GreatHearts
Northern Oaks

Distance Learning Packet

April 14 - 17, 2020

5th grade

Ms. Carrigee

Ms. Sims

Mrs. Conrad

Mr. Eberlein

Ms. Franzmann

Student Name: _____ Section: _

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GreatHearts
Northern Oaks

Student Attendance Affidavit

April 14-17, 2020

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

Note: Monday, April 13, 2020 is a school holiday.

☐ Tuesday, April 14, 2020

☐ Wednesday, April 15, 2020

☐ Thursday, April 16, 2020

☐ Friday, April 17, 2020

Student Name: _____ Grade/Homeroom: _____

Parent Name: _____ (printed)

Parent Signature:_____ Date: _____

Daily Student Instruction Sheet - TUESDAY

Note: Highlighted items will be available via a link on the Tuesday SIS sheet uploaded on Google Classroom.

TUESDAY – 4/14/20

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
- Tuesday Spalding Student Worksheet

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

- ❏ Spalding work is **PA**. (There is also an optional Tuesday Spalding Video which a student can complete independently.) https://cloud.swivl.com/v/eafa1fe132a9c3ba7b62dbc3bbfa3f79
- ❏ 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. 7 of Where the Red Fern Grows (p. 62-69) https://drive.google.com/file/d/1rMCt2VPhy8ShTceIbBA9x1UApcX4ZmCX/view?usp=sharing
- **ANNOTATE** the main ideas and events of this half of the chapter

Daily Student Instruction Sheet - TUESDAY

	● **FIND** the vocabulary word “cur” and define Materials needed: ❏ *Where the Red Fern Grows* Ch. 7 https://drive.google.com/file/d/1rMCt2VPhy8ShTceIbBA9x1UApcX4ZmCX/view?usp=sharing ❏ Pencil ❏ Bookmark https://drive.google.com/file/d/1BE5MPczClxBRD17xGvNonIJN-mQyNriQ/view?usp=sharing ❏ Ch. 7-8 Vocabulary and Unfamiliar Words Guide ❏ Ch. 7 Part 1 Annotation & Vocabulary Worksheet Specific Instructions (I=independent; PA=dependent): ❏ **READ LOOKING** for the following main ideas and events: **(I)** ❏ **Optional video:** Read along with Miss Franzmann **LOOKING** for the following main ideas and events: https://cloud.swivl.com/v/c5dba829466ccdd7c4aebb8f4906f8f3 ❏ Why did Grandpa say his plan would work to catch a coon? ❏ Why didn’t Billy think it would work? ❏ What does Grandpa say is the reason the coon won’t let go? ❏ **FIND** the word “deliberately” and **CIRCLE** it. Write the definition in the margin. ❏ **COMPLETE** Ch. 7 Part 1 Annotation & Vocabulary Worksheet **(I)** ***Grammar/Writing*** **Goal/Objective:** ● Students will be introduced to the Petrarchan sonnet form and be able to identify the differences from the Shakespearean sonnet. **Materials needed:** ❏ Notes on sonnets via link: https://drive.google.com/file/d/119Ao43jsUKWR30PcSUpE_EZmHVkhBP1N/view?usp=sharing ❏ “Petrarchan vs. Shakespearean Sonnets” worksheet **Specific Instructions (I=independent; PA= Parent assistance):** ❏ **(I)** Students will read the petrarchan sonnet notes by following the link provided. ❏ **(I)** Students will complete the “Petrarchan vs.Shakespearean Sonnets” worksheet. *No parent answer key provided.
MATH (25 Minutes)	***Math*** **Goal/Objective:** ● Identify additive and multiplicative linear equations and graphs.

Daily Student Instruction Sheet - TUESDAY

	● Practice graphing ***additive*** linear equations ● Practice graphing horizontal and vertical lines on a coordinate graph. **Materials needed:** Rocket Math Integers Set E, Set E Key, 5B Math Textbook, a ruler or other object with a straight edge, Rocket Math Set E Practice Key: https://drive.google.com/file/d/13AOM-wPQGkKZ9EoX1Rmrhr9S9slUOKlb/view?usp=sharing W4 Math Key: https://docs.google.com/document/d/1_mzi4ULoCxr3602Dbfsy7e2XY2uDi-ERE4PJzqIcv1U/edit?usp=sharing **Specific Instructions (I=independent; PA= Parent assistance):** ❏ **(PA)** Rocket Math: Adding Integers Set E (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 Warm Up problems and check with key. ❏ **(I)** Read notes or watch video on "Additive Linear Equations." https://cloud.swivl.com/v/84abc218c058a5ee0525363e46183c11 ❏ **(I)** Complete Guided Practice and check key. ❏ **(I)** Complete Independent Practice.
Science (25 Minutes)	***Science*** **Goal/Objective:**Students will learn the characteristics of the rainforest ecosystem. **Materials needed:** pencil, worksheet, reading **Specific Instructions (I=independent; PA= Parent assistance):** ❏ Read the article on the Rainforest. https://drive.google.com/file/d/15qoIE-Bmr5LQnAo7vLxsxES-4PqtmhlC/view?usp=sharing ❏ Answer questions and highlight where you found the answers in the article. ❏ Complete chart on biotic and abiotic aspects of the Rainforest Ecosystem. ❏ Label each layer of the rainforest. Draw one plant and one animal for each layer of the rainforest. This can be a rough outline. It does not have to be a detailed sketch. ❏ Watch optional extension videos.
LATIN (15 Minutes)	***Latin*** **Goal/Objective:** 1) Begin learning new vocabulary; 2) Be introduced to Imperfect and Perfect tenses **Materials needed:** 1) Q4U2 flashcards sheet; 2) "Two New Tenses" lesson sheet OR access to the Internet; 3) "Q4U2 Crossword Puzzle"

Daily Student Instruction Sheet - TUESDAY

	Specific Instructions (I=independent; PA= Parent assistance): ❏ (I) Make flashcards (fold on the dotted vertical line, cut on the dark horizontal lines; glue blank backs together) The flashcards are in the packet. ❏ (I) Either: ❏ Read "Two New Tenses" lesson sheet, or … https://drive.google.com/file/d/1dPxgpnJNkkbUQjxerAkN3huv_9hrJ-PH/view?usp=sharing ❏ Watch "Two New Tenses" video ❏ https://cloud.swivl.com/v/585fb1ecd2621ee97237c8dbe794d097 ❏ (I) Complete "Q4U2 Crossword Puzzle" in the packet.
SPECIALS Music (15 Min.)	***Music*** **Goal/Objective:** Students will learn about the life, times, and works of Scott Joplin. **Materials needed:** Biography, Pencil, Paper, Video Link of Reading (optional) https://cloud.swivl.com/v/3d2555c6ffbad354f0340c0ce0c78215 **Specific Instructions (I=independent; PA= Parent assistance):** ❏ (I) Read the biography; you may read alone, with Mrs. Trujillo, or simply listen to Mrs. Trujillo read the biography ❏ (I) Answer the question: Why do you think Scott Joplin sold his song, "Maple Leaf Rag", to John Stark instead of publishing the song himself and thus keeping the money for himself? ❏ (I) Write your response on a piece of paper using your best penmanship. Don't forget to title it *Scott Joplin*! ❏ (I) Write your name and section #.

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:
• Says the word • Says the word in a sentence • Says the word again	• 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	• 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.

→ 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
ev er y where 1 =5	The dog ran **everywhere** around the park.	Base word = every. Base word = where.
ex claimed 2 r. 20, 28	"I won," she **exclaimed**.	r. 20 – letter s or z never follows x. r. 28 – ed is used to form pat tense verbs.
ex cla ma tion r. 20, 4, 14	He put an **exclamation** point at the end of the sentence.	r. 20 – letter s or z never follows x r. 4 – vowels a,e,o,u may say their name at the end of a syllable. r. 14 ti, si, ci are used to say sh at the beginning of a syllable
ex pe ri ment r. 20, 4	She performed an **experiment** using the scientific method.	r. 20 – letter s or z never follows x r. 4 – vowels a,e,o,u may say their name at the end of a syllable.
ex pe ri men tal r. 20, 4	Scientists created an **experimental** treatment for the virus.	r. 20 – letter s or z never follows x r. 4 – vowels a,e,o,u may say their name at the end of a syllable.

Name: Date: #

Spalding Spelling List

Tuesday

1st Dictation

2nd Dictation

Where the Red Fern Grows

Name:_____ # _____

Chapter 7 Part 1 (p. 62-69)

Date: _____

Annotation & Vocabulary Worksheet

SHORT ANSWER DIRECTIONS:

A. In your book, mark with a **star** ☆ and **<u>underline</u>** 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. Why did Grandpa say his plan would work to catch a coon? #_____

_____

_____

_____

2. Why didn't Billy think it would work? #_____

_____

_____

_____

3. What does Grandpa say is the reason the coon won't let go? #_____

_____

_____

_____

VOCABULARY DIRECTIONS:

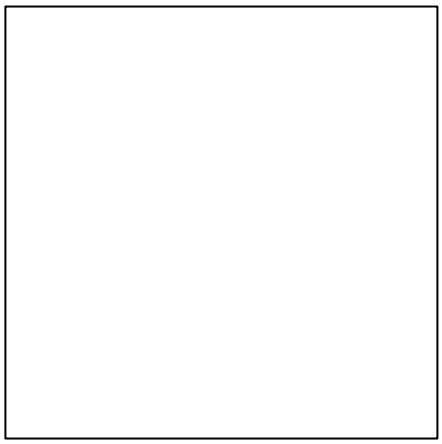
A. On the line, write the definition of the word as found in the Unfamiliar Words & Vocab Guide

B. Circle the word in the text and define in the margin

C. In the box, draw a picture of the word

.

deliberately – v. _____



Image

Tuesday, Grammar

Name:_____ Date:_____

Petrarchan vs. Shakespearean Sonnets

Part I: *Use your notes to fill out the chart below with the <u>similarities or differences</u> between the two main types of sonnets.*

	SHAKESPEAREAN SONNETS (ENGLISH SONNETS)	**PETRARCHAN SONNETS (ITALIAN SONNETS)**
NUMBER OF LINES AND METER:		
THEME:		
WHERE DOES THE VOLTA OR TURN OCCUR?		
RHYME SCHEME:		

Part II: *Use your notes to define the following vocabulary words.*

Octave-

Sestet-

Volta-

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 (–)
10 9 8 7 6 5 4 3 2 1	6 5 4 3 2 1 0 -1 -2 -3	7 6 5 4 3 2 1 0 -1 -2 -3
8 +(–2)	2 + 4	2 +(–5)

3 +(–3)	4 +(–8)	6 + 1	2 + 6	5 +(–7)	12 +(–7)	8 + 7	1 +8	4 +(–7)	13 +(–4)

5 + 7									4 + 2
1 + 6	6 +(–2)	4 +(–5)	8 + 1	1 + 7	3 +(–2)	4 +(–4)	5 + 3		6 + 5
4 +(–5)	3 + 4	4 + 6	9 +(–6)	2 +(–7)	3 + 6	7 +(–9)	8 +(–4)		6 +(–6)
6 +(–1)	3 +(–2)	1 + 1	5 + 2	8 +(–5)	1 +(–7)	2 + 3	4 + 9		4 +(–6)
5 + 8	6 + 2	8 +(–6)	3 +(–7)	4 + 4	6 + 7	2 +(–8)	8 +(–3)		9 + 8
9 + 7									3 + 5

One-Minute Test Goal ____ Completed ____

7 +(–2)	4 +(–5)	9 + 5	5 + 3	6 +(–13)	8 +(–12)	8 + 3	4 + 1	2 +(–4)	2 +(–7)

Tuesday, Math

First Name: _____ Last Name: _____ Date:_____

Warm Up

1. What are the coordinates of the point where the x-axis and the y-axis intersect on a coordinate plane?

   A (5, 5) **B** (5, 0) **C** (0, 5) **D** (0, 0)

   What is the name of that point? _____

2. A student will graph the point (5, 3) on a coordinate graph. Which steps can the student take in order to graph the point correctly?

   A Start at the origin. Move 5 units up. Move 3 units right. Graph the point.
   B Start at the origin. Move 5 units right. Move 3 units right. Graph the point.
   C Start at the origin. Move 5 units up. Move 3 units up. Graph the point.
   D Start at the origin. Move 5 units right. Move 3 units up. Graph the point.

"Additive Linear Equations" Notes

Observe this input-output table and try to write an equation for it.

x	(- 4)	(- 3)	(- 1)	0	2
y	2	3	5	6	8
(x, y)	(- 4, 2)	(- 3, 3)	(-1, 5)	(0, 6)	(2, 8)

If you are not sure how to do this, it is best to start with an x-value that is a positive number or zero since you are more familiar with those numbers. Then test your equation with the negative values for x.
So, if I look at the pair (0, 6), I will ask the question, "How can I start with zero and end with 6?" or "What can I do to my x-value, 0, to get my y-value, 6?"

Zero multiplied by any number equals zero so we are not multiplying with x. Dividing 0 by a number would equal zero (ex. $0 \div 4 = 0$) and dividing by zero does not make sense. I cannot divide into zero groups. So that leaves addition or subtraction. 0 + 6 = 6 so the equation could be y = x + 6.

Let's try y = x + 6 with the other x- values to see if we get the correct y-values.

Y = x + 6 y = x +6 y = x + 6 y = x + 6

Tuesday, Math

First Name: _____ Last Name: _____ Date:_____

Y = 2 + 6	y = (- 4) + 6	y = (- 3) + 6	y = (- 1) + 6
Y = 8	y = (-2)	y = 3	y = 5

The equation y = x + 6 represents an ***additive relationship*** between the x-value and the y-value or an ***additive pattern***.

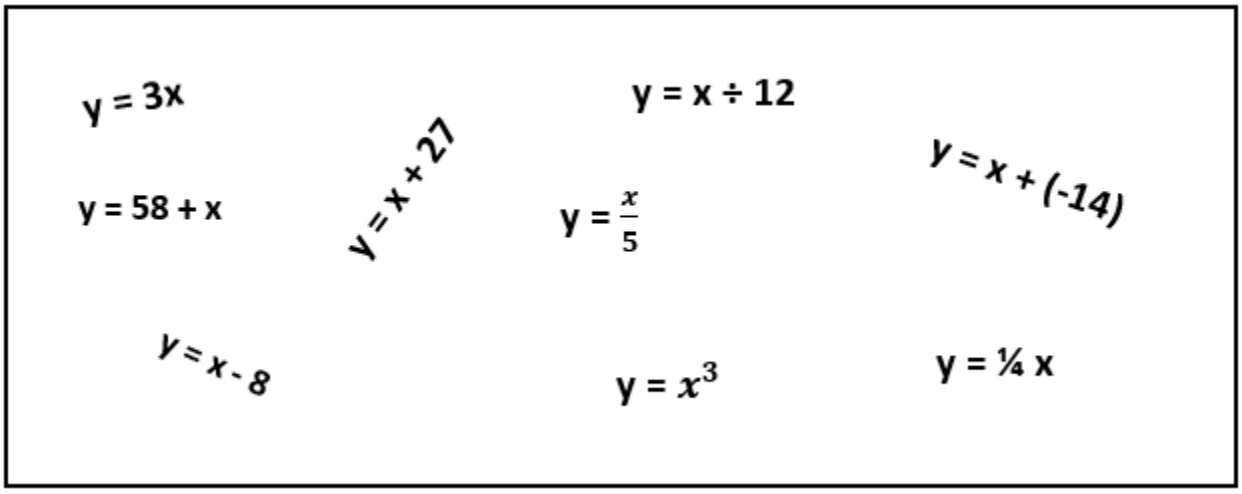
In an additive pattern, the same number (or constant) is added to any x-value to get a corresponding y-value.

Linear equations with subtraction also show an additive relationship between x and y because we can rewrite any subtraction problem as an addition problem with negative numbers.

Ex. y = x - 3 is an additive pattern because we can rewrite it as y = x + (- 3)

Check point #1

1. Below there is a jumble of equations. Some have an additive pattern and some do not. Please circle the additive equations.



2. Rewrite these subtraction problems as addition problems with a negative integer.

Ex. 1) y = x - 13 ----> y = x + (- 13)
Ex. 2) 15 - 8 ----> 15 + (- 8)

a) y = x - 27 -----> _____ b) y = x - 113 ----> _____

c) 21 - 85 ----> _____ d) (- 17) - 35 -----> _____

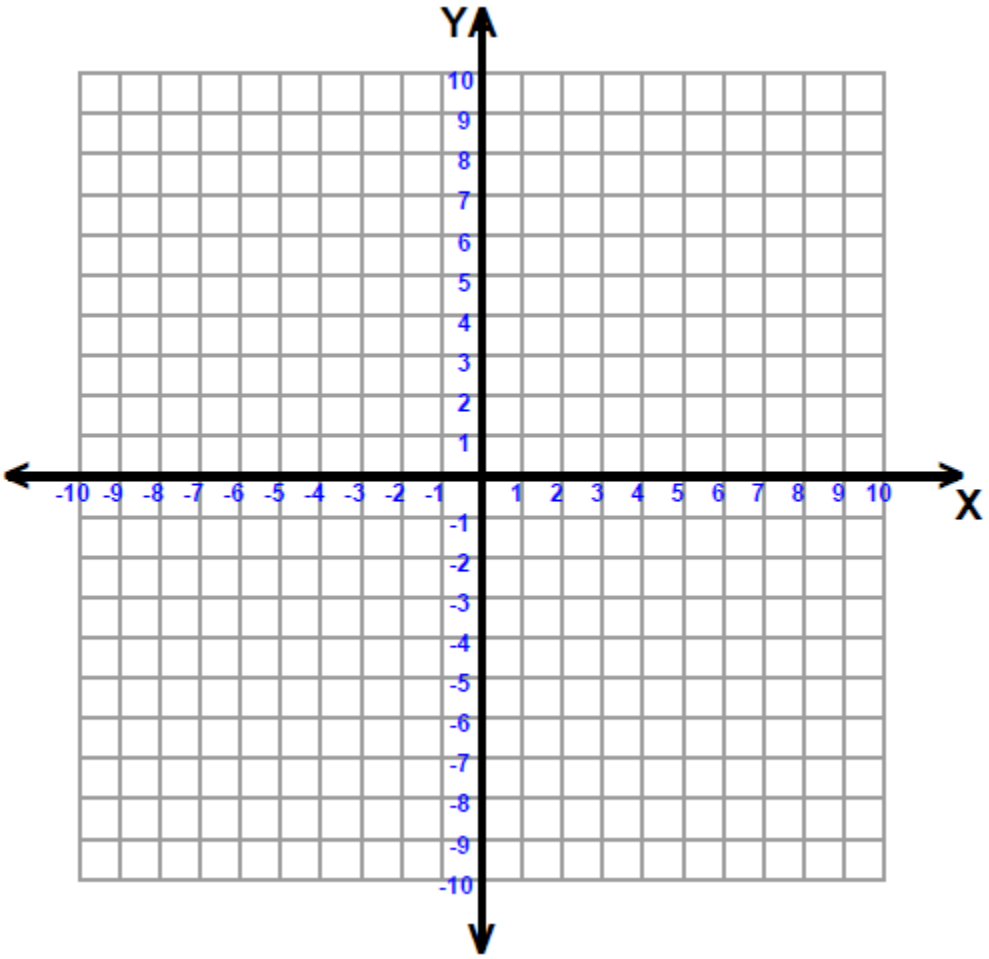
Guided Practice

Tuesday, Math

First Name: _____ Last Name: _____ Date:_____

Let's practice graphing two additive equations.

Graph y = x + 2 on the graph below, using the input-output table. Then check your graph with the key.



Now let's make our own input-output table for the equation y = x + (- 4)

To make your own input-output table for this equation, first choose some x-values.
Let's try 0 for our x-value and then find the corresponding y-value.

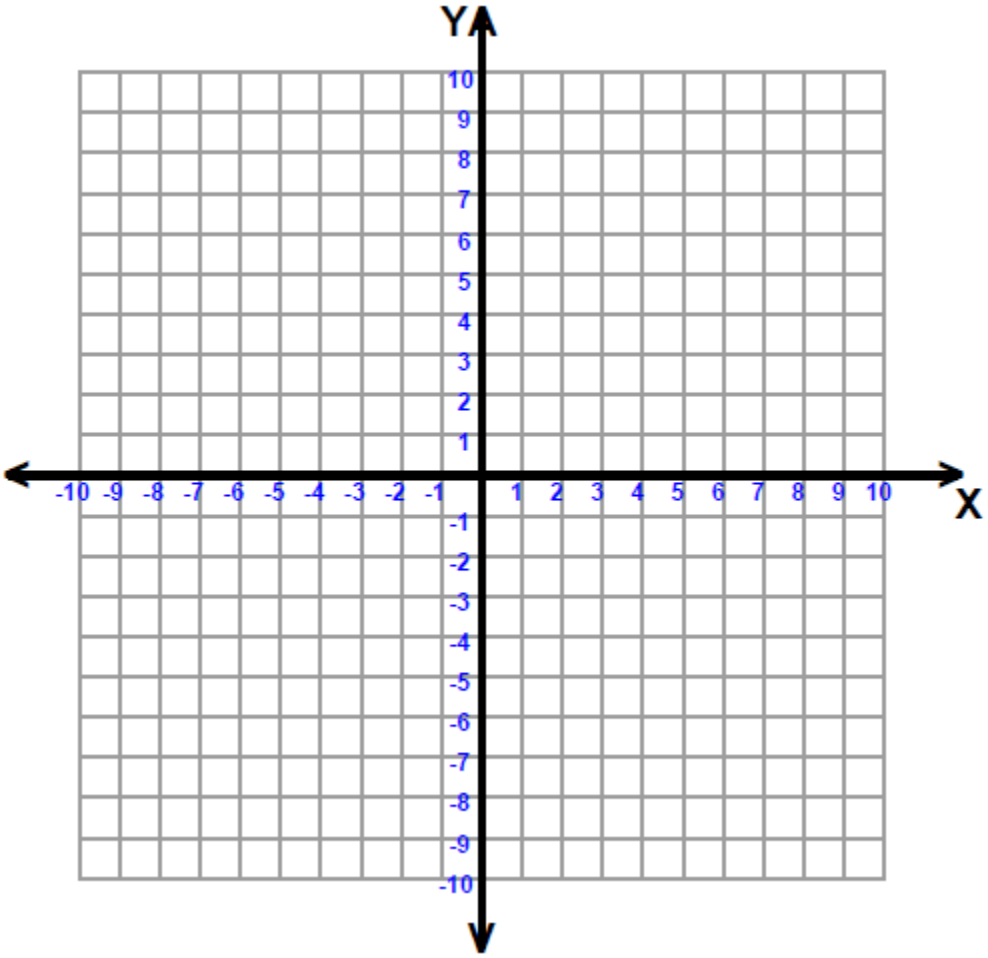
Y = 0 + (- 4)	y = 4 + (- 4)	y = (- 2) + (- 4)	y = (- 8) + (- 4)
Y = (- 4)	y = 0	y = (-6)	y = (- 12)

x	(- 8)	(- 2)	0	4
y	(- 12)	(- 6)	(- 4)	0

Tuesday, Math

First Name: _____ Last Name: _____ Date:_____

When you graph it, notice that one of the points will not fit on our graph, because our graph only goes from - 10) to 10 on both axes. Therefore, we cannot use the point (- 8, - 12) unless we use a graph with a different scale.

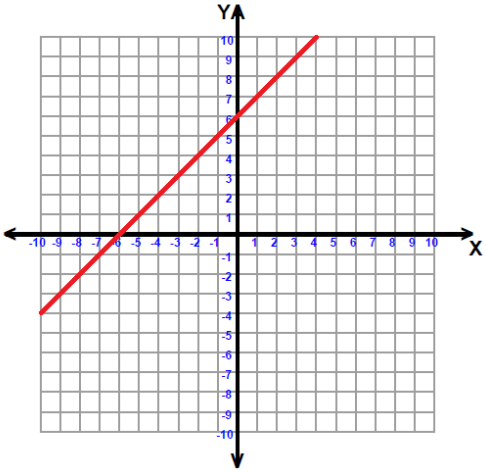


Now compare the two graphs of linear equations that you just drew. If you did them correctly, you should see that you drew two lines that move up at a 45 degree angle but they were in different places. Every additive linear equation will look like that.

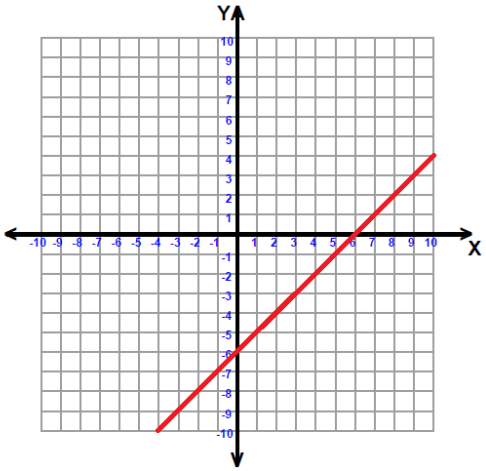
Tuesday, Math

First Name: _____ Last Name: _____ Date:_____

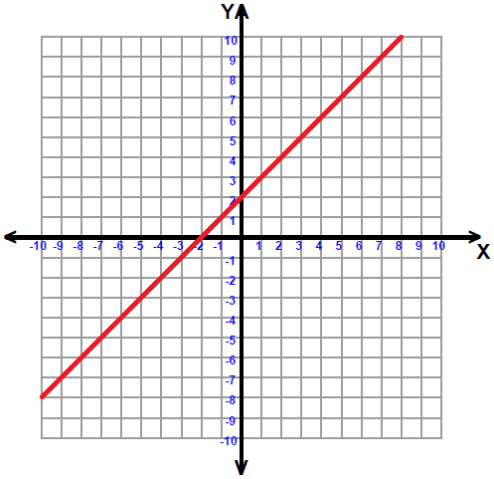
y = x + 6



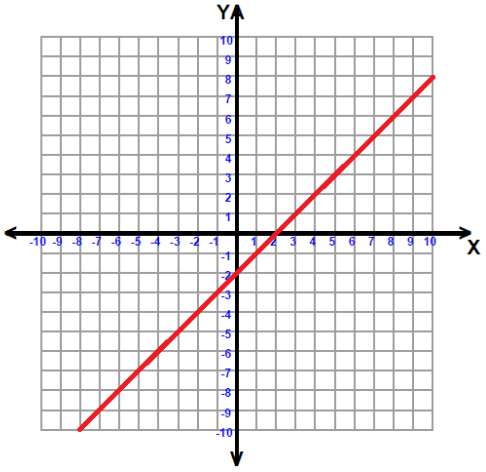
y = x + (-6)



y = x + 2



y = x + (- 2)



Notice that when you add a positive integer, the graph of an additive equation rises above the origin (0, 0).
When you add a negative integer, the graph of an additive equation rises below the origin.

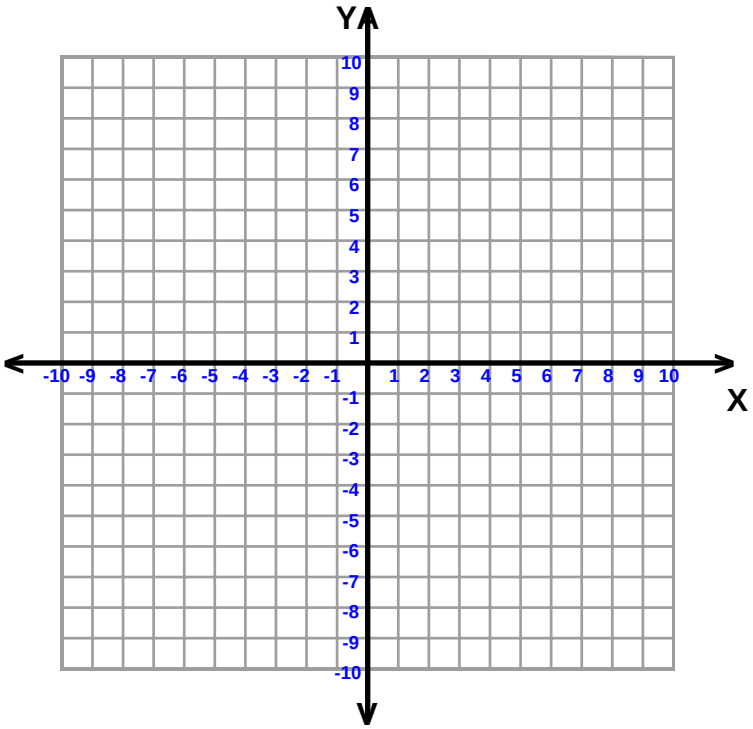
The independent practice is on the next page.

Tuesday, Math *First:* _____ *Last:* _____ *Date:* _____

1. Complete each input-output table and graph the equation.

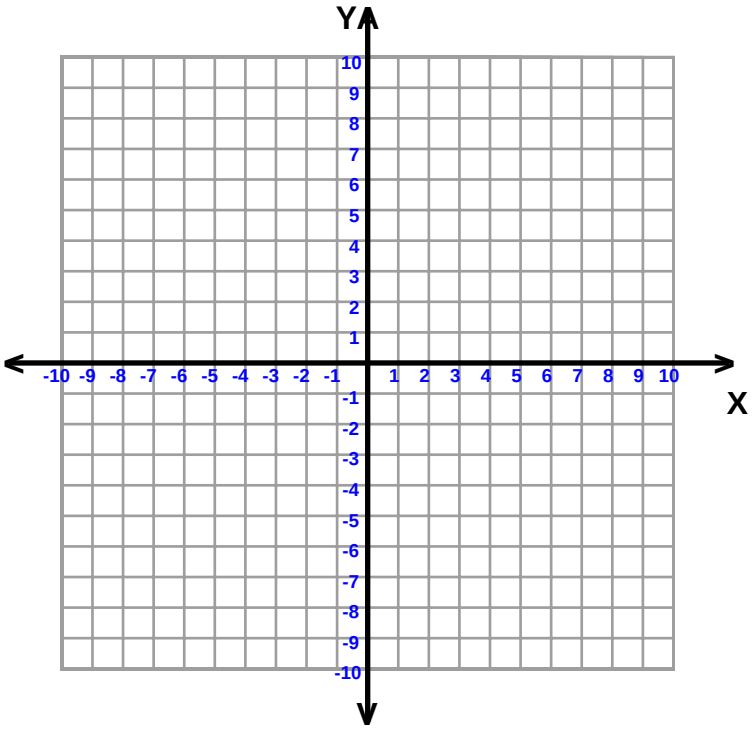
a. $y = x + 7$

x	(- 10)	0	2
y			



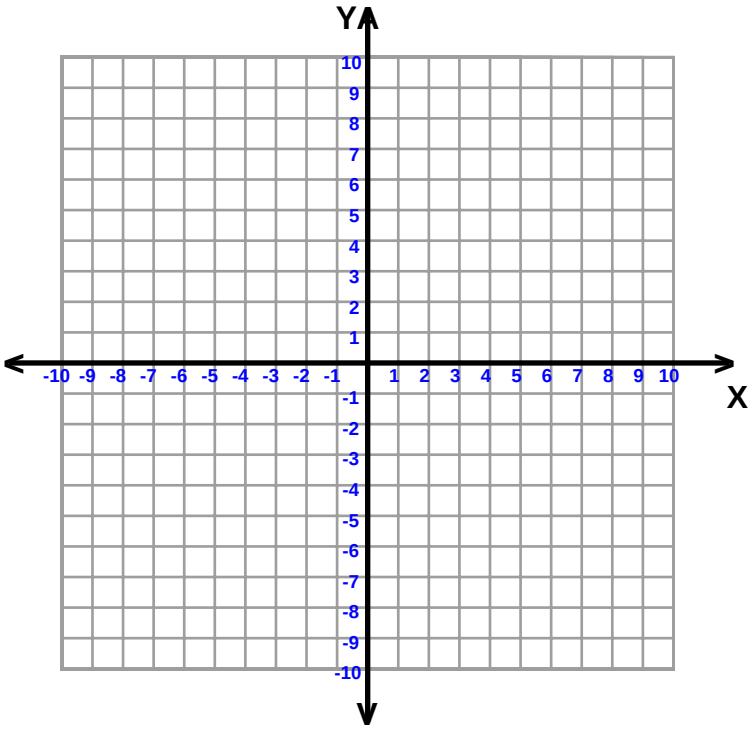
b. $y = x + (- 4)$

x	(- 3)	0	8
y			



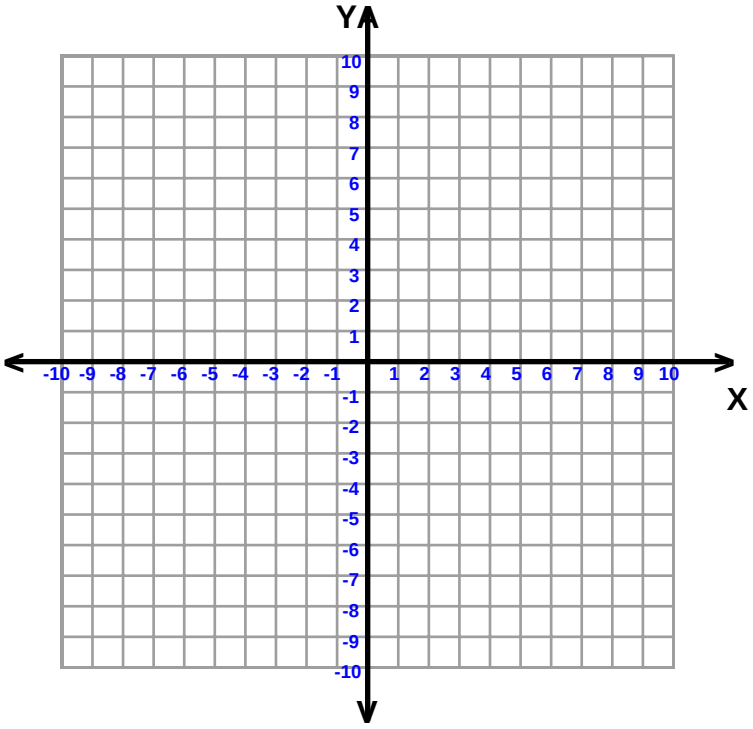
c. $y = 5 + x$

x	(- 8)	0	4
y			



d. $y = x - 5$

x	(- 3)	0	9
y			



Name:_____ Date:_____

Directions: *Answer questions below in complete sentences.* *Tuesday, Science*

1. What is a rainforest?_____

_____

2. What is a way one rainforest plant from the article has adapted to the environment?

_____

_____

3. What is a way one rainforest animal has adapted to the environment?_____

_____

4. What is the difference between tropical rainforests and temperate rainforests?

_____

_____

5. Rainforests are often called "the lungs of the world." Why do you think this is ?

_____

_____

6. What is an effect deforestation has had on the rainforest?_____

_____

Directions: *List 3 biotic and 3 abiotic factors of the rainforest using the article and images.*

Biotic	*Abiotic*

Name:_____ Date:_____

Tuesday, Science

Directions: *Using the reading, Label the different layers of the rainforest in the table below. Draw one plant and one animal to fill each layer.*

Daily Student Instruction Sheet - WEDNESDAY

Note: Highlighted items will be available via a link on the Wednesday SIS sheet uploaded on Google Classroom.

WEDNESDAY – 4/15/20

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
- Wednesday Spalding Student Worksheet

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

- ❏ Spalding work is **PA.** (There is also an optional Wednesday Spalding Video which will allow some students to do Spalding independently.) https://cloud.swivl.com/v/0c0eed6f4aa82d448fcfe01613ad1401
- ❏ 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
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  - ❏ Make the appropriate corrections before moving on to the next word
- ❏ Remind students to:
  - ❏ Use their phonogram knowledge and spelling rules
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- ❏ 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. 7 of *Where the Red Fern Grows* (p. 70-78) https://drive.google.com/file/d/14DhDqGoKvB_0mgP_cq0chnXkBO3JUJU1/view?usp=sharing

Daily Student Instruction Sheet - WEDNESDAY

- **ANNOTATE** the main ideas and events of the chapter
- **GIVE** Chapter 7 a title

Materials needed:

- ❏ *Where the Red Fern Grows* Ch.7 https://drive.google.com/file/d/14DhDqGoKvB_0mgP_cq0chnXkBO3JUJU1/view?usp=sharing
- ❏ Pencil
- ❏ Bookmark https://drive.google.com/file/d/1BE5MPczClxBRD17xGvNonIJN-mQyNriQ/view?usp=sharing
- ❏ Ch. 7-8 Unfamiliar Words & Vocabulary Guide
- ❏ Ch. 5 Part 2 Annotation & Vocabulary worksheet

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

- ❏ **READ** Ch. 7 (p. 70-78) of *Where the Red Fern Grows* **LOOKING** for the following main ideas and events: **(I)**
- ❏ **Optional video:** Read along with Miss Franzmann **LOOKING** for the following main ideas and events: **(I)** **https://cloud.swivl.com/v/7ae8bbe73b7fc01e834cc675fff9b0a4**
  - ❏ Why is Papa surprised when they finally free the coon's paw from the hole?
  - ❏ What did Old Dan have a tendency to do when he followed a trail?
  - ❏ What did Little Ann do when she followed a trail?
  - ❏ What makes Billy angry? How is his anger related to courage?
  - ❏ What would you title Ch. 7?
- ❏ **COMPLETE** Ch. 7 Part 2 Annotation worksheet **(I)**

Grammar/Writing

Goal/Objective:

- Students will practice recognizing and annotating a Petrarchan sonnet.

Materials needed:

- ❏ Tuesday's notes on sonnets via link: https://drive.google.com/file/d/119Ao43jsUKWR30PcSUpE_EZmHVkhBP1N/view?usp=sharing
- ❏ "The New Colossus" worksheet
- ❏ Parent Answer key via link: https://drive.google.com/file/d/1NYBxGJPMkaxmyFcnFh5Ixr3oTRf1Ykt-/view?usp=sharing

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

- ❏ **(I)** Students will review Tuesday's notes on sonnets.
- ❏ **(I)** Students will complete "The New Colossus" sonnet worksheet.
- ❏ **(PA)** Parents will check students' work by using the answer key link.

Daily Student Instruction Sheet - WEDNESDAY

MATH
(25 Minutes)

Math

Goal/Objective:

- Identify additive and multiplicative linear equations and graphs.
- Practice graphing ***multiplicative*** linear equations
- Practice graphing horizontal and vertical lines on a coordinate graph.

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

Rocket Math Set E Practice Key:
https://drive.google.com/file/d/13AOM-wPQGkKZ9EoX1Rmrhr9S9slUOKlb/view?usp=sharing

W4 Math Key:
https://docs.google.com/document/d/1_mzi4ULoCxr3602Dbfsy7e2XY2uDi-ERE4PJzqIcv1U/edit?usp=sharing

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

- ❏ **(PA)** Rocket Math: Adding Integers Set E (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 Warm Up problems. Check with key.
- ❏ **(I)** Read notes or watch video on "Multiplicative Linear Equations." https://cloud.swivl.com/v/d90fa357e564306ad6b7b00f1621f6ad
- ❏ **(I)** Complete Guided Practice.
  - ❏ Check key.
- ❏ **(I)** Complete Independent Practice.

HISTORY
(25 Minutes)

History

Goal/Objective: Understand Native American resistance to Westward Expansion. Students will examine Tecumseh's resistance. Extra Resources will elaborate upon the Trail of Tears and Chief Joseph's surrender speech.

Materials needed:

- SoW Reader (302-306), "Tecumseh" WKST (I)
  - https://drive.google.com/file/d/1QkAsno70GuDD0bWSc1Fjsc4f5aLD1mNV/view?usp=sharing
- Extra Resources: Sow Reader (350-354), "Chief Joseph's Surrender"
  - https://drive.google.com/file/d/1P6hYL9IYqud__CEZ-xXDKdCIdsjdTWjN/view?usp=sharing

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

- ❏ Read SoW Reader (302-303) Read Along Video **(I)**
  - ❏ **https://cloud.swivl.com/v/013167e79c025ad60c5091c4a15e9cd9**
  - ❏ complete "Tecumseh" WKST Questions (1-2)
- ❏ Read SoW Reader (304-306)

Daily Student Instruction Sheet - WEDNESDAY

	❏ complete "Tecumseh" WKST Questions (3-4) (Optional) Extra Resource Video https://cloud.swivl.com/v/051b2f84ca479446638b3266c9bbabc5
LATIN (15 Minutes)	***Latin*** **Goal/Objective:** Learn imperfect and perfect tenses **Materials needed:** 1) "W4 Wednesday Translation" worksheet; 2) W4 Wednesday Translation Answer Key" OR access to the Internet **Specific Instructions (I=independent; PA= Parent assistance):** ❏ (I) Complete "W4 Wednesday Translation" worksheet ❏ (I) Check work and make corrections in red pen or pencil; use either: ❏ "W4 Wednesday Translation Answer Key", or … ❏ Guided translation video
SPECIALS Art (10 Minutes) PE (15 Minutes)	***Art*** **Goal/Objective:** Linear Perspective in Daily Life **Materials needed:** Camera **Specific Instructions (I=independent; PA= Parent assistance):** ❏ I: Find 1-2 places in or around your house where you can see an example of linear perspective ❏ PA: Email me photos (hannah.prather@greatheartsnorthernoaks.org) ❏ Please include student's name and section (ex: Bob Smith, 5A) ***PE*** **Goal/Objective:** Progress in strength, building upon your W2 numbers **Materials needed:** W3 recorded reps, W4 Log (in packet) **Specific Instructions:** (**I** = Independent; **PA** = Parent Assisted) ❏ **I:** Warmup (optional) ❏ **I:** Find 10% of last week's reps/time (W2 X 0.1) ❏ **I:** Add that 10% to your W2 reps/time ❏ **I:** Complete Log ❏ **I:** Lie-down and Breathe ❏ **I:** Record results for future reference ❏ **I:** Save log in safe place

Wednesday, Spalding

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:
• Says the word • Says the word in a sentence • Says the word again	• 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	• 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 syllabications, 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
ex pres sion r. 20, 14, 15	Mary had a sour **expression**.	r. 20 – s or z never follows x. r. 14 – ti, si, ci used to say sh at the beginning of a syllable r. 15 – si is used to say sh when the syllable before it ends in an s or when replacing s in a base word
fac tors (2)	There were many **factors** contributing to their win in the championship game.	
fa tigue (2)	She was overcome with **fatigue** after the long journey.	
for eign (3) r. 12	They visited several **foreign** countries.	r. 12 – After c we use ei. If we say a, we use ei. In the list of exceptions we use ei.
for eign ers (3, 2) r. 12	The **foreigners** brought gifts from their country.	r. 12 – After c we use ei. If we say a, we use ei. In the list of exceptions we use ei.

Name: _____ Date: _____ #

Spalding Spelling List

Wednesday

1st Dictation

2nd Dictation

Where the Red Fern Grows

Name:_____ # _____

Chapter 7 Part 2 (p. 70-78)

Date: _____

Annotation & Reflection Worksheet

SHORT ANSWER DIRECTIONS:

A. In your book, mark with a **star** ☆ and **<u>underline</u>** 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. Why is Papa surprised when they finally free the coon's paw from the hole? #_____

_____

_____

_____

2. What did Old Dan have a tendency to do when he followed the trails? #_____

_____

_____

_____

3. What did Little Ann do when she followed the trails? #_____

_____

_____

_____

4. What would you title Chapter 7?

_____

REFLECTION QUESTION DIRECTIONS:

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

What do you think about how Billy trains his dogs? Billy says that training the dogs had "…worn [him] down to a frazzle," and that he was "…tired and exhausted"(p. 77). Billy never complains about how hard the work is. Instead, he says he is "…a happy boy" (p. 77). Have you ever worked hard for something that made you happy to do the work?

_____

_____

_____

_____

_____

_____

_____

_____

_____

Wednesday, Grammar/Writing

Name:_____ Date:_____

The New Colossus

Part I: *Read the poem and answer the questions that follow.*

*The following sonnet is engraved on a plaque placed on the Statue of Liberty.

"The New Colossus"

by Emma Lazarus

"Not like the brazen giant of Greek fame,
With conquering limbs astride from land to land;
Here at our sea-washed, sunset gates shall stand
A mighty woman with a torch, whose flame
Is the imprisoned lightning, and her name
Mother of Exiles. From her beacon-hand
Glows world-wide welcome; her mild eyes command
The air-bridged harbor that twin cities frame.
"Keep, ancient lands, your storied pomp!" cries she
With silent lips. "Give me your tired, your poor,
Your huddled masses yearning to breathe free,
The wretched refuse of your teeming shore.
Send these, the homeless, tempest-tost to me,
I lift my lamp beside the golden door!"

Annotate the poem by doing the following:

- □ Number the lines
- □ Label the rhyme scheme
- □ Brace the octave and sestet
- □ Circle the line that contains the volta.

Wednesday, Grammar/Writing

Name:_____ Date:_____

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

1. Is this a Petrarchan or Shakespearean sonnet? Why? (Answer in 2-3 sentences)

2. (Circle the best answer) In lines 9 and 10 “Cries she with silent lips.” is an example of what poetic device?
    a. Personification
    b. Allusion
    c. Simile

3. List an example of a line of alliteration from the sonnet.

    (Optional: List another example of alliteration)

4. Where does the volta or turn occur? How do you know this line is the volta? What changes?

5. Who are the tired, poor, and homeless that the poem is referring to? (lines 13 and 10)

Wednesday, Grammar/Writing

Name:_____ Date:_____

6. How might this sonnet fit a theme of love or compassion? (Answer in 2-3 complete sentences)

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 (–)
10 9 8 7 6 5 4 3 2 1	6 5 4 3 2 1 0 -1 -2 -3	7 6 5 4 3 2 1 0 -1 -2 -3
8 +(–2)	2 + 4	2 +(–5)

3 +(–3)	4 +(–8)	6 + 1	2 + 6	5 +(–7)	12 +(–7)	8 + 7	1 +8	4 +(–7)	13 +(–4)

5 + 7									4 + 2
1 + 6	6 +(–2)	4 +(–5)	8 + 1	1 + 7	3 +(–2)	4 +(–4)	5 + 3		6 + 5
4 +(–5)	3 + 4	4 + 6	9 +(–6)	2 +(–7)	3 + 6	7 +(–9)	8 +(–4)		6 +(–6)
6 +(–1)	3 +(–2)	1 + 1	5 + 2	8 +(–5)	1 +(–7)	2 + 3	4 + 9		4 +(–6)
5 + 8	6 + 2	8 +(–6)	3 +(–7)	4 + 4	6 + 7	2 +(–8)	8 +(–3)		9 + 8
9 + 7									3 + 5

One-Minute Test Goal ____ Completed ____

7 +(–2)	4 +(–5)	9 + 5	5 + 3	6 +(–13)	8 +(–12)	8 + 3	4 + 1	2 +(–4)	2 +(–7)

Wednesday, Math

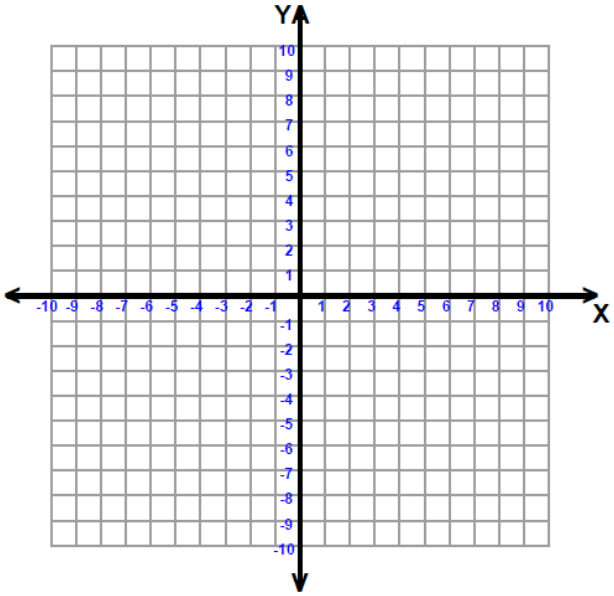
First Name: _____ Last Name: _____ Date:_____

Warm Up

1. The ordered pairs below represent the three vertices (corners) of a rhombus.

   (1, 4) (4, 1) (1, - 2)

   Draw them on the coordinate graph below.

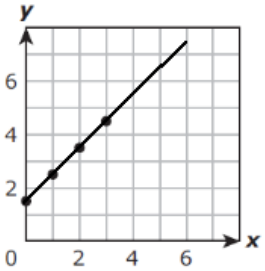


   Now, circle the pair that could represent the fourth vertex of the rhombus.
   (Remember, a rhombus is a four-sided shape and all four sides are equal in length.)

   A (- 2, - 2) **B** (5, 4) **C** (-2, 4) **D** (- 2, 1)

2. Circle your answer.

   The graph shown represents the rule $y = x + 1.5$.



   Which table contains only values that represent the rule?

A

x	0	1	2	3	9
y	0	1.5	3	4.5	6

C

x	0	1	2	3	9
y	1.5	3	4.5	6	7.5

B

x	0	1	2	3	9
y	0	1.5	3	4.5	13.5

D

x	0	1	2	3	9
y	1.5	2.5	3.5	4.5	10.5

"Multiplicative Linear Equations" Notes

Wednesday, Math

First Name: _____ Last Name: _____ Date:_____

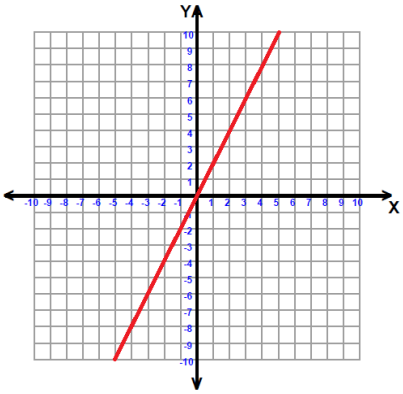
Try to write an equation for the following input-output table. (Check the bottom to check your answer. It's written upside down.)

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

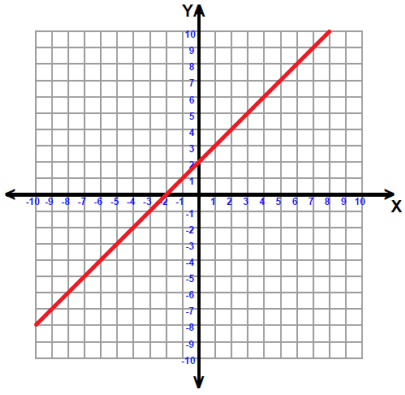
This is a multiplicative equation.
In a multiplicative relationship, the x-value is multiplied by a coefficient to get a matching y-value.

Let's compare the graph of a multiplicative equation with the graph of an additive equation.

Multiplicative Equation



Additive Equation



What differences and similarities do you notice?

Similarities	Differences

Note that a linear equation with division is also represents a multiplicative relationship between x and y because we can rewrite a division problem as a multiplication problem using fractions or decimals. Let's use fractions today.

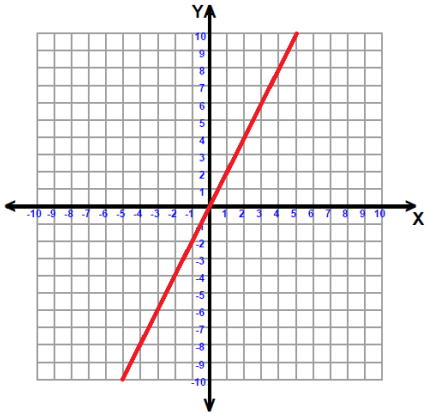
Wednesday, Math

First Name: _____ Last Name: _____ Date:_____

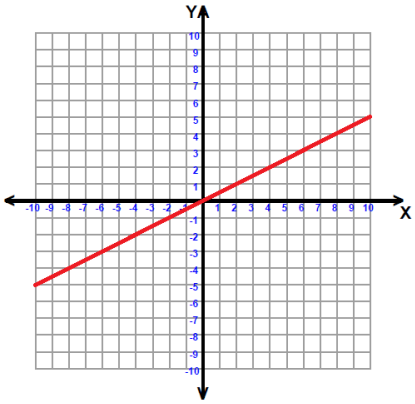
Ex. x ÷4 **----->** ¼ x
(**Remember**: When a variable is next to a number with no sign in between, that means you should multiply the variable by the number. So ¼ x means ¼ times x.)

Let's compare y = 2x to y = x ÷2 (or y = ½ x).

y = 2x



y = ½ x or y = x ÷4



Similarities: We can see that both equations create a graph that passes through the origin.

Differences: But they are at different angles. When we multiply by a whole number, the graph of the equation rises at an angle above 45 degrees. When we divide by a whole number or multiply by a fraction, the graph rises at an angle below 45 degrees.

Lesson Summary

In a multiplicative relationship, the x-value is multiplied by a coefficient to get a matching y-value.

- All multiplicative equations drawn on a coordinate graph pass through the origin (0,0).
- Linear equations written with division can be written with fractions.
    - Ex. x ÷4 **----->** ¼ x
    -

Guided Practice

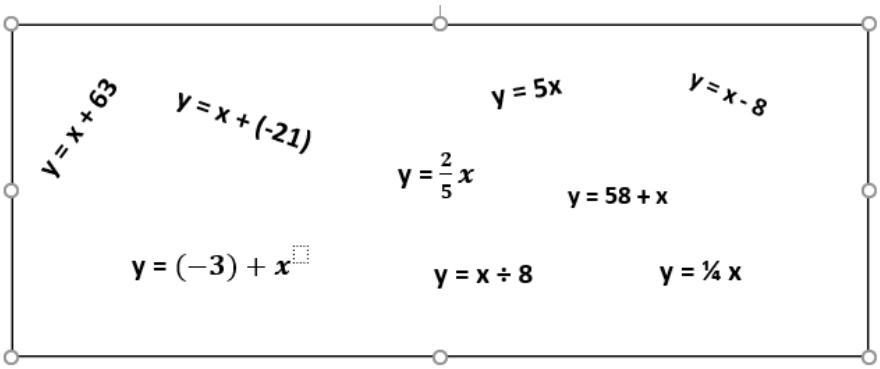
1. Rewrite the following division problem as multiplication problems.

    a) y = x ÷4 **--->** _____ b) y = x ÷3 **--->** _____

2. In the jumble below, circle the multiplicative equations.

Wednesday, Math

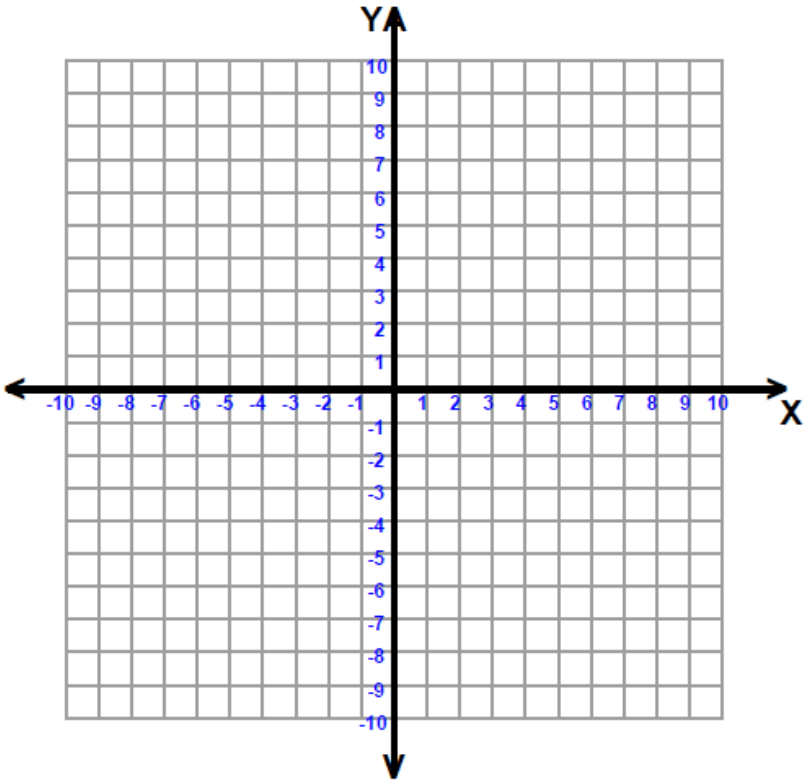
First Name: _____ Last Name: _____ Date:_____



3. Finish the input-output table and draw the graph.
*Note: Since we have not learned to multiply with negative integers, we will only use zero or positive values of x for multiplicative equations. Use your ruler or other straight edge to extend your line into the negative portion of the graph.

Equation: y = 2x

x	1	2	3
y			



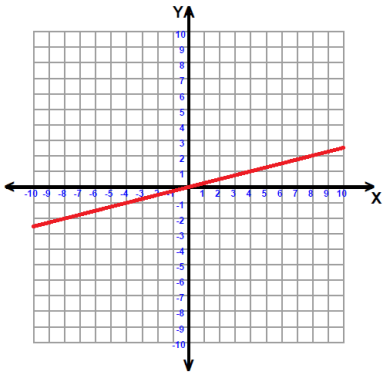
Check the guided practice key. Then do the independent practice.

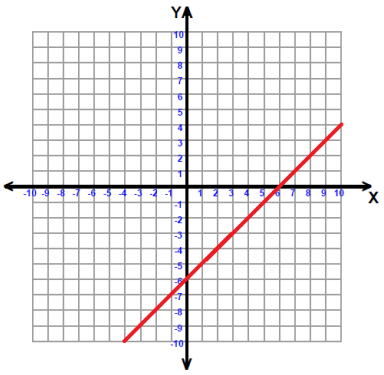
Independent Practice

Wednesday, Math

First Name: _____ Last Name: _____ Date:_____

1. Label each graph as either an **additive** equation or a **multiplicative** equation.





_____ _____

2. Circle the correct answer.

The table represents a relationship between x and y.

x	y
5	22
10	27
15	32
20	37

The relationship between the x-values and y-values creates a pattern that is —

A additive, because each x-value increases by 5

B additive, because each y-value is determined by adding 17 to the corresponding x-value

C multiplicative, because each y-value is determined by multiplying the corresponding x-value by 17

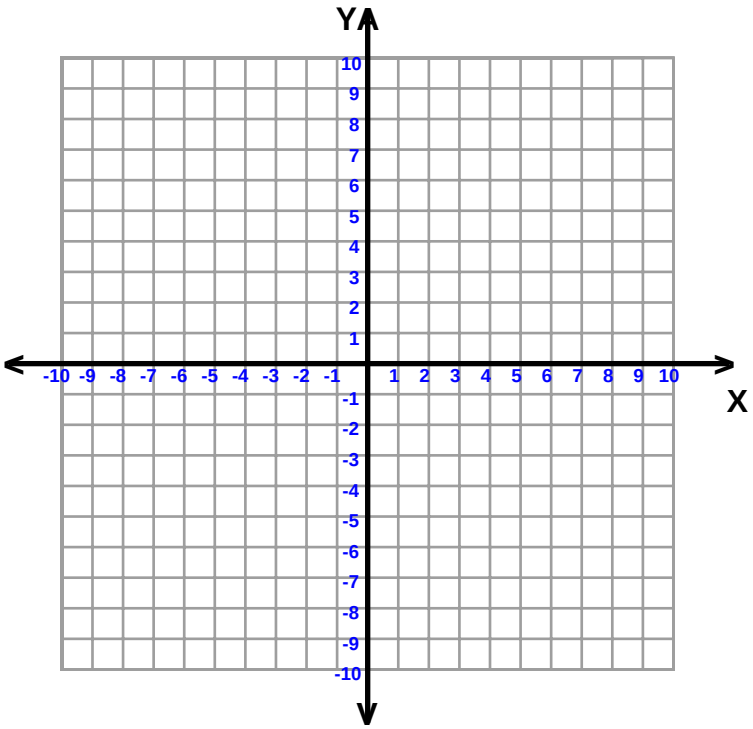
D multiplicative, because each x-value is a multiple of 5

Wednesday, Math

1. Complete each input-output table and graph the equation.

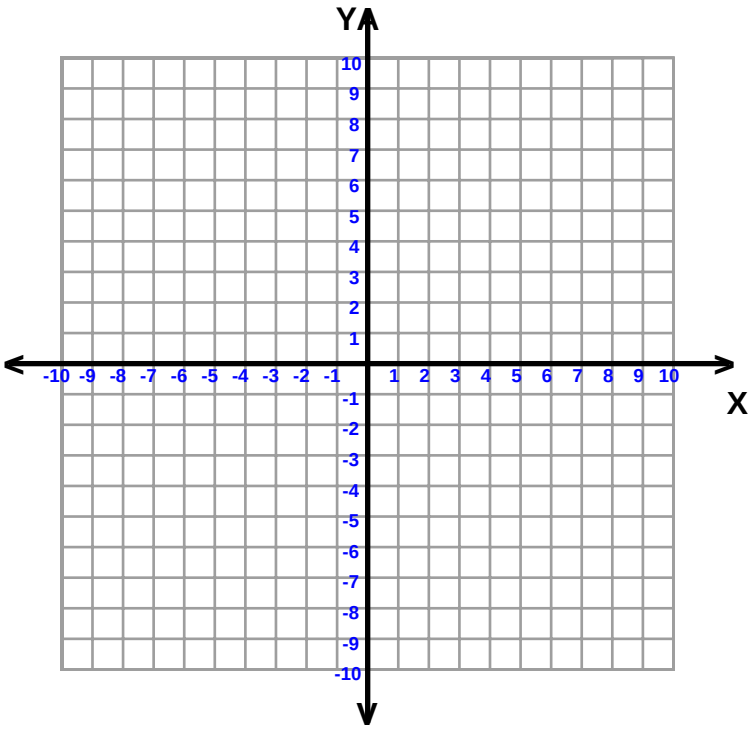
a. y = 3x

x	0	2	3
y			



b. y = 1/3x

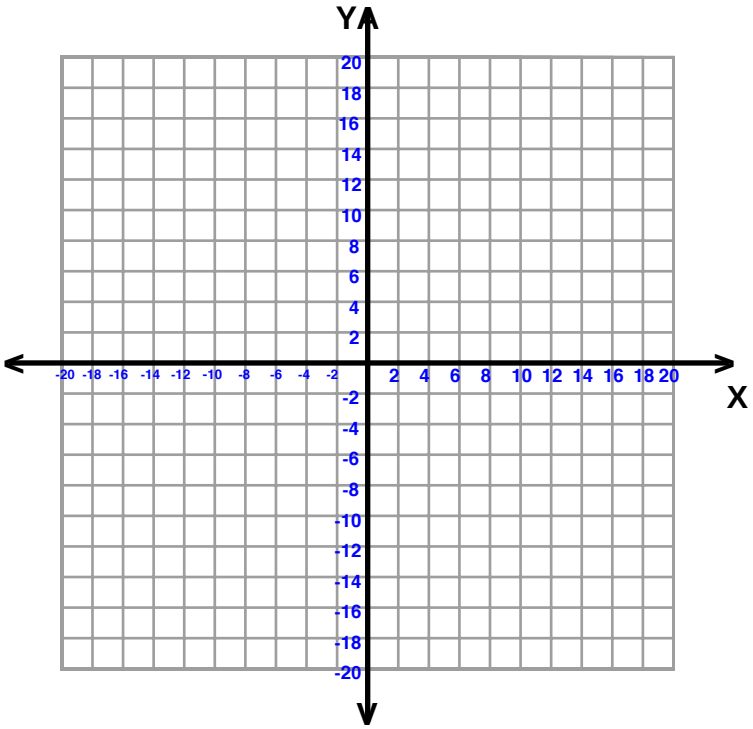
x	0	3	9
y			



c. y = 5x

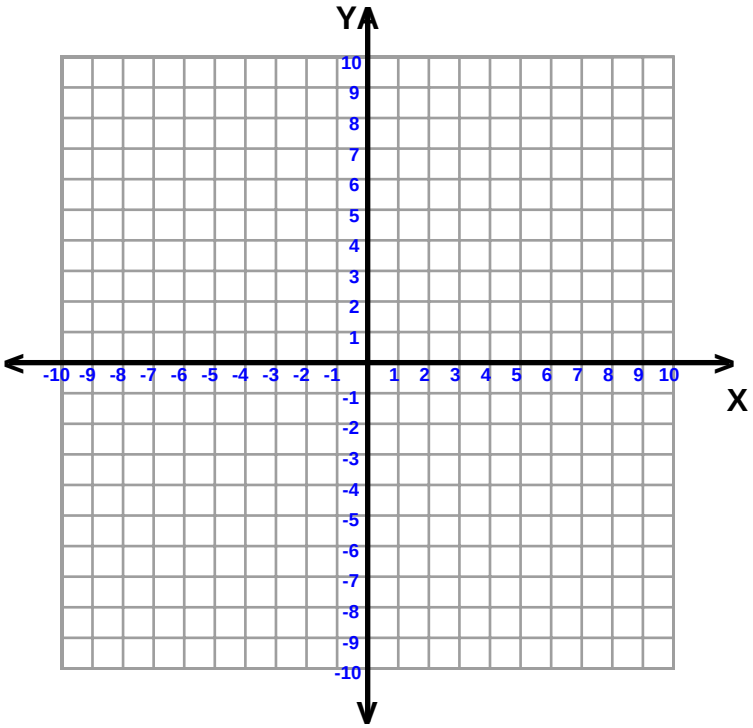
x	0	2	4
y			

Notice that the scale of this graph is adjusted.



d. y = 1/5 x

x	0	5	10
y			



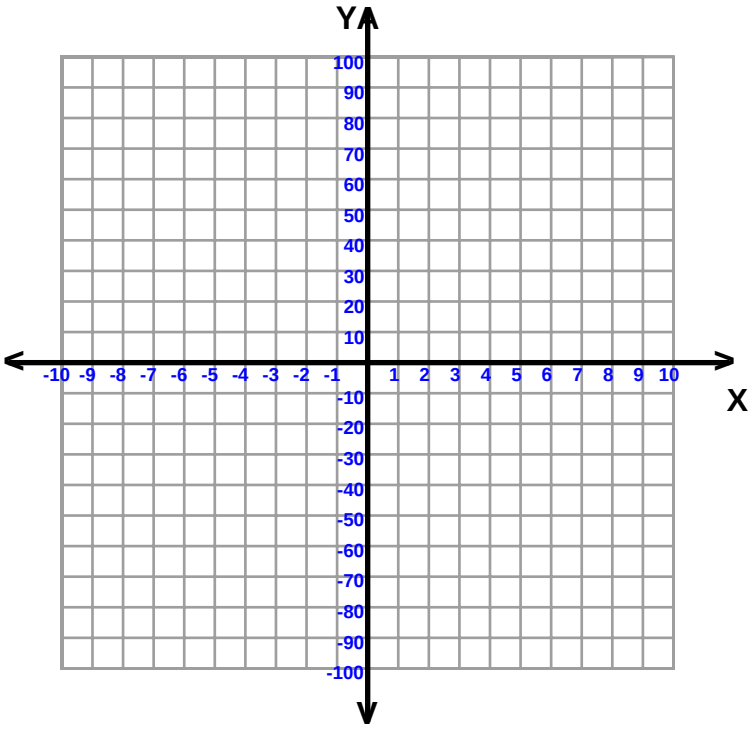
Optional Challenge Questions for Wednesday Math

In problem (a) you would need to multiply 10 x (-7). When a negative number is multiplied by a positive number, the answer is always **negative**.

In problem (b) you will need to find where 1/2 is on the y-axis. Think of it like a number line. 1/2 is right between 0 and 1.

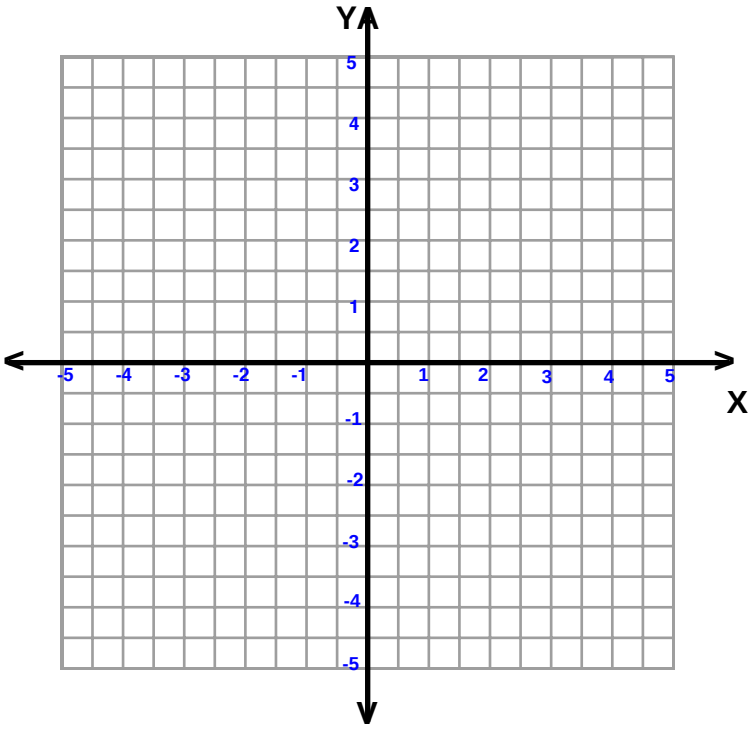
a. y = 10x

x	(-7)	(-2)	8
y			



b. y = 1/2x

x	(-2)	1	4
y			



Wednesday, History

Name: Date: #

Tecumseh

1. **True or False:** "Tecumseh used effective torture against white settlers."

2. On (p.303), how were some of the Native Americans beginning to think like the white settlers?

3. Whom did the land belong to, according to Tecumseh?

4. How did Governor Harrison curse Prophetstown?

[OPTIONAL] See the Extra Resource materials to learn more about the Native Americans who were forced to give up their homes for white settlers.

Daily Student Instruction Sheet - THURSDAY

Note: Highlighted items will be available via a link on the Thursday SIS sheet uploaded on Google Classroom.

THURSDAY – 4/16/20

ELA

Spalding
(20 Minutes)

Literature
(15 Minutes)

Grammar/Writing
(20 Minutes)

Reading
(20+ minutes)

Spalding

Goal/Objective:

- Students will review 10 Spalding words
- Student will write each word correctly one time

Materials needed:

- Sharpened pencil
- Thursday Spalding Student Worksheet

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

- ❏ Spalding work is **PA.** (There is an optional Thursday Spalding Video which may allow students to complete Spalding independently.) https://cloud.swivl.com/v/938c002ae08bbf809877c8992b223210
- ❏ Dictate the 10 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:
  - ❏ Write the word
- ❏ Together
  - ❏ Make the appropriate corrections before moving on to the next word
- ❏ Remind students to:
  - ❏ Use their phonogram and spelling rules knowledge
  - ❏ Practice proper letter formation and to use their best handwriting

Literature

Goal/Objective:

- **READ** the first half of Ch. 8 of *Where the Red Fern Grows* (p. 79-86) https://drive.google.com/file/d/1q8ZJ4Y90bBFU5RQDkWvdxXJlQmnT2fEK/view?usp=sharing
- **ANNOTATE** the main ideas and events of this half of the chapter

Materials needed:

- ❏ *Where the Red Fern Grows* Ch. 8 https://drive.google.com/file/d/1q8ZJ4Y90bBFU5RQDkWvdxXJlQmnT2fEK/view?usp=sharing
- ❏ Pencil
- ❏ Bookmark https://drive.google.com/file/d/1BE5MPczClxBRD17xGvNonlJN-mQyNriQ/view?usp=sharing
- ❏ Ch. 7-8 Vocabulary and Unfamiliar Words Guide

Daily Student Instruction Sheet - THURSDAY

	❏ Ch. 6 Part 1 Annotation & Vocabulary worksheet Specific Instructions (I=independent; PA=dependent): ❏ **READ** Ch. 8 (p. 79-86) of *Where the Red Fern Grows* **LOOKING** for the following main ideas and events: **(I)** ❏ **(OPTIONAL)** Read along with Miss Franzmann https://cloud.swivl.com/v/5d5a0932ba4d965f8614c95ca2e69e20 ❏ 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 meter and will practice identifying it in examples. **Materials needed:** ❏ Powerpoint notes on meter via link. https://drive.google.com/file/d/18rZWu4OZYeEzSJSNmjaxZfP_VaHhbSbg/view?usp=sharing ❏ "Notes on Meter" worksheet ❏ Meter video via link. https://cloud.swivl.com/v/724cbb6ff325e1a442bb10da919ed13 ❏ Parent Answer key via link. https://drive.google.com/file/d/1NYBxGJPMkaxmyFcnFh5Ixr3oTRf1Ykt-/view?usp=sharing **Specific Instructions (I=independent; PA= Parent assistance):** ❏ **(I)** Students will read through powerpoint notes while filling out the "Notes on Meter" worksheet. ❏ **(I)** Students will watch the video on meter by using the link. ❏ **(PA)** Parents will check students' work by using the answer key link.
MATH (25 Minutes)	***Math*** **Goal/Objective:** ● Understand rate as one quantity per unit of another quantity. ● Find the rate by dividing the quantity by a unit of time. ● Use the rate to find a quantity. Note: Next week we will see we can graph a rate on a coordinate plan and use those graphs for interpreting data. **Materials needed:** Rocket Math Integers Set F, Set F Key, timer, 5B Math Textbook, a ruler or other object with a straight edge

Daily Student Instruction Sheet - THURSDAY

	Rocket Math Set F Practice Key: https://drive.google.com/file/d/1Eqe5H6XyS_qeUPhiAsodR9i37yi6OJoG/view?usp=sharing W4 Math Key: https://docs.google.com/document/d/1_mzi4ULoCxr3602Dbfsy7e2XY2uDi-ERE4PJzqIcv1U/edit?usp=sharing **Specific Instructions (I=independent; PA= Parent assistance):** ❏ **(PA)** Rocket Math: Adding Integers Set F (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 Rocket Math 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. ❏ Complete Warm Up. Check key. ❏ Read "Rate" Notes along with pages 112-113 of the textbook. ❏ Optional video on rate ❏ Complete the guided practice. ❏ Check the key. Correct problems as necessary. ❏ Complete the independent practice. ❏ Complete all problems. ❏ Check every other problem with the key. Correct problems as necessary.
HISTORY (25 Minutes)	***History*** **Goal/Objective:** Understand the forced changes from agrarian lifestyles to factory workers brought by the industrialization of the West. Extra Resources will elaborate on the resistance to the mechanization. **Materials needed:** ● SoW Reader (289-291), "Factory Life" WKST https://drive.google.com/file/d/11vp4nC3kiTt2B6pZYLe68M2v5W5k0EmL/view?usp=sharing ● Extra Resources: "Reward Poster" Primary Source, SoW Reader (292-295) https://drive.google.com/file/d/1m4e-r5jIStx0nsz8IgLWwP8BjN6eCHmF/view?usp=sharing **Specific Instructions (I=independent; PA= Parent assistance):** ❏ Read SoW (289) **(I)** Read Along Video https://cloud.swivl.com/v/d2d803e0e9d6bedc15c4a5a7d9dbb10c ❏ Complete "Factory Life" WKST Question (1) ❏ Read SoW (290) ❏ Complete "Factory Life" WKST Question (2) ❏ Read SoW (291-292) ❏ Complete "Factory Life" WKST Question (3) Extra Resource (Optional Video)

Daily Student Instruction Sheet - THURSDAY

	https://cloud.swivl.com/v/5d7b19a7efd95736e323798f21883be0
LATIN (15 Minutes)	***Latin*** **Goal/Objective:** Learn imperfect and perfect tenses **Materials needed:** 1) "W4 Thursday Translation" worksheet; 2) "W4 Thursday Translation Answer Key" OR access to the Internet **Specific Instructions (I=independent; PA= Parent assistance):** ❏ (I) Complete "W4 Thursday Translation" worksheet ❏ (I) Check work and make corrections in red pen or pencil; use either: ❏ "W4 Thursday Translation Answer Key", or … https://drive.google.com/file/d/19EKnxsndeMuQHxvq8fz9y1wi5lxj_Uz7/view?usp=sharing ❏ Guided translation video
SPECIALS Music (15 Minutes)	***Music*** **Goal/Objective:** The students will continue learning about the life and music of Scott Joplin. **Materials needed:** Ragtime Passage, Joplin Worksheet, Pencil **Specific Instructions (I=independent; PA= Parent assistance):** ❏ (I) Read the *Ragtime* passage in the back fo the packet for more information about the music of Scott Joplin. Talk with your family at dinner tonight about what makes his music so different. ❏ (I) Complete the worksheet on Scott Joplin. ❏ (I) You may use the biography found in Tuesday's folder to help find the answers to the questions on the worksheet. ❏ (I) Write your name and Section # on the worksheet and use your best penmanship.

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

Dictate the 10 review words (one at a time) to your child. For each word,

First: Parent Does:	Next, Child Does:	Then, Together:
• Says the word • Says the word in a sentence • Says the word again	• Repeats the word • Writes the word	• 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
everywhere	The dog ran **everywhere** around the park.
exclaimed	"I won," she **exclaimed!**
exclamation	He put an **exclamation** point at the end of the sentence.
experiment	She performed an **experiment** using the scientific method.
experimental	Scientists created an **experimental** treatment for the virus.
expression	Mary had a sour **expression.**
factors	There were many **factors** contributing to their win in the championship game.
fatigue	She was overcome with **fatigue** after the long journey.

Word	Example sentence
foreign	They visited several **foreign** countries.
foreigners	The **foreigners** brought gifts from their country.

Name: _____ Date: _____ #

Spalding Spelling List

Thursday

1st Dictation	
1)	
2)	
3)	
4)	
5)	
6)	
7)	
8)	
9)	
10)	

Where the Red Fern Grows

Name:_____ # _____

Chapter 8 Part 1 (p. 79-86)

Date: _____

Annotation Worksheet

SHORT ANSWER DIRECTIONS:

A. In your book, mark with a **star** ☆ and **<u>underline</u>** 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 did Billy prepare for his first hunt? #_____

_____

_____

_____

2. What do Billy's parents think about him going hunting? #_____

_____

_____

_____

3. Why is it necessary for Billy to hunt at night? #_____

_____

4. How does the raccoon fool Old Dan and Little Ann? How does this make Billy feel? #_____

_____

_____

_____

Thursday, Grammar/Writing

Name:_____ Date:_____

Meter Notes

Directions: Use the PowerPoint on meter as a guide to filling out the following notes and examples.

Slide 1:

Meter is the _____ of a _____ of poetry, determined by the

_____ and _____ of feet in a _____.

Slide 3: *Based off the example, write the number of syllables contained in each line of poetry.*

1. I wandered lonely as a cloud _____

2. Gently they go, the beautiful, the tender, the kind _____

3. I have measured out my life with coffee spoons _____

4. I bequeath myself to the dirt to grow from the grass I love _____

Slide 5:

Stressed syllables sound _____ then other syllables.

How are stressed syllables labeled?

Directions: In the following syllabicated words, label which syllable is stressed.

1. Ge ni us

2. A men ded

Name:_____ Date:_____

Slide 6:

Unstressed syllables sound _____ then other syllables.

How are stressed syllables labeled?

Directions: In the following syllabicated words, label which syllable is unstressed.

1. apri cot

2. pi an o

Slide 7:

Meter is measured in _____.

A _____ is a combination of _____ or _____ syllables that are

_____ and _____.

Slide 9:

Directions: Following the examples on the slide, label the stressed and unstressed syllables and write the number of feet per line on the space provided.

To be or not to be # of feet _____

To be or not to be that is the question # of feet _____

Slide 10:

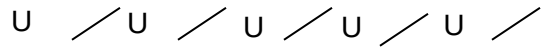
What is a line that has 5 feet in it called?

Name:_____ Date:_____

Practice:

Directions: Read the lines below. Label the unstressed and stressed syllables and write on the space provided how many number of feet are in each line.

Example:



Now is the winter of our discontent # of feet: **5**

1. Shall I compare thee to a summer's day? # of feet:_____

2. When in disgrace with fortune and men's eyes. # of feet:_____

3. If music be the food of love, play on. # of feet:_____

(Fill in the blanks) What is the meter of the four examples listed above?

I_____ P_____

Rocket Math **Learning to Add Integers**
(positive and negative numbers)

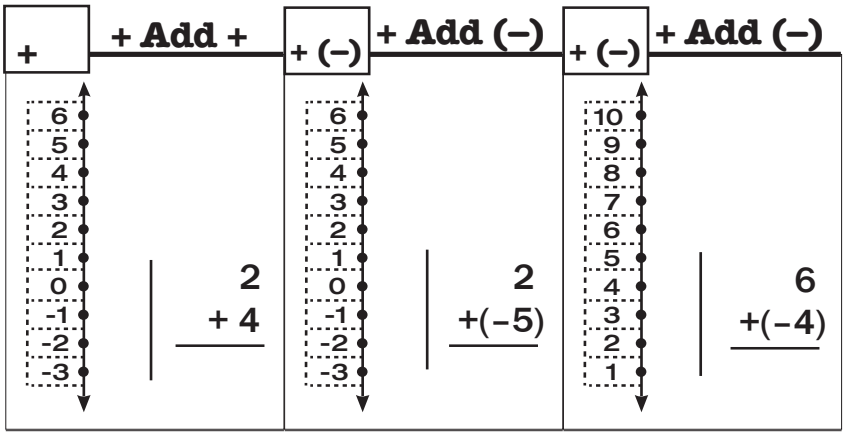
Name _____

Set **F**

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.



3 +(–3)	4 +(–8)	6 +1	2 +(–6)	5 +4	2 +5	8 +(–7)	1 +8	2 +1	3 +(–1)
5 +(–7)									4 + 2
1 +6									6 +(–5)
4 +(–5)									6 + 3
6 +(–1)									4 +(–6)
5 +(–2)									9 +(–8)
9 +(–5)									3 + 5
2 + 2	4 + 3	2 +(–9)	8 +(–1)	2 + 2	3 +(–5)	8 +(–3)	4 + 1	2 +(–4)	2 + 7

One-Minute Test

Goal ☐ Completed ☐

1 + 7 ☐	4 +(–5) ☐	8 + 1 ☐	6 +(–2) ☐	3 + 2 ☐	4 +(–4) ☐	5 + 3 ☐
3 + 4 ☐	9 +(–6) ☐	1 + 5 ☐	2 +(–7) ☐	3 + 6 ☐	7 +(–9) ☐	8 +(–4) ☐
3 +(–2) ☐	1 + 1 ☐	5 + 2 ☐	8 +(–5) ☐	1 +(–7) ☐	2 + 3 ☐	4 +(–9) ☐
6 + 2 ☐	8 +(–6) ☐	5 +(–3) ☐	4 + 4 ☐	6 +(–7) ☐	2 +(–8) ☐	1 + 3 ☐

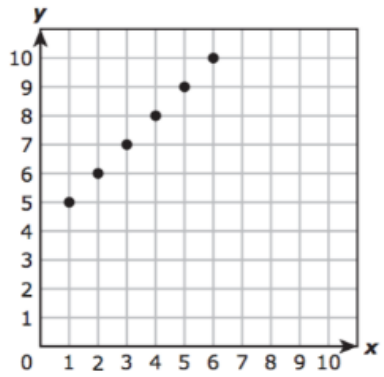
Thursday, Math

First: _____ Last: _____ Date:_____

Warm Up

Circle your answer.

The points on the graph represent a numerical pattern.



Which statement about the pattern represented on the graph is true?

F It is a multiplicative pattern because each *y*-coordinate has a higher value than the corresponding *x*-coordinate.

G It is a multiplicative pattern because each *x*-coordinate is multiplied by 5 to create the corresponding *y*-coordinate.

H It is an additive pattern because each *y*-coordinate has a higher value than the corresponding *x*-coordinate.

J It is an additive pattern because each *x*-coordinate is increased by 4 to create the corresponding *y*-coordinate.

Circle your answer.

Which table represents the equation $y = 3x$?

F

x	*y*
3	1
6	2
15	5
18	6

H

x	*y*
1	1
3	3
5	5
7	7

G

x	*y*
1	3
3	9
4	12
7	21

J

x	*y*
1	3
4	9
6	12
7	18

"Rate" Notes

Thursday, Math

First: _____ Last: _____ Date:_____

Read p. 111 of your math textbook.

A rate involves two quantities. We usually give rate as one quantity per another quantity.

Examples

- If every student receives 5 pizzas, then the rate of pizzas per student is *5 pizzas per student.*
- San Antonio receives an average of *33 inches of rain per year.*
- Your car traveling *60 miles per hour*.

How to find a rate

Here I will refer to practice problems from page 112 of your textbook.

1. Rober is paid $20 for working four hours. How much is he paid per hour?

To answer the question, we need to divide the amount of money Robert made by the number of hours he worked. Then we will know how much money he makes per hour.

$20\ dollars \div 4\ hours$= 5 dollars per hour

Robert is paid $5 per hour.

Use a rate to find a quantity

3. A machine makes similar toy cars at the rate of 120 toy cars per minute.
   How many such cars will it make in 6 minutes?

To find out how many toy cars this machine can make in 6 minutes, we will multiply the rate by the number of minutes.

$120\ toy\ cars\ per\ minute\ \times 6\ minutes\ =\ 720\ toy\ cars$

It will make 720 toy cars in 6 minutes.

Guided Problems

Solve questions 2 and 4 on page 112 of the textbook and check your key.

Record your answers here.

2. The rate of the flow of water is _____ liters per minute.

4. The lamp can flash _____ in 30 minutes.

1. Find the rate for each of the following.

(a) Jerome pays \$225 to rent a hotel room for 3 days. The rate is \$_____ per day.	Rate = $\frac{225}{3}$ =
(b) Steve types 750 words in 15 minutes. The rate is _____ words per minute.	Rate =
(c) A machine fills 240 similar jars with jam in 20 minutes. The rate is _____ jars per minute.	Rate =
(d) A motorcycle can travel a distance of 102 mi on 3 gal of gas. The rate is _____ mi per gallon.	Rate =

2. Fill in the blanks.

(a) A machine makes 45 similar cakes per minute.

At this rate, it will make _____ similar cakes in 5 minutes.

(b) Carpets are sold at \$225 per m^2.

At this rate, a similar carpet of area 35 m^2 will cost \$_____.

(c) Ben lays 25 bricks per hour.

At this rate, he will lay _____ bricks of the same kind in 7 hours.

(d) Matthew's family uses 24 m^3 of water per month.

At this rate, the family will use _____ m^3 of water in 6 months.

Name: Date: #

Thursday, History

Factory Life

1. See (p.289). Make a quick sketch of a village changed by factories.

2. On (p.290), why do people stop buying the handmade cloth made in villages?

3. Name one way that factories treat money as more important than people.

[OPTIONAL] See the Extra Resource materials to learn about how some people fought against the industrialization of the countryside.

Daily Student Instruction Sheet - FRIDAY

FRIDAY – 4/17/20	
ELA Reading (20+ minutes)	Please use today to catch up on any work on which you have fallen behind. You should still read for 20+ minutes and record it on your reading log. If you are all caught up, please use this time as needed for your family. We have included some optional activities if you would like to enrich your study of our content with your extra time. Optional activities will not be graded and do not need to be returned.
OPTIONAL	***MATH*** ❏ Optional Graphing Activity ***SCIENCE*** ❏ Complete optional worksheets on wet and dry biomes using powerpoint. ❏ https://docs.google.com/presentation/d/1vdyxJKfZUl2alDyGNZrxbaABgatMggUhLNgxAAYTZ_Y/edit?usp=sharing

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:					
				Total Minutes:	

Comments: _____

_____

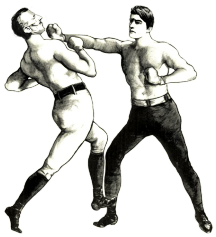
_____

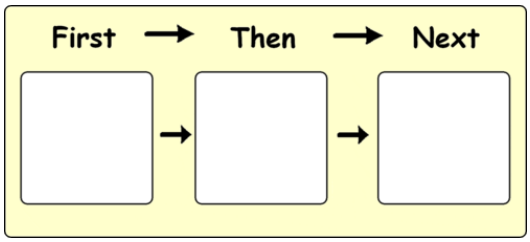
_____

DUE every Monday. ____/25 points

cum	 with
excito	 I wake up
festino	 I hurry
incito	 I urge on
invito	 I invite

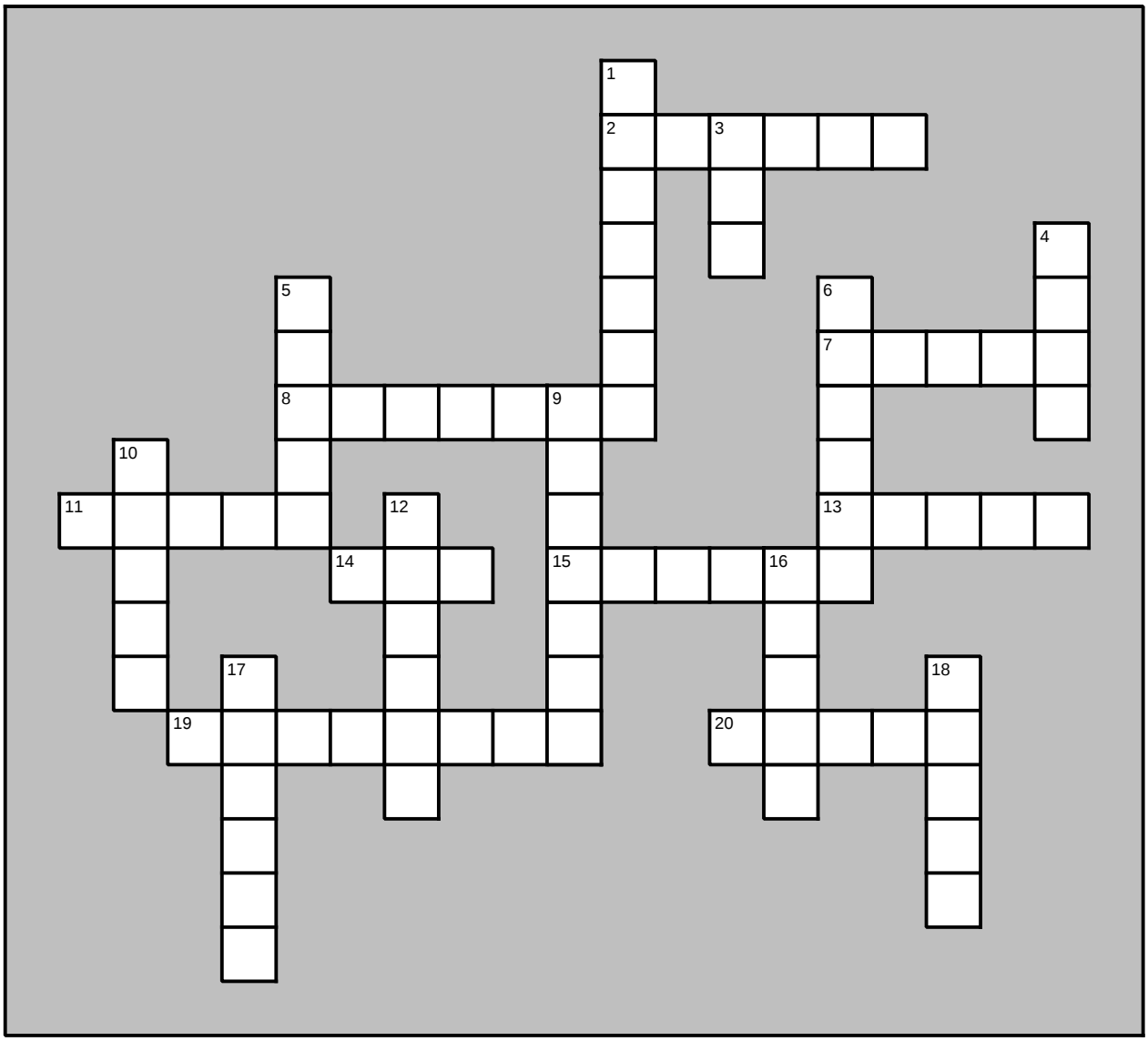
lacrimo	 I weep
laete	 happily
libertus	 freedman (ex-slave)
maximus	 very large (biggest)
narro	 I tell (narrate)

paene	 almost
panis	 bread
pistor	 baker
pugna	 fight
quod	 because

supero	 I overcome
timeo	 I am afraid
totus	 whole (entire)
tum	 then
valde	 very

Name _____

5th Grade Q4U2 Vocabulary



Across

2. I wake up
7. I tell, I narrate
8. I cry
11. almost
13. I am afraid
14. then
15. I invite
19. freedman, ex-slave
20. fight

Down

1. I hurry
3. with
4. because
5. very
6. I urge on
9. very large; biggest
10. happily
12. I overcome
16. whole, entire
17. baker
18. bread

Name: _____ Section: _____

W4 Wednesday Translation

Stage 6 Picture Story, pt. 1

Instructions

Translate the following sentences in the boxes below. Some vocabulary has been provided at the end of the worksheet. Use your textbook, https://en.wiktionary.org, or https://translate.google.com to look up any other words.

Remember:

- Endings *-bat* and *-bant* indicate the **Imperfect Tense** and should be translated with a **past progressive** (*amābat* - he was loving; *amābant* - they were loving).
- Endings *-it* and *-ērunt* indicate the **Perfect Tense** and should be translated with a **simple past** (*amāvit* - he loved; *amāvērunt* - they loved). In these sentences, Perfect Tense endings will always be preceded by a *-v-* (so look for *-vit* and *-vērunt*).

Translation

Listen to these sentences in Latin at https://bit.ly/W4D2_5th

	
1.)	2.)

Name: _____ Section: _____

3.)

4.)

5.)

6.)

Vocabulary

per - through
ambulō - I walk
subitō - suddenly
latrō - I bark
timeō - I am afraid of
fortis - brave
erat - was (Imperfect Tense of *est*)
superō - I overcome

Name: _____ Section: _____

W4 Thursday Translation

Stage 6 Picture Story, pt. 2

Instructions

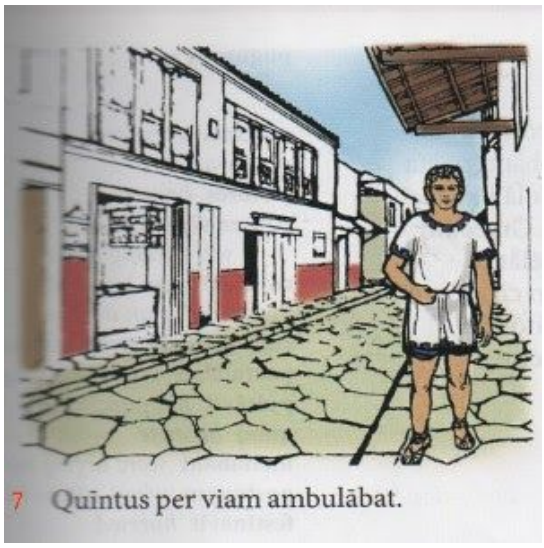
Translate the following sentences in the boxes below. Some vocabulary has been provided at the end of the worksheet. Use your textbook, https://en.wiktionary.org, or https://translate.google.com to look up any other words.

Remember:

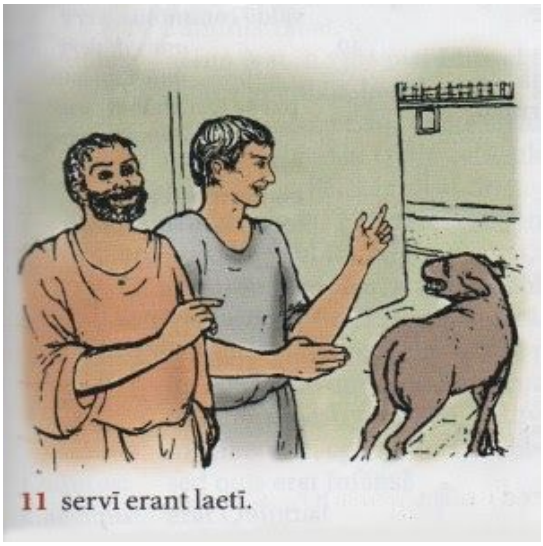
- Endings *-bat* and *-bant* indicate the **Imperfect Tense** and should be translated with a **past progressive** (*amābat* - he was loving; *amābant* - they were loving).
- Endings *-it* and *-ērunt* indicate the **Perfect Tense** and should be translated with a **simple past** (*amāvit* - he loved; *amāvērunt* - they loved). In these sentences, Perfect Tense endings will always be preceded by a *-v-* (so look for *-vit* and *-vērunt*).

Translation

Listen to these sentences in Latin at https://bit.ly/W4D3_5th

	
7.)	8.)

Name: _____ Section: _____

 9 canis Clēmentem vexābat.	 10 Quīntus canem pulsāvit.
9.)	10.)
 11 servī erant laetī.	 12 servī Quīntum laudāvērunt.
11.)	12.)

Vocabulary

audiō - I hear
vexō - I annoy, I vex
pulsō - I hit

erant - were (Imperfect of *sunt*)
laetus - happy
laudō - I praise

Wednesday, Art

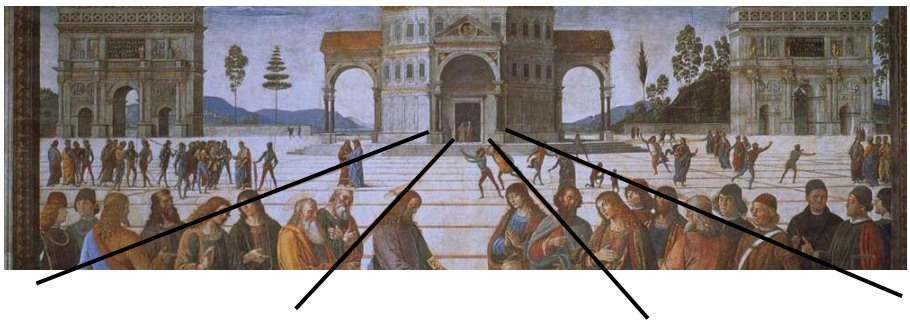
Examples of linear perspective in everyday life

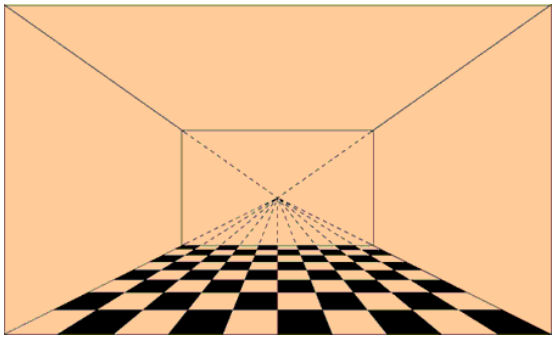
1. Down a hallway

2. Down your street

3. Helpful tips:
    a. Look at the tile or wood in your house.
        i. Follow the lines and see if they MEET or all go in ONE direction.
        ii. For example:

Christ Handing the Keys to St. Peter, Perugino. 1481-1482.





Scott Joplin

Important Facts to Know About Scott Joplin

Born: 1868 in United States

Died: 1917

Period of Music: Contemporary

Instrument(s) He Played: Piano, guitar, bugle

Major Compositions:

Piano: "Maple Leaf Rag," "The Entertainer," "The Easy Winners," "The Cascades"

Opera: *Treemonisha*

Interesting Facts: Scott Joplin was given free piano lessons by his first teacher. He is considered the greatest ragtime composer.

Suggested Listening: "Maple Leaf Rag"

The Story of Scott Joplin

(1868–1917)

Scott Joplin was born in Texarkana, Texas. His father, an ex-slave from North Carolina, played the violin. His mother was from Kentucky and played the banjo. Joplin had three brothers and two sisters, all of whom sang and played the guitar. Joplin played the guitar and bugle and began playing the piano when he was seven years old. He became a fine improviser. A local German music teacher who heard him play offered to give him free piano lessons.

When he was 14, Joplin left home and began to move into the world of minstrel shows, vaudeville and dance halls. The people loved his music. He traveled throughout Arkansas, Kansas, Louisiana, Mississippi, Missouri and Texas. When Joplin was 17, he settled in St. Louis and played piano at a local emporium. This was when a type of music called *ragtime* was becoming very popular.

In 1884, Joplin moved to Sedalia, Missouri and began to compose marches, songs and waltzes. In 1899, he met publisher John Stark who introduced Joplin's music to the public. One afternoon Stark walked into the Maple Leaf Club of Sedalia and heard Joplin playing the *Maple Leaf Rag*. He liked it so much that he bought it, published it and made a fortune on this one piece. With the success of this piece, Joplin was able to establish himself as piano teacher and spend more time composing.

This early brass band from Lutcher, Louisiana is typical of the type of band that would travel around playing ragtime and early jazz music.

After teaching and composing in St. Louis, Joplin eventually moved to New York City and continued to publish rags. In 1908, he wrote *School of Ragtime*, a valuable guide to understanding the basic elements of good ragtime style. Joplin composed a black folk opera, *Treemonisha*, but it was not successful in his day. This opera has since been revised and has been performed successfully in the United States.

Joplin had written about 50 piano rags, two operas and a few songs, waltzes and marches before he died on April 1, 1917, the same day the United States entered the First World War. He was working on a ragtime symphony when he died.

Joplin has taken his place as one of America's greatest composers. Some of his best-known rags such *Maple Leaf Rag*, *The Entertainers*, *The Easy Winners*, *The Cascades* and *Solace* contained an energetic syncopated style and had a strong influence on the development of American music. Outstanding concert performers are playing rags on recital programs, and Joplin's name is known all over the world as the greatest of all ragtime composers.

Ragtime

Just as America was a "melting pot" of people from all over the world, ragtime is a combination of musical influences. Ragtime mixed European forms, West Indies and Spanish influences, Protestant church music, Irish jigs and polkas and many other styles from many other places. Lighthearted and happy, ragtime had an infectious rhythm and syncopated beat that became very popular in America from about 1890 to 1920.

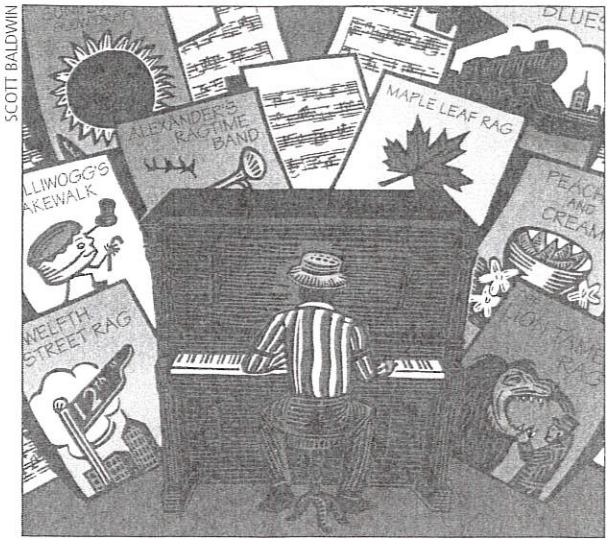
The beginning of ragtime can be found in the black folk music of the 1830s and 1840s. Plantation banjos and the dances of New Orleans slaves mixed with the Afro-American off-beat drum rhythms produced music that was performed in minstrel shows. By the 1890s, ragtime was in full bloom and the traveling "piano professors" (like Scott Joplin) developed the style of ragtime that we know today. Ragtime is basically an African-American piano version of the polka. It is a kind of folk music that spread the spirit of black folk dance tunes throughout this country and as far away as Europe.

Ragtime influenced jazz but is different from jazz. Jazz is improvised, while rags are composed. Joplin insisted that his rags be played slowly and carefully and as faithful to the notation as one would be to a classical composition. It is never correct to play ragtime fast.

Usually ragtime had a steady rhythm in the bass and a syncopated melody. An example of this is Joplin's *Maple Leaf Rag.*

Maple Leaf Rag, *Scott Joplin's first big ragtime hit.*

There was a revival of ragtime during World War II, and also in 1973 when the movie *The Sting* was released. Scott Joplin's rag "The Entertainer" was made famous by this movie.

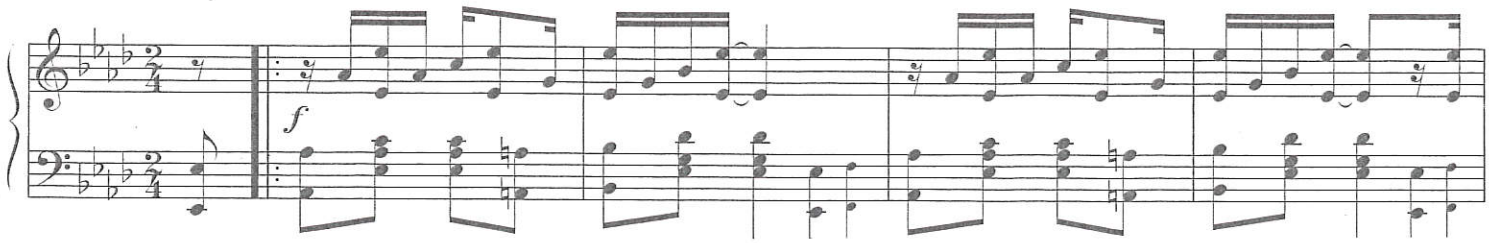


Ragtime is recognized as an important American contribution to music. It has influenced many composers, including Claude Debussy, Charles Ives, Paul Hindemith, Darius Milhaud, Maurice Ravel, Erik Satie and Igor Stravinsky.

With elements of both serious "classical" style and light-hearted "popular" style, ragtime continues to be popular around the world today.

"Maple Leaf Rag"

Tempo di marcia (♩ = c. 88)



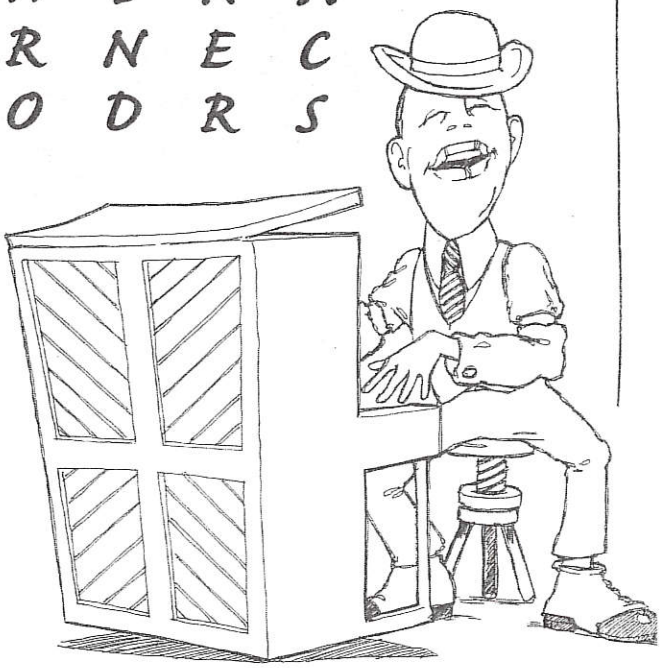
Joplin Word Search

Name: _____

Section # _____

Look down, across and diagonally to find words that will complete the sentences below.

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



1. Scott Joplin was born in the _____.
   (country)
2. He was the greatest of all _____ composers.
   (type of music)
3. His popular piece from the movie *The Sting* was called "The _____."
4. He played at a nightclub called the _____ for which his most famous rag was named.
5. Though Scott Joplin played other instruments, he wrote mostly for the _____.

P.E.

W4 LOG NAME:_____

WEEK: April 13-17

PE – Corcoran

Exercise	MONDAY OPTIONAL	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

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 X 0.1) + 1 = 2.5.
2.5 rounded up = 3
15 + 3 = 18 pushups

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

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

Record plank time in <u>seconds</u>. 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 <u>not</u> 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.

Though all this remember: *"Do not compare yourself to somebody else today, but compare yourself to who you were yesterday."* – JBP

Remember to record your reps/times for reference next week!