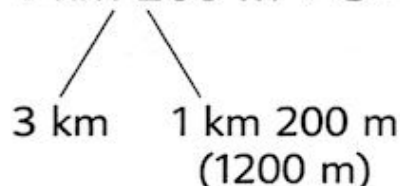


Divide the kilometers.  
Then divide the meters.

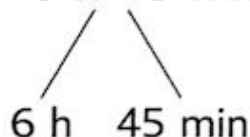
(b)  $1 \text{ km } 200 \text{ m} \div 3 = 1200 \text{ m} \div 3$

$= \underline{\hspace{2cm}} \text{ m}$

(c)  $4 \text{ km } 200 \text{ m} \div 3 = \underline{\hspace{2cm}} \text{ km } \underline{\hspace{2cm}} \text{ m}$



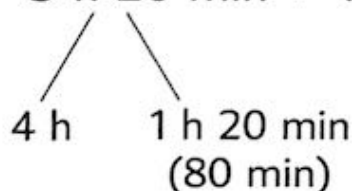
2. (a)  $6 \text{ h } 45 \text{ min} \div 3 = \underline{\hspace{2cm}} \text{ h } \underline{\hspace{2cm}} \text{ min}$



(b)  $1 \text{ h } 20 \text{ min} \div 4 = 80 \text{ min} \div 4$

$= \underline{\hspace{2cm}} \text{ min}$

(c)  $5 \text{ h } 20 \text{ min} \div 4 = \underline{\hspace{2cm}} \text{ h } \underline{\hspace{2cm}} \text{ min}$



# Daily Student Instruction Sheet - WEDNESDAY

## WEDNESDAY – 4/22/20

### ELA

Spalding  
(15 Minutes)

Literature  
(30 Minutes)

Grammar/Writing  
(20 Minutes)

### ***Spalding***

**Goal/Objective:** Students will learn 5 new words.

**Materials needed:** [Spalding sheet](#), Spalding notebook, and a pencil.

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

- PA:** Student will view [Wednesday Spalding video](#) OR parent will dictate words, according to instructions on Spalding sheet.
- 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**.

### ***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 8](#), Monday Worksheet, and Reading Log (in packet with Monday materials)

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

- I/PA:** Students will read **part 2 of Chapter 8 (pg. 62 - 66)** of *The Princess and the Goblin*. Parents may assist, if needed
- Optional: Click to listen to the free audiobook: [LibriVox](#).
- Track reading on Reading Log (with Monday materials).

### ***Grammar/Writing***

**Goal/Objective:** Students will practice their descriptive writing skills through a review of descriptive words, with the use of observation skills and imagination.

**Materials needed:** [Sensory writing words list](#), Descriptive Writing Worksheet: Part 3 (in packet), and video with Miss Ward (optional)

## Daily Student Instruction Sheet - WEDNESDAY

	<p><b><u>Specific Instructions:</u></b> (I = Independent; PA = Parent Assisted)</p> <ul style="list-style-type: none"><li><input type="checkbox"/> <b>I/PA:</b> Students will watch video of Descriptive Writing with Miss Ward (video linked here: <a href="https://cloud.swivl.com/v/88cf13f6491b17f788facad7ebc449db">https://cloud.swivl.com/v/88cf13f6491b17f788facad7ebc449db</a> ).</li><li><input type="checkbox"/> <b>I/PA:</b> Students will look at Descriptive Writing <a href="#">Image</a> to complete Descriptive Writing Worksheet Part 2. <b>Students without internet access will only see image in black and white (in packet). Those students should come up with their own colors using their imagination. Students with internet access will look at the Descriptive Writing Image to see the colors.</b></li><li><input type="checkbox"/> <b>I:</b> Students will complete Descriptive Writing Worksheet Part 2.</li></ul>
<p><b>MATH</b> (30 Minutes)</p>	<p><b>Math</b></p> <p><b><u>Goal/Objective:</u></b> Students will solve word problems involving division of measurements in compound units by 1 digit numbers.</p> <p><b><u>Materials needed:</u></b> Notes. Workbook pg. 149 worksheet, <a href="#">Answer key</a>, <a href="#">Math video</a>. (TB. pgs 133-134 for additional examples)</p> <p><b><u>Specific Instructions:</u></b> (I = Independent; PA = Parent Assisted)</p> <ul style="list-style-type: none"><li><input type="checkbox"/> <b>I:</b> Students will read notes,</li><li><input type="checkbox"/> <b>I:</b> Complete the workbook pg. 149 Students must show their work in the workbook.</li><li><input type="checkbox"/> <b>I/PA:</b> Use the answer key to check answers and correct errors. Parents may assist with this, if necessary.</li></ul>
<p><b>Science</b> (25 Minutes)</p>	<p><b>Science</b></p> <p><b><u>Goal/Objective:</u></b> Learn about the different terrestrial and aquatic environments, and how to identify and classify them</p> <p><b><u>Materials needed:</u></b> FOSS Science Reader <a href="#">pg. 184-185, and pg. 186</a></p> <p><b><u>Specific Instructions:</u></b> (I = Independent; PA = Parent Assisted)</p> <ul style="list-style-type: none"><li><input type="checkbox"/> <b>Video:</b> <a href="#">Fun Steve Irving Video 2</a></li><li><input type="checkbox"/> <b>I, Read:</b> pg. 184-185 “Living Factors in Deserts”</li><li><input type="checkbox"/> <b>I, Comprehension:</b> Answer the following question on a separate sheet of paper (You may use the same sheet as yesterday):<ul style="list-style-type: none"><li>• Compare the environmental factor of water in deserts and rainforests.</li></ul></li></ul>
<p><b>SPECIALS</b></p>	<p><b><i>SPECIALS ASSIGNMENTS ARE NO LONGER OPTIONAL. SPECIALS ASSIGNMENTS WILL BE GRADED.</i></b></p>

Daily Student Instruction Sheet - WEDNESDAY

	<p><b><i>PLEASE SEE THE SPECIALS CLASS ASSIGNMENTS AT THE BEGINNING OF THIS PACKET. YOU WILL NEED TO COMPLETE AT LEAST ONE ASSIGNMENT PER DAY TO TURN IN ON FRIDAY/MONDAY.</i></b></p>
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**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"> <li>Says the word</li> <li>Says the word in a sentence</li> <li>Says the word again</li> </ul>	<ul style="list-style-type: none"> <li>Repeats the word</li> <li>Determines the base word (and affix, if applicable)</li> <li>Shows syllables with fists and sounds with fingers</li> <li>Writes the word in syllables while saying it aloud</li> <li>Writes the markings and the rules that apply</li> </ul>	<ul style="list-style-type: none"> <li>Make the appropriate corrections before moving on to the next word</li> </ul>

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
cit i zen	I am an American <u>citizen</u> .	r. 2, 24 Base word: city Ending: zen Write city but change the "y" to an "i" because my base word ends with /y/.
cit y	I am from the <u>city</u> of El Paso.	r. 2, 6 Base word.
ne ces si ty	Water is a <u>necessity</u> .	r. 2, 29, 6 Write necessary but change "ary" to "ity". Accented syllable moves to "ces".
nec es sar y	She had all the <u>necessary</u> ingredients to bake a cake.	r. 2, 29, 6 Base word. The first "s" appears in the syllable that says s "es".
di vide	I had to <u>divide</u> the cupcake into two equal pieces.	Base word.

# Pr ng Descrip e W ng: Part 2

Wednesday, April 22

**Part 1 Directions:** Throughout this week, we are going to write a paragraph describing the image below. We will do Part 2 today: the characters in the garden. Using the image below, first who you see and what he is doing. Then, list what animals you see and what they are doing.

For example, when I look at the painting, I see **a man**. But it's not just **a man** that I see. He is wearing certain (specific) clothes and he is walking a certain direction. (It looks like someone else might see him, too.)



Part 1

I see:

Ex: man walking

1. \_\_\_\_\_

2. \_\_\_\_\_

**Part 2 Directions:** Now, take what you wrote in Part 1 and turn into a **complete sentence**. For example, "someone walking" would become "I see a **man** in a **green** jacket and **brown** hat walking through the garden.

1. \_\_\_\_\_

—

2. \_\_\_\_\_

# **Wednesday April 22, W5-D3 \*ASSIGNMENT**

3. Meredith had 6 lb 12 oz of mushrooms. She packed them equally into 9 boxes. What was the weight of the mushrooms in each box?
- 
4. Johnny had 4 m 50 cm of wire. He cut the wire equally into 3 pieces. He used 2 pieces of the wire to repair his toy.
- (a) How long was each piece of wire?
  - (b) What length of wire did he use to repair his toy?
- 
5. A box containing 5 identical books weighs 6 kg 850 g. If the weight of the box is 600 g, what is the weight of each book?



# Daily Student Instruction Sheet - THURSDAY

## THURSDAY – 4/23/20

### Graded Review Instructions

#### End-of-Week Graded Review:

*Today is our first weekly graded review, which will serve as the graded portion of this packet. We ask that students take this assessment independent of adult help or collaboration with other students. However, students are welcome to use any of their readings, textbook pages, or work from Monday - Wednesday of this week (with the exception of Spalding).*

*The reviews only cover materials students have learned this week.*

*Below are instructions for each portion of the graded review with a suggested time limit for each portion. The graded review is intended to take 1 hour 30 minutes on average. We recommend that students take a break between subjects, rather than completing the graded review in one sitting.*

This review should be completed in **pencil** with **legible cursive handwriting**. As usual, handwriting is part of the Spalding grade. Please do not use pens or colored pencils.

### ELA

Spalding  
(15 Minutes)

Literature  
(30 Minutes)

Grammar/Writing  
(20 Minutes)

### **Spalding**

**Goal/Objective:** Students will review all 14 of this week's words.

**Materials needed:** [Spalding sheet](#), notebook paper, and a pencil.

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

- PA:** Parent will dictate all 14 words, one at a time, to the student.
- I:** Without parent assistance, students will independently write all 14 words one time each (without markings or rules).

### **Literature**

**Goal/Objective:** Students will review and assess their understanding of *The Princess and the Goblin* (Chapters 7-8).

**Materials needed:** *The Princess and the Goblin* Chapter 7 and Chapter 8, Reading Log (in packet), videos from Miss Ward (optional), and Graded Review Worksheet. [Key](#)

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

- I:** Using their books, students will independently answer questions to assess their understanding and comprehension of Chapters 7 and 8 (without parent assistance).

# Daily Student Instruction Sheet - THURSDAY

	<p><b><i>Grammar/Writing</i></b> <b><u>Goal/Objective:</u></b> Students will review and assess their descriptive writing skills through the use of descriptive words, observation skills and imagination.</p> <p><b><u>Materials needed:</u></b> Descriptive writing words list (in packet), descriptive writing worksheet (in packet), and video with Miss Ward (optional). <b>Students may use and refer back to materials from this week to complete assignment.</b></p> <p><b><u>Specific Instructions:</u></b> (I = Independent; PA = Parent Assisted).</p> <ul style="list-style-type: none"><li><input type="checkbox"/> <b>I:</b> Using Worksheets part 2 and part 3, students will write final draft using descriptive language. Students may add to final draft, but they also may copy from Worksheet part 2 and 3 to create a clean, final draft in best handwriting using descriptive words (lots of adjectives and adverbs!!).</li></ul>
<p><b>MATH</b> (30 Minutes)</p>	<p><b><i>Math</i></b></p> <p><b><u>Goal/Objective:</u></b> Students will solve problems involving multiplication and division of measurements in compound units by 1 digit numbers.</p> <p><b><u>Materials needed:</u></b> GRADED REVIEW. (Notes. All workbook pages, textbook pages that were completed this week may be used for this graded review.), <a href="#">key</a></p> <p><b><u>Specific Instructions:</u></b> (I = Independent; PA = Parent Assisted)</p> <ul style="list-style-type: none"><li><input type="checkbox"/> <b>I</b> Students will complete the graded review and may use all of the above materials to help them on this assignment.</li></ul>
<p><b>SCIENCE</b> (25 Minutes)</p>	<p><b><i>Science</i></b></p> <p><b><u>Goal/Objective:</u></b> Learn about the different terrestrial and aquatic environments, and how to identify and classify them</p> <p><b><u>Materials needed:</u></b> FOSS Science Reader pg. 179-186, “Two Terrestrial Environments” notes, Biome Project</p> <p><b><u>Specific Instructions:</u></b> (I = Independent; PA = Parent Assisted)</p> <ul style="list-style-type: none"><li><input type="checkbox"/> <b>Video:</b> <a href="#">Fun Steve Irving 3- Enjoy!</a></li><li><input type="checkbox"/> <b>Video:</b> <a href="#">Fun Steve Irving 4- Enjoy!</a></li><li><input type="checkbox"/> <b>I, Review:</b> Students will review the reading and notes from this week and use what they have learned to fill out the biome project packet.</li><li><input type="checkbox"/> <b>I, Biome Packet: Without parent assistance.</b> Students will independently fill out the biome packet based on what they’ve learned. They will need to know the following terms:</li></ul>

## Daily Student Instruction Sheet - THURSDAY

	<ul style="list-style-type: none"><li><input type="checkbox"/> <u>Biome</u>- A habitat or environment, made up of living and non-living things</li><li><input type="checkbox"/> <u>Biotic</u>- Living things or factors in an environment.</li><li><input type="checkbox"/> <u>Abiotic</u>- Non-living things or factors in an environment</li></ul>
<b>SPECIALS</b>	<p><b><i>Specials Assignments are no longer optional. Specials assignments will be graded.</i></b></p> <p><b><i>Please see the Specials Class Assignments at the beginning of this packet.</i></b></p> <p><b><i>You should have completed all FOUR specials assignments this week -- one for PE, one of Latin, one for Music, and one for PE.</i></b></p> <p><b><i>Please double check that these assignments are complete, and either scan and upload to Google Classroom or attach to your packet to turn in at school.</i></b></p>

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

Dictate the 14 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"><li>• Says the word</li><li>• Says the word in a sentence</li><li>• Says the word again</li></ul>	<ul style="list-style-type: none"><li>• Repeats the word</li><li>• Writes the word</li></ul>	<ul style="list-style-type: none"><li>• Make the appropriate corrections before moving on to the next word</li></ul>

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
<i>respectfully</i>	She <u>respectfully</u> declined the invitation.
<i>agree</i>	You won't always <u>agree</u> with what others say.
<i>major</i>	The hurricane caused <u>major</u> damage.
<i>elaborate</i>	Will you <u>elaborate</u> on that?
<i>city</i>	I am from the <u>city</u> of El Paso.
<i>necessary</i>	She had all the <u>necessary</u> ingredients to bake a cake.
<i>divide</i>	I had to <u>divide</u> the cupcake into two equal pieces.
<i>respectful</i>	Please be <u>respectful</u> to your elders.

Word	Example sentence
agreement	Together, the class came to an <u>agreement</u> .
elaborate	Her painting was <u>elaborate</u> .
majority	I ate the <u>majority</u> of my Easter candy last night.
citizen	I am an American <u>citizen</u> .
necessity	Water is a <u>necessity</u> .
respect	He showed <u>respect</u> to his teacher by raising his hand.

## Literature Graded Review: Thursday, April 24

**Directions:** Choose the correct answer for each of the following questions. **You may use your book to look back and find the answers.**

1. When Curdie awakes in the night, he sees some “stumpy creatures” outside his window. What were they?
  - a) Bats
  - b) Goblins
  - c) Princes
  - d) Trees
  
2. Curdie helps his father working in the \_\_\_\_\_.
  - a) Woods
  - b) Shed
  - c) Town
  - d) Mine
  
3. The goblins use their hammers and pickaxes at night to build \_\_\_\_\_ for themselves.
  - a) Brushes
  - b) Gold
  - c) New houses
  - d) Cars

# Pr ng Descrip e W ng: Part 3

Thursday, April 24

**Part 1 Directions:** Throughout this week, we have described the image below. Using your materials and other worksheets, you will now copy your sentences into a final draft paragraph. Make sure you remember to capitalize, use correct punctuation, and check for spelling errors. Use your best Spalding cursive!



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**Thursday April 23, W5-D4**

**\*GRADED REVIEW**

1. Multiply in compound units.

(a)  $5 \text{ km } 600 \text{ m} \times 7$

(d)  $3 \text{ h } 42 \text{ min} \times 9$

1. Divide in compound units.

(a)  $8 \text{ m } 48 \text{ cm} \div 4$

(d)  $25 \text{ years } 6 \text{ months} \div 6$



**Thursday April 23, W5-D4**

**\*GRADED REVIEW**

2. Do these. Show all your work clearly.
- (a) A ribbon 5 m 40 cm long is cut into 5 equal pieces.  
How long is each piece?
- (e) Joshua spends 1 hour 35 minutes exercising every day.  
How much time does he spend exercising in a week?

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

Number: \_\_\_\_\_

Date: \_\_\_\_\_

*The Biome Project*

For each of the three biomes, name **three** biotic and **three** abiotic components. Name also one pair of biotic and abiotic components that depend on each other. For example, a sloth depends on tree in the rainforest biome.

1) *Marine Biome*



<i>Biotic Components</i>	<i>Abiotic Components</i>
1.	1.
2.	2.
3.	3.

In the marine biome, a \_\_\_\_\_ depends on \_\_\_\_\_.

2) *Grasslands Biome*



<i>Biotic Components</i>	<i>Abiotic Components</i>
1.	1.
2.	2.
3.	3.

In grasslands biome, a \_\_\_\_\_ depends on the \_\_\_\_\_.

3) *Tundra Biome*



<i>Biotic Components</i>	<i>Abiotic Components</i>
<b>1.</b>	<b>1.</b>
<b>2.</b>	<b>2.</b>
<b>3.</b>	<b>3.</b>

In the tundra biome, a \_\_\_\_\_ depends on

\_\_\_\_\_.