

GreatHearts

Northern Oaks



Distance Learning Packet

April 27 - May 1, 2020

4th grade

Ms. Ward

Mr. Grimes

Mr. Garrett

Ms. Lopez

Student Name: _____ Section: _____



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WEEKLY ASSIGNMENTS 4/27 - 5/1	
MUSIC (25 Minutes)	<p><u>MUSIC</u> Goal/Objective: The student will review musical concepts.</p> <p>Materials needed: Musical Bingo Card, Answer Sheet, Pencil</p> <p>Specific Instructions (I=independent; PA= Parent assistance):</p> <ul style="list-style-type: none"> <input type="checkbox"/> (I) Play Musical Bingo <input type="checkbox"/> (I) You may yell “Bingo” when you have completed all the squares in a row vertically, or horizontally, or diagonally. <input type="checkbox"/> (I) Don’t forget to put your name and section # on the card. I’m looking forward to reading what you did to “Bingo”! <p>BINGO CARD & ANSWER SHEET DUE: Monday to Google Classroom or School</p>
ART (25 Minutes)	<p><u>ART</u> Goal/Objective: Scholars of all ages -- no age limit -- will venture outside for Nature Observations, specifically searching for interesting things from a tree (leaves, etc).</p> <p>Materials needed:</p> <ul style="list-style-type: none"> • Pencil • Sketchbook • Clipboard (as a hard surface to draw on while outside) (optional) • Toy magnifying glass (optional) • Miss Prather’s Nature Journal Resources <p>Specific Instructions (I=independent; PA= Parent assistance):</p> <ul style="list-style-type: none"> <input type="checkbox"/> (I) Go outside and find (1) something BUMPY from a tree (ex: a piece of bark, a stick, etc.) and (2) something with WAVY lines or texture (ex: a wilted leaf, a flower from a tree, etc.) to observe and draw. <input type="checkbox"/> (PA) Watch Teacher Video for drawing and searching tips and a fun lesson on botanical art! <input type="checkbox"/> (I) Sketch your 2 objects from trees! <p>DUE: Monday to Google Classroom or School</p>
LATIN (25 Minutes)	<p><u>LATIN</u> Goal/Objective: Continue translating <i>Ī, Canis. Ī!</i></p> <p>Materials needed: (1) “W6 <i>Ī, Canis. Ī!</i>” vocabulary flashcards; (2) “W6 <i>Ī, Canis. Ī!</i>” translation worksheet; (3) “W6 Answer Key”; (4) “The Pontifex Song” lyric sheet</p> <p>Specific Instructions (I=independent; PA= Parent assistance):</p> <ul style="list-style-type: none"> <input type="checkbox"/> (I) Make “W6 <i>Ī, Canis. Ī!</i>” flashcards: <ul style="list-style-type: none"> <input type="checkbox"/> Fold on the dotted vertical line <input type="checkbox"/> Cut along the dark horizontal lines <input type="checkbox"/> Glue blank sides together <input type="checkbox"/> KEEP THESE CARDS (do not turn them in) <input type="checkbox"/> You can practice on Quizlet <input type="checkbox"/> (I) Complete “W6 <i>Ī, Canis. Ī!</i>” translation worksheet <input type="checkbox"/> (I) Check your work with “W6 Answer Key” or Guided Translation video <input type="checkbox"/> (I) Optional - Watch “The Pontifex Song” video and sing along with lyric sheet

Specials Student Instruction Sheet

	<input type="checkbox"/> (PA) Teach your parents the song DUE: Monday to Google Classroom or School
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 Coach Walsh Coach Wilson https://cloud.swivl.com/v/feb1c2601819c76ec996bafc87fc43dc Specific Instructions (I=independent; PA= Parent assistance): <ul style="list-style-type: none"> <input type="checkbox"/> (I) Complete any five 5 squares in a row. (Diagonal, Horizontal, Vertical) <input type="checkbox"/> Leap in the air and yell BINGO! <input type="checkbox"/> (I) OPTIONAL: Watch challenge videos. DUE: Monday to Google Classroom or School

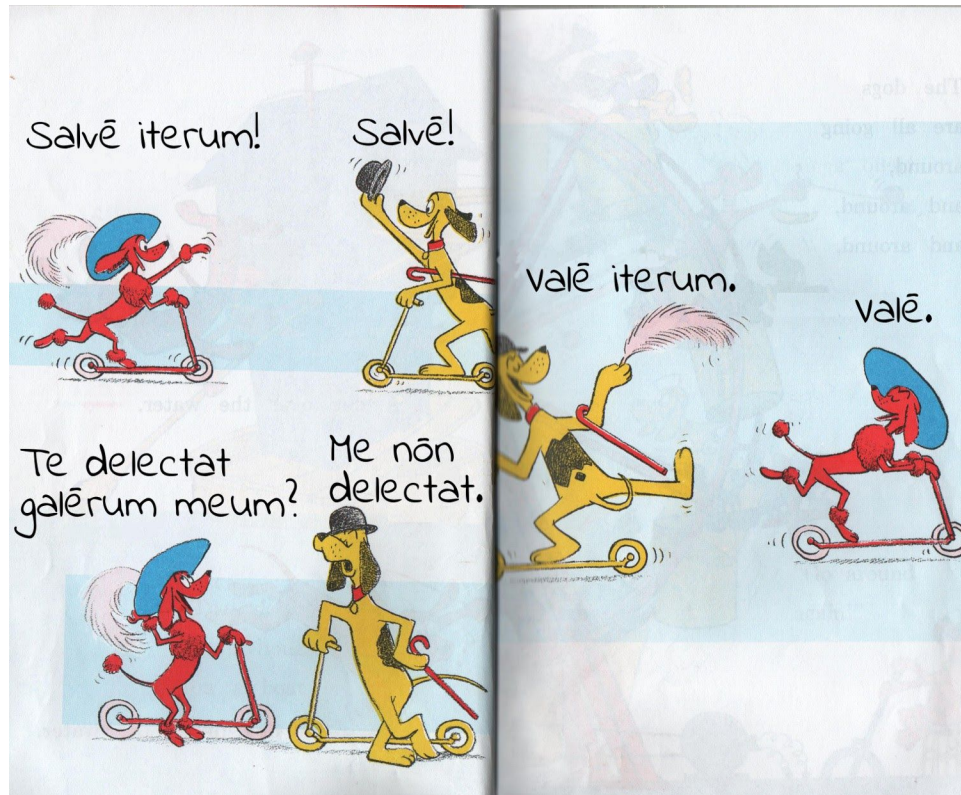
Name: _____

Section: _____

Week 6 *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)



Salvē iterum! Salvē!

Te delectat galērum meum?

Me nōn delectat.

Valē iterum. Valē.

Name: _____

Section: _____



Canēs omnēs eunt circum et circum et circum.

Circumī iterum! (Remember: ī is an imperative - a command - of eō)

Name: _____

Section: _____



Sōl lucet. Sōl est flāvus.

Flāvus sōl est suprā domum.

Calidus est hīc in sōle.

Calidus nōn est hīc infrā domum.

calidus



hot (warm)

circum



around

hīc



here

iterum



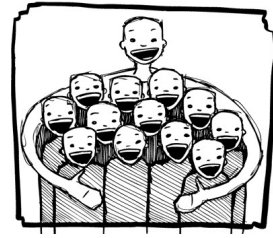
again

luceo



I shine

omnes



all

sol



sun

Physical Education BINGO



Student Name: _____

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

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

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

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

Music 3-6 BINGO



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

Student Name: _____

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

Roar and Soar, Griffins!

Music 3-6 BINGO



Student Name: _____

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

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

Roar and Soar, Griffins!

Daily Student Instruction Sheet - MONDAY

MONDAY – 4/27/20

ELA

Spalding (15 Minutes)

Literature (35 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 ([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 9 part 1](#) and Reading Log ([linked here](#), & on Friday cover page)

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

- ☐ **I/PA:** Students will watch **Ch. 9 part 1** Literature Read-Aloud Video with Miss Ward (<https://cloud.swivl.com/v/c3db05b47d153fa4190a0dfa412cd0ba>) with help/support reading and understanding *The Princess and the Goblin* Chapter 9.
- ☐ **I/PA:** Students will read **part 1 of Chapter 9 (pg. 67 - 73)** 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).

Grammar/Writing

Goal/Objective: Students will learn the meaning of “Birds of a feather flock together”.

Daily Student Instruction Sheet - MONDAY

	<p><u>Materials needed:</u> My Book of Sayings and Phrases (physical copy) , or the worksheet attached to Monday's Grammar lesson (in packet)</p> <p><u>Specific Instructions:</u> (I = Independent; PA = Parent Assisted)</p> <ul style="list-style-type: none"> ● I: Student will write "Birds of a feather flock together" in the horizontally lined box at the top of the page. ● PA: Student will spend 5 minutes discussing what they think the saying means with a parent or other family member. <u>Explanation:</u> <i>We use this saying to mean that similar people, or people who have similar interests, like to be with each other.</i> <u>Example:</u> <i>"Those guys always eat lunch together," Jenny said, nodding toward a group of boys in the cafeteria. "Yeah," said June. "They're on the same baseball team and they love to talk about mitts and bats and home runs." Jenny nodded. "Birds of a feather flock together!"</i> ● I: Student will then write <u>"Similar people like to be together"</u> down in the vertically lined box on the page. ● I: Student will draw a picture that represents the saying in the box next to it.
<p>MATH (Minutes)</p>	<p><i>Math</i></p> <p><u>Goal/Objective:</u> Students will find the volume of solids made up of unit cubes, and the volume of solids made up of 1cm cubes.</p> <p><u>Materials needed:</u> Notes. Workbook pg. 150 and pg. 179 from Practice Book, Answer key and Monday math video.</p> <p><u>Specific Instructions:</u> (I = Independent; PA = Parent Assisted)</p> <ul style="list-style-type: none"> <input type="checkbox"/> I: Students will read notes, <input type="checkbox"/> I: Complete the workbook pg. 150 and pg. 179 from practice book. Students must show their work on the workbook and practice book pages. <input type="checkbox"/> I/PA: Use the answer key to check answers and correct errors. Parents may assist with this, if necessary.
<p>HISTORY (25 Minutes)</p>	<p><i>History</i></p> <p><u>Goal/Objective:</u> Students will learn about the causes of the Texas Revolution, its significant battles, and how the Texians defeated the Mexicans.</p> <p><u>Materials needed:</u> Remember the Alamo Reading pg. 57, Comprehension questions 1-4 pg. 62.</p> <p><u>Specific Instructions (I=independent; PA= Parent assistance):</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> I, Video: Alabaster Flask 1! <input type="checkbox"/> I, Students will: Read pg. 57 from "Remember the Alamo"

Daily Student Instruction Sheet - MONDAY

	<p><input type="checkbox"/> <u>I, Students will:</u> Answer comprehension questions 1-4 on page 62. Note: Students must answer Comprehension Questions in complete sentences, and in cursive. Example: Why did Stephen F. Austin choose to settle between the San Antonio and Brazos Rivers? Answer: Stephen F. Austin chose to settle between the San Antonio and Brazos rivers because it was good land for planting and growing crops.</p>
SPECIALS CLASSES	<p><i>SPECIALS ASSIGNMENTS ARE NO LONGER OPTIONAL. SPECIALS ASSIGNMENTS WILL BE GRADED.</i></p> <p><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 MONDAY.</i></p>

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>a</u> <u>chie</u> <u>ves</u> ²	She will not stop until she <u>achieves</u> her goal.	r. 4, 12 Base word: achieve Ending: "z"
<u>a</u> <u>chie</u> <u>ve</u> ²	Together we can <u>achieve</u> anything.	r. 4, 12 Base word.
<u>ac</u> <u>qu</u> <u>ire</u> ²	I tried to <u>acquire</u> the information I needed.	r. 1 Base word.
<u>an</u> <u>ci</u> <u>ent</u> ²	In <u>ancient</u> times, dinosaurs roamed the planet.	r. 14 Base word: ancestor Ending: ent Write ancestor but replace "c" with "ci" for "sh" sound. Review pg. 6.
<u>an</u> <u>y</u> <u>one</u>	Does <u>anyone</u> want to go to Chick-fil-a with me?	r. 6 Base word: any Base word: one. Write "any" and add "one" to make the compound word. Compound words do not change. Use "y" not "i" at end of base word.

Birds of a feather flock together.

What does this mean?

Draw a picture.

Birds of a feather flock together.

What does this mean?

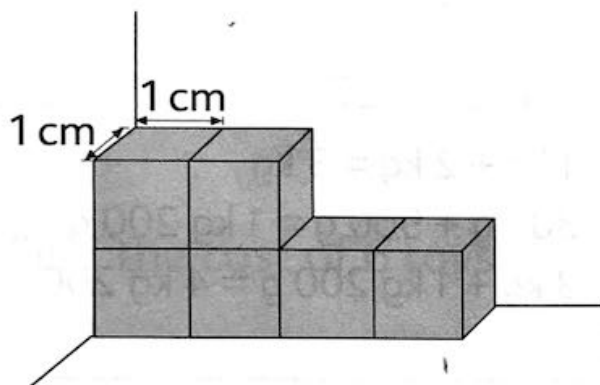
Similar people
like to be
together.

Draw a picture.

What does this mean?

Draw a picture.

The **volume** of a solid is the amount of space it occupies.
The volume of a unit cube is 1 cubic unit.
The cubic centimeter (cm^3) is a unit of volume.
Other units of volume include cubic inch (in.^3) and cubic meter (m^3), milliliter and liter.

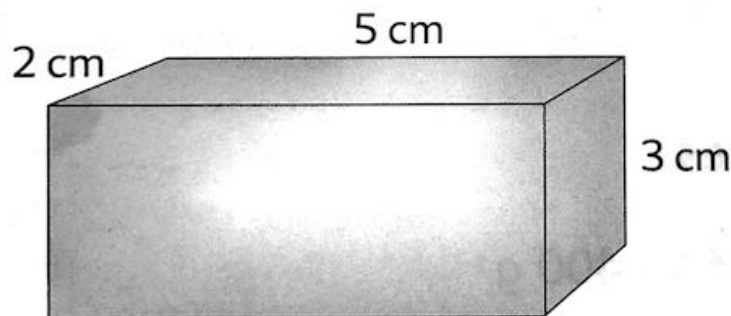


Volume of solid = 6 cm^3

Volume of a Rectangular Prism

Volume of a rectangular prism = Length \times Width \times Height

A rectangular prism measures 5 cm by 2 cm by 3 cm.

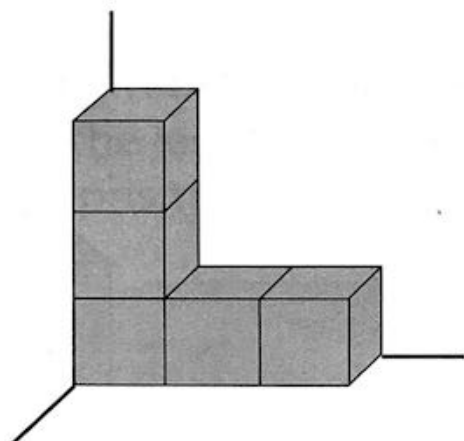


Volume of the prism = $5 \text{ cm} \times 2 \text{ cm} \times 3 \text{ cm}$
 $= 30 \text{ cm}^3$

Exercise 4 : Cubic Units

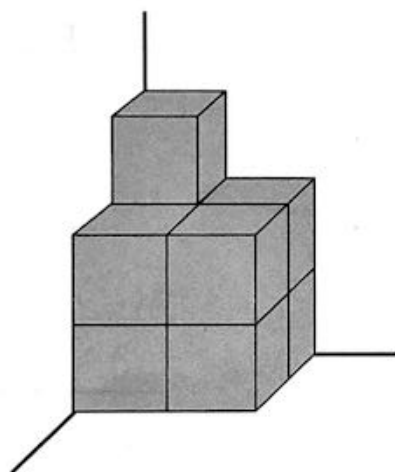
1. How many cubic units are there?

(a)



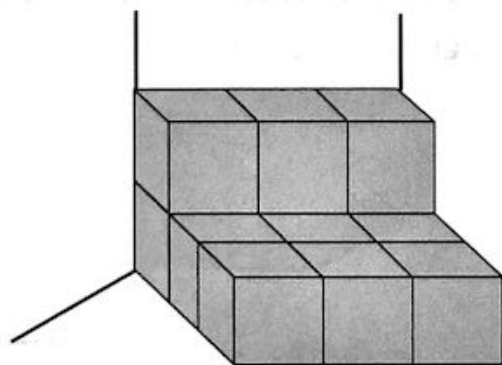
_____ cubic units

(b)



_____ cubic units

(c)

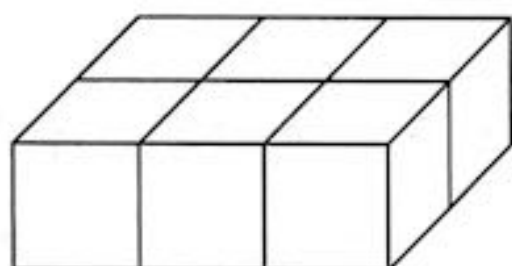


_____ cubic units

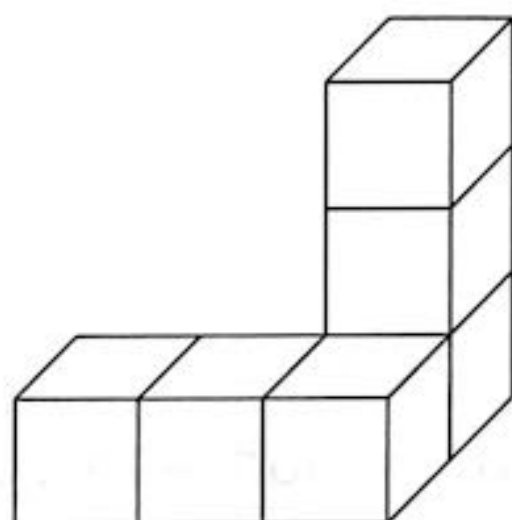
EXERCISE 4

1. The following solids are made up of 1-cm cubes. What is the volume of each solid?

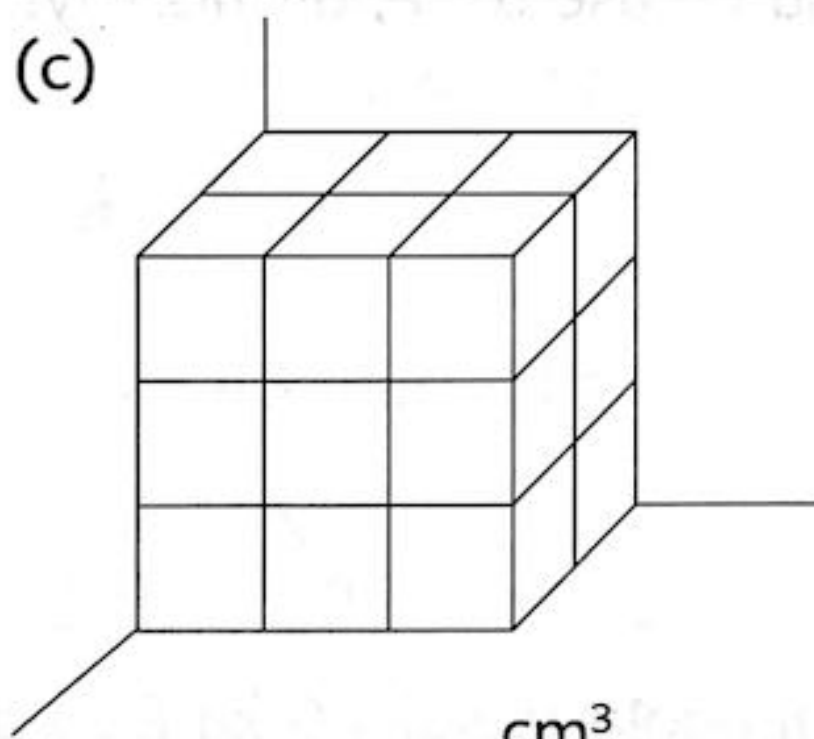
(a)

_____ cm^3

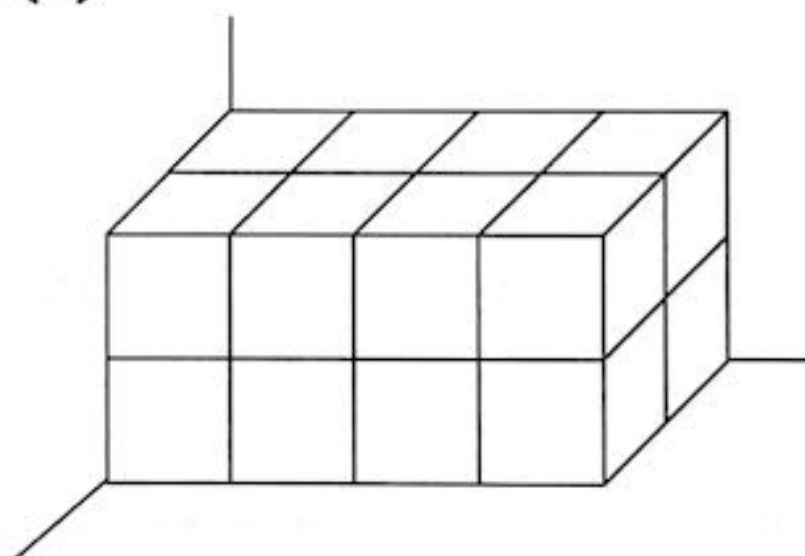
(b)

_____ cm^3

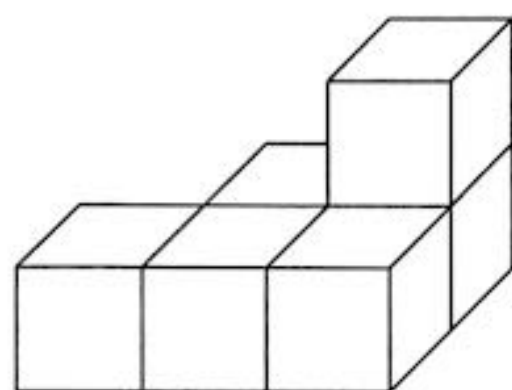
(c)

_____ cm^3

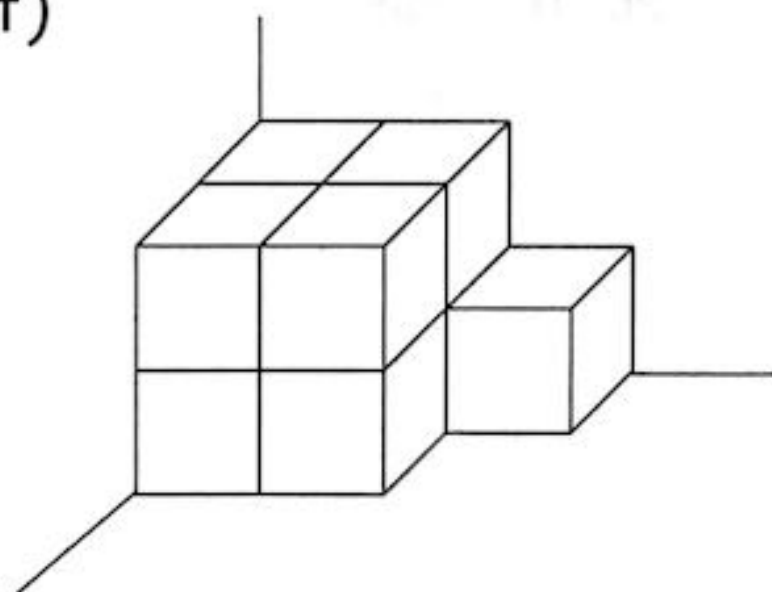
(d)

_____ cm^3

(e)

_____ cm^3

(f)

_____ cm^3

Daily Student Instruction Sheet - TUESDAY

TUESDAY – 4/28/20

ELA

Spalding (15 Minutes)

Literature (35 Minutes)

Grammar/Writing (20 Minutes)

Spalding

Goal/Objective: Students will learn 5 new words

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

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

- ☐ PA: Student will view [Tuesday 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 9 part 2](#) and [Reading Log](#) (on cover page of Friday materials)

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

- ☐ I/PA: Students may watch **Ch. 9 part 2** Literature Read-Aloud video (linked here: [Tuesday Literature Video](#)) with help and support for reading and understanding *The Princess and the Goblin* Chapter 9. *****Note: The video covers all of Chapter 9. Your child may start at pg. 73 and read/listen through the end (part 2).**
- ☐ I/PA: Students will read **part 2 of Chapter 9 (pg. 73 - 78)** 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).

Grammar/Writing

Goal/Objective: Students will identify sentence fragments, simple sentences, and run-on sentences.

Daily Student Instruction Sheet - TUESDAY

	<p><u>Materials needed:</u> Identifying sentences worksheet, answer key, grammar spiral, and a pencil.</p> <p><u>Specific Instructions (I=independent; PA= Parent assistance):</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> I: Students will read notes and/or review sentence fragments, run-ons, and complete sentences with Mrs. Lopez Tuesday Notes Video Students can take notes in their grammar spiral if they want to or use their previous notes. <input type="checkbox"/> I: Using their notes in their grammar spirals, students will complete the grammar worksheet independently. <input type="checkbox"/> I/PA: Use the answer key to check answers and correct errors. Parents may assist, if necessary.
<p>MATH (Minutes)</p>	<p><i>Math</i></p> <p><u>Goal/Objective:</u> Students will find the volume of rectangular prisms in different measures using the formula, volume= length times width times height.</p> <p><u>Materials needed:</u> Notes. Workbook pgs. 151 and 152, Answer key and Tuesday math video.</p> <p><u>Specific Instructions:</u> (I = Independent; PA = Parent Assisted)</p> <ul style="list-style-type: none"> <input type="checkbox"/> I: Students will read notes, <input type="checkbox"/> I: Complete the workbook pgs. 151and 152. Students must show their work on the workbook pages. <input type="checkbox"/> I/PA: Use the answer key to check answers and correct errors. Parents may assist with this, if necessary.
<p>HISTORY (25 Minutes)</p>	<p><i>History</i></p> <p><u>Goal/Objective:</u> Students will learn about the causes of the Texas Revolution, its significant battles, and how the Texians defeated the Mexicans.</p> <p><u>Materials needed:</u> Remember the Alamo Reading pg. 58, Comprehension questions 5-7 pg. 62-63.</p> <p><u>Specific Instructions (I=independent; PA= Parent assistance):</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> I, Video: Alabaster Flask-2 <input type="checkbox"/> I, Students will: Read pg. 58 from “Remember the Alamo” <input type="checkbox"/> I, Students will: Answer comprehension questions 5-7 on page 62-63. Note:Students must answer Comprehension Questions in complete sentences, and in cursive. Example: Why did Stephen F. Austin choose to settle between the San Antonio and Brazos Rivers? Answer: Stephen F. Austin chose to settle between the San Antonio and Brazos rivers because it was good land for planting and growing crops.

Daily Student Instruction Sheet - TUESDAY

**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 MONDAY.***

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>a</u> <u>piece</u> ₌₃	The shoes sold for five dollars <u>apiece</u> .	r. 4, 12 Base word: a Ending: piece Compound word "a" gives meaning. Why ie? Not after c, doesn't say "a". Not an exception.
<u>ap</u> <u>proach</u> ² <u>es</u>	The days are getting shorter as winter <u>approaches</u> .	r. 29 Base word: approach Ending: "cs"
<u>at</u> <u>tack</u>	The dog tried to <u>attack</u> the squirrel.	r. 29, 25 Base word.
<u>at</u> <u>tor</u> ³ <u>ney</u>	He received a call from his <u>attorney</u> .	r. 29 Base word.
<u>bal</u> <u>ance</u> ₌₃	I can <u>balance</u> on one leg.	Base word.

Types of Sentences:

Complete Sentences - A group of words that has a **subject**, a **verb**, and expresses a **complete thought**.

Fragment - A piece or part of a sentence; not a complete sentence.

A run-on sentence - Two or more sentences written together as one sentence, or two or more sentences written with a conjunction and no comma.

Example of a **complete sentence**:

Michael and Frank found directions to the nearest amusement park.

Example of a sentence **fragment**:

Is fortunate to have traveled all over the world. **no subject**

Example of a **run-on sentence**:

Mrs. Jenner clips coupons from the newspaper she always finds bargains.

Name: _____ Date: _____

Identify the following sentences as a fragment, complete sentence, or run-on sentence.

Fragment = F

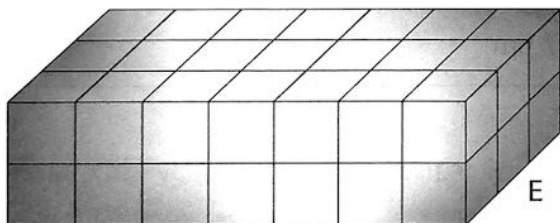
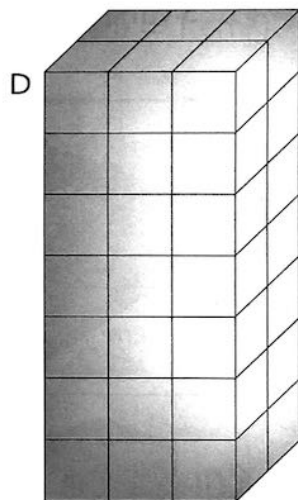
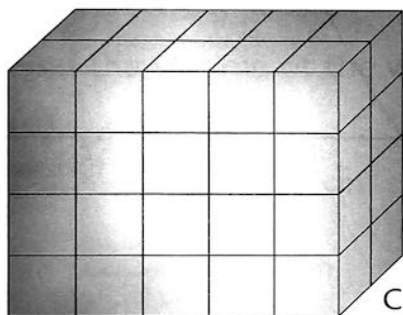
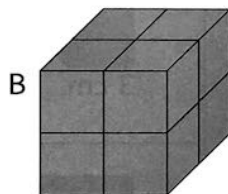
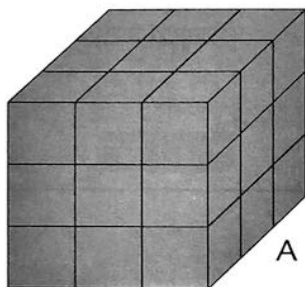
Complete = S

Run-on= R

1. _____ Her big dog.
2. _____ My little brother is sweet.
3. _____ I went to the store we got many things.
4. _____ His dad gave us popsicles.
5. _____ My little cat.
6. _____ My cat is little.
7. _____ Running is a great exercise for your health be careful though.
8. _____ I borrowed my friend's pencil.
9. _____ I sent you a letter!
10. _____ Wash your clothes.
11. _____ I had some dinner after I went swimming then I went to bed.
12. _____ Your red sweater.
13. _____ How are you?
14. _____ I found a shiny penny.
15. _____ My mom packed me a snack.
16. _____ The nervous cat.
17. _____ Dad ate lunch with me.
18. _____ Your silly story.
19. _____ I have to do my homework go to swim class eat dinner.
20. _____ I want a puppy for my birthday I hope I get one they're so cute.

EXERCISE 5

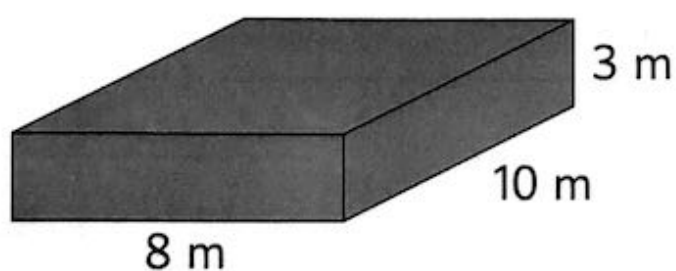
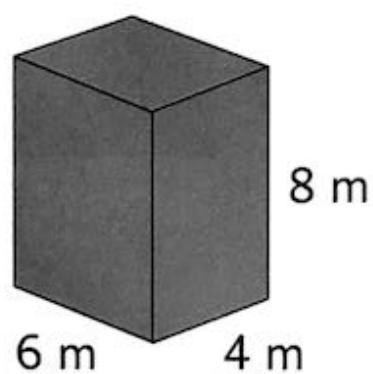
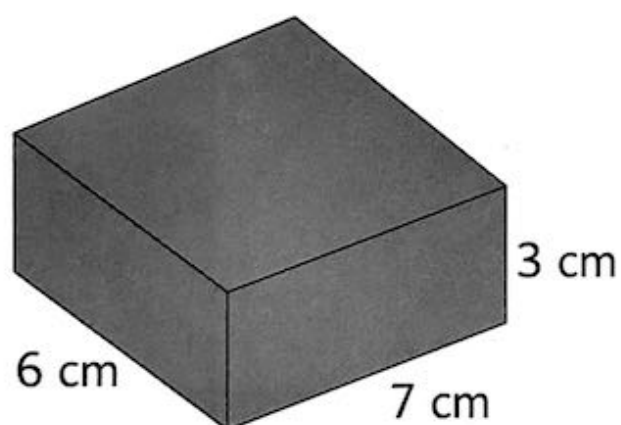
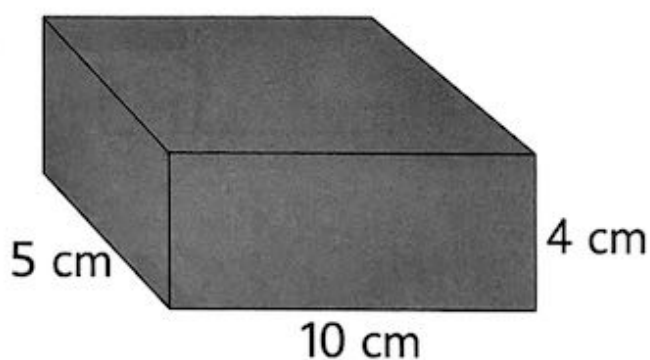
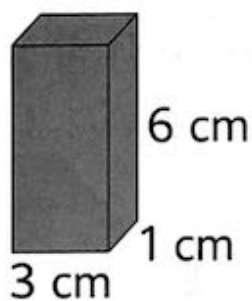
1. These solids are made up of 1-in. cubes.



Complete the following table.

Solid	Length	Width	Height	Volume
A	3 in.	3 in.	3 in.	27 in. ³
B				
C				
D				
E				

2. Find the volume of each rectangular prism.



Comprehension Questions

1. Why did the Texans want to live under their own laws?

2. What was the cause of the Fredonia Rebellion?

3. Why did the Mexican government pass a law that prohibited Texans from settling in Texas?

4. Why did Santa Anna become angry with Stephen F. Austin?

5. Why did the Texans fight against the Mexican army in 1835?

6. What important decision came from the Convention of 1836?

7. When was the Constitution of the Republic of Texas passed?

8. What was special about “thirteen days” at the Alamo?

9. Name some of the famous defenders at the Alamo.

10. What famous saying was said as the Texans surprised Santa Anna and his Mexican soldiers?

Daily Student Instruction Sheet - WEDNESDAY

WEDNESDAY – 4/29/20

ELA

Spalding (15 Minutes)

Literature (Minutes)

Grammar/Writing (20 Minutes)

Reading (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:** 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 10](#) and [Reading Log](#) (on cover page of Friday materials)

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

- ☐ **I/PA:** Students will watch Literature Read-Aloud Video with Miss Ward (linked here: [Wednesday Literature Video](#)>) with help for reading and understanding *The Princess and the Goblin* Chapter 10.
- ☐ **I/PA:** Students will read **Chapter 10** 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).

Grammar/Writing

Goal/Objective: Students will correct sentence fragments, and run-on sentences.

Daily Student Instruction Sheet - WEDNESDAY

	<p><u>Materials needed:</u> Fixing fragments and run-on sentences worksheet, grammar spiral, and a pencil.</p> <p><u>Specific Instructions (I=Independent; PA= Parent assistance):</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> I: Students will read notes and/or review how to correct sentence fragments and run-on sentences with Mrs. Lopez Wednesday Notes Video Students can take notes in their grammar spiral if they want to or use their previous notes. <input type="checkbox"/> I: Using their notes in their grammar spirals, students will complete the grammar worksheet independently.
<p>MATH (Minutes)</p>	<p><i>Math</i></p> <p><u>Goal/Objective:</u> Students will find the volume of solids in rectangular containers and convert cm cubed to liters and milliliters and vice versa.</p> <p><u>Materials needed:</u> Notes. Workbook pgs. 153, and 154,, Answer key and Wednesday Math Video.</p> <p><u>Specific Instructions:</u> (I = Independent; PA = Parent Assisted)</p> <ul style="list-style-type: none"> <input type="checkbox"/> I: Students will read notes, <input type="checkbox"/> I: Complete workbook pgs. 153 and 154. Students must show their work on the workbook pages. <input type="checkbox"/> I/PA: Use the answer key to check answers and correct errors. Parents may assist with this, if necessary.
<p>HISTORY (25 Minutes)</p>	<p><i>History</i></p> <p><u>Goal/Objective:</u> Students will learn about the causes of the Texas Revolution, its significant battles, and how the Texians defeated the Mexicans.</p> <p><u>Materials needed:</u> Remember the Alamo Reading pg. 59-60, Comprehension questions 8-10 pg.63.</p> <p><u>Specific Instructions (I=Independent; PA= Parent assistance):</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> I, Video: Alabaster Flask-3! <input type="checkbox"/> I, <u>Students will:</u> Read pg. 59-60 from “Remember the Alamo” <input type="checkbox"/> I, <u>Students will:</u> Answer comprehension questions 8-10 on page 63. Note: Students must answer Comprehension Questions in complete sentences, and in cursive. Example: Why did Stephen F. Austin choose to settle between the San Antonio and Brazos Rivers? Answer: Stephen F. Austin chose to settle between the San Antonio and Brazos rivers because it was good land for planting and growing crops.
<p>SPECIALS CLASSES</p>	<p><i>SPECIALS ASSIGNMENTS ARE NO LONGER OPTIONAL. SPECIALS ASSIGNMENTS WILL BE GRADED.</i></p>

Daily Student Instruction Sheet - WEDNESDAY

	<p><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 MONDAY.</i></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"> 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
cal cu la tion	I made a <u>calculation</u> error on my math test.	r. 4, 14 Base word: calculate Ending: on Write calculate but replace /t/ with /ti/ for "sh" and add "on".
cal cu late	She had to <u>calculate</u> her resting heart rate.	r. 4 Base word.
cen tral	The coaches met at a <u>central</u> location.	r. 2 Base word.
cér e mo ny	The wedding <u>ceremony</u> was beautiful.	r. 2, 4, 6 Base word.
con cealed ²	He <u>concealed</u> the cupcake under his jacket.	r. 2, 28 Base word: conceal Ending: "d" Write conceal and add "d" (/ed/ past-tense).

Fixing Fragments

4.) Ran around in circles.

Eliana ran around in circles.

Revising Run-ons

5.) Sarah was hungry she ordered five hot dogs she had too much food.

There are two different ways to correct this sentence:

1.) Sarah was hungry. She ordered five hot dogs. She had too much food.

OR

2.) Sarah was hungry, so she ordered five hot dogs. She had too much food.

Name: _____ **Date:** _____ **#:** _____

Fragments

Directions: Read each sentence fragment. Decide if it is missing a subject or a predicate. Add the missing part to turn each fragment into a complete sentence.

1. Drove down the street.

2. My sweet next-door neighbor.

3. The girls who play soccer.

4. Sailed through the ocean in the boat.

5. Moved into a brand new house.

6. Hurried to the car.

Run-On Sentences

Directions: Read each run-on sentence. Rewrite each run-on in one of two ways. You may either separate the run-on into two or more complete sentences, or you may connect the ideas within the run-on with a comma and a conjunction (like or, and, or but).

1. Pizza is my favorite food if I could eat it every day I would.

2. When I was little, I loved to play in my backyard my sisters and I would spend hours playing in the sandbox or swimming in our pool.

3. I am so excited that my birthday is almost here I really hope I get the toys I've been asking for.

4. I love the smell of rain I always go outside and read on my porch on rainy days.

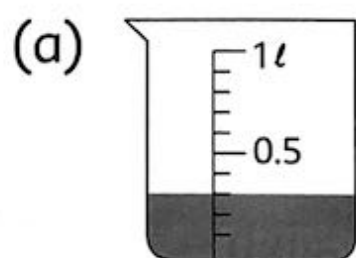
5. My dog is so smart I taught him how to sit and roll over and how to bark on command.

6. John is the best big brother in the world he always brings me special gifts when he comes home from college.

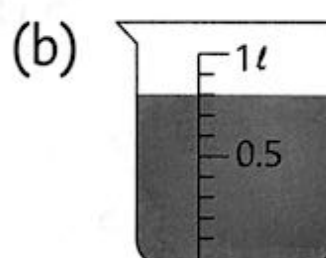
***ASSIGNMENT**

EXERCISE 6

1. Write the volume of the water in cubic centimeters.
(1 ℓ = 1000 cm^3)

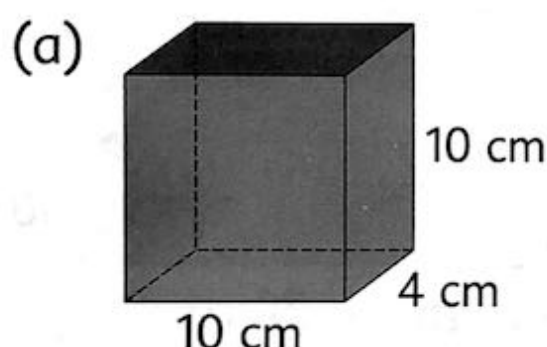


_____ cm^3

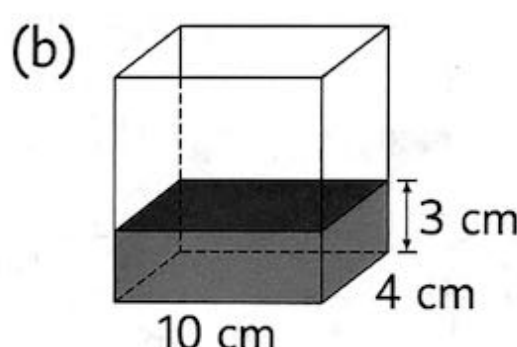


_____ cm^3

2. Find the volume of the water in milliliters. (1 ml = 1 cm^3)

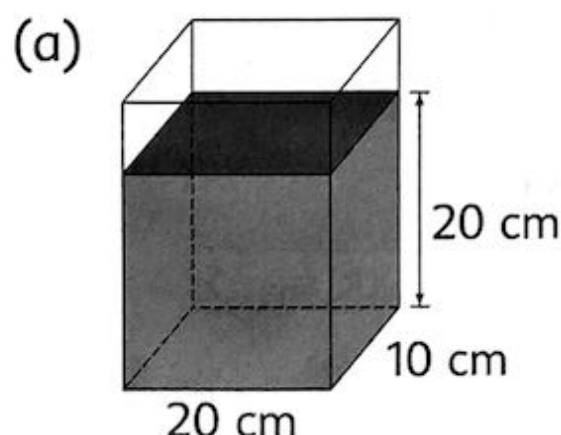


_____ ml

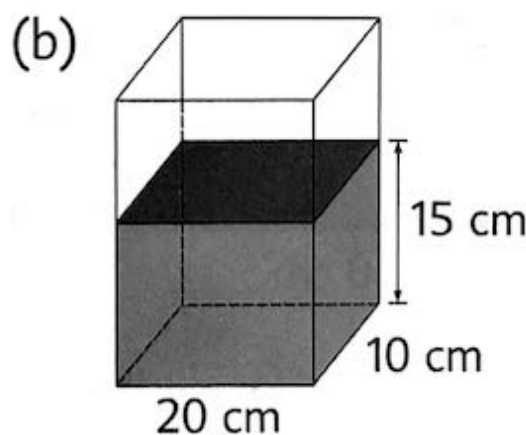


_____ ml

3. Find the volume of the water in liters. (1 ℓ = 1000 cm^3)



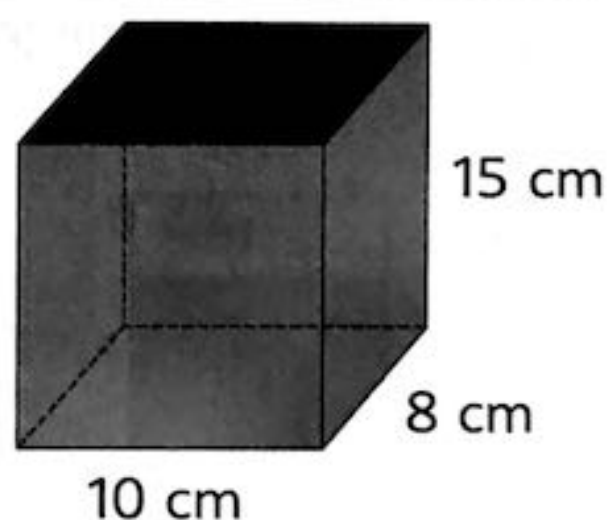
_____ ℓ



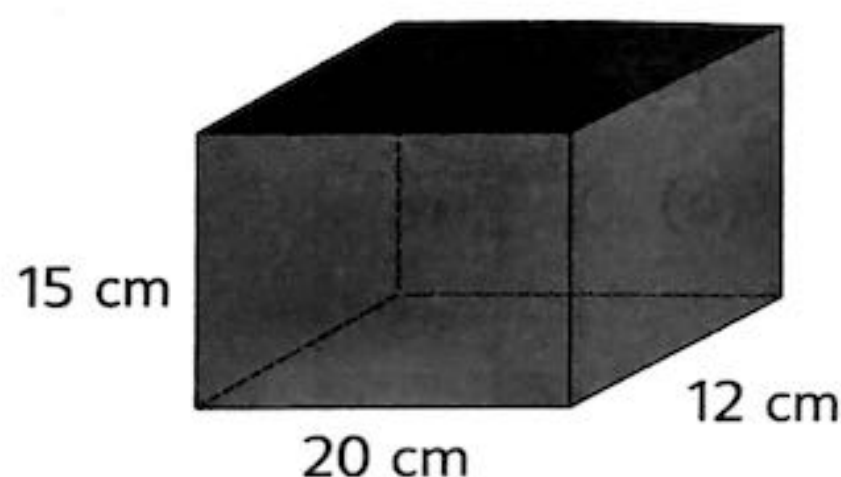
_____ ℓ

***ASSIGNMENT**

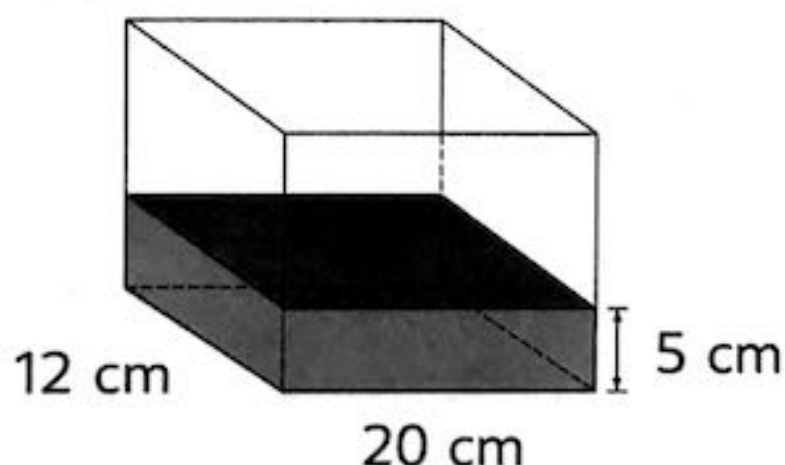
4. Find the volume of the water in liters and milliliters.



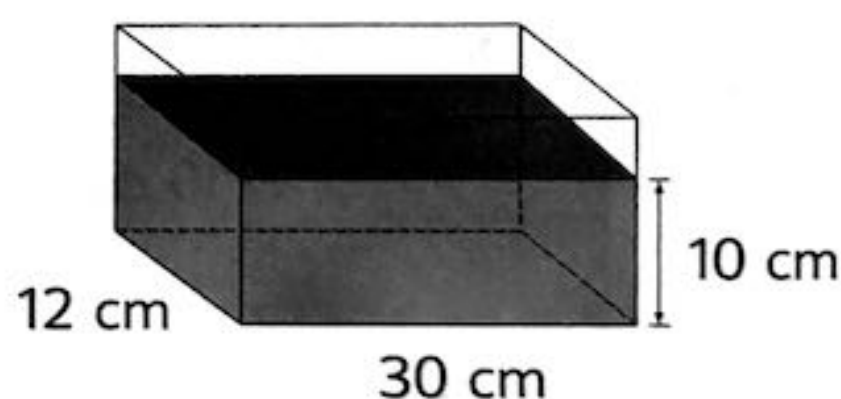
The volume of the water is _____.



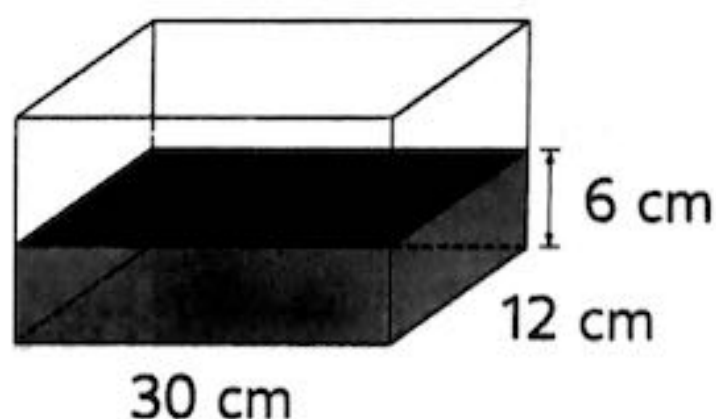
The volume of the water is _____.



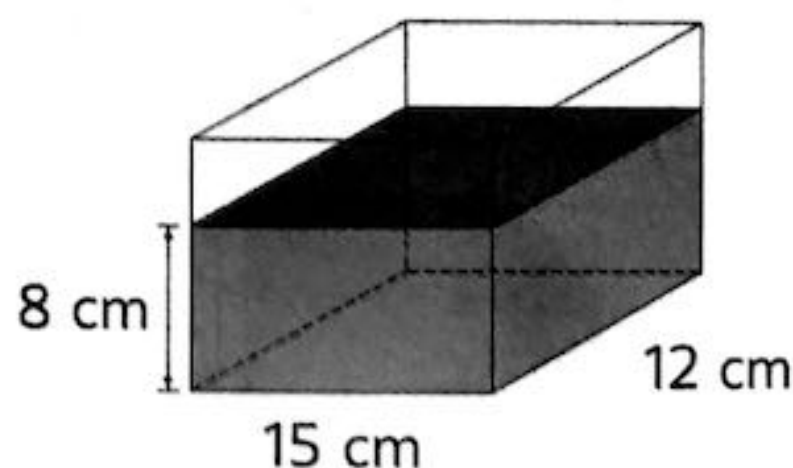
The volume of the water is _____.



The volume of the water is _____.



The volume of the water is _____.



The volume of the water is _____.

Daily Student Instruction Sheet - THURSDAY

THURSDAY – 4/30/20

ELA

Spalding (15 Minutes)

Literature (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 [Thursday 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 11](#) and [Reading Log](#) (on cover page of Friday materials)

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

- ☐ **I/PA:** Students will watch Literature Read-Aloud Video with Miss Ward (linked here: [Thursday Literature Video](#)) with help and support for reading and understanding Chapter 11.
- ☐ **I/PA:** Students will read **Chapter 11** 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).

Grammar/Writing

Goal/Objective: Students will correct sentence fragments and run-on sentences.

Daily Student Instruction Sheet - THURSDAY

	<p><u>Materials needed:</u> Fixing Fragments worksheet, Rewriting Run-Ons worksheet, and a pencil.</p> <p><u>Specific Instructions (I=independent; PA= Parent assistance):</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> I: Students will complete both grammar worksheets independently. They may use their grammar notes for help. <input type="checkbox"/> I/PA: Students may check work with parents using the answer key, if necessary.
<p>MATH (Minutes)</p>	<p><i>Math</i></p> <p><u>Goal/Objective:</u> Review concepts from previous 3 days for graded review Friday.</p> <p><u>Materials needed:</u> Notes, copy of Textbook pg. 145.</p> <p><u>Specific Instructions:</u> (I = Independent; PA = Parent Assisted)</p> <ul style="list-style-type: none"> <input type="checkbox"/> I: Students will read notes, <input type="checkbox"/> I: Complete textbook pg. 145. Students must show their work on the page or another sheet of paper. <input type="checkbox"/> I/PA: Use the answer key to check answers and correct errors. Parents may assist with this, if necessary.
<p>HISTORY (Minutes)</p>	<p><i>History</i></p> <p><u>Goal/Objective:</u> Students will learn about the causes of the Texas Revolution, its significant battles, and how the Texians defeated the Mexicans.</p> <p><u>Materials needed:</u> Readers Theatre: The Fredonian Rebellion. A bright and cheery attitude!</p> <p><u>Specific Instructions (I=independent; PA= Parent assistance):</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> <u>PA, Students will:</u> In lieu of a normal History assignment, we will do a Readers Theater as a class via zoom at 2:30pm. <ul style="list-style-type: none"> • Please make sure that you open, download, or print (printing optional) the reading above in the blue hyperlink.
<p>SPECIALS CLASSES</p>	<p><i>SPECIALS ASSIGNMENTS ARE NO LONGER OPTIONAL. SPECIALS ASSIGNMENTS WILL BE GRADED.</i></p> <p><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 MONDAY.</i></p>

Name: _____

Date: _____

FIXING FRAGMENTS

Sentence fragments are groups of words that do not express a complete thought. When we revise fragments, we add or subtract words to turn the group of words into a complete sentence.

Directions: Read each fragment. On the lines provided, rewrite the fragment and add words to turn the fragment into a complete sentence.

1. The robot turned on and.

2. Wore a silly pink hat.

3. The magic castle was.

4. Ran around in circles.

5. My friend is awesome because.

Name: _____

Date: _____

REWRITING RUN-ONS

A run-on sentence contains too many ideas that aren't properly joined by punctuation and/or conjunctions.

Directions: Carefully read each run-on. On the lines provided, rewrite the run-on in one of two ways. You may either separate the run-on into two or more complete sentences, or you may connect the ideas within the run-on with a comma and a conjunction (like or, and, or but).

1. My television is broken my mom told me to go watch the washing machine it was boring.

2. I baked a cake I forgot to add sugar.

3. Jacob went to the zoo he waved to a monkey the monkey didn't wave back.

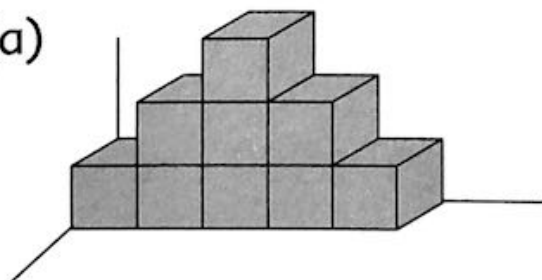
4. He bought cotton candy he dropped some on his dad's shoe.

5. Sarah was hungry she ordered five hot dogs she had too much food.

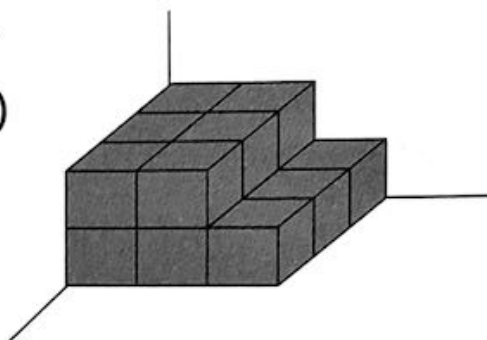
***ASSIGNMENT**

1. The following solids are made up of 1-in. cubes. Find the volume of each solid.

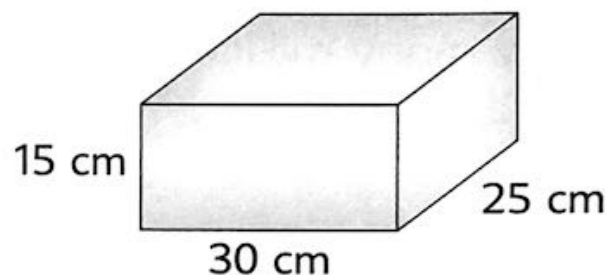
(a)



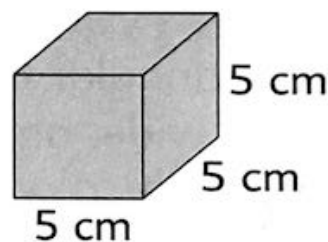
(b)



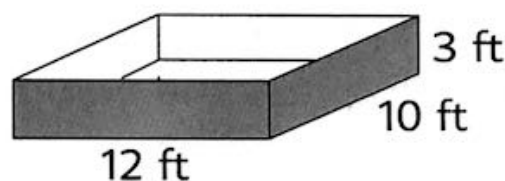
2. A rectangular prism measures 30 cm by 25 cm by 15 cm. Find its volume.



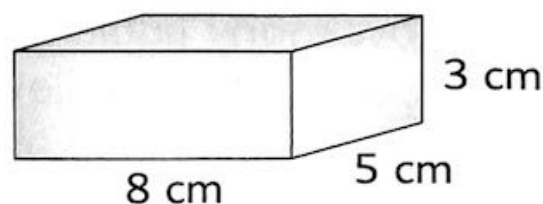
3. Find the volume of a cube of edge 5 cm.



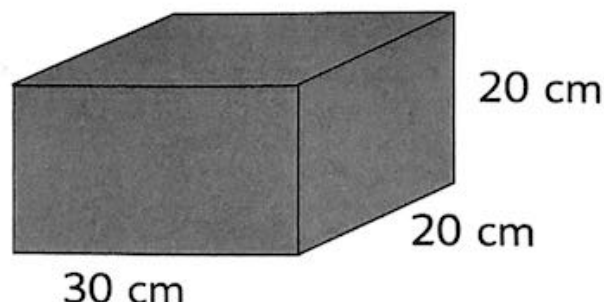
4. A rectangular tank is 12 ft long, 10 ft wide, and 3 ft high. Find its capacity in cubic feet.



5. How many 1-cm cubes are needed to build a cuboid measuring 8 cm by 5 cm by 3 cm?



6. A rectangular box measures 30 cm by 20 cm by 20 cm. It is completely filled with sand. How many cubic centimeters of sand are there in the box?



W6 I, *Canis*. I! Answer Key

Page 1

1. Salvē iterum! Salvē! - Hello again! Hello!
2. Te delectat galērum meum? - Do you like my hat? (lit. Does my hat delight you?)
3. Me nōn delectat. - I do not like it. (lit. It does not please me.)
4. Valē iterum. Valē. - Goodbye again. Goodbye.

Page 2

1. Canēs omnēs eunt circum et circum et circum. - All the dogs are going around and around and around.
2. Circumī iterum! - Go around again!

Page 3

1. Sōl lucet. Sōl est flāvus. - The sun is shining. The sun is yellow.
2. Flāvus sōl est suprā domum. - The yellow sun is over the house.
3. Calidus est hīc in sōle. - It is hot here in the sun.
4. Calidus nōn est hīc infrā domum. - It is not hot here under the house.

Answer Key

1. _____ Her big dog. **F**
2. _____ My little brother is sweet. **S**
3. _____ I went to the store we got many things. **R**
4. _____ His dad gave us popsicles. **S**
5. _____ My little cat. **F**
6. _____ My cat is little. **S**
7. _____ Running is a great exercise for your health be careful though. **R**
8. _____ I borrowed my friend's pencil. **S**
9. _____ I sent you a letter! **S**
10. _____ Wash your clothes. **S**
11. _____ I had some dinner after I went swimming then I went to bed. **R**
12. _____ Your red sweater. **F**
13. _____ How are you? **S**
14. _____ I found a shiny penny. **S**
15. _____ My mom packed me a snack. **S**
16. _____ The nervous cat. **F**
17. _____ Dad ate lunch with me. **S**
18. _____ Your silly story. **F**
19. _____ I have to do my homework go to swim class eat dinner. **R**
20. _____ I want a puppy for my birthday I hope I get one they're so cute. **R**

Name: _____ Date: _____ #: _____

Fragments AK (Answers May Vary)

Directions: Read each sentence fragment. Decide if it is missing a subject or a predicate. Add the missing part to turn each fragment into a complete sentence.

1. Drove down the street.

____ My neighbor drove down the street.

2. My sweet next-door neighbor.

____ My sweet next-door neighbor brought me cookies.

3. The girls who play soccer.

____ The girls who play soccer took a water break.

4. Sailed through the ocean in the boat.

____ The sailor sailed through the ocean in the boat.

5. Moved into a brand new house.

____ My parents moved into a brand new house.

6. Hurried to the car.

____ The woman hurried to the car.

Run-On Sentences

Directions: Read each run-on sentence. Rewrite each run-on in one of two ways. You may either separate the run-on into two or more complete sentences, or you may connect the ideas within the run-on with a comma and a conjunction (like or, and, or but).

1. Pizza is my favorite food if I could eat it every day I would.

_____ Pizza is my favorite food. If I could eat it every day I would.

2. When I was little, I loved to play in my backyard my sisters and I would spend hours playing in the sandbox or swimming in our pool.

_____ When I was little, I loved to play in my backyard. My sisters and I would spend hours playing in the sandbox or swimming in our pool.

3. I am so excited that my birthday is almost here I really hope I get the toys I've been asking for.

_____ I am so excited that my birthday is almost here. I really hope I get the toys I've been asking for.

4. I love the smell of rain I always go outside and read on my porch on rainy days.

_____ I love the smell of rain. I always go outside and read on my porch on rainy days.

5. My dog is so smart I taught him how to sit and roll over and how to bark on command.

_____ My dog is so smart. I taught him how to sit and roll over and how to bark on command.

6. John is the best big brother in the world he always brings me special gifts when he comes home from college.

_____ John is the best big brother in the world. He always brings me special gifts when he comes home from college.

Name: _____

Date: _____

FIXING FRAGMENTS

Sentence fragments are groups of words that do not express a complete thought. When we revise fragments, we add or subtract words to turn the group of words into a complete sentence.

Directions: Read each fragment. On the lines provided, rewrite the fragment and add words to turn the fragment into a complete sentence. *Answers will vary. Sample answers provided below.*

1. The robot turned on and.

The robot turned on and started beeping.

2. Wore a silly pink hat.

My teacher wore a silly pink hat.

3. The magic castle was.

The magic castle was hidden in the forest.

4. Ran around in circles.

My goofy brother ran around in circles.

5. My friend is awesome because.

My friend is awesome because she makes me laugh.

Name: _____

Date: _____

REVISING RUN-ONS

A run-on sentence contains too many ideas that aren't properly joined by punctuation and/or conjunctions.

Directions: Carefully read each run-on. On the lines provided, rewrite the run-on in one of two ways. You may either separate the run-on into two or more complete sentences, or you may connect the ideas within the run-on with a comma and a conjunction (like or, and, or but). *Sample answers below include only one of several ways to correct each run-on.*

1. My television is broken my mom told me to go watch the washing machine it was boring.

My television is broken. My mom told me to go watch the washing machine, but it was boring.

2. I baked a cake I forgot to add sugar.

I baked a cake, but I forgot to add sugar.

3. Jacob went to the zoo he waved to a monkey the monkey didn't wave back.

Jacob went to the zoo. He waved to a monkey, but the monkey didn't wave back.

4. He bought cotton candy he dropped some on his dad's shoe.

He bought cotton candy. He dropped some on his dad's shoe.

5. Sarah was hungry she ordered five hot dogs she had too much food.

Sarah was hungry, so she ordered five hot dogs. She had too much food.

Answer Key Week 6 Math

W6D1

Pg. 150 WB

- a)6
- b)6
- c)18
- d)16
- e)6
- f)9

Pg. 179 Practice Book

- a)5
- b)9
- c)12

W6D2

Pg. 151 WB

- B) 2in, 2in, 2in, 8in³
- C) 5in, 2in, 4in, 40in³
- D) 3in, 2in, 7in, 42in³
- E) 7in, 3in, 2in, 42in³

Pg. 152 WB

- 2. 18 cm³
- 200 cm³
- 126 cm³
- 192 m³
- 240 m³

W6D3

Pg. 153 WB

- 1. a) 300 cm³
b) 800 cm³
- 2. a) 400 ml
b) 120 ml
- 3. a) 4 l
b) 3 l

Pg. 154 WB

- 4. 1 l and 200 ml 3 l and 600 ml
1 l and 200 ml 3 l and 600 ml
2 l and 160 ml 1 l and 440 ml

W6D4

Pg. 145 TB

- 1. a) 9 in³
b) 15 in³
- 2. 11,250 ml
- 3. 125 cm³
- 4. 360 ft³
- 5. 120 cm³
- 6. 12,000 cm³

Graded Review Packet



GHNO 4Grade Reading Log

Name: _____ # _____

Section: _____

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 _____			

Daily Student Instruction Sheet - FRIDAY

FRIDAY – 5/1/20

Graded Review Instructions

ELA

Spalding (15 Minutes)

Literature (Minutes)

Grammar/Writing (20 Minutes)

Reading (20+ minutes)

End-of-Week Graded Review:

Today is our 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 - Thursday 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.

Spalding

Goal/Objective: Students will review all 19 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 19 words, one at a time, to the student.
- **I:** Without parent assistance, students will independently write all 19 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 9-11).

Materials needed: The Princess and the Goblin Chapter 9-11, Reading Log (in packet), videos from Miss Ward (optional), and Graded Review Worksheet.

[Key](#)

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

Daily Student Instruction Sheet - FRIDAY

	<p><input type="checkbox"/> I: Using their books, students will independently answer questions to assess their understanding and comprehension of Chapters 9-11 (without parental assistance).</p> <p><i>Grammar/Writing</i> <u>Goal/Objective:</u> Students will review and assess their ability to identify and/or correct complete sentences, sentence fragments, and run-on sentences.</p> <p><u>Materials needed:</u> Grammar graded review sheet, grammar spiral (for notes), and a pencil.</p> <p><u>Specific Instructions (I=independent; PA= Parent assistance):</u></p> <p><input type="checkbox"/> I: Students will complete the grammar graded review sheet independently. <u>Students may use and refer back to materials from this week to complete assignment.</u></p>
<p>MATH (Minutes)</p>	<p><i>Math</i></p> <p><u>Goal/Objective:</u> Students will solve problems involving volume.</p> <p><u>Materials needed:</u> GRADED REVIEW. (All notes, workbook pages, textbook pages that were completed this week may be used for this graded review.),</p> <p><u>Specific Instructions:</u> (I = Independent; PA = Parent Assisted)</p> <p><input type="checkbox"/> I Students will complete the graded review and may use all of the above materials to help them on this assignment.</p>
<p>HISTORY (25 Minutes)</p>	<p><i>History</i></p> <p><u>Goal/Objective:</u> Students will answer questions regarding the Texas Revolution.</p> <p><u>Materials needed:</u> GRADED REVIEW. All readings from this week may be used on this graded review.</p> <p><u>Specific Instructions (I=independent; PA= Parent assistance):</u></p> <p><input type="checkbox"/> I, <u>Students will:</u> Answer 5 multiple choice questions, and 2 true or false questions. Remember they may use this weeks reading to answer questions.</p>
<p>SPECIALS</p>	<p><i>Specials Assignments are no longer optional. Specials assignments will be graded.</i></p> <p><i>Please see the Specials Class Assignments at the beginning of this packet.</i></p> <p><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></p>

Daily Student Instruction Sheet - FRIDAY

	<p><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 by Monday.</i></p>
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Friday 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
achieves	She will not stop until she <u>achieves</u> her goal.
acquire	I tried to <u>acquire</u> the information I needed.
anyone	Does <u>anyone</u> want to go to Chick-fil-a with me?
apiece	The shoes sold for five dollars <u>apiece</u> .
attack	The dog tried to <u>attack</u> the squirrel.
balance	I can <u>balance</u> on one leg.
calculation	I made a <u>calculation</u> error on my math test.
central	The coaches met at a <u>central</u> location.

Word	Example sentence
concealed	He <u>concealed</u> the cupcake under his jacket.
delicious	I baked some <u>delicious</u> cookies after dinner last night.
describe	I can't <u>describe</u> how happy I am to see you.
achieve	Together we can <u>achieve</u> anything.
ancient	In <u>ancient</u> times, dinosaurs roamed the planet.
approaches	The days are getting shorter as winter <u>approaches</u> .
attorney	He received a call from his <u>attorney</u> .
calculate	She had to <u>calculate</u> her resting heart rate.
ceremony	The wedding <u>ceremony</u> was beautiful.
described	She <u>described</u> where the lake was.
disappear	She watched the car <u>disappear</u> into the horizon.

Name: _____ Date: _____ #: _____

Grammar Graded Review

What does the saying "Birds of a feather flock together" mean?

1. _____

Identify the following sentences as a fragment (F), complete sentence (S), or run-on (R). If the sentence is a fragment or run-on, correct it on the line below.

2. _____ I can scream louder than you can.

3. _____ She is hiding it from me I know it's here!

4. _____ Baseball season has finally arrived!

5. _____ Spring break and winter holidays.

6. _____ She is amazing!

7. _____ Before her mother helped her get out of the small seat near the back.

8. _____ Laughed nearly as much as the audience watching the play.

9. _____ It was Mom's birthday, my sister Chloe and I wanted to do something special.

10. _____ The cookies are easy to bake they also taste good.

11. _____ She snatched a cookie off the plate and took a bite.

12. _____ The stray dog seemed happy to be on his own once again.

13. _____ She turned her blue eyes toward me, she looked embarrassed.

Write an example of a run-on sentence on the lines below:

14. _____

Write an example of a sentence fragment on the lines below:

15. _____

Literature Graded Review: Friday, May 1

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

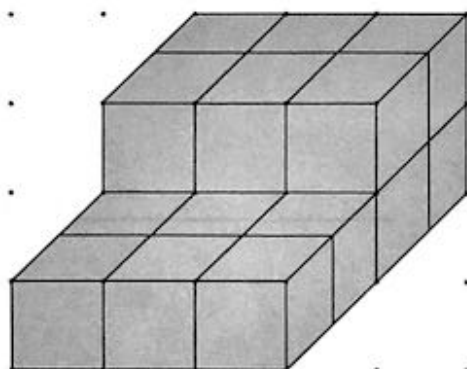
1. What surprising and strange thing did he see on the feet of the goblins?
 - a) Socks
 - b) Household animals
 - c) Boots made of ore
 - d) Fungi and algae

2. Complete the sentence: "A princess never forgets her _____ until they are repaid."
 - a) Parents
 - b) Tickets
 - c) Debts
 - d) Friends

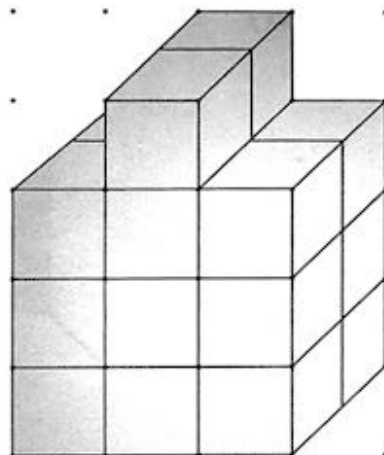
3. Princess Irene's Great-Great-Grandmother says Irene could not find her because she did not want _____ to know she was there.
 - a) Her papa, the King
 - b) Curdie
 - c) Lootie
 - d) The goblins

2. The following solids are made up of 1-cm cubes. Find the volume of each solid.

(a)



(b)



- (c) How many more 1-cm cubes must be added to the solid in (a) so that its volume is 20 cm³?

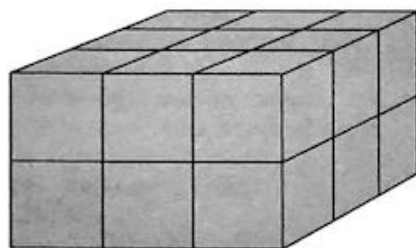
Name: _____

Exercise 5 : Volume of Rectangular Prisms

1. Fill in the blanks.

The following rectangular prisms are made up of 1-cm cubes. Find the length, width, height and volume of each rectangular prism.

(a)



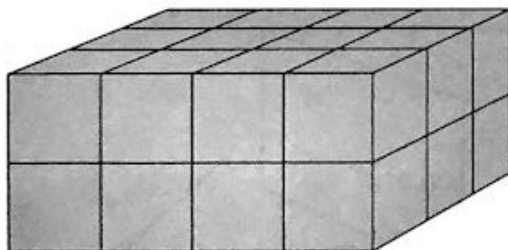
Length = _____ cm

Width = _____ cm

Height = _____ cm

Volume = _____ cm^3

(b)



Length = _____ cm

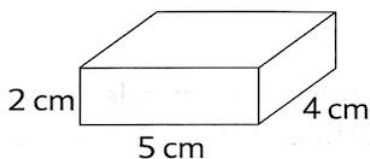
Width = _____ cm

Height = _____ cm

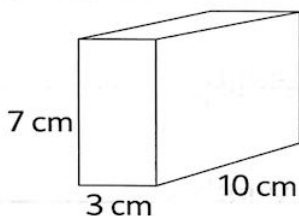
Volume = _____ cm^3

2. Find the volume of each rectangular prism. Show your work clearly.

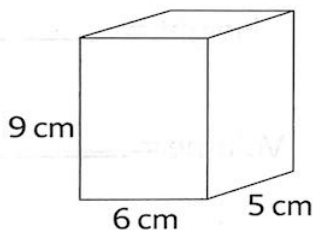
(a)



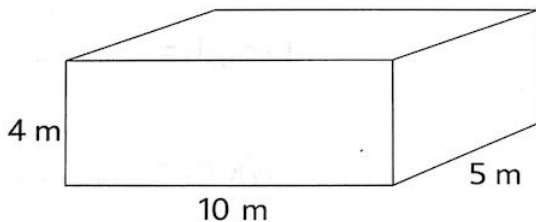
(b)



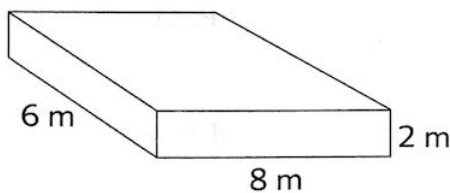
(c)



(d)



(e)



Name: _____

Number: _____

Date: _____

Week 6 History Review Questions:

Part 1: Multiple Choice

Instructions: Answer the following questions by circling the correct answer or answers.

1. What was the name of the protest led by Haden Edwards?
 - a. Mier y Teran Expedition
 - b. The Texan Revolt
 - c. Battle of Gonzlez
 - d. The Fredonian Rebellion

2. What did the Law of April 6, 1830 say?
 - a. No more Americans could settle in Texas
 - b. All Anglo settlers had to leave.
 - c. No more slaves could be brought to Texas from the United States.
 - d. Both A and C.

3. What did the Texans say to the Mexican Soldiers when they tried to take the cannon at Gonzales?
 - a. Come and get it!
 - b. It's all yours boys!
 - c. Come and take it!
 - d. Remember the Alamo!

4. What two things occurred on March 6, 1836?
 - a. Texas Declared independence and the Battle of San Jacinto.
 - b. The Battle of Gonzalez and Stephen F. Austin returned to Texas
 - c. Texas Declared independence and the Battle of the Alamo
 - d. The Battle of the Alamo, and the Battle of San Jacinto

5. Where did Sam Houston defeat Santa Anna?
 - a. San Jacinto
 - b. The Alamo
 - c. Goliad
 - d. Gonzalez

Part II: True/False

Instructions: Mark the following questions True or False. If it is false, please correct the underlined portion.

1. _____ Santa Anna brought 6,000 Mexican soldiers with him to fight against the Texans.

2. _____ Around 180 men died defending the Alamo.