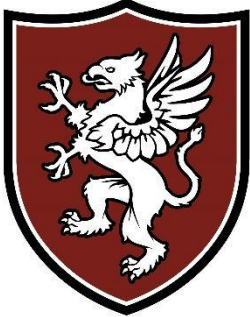# GreatHearts
Northern Oaks

Distance Learning Packet

April 20 - 23, 2020

5th grade

Ms. Carrigee

Ms. Sims

Mrs. Conrad

Mr. Eberlein

Ms. Franzmann

Student Name: _____ Section: _

Table of Contents

*Friday, April 24th is a school holiday. Also Student Affidavits are no longer necessary. Returned work will suffice as proof of attendance.

MONDAY – 4/20/20	
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 <u>Monday Spalding video</u> 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 second half of <u>Ch. 8 of *Where the Red Fern Grows*</u> (p. 87-95) <u>https://drive.google.com/file/d/1zRtojbItU54qiOPHpqY5WgUQDGCX4O8i/view?usp=sharing</u>

- **ANNOTATE** the main ideas and events of the chapter
- **GIVE** Chapter 8 a title

Materials needed:

- ❏ *Where the Red Fern Grows* Ch.8
  https://drive.google.com/file/d/1zRtojbItU54qiOPHpqY5WgUQDGCX4O8i/view?usp=sharing
- ❏ Pencil
- ❏ Bookmark
- ❏ Ch. 8-9 Unfamiliar Words & Vocabulary Guide
  https://drive.google.com/open?id=1iF-QY_NFYum9dr4AVI3K5hzpIC8f0ct_
- ❏ Ch. 8 Part 2 Annotation Worksheet

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

- ❏ **READ** Ch. 8 (p. 87-95) 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: **(I)**
  https://cloud.swivl.com/v/dfc6f7cc3e0c4c483338c27079190f9b
  - ❏ What is the name of the tree that Old Dan and Little Ann treed their first coon in?
  - ❏ Why did Billy change his mind and decide to cut the tree down?
  - ❏ Why won't Billy let his dad help him cut the tree down?
  - ❏ What would you title Ch. 8?
- ❏ **COMPLETE** Ch. 8 Part 2 Annotation worksheet **(I)**
- ❏ A Literature Key is available to check your progress.
  https://drive.google.com/file/d/15L1FPPwuBb2bXJ56zn0ooOUUj5XDpCV7/view?usp=sharing

Grammar/Writing

Goal/Objective:

- Students will read "The Arrow and the Song" and "The Jabberwocky". They will be introduced to symbol and onomatopoeia.

Materials needed:

- ❏ Symbol and onomatopoeia notes via link:
  https://drive.google.com/file/d/1iZTBH7ZXb1OQ91WZhSiLf6tME04nBYSF/view?usp=sharing
- ❏ "The Arrow and the Song" and "The Jabberwocky" worksheet
- ❏ Parent Answer key via link:
  https://drive.google.com/file/d/15WTyrMSqENDQZPQzAOdtLEomWJwqaTL9/view?usp=sharing

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

- ❏ **(I)** Students will read the notes on symbol and onomatopoeia via the link.
- ❏ **(I)** Students will complete the worksheet on "The Arrow and the Song" and "The Jabberwocky"

	❏ **(PA)** Parents will check students' work by using the answer key via the link.
	
	 ## *Reading Log*
	 ❏ Read for at least 20 minutes and record in the reading log.
	    ❏ In the printed packet or the digital work packet located on the GHNO Distance Learning Page, the reading log is in the back of the packet, behind the Graded Review.
	    ❏ On Google classroom, the reading log is posted with the Graded Review.

MATH
 (25 Minutes)
	## *Math*
	 Goal/Objective:
	 ❏ Practice finding a rate given two amounts.
	 ❏ Practice finding an amount given a rate and one amount.
	 ❏ Read a graph of a rate.
	 Materials needed: 5B Math Textbook, a ruler or other object with a straight edge,
	 Rocket Math Set F Practice Key:
	 https://drive.google.com/open?id=1eY2-vjKupxx7kPsyei2_4RXLgjMT6As2
	 Optional Math Teaching Video:
	 https://cloud.swivl.com/v/9c766bd923f97c20e84b0cb3efad76eb
	 Optional Math Check Video for Independent Practice:
	 https://cloud.swivl.com/v/25581c6499b0c8f41b739f4dced20efb
	 W5 Math Key:
	 https://docs.google.com/document/d/10JOkVycoJ6xOKIhB6R_wCsLsM-AeGV_U2Gr5IxIn0Vc/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 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 the notes or watch the video with your notes.
	    ❏ Complete check points as you go.
	    ❏ Check the key.
	 ❏ **(I)** Complete the independent practice.
	    ❏ Check the key
	    ❏ For further assistance, you can check out Mrs. Cramer's optional math check video!
	       https://cloud.swivl.com/v/25581c6499b0c8f41b739f4dced20efb

Daily Student Instruction Sheet - MONDAY

Science (25 Minutes)	*Science* **Goal/Objective:** Students will learn about the importance of insects in our history and environment. **Materials needed:** **Specific Instructions (I=independent; PA= Parent assistance):** ❏ Optional Rainforest Recap video: Backyard Safari pt 2 with Miss Sims and Miss Milligan ❏ Read "Introduction to Insects". (I) Optional read along with Miss Sims ❏ Answer questions on student work pages. Highlight or underline answers in the text. (I) ❏ Check the key to gauge your progress: https://docs.google.com/document/d/1lZY1gVaynzU_rnn0PEi1B0RFeCSz3NCBrFBK7AVlOR4/edit?usp=sharing
LATIN (15 Minutes)	*Latin* **Goal/Objective:** Begin translating "pugna" **Materials needed:** "W5 Monday Translation" worksheet **Specific Instructions (I=independent; PA= Parent assistance):** ❏ (I) Complete "W5 Monday Translation" worksheet
SPECIALS	*SPECIALS ARE NO LONGER OPTIONAL.* **PLEASE SEE THE SPECIALS CLASS ASSIGNMENTS AT THE END OF THIS PACKET. YOU WILL NEED TO COMPLETE AT LEAST ONE ASSIGNMENT PER DAY TO TURN IN BY MONDAY, APRIL 27TH.**

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.

MONDAY SPALDING LIST (Parent Key)

Word	Example sentence	Notes
fre quent r. 4, 1	We made **frequent** trips to town.	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 that cannot be alone for its sound.
fre quen cy r. 4, 1, 2, 6	The **frequency** of our visits to the dentist decreased.	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 that cannot be alone for its sound. r. 2 – c before e,i, y says s r. 6 – y not i is used at th end of an English word.
grad u al r. 4	We noticed a **gradual** change in temperature.	r. 4 - vowels, a,e,o, and u may say their name at the end of a syllable.
grad u al ly r. 4, 6	The cat moved **gradually** forward.	r. 4 - vowels, a,e,o, and u may say their name at the end of a syllable. r. 6 – y not i is used at th end of an English word.
isth mus	An **isthmus** is a narrow area of land that connects two larger areas of land.	/th/ is silent for reading. Panama is an isthmus.

Spalding Spelling List

Monday

1st Dictation

2nd Dictation

Name:_____ # _____

Date: _____

SMALL ANSWER DIRECTIONS:

> 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. What is the name of the tree that Old Dan and Little Ann treed their first coon in? #_____

_____

_____

_____

2. Why did Billy change his mind and decide to cut the tree down? #_____

_____

_____

_____

3. Why won't Billy let his dad help him cut the tree down? #_____

_____

_____

_____

4. What would you title Chapter 8?

_____

Symbol and Onomatopoeia

Part I: *Read the following poem and follow the annotation directions.*

"The Arrow and the Song"
By Henry Wadsworth Longfellow

I shot an arrow into the air,
It fell to earth, I knew not where;
For, so swiftly it flew, the sight
Could not follow it in its flight.

I breathed a song into the air,
It fell to earth, I knew not where;
For who has sight so keen and strong,
That it can follow the flight of song?

Long, long afterward, in an oak
I found the arrow, still unbroke;
And the song, from beginning to end,
I found again in the heart of a friend.

Annotate the poem for the following:
- Brace the stanzas
- Number the lines
- Label the rhyme scheme.
- Circle an example of personification.
- Underline the line that is repeated twice in the poem.

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

1. What is the difference between the actions of "shot an arrow" and "breathed a song"? Which one is more quick and abrupt? Which one is softer and gentler?

2. Both the arrow and the song travel through the air. Do you think that is important to understanding the poem? Why or why not?

3. In the last stanza, where did the speaker find the arrow? Where did he find the song?

4. What do you think the arrow symbolizes? Why?

5. What do you think the song symbolizes? Why?

Part III: *Read the following poem and follow the annotation directions.*

Jabberwocky by Lewis Carol

'Twas brillig, and the slithy toves
Did gyre and gimble in the wabe;
All mimsy were the borogoves,
And the mome raths outgrabe.

"Beware the Jabberwock, my son!
The jaws that bite, the claws that
catch! Beware the Jubjub bird, and
shun The frumious Bandersnatch!"

He took his vorpal sword in hand:
Long time the manxome foe he sought–
So rested he by the Tumtum tree,
And stood awhile in thought.

And, as in uffish thought he stood,
The Jabberwock, with eyes of flame,
Came whiffling through the tulgey wood,
And burbled as it came!

One two! One two! And through and through
The vorpal blade went snicker-snack! He left
it dead, and with its head
He went galumphing back.

"And hast thou slain the Jabberwock?
Come to my arms, my beamish boy!
O frabjous day! Callooh!
Callay!" He chortled in his joy.

'Twas brillig, and the slithy toves
Did gyre and gimble in the wabe;
All mimsy were the borogoves,
And the mome raths outgrabe.

Annotate the poem for the following:
- ☐ Brace the stanzas.
- ☐ Number the lines.
- ☐ Label the rhyme scheme in the first two stanzas.
- ☐ Circle a line that contains an example of alliteration.

Part II: *Choose any **four** of the following questions to explain what the 'nonsense' words sound like.*

Example: What does "galumphing" sound like?

Answer: It sounds like galloping or stomping. You can hear the boys "galumphing" feet as he returns.

1. What does "frabjous"" sound like? (line 23)

2. What does "chortled" sound like? (line 24)

3. What does "whiffling" sound like? (line 15)

4. What does "burbled" sound like? (line 16)

5. What does "snicker-snack" sound like? (line 18)

6. What does "vorpal" sound like? (line 18)

Part IV: *Answer the following question in 1-2 complete sentences.*

1. How does the use of onomatopoeia in "The Jabberwocky" help create sound effects?

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.

+	+ Add +	+ (−)	+ Add (−)	+ (−)	+ Add (−)

$$2 + 4 \qquad 2 + (-5) \qquad 6 + (-4)$$

$$\begin{array}{ccccccccc}
3 & 4 & 6 & 2 & 5 & 2 & 8 & 1 & 2 & 3 \\
+(-3) & +(-8) & +1 & +(-6) & +4 & +5 & +(-7) & +8 & +1 & +(-1)
\end{array}$$

$$5+(-7) \qquad\qquad\qquad 4+2$$

One-Minute Test

Goal ☐   Completed ☐

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

$$\begin{array}{cccccccccc}
2 & 4 & 2 & 8 & 2 & 3 & 8 & 4 & 2 & 2 \\
+ 2 & + 3 & +(-9) & +(-1) & + 2 & +(-5) & +(-3) & + 1 & +(-4) & + 7
\end{array}$$

Monday Math Notes: "Reading Graphs of Rate"

Happy Monday, Fifth Grade Griffins!

Last week, we began to learn about rate. Let's review briefly. A rate describes the relationship between two quantities. We usually give a 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.*
- The average heart rate of a 10 year old at rest is between 80-120 beats per minute.

Let's review **how to find a rate.** To find a rate, we divide one quantity by the other
Last week, the noble dwarf, Miss Sims, mined 96 pounds of gold in eight days. Let's find the rate at which she mined pounds of gold per day!

$$96 \ pounds \ of \ gold \ \div \ 8 \ days \ = \ 12 \ pounds \ of \ gold \ per \ day$$

Wow! Miss Sims has been busy! We divided the pounds by the number of days because we wanted to know how many pounds of gold Miss Sims could mine *per day* or in one day.

Check point #1!

On the other side of the great river, in the heart of the Lonely Mountain, the noble dwarf, Miss Rogers has been crafting jewels into fantastic shapes. In the last eight days, she has crafted 200 tiny emerald lizards. How many emerald lizards did Miss Rogers craft per day?

Show your work here:

Now let's review **how to use the rate to find a quantity.**

In the fair land of Narnia, the rapier bearing mouse, Mr. Eberlein, has been fighting in 7 practice duels a day to preserve the honor of the Lion. His rate of dueling is 7 duels per day. How many duels could Mr. Eberlein complete in 42 days?

$$7 \ duels \ per \ day \ \times 42 \ days \ = \ 294 \ duels \ in \ 42 \ days$$

To use the rate to find a quantity, we multiply the rate times the other quantity. So to find out how many duels Mr. Eberlein fought in 42 days, we multiplied his rate of duels per day times the number of days.

Check point #2!

Miss Carrigee, a daughter of Eve in the house of Pevensie, has been practicing her archery with Lady Susan. Now she can shoot at a rate of 54 arrows per minute. How many arrows can she shoot in 5 minutes?

Please show your work here:_____

Now let's see how a graph can show rate. Mrs. Conrad and Dr. Lee have been exchanging riddles in a riddle contest at a rate of 4 riddles exchanged per hour.

4/15/2020   Hobbit Riddle Contest
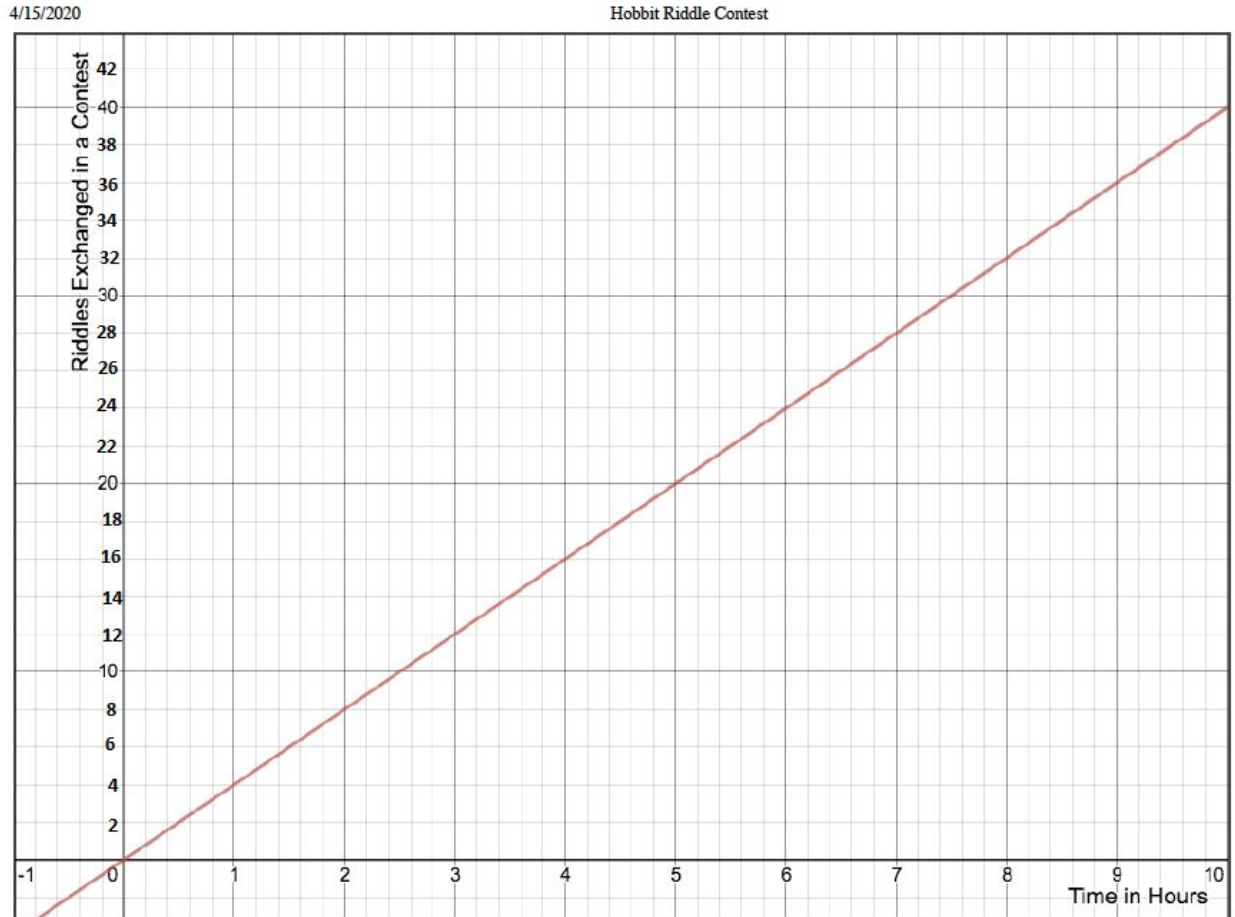
This is a graph of the rate of riddles exchanged in the riddle contest. The title of the graph is "Hobbit Riddle Contest." There is also a title for the y-axis, "Riddles Exchanged in a Contest." That title tells us that in the equation for this graph y represents the number of riddles exchanged in the contest. The x-axis title, "Time in Hours," tells us that in the equation for this graph, x represents the number of hours.
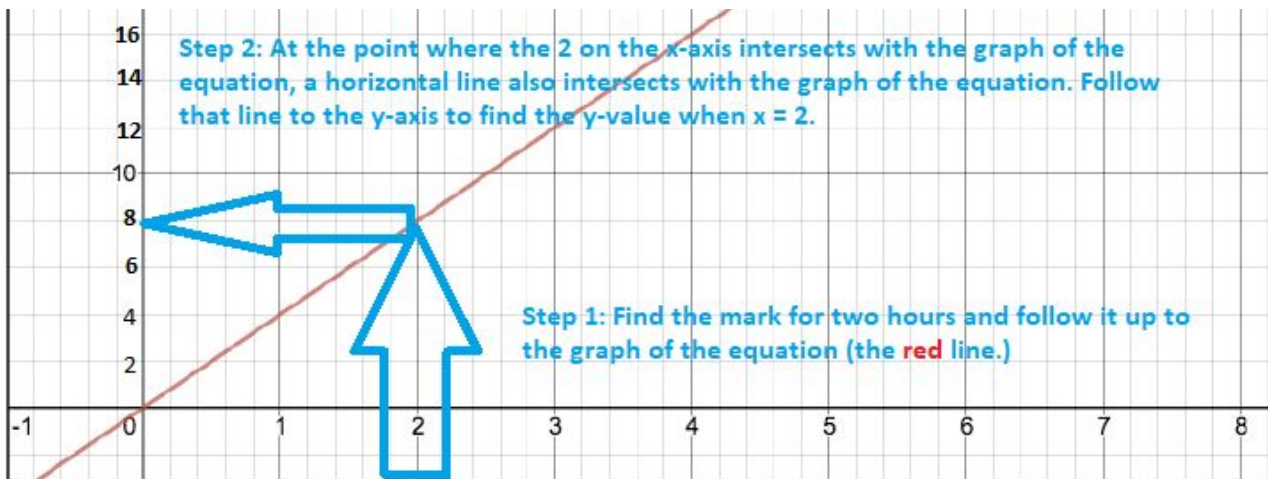
The graph shows the following equation:
y (*number of riddles exchanged*) $=$ *rate of riddles* $\times X(hours)$
Since the rate is 4 riddles exchanged per hour, we can also write the equation as $y = 4x$.

The line on the graph will help us find the number of riddles exchanged during different lengths of time.

Monday, Math

Dr. Lee and Mrs. Conrad have already been competing for two hours. Let's use the graph to find out how many riddles they have exchanged so far! Here's a close-up of the graph.

Step 2: At the point where the 2 on the x-axis intersects with the graph of the equation, a horizontal line also intersects with the graph of the equation. Follow that line to the y-axis to find the y-value when x = 2.

Step 1: Find the mark for two hours and follow it up to the graph of the equation (the **red** line.)

Dr. Lee and Mrs. Conrad have already exchanged 8 riddles in their contest and they are still going strong!

Check point #3! If the contest lasts for 5 hours before there is a winner, how many riddles will Dr. Lee and Mrs. Conrad exchange?

Draw arrows on the graph below and label them "step 1" and "step 2" so that you can show how to use the graph to answer the question.

Monday, Math
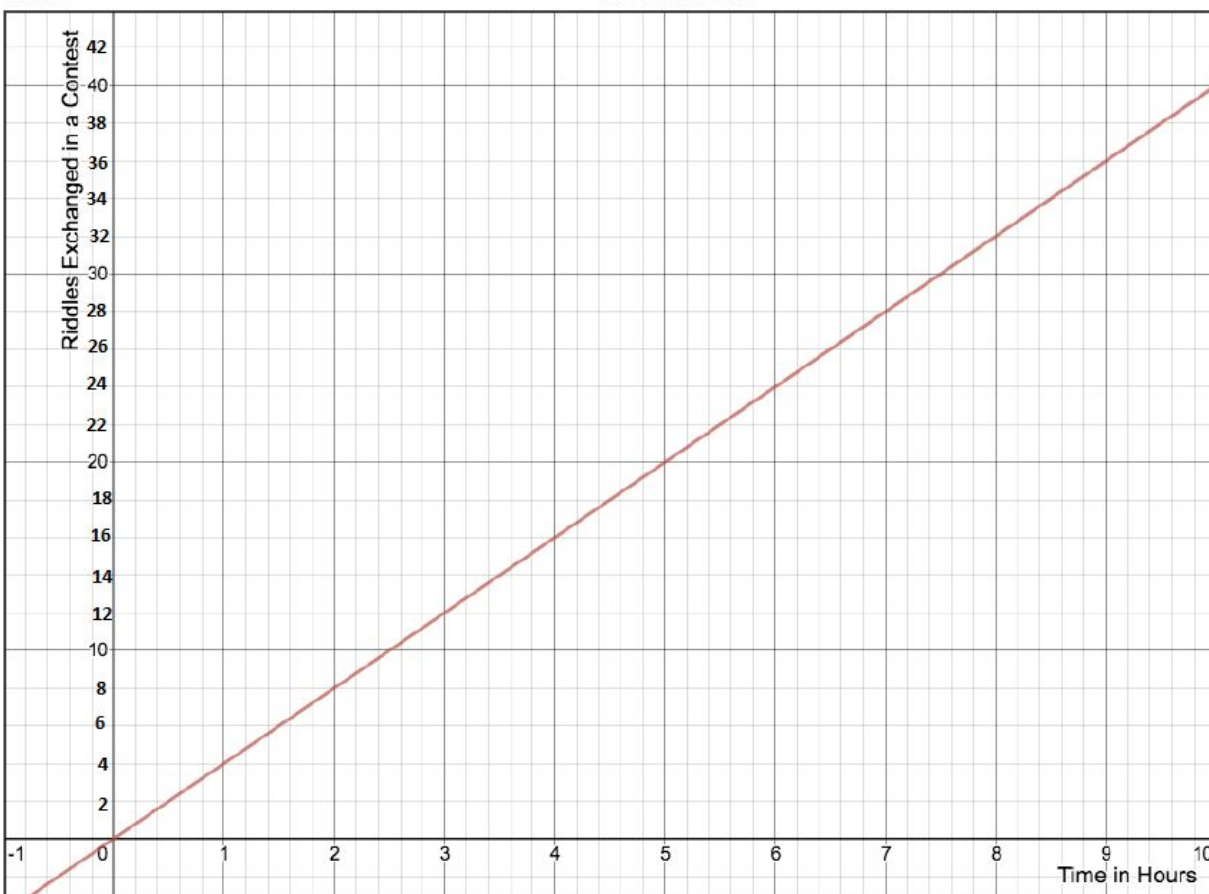
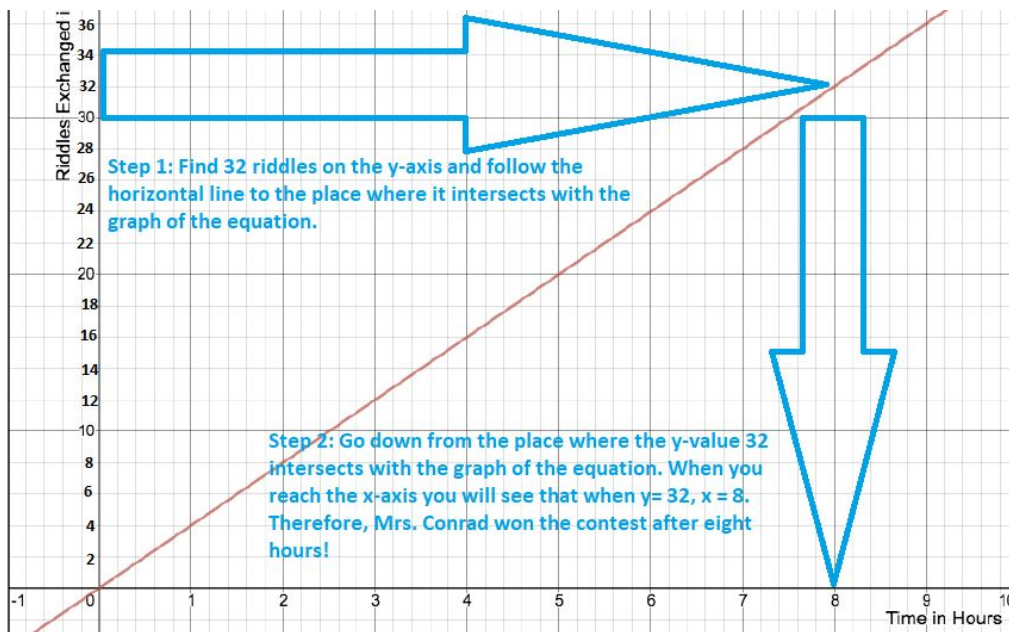We can also use the graph to answer a question about how long it will take to exchange a certain number of riddles. For example, if Mrs. Conrad wins the contest after 32 riddles, how long did the contest last? Read the steps to find out.

Step 1: Find 32 riddles on the y-axis and follow the horizontal line to the place where it intersects with the graph of the equation.

Step 2: Go down from the place where the y-value 32 intersects with the graph of the equation. When you reach the x-axis you will see that when y= 32, x = 8. Therefore, Mrs. Conrad won the contest after eight hours!

Check point #4!

While they were competing in their riddle contest, Dr. Lee and Mrs. Conrad took a break to eat their Elevensies meal after 16 riddles were exchanged. How long had they been competing before they took a break?

Draw arrows on the graph below and label them as "step 1" and "step 2" to show your work.
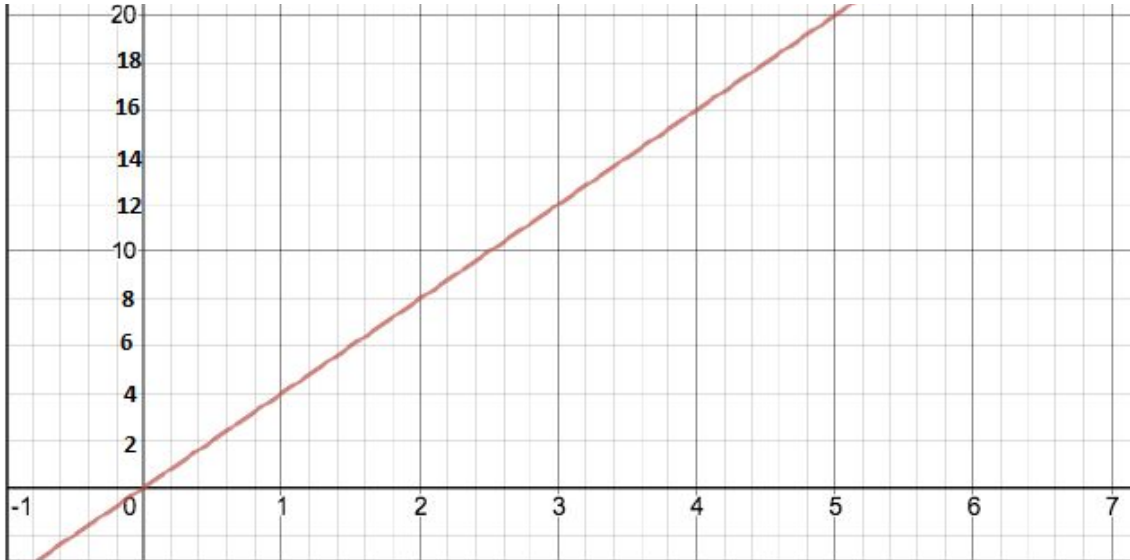
Independent Practice

1. Divide to find the rate in the following word problems.
   a. A heart beat 475 times in 5 minutes. What is the heart rate in beats per minute?

   That heart rate is _____ beats per minute.

   b. Miss Kelly, the noble dwarf, is writing a book. If she wrote 114 pages in 9 days, what is her rate of pages written per day?

   Miss Kelly wrote _____ pages per day.

Monday, Math

2. Multiply to find the missing quantity using the rate.
   a. The most skips achieved by a team in a jump rope contest is 230 skips per minute. If that record-setting team skipped at a rate of 230 skips per minute for 10 minutes, how many skips would they achieve together?

      The record-setting team could achieve _____ skips together at a rate of 230 skips per minute.

   b. Miss Milligan has been practicing guitar. If she practices at a rate of 30 minutes per day, how many minutes will she practice in one week?

      Miss Milligan can practice _____ minutes in one week.

3. Read a graph of a rate.

The following is slightly modified from **Task 9 from p. 162 of the math textbook**. Record your answers here. You do not need your textbook to complete this portion.

   Water is flowing from a tap at the rate of 25 gallons per minute.

a) Complete the table. In the last column, choose any positive number to equal the x value and find the corresponding y-value.

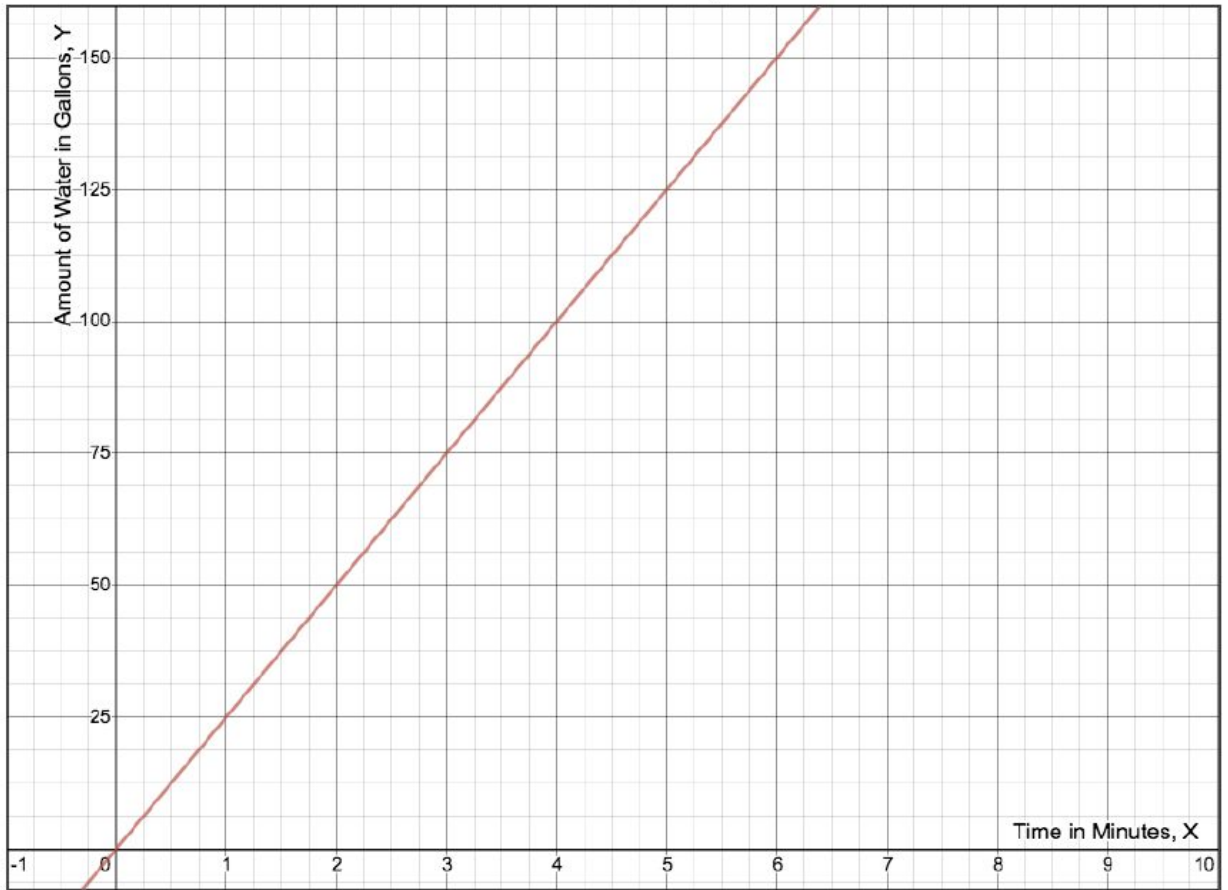| Time, x (min)	1	2	3	4	5	
Amount of water, y (gal)	25					

b) y = _____

c) Write an ordered pair for each value of x from 1 to 5. The first two are completed for you.

   (1, 25), (2, 50), (3, _____), (4, _____), (5, _____)

Monday, Math

d) The figure below shows the points on a coordinate graph.

Does the graph of the equation go through the origin? _____

Is it a multiplicative graph or an additive graph? _____

e) Use the graph to find out how long it takes for 150 gallons to flow from the tap.

It takes _____ minutes for 150 gallons to flow from the tap.

Name:_____   **Date**:_____

Directions: *Answer questions in complete sentences. Highlight or underline answers in the text.*

1. What do you think the author means when he writes that "Insects are truly inordinate?"

_____

_____

2. What are two ways the author says that insects give us some good?_____

_____

_____

3. What are two ways insects can cause us harm?_____

_____

_____

4. What are two things insects were first of creatures to do?_____

_____

_____

5. In at least three sentences, describe an interaction you have had with an insect this week or a memorable interaction you have had with one any time in your life.
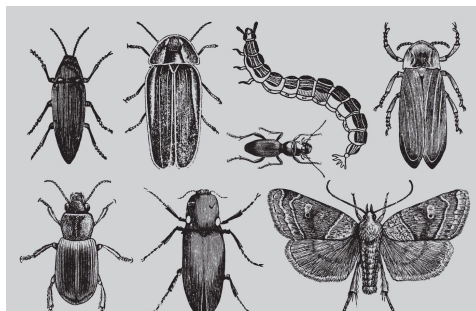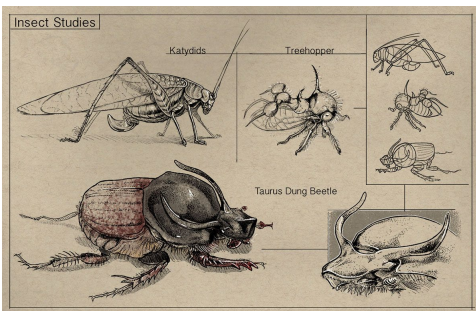
_____

_____

_____

_____

W5 Monday Translation
"pugna"

Instructions

Translate the following sentences from *Cambridge Latin Course*. Use
https://en.wiktionary.org or https://translate.google.com to look up any word
you don't remember.
Remember **Imperfect** ("he/she was verbing"; "they were verbing") endings
are *-bat* and *-bant*. **Perfect** ("he/she verbed"; "they verbed") endings are *-vit* and
-vērunt.

Vocabulary

ambulō - I walk

turba - crowd

maximus – very large

erat - was (imperfect of *est*)

emō - I buy

pistōr – baker

pānis – bread

vēndō – I sell

Sentences

1) Clēmēns in forō ambulābat.

_____

2) turba maxima erat in forō.

_____

3) servī et ancillae cibum emēbant.

_____

4) multī pistōrēs pānem vēndēbant.

_____

5) poēta recitābat.

_____

TUESDAY – 4/21/20	

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 <u>Tuesday Spalding Video</u> 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 <u>Ch. 9 of Where the Red Fern Grows (p. 96-103)</u> https://drive.google.com/file/d/1ipEIN45rdhMXzYrkwj9WJt4XDumr3wvl/view?usp=sharing
	● **ANNOTATE** the main ideas and events of this half of the chapter
	● **FIND** the vocabulary word "hastily" and define
	Materials needed:

- ❏ *Where the Red Fern Grows* Ch. 9
  https://drive.google.com/file/d/1ipEIN45rdhMXzYrkwj9WJt4XDumr3wvl/view?usp=sharing
- ❏ Pencil
- ❏ Bookmark
- ❏ Ch. 8-9 Vocabulary and Unfamiliar Words Guide
  https://drive.google.com/open?id=1iF-QY_NFYum9dr4AVI3K5hzplC8f0ct_
- ❏ Ch. 9 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 Kelly! **LOOKING** for the following main ideas and events:
  https://cloud.swivl.com/v/a36c107442326d3bfb8262db5a6696b1
  - ❏ How did Grandpa help Billy?
  - ❏ What did Grandpa think all young boys should do? Why?
  - ❏ What is the name of the trick the coon had pulled on the dogs?
  - ❏ **FIND** the word "deliberately" and **CIRCLE** it. Write the definition in the margin.
- ❏ **COMPLETE** Ch. 9 Part 1 Annotation & Vocabulary Worksheet **(I)**
- ❏ A Literature Key is available for you to check your progress.
  https://drive.google.com/file/d/15L1FPPwuBb2bXJ56zn0ooOUUj5XDpCV7/view?usp=sharing

Grammar/Writing

Goal/Objective:
- ● Students will use notes and the practice worksheet to review poetic devices.

Materials needed:
- ❏ "Poetic Devices Review" notes via link
  https://drive.google.com/file/d/1xwtjnhMVWTc4LJ3dNwuOSZdNC2GNlF_l/view?usp=sharing
- ❏ "Poetic Devices Review Pt. I" worksheet
- ❏ Parent answer key via link.
  https://drive.google.com/file/d/1NZbNbXEoGEe9_2Ri9UyPyKJZLvfSZQC_/view?usp=sharing

Specific Instructions (I=independent; PA= Parent assistance):
- ❏ **(I)** Students will read the review notes on poetic devices.
- ❏ **(I)** Students will complete the "Poetic Devices Review Pt. I" worksheet
- ❏ **(PA)** Parents will check students' work by using the parent answer key.

Reading Log
- ❏ Read for at least 20 minutes and record in the reading log.

	❏ In the printed packet or the digital work packet located on the GHNO Distance Learning Page, the reading log is in the back of the packet, behind the Graded Review. ❏ On Google classroom, the reading log is posted with the Graded Review.

MATH
(25 Minutes)
	Math
	Goal/Objective:
	❏ Graph rates as linear equations on a coordinate graph.
	❏ Measure a rate and graph it as a linear equation.
	Materials needed: 5B Math Textbook, a ruler or other object with a straight edge, timer
	Rocket Math 2-minute Test Key:
	https://drive.google.com/file/d/1cJQqQFYWYye8j49TBUqO3fDokEuQWEIg/view?usp=sharing
	Optional Math Teaching Video:
	https://cloud.swivl.com/v/38f5529cb7eb9ba0bafdf7843b87e6d9
	Optional Math Check Video for Independent Practice:
	https://cloud.swivl.com/v/25581c6499b0c8f41b739f4dced20efb
	W5 Math Key:
	https://docs.google.com/document/d/10JOkVycoJ6xOKIhB6R_wCsLsM-AeGV_U2Gr5IxIn0Vc/edit?usp=sharing
	Specific Instructions (I=independent; PA= Parent assistance):
	❏ **(PA)** Rocket Math: Adding Integers 2-minute test (2 min)
	    ❏ Today your student will take the 2-minute Rocket Math test. The two-minute test is taken periodically as another way to measure a student's growing proficiency with math facts. Today we will also use it to enhance our study of rate.
	    ❏ Instructions: Set a timer for two minutes. The student should complete as many problems as possible during two minutes without skipping questions. Please circle the last completed problem in pen.
	    ❏ Record the number of problems completed in two minutes. During the independent practice, you will calculate the rate of how many problems you complete per minute and create a graph using this rate.
	❏ **(I)** Complete Warm Up and check the key.
	❏ **(I)** Read the notes or watch the optional video with the notes.
	    ❏ Complete the check points and check with the key.
	❏ Complete the independent practice.
	    ❏ **(I)** Graph the rate of cakes made by a cake-making machine.
	        ❏ Check with the key.
	        ❏ For further assistance, check out Mrs. Cramer's optional math check video!
	            https://cloud.swivl.com/v/777886c273b9235bb159c420a208cda7
	    ❏ **(PA)** Graph your rate of solving problems from today's two-minute test.
	        ❏ Ask your parent to check it.

<table>
<tr><td></td><td>

❏ Optional Extension:
    ❏ Rate experiments that you can do at home! All you need is paper and a timer.
    ❏ Choose any activity and use the timer to find out how many times you or a family member can do it in one minute.
    ❏ Rate of _____ = _____ per minute
    ❏ Now graph your equation y = (rate: _____) x on a piece of graph paper.
    ❏ Here are some examples of rates you can measure at home: How many times does your heart beat per minute? How many skips can you make on a jump rope in a minute? How much water can you drink in a minute?

</td></tr>
</table>

Science (25 Minutes)	*Science* **Goal/Objective:Learn about features all insects have in common.** **Materials needed:** **Specific Instructions (I=independent; PA= Parent assistance):** ❏ Open powerpoint on insects. (I) ❏ Complete student worksheet while moving through the powerpoint. (I) ❏ Watch optional videos I ❏ Kung fu Mantis https://www.youtube.com/watch?v=7wKu13wmHog&t=9s ❏ What is an insect? https://www.youtube.com/watch?v=YjOFjzLgY0M
LATIN (15 Minutes)	*Latin* **Goal/Objective:** Continue translating "pugna" **Materials needed:** "W5 Tuesday Translation" worksheet **Specific Instructions (I=independent; PA= Parent assistance):** ❏ (I) Complete "W5 Tuesday Translation" worksheet
SPECIALS	*SPECIALS ARE NO LONGER OPTIONAL.* **PLEASE SEE THE SPECIALS CLASS ASSIGNMENTS AT THE END OF THIS PACKET. YOU WILL NEED TO COMPLETE AT LEAST ONE ASSIGNMENT PER DAY TO TURN IN BY MONDAY, APRIL 27TH.**

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.

TUESDAY SPALDING LIST (Parent Key)

Word	Example sentence	Notes
lev el	We were seated in the upper **level** of the theater.	
li brar y r.5, 6	I checked a book out from the **library**.	r. 5 – letters i and y may say i at the end of a syllable (si lent, my). r. 6 – letter y, not i, is used at the end of an English word.
mod el	She is building a **model** of the Earth for science class.	
mo ment r.4	One **moment** it was sunny; the next it was pouring rain.	r. 4 – vowels a,e,o, and u may say their name at the end of a syllable
mos qui to r.1, 4	A **mosquito** bit me.	r. 1 – letter q is the only letter that cannot be alone for its sound. r. 4 – vowels a,e,o, and u may say their name at the end of a syllable

Spalding Spelling List

Tuesday

1st Dictation

2nd Dictation

Where the Red Fern Grows

Name:_____ # _____

Chapter 9 Part 1 (p. 96-103)

Date: _____

Vocabulary & Annotation Worksheet

1. How did Billy's grandpa help him? #_____

_____

_____

_____

2. What did Grandpa think all young boys should do? Why? #_____
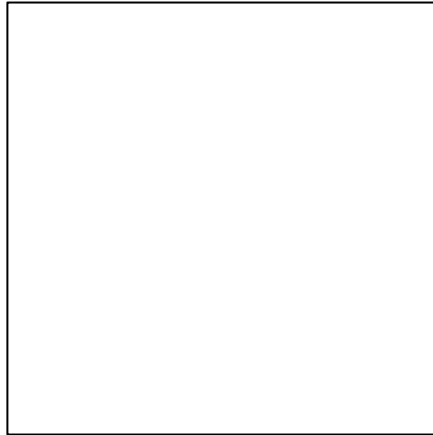
_____

_____

_____

3. What is the name of the trick the coon had pulled on the dogs?

_____

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

hastily – adj. _____

Image

Name:_____   Date:_____

Poetic Devices Review Pt. I

Part I: *Match the following vocabulary terms to their correct definitions. You may use your notes if you need them.*

Meter	**Rhyme Scheme**	**Line**
Stanza	**Couplet**	**Octave**
Sestet	**Poetic devices**	

1. _____two lines of verse usually joined by a rhyme and may or may not stand alone in a poem.

2. _____the ordered pattern of rhymes at the ends of the lines of a poem.

3. _____the rhythm of a piece of poetry, determined by the number and length of feet in a line.

4. _____tools that a poet can use to create rhythm, enhance a poem's meaning, or intensify a mood or feeling.

5. _____a part of a poem forming one row of written or printed words.

6. _____a group of lines that relate to a similar thought or topic.

7. _____an eight-line section found in Petrarchan sonnets

8. _____a six-line section found in Petrarchan sonnets.

Name:_____   Date:_____

Part II: *Read the following poem and complete the annotation directions that follow.*

My Heart Leaps Up

By William Wordsworth

My heart leaps up when I behold

A rainbow in the sky:

So was it when my life began;

So is it now I am a man;

So be it when I shall grow old,

Or let me die!

The Child is father of the Man;

And I could wish my days to be

Bound each to each by natural piety.

Two-Minute Timing #1

-4 $+8$	5 $+(-13)$	-3 $+(-2)$	2 $+3$	-11 $+6$	-7 $+(-4)$	-7 $+12$	13 $+(-6)$	7 $+5$	-8 $+(-7)$

-2 $+(-6)$	4 $+7$	-5 $+2$	10 $+(-5)$	6 $+8$	-7 $+14$	3 $+9$	5 $+1$	9 $+(-13)$	-10 $+7$

9 $+(-11)$	-9 $+12$	-2 $+(-1)$	6 $+(-2)$	2 $+2$	14 $+(-7)$	8 $+3$	-4 $+(-3)$	-10 $+4$	6 $+4$

-2 $+8$	9 $+(-16)$	-4 $+(-5)$	4 $+5$	5 $+(-7)$	2 $+6$	12 $+(-8)$	-6 $+13$	-6 $+(-6)$	1 $+7$

-3 $+(-8)$	9 $+8$	-9 $+14$	7 $+(-2)$	6 $+9$	-14 $+8$	-6 $+(-9)$	8 $+1$	7 $+(-10)$	-8 $+5$

1 $+(-8)$	-8 $+15$	-9 $+(-8)$	11 $+(-8)$	7 $+2$	9 $+(-2)$	4 $+3$	-6 $+(-7)$	-7 $+3$	5 $+4$

-8 $+16$	4 $+(-10)$	-4 $+(-6)$	2 $+5$	3 $+(-7)$	-4 $+(-4)$	-13 $+6$	9 $+(-1)$	9 $+6$	-6 $+(-3)$

-5 $+(-2)$	6 $+7$	-4 $+12$	12 $+(-7)$	4 $+8$	-9 $+2$	-4 $+(-1)$	4 $+9$	5 $+(-8)$	-6 $+11$

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

-9 $+(-3)$	9 $+4$	-11 $+3$	4 $+(-4)$	6 $+5$	-2 $+6$	-2 $+(-5)$	7 $+6$	1 $+(-4)$	-4 $+1$

Answer as many as you can in 2 minutes.
You may skip ones you do not know yet.
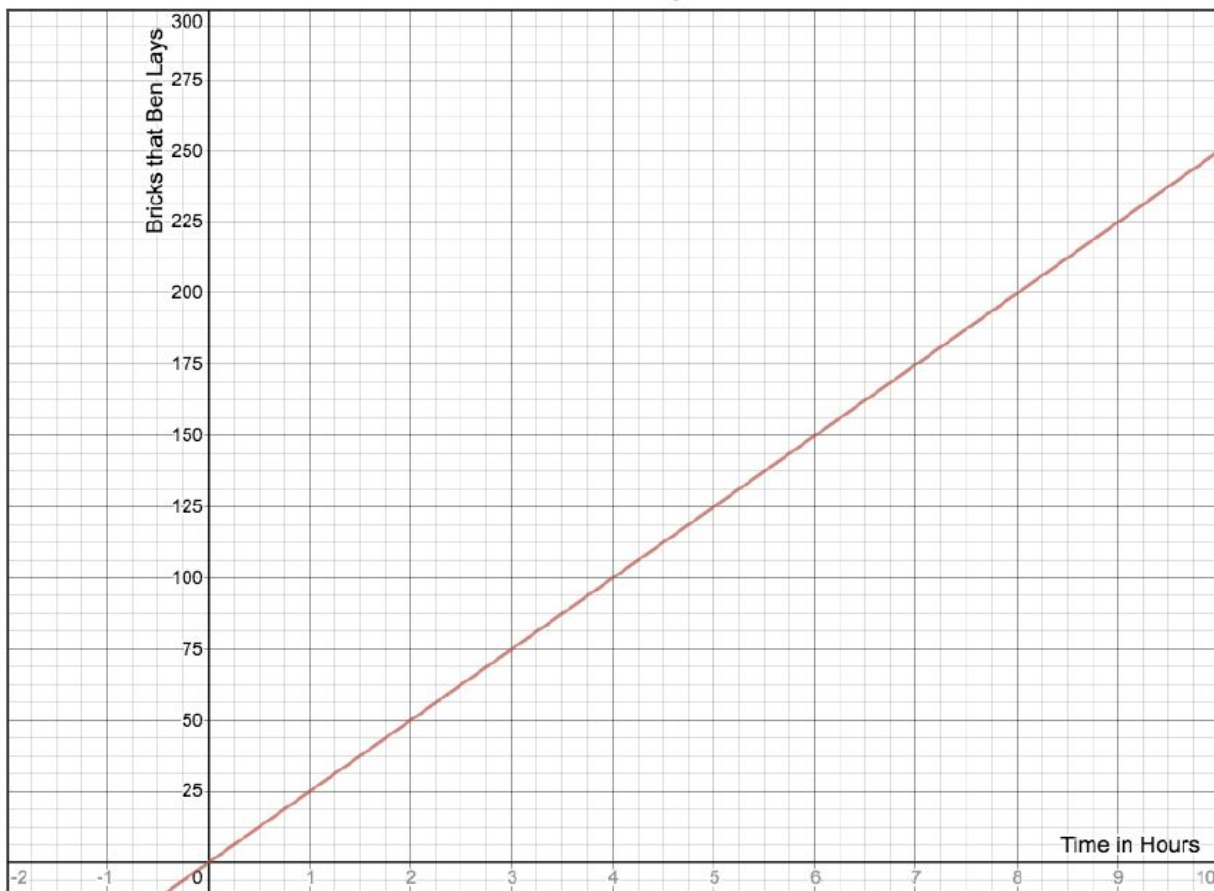
Tuesday Math Warm Up

Ben lays bricks at a rate of 25 bricks per hour.

Use the graph below to answer these questions:
1. How long will it take Ben to lay 125 bricks? _____ hours

2. How many bricks can Ben lay in 9 hours? _____ bricks

4/15/2020 — Ben Lays Bricks

Tuesday Math Notes

Happy Tuesday, 5th Grade Griffins!

Today, we will measure a rate and learn how to graph it!

Step 1: Find the Rate

I have been cross-stitching a hot air balloon in my free time. If I want to find out the rate of stitches I can sew per minute, I can set a timer for 1 minute and count how many stitches I can sew in 1 minute.

If I can sew 10 stitches in 1 minute, my rate is 10 stitches per minute.

Step 2: Write an equation using rate.

In order to make a graph of my rate of cross-stitching, I need to write an equation.
The equation will be in the format of y (the number of things) = rate multiplied by x (time). So my equation is y = 10x. Y equals the number of stitches produced and x equals time in minutes.

Step 3: Create an input-output table to create some ordered pairs.

In order to graph this equation, I need to find some ordered pairs. Let's make an input-output table!

I already know that I can sew 10 stitches in 1 minute so I can put 10 for y and 1 for x in my first column.

x, (time in minutes)	1 minute			
y, (Number of stitches produced)	10 stitches			
(x, y)	(1, 10			

I can use the equation, y = 10x, to help me find more ordered pairs. I will choose 2 minutes, 3 minutes, and 4 minutes for my x-values. Then I will use algebraic substitution to find the corresponding y-values.

y=10x, when x = 2   y = 10x, when x = 3   y = 10x, when x = 4
$y = 10 \times 2$ $y = 10 \times 3$ $y = 10 \times 4$
$y = 20\ stitches$ $y = 30\ stitches$ $y = 40\ stitches$

x, (time in minutes)	1 minute	2 minutes	3 minutes	4 minutes
y, (Number of stitches produced)	10 stitches	20 stitches	30 stitches	40 stitches
(x, y)	(1, 10)	(2, 20)	(3, 30)	(4, 40)

Step 4: Graph the Equation!

Draw the ordered pairs onto the graph and connect them by drawing a straight line with a ruler or straight edge.

Miss Franzmann Cross Stitches a Hot Air Balloon!

y-axis, Stitches Produced

X-axis, Time in Minutes
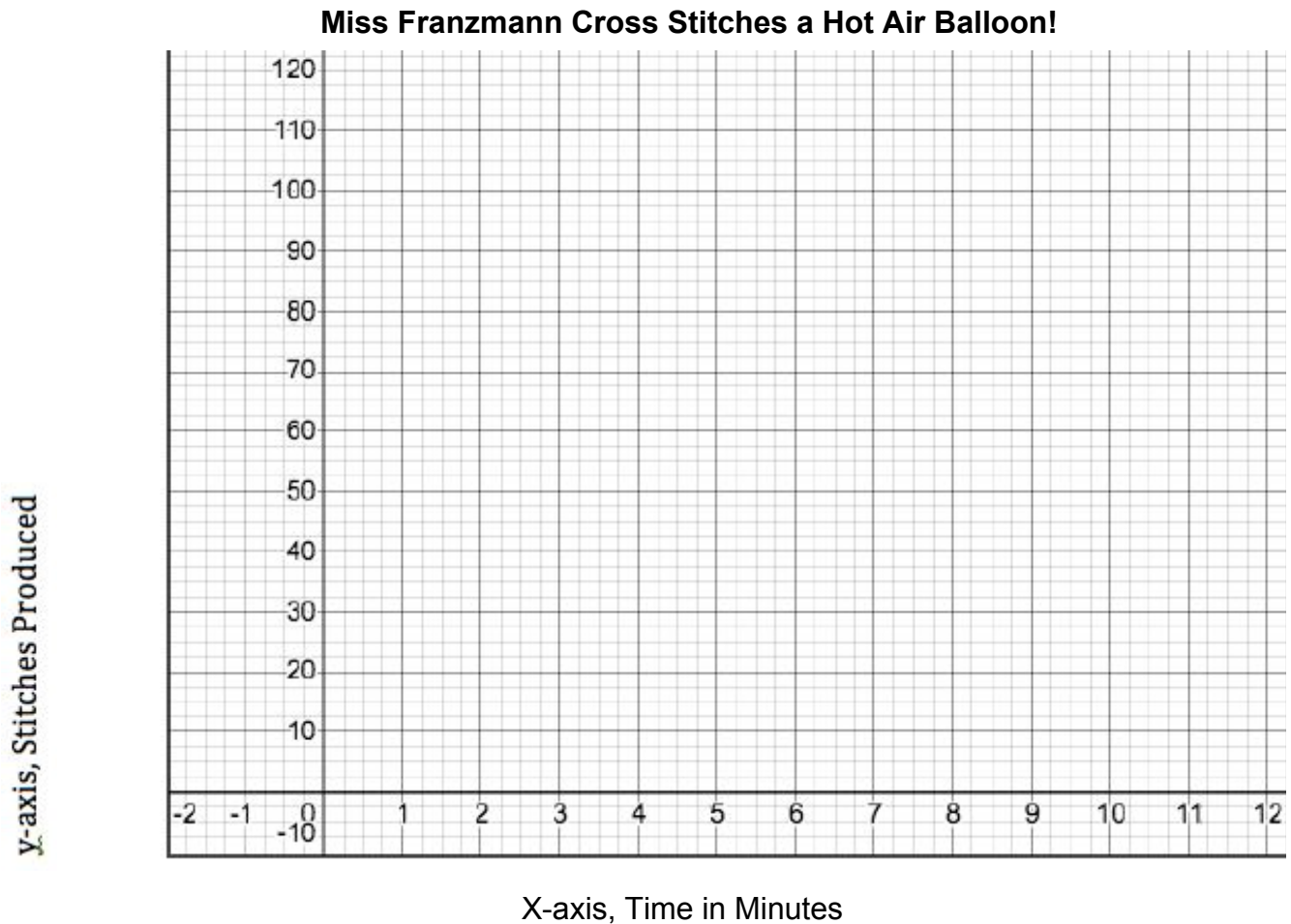
Bonus! Looking at my graph, I can see that sewing 100 stitches will take me 10 minutes!

Independent Practice

1. A machine makes 45 similar cakes per minute.
   a. Write an equation that you can graph. Y will be equal to the number of cakes made and x will stand for time in minutes.

   y= _____

b. Complete the input-output table below using your equation.

X, time in minutes	1 minute	2 minutes	4 minutes	6 minutes
Y, cakes made	45 cakes	_____ cakes	_____ cakes	_____ cakes
(x, y)	(1, 45)	(2, _____)	(4, _____)	(6, _____)

c. Graph the ordered pairs in the graph below and connect them in a straight line to draw the equation.

4/15/2020   Rate of Cake Machine
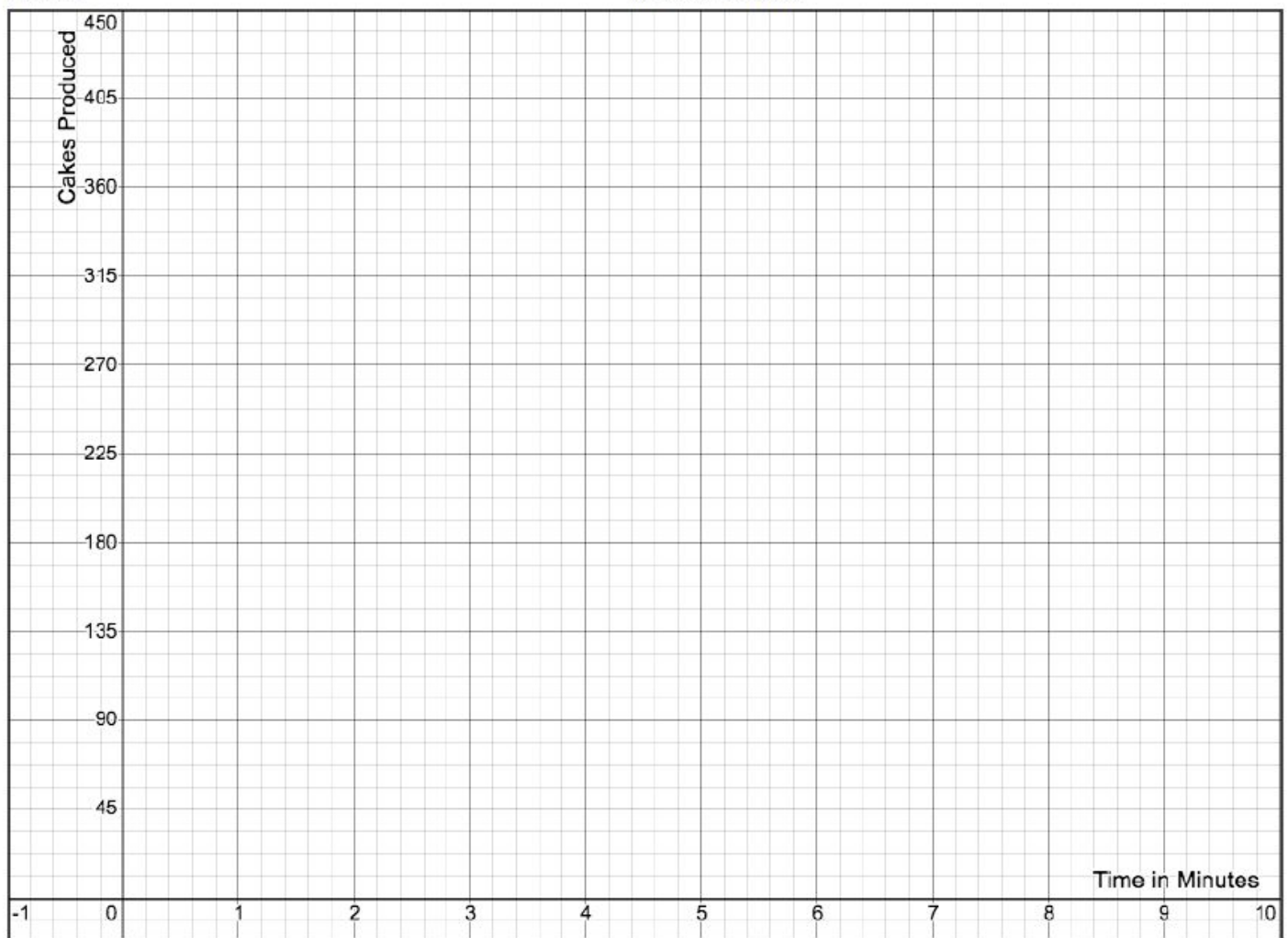
d. How many cakes can this machine make in 6 minutes? _____
e. How long will it take the machine to make 180 cakes? _____

2. Now let's graph your rate of problems completed from your Rocket Math 2-minute test!
   a. How many problems did you complete in two minutes? _____
   b. Divide that number by 2. That is the rate of problem you completed per minute.

      My rate is _____ problems completed per minute.
   c. Write your rate as an equation that we can graph. Y will represent the number of problems completed and x will represent time in minutes.

      y= _____
   d. Use your equation to fill out this input output table.

X, time in minutes	1 minute	2 minutes	4 minutes	6 minutes
Y, problems completed	_____ problems	_____ problems	_____ problems	_____ problems
(x, y)	(1, _____)	(2, _____)	(4, _____)	(6, _____)

   e. Graph the ordered pairs on the graph on the next page and connect the points with a straight line. Now you have graphed your rate from your two-minute test.

4/15/2020

Rate of Adding Integers

Y-axis, Problems Completed

100
95
90
85
80
75
70
65
60
55
50
45
40
35
30
25
20
15
10
5
0
-5

X-axis, Time in Minutes

-1   0   1   2   3   4   5   6   7   8   9   10
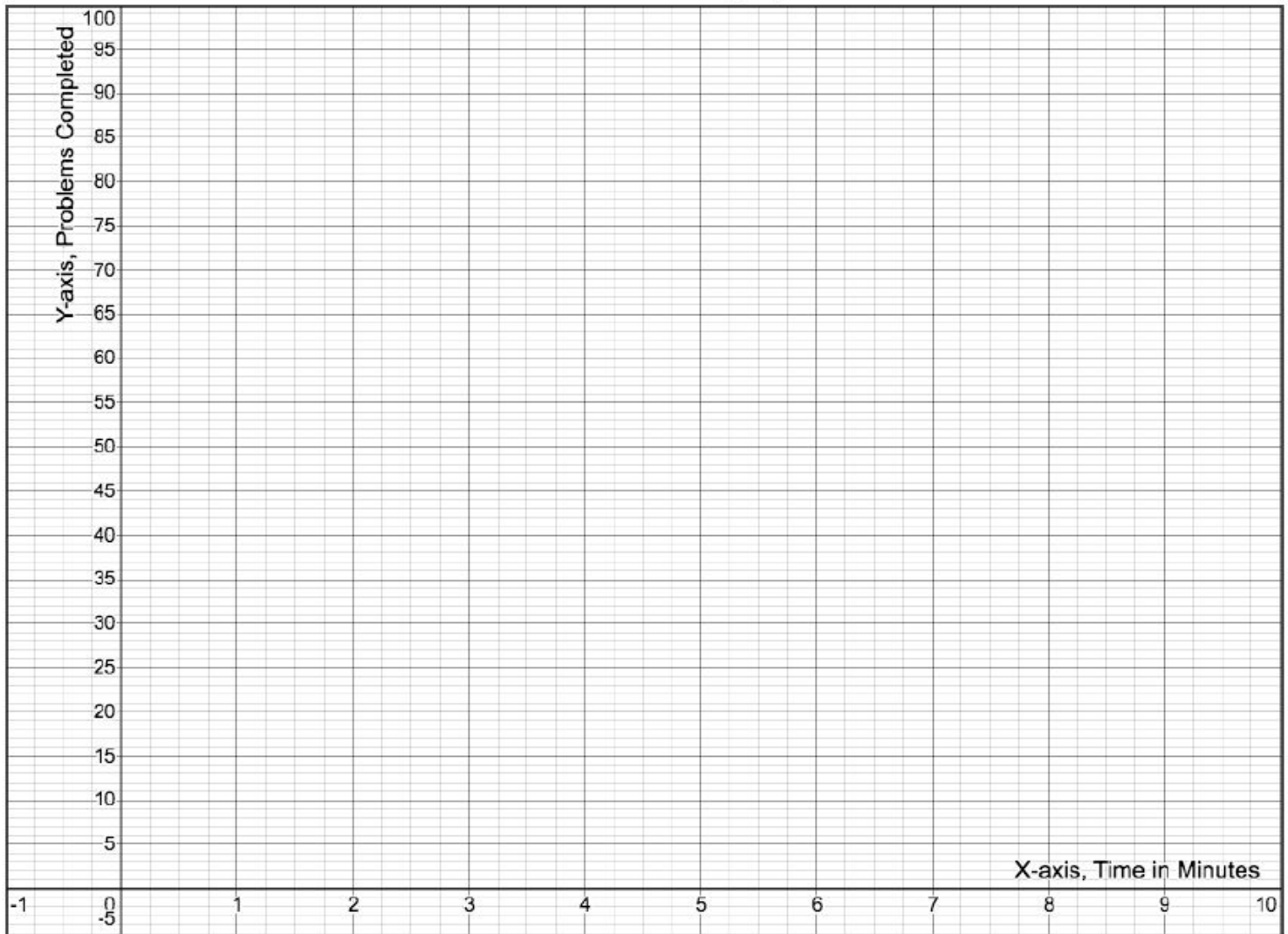
f.   Use the graph to answer these questions.

i.   How long would it take you to complete 45 problems?

It would take me _____ minutes to complete 45 problems.

ii.   At your rate, how many problems could you complete in 8 minutes?

At my current rate, I could complete _____ problems in 8 minutes.

Name:_____   **Date**_____

1. Name at least 3 different kinds of insects you can think of:_____

_____

2. Observe the features of insects in the powerpoint. Do not look ahead! Name 3 things all of these insects have in common.

_____

_____

3. Now you may look forward in the ppt. List five features all insects have in common:
   a. _____

   b. _____

   c. _____

   d. _____

   e. _____

4. Draw an insect and label the 1. exoskeleton, 2. head, 3. thorax, 4. abdomen, 5. antennae, 6. compound eye, 7. legs, and 8. wings.
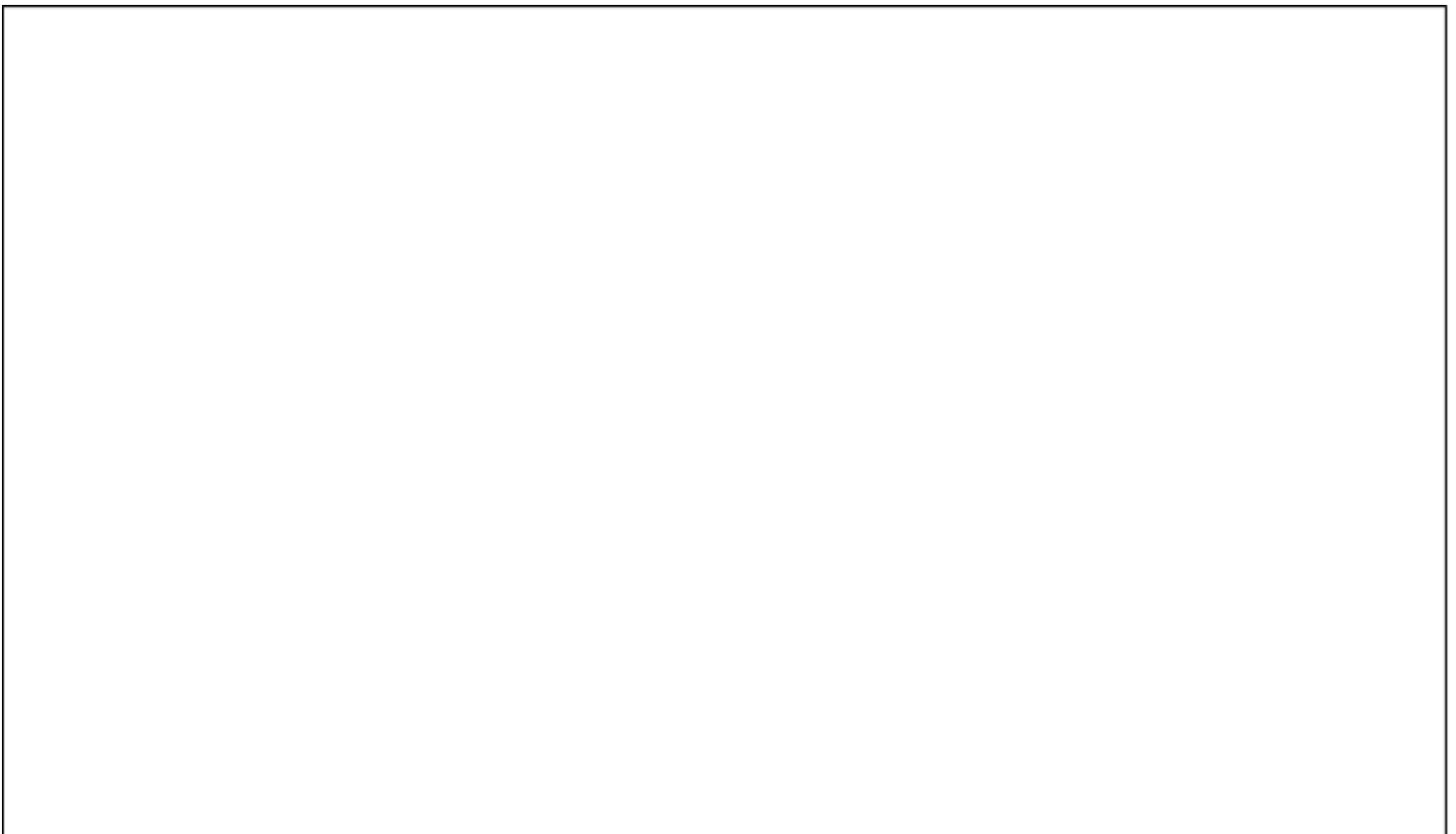
W5 Tuesday Translation
"pugna"

Instructions

Translate the following sentences from *Cambridge Latin Course*. Use
https://en.wiktionary.org or https://translate.google.com to look up any word
you don't remember.
Remember **Imperfect** ("he/she was verbing"; "they were verbing") endings
are *-bat* and *-bant*. **Perfect** ("he/she verbed"; "they verbed") endings are *-vit* and
-vērunt.

Vocabulary

mercātor - merchant   *subitō* - suddenly
agricola - farmer   *pulsō* – I hit
conteniō - argument   *vituperō* – I tell off
habeō – I have   *rīdeō* – I laugh
postulō - I demand   *incitō* - I urge on

Sentences

1) mercātor Graecus contentiōnem cum agricolā habēbat.

_____

2) mercātor īrātus pecūniam postulābat.

_____

3) subitō agricola Graecum pulsāvit, quod Graecus agricolam vituperābat.

_____

4) Pompēiānī rīdēbant, et agricolam incitābant.

_____

Daily Student Instruction Sheet - WEDNESDAY

WEDNESDAY – 4/22/20	

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.)
	❏ 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. 9 of *Where the Red Fern Grows* (p. 104-112)
	https://drive.google.com/file/d/1ib-FxvSaBbrtuDtMs-AJ2PSvQnMC4Yxp/view?usp=sharing
	● **ANNOTATE** the main ideas and events of the chapter
	● **GIVE** Chapter 9 a title

Materials needed:

- ❏ *Where the Red Fern Grows* Ch.9
  https://drive.google.com/file/d/1ib-FxvSaBbrtuDtMs-AJ2PSvQnMC4Yxp/view?usp=sharing
- ❏ Pencil
- ❏ Bookmark
- ❏ Ch. 8-9 Unfamiliar Words & Vocabulary Guide
  https://drive.google.com/open?id=1iF-QY_NFYum9dr4AVI3K5hzplC8f0ct_
- ❏ Ch. 9 Part 2 Annotation & Reflection Worksheet

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

- ❏ **READ** Ch. 9 (p. 104-112) 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/c643141e354df6d9ea1774007640cbe2
  - ❏ What made Billy give up cutting down the tree?
  - ❏ What did Billy pray for? How was his prayer answered?
  - ❏ What would you title Ch. 9?
- ❏ **COMPLETE** Ch. 9 Part 2 Annotation & Reflection Worksheet **(I)**

Grammar/Writing

Goal/Objective:

- ● Students will use notes, supplemental video, and the practice worksheet to review poetic devices.

Materials needed:

- ❏ "Poetic Devices Review Pt.II" notes via link
  https://drive.google.com/file/d/1uD9nFnpL2KmTdzedFjuEnNlue_7MMt2o/view?usp=sharing
- ❏ "Poetic Devices Review Pt. II" worksheet
- ❏ Parent answer key via link
  https://drive.google.com/file/d/1mlk1bmEVRr3gzjHkO_mwH_aSdM2KCEAn/view?usp=sharing
- ❏ Optional: "Poetic Devices Review" video via link
  https://cloud.swivl.com/library/3795733/

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

- ❏ **(I)** Students will read the review notes on poetic devices.
- ❏ **(I)** Students will complete the "Poetic Devices Review Pt. II" worksheet.
- ❏ **(PA)** Parents will check students' work by using the parent answer key.
- ❏ Optional: Students will watch the "Poetic Devices Review" video.

Reading Log

- ❏ Read for at least 20 minutes and record in the reading log.

	❏ In the printed packet or the digital work packet located on the GHNO Distance Learning Page, the reading log is in the back of the packet, behind the Graded Review. ❏ On Google classroom, the reading log is posted with the Graded Review.
MATH (25 Minutes)	*Math* **Goal/Objective:** ● Solve for an unknown in an additive equation. **Materials needed:** Rocket Math Set F Key: https://drive.google.com/open?id=1eY2-vjKupxx7kPsyei2_4RXLgjMT6As2 Optional Math Teaching Video: https://cloud.swivl.com/v/d845593d465c3bde1053164dcd8fbef0 Optional Math Check Video for Independent Practice: https://cloud.swivl.com/v/6d18de68d56bbbd8e6a72f8a7385eff3 W5 Math Key: https://docs.google.com/document/d/10JOkVycoJ6xOKIhB6R_wCsLsM-AeGV_U2Gr5IxIn0Vc/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 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. ❏ Read notes on "Solving for an Unknown, Part 1." ❏ Complete check points and check the key. ❏ Optional: Watch the video and complete check points. ❏ Complete independent practice. ❏ Check the key. ❏ Optional math check video with Mrs. Cramer!
HISTORY (25 Minutes)	*History* **Goal/Objective:** Students understand the transition from Westward expansion to the tensions leading to the Civil War. Key ideas: Slave States vs. Free States, Missouri Compromise. **Materials needed:** CK Reader (2-7) andCK Reader (18-23), "Missouri Compromise" WKST **Specific Instructions (I=independent; PA= Parent assistance):** ❏ Read CK (2-7) **(I)** Read-along Video ❏ Complete Questions 1-2 of "Missouri Compromise" WKST **(PA)** ❏ Read CK (18-23) Read-along Video ❏ Complete Questions 3-4 of "Missouri Compromise" WKST **(I)**

Daily Student Instruction Sheet - WEDNESDAY

LATIN (15 Minutes)	*Latin* **Goal/Objective:** Finish translating "pugna" **Materials needed:** "W5 Wednesday Translation" worksheet **Specific Instructions (I=independent; PA= Parent assistance):** ❏ (I) Complete "W5 Wednesday Translation" worksheet
SPECIALS	***SPECIALS ARE NO LONGER OPTIONAL.*** **PLEASE SEE THE SPECIALS CLASS ASSIGNMENTS AT THE END OF THIS PACKET. YOU WILL NEED TO COMPLETE AT LEAST ONE ASSIGNMENT PER DAY TO TURN IN BY MONDAY, APRIL 27TH.**

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
mus cle	He tried to flex his **muscle**.	
mus cu lar r.4	His arms are very **muscular**.	r. 4 – vowels a,e,o, and u may say their name at the end of a syllable
nar row r.29	We sat down at a long, **narrow** table.	r. 29 – words are usually divided between double consonants within a base word. We hear the consonant in syllable two but add it to syllable one because the vowel in syllable one does not say its name.

Spalding Spelling List

Wednesday

1st Dictation

2nd Dictation

Where the Red Fern Grows

Name:_____ # _____

Chapter 9 Part 2 (p. 104-112)

Date: _____

Annotation & Reflection Worksheet

1. What made Billy give up cutting down the tree? #_____

_____

_____

_____

2. What did Billy pray for? How did he feel his prayer was answered? #_____

_____

_____

_____

_____

_____

3. What would you title Chapter 9?

_____

REFLECTION QUESTION DIRECTIONS:

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

What do you think about Billy's determination to cut down the tree? What virtues do you see in this act? How did it change Billy? What effect did it have on his relationship with his dogs? Should Billy have been so determined to cut down the tree?

_____

_____

_____

_____

_____

_____

_____

_____

_____

Poetic Devices Review Pt. II

Part I: *Match the following vocabulary terms to their correct definitions. You may use your notes if you need them.*

Symbolism	**Allusion**	**Shakespearean Sonnet**
Personification	**Alliteration**	**Petrarchan Sonnet**
Onomatopoeia		

1. _____a brief and intentional reference to a historical, mythic, or literary person, place, event, or movement. Usually mentioned indirectly.

2. _____a poetic device that repeats a speech sound in a sequence of words that are close together.

3. _____a device used to give non-human or inanimate objects human traits and emotions.

4. _____a 14 line poem that follows a strict rhyme scheme of abab cdcd efef gg, with a couplet at the end.

5. _____a 14 line poem that is divided into an eight-line octave and a six-line sestet. A question or problem is posed in the octave and a solution is given in the sestet.

6. _____ the use of symbols to signify ideas by giving them a meaning that is different from their literal sense. Generally, it is an object representing another to give an entirely different meaning that is much deeper and more significant.

7. _____ a word that imitates the natural sounds of a thing. It creates a sound effect that mimics the thing described, making the description more expressive and interesting.

Part II: *Multiple Choice. Circle the best example of each poetic device.*

1. Allusion
    a. "You're a regular Einstein!"
    b. The lightning danced across the sky.
    c. In music class you can bang on the drums.
    d. Tinker toys talk all day.

2. Personification
    a. Her weakness for the cookie was her Achilles heel.
    b. But a better butter makes a batter better.
    c. He swooned slowly as the snow fell.
    d. The first rays of morning tip toed through the garden.

3. Onomatopoeia
    a. I pondered weak and weary
    b. The fire ran wild.
    c. The dishes fell to the floor with a clatter.

4. Alliteration
    a. While I nodded, nearly napping, suddenly there came a tapping.
    b. The swamp frogs croaked in unison.
    c. Her heart is one of gold.

5. Personification
    a. The fair breeze blow, the white foam flew.
    b. The thunder clapped angrily in the distance.
    c. The horses hooves clip-clopped on the stone.

Part III: *Short Answer. Answer the following question in 2-3 complete sentences.*

1. What is the importance of using poetic devices in poetry? How might it add to the poem's meaning?

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.

+	+ Add +	+ (−)	+ Add (−)	+ (−)	+ Add (−)

$$\begin{array}{r} 2 \\ +\ 4 \\ \hline \end{array} \qquad \begin{array}{r} 2 \\ +(-5) \\ \hline \end{array} \qquad \begin{array}{r} 6 \\ +(-4) \\ \hline \end{array}$$

$$\begin{array}{r} 3 \\ +(-3) \\ \hline \end{array} \quad \begin{array}{r} 4 \\ +(-8) \\ \hline \end{array} \quad \begin{array}{r} 6 \\ +1 \\ \hline \end{array} \quad \begin{array}{r} 2 \\ +(-6) \\ \hline \end{array} \quad \begin{array}{r} 5 \\ +4 \\ \hline \end{array} \quad \begin{array}{r} 2 \\ +5 \\ \hline \end{array} \quad \begin{array}{r} 8 \\ +(-7) \\ \hline \end{array} \quad \begin{array}{r} 1 \\ +8 \\ \hline \end{array} \quad \begin{array}{r} 2 \\ +1 \\ \hline \end{array} \quad \begin{array}{r} 3 \\ +(-1) \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ +(-7) \\ \hline \end{array} \qquad\qquad\qquad\qquad\qquad\qquad\qquad\qquad \begin{array}{r} 4 \\ +\ 2 \\ \hline \end{array}$$

One-Minute Test

Goal ☐   Completed ☐

$$\begin{array}{r} 1 \\ +\ 7 \\ \hline \end{array} \quad \begin{array}{r} 4 \\ +(-5) \\ \hline \end{array} \quad \begin{array}{r} 8 \\ +\ 1 \\ \hline \end{array} \quad \begin{array}{r} 6 \\ +(-2) \\ \hline \end{array} \quad \begin{array}{r} 3 \\ +\ 2 \\ \hline \end{array} \quad \begin{array}{r} 4 \\ +(-4) \\ \hline \end{array} \quad \begin{array}{r} 5 \\ +\ 3 \\ \hline \end{array}$$

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

$$\begin{array}{r} 3 \\ +(-2) \\ \hline \end{array} \quad \begin{array}{r} 1 \\ +\ 1 \\ \hline \end{array} \quad \begin{array}{r} 5 \\ +\ 2 \\ \hline \end{array} \quad \begin{array}{r} 8 \\ +(-5) \\ \hline \end{array} \quad \begin{array}{r} 1 \\ +(-7) \\ \hline \end{array} \quad \begin{array}{r} 2 \\ +\ 3 \\ \hline \end{array} \quad \begin{array}{r} 4 \\ +(-9) \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ +\ 2 \\ \hline \end{array} \quad \begin{array}{r} 8 \\ +(-6) \\ \hline \end{array} \quad \begin{array}{r} 5 \\ +(-3) \\ \hline \end{array} \quad \begin{array}{r} 4 \\ +\ 4 \\ \hline \end{array} \quad \begin{array}{r} 6 \\ +(-7) \\ \hline \end{array} \quad \begin{array}{r} 2 \\ +(-8) \\ \hline \end{array} \quad \begin{array}{r} 1 \\ +\ 3 \\ \hline \end{array}$$

Left column (top to bottom):
$$\begin{array}{r} 1 \\ +6 \\ \hline \end{array} \quad \begin{array}{r} 4 \\ +(-5) \\ \hline \end{array} \quad \begin{array}{r} 6 \\ +(-1) \\ \hline \end{array} \quad \begin{array}{r} 5 \\ +(-2) \\ \hline \end{array} \quad \begin{array}{r} 9 \\ +(-5) \\ \hline \end{array}$$

Right column (top to bottom):
$$\begin{array}{r} 6 \\ +(-5) \\ \hline \end{array} \quad \begin{array}{r} 6 \\ +\ 3 \\ \hline \end{array} \quad \begin{array}{r} 4 \\ +(-6) \\ \hline \end{array} \quad \begin{array}{r} 9 \\ +(-8) \\ \hline \end{array} \quad \begin{array}{r} 3 \\ +\ 5 \\ \hline \end{array}$$

Bottom row:
$$\begin{array}{r} 2 \\ +\ 2 \\ \hline \end{array} \quad \begin{array}{r} 4 \\ +\ 3 \\ \hline \end{array} \quad \begin{array}{r} 2 \\ +(-9) \\ \hline \end{array} \quad \begin{array}{r} 8 \\ +(-1) \\ \hline \end{array} \quad \begin{array}{r} 2 \\ +\ 2 \\ \hline \end{array} \quad \begin{array}{r} 3 \\ +(-5) \\ \hline \end{array} \quad \begin{array}{r} 8 \\ +(-3) \\ \hline \end{array} \quad \begin{array}{r} 4 \\ +\ 1 \\ \hline \end{array} \quad \begin{array}{r} 2 \\ +(-4) \\ \hline \end{array} \quad \begin{array}{r} 2 \\ +\ 7 \\ \hline \end{array}$$

Wednesday Math Notes, "Solving for an Unknown, pt. 1"

Happy Wednesday to all my 5th grade Griffins! Today is the 22nd day of the fourth month of the 2020th Year of Our Lord or, if you prefer, the Common Era or, if you prefer Latin, Anno Domini, (unless you are doing this page on a different day). It is also the day that we will start solving for an unknown in our algebra unit.

Previously we have solved problems like *20x* or *w - 6* using algebraic substitution. Those problems cannot be solved unless you are given a value for one of the variables.

If x = 10, then 20x = 200 $\times$ 10 = 200.

If w = 4, then w - 6 = 4 - 6 = (- 2).

Today, we are going to solve problems like 20x = 200 or w - 6 = (-2). When we have an equal sign in an equation with one variable or unknown, then we have another clue that can help us find the value of the unknown.

Let's look at 5 + x = 10. You might already know the answer! Just think, "5 plus what number equals 10?" If you answered that x = 5, you were correct!

We can do that because we know small numbers very well. For numbers that we do not know as well, we need another strategy. Let's use this simple problem to find that strategy.

5 + x = 10

In this equation, 5 is being added to x. If I want to find the value of x, I want to undo the equation. So, instead of adding 5 to x, I will subtract 5 from 10.

x= 10 - 5

Subtraction undoes the work down by addition because subtraction is the **inverse** of addition.

Now I can just finish the problem.

X = 10 - 5, therefore x = 5. I can check my answer by substituting 5 for x in the original equation, 5 + x = 10. If I still get the answer 10, then I know I have the correct value for x.

5 + x = 10
x= 5, so 5 + 5 = 10   Our answer, x = 5, is correct!

Let's try our strategy with a problem with less familiar numbers.

X + 73 = 1026

We want to undo the equation to find the value of x. Instead of adding 73 to x, we will subtract 73 from 1026.

X = 1026 - 73. Therefore, x = 953.

Now it's your turn!
Check point #1!
Find the value of x in the following problems. Show your work with three lines like this example.

Ex.   x + 9 = 15
        X = 15 - 9
        X = 6

a)   x + 6 = 14   b)   x + 803 = 2011   c) 300 + x = (- 108)

Let's continue. Now we will try some problems that include subtracting from an unknown or subtracting an unknown from another number.

X - 7 = 200

When we were undoing addition, we used subtraction. In order to undo subtraction, we will use addition, because addition is the inverse operation to subtraction.

Therefore, instead of subtracting 7 from x, we will add 7 to 200.

X - 7 = 200

X = 200 + 7

X = 207

Check point #2!

Find the value of x. Show your work in a similar way to the examples below.

Examples

x - 10 = 21	x - 88 = 12
X = 21 - 10	x = 12 + 88
X = 11	x = 100

a) x - 13 = 20	b) x - 23 = 17	c) x - 51 = 28	d) x - 11 = 2099

Independent Practice

Solve for x. Show your work. The first problem is an example.

a) X + 9 = 20	b) 20 + x = 104
X = 20 - 9	X = _____ - _____
X = _____	X = _____

c) $59 + x = 203$

X = _____ - _____

X = _____

d) $X + 17 = 1000$

X = _____ - _____

X = _____

e) $X + 98 = 2009$

X = _____

X = _____

f) $199 + x = 987$

X = _____

X = _____

Now we will solve for unknowns with subtraction.

g) $X - 9 = 10$

X = 10 + 9

X = 19

h) $X - 25 = 203$

X = _____ + _____

X = _____

i) X - 259 = 167 X = _____ + _____ X = _____	j) X - 534 = 3980 X = _____ + _____ X = _____
k) X - 87 = 596 X = _____ X = _____	l) X - 817 = 1947 X = _____ X = _____

Good luck on your review tomorrow!

Missouri Compromise

Review from previous lessons:

1. What is Congress' job?
   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

2. Match each description with the correct body of Congress.

CONGRESS

Senate

House of Representatives
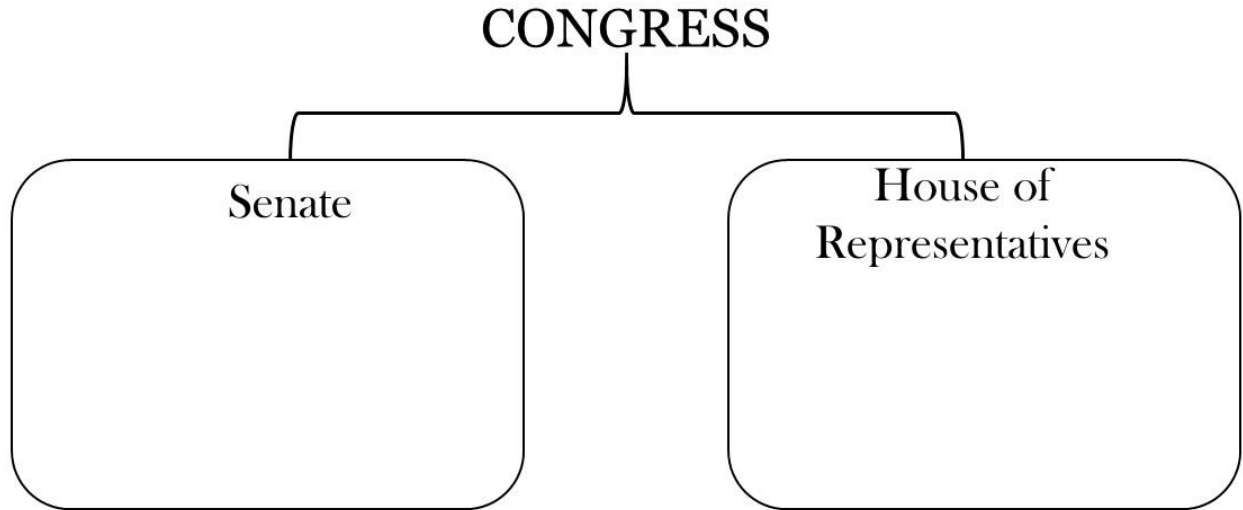
   a. Each state gets 2 representatives
   b. States with the most people get more representatives

(p.21-22)

3. Why were the Southern states worried that Congress would turn new territories into "free states" ?
   a. They thought all states should have slaves
   b. They thought it would ruin America's character
   c. They did not want to be outnumbered by "free states" in Congress
   d. They thought it should be the president's choice

4. In your own words, what was the Missouri Compromise?

W5 Wednesday Translation
"pugna"

Instructions

Translate the following sentences from *Cambridge Latin Course*. Use https://en.wiktionary.org or https://translate.google.com to look up any word you don't remember.
Remember **Imperfect** ("he/she was verbing"; "they were verbing") endings are -*bat* and -*bant*. **Perfect** ("he/she verbed"; "they verbed") endings are -*vit* and -*vērunt*.

Vocabulary

postquam - after   *superō* – I overcome
clāmōr - noise   *ē* – from, out from
audiō – I hear   *agitō* - I chase
pugna - fight   *fortis* - brave
festīnō - I hurry   *laudō* - I praise
tandem – at last

Sentences

1) Clēmēns, postquam clāmōrem audīvit, ad pugnam festīnāvit.

_____

2) tandem agricola mercātōrem superāvit et ē forō agitāvit.

_____

3) Pompēiānī agricolam fortem laudāvērunt.

_____

THURSDAY – 4/23/20	
Week 5: Graded Review Instructions	Today is our first weekly graded review which will serve as the graded portion of this packet. We ask that students take this assessment independent of adult help or collaboration with other students. However, students are welcome to use any of their readings, textbook pages, or work from Monday - Wednesday of this week (with the exception of Spalding.) This review only covers material from this week. Below are instructions for each portion of the graded review with a suggested time limit for each portion. The graded review is intended to take 1 hour 30 minutes on average. We recommend that students take a few breaks between subjects, rather than completing the graded review in one sitting. This review should be completed in **pencil** with legible handwriting. As usual, handwriting is part of the Spalding grade. Please do not use pens or colored pencils. This review should be turned in with the reading log for the week. (Note: The reading log does not need to be filled for Thursday or Friday this week. You only need Monday - Wednesday.) You may turn it in online on Google Classroom or drop it off at the school. It is due on Monday, April 27th. Assignments for Art, PE, and Music should be turned in separately on Google Classroom or at the school. These are also due by Monday, April 27th.

ELA
Spalding
 	
Literature
 	
Grammar/Writing
 	
No reading assignment for the reading log today
	Spalding
	Estimated Time: 20 minutes
	
	Materials needed:
	❏ Thursday Spalding Student Worksheet
	❏ sharpened pencil
	❏ eraser
	
	Specific Instructions (I=independent; PA=Parent assistance):
	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.)
	❏ Dictate the 13 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

Estimated Time: 10 minutes
Materials needed:
- ❏ "Where the Red Fern Grows" Graded Review Ch. 8-9
- ❏ pencil
- ❏ eraser

Recommended Resources:
From the Supplementary Reading Packet or Via Link
- ❏ ["Where the Red Fern Grows" Ch. 8-9](#)
- ❏ [Ch. 8-9 Unfamiliar Words & Vocabulary Guide](#)

From the Week 5 Packet
- ❏ "Where the Red Fern Grows" Ch. 8 Part 2 Annotation Worksheet
- ❏ "Where the Red Fern Grows" Ch. 9 Part 1 Annotation & Vocabulary Worksheet
- ❏ "Where the Red Fern Grows" Ch. 9 Part 2 Annotation & Reflection Worksheet

Specific Instructions (I=independent; PA= Parent assistance):
- ❏ Students should complete the review independently.

Grammar/Writing

Estimated Time: 10 minutes
Materials needed:
- ❏ "Poetic Devices Assessment" worksheet
- ❏ pencil
- ❏ eraser

Recommended Resources:
Specific Instructions (I=independent; PA= Parent assistance):
- ❏ **(I)** Students should complete the "Poetic Devices Assessment" review independently.

Reading Log
- ❏ Fill out the reading log for Monday, Tuesday, and Wednesday.
- ❏ You do not need read 20 minutes for Thursday or Friday of this week.
- ❏ Turn in the reading log for Monday, Tuesday, and Wednesday with the Graded Review.

Daily Student Instruction Sheet - THURSDAY

MATH
(Minutes)
	Math
	Estimated Time: 15 minutes
	Materials needed: pencil and eraser (no pen please), ruler or other straight edge like an index card
	Recommended Resources:
	Specific Instructions (I=independent; PA= Parent assistance):
	❏ The Math Review has two parts: 1) Rocket Math and 2) an independent review of this week's concepts.
	    ❏ **(PA)** Rocket Math: Adding Integers 2-minute test (2 min)
	        ❏ This week the Rocket Math test will be graded in terms of completion. The same or a similar test will be included in the math review for the future weeks. That test will be graded in terms of each student's individual progress.
	        ❏ Instructions: Set a timer for **two minutes.** The student should complete as many problems as possible during two minutes. Please circle the last completed problem in pen. Students are not expected to complete the whole test.
	❏ Students should complete the review independently.

HISTORY (Minutes)	*History* **Estimated Time:** 10 minutes **Materials needed:** pencil, eraser **Recommended Resources:** **Specific Instructions (I=independent; PA= Parent assistance):** ❏ Students should complete the review independently.
SCIENCE	*Science* **Estimated Time:** 10 minutes **Materials Needed:** pencil, eraser **Recommended Resources:** **Specific Instructions (I=independent; PA= Parent assistance):** ❏ Students should complete the review independently.

LATIN
<u>(10 Minutes)</u>
	Latin
	Estimated Time: 10 minutes
	Materials needed: pencil, eraser
	Recommended Resources: (1) This week's translation worksheets; (2) "W5 Translation Answer Key" or access to the Internet; (3) *Cambridge Latin Course* textbook
	Specific Instructions (I=independent; PA= Parent assistance):
	❏ (I) (optional) Correct this week's translation worksheets in red ink or pencil using either:
	    ❏ "W5 Translation Answer Key", or … https://drive.google.com/file/d/1X5V4ir35WLP9U1iM4VJnVebWgzBQ8T0Y/view?usp=sharing
	    ❏ Guided Translation video https://cloud.swivl.com/v/32a49b7311e4c3915af4d315b53d7e8f
	❏ (I) Students should complete the review independently.

Graded Review for Week 5 of Distance Learning

Spalding Graded Review

Goal/Objective:
- Students will review 13 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 <mark>Thursday Spalding Video</mark> which may allow students to complete Spalding independently.)
- ❏ Dictate the 13 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

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
frequent	We made **frequent** trips to town.
frequency	The **frequency** of our visits to the dentist decreased.
gradual	We noticed a **gradual** change in temperature.
gradually	The cat moved **gradually** forward.
isthmus	An **isthmus** is a narrow area of land that connects two larger areas of land.
level	We were seated in the upper **level** of the theater.
library	I checked a book out from the **library**.
model	She is building a **model** of the Earth for science class.

Word	Example sentence
moment	One **moment** it was sunny; the next it was pouring rain.
mosquito	A **mosquito** bit me.
muscle	He tried to flex his **muscle**.
muscular	His arms are very **muscular**.
narrow	We sat down at a long, **narrow** table.

Spalding Spelling List

Thursday

1st Dictation

1) _____

2) _____

3) _____

4) _____

5) _____

6) _____

7) _____

8) _____

9) _____

10) _____

11) _____

12) _____

13) _____

<u>Literature Graded Review</u>

Part 1: Multiple Choice. Circle the correct answer.

1. What is the name of the tree that Billy cut down to capture the first coon Old Dan and Little Ann treed?
    a. The chicken tree
    b. The Giant
    c. The big tree
    d. The coon tree

2. Why did Billy change his mind and decide to cut down the tree?
    a. Billy had promised his dogs that if they treed a coon he would do the rest
    b. Billy did not want to let his dogs down
    c. Billy did not want to come home on his first night of hunting without a coon
    d. A & B

3. Why did Billy's grandpa think all young boys should cut down a big tree once in their life?
    a. It gives them determination and will power
    b. It would help clear the forest so the land could grow crops
    c. It would make their muscles strong
    d. It would make it easier for hounds to trap coons

4. Use the following sentence to help you identify the definition of the word *hastily*: "She hastily gathered her things and left."
    a. Angrily
    b. Quickly
    c. Happily
    d. Sorrowfully

5. What made Billy give up cutting down the tree?

    a. He got too tired

    b. He was hungry

    c. He realized he wasn't strong enough

    d. He got blisters on his hands

Part 2: Short Answer.

Billy showed great determination to cut the tree down. He told his Papa that he didn't want anyone else to help him because, "I wouldn't feel like I kept my part of the agreement" (p.92).

Directions: In 3-5 complete, cursive sentences, describe a time when you were determined to accomplish something in order to keep a promise to yourself or someone else.

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Grammar/Writing Graded Review

Part I: *Circle the correct poetic device that is being used in each line.*

1. "With swift, slow; sweet, sour; adazzle, dim…"
   a. Allusion
   b. Alliteration
   c. Personification
   d. Symbolism
2. "Because I could not stop for Death/ He kindly stopped for me"
   a. Symbolism
   b. Rhyme
   c. Alliteration
   d. Personification

3. "I heard the ripple washing in the reeds/ And the wild water lapping on the crag."
   a. Onomatopoeia
   b. Symbolism
   c. Allusion
   d. Rhyme

Part II: I*n the table below, list one similarities and one difference between Shakespearean and Petrarchan sonnets.*

Shakespearean	Petrarchan

Part III: *Answer in 2-3 complete sentences.*

Name the poetic device being used in the lines below. How does this poetic device contribute to the reader's experience? How does it enhance the poem's meaning?

> ""And the meeting-house windows, blank and bare,
> Gaze at him with a spectral glare
> As if they already stood aghast
> At the bloody work they would look upon."

_____

_____

_____

_____

Recommended Break

Math Graded Review

Part 1: Rocket Math

Complete your 2-minute rocket math test on adding integers! The 2-minute test is on the next page. Set the timer for two minutes before it starts. Stop solving problems when the timer goes off. Circle the last problem that you answered within the time limit in pen. Count the number of problems solved and record below.

Today, I solved _____ problems in 2 minutes.

Two-Minute Timing #1

|									
− 4 + 8	5 +(−13)	− 3 +(−2)	2 + 3	−11 + 6	− 7 +(−4)	− 7 +12	13 +(−6)	7 + 5	− 8 +(−7)
− 2 +(−6)	4 + 7	− 5 + 2	10 +(−5)	6 + 8	− 7 +14	3 + 9	5 + 1	9 +(−13)	−10 + 7
9 +(−11)	− 9 +12	− 2 +(−1)	6 +(−2)	2 + 2	14 +(−7)	8 + 3	− 4 +(−3)	−10 + 4	6 + 4
− 2 + 8	9 +(−16)	− 4 +(−5)	4 + 5	5 +(−7)	2 + 6	12 +(−8)	− 6 +13	− 6 +(−6)	1 + 7
− 3 +(−8)	9 + 8	− 9 +14	7 +(−2)	6 + 9	−14 + 8	− 6 +(−9)	8 + 1	7 +(−10)	− 8 + 5
1 +(−8)	− 8 +15	− 9 +(−8)	11 +(−8)	7 + 2	9 +(−2)	4 + 3	− 6 +(−7)	− 7 + 3	5 + 4
− 8 +16	4 +(−10)	− 4 +(−6)	2 + 5	3 +(−7)	− 4 +(−4)	−13 + 6	9 +(−1)	9 + 6	− 6 +(−3)
− 5 +(−2)	6 + 7	− 4 +12	12 +(−7)	4 + 8	− 9 + 2	− 4 +(−1)	4 + 9	5 +(−8)	− 6 +11
6 +(−12)	−13 + 5	− 7 +(−1)	12 +(−3)	6 + 1	9 +(−8)	4 + 2	− 8 +(−2)	− 1 + 9	5 + 3
− 9 +(−3)	9 + 4	−11 + 3	4 +(−4)	6 + 5	− 2 + 6	− 2 +(−5)	7 + 6	1 +(−4)	− 4 + 1

Answer as many as you can in 2 minutes.
You may skip ones you do not know yet.

Part 2: Graphing Rates
    1. In the following list, please circle the examples of rate.
        (Three are correct and one is incorrect. Please circle all the correct answers.)

        a) My brother, Mr. Caleb, can eat a sandwich in one minute.
        b) Murphy the little dog can run 2.5 miles in one hour.
        c) The decimal diva corrected 89 math problems.
        d) The simplifying squid can squirt 34 oz of squid ink per un-simplified
            fraction.

The following is a graph of the rate at which a machine fills a jar of jam.
Use this graph to answer questions 2 - 5.

A Machine Filling Jars of Jam
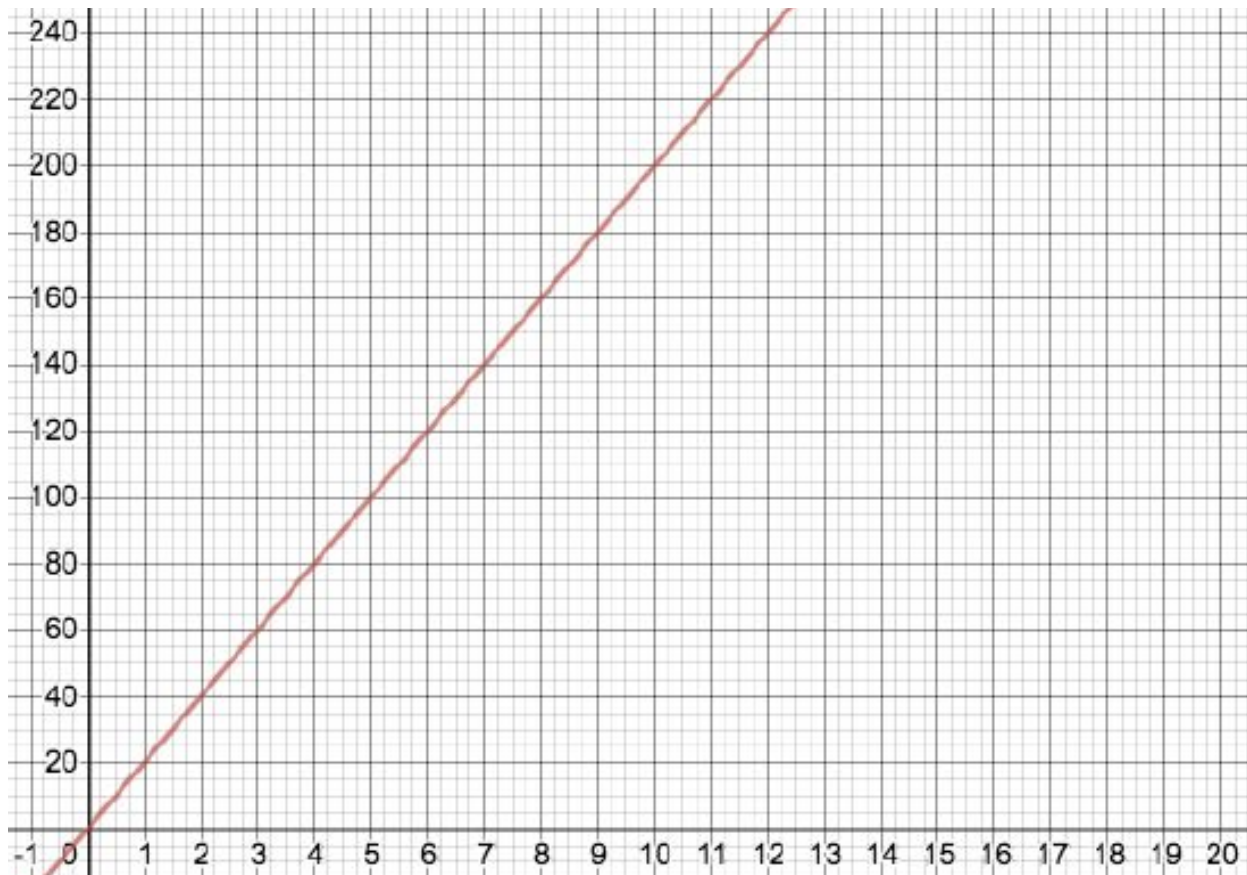
2.   Label the x - axis as "Time in Minutes."
3.   Label the y-axis as "Jars Filled"
4.   How many jars can the machine fill in 5 minutes? _____

5.   How long will it take the machine to fill 180 jars with jam? _____

6.   Marvin can type 350 words per minute. Which equation could we use to graph the rate at which Marvin types?

        a)   y = 350 + x, where y = time in minutes and x = words typed.
        b)   y = 350x, where y = time in minutes and x = words typed.
        c)   y = 350 + x, where y = words typed and x = time in minutes.
        d)   y = 350x, where y = words typed and x = time in minutes.

7.   Ginger mowed grass at a rate of 20 square feet per hour. An equation that represents that rate is y = 20x, when y = square feet mowed and x = time in hours. Use the equation y = 20x to complete the following input-output table.

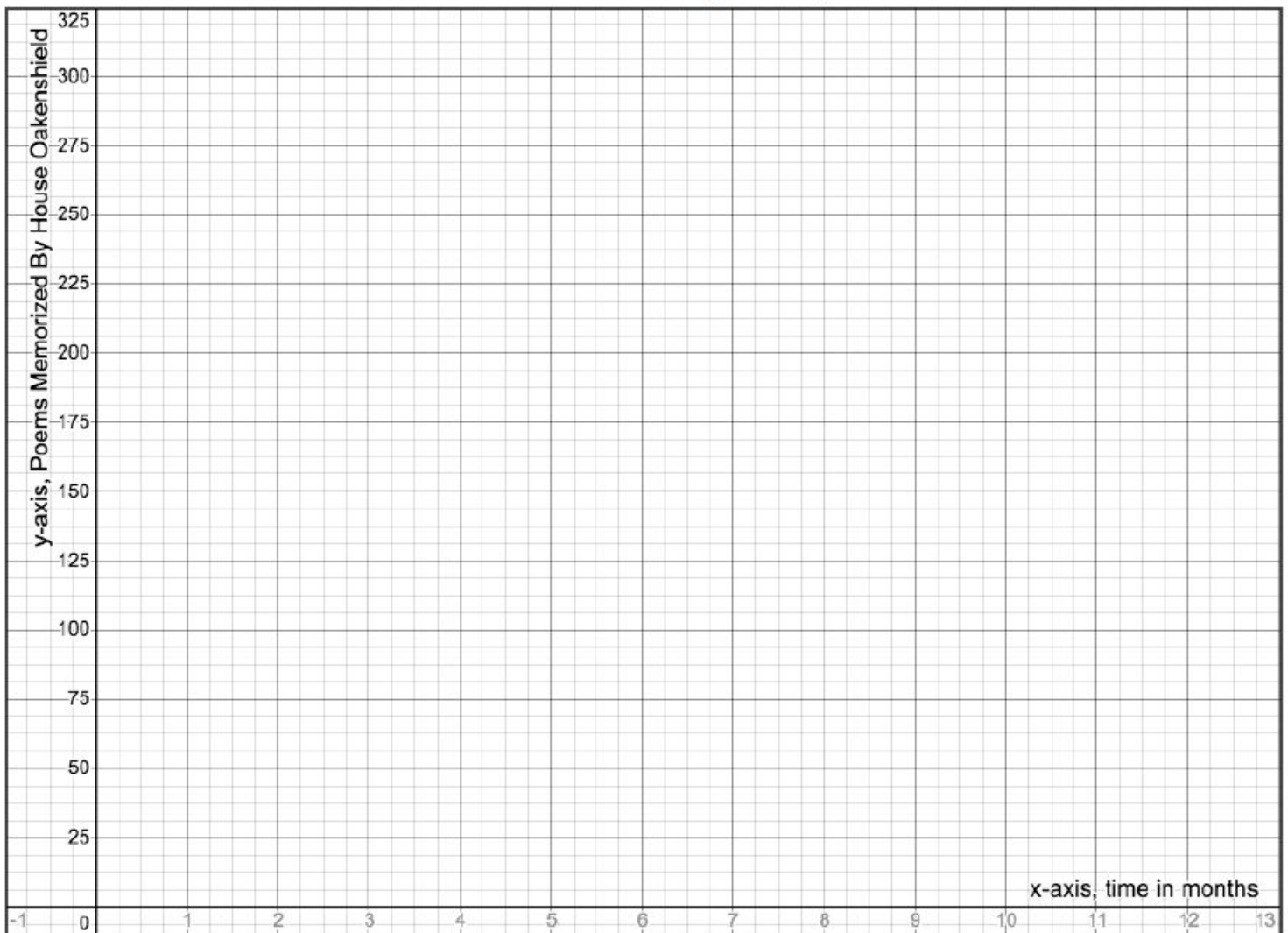| X, time in hours	1 hour	3 hours	5 hours	8 hours	10 hours
Y, square feet mowed	20 square feet	_____ square feet	_____ square feet	_____ square feet	_____ square feet
(x, y)	(1, 20)	(____, _____)	(____, _____)	(____, _____)	(____, _____)

Thursday, End of Week Review

8. Use the following input-output table to graph the number of poems House Oakenshield could memorize if they memorized at a rate of 25 poems per month.

X, time in months	1 month	3 months	5 months	10 months
Y, poems memorized	25 poems	75 poems	125 poems	250 poems
(x, y)	(1, 25)	(3, 75)	(5, 125)	(10, 250)

4/15/2020   House Oakenshield Prepares for Poetry Battles!

Part 3: Solving for an unknown.

9.   Undo the equation to solve for the value of x in the following equations. Show your work.

a) X + 14 = 80	b) 97 + x = 225

10.   Undo the equation to solve for the value of x in the following equations. Show your work.

a) X - 20 = 245	b) X - 183 = 97

You finished the Math Review! Check your work.

Recommended Break

History Graded Review

1. What is a compromise?
   a. A marriage proposal
   b. A promise between two bodies or governments
   c. The process by which territories become states
   d. When two sides give up some demands to reach an agreement

2. **True or False:** "States are able to make some laws for themselves."

3. **Put the steps by which a territory achieves statehood in correct order. (Note, there are only 3 correct choices)**

Write the correct letter in the correct blanks above.

A. The Native Americans sign a Treaty agreeing to sell the land

B. Congress writes laws for the new territory

C. The population of the territory reaches 60,000 free people and asks Congress to be admitted into the U.S.A.

D. The population of the territory 60,000, including African slaves and Native Americans, and asks Congress to be admitted into the U.S.A.

E. A European nation writes laws for the territory

F. The population of a territory reaches 5,000 men and writes its own laws

4. Why do the Southern states want slavery to spread across the new territories? Answer in a complete cursive sentence for full credit.

_____

_____

_____

_____

_____

Science Graded Review

Part 1: Label the parts of this insect:

6. Hard outer body covering.

1._____ 2._____

3._____

4._____

5._____

6._____

7._____

8._____
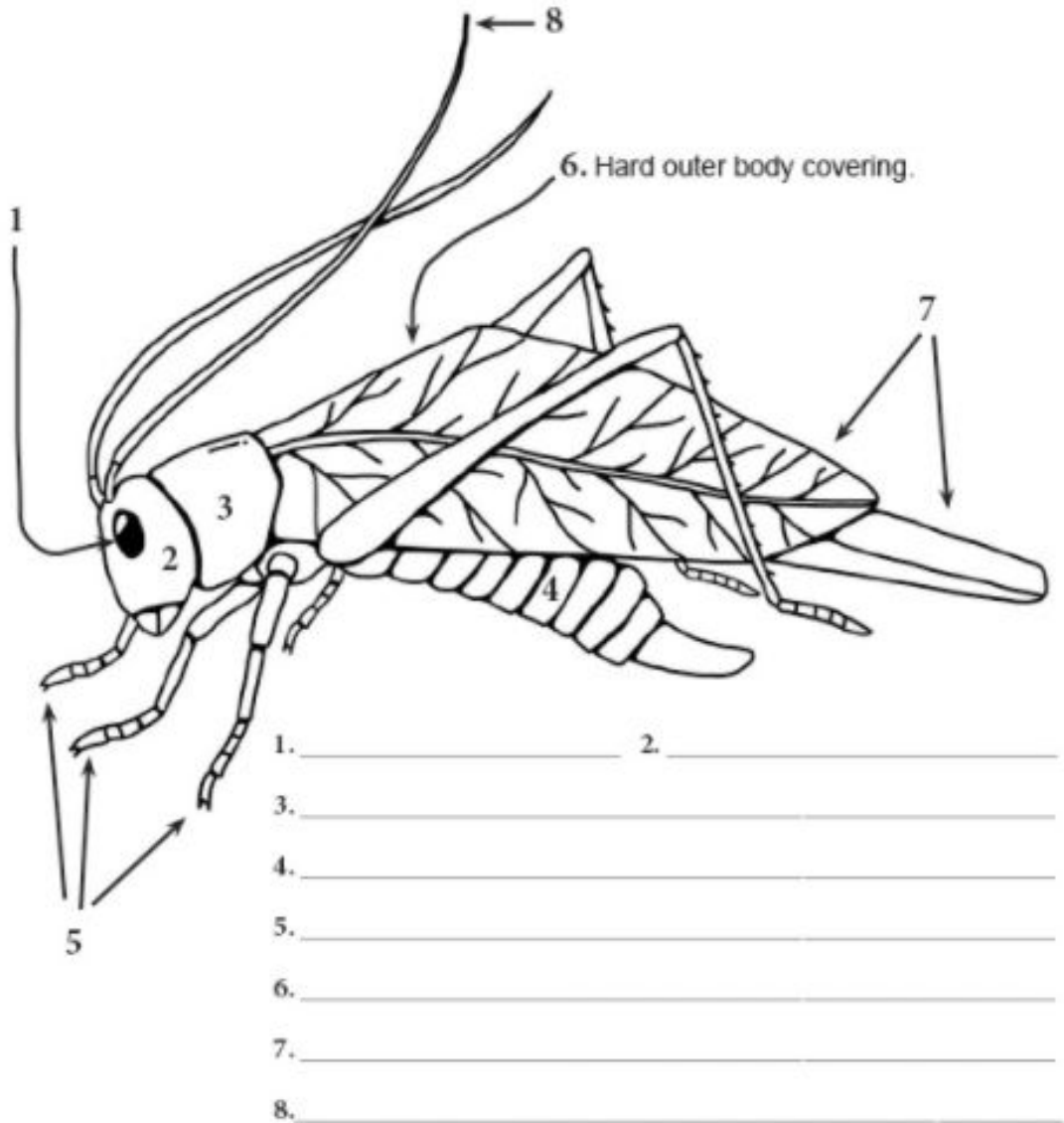
Part 2: Match the words with the definitions. Each vocabulary word is used once.

A. Thorax   B. Abdomen   C. Head   D. Exoskeleton   E. Antennae

F. Wings   G. Entymology   H. Legs

1. _____   The part of the insect's body that contains sensory organs.

2. _____   The study of insects.

3. _____   The part of the body that the legs are attached to. The transport center

4. _____   The largest segment of the body that is responsible for reproduction

5. _____   Motor devices that support the legs

6. _____   A rigid outer covering that supports internal organs

7. _____   All insects have 6 of these to help them move.

8. _____   Insects use these to smell, touch, and balance.

Recommended Break

Latin Graded Review
Answer the following questions based on this week's readings. *Optional* You may first review this week's translation work using the W5 Translation Answer Key or watching the W5 Guided Translation video.

1) Choose the best translation:
servī et ancillae pānem emēbant.
   A. Boys and girls bought bread.
   B. Boys and girls were buying bread.
   C. Slaves and slave girls bought bread.
   D. Slaves and slave girls were buying bread.

2) What tense is the word *pulsā__vit__*?
  A. Present tense
  B. Imperfect tense
  C. Perfect tense
  D. Future tense

3) What English tense do we use to translate the Latin imperfect tense?
  A. The present progressive
  B. The past progressive
  C. The simple present
  D. The simple past

Celebrate! You finished Week 5 of Distance Learning!

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.		Minutes read	Parent initials
Monday Date:					
Tuesday Date:					
Wednesday Date:					
Thursday		No entry is required for Thursday this week.			
Friday		No entry is required for Friday this week.			

Comments: _____

_____

_____

_____

Total Minutes:

Please return with the weekly graded review.   ____/25 points

Specials Student Instruction Sheet

WEEKLY ASSIGNMENTS 4/20 - 4/24	

MUSIC
(25 Minutes)
	MUSIC
	Goal/Objective: The student will continue to learn about the music of Scott Joplin.
	
	Materials needed: "Maple Leaf Rag".https://safeYouTube.net/w/DLV5 Pencil, Paper, <mark>video link</mark>
	
	Specific Instructions (I=independent; PA= Parent assistance):
	    ☐ (I) Listen to "Maple Leaf Rag"
	    ☐ (I) Title a piece of paper "Scott Joplin: Maple Leaf Rag"
	    ☐ (I) Don't forget your name and Section #
	    ☐ (I) Using complete sentences, write down what you hear:
	        ☐ Instrumentation
	        ☐ Tempo
	        ☐ Dynamics
	        ☐ Rhythms
	        ☐ Patterns
	    ☐ (I) Now, write down how the music makes you feel and **why**.
	    ☐ (I) Don't forget to use your best penmanship
	
	DUE ON FRIDAY

ART (25 Minutes)	**ART** Goal/Objective: Scholars of all ages -- no age limit :) will venture outside for Nature Observations - Specifically searching for small insects at their food source. Materials needed: ● Pencil ● Paper: You may work directly in your sketchbook. If you do not have your sketchbook, and you are using printer paper, fold a few pages in half to make a little book OR create a little **DIY "bug book/journal"** with brown paper sandwich bags. Here is another **LINK for a DIY nature journal**. ● Clipboard (as a hard surface to draw on while outside) ● Toy magnifying glass (optional) ● Camera to "capture" the insect in its' environment (optional) ● **Additional research link** about artist, scientist and explorer, Maria Sibylla Merian

|	
	Maria Sibylla Merian: *Carolina sphinx moth (Manduca sexta) sucking nectar from a peacock flower (Caesalpinia pulcherrima)* Specific Instructions (I=independent; PA= Parent assistance): ● **(PA)** Assist the scholar in finding their insect to observe. ● **(PA)** Photograph the insect in its environment to draw inside, if desired. (optional) **(PA)** View **Teacher Video** for drawing tips <u>SPECIFIC TO GRADE LEVEL.</u> **DUE ON FRIDAY**
LATIN	SEE ASSIGNMENTS ON DAILY SIS SHEETS
PE (25 Minutes)	<u>**PE**</u> Goal/Objective: Student will perform a variety of exercises and activities to complete their weekly Bingo Sheets Materials needed: ● Bingo Sheet (included in packet) ● Optional P.E. challenge videos brought to you by: Coach Corcoran Coach Walsh Coach Wilson Specific Instructions (I=independent; PA= Parent assistance): ❑ (**I**) Complete any five 5 squares in a row. (Diagonal, Horizontal, Vertical) ❑ Leap in the air and yell BINGO! **DUE ON FRIDAY**

Maria Sibylla Merian - *Carolina sphinx moth (Manduca sexta) sucking nectar from a peacock flower (Caesalpinia pulcherrima). 1726*

Make a Paper Bag Book

For centuries, people have made books from all sorts of materials and in all shapes and sizes. Here are instructions for making a simple book out of a paper grocery bag. All you need is a pair of scissors and a paper grocery bag. If you don't have a grocery bag, any sheet of paper will do (preferably 12 x 18 in).

STEP ONE: Carefully take the bag apart along its seam and lay it out on the table in front of you.
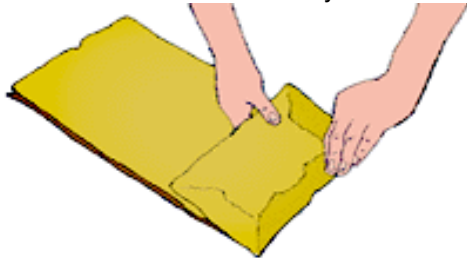
STEP TWO: Trim off the bottom so that you have a long rectangular sheet left.
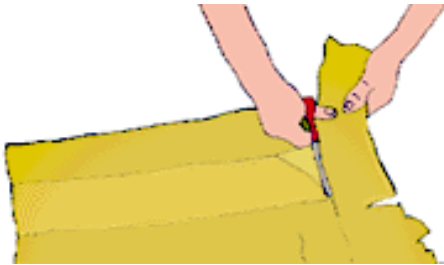
**STEP THREE:** the paper over long ways (hotdog style) so that the corners meet. Crease well and then unfold. Fold the paper over in the other direction (hamburger style). Place the corners together and crease well. Do not unfold.
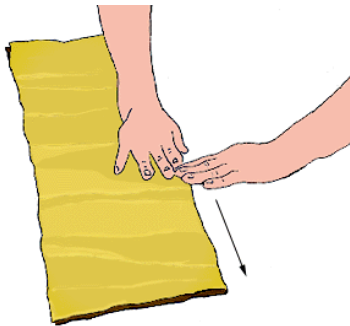
STEP FOUR: Fold back one side as shown in the figure below. Place the corners together and crease well. Repeat with the other side.
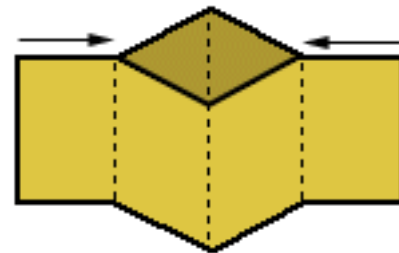
fold back
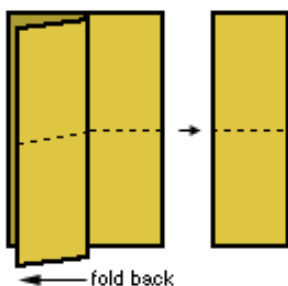
STEP FIVE: Unfold the last two folds. Holding the folded side in your hand, cut along the centerline until you reach the first vertical fold.
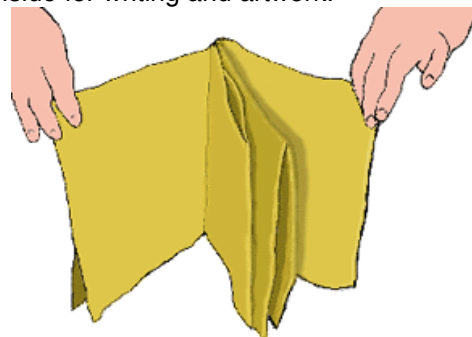
cut to here
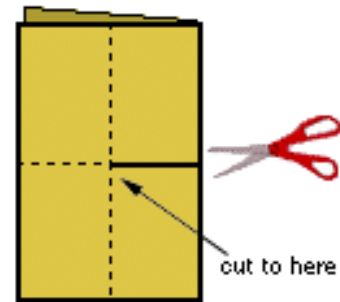
STEP SIX: Open the paper so that eight sections are showing. Fold the page over long ways. If there are pictures or words on the paper put them on the inside.
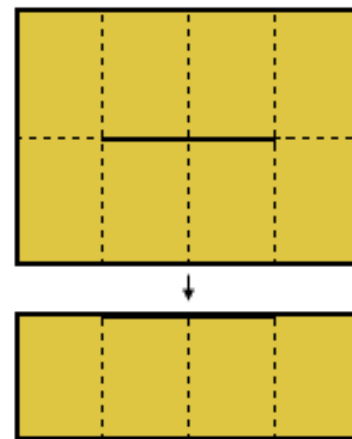
STEP SEVEN: Holding on to each side, gently push the ends together to form the pages of the book.

STEP EIGHT: Fold the front and back covers around so that the corners meet. Crease well. You should have six pages inside for writing and artwork.

Physical Education BINGO

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

Complete 5 spaces for a BINGO and enter the date of completion. Turn this page in on Friday.
Challenge: See if you can make more than 1 BINGO!

Mrs. Walsh challenge:

Mrs. Wilson challenge:

Mr. Corcoran challenge: