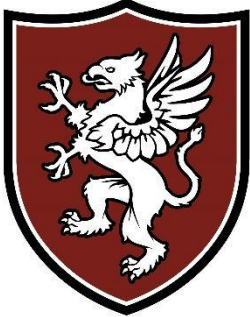


GreatHearts

Northern Oaks



Distance Learning Packet

April 6 - 9, 2020

5th grade

Miss Carrigee

Miss Sims

Mrs. Conrad

Mr. Eberlein

Miss Franzmann

Student Name: _____ Section: __



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Grade level Reading log

Links to the appendices will be posted in the blog.

<https://ghno5th.blogspot.com/>

Appendices (Links will be posted on the blog.)

Applicable Answer Keys

Helpful Teacher Manual resources

Note: Friday, April 10, 2020 is a school holiday.



Student Attendance Affidavit

March 30 - April 3, 2020

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

Monday, April 6, 2020

Tuesday, April 7, 2020

Wednesday, April 8, 2020

Thursday, April 9, 2020

Note: Friday, April 10, 2020 is a school holiday.

Student Name: _____ Grade/Homeroom: _____

Parent Name: _____ (printed)

Parent Signature: _____ Date: _____

Daily Student Instruction Sheet - MONDAY

MONDAY – 4/6/20

ELA

Spalding
(20 Minutes)

Literature
(15 Minutes)

Grammar/Writing
(20 Minutes)

Reading
(20+ minutes)

Spalding

Goal/Objective:

- Students will learn 5 new Spalding words
- Student will syllabicate, finger spell, and mark rules

Materials needed:

- Sharpened pencil
- Monday Spalding Student Worksheet

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

- Spalding work is **PA**. (There is also an optional [Monday Spalding video](#) which a student can complete independently.)
- Dictate the 5 words (one at a time) to your child
- For each word do the following:
 - Say the word
 - Say the word in a sentence
 - Say the word again
- Your child will do the following:
 - Repeat the word
 - Determine the base word (and affix, if applicable)
 - Show syllables with fists and sounds with fingers
 - Write in the Spalding notebook in syllables while saying it aloud
 - Write the markings and rules that apply
- Together
 - Make the appropriate corrections before moving on to the next word
- Remind students to:
 - Use their phonogram knowledge and spelling rules
 - Practice proper letter formation and to use their best handwriting
- After finishing the list of 5 words, have your child fold his/her paper so the words do not show
- Repeat the process 1 more time so each word has been practiced a total of 2 times. Students will syllabicate, write markings and the rules that apply for **BOTH** dictations.

Literature

Goal/Objective:

- **READ** the [first half of Ch. 5 of Where the Red Fern Grows \(p. 39-45\)](#)
- **ANNOTATE** the main ideas and events of this half of the chapter
- **FIND** the vocabulary word “cur” and define

Materials needed:

- Where the Red Fern Grows* Ch. 5 ([link](#))

Daily Student Instruction Sheet - MONDAY

- Pencil
- [Bookmark](#) (link)
- Ch. 5-6 Vocabulary and Unfamiliar Words Guide (link)
- Ch. 5 Part 1 Annotation & Vocabulary worksheet

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

- READ** [Ch. 5 \(p. 39-45\) of *Where the Red Fern Grows*](#) **LOOKING** for the following main ideas and events: **(I)**
- Optional video:** [Read along with Miss Kelly](#) **LOOKING** for the following main ideas and events (STOP at 10:00 minutes):
 - What does the stationmaster do that makes Billy feel safe to go into the depot?
 - How is the stationmaster described?
 - What do the boys from town do that makes Billy fight them?
 - FIND** the word “muster” and **CIRCLE** it. Write the definition in the margin.
- COMPLETE** Ch. 5 Part 1 Annotation & Vocabulary worksheet **(I)**

Grammar/Writing

Goal/Objective:

- Students will review personification and practice being able to identify it in a poem.

Materials needed:

- Notes on personification via link.
- Personification practice worksheet.
- Answer key via link.

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

- Students will review [personification notes](#) by using the following link: **(I)** https://drive.google.com/file/d/1hkgupJaY-L_RDTISRFeXo-KdFm4DoDKR/view?usp=sharing
- Students will complete the personification worksheet. **(I)**
- Parent will check students work for correctness with the following link to the answer key: <https://drive.google.com/file/d/1thZ6ZmZUNRphuToR1K77HCnhYBokTwMb/view?usp=sharing>

Reading Log

- Read for 20 minutes and add it to today’s reading log located at the end of the printed packet.

MATH

(25 Minutes)

Math

Goal/Objective:

- Complete a table of values and graph the points as a straight line on a coordinate graph.
- Graph linear equations.

Daily Student Instruction Sheet - MONDAY

Materials needed: Rocket Math Integers Set C, Set C Key, 5B Math Textbook, a ruler or other object with a straight edge

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

- (PA)** Rocket Math: Adding Integers Set C (3 min)
 - Two minute practice: Set a timer for two minutes. For the two minutes the student goes around the edge of the worksheet saying the problem and the answer out loud to their parent. If they get a problem wrong, they must say the correct answer three times and then go back three problems and begin again. Check student responses using [the practice key](#).
 - One minute test: Set a timer for one minute. The one minute test is taken inside the box. The student should complete as many problems as possible during that minute. Please circle the last completed problem in pen.
- (I)** Complete the warm up questions.
- (I or PA)** Read "[Plotting Linear Equations](#)" Notes.
 - Complete checkpoints on the way and [check answers](#) before moving forward.
 - If you do not understand the answer to a checkpoint, read the notes again or ask for help.
- (Optional I)** Watch "[How to Plot Linear Equations](#)" video.
- (I or PA)** Complete Exercise 8.
 - In (a) complete the table for $y = 4 - x$.
 - In the (y) row, write the y-coordinate that matches the x-coordinate using algebraic substitution. For example, if $x = 0$, then $y = 4 - 0$. So when $x = 0$, $y = 4$.
 - In the (x, y) row, right the ordered pair or coordinate for that column. So when $x = 0$ and $y = 4$, the ordered pair or coordinate is 0, 4.
 - For (b) graph the points and draw a straight line through them. Use a ruler or another straight edge like a book or index card to make the straight line.
 - For (c) remember that vertices are the corners of a shape.
 - Skip (d) and (e).
 - Answer (f).
- [Check your answers with the key](#). If you have trouble understanding it, you may also [watch the check video](#) to see how to solve this problem.
- (Optional I)** You might need to move now. Take a stretch break with this [count and clap video](#).

Science
(25 Minutes)

Science

Goal/Objective: Students will learn how biotic and abiotic factors work together to make up ecosystems.

Materials needed: pencil

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

Daily Student Instruction Sheet - MONDAY

	<ul style="list-style-type: none"> <input type="checkbox"/> Read "Scientific terms" and "Article on Biotic and Abiotic Factors". Each time you see one of the terms in the article, highlight or underline the sentence. (I) <input type="checkbox"/> Complete Student worksheet. (I) <input type="checkbox"/> Optional Extension Video: Miss Sims and Miss Milligan's Backyard Safari (I)
<p>LATIN (15 Minutes)</p>	<p>Latin Goal/Objective: Students will learn about singular and plural subjects and verbs. Materials needed: 1) <i>Cambridge Latin Course</i> textbook; 2) "W3 Monday Worksheet"; 3) "W3 Monday Worksheet Answer Key" Specific Instructions (I=Independent; PA= Parent assistance):</p> <ul style="list-style-type: none"> <input type="checkbox"/> (I) Read "About the Language 2" on page 62 of <i>Cambridge Latin Course</i> <ul style="list-style-type: none"> <input type="checkbox"/> Scan of page can also be downloaded from https://bit.ly/ATL2pg62 <input type="checkbox"/> (I) Complete "W3 Monday Worksheet" <ul style="list-style-type: none"> <input type="checkbox"/> You can listen to the text at https://bit.ly/W3D1_5th <input type="checkbox"/> Make sure to write your name and section on the worksheet <input type="checkbox"/> (I) Check work using "W3 Monday Worksheet Answer Key"
<p>OPTIONAL Art (10 Minutes) PE (10 minutes)</p>	<p>Art Goal/Objective: Begin parabola/ruler practice Materials needed: ruler, pencil, eraser Specific Instructions (I=Independent; PA= Parent assistance):</p> <ul style="list-style-type: none"> <input type="checkbox"/> PA: Watch instructional video here: https://cloud.swivl.com/library/3767673/. <input type="checkbox"/> I: Begin working on parabola <p>PE Goal/Objective: Progress in strength, building upon your W2 numbers Materials needed: Last week's W2 Log, W3 Log located in the printed packet Specific Instructions: (I = Independent; PA = Parent Assisted)</p> <ul style="list-style-type: none"> <input type="checkbox"/> I: Warmup (optional) <input type="checkbox"/> I: Find 10% of last week's reps/time (W2 X 0.1) <input type="checkbox"/> I: Add that 10% to your W2 reps/time <input type="checkbox"/> I: Complete Log <input type="checkbox"/> I: Lie-down and Breathe <input type="checkbox"/> I: Save log in safe place

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 his/her 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. Students will write syllabifications, markings, and rules BOTH times.

→ Remind students to use their phonogram knowledge and spelling rules

→ Remind students to practice proper letter formation and to use their best handwriting.

MONDAY SPALDING LIST (Parent Key)

Word	Example sentence	Notes
<u>count</u>	Count how many fingers I am holding up.	
<u>countless</u> r. 17	There are countless reasons why that is a bad idea!	r. 17 - double l, f, and s following a single vowel at the end of a one-syllable word (will, off, miss). Rule 17 sometimes applies to s in two-syllable words like recess.
<u>depend</u> r. 4	I can depend on you.	r. 4 - vowels, a,e,o, and u may say their name at the end of a syllable.
<u>depends</u> ^a	He no longer depends on his parents for money.	r. 4 - vowels, a,e,o, and u may say their name at the end of a syllable.
<u>dependent</u> r. 4	She believes success is dependent on hard work.	r. 4 - vowels, a,e,o, and u may say their name at the end of a syllable.

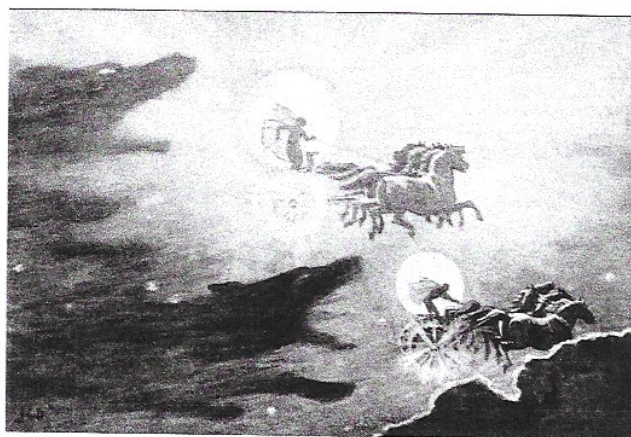
Name: _____

Date: _____

Spalding Spelling List

Monday

1st Dictation



2nd Dictation

Where the Red Fern Grows

Name: _____ # _____

Chapter 5 Part 1 (p. 39-45)

Date: _____

Vocabulary & Annotation Worksheet



SHORT ANSWER DIRECTIONS:

- A. In your book, mark with a **star** ★ and **underline** the text that answers the questions below.
- B. Write the page number in the space provided.
- C. In your own words, write the answer to the question.

1. What does the stationmaster do that makes Billy feel safe to go into the depot? # _____

2. How is the stationmaster described? # _____

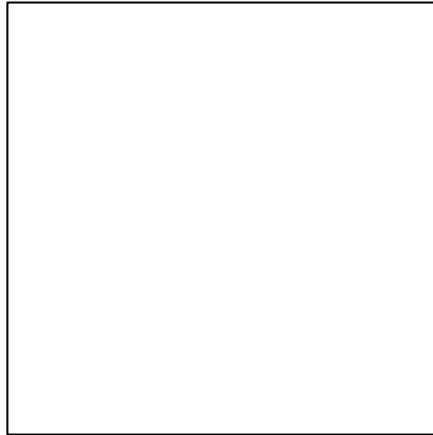
3. What do the boys from town do that makes Billy fight them?



VOCABULARY DIRECTIONS:

- A. On the line, write the definition of the word as found in the Unfamiliar Words & Vocab Guide
- B. Circle the word in the text and define in the margin
- C. In the box, draw a picture of the word

muster – v. _____



Image

Name: _____

Date: _____

Practice with Personification

Part 1: *Directions: Circle or highlight the object being personified and underline the human characteristic given to the object.*

Part 2: *For the first four sentences, label the parts of speech in the sentence and write an imitation sentence with the same grammatical structure.*

A.A S.N P A.A O.P A.V P A.A O.P

1. Ex: The **shadow** of the moon danced on the lake.

The **leaves** on the trees jumped with the wind.

2. The flood raged over the entire village.
-

3. The full moon peeped through partial clouds.
-

4. The chainsaw hummed a tune.
-

5. The ship danced over the undulating waves of the ocean.

6. There was a heavy thunderstorm, the wind snorted outside, rattling my window panes.

7. The flowers were blooming, and the bees kissed them every now and then.

8. The tread of time is so ruthless that it tramples even the kings under its feet.

9. "A host of golden daffodils; Beside the lake, beneath the trees, Fluttering and dancing in the breeze."

10. "the watchful night wind as it went, creeping along from tent to tent, seeming to whisper, 'All is well!'"

11. "The waves beside them danced"

12. Ah, William, we're weary of weather," said the sunflowers, shining with dew.

Name: _____

Date: _____

Directions: For each image below, write a sentence using personification. Circle the object you are personifying and underline the human action it is doing.







Rocket Math Learning to Add Integers

(positive and negative numbers)

Name _____

Set e

Rule 1: When you add a positive (+ a +), go **UP**.
 Rule 2: When you add a negative (+ a -), go **DOWN**.

Follow these steps.

1. Read the problem.
2. Circle where you start.
3. Will you add a positive or a negative? (Say the right rule).
4. Make the arrow point the way to go.
5. Make the bumps.
6. Write the answer.
7. Cover and say the problem & the answer.

+ (-)	+ Add (-)	+	+ Add +	+ (-)	+ Add (-)

$\underline{5}$	$\underline{7}$	$\underline{1}$	$\underline{8}$	$\underline{3}$	$\underline{8}$	$\underline{2}$	$\underline{6}$	$\underline{7}$	$\underline{11}$
$\underline{+(-11)}$	$\underline{+(-3)}$	$\underline{+(-4)}$	$\underline{+(-5)}$	$\underline{+ 5}$	$\underline{+ 6}$	$\underline{+ 9}$	$\underline{+ 2}$	$\underline{+(-13)}$	$\underline{+(-6)}$

$$\begin{array}{r} 3 \\ + 4 \\ \hline \end{array}$$

$$\begin{array}{r} 1 \\ + 9 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ + 7 \\ \hline \end{array}$$

$$\begin{array}{r} 2 \\ + 6 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ +(-10) \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ +(-11) \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ +(-4) \\ \hline \end{array}$$

One-Minute Test

Goal Completed

$\begin{array}{r} 1 \\ +(-8) \\ \hline \end{array}$	$\begin{array}{r} 11 \\ +(-3) \\ \hline \end{array}$	$\begin{array}{r} 9 \\ +(-12) \\ \hline \end{array}$	$\begin{array}{r} 4 \\ +(-8) \\ \hline \end{array}$	$\begin{array}{r} 5 \\ + 6 \\ \hline \end{array}$	$\begin{array}{r} 5 \\ + 3 \\ \hline \end{array}$	$\begin{array}{r} 8 \\ + 8 \\ \hline \end{array}$
$\begin{array}{r} 8 \\ +(-6) \\ \hline \end{array}$	$\begin{array}{r} 8 \\ +(-11) \\ \hline \end{array}$	$\begin{array}{r} 9 \\ +(-10) \\ \hline \end{array}$	$\begin{array}{r} 10 \\ +(-4) \\ \hline \end{array}$	$\begin{array}{r} 9 \\ + 5 \\ \hline \end{array}$	$\begin{array}{r} 5 \\ + 4 \\ \hline \end{array}$	$\begin{array}{r} 2 \\ + 2 \\ \hline \end{array}$
$\begin{array}{r} 2 \\ +(-5) \\ \hline \end{array}$	$\begin{array}{r} 15 \\ +(-7) \\ \hline \end{array}$	$\begin{array}{r} 10 \\ +(-8) \\ \hline \end{array}$	$\begin{array}{r} 8 \\ +(-15) \\ \hline \end{array}$	$\begin{array}{r} 3 \\ + 1 \\ \hline \end{array}$	$\begin{array}{r} 9 \\ + 4 \\ \hline \end{array}$	$\begin{array}{r} 2 \\ + 7 \\ \hline \end{array}$
$\begin{array}{r} 5 \\ +(-1) \\ \hline \end{array}$	$\begin{array}{r} 6 \\ +(-13) \\ \hline \end{array}$	$\begin{array}{r} 14 \\ +(-7) \\ \hline \end{array}$	$\begin{array}{r} 4 \\ +(-13) \\ \hline \end{array}$	$\begin{array}{r} 9 \\ + 6 \\ \hline \end{array}$	$\begin{array}{r} 7 \\ + 2 \\ \hline \end{array}$	$\begin{array}{r} 1 \\ + 6 \\ \hline \end{array}$

$$\begin{array}{r} 9 \\ +(-15) \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ +(-2) \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ + 1 \\ \hline \end{array}$$

$$\begin{array}{r} 1 \\ + 3 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ + 5 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ + 6 \\ \hline \end{array}$$

$$\begin{array}{r} 12 \\ +(-8) \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ + 7 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \\ + 2 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \\ + 9 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ + 6 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ +(-3) \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ +(-12) \\ \hline \end{array}$$

$$\begin{array}{r} 12 \\ +(-6) \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ +(-3) \\ \hline \end{array}$$

First Name: _____ Last Name: _____ Date: _____

Monday Math Warmup

1. Find the value of each of the following:

a. $(-8) + 11 = \underline{\hspace{2cm}}$

b. $(-6) + (-14) = \underline{\hspace{2cm}}$

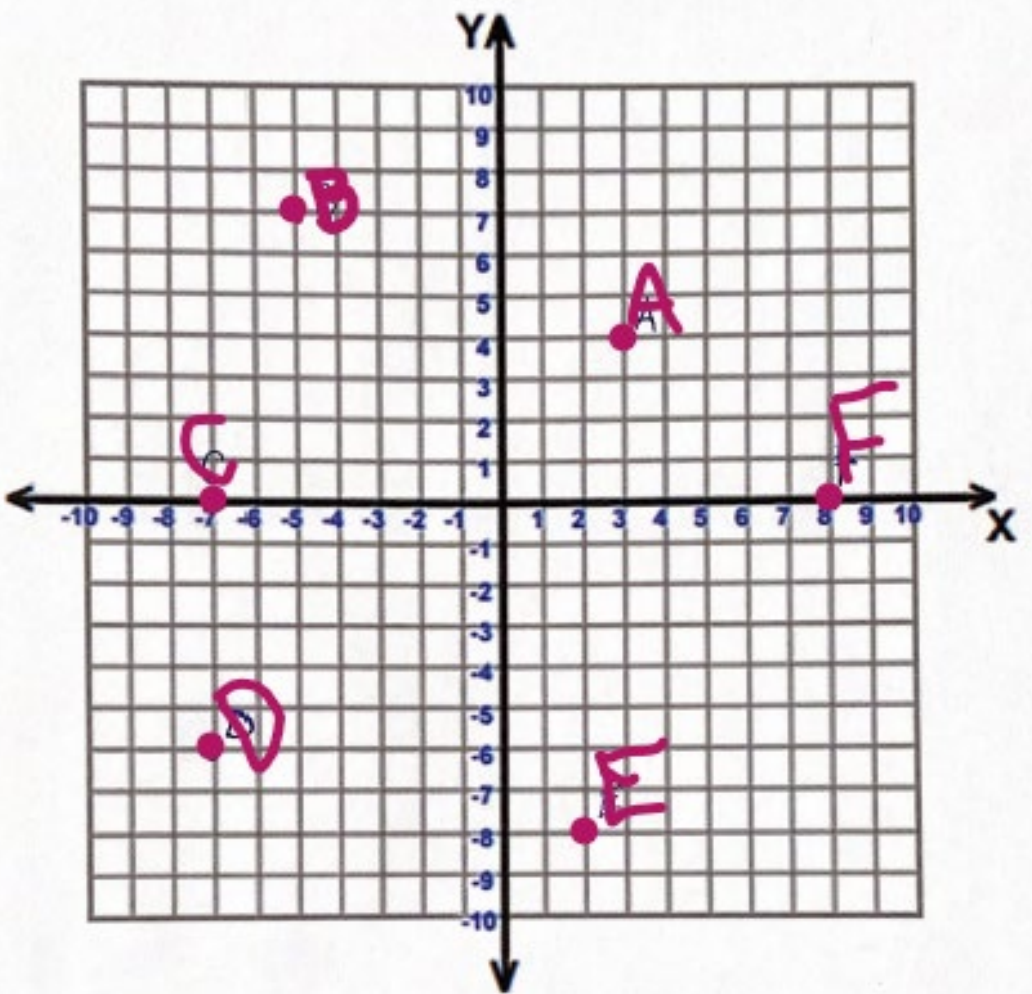
2. If $w = 10$, find the value of the following:

a. $80 + w = \underline{\hspace{2cm}}$

b. $w + (-35) = \underline{\hspace{2cm}}$

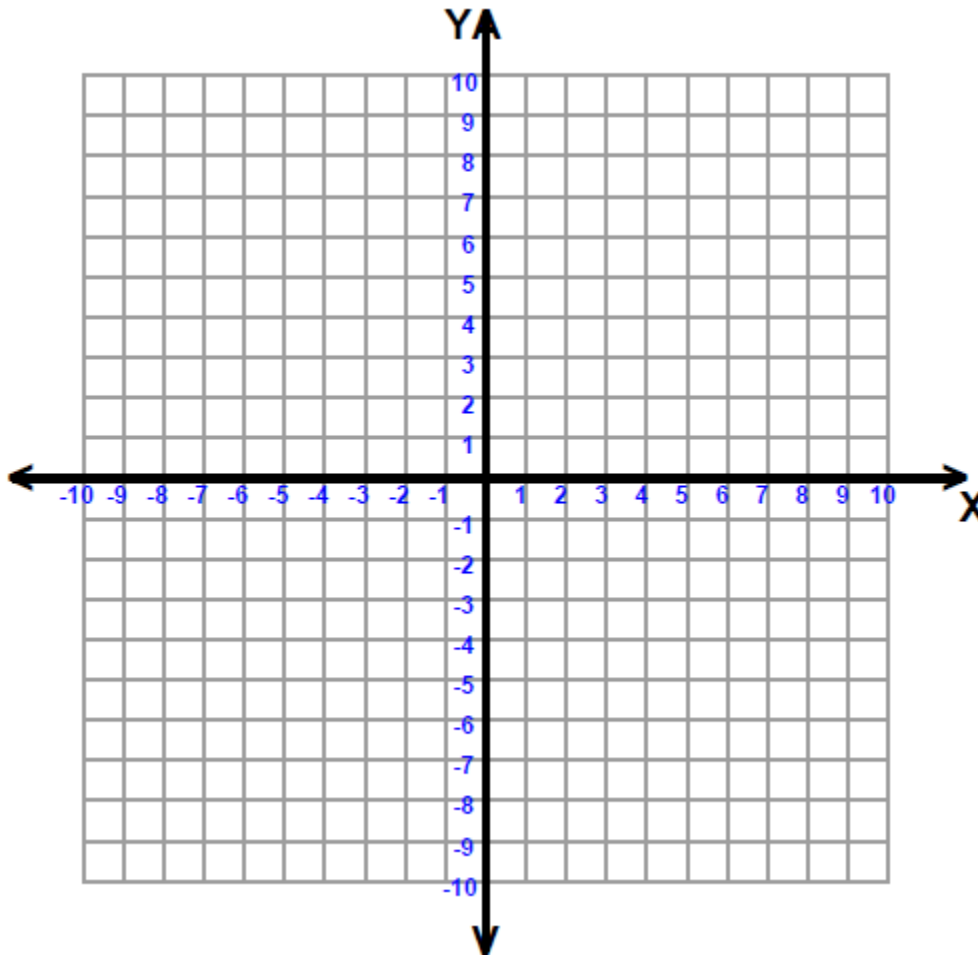
3. Write the coordinates of each point on the graph. (x, y)

A: _____ B: _____ C: _____ D: _____ E: _____ F: _____



First Name: _____ Last Name: _____ Date: _____

The equation _____ matches the input-output table.

Checkpoint #2!

Checklist for a good line on a coordinate graph.

- It's straight!
- It goes through all of the points!
- It extends past those points.

If you checked the key and your graph is incorrect, it could be for one of these reasons.

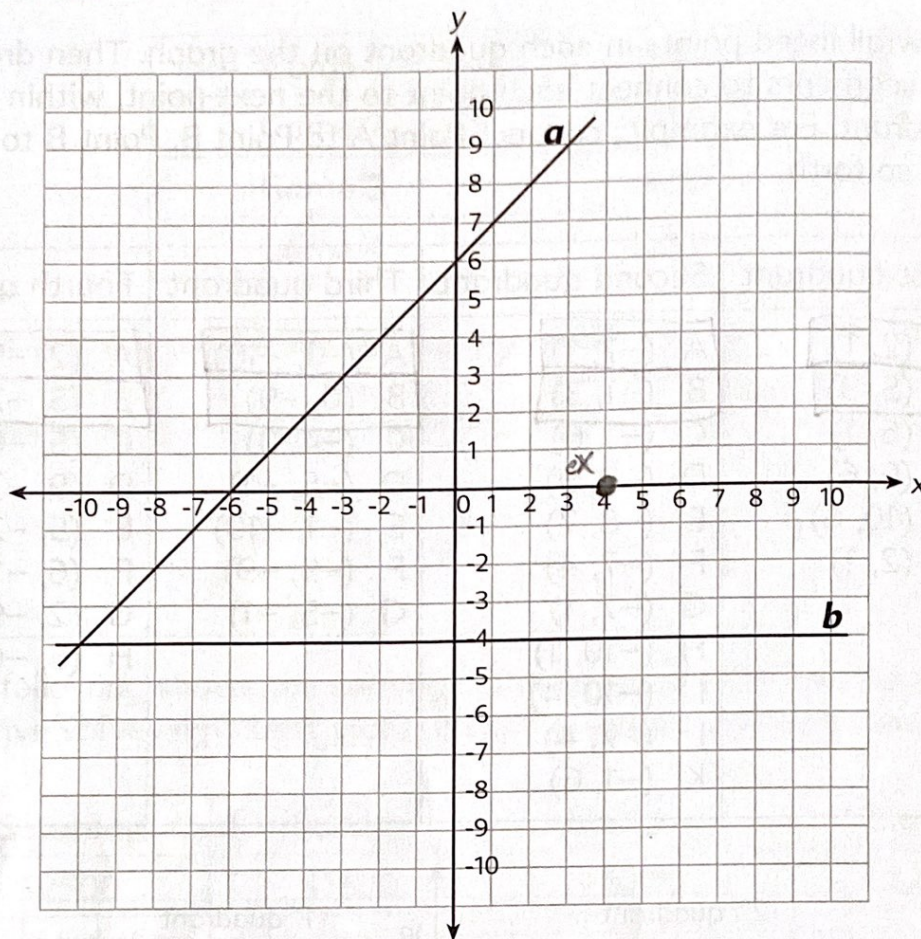
- You drew the points incorrectly. Check that you drew the correct ordered pairs and that you did not mix up the x and the y.
- The line is not straight.

Try to fix your graph if it is incorrect.

Now try exercise 8!

EXERCISE 8

1.



(a) Complete the table for $y = 4 - x$ for values of x from 0 to 6.

ex
 $y = 4 - 0$
 $y = 4$

x	0	1	2	3	4	5	6
y	4						
(x, y)	0, 4						

(b) Graph the points, and draw a line through them. Name this line Line **c**. Extend the line so that it intersects Lines **a** and **b**.

(c) The three lines intersect to form a triangle. Give the coordinates of the vertices of the triangle. , ,

skip (d) Find the area of the triangle formed by the three lines, in square units.

skip (e) Any point on Line **b** has a y -coordinate of .

(f) Which line contains the point $(-5, 1)$?

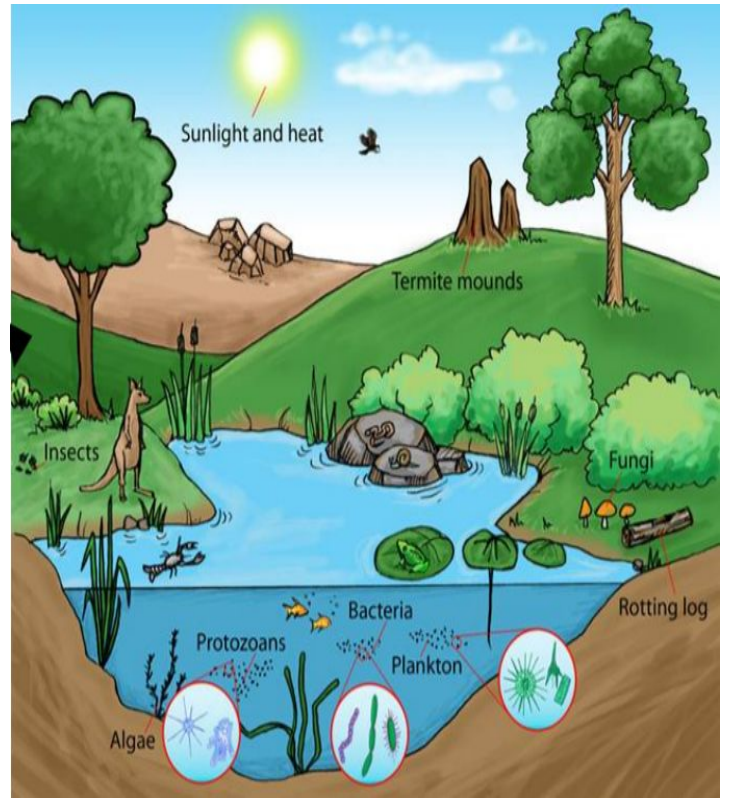
line a, line b, or line c?

Name: _____

Date: _____

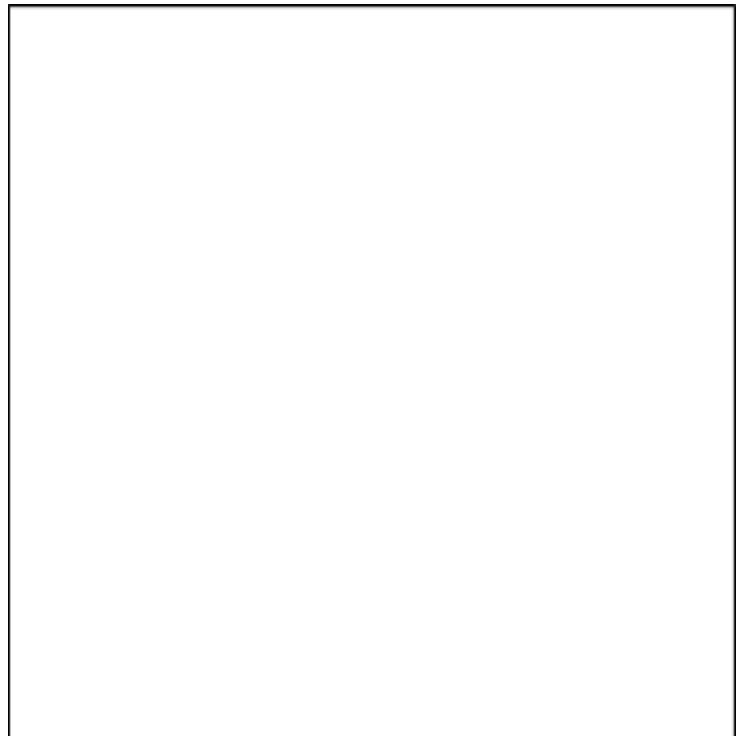
Instructions: List all the Biotic and Abiotic Factors you see in the environment to the right:

<i>Abiotic</i>	<i>Biotic</i>



Instructions: Draw a picture of your back or front yard below. List at least 5 biotic and 5 abiotic features in it.

<i>Abiotic</i>	<i>Biotic</i>



Name: _____

Section: _____

W3 Monday Worksheet

“Practicing the Language 1” (pg. 63)

Instructions

Finish each sentence with the correct form of the verb from the parentheses. Then translate the sentence.

Example

ex. senēs dormiunt (dormit, dormiunt)

The old men are sleeping.

Sentences

Listen to these sentences at https://bit.ly/W3D1_5th

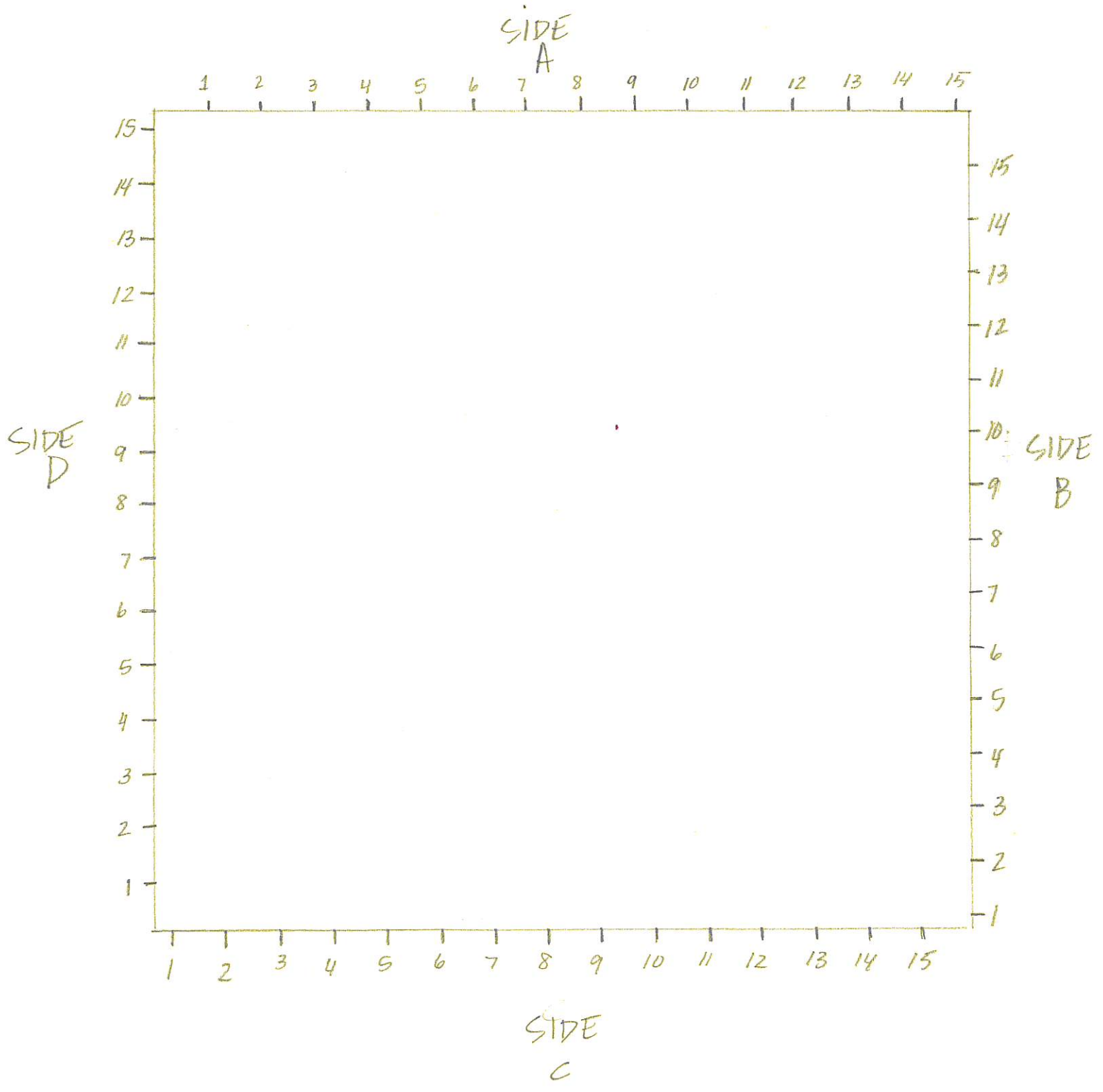
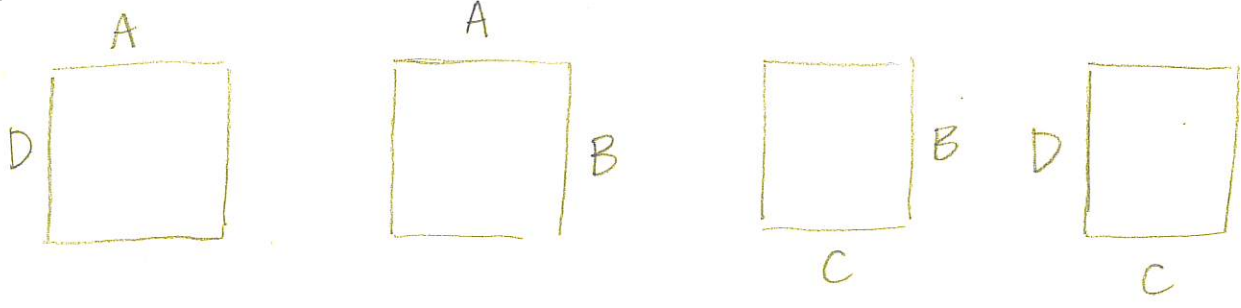
1) senēs in forō _____ (dormit, dormiunt).

2) puellae in theātrō _____ (sedet, sedent).

3) agricolae ad urbem _____ (currunt, currit).

4) Pompēiānī clāmōrem _____ (facit, faciunt).

5) servī ad theātrum _____ (contendit, contendunt).



NAME : _____ SECTION : _____

W3 LOG

NAME: _____

WEEK: April 06-10

PE – Corcoran

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

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

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

$$(15 \times 0.1) + 1 = 2.5$$

$$2.5 \text{ rounded up} = 3$$

$$15 + 3 = 18 \text{ pushups}$$

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

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

Tuesday.

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

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

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

Daily Student Instruction Sheet - TUESDAY

TUESDAY – 4/7/20

ELA

Spalding
(20 Minutes)

Literature
(15 Minutes)

Grammar/Writing
(20 Minutes)

Reading
(20+ minutes)

Spalding

Goal/Objective:

- Students will learn 5 new Spalding words
- Student will syllabicate, finger spell, and mark rules

Materials needed:

- Sharpened pencil
- Monday Spalding Student Worksheet

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

- Spalding work is **PA**. (There is also an optional [Tuesday Spalding Video](#) which will allow some students to do Spalding independently.)
- Dictate the 5 words (one at a time) to your child
- For each word do the following:
 - Say the word
 - Say the word in a sentence
 - Say the word again
- Your child will do the following:
 - Repeat the word
 - Determine the base word (and affix, if applicable)
 - Show syllables with fists and sounds with fingers
 - Write in the Spalding notebook in syllables while saying it aloud
 - Write the markings and rules that apply
- Together
 - Make the appropriate corrections before moving on to the next word
- Remind students to:
 - Use their phonogram knowledge and spelling rules
 - Practice proper letter formation and to use their best handwriting
- After finishing the list of 5 words, have your child fold his/her paper so the words do not show
- Repeat the process 1 more time so each word has been practiced a total of 2 times. Students will syllabicate, write markings and the rules that apply for **BOTH** dictations.

Literature

Goal/Objective:

- **READ** the [second half of Ch. 5 of *Where the Red Fern Grows* \(p. 46-52\)](#)
- **ANNOTATE** the main ideas and events of the chapter
- **GIVE** Chapter 5 a title

Materials needed:

- Where the Red Fern Grows* Ch. 5 ([link](#))
- Pencil
- [Bookmark](#)

Daily Student Instruction Sheet - TUESDAY

- Ch. 5-6 Unfamiliar Words & Vocabulary Guide
- Ch. 5 Part 2 Annotation & Vocabulary worksheet

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

- READ** [Ch. 5 \(p. 46-52\) of *Where the Red Fern Grows*](#) **LOOKING** for the following main ideas and events: **(I)**
- Optional video:** [Read along with Miss Kelly](#) (START at 10:00 minutes) **LOOKING** for the following main ideas and events: **(I)**
 - How is the boy dog described?
 - How is the girl dog described?
 - What gives Billy courage in the face of the mountain lion?
 - What makes Billy angry? How is his anger related to courage?
 - What would you title Ch. 5?
- COMPLETE** Ch. 5 Part 2 Annotation worksheet **(I)**

Grammar/Writing

Goal/Objective:

- Students will be introduced to the poetic device, alliteration and will practice identifying it in examples.

Materials needed:

- Personification worksheet.
- Notes on alliteration via link.
- Alliteration practice worksheet.

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

- Students will complete the practice on personification. **(I)**
- Students will read the notes page on alliteration by following the link provided:
https://drive.google.com/file/d/13hODpABHOugm43JaBf3Eso9Fodbq_bhS/view?usp=sharing
- Students will complete the alliteration worksheet. **(I)**

Reading Log

- Read for 20 minutes and add it to today's reading log located at the end of the printed packet.

MATH

(25 Minutes)

Math

Goal/Objective:

- Complete a table of values and graph the points as a straight line on a coordinate graph.
- Graph linear equations.

Today's lesson is a continuation of yesterday's lesson. To give the student's more time to comprehend this new concept, today's lesson will include an example problem and more practice.

Materials needed: Rocket Math Integers Set C, Set C Key, 5B Math Textbook, ruler or other straight edge like a book or an index card,

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

- (PA)** Rocket Math: Adding Integers Set C (3 min)
 - Two minute practice: Set a timer for two minutes. For the two

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	<p>minutes the student goes around the edge of the worksheet saying the problem and the answer out loud to their parent. If they get a problem wrong, they must say the correct answer three times and then go back three problems and begin again. Check student responses using the practice key.</p> <ul style="list-style-type: none"> <input type="checkbox"/> One minute test: Set a timer for one minute. The one minute test is taken inside the box. The student should complete as many problems as possible during that minute. Please circle the last completed problem in pen. <input type="checkbox"/> (I) Complete the warm up problems and check key. <input type="checkbox"/> (I) Use the notes for the guided practice or watch this video to guide you through tasks 4 and 5 on from pages 158-159 of your textbook. <ul style="list-style-type: none"> <input type="checkbox"/> Check key. <input type="checkbox"/> (I) Complete the independent practice. <input type="checkbox"/> (Optional I) You might need to move now. Take a stretch break with this count and clap video.
<p>SCIENCE (25 Minutes)</p>	<p>Science Goal/Objective: Students will learn about the desert ecosystem. Materials needed: pencil Specific Instructions (I=independent; PA= Parent assistance):</p> <ul style="list-style-type: none"> <input type="checkbox"/> Students will read the information article about deserts and answer the questions on the student worksheet. (I) <input type="checkbox"/> link to article with optional video links https://www.nationalgeographic.com/environment/habitats/deserts/ <input type="checkbox"/> Students will draw a picture of a desert ecosystem and list the biotic and abiotic features. (I) <input type="checkbox"/> Optional (brain pop video) https://www.brainpop.com/science/ecologyandbehavior/ecosystems/ <ul style="list-style-type: none"> <input type="checkbox"/> To view a video on BrainPop, use the username GreatHeartsNO and the password GHNO2020
<p>LATIN (15 Minutes)</p>	<p>Latin Goal/Objective: Students will begin translation of “in theātrō” Materials needed: 1) “W3 Tuesday Translation” Specific Instructions (I=independent; PA= Parent assistance):</p> <ul style="list-style-type: none"> <input type="checkbox"/> (I) Complete “W3 Tuesday Translation” <ul style="list-style-type: none"> <input type="checkbox"/> You can listen to the text at https://bit.ly/W3D2_5th <input type="checkbox"/> Make sure to write your name and section on the worksheet
<p>OPTIONAL Music (15 Min.)</p>	<p>Music Goal/Objective: Practice rhythms Materials needed: Various colored cups (I used egg dying cups when I did this at home with my family.) Video Link to Blog for demonstration https://ghnomusic3-5.blogspot.com/2020/03/april-6-9.html Specific Instructions (I=independent; PA= Parent assistance):</p> <ul style="list-style-type: none"> <input type="checkbox"/> (I) Teach your family the “Funky Chicken” <input type="checkbox"/> (I) The words are: Do the Funky Chicken now, what’s that you say, you say, do the Funky Chicken now, what’s that you say? (repeat) <input type="checkbox"/> Remember to yell out a color of the plastic cups you are using after the

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repeat.

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

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 his/her 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. Students will write syllabifications, markings, and rules BOTH times.

→ Remind students to use their phonogram knowledge and spelling rules

→ Remind students to practice proper letter formation and to use their best handwriting.

TUESDAY SPALDING LIST (Parent Key)

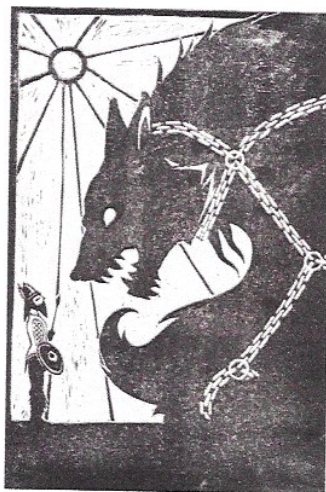
Word	Example sentence	Notes
<u>di</u> <u>a</u> gram r. 5, 4	Look at the diagram to see how a clock works.	r. 5 – letters i and y may say i at the end of a syllable (si lent, my). r. 4 – vowels a, e, o, and u may say their name at the end of a syllable
dis <u>ease</u> r. 5	He suffers from a rare disease .	Base word: ease Prefix: dis (not) You are not at ease if you have a disease.
el <u>e</u> ment r. 4	The birthday party guests were relying on the element of surprise.	
el <u>e</u> men <u>ta</u> ry r. 4, 6	She has an elementary understanding of geometry.	Base word: element Ending: ary
emp <u>ty</u> r. 6	The box was empty .	r. 6 – letter y, not i, is used at the end of an English word.

Name: _____ Date: _____ # _____

Spalding Spelling List

Tuesday

1st Dictation



2nd Dictation

Where the Red Fern Grows

Chapter 5 Part 2 (p. 46-52)

Annotation & Reflection Worksheet

Name: _____ # _____

Date: _____



SHORT ANSWER DIRECTIONS:

- A. In your book, mark with a **star** ★ and **underline** the text that answers the questions below.
- B. Write the page number in the space provided.
- C. In your own words, write the answer to the question.

1. How is the boy dog described? # _____

2. How is the girl dog described? # _____

3. What gives Billy courage in the face of the mountain lion?

4. What would you title Chapter 5?



REFLECTION QUESTION DIRECTIONS:

- Answer the following question in 3-5 complete, cursive sentences.

What makes Billy angry? How do you think his anger is related to courage?

Name: _____

Date: _____

Poetic Devices: Personification

Part I: *Read the poem below.*

“The Eagle”

By Alfred Lord Tennyson

He clasps the crag with crooked hands;
Close to the sun in lonely lands,
Ring'd with the azure world, he stands.

The wrinkled sea beneath him crawls;
He watches from his mountain walls,
And like a thunderbolt he falls.

Part II: *Annotate. Reread the poem and annotate for the following:*

- Number the lines in the poem.
- Brace the stanza(s)
- Label the rhyme scheme
- Circle all the *human actions* that the eagle is doing in this poem.

Part III: *Answer the questions below in complete sentences.*

1. Why is the Eagle described as having hands? And that he stands?

2. How does personification strengthen this poem?

*Follow the instruction sheet and read the notes on alliteration before continuing.

Name: _____

Date: _____

Poetic Devices: Alliteration

Part I: *Reread the poem below **aloud** to yourself or a family member.*

“The Eagle”

By Alfred Lord Tennyson

He clasps the crag with crooked hands;

Close to the sun in lonely lands,

Ring’d with the azure world, he stands.

The wrinkled sea beneath him crawls;

He watches from his mountain walls,

And like a thunderbolt he falls.

Part II: *Fill in the blanks for the definition below.*

1. Alliteration is a _____ device that repeats a _____ in a sequence of _____ that are _____.
2. Go back to the poem and circle the examples of alliteration. Copy the words below:

Part III: *Answer the following in complete sentences.*

1. What does this first line tell us about the poem?
2. What about the first line is so powerful? Why? What sounds?



Rocket Math Learning to Add Integers

(positive and negative numbers)

Name _____

Set e

Rule 1: When you add a positive (+ a +), go **UP**.
 Rule 2: When you add a negative (+ a -), go **DOWN**.

Follow these steps.

1. Read the problem.
2. Circle where you start.
3. Will you add a positive or a negative? (Say the right rule).
4. Make the arrow point the way to go.
5. Make the bumps.
6. Write the answer.
7. Cover and say the problem & the answer.

+ (-)	+ Add (-)	+	+ Add +	+ (-)	+ Add (-)
	$\begin{array}{r} 4 \\ +(-4) \\ \hline \end{array}$		$\begin{array}{r} 6 \\ +3 \\ \hline \end{array}$		$\begin{array}{r} 7 \\ +(-3) \\ \hline \end{array}$



$\frac{5}{+(-11)}$	$\frac{7}{+(-3)}$	$\frac{1}{+(-4)}$	$\frac{8}{+(-5)}$	$\frac{3}{+5}$	$\frac{8}{+6}$	$\frac{2}{+9}$	$\frac{6}{+2}$	$\frac{7}{+(-13)}$	$\frac{11}{+(-6)}$
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$$\frac{3}{+4}$$

$$\frac{1}{+9}$$

$$\frac{8}{+7}$$

$$\frac{2}{+6}$$

$$\frac{5}{+(-10)}$$

$$\frac{4}{+(-11)}$$

$$\frac{9}{+(-4)}$$

One-Minute Test

Goal Completed

$\frac{1}{+(-8)}$	$\frac{11}{+(-3)}$	$\frac{9}{+(-12)}$	$\frac{4}{+(-8)}$	$\frac{5}{+6}$	$\frac{5}{+3}$	$\frac{8}{+8}$
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
$\frac{8}{+(-6)}$	$\frac{8}{+(-11)}$	$\frac{9}{+(-10)}$	$\frac{10}{+(-4)}$	$\frac{9}{+5}$	$\frac{5}{+4}$	$\frac{2}{+2}$
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
$\frac{2}{+(-5)}$	$\frac{15}{+(-7)}$	$\frac{10}{+(-8)}$	$\frac{8}{+(-15)}$	$\frac{3}{+1}$	$\frac{9}{+4}$	$\frac{2}{+7}$
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
$\frac{5}{+(-1)}$	$\frac{6}{+(-13)}$	$\frac{14}{+(-7)}$	$\frac{4}{+(-13)}$	$\frac{9}{+6}$	$\frac{7}{+2}$	$\frac{1}{+6}$
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

$$\frac{9}{+(-15)}$$

$$\frac{6}{+(-2)}$$

$$\frac{9}{+1}$$

$$\frac{1}{+3}$$

$$\frac{7}{+5}$$

$$\frac{4}{+6}$$

$$\frac{5}{+(-3)}$$

First Name: _____ Last Name: _____ Date: _____

Tuesday Warm Up

Let's create a graph of the equation $y = 2x$. (Remember that means 2 times x.)

1. First, use the values for x to complete the table.

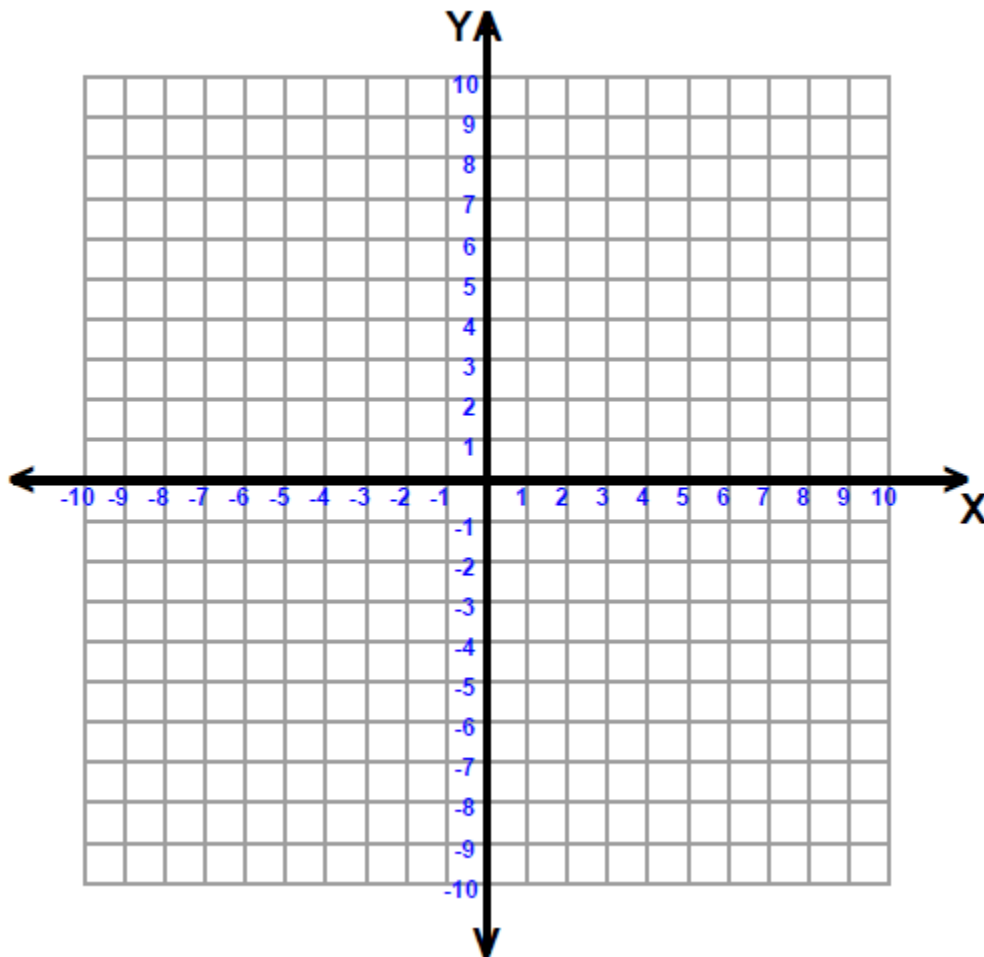
x	0	1	2	3	4
y	0				
(x, y)	(0, 0)				

Ex. **When $x = 0$**
 $y = 2 \times 0$
 $y = 0$

2. Now, use the finished table to draw the equation $y = 2x$ on the coordinate graph.

Checklist

- It's straight!
- It goes through all of the points!
- It extends past those points.



First Name: _____ Last Name: _____ Date: _____

Tuesday Math Guided Practice - March 7, 2020
Reading a Linear Equation on a Coordinate Graph

Look at task 4 on page 158 of your math textbook.

The graph on task 4 is a drawing of a linear equation. (We call it a linear equation because it makes a straight line on a coordinate graph.)

Use the textbook to solve task 4, questions (a) - (f)

4a)				
4b)	4c)	4d)	4e)	4f)

Check your answers on the key before you continue.

On question(g) for task 4, it asks you to name another point on the line that would satisfy the equation $y = x + 2$. Like Barbarella says, every point on the line satisfies the equation $y = x + 2$ because the line is a picture of that equation.

So to answer question (g), find another point on that line and name it's coordinates. For example, use your finger to find out where $x = 6$ on that line. Then move your finger horizontally to the left to find out what y equals when $x = 6$. You should see that when $x = 6$ on the line, then $y = 8$. So one way to answer question (g) is to write (6, 8).

Now, you name a different point on the line to answer question (g).

Now, complete task 5 from p 159 from your textbook.

(Remember to write the answers on this page. Do not write in your textbook.)

5a) Complete the table for $y = x - 3$.

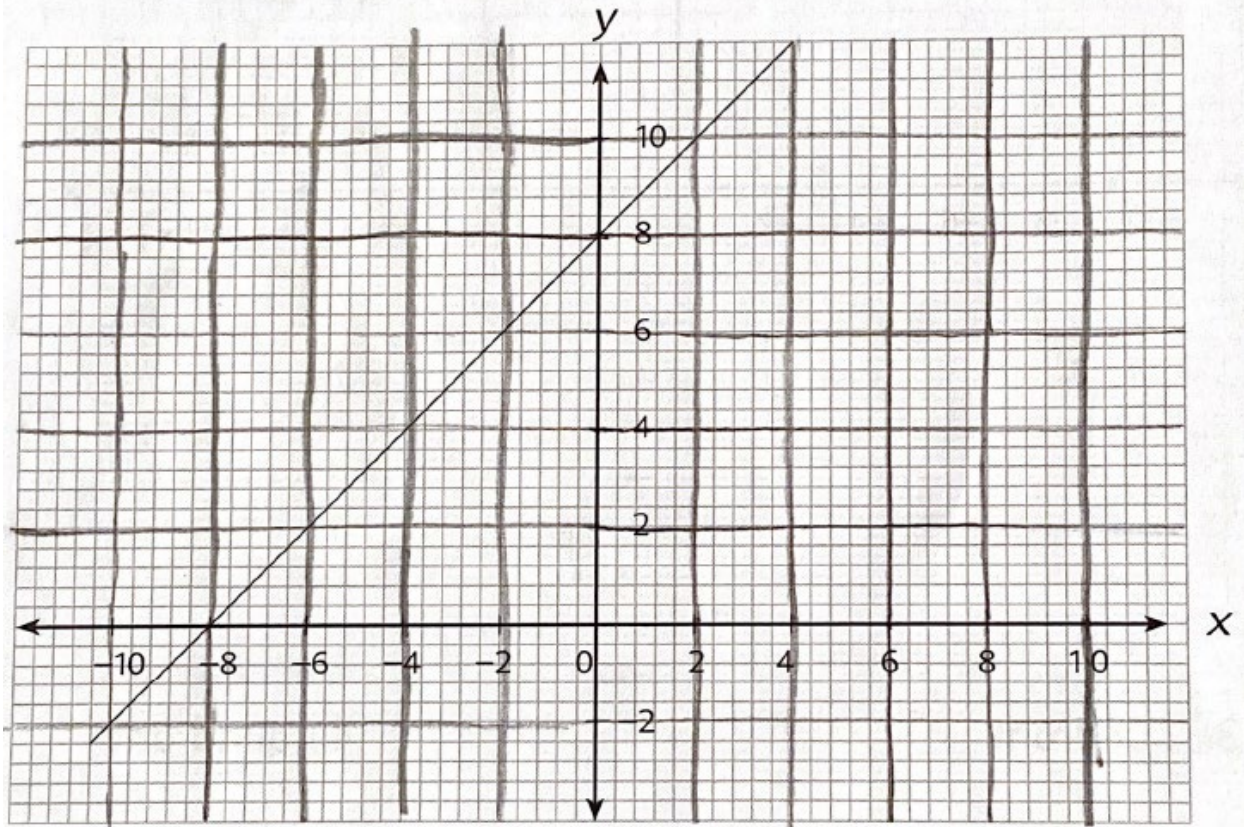
x	(- 3)	(- 2)	(- 1)	0	1	2	3
y	(- 6)						
(x, y)	(- 3, - 6)						

5b) Which line from the graph on textbook page 159 is a graph of the equation $y = x - 3$?

 Check your answers!

First Name: _____ Last Name: _____ Date: _____

1. Fill in the blanks.



- (a) When $x = -8$, y is _____.
- (b) When $x = 2$, y is _____.
- (c) The equation of the line is _____.
- (d) Another point on the line that would satisfy the equation in (c) is _____.

In question 1(c) you are trying to find out what you need to do to x to make y . So your equation should look like $y = x$. But on the x side, you need to show if we need to add to x , subtract with x , divide x , or multiply x in order to equal y .

Question 1(d) is asking you to name another point on the line. Any point on this line will match with the equation you discovered on question 1(c).

2.

First Name: _____ Last Name: _____ Date: _____

First Name: _____

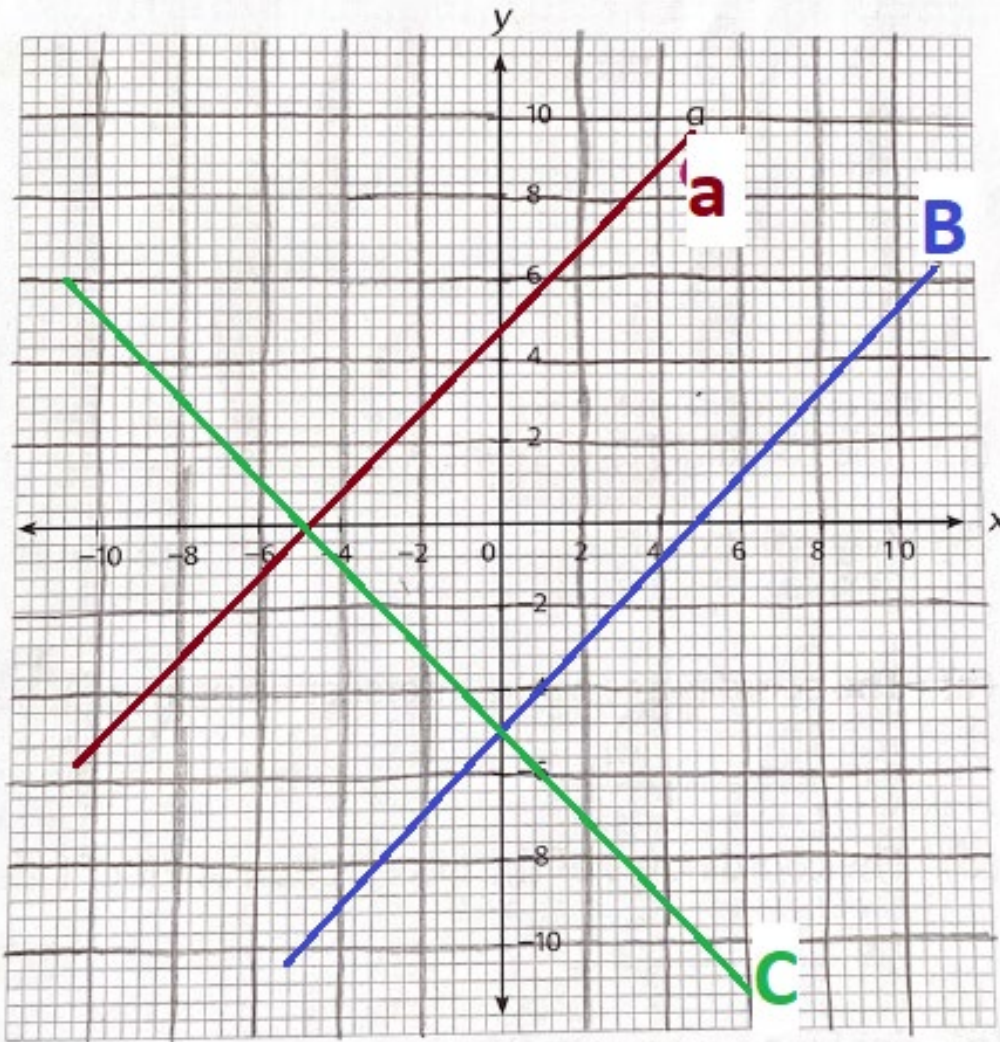
Last Name: _____

Date: _____

(a) Complete the table for $y = x + 5$ for values of x from -3 to 3 .

x	-3	-2	-1	0	1	2	3
y	2						
(x, y)	$(-3, 2)$						

(b) Which line is a graph of the equation $y = x + 5$?



Name: _____

Date: _____

Directions: Answer questions below and highlight answers in the article above.

1. How is an environment classified as a desert? _____

2. What is a way desert plants have adapted to the environment? _____

3. What is a way desert animals have adapted to the environment? _____

4. What are some effects climate change has had on the desert? _____

Directions: Draw a picture of a desert environment and list biotic and abiotic factors.

<i>Biotic</i>	<i>Abiotic</i>



Name: _____

Section: _____

W3 Tuesday Translation

“in theātrō”

Instructions

Translate the following text under “Your Translation”. Use <https://en.wiktionary.org> or <https://translate.google.com> to look up any word you don’t remember.

Lines 1-5

Listen to this text at https://bit.ly/W3D2_5th

hodiē Pompēiānī sunt ōtiōsī. dominī et servī nōn labōrant. multī Pompēiānī in theātrō sedent. spectātōrēs Actium exspectant. tandem Actius in scaenā stat. Pompēiānī plaudunt. subitō Pompēiānī magnum clāmōrem audiunt.

Vocabulary

hodiē - today

ōtiōsus - on holiday, idle

labōrō - I work

multī - many

exspectō - I wait for, I expect

tandem - at last

scaena - stage, scene

plaudō - I clap, I applaud

subitō - suddenly

Your Translation

Daily Student Instruction Sheet - WEDNESDAY

WEDNESDAY – 4/8/20

ELA

Spalding
(20 Minutes)

Literature
(15 Minutes)

Grammar/Writing
(20 Minutes)

Reading
(20+ minutes)

Spalding

Goal/Objective:

- Students will learn 5 new Spalding words
- Student will syllabicate, finger spell, and mark rules

Materials needed:

- Sharpened pencil
- Monday Spalding Student Worksheet

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

- Spalding work is **PA**. (There is an optional [Wednesday Spalding video](#) which may allow students to complete Spalding independently.)
- Dictate the 5 words (one at a time) to your child
- For each word do the following:
 - Say the word
 - Say the word in a sentence
 - Say the word again
- Your child will do the following:
 - Repeat the word
 - Determine the base word (and affix, if applicable)
 - Show syllables with fists and sounds with fingers
 - Write in the Spalding notebook in syllables while saying it aloud
 - Write the markings and rules that apply
- Together
 - Make the appropriate corrections before moving on to the next word
- Remind students to:
 - Use their phonogram knowledge and spelling rules
 - Practice proper letter formation and to use their best handwriting
- After finishing the list of 5 words, have your child fold his/her paper so the words do not show
- Repeat the process 1 more time so each word has been practiced a total of 2 times. Students will syllabicate, write markings and the rules that apply for **BOTH** dictations.

Literature

Goal/Objective:

- **READ** the [first half of Ch. 6 of *Where the Red Fern Grows* \(p. 53-56\)](#)
- **ANNOTATE** the main ideas and events of this half of the chapter

Materials needed:

- [Where the Red Fern Grows Ch. 6](#)
- Pencil
- [Bookmark \(link\)](#)
- Ch. 5-6 Vocabulary and Unfamiliar Words Guide

Daily Student Instruction Sheet - WEDNESDAY

- Ch. 6 Part 1 Annotation & Vocabulary worksheet

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

- READ** [Ch. 6 \(p. 53-56\) of *Where the Red Fern Grows*](#) **LOOKING** for the following main ideas and events: **(I)**
- Optional video:** [Read the pages along with Miss Kelly](#) **LOOKING** for the following main ideas and events (STOP at 5:30 minutes): **(I)**
 - What does Billy decide to tell his mother and father?
 - What does Billy decide to name the dogs?
 - Where does he get the idea for their names from?
 - On p. 55, why does Billy say, "...it was like a puzzle?" What is like a puzzle? How is it like a puzzle?
- COMPLETE** Ch. 6 Part 1 Annotation worksheet **(I)**

Grammar/Writing

Goal/Objective:

- Students will be introduced to sonnets and their characteristics.

Materials needed:

- Notes on sonnets via link.
- Sonnet 29 worksheet.

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

- Students will read the notes page on sonnets by following the link provided:
<https://drive.google.com/file/d/1H9ak2QYO2ojZj0YGMXDir3j--jLzkz-4/view?usp=sharing>
- Students will complete the worksheet on Sonnet 29. **(I)**

Reading Log

- Read for 20 minutes and add it to today's reading log located at the end of the printed packet.

MATH

(25 Minutes)

Math

Goal/Objective:

- Graph horizontal lines on a coordinate graph.

Materials needed: Rocket Math Integers Set D, Rocket Math Set D Key, 5B Math Textbook,

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

- (PA)** Rocket Math: Adding Integers Set D (3 min)
 - Two minute practice: Set a timer for two minutes. For the two minutes the student goes around the edge of the worksheet saying the problem and the answer out loud to their parent. If they get a problem wrong, they must say the correct answer three times and then go back three problems and begin again. Check student responses using [the practice key](#).
 - One minute test: Set a timer for one minute. The one minute test is taken inside the box. The student should complete as many problems as possible during that minute. Please circle the last completed problem in pen.
- (I)** Read "[How to Graph Horizontal and Vertical Lines](#)" Notes.
- (Optional I)** [Graphing Horizontal and Vertical Lines](#) video
- (I)** Guided Practice, TB 160, Tasks 6

Daily Student Instruction Sheet - WEDNESDAY

	<ul style="list-style-type: none"> <input type="checkbox"/> Check key. <input type="checkbox"/> (I) Complete Independent Practice. <input type="checkbox"/> (Optional I) You might need to move now. Take a stretch break with this count and clap video.
<p>HISTORY (25 Minutes)</p>	<p>History Goal/Objective: Understand basic structure of American Federal Government. Students can distinguish between the 3 branches of the Federal government, and can explain the number of representatives in the Senate and in the House of Representatives. Materials needed: SoW Reading (218-223), “American Federal Government” WKST, “American Government Checkpoint”, History Answer Key. Specific Instructions (I=independent; PA= Parent assistance):</p> <ul style="list-style-type: none"> <input type="checkbox"/> Alternate between Reading and answering WKST Questions. (I) <ul style="list-style-type: none"> <input type="checkbox"/> See map on (p.218), answer Questions (1-2) in WKST (I) <input type="checkbox"/> Read (p.219-221), answer Questions (3-9) in WKST (I) <input type="checkbox"/> Read (p.222-223), answer Question (10) in WKST (I) <input type="checkbox"/> Optional video: History read along with Miss Kelly! <input type="checkbox"/> Complete “American Government Checkpoint”. When finished, check your answers in the History Answer Key in the back and grade yourself. (I)
<p>LATIN (15 Minutes)</p>	<p>Latin Goal/Objective: Students will finish translation of “in theãtrō” Materials needed: 1) “W3 Wednesday Translation” Specific Instructions (I=independent; PA= Parent assistance):</p> <ul style="list-style-type: none"> <input type="checkbox"/> (I) Complete “W3 Wednesday Translation” <ul style="list-style-type: none"> <input type="checkbox"/> You can listen to the text at https://bit.ly/W3D3_5th <input type="checkbox"/> Make sure to write your name and section on the worksheet
<p>OPTIONAL Art (15 Minutes) PE (15 minutes)</p>	<p>Art Goal/Objective: Complete parabola and color it in Materials needed: Colored pencils, ruler, pencil, eraser Specific Instructions (I=independent; PA= Parent assistance):</p> <ul style="list-style-type: none"> <input type="checkbox"/> I: Complete parabola with ruler <input type="checkbox"/> I: Color in your parabola however you want, BUT it must be great-hearts minded (please use attached picture as a reference) <p>PE Goal/Objective: Repeat Monday’s exercises Materials needed: W3 Log Specific Instructions: (I = Independent; PA = Parent Assisted)</p> <ul style="list-style-type: none"> <input type="checkbox"/> I: Warmup (optional) <input type="checkbox"/> I: Complete Log (Stay within your 10% increase that you found Monday) <input type="checkbox"/> I: Lie-down and Breathe <input type="checkbox"/> I: Save log in safe place

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 his/her 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. Students will write syllabifications, markings, and rules BOTH times.

→ Remind students to use their phonogram knowledge and spelling rules

→ Remind students to practice proper letter formation and to use their best handwriting.

WEDNESDAY SPALDING LIST (Parent Key)

Word	Example sentence	Notes
<u>environment</u> r. 5	Pollution is bad for the environment .	r. 5 – letters i and y may say i at the end of a syllable (si lent, my).
<u>equal</u> r. 4, 1	There are an equal number of apples and oranges on the table.	r. 4 – vowels a,e,o, and u may say their name at the end of a syllable r. 1 – letter q is the only letter than cannot be alone for its sound
<u>equality</u> r. 4, 1, 6	Our country was founded on the principles of liberty and equality .	r. 4 – vowels a,e,o, and u may say their name at the end of a syllable r. 1 – letter q is the only letter than cannot be alone for its sound r. 6 – letter y, not i, is used at the end of an English word.
<u>equivalent</u> r. 4, 1	Two hundred pennies is equivalent to two dollars.	r. 4 – vowels a,e,o, and u may say their name at the end of a syllable r. 1 – letter q is the only letter than cannot be alone for its sound
<u>everyone</u>	Not everyone received the message.	Base word: every Base word: one

Name: _____ Date: _____ # _____

Spalding Spelling List

Wednesday

1st Dictation



2nd Dictation

Where the Red Fern Grows

Name: _____ # _____

Chapter 6 Part 1 (p. 53-56)

Date: _____

Annotation Worksheet



SHORT ANSWER DIRECTIONS:

- A. In your book, mark with a **star** ★ and **underline** the text that answers the questions below.
- B. Write the page number in the space provided.
- C. In your own words, write the answer to the question.

1. What does Billy decide to tell his mother and father? # _____

2. What does Billy decide to name the dogs? # _____

3. Where does he get the idea for their names?

Name: _____

Date: _____

Poetic Devices: Sonnets

Part I: *Read the following.*

Sonnet 29

By William Shakespeare

When, in disgrace with fortune and men's eyes,
I all alone beweepe my outcast state,
And trouble deaf heaven with my bootless cries,
And look upon myself and curse my fate,
Wishing me like to one more rich in hope,
Featured like him, like him with friends possessed,
Desiring this man's art and that man's scope,
With what I most enjoy contented least;
Yet in these thoughts myself almost despising,
Haply I think on thee, and then my state,
(Like to the lark at break of day arising
From sullen earth) sings hymns at heaven's gate;
For thy sweet love remembered such wealth brings
That then I scorn to change my state with kings.

Part II: *Annotate. Reread the poem and annotate for the following:*

- Number the lines in the poem.
- Brace the couplet.
- Label the rhyme scheme.

Part III: *Transcribe the following lines into your own words.*

1. When, in disgrace with fortune and men's eyes,

2. I all alone beweepe my outcast state,

Name: _____

Date: _____

3. (Like to the lark at break of day arising\ From sullen earth) sings hymns at heaven's gate;

4. For thy sweet love remembered such wealth brings

Part IV: Answer the following questions in complete sentences.

1. Look at lines 2, 4, and 9. In your own words, how does the poet describe himself as feeling?

2. Does he feel the same at the end of the poem? Give textual examples of this change.

Part V: *Exit Ticket Question*

List four characteristics of the structure of a sonnet:

- 1.
- 2.
- 3.
- 4.

*Check your notes for correctness.



Rocket Math Learning to Add Integers

(positive and negative numbers)

Name _____

Set D

Rule 1: When you add a positive (+ a +), go **UP**.
Rule 2: When you add a negative (+ a -), go **DOWN**.

Follow these steps.

1. Read the problem.
2. Circle where you start.
3. Will you add a positive or a negative? (Say the right rule).
4. Make the arrow point the way to go.
5. Make the bumps.
6. Write the answer.
7. Cover and say the problem & the answer.

+ (-)	+ Add (-)	+	+ Add +	+ (-)	+ Add (-)
	$\begin{array}{r} 2 \\ +(-3) \\ \hline \end{array}$		$\begin{array}{r} 5 \\ + 4 \\ \hline \end{array}$		$\begin{array}{r} 5 \\ +(-4) \\ \hline \end{array}$



$\begin{array}{r} 1 \\ +(-6) \\ \hline \end{array}$	$\begin{array}{r} 6 \\ +(-4) \\ \hline \end{array}$	$\begin{array}{r} 16 \\ +(-8) \\ \hline \end{array}$	$\begin{array}{r} 6 \\ + 4 \\ \hline \end{array}$	$\begin{array}{r} 4 \\ + 5 \\ \hline \end{array}$	$\begin{array}{r} 1 \\ + 8 \\ \hline \end{array}$	$\begin{array}{r} 11 \\ +(-8) \\ \hline \end{array}$	$\begin{array}{r} 6 \\ +(-14) \\ \hline \end{array}$	$\begin{array}{r} 7 \\ + 8 \\ \hline \end{array}$	$\begin{array}{r} 7 \\ + 1 \\ \hline \end{array}$
---	---	--	---	---	---	--	--	---	---

$$\begin{array}{r} 7 \\ + 3 \\ \hline \end{array}$$

$$\begin{array}{r} 1 \\ + 4 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ +(-7) \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ +(-16) \\ \hline \end{array}$$

$$\begin{array}{r} 12 \\ +(-3) \\ \hline \end{array}$$

$$\begin{array}{r} 2 \\ + 4 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ + 9 \\ \hline \end{array}$$

One-Minute Test

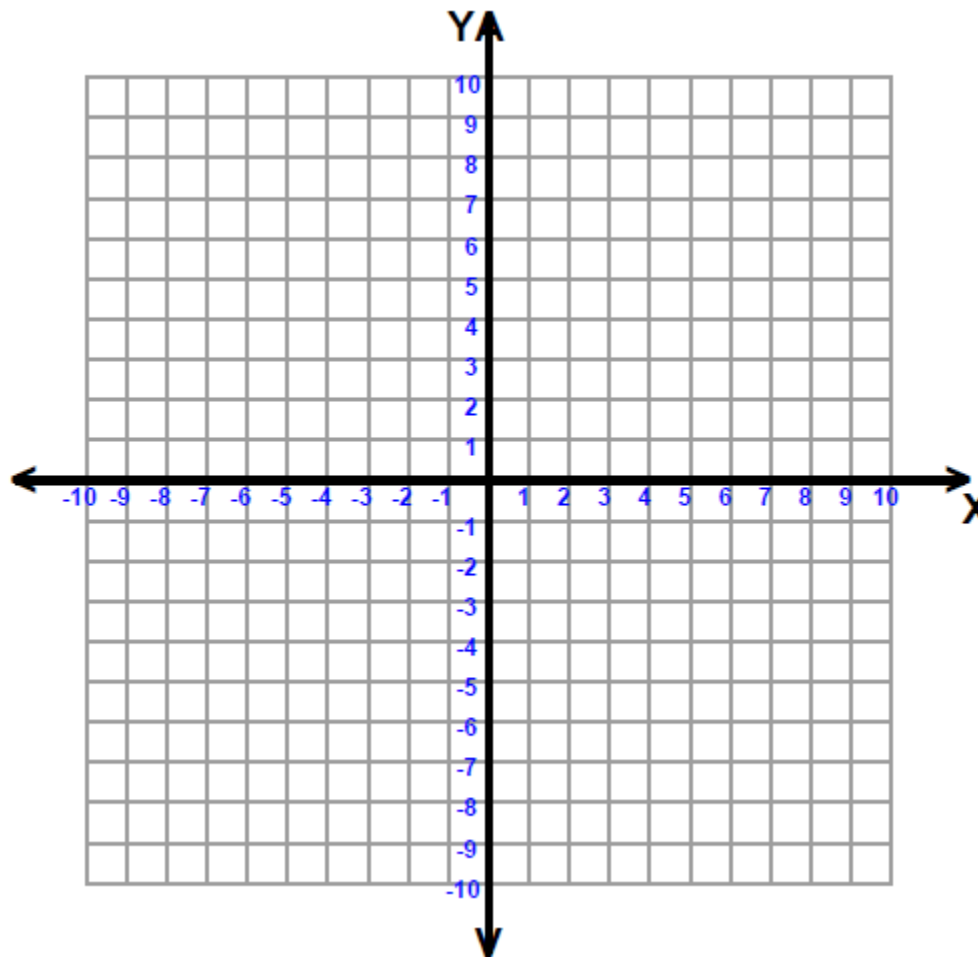
Goal Completed

$\begin{array}{r} 12 \\ +(-4) \\ \hline \square \end{array}$	$\begin{array}{r} 1 \\ +(-5) \\ \hline \square \end{array}$	$\begin{array}{r} 9 \\ + 7 \\ \hline \square \end{array}$	$\begin{array}{r} 1 \\ + 5 \\ \hline \square \end{array}$	$\begin{array}{r} 9 \\ +(-2) \\ \hline \square \end{array}$	$\begin{array}{r} 9 \\ +(-13) \\ \hline \square \end{array}$	$\begin{array}{r} 10 \\ +(-6) \\ \hline \square \end{array}$
$\begin{array}{r} 1 \\ + 2 \\ \hline \square \end{array}$	$\begin{array}{r} 4 \\ + 5 \\ \hline \square \end{array}$	$\begin{array}{r} 14 \\ +(-6) \\ \hline \square \end{array}$	$\begin{array}{r} 3 \\ +(-5) \\ \hline \square \end{array}$	$\begin{array}{r} 12 \\ +(-5) \\ \hline \square \end{array}$	$\begin{array}{r} 6 \\ + 1 \\ \hline \square \end{array}$	$\begin{array}{r} 8 \\ + 3 \\ \hline \square \end{array}$
$\begin{array}{r} 10 \\ +(-5) \\ \hline \square \end{array}$	$\begin{array}{r} 6 \\ +(-9) \\ \hline \square \end{array}$	$\begin{array}{r} 5 \\ + 3 \\ \hline \square \end{array}$	$\begin{array}{r} 6 \\ + 8 \\ \hline \square \end{array}$	$\begin{array}{r} 2 \\ + 7 \\ \hline \square \end{array}$	$\begin{array}{r} 2 \\ +(-8) \\ \hline \square \end{array}$	$\begin{array}{r} 5 \\ +(-2) \\ \hline \square \end{array}$
$\begin{array}{r} 9 \\ + 3 \\ \hline \square \end{array}$	$\begin{array}{r} 7 \\ + 5 \\ \hline \square \end{array}$	$\begin{array}{r} 3 \\ + 7 \\ \hline \square \end{array}$	$\begin{array}{r} 7 \\ +(-2) \\ \hline \square \end{array}$	$\begin{array}{r} 5 \\ +(-13) \\ \hline \square \end{array}$	$\begin{array}{r} 2 \\ + 5 \\ \hline \square \end{array}$	$\begin{array}{r} 3 \\ + 3 \\ \hline \square \end{array}$

$\begin{array}{r} 9 \\ + 9 \\ \hline \end{array}$	$\begin{array}{r} 1 \\ + 7 \\ \hline \end{array}$	$\begin{array}{r} 10 \\ +(-3) \\ \hline \end{array}$	$\begin{array}{r} 4 \\ +(-6) \\ \hline \end{array}$	$\begin{array}{r} 13 \\ +(-8) \\ \hline \end{array}$	$\begin{array}{r} 5 \\ + 8 \\ \hline \end{array}$	$\begin{array}{r} 2 \\ + 5 \\ \hline \end{array}$	$\begin{array}{r} 9 \\ +(-3) \\ \hline \end{array}$	$\begin{array}{r} 5 \\ +(-12) \\ \hline \end{array}$	$\begin{array}{r} 13 \\ +(-5) \\ \hline \end{array}$
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Wednesday Math Independent Practice - April 8, 2020

First name: _____ Last Name: _____ Date: _____

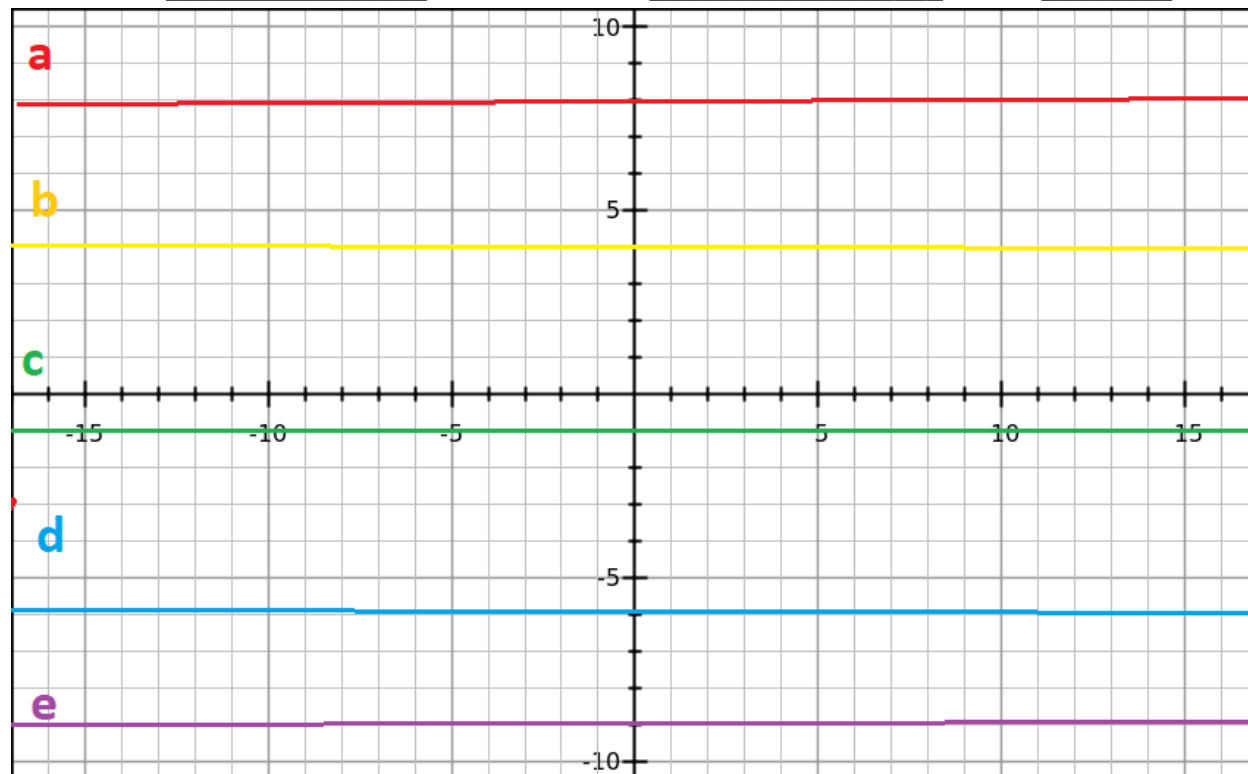


1. On the blank graph above, please graph the following equations in these colors. (If you do not have these colors at home, you can label the line with a letter. For example, for the equation listed in problem (a), you would label that as line a.)

- a) Red: $y = (- 8)$
- b) Blue: $y = 7$
- c) Green: $y = (- 3)$
- d) Yellow: $y = 5$

Wednesday Math Independent Practice - April 8, 2020

First name: _____ Last Name: _____ Date: _____



2. Write the equation that matches the graph.

a) $y =$

b) $y =$

c) $y =$

d) $y =$

e) $y =$

3. Complete task 31, from textbook page 31.

a) _____

b) (1, _____)

c)

x				
y				
(x, y)				

Equation: $y =$ _____

Name: _____

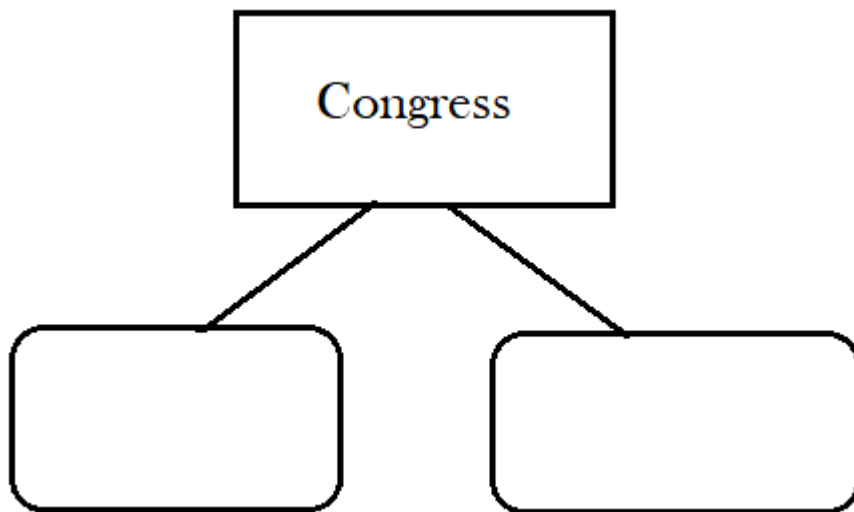
Date: _____

American Federal Government

1. Reference the map in your reading. List the thirteen original colonies, which became the first thirteen states of the United States of America (hint: they're the names in all capital letters).

1.	8.
2.	9.
3.	10.
4.	11.
5.	12.
6.	13.
7.	

2. Which side of North America are these states located on? (North, South, East, or West?)
3. **Fill in the Blank:** “The thirteen delegates that were sent to Philadelphia for a Constitutional Convention wanted to make sure that their new Constitution would give the United States of America the power to _____ but also to _____.”
4. What are the two bodies of representatives that make up congress? Add their names to the diagram:



5. What are the two houses of Congress responsible for doing?

6. How many representatives does each state send to the Senate?

7. How many representatives does each state send to the House of Representatives?

8. Who has the power to veto (or cancel) any of Congress' decisions?

9. What branch of Federal Government is supposed to make sure that neither Congress nor the President become too powerful?

10. Summarize why the Bill of Rights was added to the American Constitution.

The Bill of Rights was added to the Constitution because... _____



Name: _____

Date: _____

American Government Checkpoint

Answers can be found in the "History Answer Key" in the back of your packet

Total: _____

7

Try to answer these questions as best as you can from memory, then check your answers.

1. Why did the colonists become upset with Great Britain?
 - a. The British stole all the colonists' gold
 - b. It was too cold to live in North America
 - c. The British were making harsh laws and taxes without the colonists' approval
 - d. The colonists wanted religious tolerance, but Britain wouldn't allow it

2. Who won the war of the American Revolution?
 - a. The British
 - b. The colonists
 - c. Spain
 - d. The Native Americans

3. The American Constitution enables who to make laws and decisions for the states? Circle the two correct answers.
 - a. The Federal Government
 - b. The states themselves
 - c. The President
 - d. The King of England

4. What is the President's job supposed to be?
 - a. To write laws
 - b. To veto laws
 - c. To make sure the Supreme Court does not have too much power
 - d. To rewrite the Constitution

5. Which branch of the Federal Government has the job to write laws?
 - a. Congress
 - b. The President
 - c. The Supreme Court

6. Which states will have more representatives in Congress?
 - a. None, all states get equal number of representatives in Congress
 - b. The states with the largest population, because they will have more influence in the House of Representatives
 - c. The oldest states are allowed to have the most influence in the Senate
 - d. The states with the most land, because they will have more influence in the House of Representatives

7. Which European country owns the territory just West of the early colonies? (Hint: they explored along the Mississippi River to trade for furs with the Native Americans)
 - a. England
 - b. Spain
 - c. France
 - d. Portugal

Name: _____

Section: _____

W3 Wednesday Translation

“in theātrō”

Instructions

Translate the following text under “Your Translation”. Use <https://en.wiktionary.org> or <https://translate.google.com> to look up any word you don’t remember.

Lines 6-10

Listen to this text at https://bit.ly/W3D3_5th
servus theātrum intrat. “euge! fūnambulus adest,”
clāmat servus. Pompēiānī Actium nōn spectant. omnēs
Pompēiānī ē theātrō currunt et fūnambulū spectant.
nēmō in theātrō manet. Actius tamen nōn est irātus.
Actius quoque fūnambulū spectat.

Vocabulary

fūnambulus - tightrope walker
currō - I run
nēmō - no one

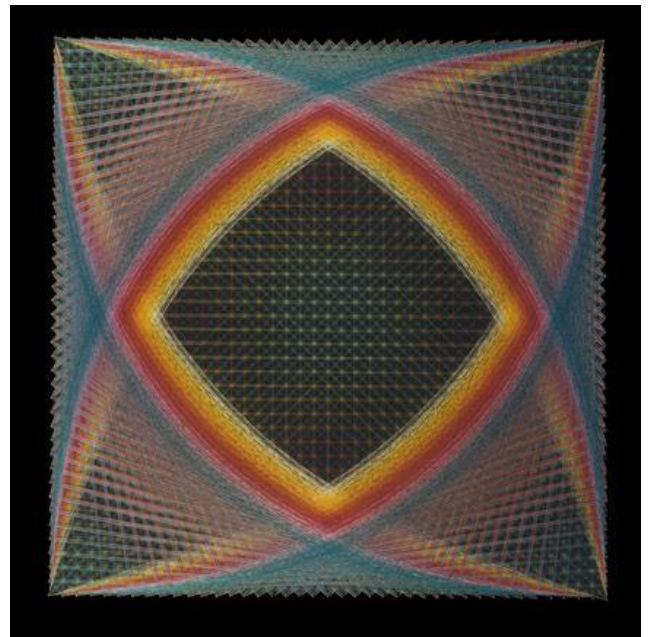
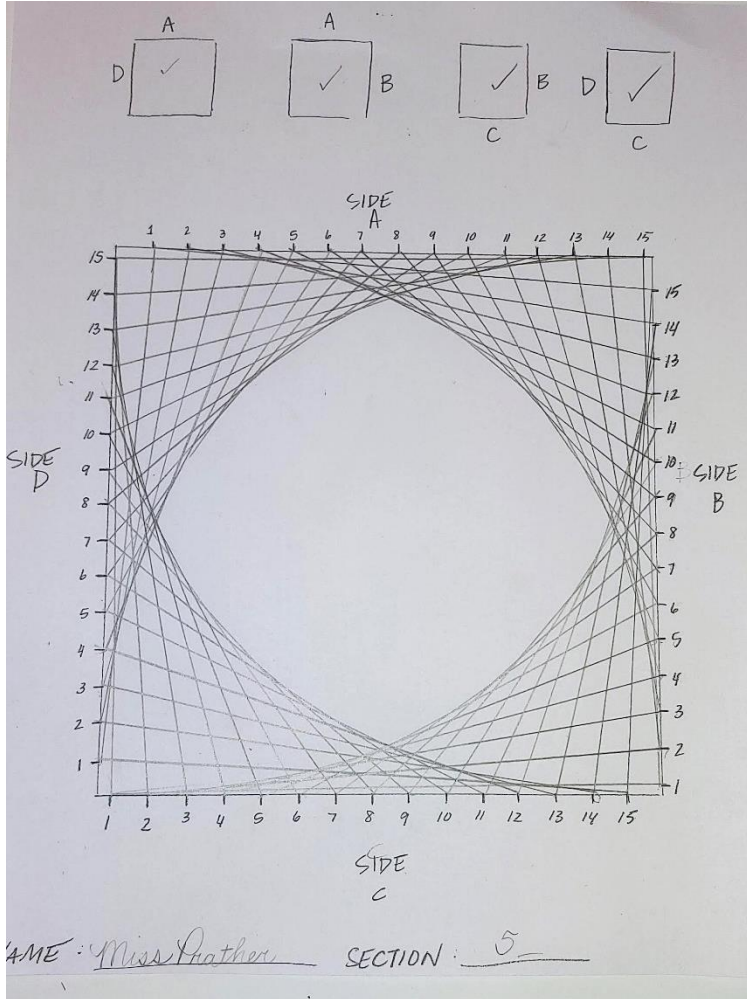
maneō - I remain
tamen - however

Your Translation

5th Grade art - WEDNESDAY

Completed parabola (not yet colored)

Examples of completed parabola art



Daily Student Instruction Sheet - THURSDAY

THURSDAY – 4/9/20

ELA

Spalding
(20 Minutes)

Literature
(15 Minutes)

Grammar/Writing
(20 Minutes)

Reading
(20+ minutes)

Spalding

Goal/Objective:

- Students will learn 5 new Spalding words
- Student will syllabicate, finger spell, and mark rules

Materials needed:

- Sharpened pencil
- Monday Spalding Student Worksheet

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

- Spalding work is **PA**. (There is an optional [Thursday Spalding Video](#) which may allow some students to complete Spalding independently.)
- Dictate the 5 words (one at a time) to your child
- For each word do the following:
 - Say the word
 - Say the word in a sentence
 - Say the word again
- Your child will do the following:
 - Repeat the word
 - Determine the base word (and affix, if applicable)
 - Show syllables with fists and sounds with fingers
 - Write in the Spalding notebook in syllables while saying it aloud
 - Write the markings and rules that apply
- Together
 - Make the appropriate corrections before moving on to the next word
- Remind students to:
 - Use their phonogram knowledge and spelling rules
 - Practice proper letter formation and to use their best handwriting
- After finishing the list of 5 words, have your child fold his/her paper so the words do not show
- Repeat the process 1 more time so each word has been practiced a total of 2 times. Students will syllabicate, write markings and the rules that apply for **BOTH** dictations.

Literature

Goal/Objective:

- **READ** the [second half of Ch. 6 of *Where the Red Fern Grows* \(p. 57-61\)](#)
- **ANNOTATE** the main ideas and events of the chapter
- **GIVE** Chapter 6 a title

Materials needed:

- [Where the Red Fern Grows Ch. 6](#)
- Pencil

Daily Student Instruction Sheet - THURSDAY

- [Bookmark](#)
 - Ch. 5-6 Unfamiliar Words & Vocabulary Guide
 - Ch. 6 Part 2 Annotation & Vocabulary worksheet
- Specific Instructions (I=independent; PA=dependent):**
- READ** [Ch. 6 \(p. 53-61\) of *Where the Red Fern Grows*](#) **LOOKING** for the following main ideas and events: **(I)**
 - Optional video:** [Read along with Miss Kelly](#) (START at 5:30 minutes.) **LOOKING** for the following main ideas and events: **(I)**
 - What gifts does Billy bring back for his father, mother, and sisters?
 - Why does Billy say he never wants to go to town again?
 - How does Billy feel God answered his prayer?
 - What would you title Ch. 6?
 - COMPLETE** Ch. 6 Part 2 Annotation worksheet **(I)**

Grammar/Writing

Goal/Objective:

- Students will continue to practice with sonnets and be able to identify their poetic form.

Materials needed:

- Sonnet practice worksheet

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

- Students will practice with sonnets by completing the worksheet. **(I)**

Reading Log

- Read for 20 minutes and add it to today's reading log located at the end of the printed packet.

MATH

(25 Minutes)

Math

Goal/Objective:

- Graph vertical lines.

Materials needed: Rocket Math Integers Set D, Rocket Math Set D Key, 5B Math Textbook, ["Graphing Vertical Lines" Notes](#)

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

- (PA)** Rocket Math: Adding Integers Set D (3 min)
 - Two minute practice: Set a timer for two minutes. For the two minutes the student goes around the edge of the worksheet saying the problem and the answer out loud to their parent. If they get a problem wrong, they must say the correct answer three times and then go back three problems and begin again. Check student responses using [the practice key](#).
 - One minute test: Set a timer for one minute. The one minute test is taken inside the box. The student should complete as many problems as possible during that minute. Please circle the last completed problem in pen.
- (I)** Warm Up: Identify the linear equation using the graph.
- (I)** Read ["Graphing Vertical Lines" Notes](#).
- (Optional I)** Review [Graphing Vertical and Horizontal Lines video](#)
- (I)** Guided Practice, TB 160, Task 7 and TB 161, Task 8.

Daily Student Instruction Sheet - THURSDAY

	<ul style="list-style-type: none"> <input type="checkbox"/> Record answers on the accompanying worksheet. <input type="checkbox"/> Check key. <input type="checkbox"/> (I) Complete Independent Practice. <ul style="list-style-type: none"> <input type="checkbox"/> TB 163, Task 10. Record answers on the accompanying worksheet. <input type="checkbox"/> (Optional I) You might need to move now. Take a stretch break with this count and clap video or create your own count and clap game. Share it or teach it to a family member.
<p>HISTORY (25 Minutes)</p>	<p><i>History</i> Goal/Objective: Understand the transition from American Colonial History to Westward Expansion. Students understand the idea of Manifest Destiny that drove this movement. Materials needed: Westward Expansion PPT Reading, “Manifest Destiny” WKST, “Parody on ‘To the West’ Reading. Specific Instructions (I=independent; PA= Parent assistance):</p> <ul style="list-style-type: none"> <input type="checkbox"/> Read Westward Expansion PPT. Try to locate the Mississippi River in each of the maps, and notice how the territories of the American colonists expand across the continent. (I) <input type="checkbox"/> Read the first page of “Manifest Destiny” WKST and complete Questions (1-2). (I) <input type="checkbox"/> Read the second page of “Manifest Destiny WKST and complete Question (3). (I) <input type="checkbox"/> [OPTIONAL] Extra Resource: Read “Parody on ‘To the West’ and answer the final question on “Manifest Destiny” WKST. (I)
<p>LATIN (15 Minutes)</p>	<p><i>Latin</i> Goal/Objective: Students will correct their translations of “in theātrō” from Tuesday and Wednesday Materials needed: 1) “W3 Translation Answer Key”; 2) (optional) access to the Internet Specific Instructions (I=independent; PA= Parent assistance):</p> <ul style="list-style-type: none"> <input type="checkbox"/> (I) Check your translation from Tuesday and Wednesday’s worksheets using either: <ul style="list-style-type: none"> <input type="checkbox"/> “W3 Translation Answer Key” or <input type="checkbox"/> Guided translation video at https://bit.ly/W3GuidedTranslation (under heading “5th Grade Text ‘in theātrō’”) <input type="checkbox"/> Mark corrections in red ink or pencil
<p>OPTIONAL Music (15 Min.)</p>	<p><i>Music</i> Goal/Objective: Practice rhythms and tempos (largo and allegro) Materials needed: Various colored cups (I used egg dying cups when I did this at home with my family.) Video Link to Blog for demonstration https://ghnomusic3-5.blogspot.com/2020/03/april-6-9.html Specific Instructions (I=independent; PA= Parent assistance):</p> <ul style="list-style-type: none"> <input type="checkbox"/> (I) Practice playing “Funky Chicken” with your family using different tempos <input type="checkbox"/> Remember, tempo is how slow/fast you take a song or chant <input type="checkbox"/> Try playing Funky Chicken using a slow tempo and then speed it up each time you play

Daily Student Instruction Sheet - THURSDAY

- | | |
|--|---|
| | <ul style="list-style-type: none"><input type="checkbox"/> When you go slowly, that's <i>largo</i>. Tell your family you want to do it in <i>largo</i>, then do it slowly.<input type="checkbox"/> Now tell your family you want to do it in <i>allegro</i> and do it quickly.<input type="checkbox"/> Have fun |
|--|---|

Dictate the ¹²20 review words (one at a time) to your child. For each word,

Thursday, Spalding

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
count	Count how many fingers I am holding up.
countless	There are countless reasons why that is a bad idea!
depend	I can depend on you.
depends	He no longer depends on his parents for money.
dependent	She believes success is dependent on hard work.
diagram	Look at the diagram to see how a clock works.
disease	He suffers from a rare disease .
element	The birthday party guests were relying on the element of surprise.

Word	Example sentence
elementary	She has an elementary understanding of geometry.
empty	The box was empty .
environment	Pollution is bad for the environment .
equal	There are an equal number of apples and oranges on the table.
equality	Our country was founded on the principles of liberty and equality .
equivalent	Two hundred pennies is equivalent to two dollars.
everyone	Not everyone received the message.

Name: _____ Date: _____ # _____

Spalding Spelling List

Thursday

1st Dictation



1)

2)

3)

4)

5)

6)

7)

8)

9)

10)

11)

12)

13)

14)

15)

Where the Red Fern Grows

Name: _____ # _____

Chapter 6 Part 2 (p. 56-61)

Date: _____

Annotation Worksheet



SHORT ANSWER DIRECTIONS:

- A. In your book, mark with a **star** ★ and **underline** the text that answers the questions below.
- B. Write the page number in the space provided.
- C. In your own words, write the answer to the question.

1. What gifts does Billy bring back for his father, mother and sisters? # _____

2. Why does Billy say he never wants to go to town again? # _____

3. How does Billy feel God answered his prayer? # _____

4. What would you title Chapter 6?

Name: _____

Date: _____

Sonnet Practice

Part I: *Read the following aloud.*

Like as the waves make towards the pebb'l'd shore,
So do our minutes hasten to their end;
Each changing place with that which goes before,
In sequent toil all forwards do contend.
Nativity, once in the main of light,
Crawls to maturity, wherewith being crown'd,
Crooked eclipses 'gainst his glory fight,
And Time that gave doth now his gift confound.
Time doth transfix the flourish set on youth
And delves the parallels in beauty's brow,
Feeds on the rarities of nature's truth,
And nothing stands but for his scythe to mow:
And yet to times in hope my verse shall stand,
Praising thy worth, despite his cruel hand.

Part II: *Annotate. Reread the poem above and annotate for the following:*

- Number the lines in the poem.
- Brace the couplet
- Label the rhyme scheme

Part III: *Translate the following lines into your own words.*

Like as the waves make towards the pebb'l'd shore, \ So do our minutes hasten to their end;

Part V: *Answer the following questions in complete sentences.*

1. Name the type of poem is this? How do you know?

Name: _____

Date: _____

2. What is being *personified* in lines 8 and 9?

3. Who or what is described as having a “cruel hand” in line 14. Why?

4. How might the structure of a sonnet contribute to the meaning of the poem?

Part VI: *Create the beginning of a sonnet. Choose one of the following themes: **nature or friendship**.*

Then on the provided lines, create the first four lines of your sonnet. Remember that it must follow the ABAB rhyme scheme. At least one of the lines should include an example of alliteration or personification.

1 _____

2 _____

3 _____

4 _____

*Once you are done, read the beginning of your sonnet to a family member!

Part VII: *Finish the following line in at least three complete sentences.*

What I understand about sonnets....



Rocket Math Learning to Add Integers

(positive and negative numbers)

Name _____

Set D

Rule 1: When you add a positive (+ a +), go **UP**.
Rule 2: When you add a negative (+ a -), go **DOWN**.

Follow these steps.

1. Read the problem.
2. Circle where you start.
3. Will you add a positive or a negative? (Say the right rule).
4. Make the arrow point the way to go.
5. Make the bumps.
6. Write the answer.
7. Cover and say the problem & the answer.

+ (-)	+ Add (-)	+	+ Add +	+ (-)	+ Add (-)
	$\begin{array}{r} 2 \\ +(-3) \\ \hline \end{array}$		$\begin{array}{r} 5 \\ + 4 \\ \hline \end{array}$		$\begin{array}{r} 5 \\ +(-4) \\ \hline \end{array}$



$\begin{array}{r} 1 \\ +(-6) \\ \hline \end{array}$	$\begin{array}{r} 6 \\ +(-4) \\ \hline \end{array}$	$\begin{array}{r} 16 \\ +(-8) \\ \hline \end{array}$	$\begin{array}{r} 6 \\ + 4 \\ \hline \end{array}$	$\begin{array}{r} 4 \\ + 5 \\ \hline \end{array}$	$\begin{array}{r} 1 \\ + 8 \\ \hline \end{array}$	$\begin{array}{r} 11 \\ +(-8) \\ \hline \end{array}$	$\begin{array}{r} 6 \\ +(-14) \\ \hline \end{array}$	$\begin{array}{r} 7 \\ + 8 \\ \hline \end{array}$	$\begin{array}{r} 7 \\ + 1 \\ \hline \end{array}$
---	---	--	---	---	---	--	--	---	---

$\begin{array}{r} 7 \\ + 3 \\ \hline \end{array}$

$\begin{array}{r} 1 \\ + 4 \\ \hline \end{array}$

$\begin{array}{r} 9 \\ +(-7) \\ \hline \end{array}$

$\begin{array}{r} 8 \\ +(-16) \\ \hline \end{array}$

$\begin{array}{r} 12 \\ +(-3) \\ \hline \end{array}$

$\begin{array}{r} 2 \\ + 4 \\ \hline \end{array}$

$\begin{array}{r} 9 \\ + 9 \\ \hline \end{array}$

One-Minute Test Goal Completed

$\begin{array}{r} 12 \\ +(-4) \\ \hline \end{array}$	$\begin{array}{r} 1 \\ +(-5) \\ \hline \end{array}$	$\begin{array}{r} 9 \\ + 7 \\ \hline \end{array}$	$\begin{array}{r} 1 \\ + 5 \\ \hline \end{array}$	$\begin{array}{r} 9 \\ +(-2) \\ \hline \end{array}$	$\begin{array}{r} 9 \\ +(-13) \\ \hline \end{array}$	$\begin{array}{r} 10 \\ +(-6) \\ \hline \end{array}$
$\begin{array}{r} 1 \\ + 2 \\ \hline \end{array}$	$\begin{array}{r} 4 \\ + 5 \\ \hline \end{array}$	$\begin{array}{r} 14 \\ +(-6) \\ \hline \end{array}$	$\begin{array}{r} 3 \\ +(-5) \\ \hline \end{array}$	$\begin{array}{r} 12 \\ +(-5) \\ \hline \end{array}$	$\begin{array}{r} 6 \\ + 1 \\ \hline \end{array}$	$\begin{array}{r} 8 \\ + 3 \\ \hline \end{array}$
$\begin{array}{r} 10 \\ +(-5) \\ \hline \end{array}$	$\begin{array}{r} 6 \\ +(-9) \\ \hline \end{array}$	$\begin{array}{r} 5 \\ + 3 \\ \hline \end{array}$	$\begin{array}{r} 6 \\ + 8 \\ \hline \end{array}$	$\begin{array}{r} 2 \\ + 7 \\ \hline \end{array}$	$\begin{array}{r} 2 \\ +(-8) \\ \hline \end{array}$	$\begin{array}{r} 5 \\ +(-2) \\ \hline \end{array}$
$\begin{array}{r} 9 \\ + 3 \\ \hline \end{array}$	$\begin{array}{r} 7 \\ + 5 \\ \hline \end{array}$	$\begin{array}{r} 3 \\ + 7 \\ \hline \end{array}$	$\begin{array}{r} 7 \\ +(-2) \\ \hline \end{array}$	$\begin{array}{r} 5 \\ +(-13) \\ \hline \end{array}$	$\begin{array}{r} 2 \\ + 5 \\ \hline \end{array}$	$\begin{array}{r} 3 \\ + 3 \\ \hline \end{array}$

$\begin{array}{r} 9 \\ + 9 \\ \hline \end{array}$	$\begin{array}{r} 1 \\ + 7 \\ \hline \end{array}$	$\begin{array}{r} 10 \\ +(-3) \\ \hline \end{array}$	$\begin{array}{r} 4 \\ +(-6) \\ \hline \end{array}$	$\begin{array}{r} 13 \\ +(-8) \\ \hline \end{array}$	$\begin{array}{r} 5 \\ + 8 \\ \hline \end{array}$	$\begin{array}{r} 2 \\ + 5 \\ \hline \end{array}$	$\begin{array}{r} 9 \\ +(-3) \\ \hline \end{array}$	$\begin{array}{r} 5 \\ +(-12) \\ \hline \end{array}$	$\begin{array}{r} 13 \\ +(-5) \\ \hline \end{array}$
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First Name: _____ Last Name: _____ Date: _____

Guided Practice from Textbook 160-161, Tasks 7 and 8

7a)	7b)	7c)	7d)	7e)	
8a)	8b)	8c)	8d)	8e)	8f)

Independent Practice from Textbook p. 163, Task 10

a) Complete the table for the equation $y = 2x + (-3)$.

X	0	1	2	3	4	5
Y						
(x, y)						

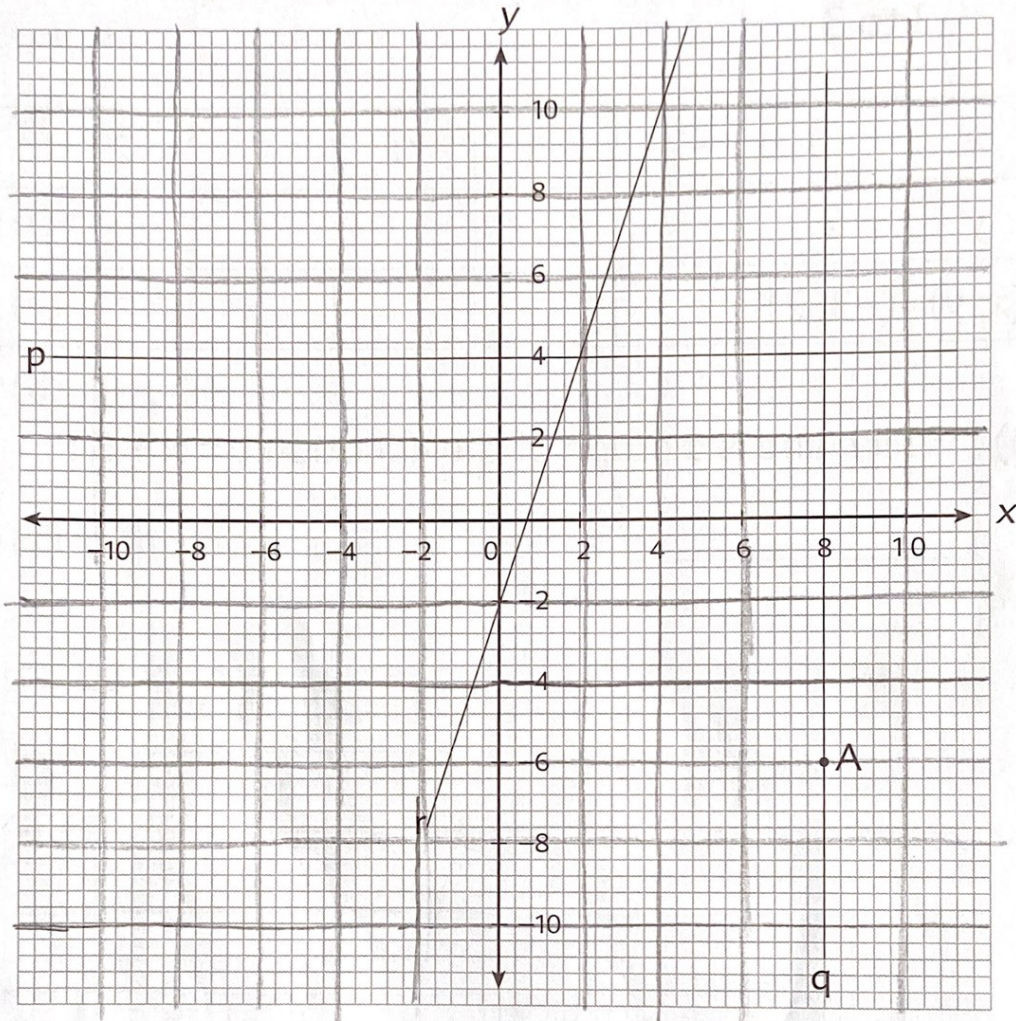
b) Which line is the graph for $y = 2x + (-3)$? _____

c) Use the graph to find the value of y for x-coordinate = -3. _____

d) What is the value of x for the y-coordinate = -5? _____

Finish the independent practice on the next page.

5. Fill in the blanks.



- The coordinates of point A is _____.
- Any point on line _____ has an x-coordinate of 8.
- The coordinates of the intersection point of Lines p and q is _____.
- The coordinates of the intersection point of Lines p and r is _____.
- For Line r, when $x = 0$, y is _____.
- The equation of Line p is _____.

Name: _____

Date: _____

Manifest Destiny

Introduction:

Manifest Destiny was a term coined in the 1840s to describe the belief that the United States was destined to expand its territories across the American continent. People who subscribed to this belief thought that God intended for the United States to expand. They also thought that the country's democratic political system was superior to any others and should therefore be spread across the land. The idea of Manifest Destiny contributed to the westward expansion into Native American and Mexican territories during the 19th century.

John L. O'Sullivan on *Manifest Destiny*, 1839 {This document has been edited}

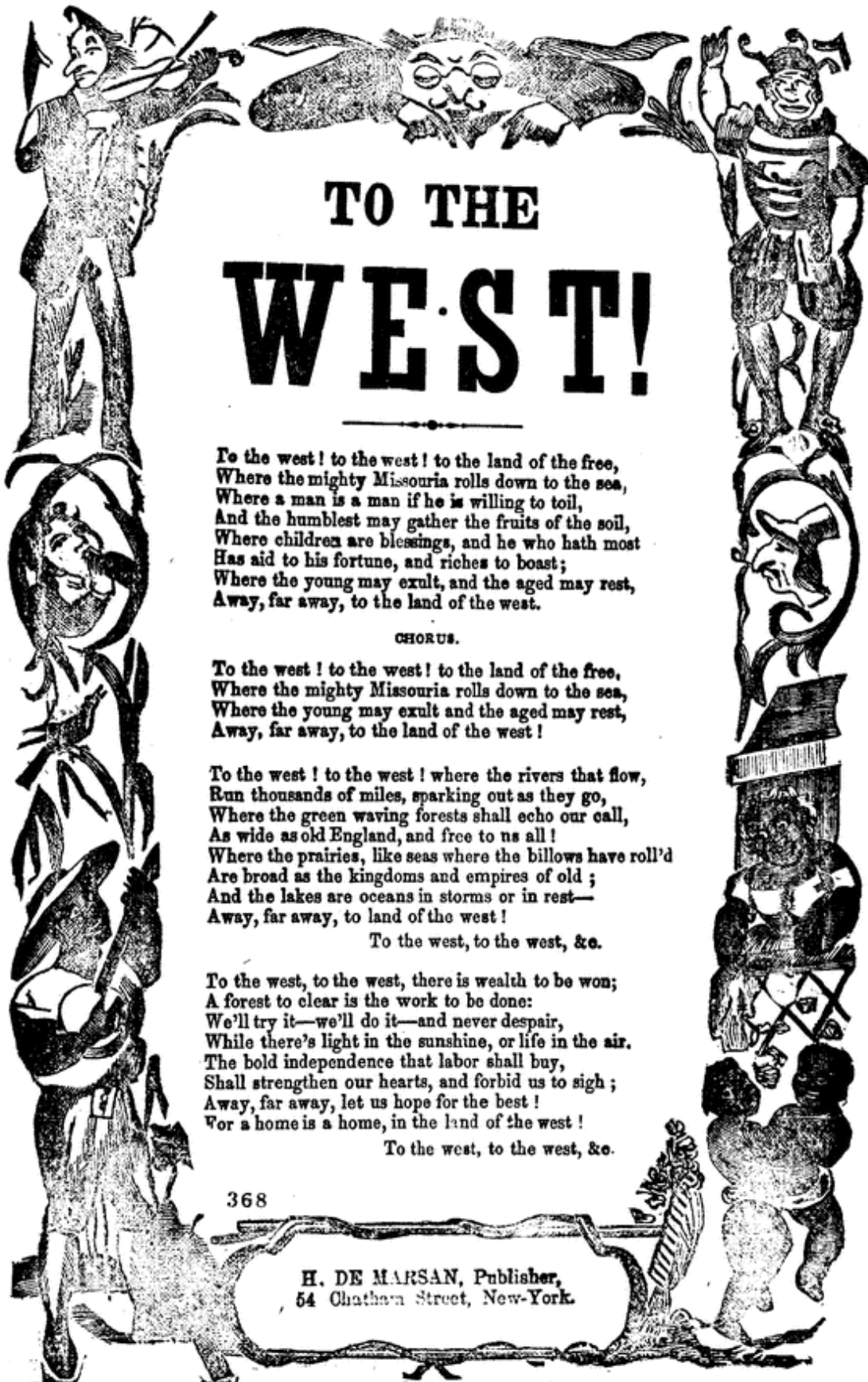
Directions: Read the document and answer the questions that follow:

The American people having derived their origin from many other nations, and the Declaration of National Independence being entirely based on the great principle of human equality, these facts demonstrate at once our disconnected position as regards any other nation; that we have, in reality, but little connection with the past history of any of them, and still less with all antiquity, its glories, or its crimes. On the contrary, our national birth was the beginning of a new history, the formation and progress of an untried political system, which separates us from the past and connects us with the future only; and so far as regards the entire development of the natural rights of man, in moral, political, and national life, we may confidently assume that our country is destined to be the great nation of futurity.....

.....The far-reaching, the boundless future will be the era of American greatness. In its magnificent domain of space and time, the nation of many nations is destined to manifest to mankind the excellence of divine principles; to establish on earth the noblest temple ever dedicated to the worship of the Most High -- the Sacred and the True. Its floor shall be a hemisphere -- its roof the firmament of the star-studded heavens, and its congregation an Union of many Republics, comprising hundreds of happy millions, calling, owning no man master, but governed by God's natural and moral law of equality, the law of brotherhood -- of "peace and good will amongst men." . . .

1. In the first paragraph, what reasons does O'Sullivan give for the United States being "destined to be the great nation of futurity?"
2. In the second paragraph, what is O'Sullivan saying about the destiny of the United States? Summarize this paragraph in your own words.

Directions: Read the song lyrics and answer the questions that follow.



TO THE WEST!

To the west! to the west! to the land of the free,
Where the mighty Missouri rolls down to the sea,
Where a man is a man if he is willing to toil,
And the humblest may gather the fruits of the soil,
Where children are blessings, and he who hath most
Has aid to his fortune, and riches to boast;
Where the young may exult, and the aged may rest,
Away, far away, to the land of the west.

CHORUS.

To the west! to the west! to the land of the free,
Where the mighty Missouri rolls down to the sea,
Where the young may exult and the aged may rest,
Away, far away, to the land of the west!

To the west! to the west! where the rivers that flow,
Run thousands of miles, sparking out as they go,
Where the green waving forests shall echo our call,
As wide as old England, and free to us all!
Where the prairies, like seas where the billows have roll'd
Are broad as the kingdoms and empires of old;
And the lakes are oceans in storms or in rest—
Away, far away, to land of the west!

To the west, to the west, &c.

To the west, to the west, there is wealth to be won;
A forest to clear is the work to be done:
We'll try it—we'll do it—and never despair,
While there's light in the sunshine, or life in the air.
The bold independence that labor shall buy,
Shall strengthen our hearts, and forbid us to sigh;
Away, far away, let us hope for the best!
For a home is a home, in the land of the west!

To the west, to the west, &c.

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H. DE MARSAN, Publisher,
54 Chatham Street, New-York.

- The concept of manifest Destiny concerns the popular 19th century belief that the Americans had the duty to expand their territory and, in the process, their values. Which lines of the song do you think most clearly suggest that the songwriter believed in Manifest Destiny? Copy those lines below.



EXTRA RESOURCE (Optional):

If you enjoyed analyzing this song, please see the “Parody on ‘To the West’” in your History Readings for today.

- What might the writer of the Parody say to a person who was considering taking the concept of Manifest Destiny to heart and moving west?

Name: _____

Grade/Section _____



Fifth Grade Minute Reading Log

Week of _____	What quality book are you reading? (Title and Author)	Tell me one thing that happened.	Page #'s read	Minutes read	Parent initials
Monday Date:					
Tuesday Date:					
Wednesday Date:					
Thursday Date:					
Weekend Date:					

Comments: _____

Total
Minutes:

DUE every Monday.

_____/25 points