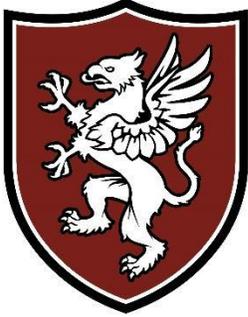


GreatHearts

Northern Oaks



Distance Learning Packet

April 27 - May 1, 2020

5th grade

Ms. Carrigee

Ms. Sims

Mrs. Conrad

Mr. Eberlein

Ms. Franzmann

Student Name: _____ Section: __



Table of Contents

General Instructions for Parents

Specials Subjects

Specials SIS

Specials Student Pages

Daily Work Pages

Monday Student Instructions

Monday Student Pages

Tuesday Student Instructions

Tuesday Student Pages

Wednesday Student Instructions

Wednesday Student Pages

Thursday Student Instructions

Thursday Student Pages

Graded Review Section

*The graded review is sealed. The **Reading Log** is on the cover sheet so it can be accessed throughout the week.

Friday Graded Review Instructions

Friday Graded Review

Specials Section

GHNO | 5th Grade | Week 6

Due Monday, May 4, 2020

This assignment may be submitted on Google Classroom or physically turned in at school.

Student Name: _____ Section: ____

This section includes the Student Instruction Sheet and Student Work Pages for Art, Music, and P.E. for 5th grade. Each of these subjects will have one assignment per week. Each lesson should take 20-25 minutes and can be done anytime during the week. To make these additional assignments easier to adjust to (and with families with multiple students) the lessons will be the same across K-6. The idea is that a family with more than one student can all do PE, Art, or Music together because the project is the same. There may be more than one (optional) instructional video of the same lesson to choose from based on K-2 abilities or 3-6 abilities. All assignments will be graded on effort and how well they followed the directions.

Specials Student Instruction Sheet

W6 WEEKLY ASSIGNMENTS 4/27 - 5/1	
<p>MUSIC (25 Minutes)</p>	<p><u>MUSIC</u> Goal/Objective: The student will review musical concepts. Materials needed: Musical Bingo Card, Answer Sheet, Pencil Specific Instructions (I=independent; PA= Parent assistance):</p> <ul style="list-style-type: none"> <input type="checkbox"/> (I) Play Musical Bingo <input type="checkbox"/> (I) You may yell “Bingo” when you have completed all the squares in a row vertically, or horizontally, or diagonally. <input type="checkbox"/> (I) Don’t forget to put your name and section # on the card. I’m looking forward to reading what you did to “Bingo”! <p>BINGO CARD & ANSWER SHEET DUE: Monday to Google Classroom or School</p>
<p>ART (25 Minutes)</p>	<p><u>ART</u> Goal/Objective: Scholars of all ages -- no age limit -- will venture outside for Nature Observations, specifically searching for interesting things from a tree (leaves, etc). Materials needed:</p> <ul style="list-style-type: none"> ● Pencil ● Sketchbook ● Clipboard (as a hard surface to draw on while outside) (optional) ● Toy magnifying glass (optional) <p>Specific Instructions (I=independent; PA= Parent assistance):</p> <ul style="list-style-type: none"> <input type="checkbox"/> (I) Go outside and find (1) something BUMPY from a tree (ex: a piece of bark, a stick, etc.) and (2) something with WAVY lines or texture (ex: a wilted leaf, a flower from a tree, etc.) to observe and draw. <input type="checkbox"/> (PA) Watch Teacher Video for drawing and searching tips and a fun lesson on botanical art! <input type="checkbox"/> (I) Sketch your 2 objects from trees! <p>DUE ON MONDAY TO GOOGLE CLASSROOM OR SCHOOL</p>
<p>LATIN</p>	<p>SEE ASSIGNMENTS ON DAILY SIS SHEETS</p>
<p>PE (25 Minutes)</p>	<p><u>PE</u> Goal/Objective: Student will perform a variety of exercises and activities to complete their weekly Bingo Sheets Materials needed:</p> <ul style="list-style-type: none"> ● Bingo Sheet (included in packet) ● Optional P.E. challenge videos brought to you by: Coach Corcoran Coach Walsh Coach Wilson https://cloud.swivl.com/v/ce1a9d2fc2fc126b919d22885ef01415 <p>Specific Instructions (I=independent; PA= Parent assistance):</p> <ul style="list-style-type: none"> <input type="checkbox"/> (I) Complete any five 5 squares in a row. (Diagonal, Horizontal, Vertical) <input type="checkbox"/> Leap in the air and yell BINGO! <p>DUE ON MONDAY - Turn in Bingo Sheet digitally through Google classroom OR turn in to the school</p>

Music 3-6 BINGO



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

Student Name: _____

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

Roar and Soar, Griffins!

Music 3-6 BINGO



Student Name: _____

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

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

Roar and Soar, Griffins!

ART



If you do not have a leaf, you can draw this wilted leaf with Miss Prather!

To watch her journey to find this leaf and to draw it with her, go to the **linked teacher video** in the Student Instruction Sheet.

In your nature journal or in your sketchbook, first draw the general **OUTLINE** of the leaf...but draw it very lightly!! Remember, draw light until you get it right.

After you draw the outline, you can draw the little details in the shape of the leaf: the bumps, folds, and curves!

Now, you can draw the middle line (this is called the “midrib”).

Once you draw the midrib, draw the “veins” (the small lines coming out of the midrib).

If you look closely, you can see even smaller lines all over the leaf!!

(Better picture of the small lines on a leaf)





Rhododendrum folius nitidis ovalibus, margine acuto reflexo. Plate LXVI. Georg Dionysius Ehret

Ehret wasn't often studying the unique characteristics of the twigs that his leaves and flowers were attached to.

Still, he captures the **texture** of the twigs in simple motions!

Miss Prather found a twig/stick outside. On the bottom left, we can see that she marked off a specific part of the stick to focus on and draw in detail.

Look at the detail in the texture on the stick!!





Look closely at Ehret's wavy leaf!! Look at how he drew the edges.

Figure 1MAGNOLIA, TAB. XXXIII, PUB. 1750-1773. Georg Dionysius Ehret

THEOBROMA, TAB. LXXVI, PUB. 1750-1773. Georg Dionysius Ehret

Physical Education BINGO



Student Name: _____

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

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

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

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

Daily Work Section

GHNO | 5th Grade | Week 6

This sections includes:

- Student Instructions Sheets Monday - Thursday
- Student Work Pages for Monday - Thursday
- The subjects covered in this section are: Spalding, Literature, Grammar/Writing, Math, Science, History, and Latin.

This section does not need to be turned in. The pages in this section will present this week's content and give students opportunities to practice new skills. A student who diligently does the daily work will find the Weekly Graded Review very doable. Students will be allowed and ENCOURAGED to use all of the daily work in the packet to answer the questions in the Weekly Graded Review.

Daily Student Instruction Sheet - MONDAY

MONDAY – 4/27/20

ELA

Spalding
(20 Minutes)

Literature
(15 Minutes)

Grammar/Writing
(20 Minutes)

Reading
(20+ minutes)

Spalding

Goal/Objective:

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

Materials needed:

- Sharpened pencil
- Monday Spalding Student Worksheet

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

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

Literature

Goal/Objective:

- **READ** the [first half of Ch. 10 of Where the Red Fern Grows \(p. 113-119\)](https://drive.google.com/file/d/1AATY-OLbe_OuDasgtf0wKhpO8C9H58jy/view?usp=sharing)
- **ANNOTATE** the main ideas and events of this half of the chapter
- **FIND** the vocabulary word “predicament” and define

Daily Student Instruction Sheet - MONDAY

Materials needed:

- Where the Red Fern Grows* Ch. 10
- Pencil
- [Bookmark](#)
- [Ch. 10-11 Vocabulary and Unfamiliar Words Guide](#)
https://drive.google.com/file/d/1z95506Fj_mth8Js0GEyX9LyIjGCH6FXO/view?usp=sharing
- Ch. 10 Part 1 Annotation & Vocabulary Worksheet

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

- READ** [the first half of ch. 10 \(p. 113-119\)](#) **LOOKING** for the following main ideas and events: **(I)**
- Optional video: Read along with Miss Franzmann** **LOOKING** for the following main ideas and events:
 - What did Billy's Mama make out of his first coon hide?
 - According to Billy, what was the strangest thing about Old Dan?
 - Billy's dogs followed him everywhere. What was the one place Billy didn't want his dogs to go?
 - FIND** the word "predicament" and **CIRCLE** it. Write the definition in the margin.
- COMPLETE** Ch. 10 Part 1 Annotation & Vocabulary Worksheet **(I)**
- [A Literature Key](#) is available for you to check your progress.
<https://drive.google.com/file/d/1wrQr5M8xqzjqC6o5rSLpGvpNNJWwboK-/view?usp=sharing>

Grammar/Writing

Goal/Objective:

- Students will be introduced to Metaphor and Simile and be able to identify it in examples.

Materials needed:

- Notes on similes and metaphors via link
<https://drive.google.com/file/d/1eB1DttSnNXkpWJmOORe0mjmBDp3b5C0l/view?usp=sharing>
- "Simile and Metaphor" worksheet
- Parent Answer Key via link:
<https://drive.google.com/file/d/1jqgZzGmTNEyoJOyUyxKhzsLLvESE19GZ/view?usp=sharing>
- Optional "Simile and Metaphor" video via link:
<https://cloud.swivl.com/v/663dda60b399ad2d50f6cb21b196b0ce>

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

- (I)** Students will read the notes on similes and metaphors.
- (I)** Students will complete the practice worksheet titled "Simile and Metaphor"
- (PA)** Parents will check students' work by using the answer key.

Daily Student Instruction Sheet - MONDAY

	<p>Reading Log</p> <ul style="list-style-type: none">❑ Read for at least 20 minutes and record in the reading log.<ul style="list-style-type: none">❑ In the printed packet or the digital work packet located on the cover page of the Graded Review Section.❑ On Google classroom, the reading log is posted on the Monday assignment so that it can be filled out throughout the week. Please turn it in with the Graded Review.
<p>MATH (25 Minutes)</p>	<p>Math</p> <p>Goal/Objective:</p> <ul style="list-style-type: none">● Practice solving for an unknown in additive equations.● Use the number bond strategy to solve for unknowns in additive equations.● Solve for unknowns in equations in which the unknown is being subtracted such as $10 = 21 - x$ using the number bond strategy. <p>Materials needed: Rocket Math Set M KEY https://drive.google.com/file/d/14vrlCOvAsyqj1PcZ5kk511EvSqTyDD-c/view?usp=sharing</p> <p>Optional Math Teaching Video: https://cloud.swivl.com/v/9c27076fb82c8ae2038a4764e7cd87ef</p> <p>Optional Math Check Video for Independent Practice: https://cloud.swivl.com/v/1d095e5fa4c981461e2f8614f712db55</p> <p>W6 Math Key: https://drive.google.com/file/d/1R_jNRWzzRys7x0T_7-cr1FqOVb-nWAWg/view?usp=sharing</p> <p>Specific Instructions (I=independent; PA= Parent assistance):</p> <ul style="list-style-type: none">❑ We have spent several weeks on adding integers. To better help all students, we will move back to multiplication facts. The purpose of Rocket Math is to help students develop automaticity with essential math facts so that they have less difficulty as they move forward to more and more complex math concepts. Automaticity with multiplication facts is most important for success at this level of math.❑ (PA)Rocket Math Adv. Multiplication Set M (3 min)<ul style="list-style-type: none">❑ 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.❑ Read notes on “Solving for an Unknown, Part 2.” Today’s notes are in the printed packet and posted in the Monday assignment for Google Classroom.<ul style="list-style-type: none">❑ Complete check points and check answers with the key.

Daily Student Instruction Sheet - MONDAY

	<ul style="list-style-type: none"> <input type="checkbox"/> Optional: Watch the “Solving for an Unknown, Part 2” video and complete check points. Check answers with the key. <input type="checkbox"/> Complete the independent practice. <ul style="list-style-type: none"> <input type="checkbox"/> Check answers with the key. <input type="checkbox"/> For additional assistance with the independent practice, please watch Mrs. Cramer’s check video.
<p>SCIENCE (25 Minutes)</p>	<p>Science Goal/Objective: Students will learn about the phylum arthropods that insects belong to and will be introduced to classification. Materials needed: Specific Instructions (I=independent; PA= Parent assistance):</p> <ul style="list-style-type: none"> <input type="checkbox"/> Read “Etymology” reading answering questions as you go. Highlight or underline where you find the answers in the text. (I) <input type="checkbox"/> Optional Read along with Miss Sims. (I) https://cloud.swivl.com/v/aa43e763d0220373c0f8051545db8ac5 <input type="checkbox"/> Check your answers with the key.(I)
<p>LATIN (15 Minutes)</p>	<p>Latin Goal/Objective: Begin translating “Fēlīx” Materials needed: (1) “W6 Monday Translation” worksheet; (2) “W6 Translation Answer Key”; (3) pencil; (4) red pen/pencil Specific Instructions (I=independent; PA=dependent):</p> <ul style="list-style-type: none"> <input type="checkbox"/> (I) Complete “W6 Monday Translation” worksheet <input type="checkbox"/> (I) Check your work, making corrections in red ink or pencil, using either: <ul style="list-style-type: none"> <input type="checkbox"/> “W6 Translation Answer Key”, or ... <input type="checkbox"/> W6 Monday Guided Translation video
<p>SPECIALS</p>	<p><i>SPECIALS ARE NO LONGER OPTIONAL.</i> 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, MAY 4TH.</p>

Spalding Spelling List (20 min)

Instructions and an answer key are provided below.

Dictate the 5 words (one at a time) to your child. For each word,

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

After finishing the list of 5 words, have your child fold his/her paper so the words do not show.

Repeat this process 1 more time so each word has been practiced a total of 2 times or a maximum of 20 minutes of work. Students will write syllabifications, markings, and rules BOTH times.

→ Remind students to use their phonogram knowledge and spelling rules

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

MONDAY SPALDING LIST (Parent Key)

Word	Example sentence	Notes
<u>na</u> <u>ture</u> r. 4	He devoted himself to the study of nature .	r. 4 - vowels, a,e,o, and u may say their name at the end of a syllable.
<u>nat</u> <u>u</u> <u>ral</u> r. 4, 11	Fruits and vegetables are examples of natural foods.	r. 4 - vowels, a,e,o, and u may say their name at the end of a syllable. r. 11 - words ending with a silent final e are written without the e when adding a suffix that begins with a vowel
<u>nat</u> <u>u</u> <u>ral</u> <u>ly</u> r. 4, 11, 6	Her hair curls naturally .	r. 4 - vowels, a,e,o, and u may say their name at the end of a syllable. r. 11 - words ending with a silent final e are written without the e when adding a suffix that begins with a vowel r. 6 - y not i is used at the end of an English word.
<u>nat</u> <u>u</u> <u>ral</u> <u>ist</u> r. 4, 11	A naturalist is a person who studies plants and animals as they live in nature.	r. 4 - vowels, a,e,o, and u may say their name at the end of a syllable. r. 11 - words ending with a silent final e are written without the e when adding a suffix that begins with a vowel
<u>non</u> <u>sense</u> = 5	The stories she told about attacking frogs are nonsense .	Base word: sense Prefix: non

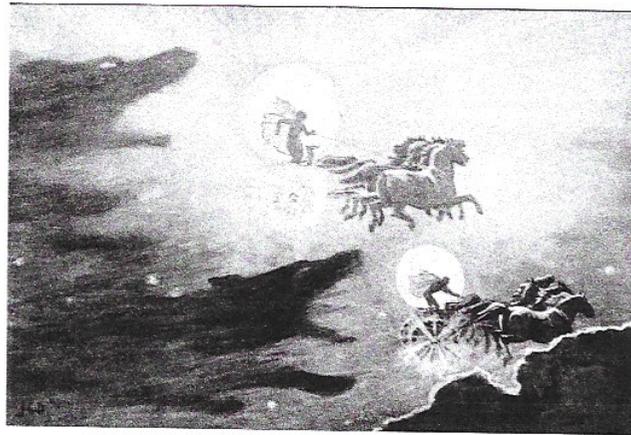
Name: _____

Date: _____

Spalding Spelling List

Monday

1st Dictation



2nd Dictation

Where the Red Fern Grows

Chapter 10 Part 1 (p. 113-119)

Vocabulary & Annotation Worksheet

Name: _____ # _____

Date: _____



SHORT ANSWER DIRECTIONS:

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

1. What did Billy's Mama make out of his first coon hide? # _____

2. According to Billy, what was the strangest thing about Old Dan? # _____

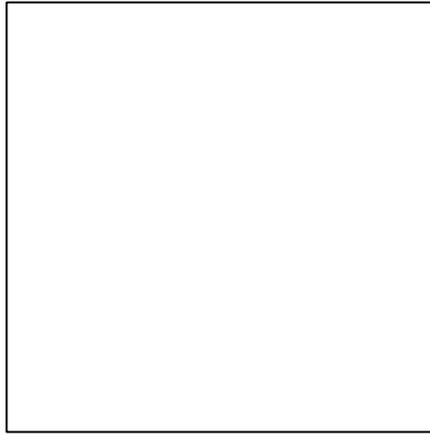
3. Billy's dogs followed him everywhere. What was the one place Billy didn't want his dogs to go?



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

predicament – n. _____



Image

Name: _____

Date: _____

Simile and Metaphor

Part I: *Read the following quotes from famed works of literature and write on the line below whether it's an example of a simile or metaphor.*

Ex: "He could fluff up his tail until it looked like a bottle-brush."

Simile

1. "He was a mongoose, rather like a cat in his fur and his tail but quite like a weasel in his head and habits."

2. "What happens to a dream deferred? Does it dry up like a raisin in the sun?"

3. "But soft, what light through yonder window breaks? It is the east, and Juliet is the sun!"

4. "Hope is the thing with feathers—that perches in the soul."

5. "All the world's a stage, and all the men and women merely players;"

6. "She entered with ungainly struggle like some huge awkward chicken, torn, squawking, out of its coop."

7. "I wandered lonely as a cloud that floats on high o'er vales and hills."

Name: _____

Date: _____

8. “She tried to get rid of the kitten which had scrambled up her back and stuck like a burr just out of reach.”

9. “Our words are but crumbs that fall down from the feast of the mind.”

Part II: Create your own simile and metaphor by using the provided topics.

Simile (Topic: bird)

Metaphor (Topic: rain)

Monday Math Notes, "Solving for an Unknown Pt. 2"

Good morning, 5th grade Griffins! Today is the 27th day of the fourth month of the 2020 Year of Our Lord or, if you prefer, the Common Era, or, if you prefer Latin, *anno domini*.

Last week we started work on solving for unknowns. Let's review what we have done so far.

Whether we solved problems that involved addition or subtraction, we had to undo the equation by using the inverse operation.

For an equation that used addition, we used the inverse of addition, which is subtraction, to undo the equation.

$$X + 8 = 19$$

$$X = 19 - 8$$

$$X = 11$$

For an equation that used subtraction, we used the inverse of subtraction, which is addition, to undo the equation.

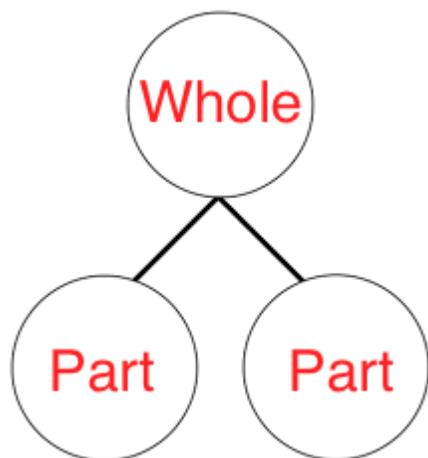
$$x - 12 = 46$$

$$x = 46 + 12$$

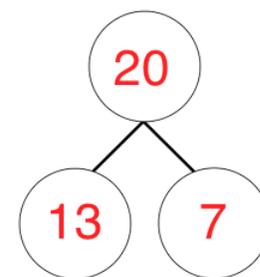
$$x = 58$$

Another strategy for this type of equation is to think of them using number bonds.

A number bond helps us think of equations as parts and a whole. The top circle represents the whole and the bottom circles represent the parts.



For example, if we wrote the equation $13 + 7 = 20$ as a number bond, the 20 would be the whole and 13 and 7 would be the parts.

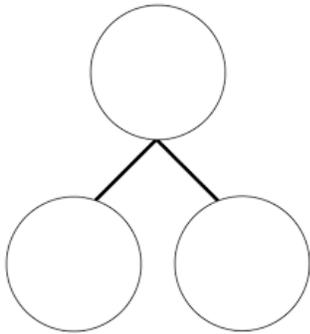


This model can also represent $20 - 13 = 7$ or $20 - 7 = 13$.

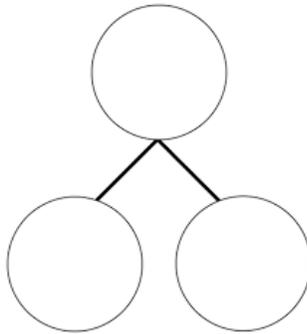
Check Point # 1!

Please write the following equations in the number bonds. Check with the key.

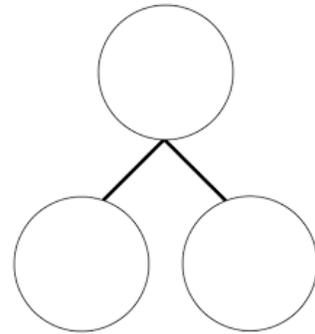
a) $9 + 6 = 15$



b) $x - 25 = 75$



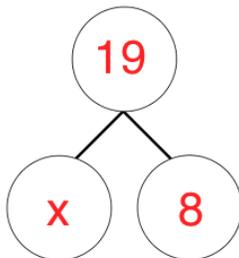
c) $x - 89 = 11$



Using the Number Bond Strategy to Solve for an Unknown

For Equations with Addition

In the equation $x + 8 = 19$, 19 is the whole and x and 8 are the parts.



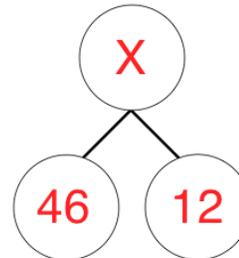
In this number bond, one of the parts, x , is missing. So we need to subtract the other part, 8, from the whole.

$$x = 19 - 8$$

$$x = 11$$

For Equations with Subtraction

In the equation $x - 12 = 46$, x is the whole and 46 and 12 are the parts.



In this number bond, the whole, x , is missing. So we need to add the parts to find the whole.

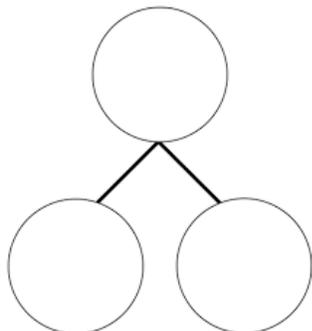
$$x = 46 + 12$$

$$x = 58$$

Check Point #2!

Solve the x in the following equations using the number bond strategy.

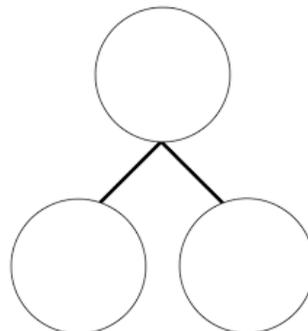
a) $x - 20 = 19$



$X = \underline{\quad} + \underline{\quad}$

$X = \underline{\quad}$

b) $x + 65 = 135$



$x = \underline{\quad} - \underline{\quad}$

$x = \underline{\quad}$

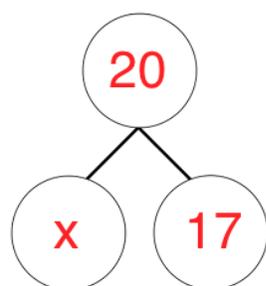
Last time, you may have noticed that there was a type of additive equation that we did not try.

When we solved for x with equations that used addition, we could solve equations like $x + 8 = 14$ and $10 + x = 25$ with the same method, although our variable, x , is in different places in those two equations.

But when we solved for an unknown with subtraction, we only solved problems where x was the whole, like $x - 67 = 33$.

However, x can also stand for a part in an equation with subtraction, like $20 - x = 17$.

It might be easier to solve this type of equation with number bonds. Because x is being subtracted from 20, 20 must be the whole and x and 17 are the parts.



When we see this number bond, we can see that to find the part x , we need to subtract the other part, 17, from 20.

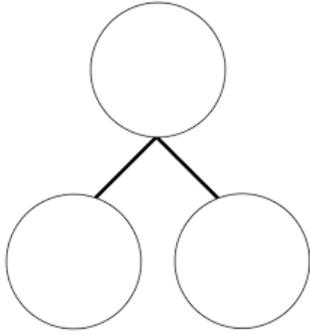
Therefore, $x = 20 - 17$.

$X = 3$

Check point # 3!

Solve the x in the following equations using the number bond strategy.

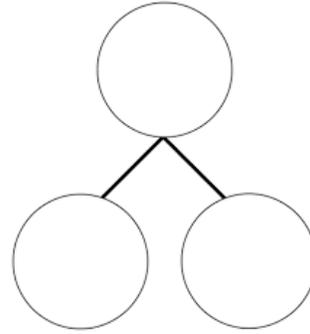
a) $30 - x = 19$



X = ____ - ____

X = ____

b) $500 - x = 225$



x = ____ - ____

x = ____

Independent Practice

Part 1: Review problems from last week.

You may use the inverse operation strategy or the number bond strategy to show your work for these problems. If you choose the number bond strategy, please draw your own number bonds.

a) $X + 59 = 100$

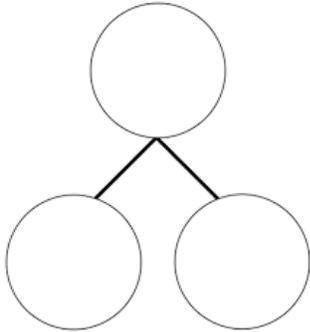
b) $221 + x = 400$

c) $X - 335 = 515$	d) $X - 148 = 2009$
--------------------	---------------------

Part 2: Problems where x is subtracted from the whole

Please use the number bond strategy to show your work for these problems.

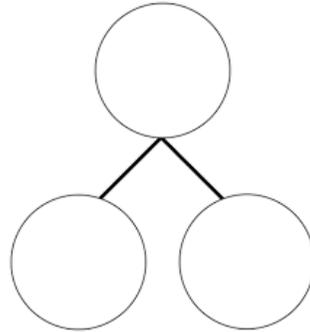
a) $454 - x = 229$



$X = \underline{\quad} - \underline{\quad}$

$X = \underline{\quad}$

b) $709 - x = 475$



$x = \underline{\quad} - \underline{\quad}$

$x = \underline{\quad}$

Name: _____

Date: _____

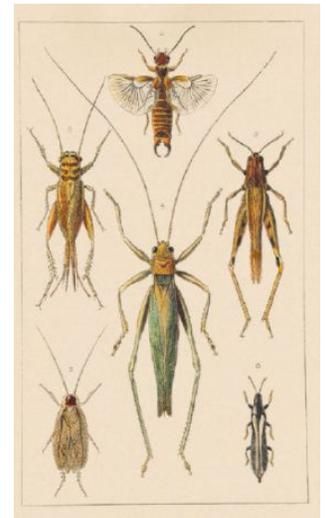
Directions: Read the article on Entomology and then answer questions. Highlight or underline answers in the text.

1. The word Entomology comes from the Greek entemon, meaning _____, and Logos, meaning _____.
2. Insects belong to the larger group of animals, the phylum called _____.
3. True or False? All insects are arthropods but not all arthropods are insects. _____
4. What is an example of an arthropod that is not an insect? _____
5. The word arthropod literally means _____ in Greek.
6. Why do insects have to molt or shed their skin? _____

7. Carolus Linneaus was the first to _____
8. He simplified the names of organisms in a binomial (two name) system with the first name indicating the _____ and the second indicating the _____.
9. Why was Linneaus's system helpful for scientists? _____

10. Why do you think naming things is important to humans? _____

11. Fill in the blanks using the chart on page 6.



Kingdom → _____ → Class → _____ → Family → _____ → _____

12. What would you name this insect? _____
13. Why? _____



Name: _____

Section: _____

W6 Monday Translation

“Fēlix”

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. Afterwards, check your work using the answer key or by watching the W6 Monday Guided Translation video.

Remember **Imperfect** (“was/were verbing”) endings are *-bat* and *-bant*.

Perfect (“verbed”) endings are *-vit* and *-vērunt*.

Vocabulary

bibō - I drink

taberna - tavern, shop

vīnum - wine

intrō - I enter

subitō - suddenly

clāmō - I shout

laetē - happily

salūtō - I greet

erat - was (imperfect of *est*)

libertus - freedman, ex-slave

Sentences

1) *multī Pompēiānī in tabernā vīnum bibēbant.*

2) *Clēmēns tabernam intrāvit.*

3) *subitō Clēmēns, "Fēlix!" clāmāvit.*

4) *Clēmēns Fēlicem laetē salūtāvit.*

5) *Fēlix erat libertus.*

Daily Student Instruction Sheet - TUESDAY

TUESDAY – 4/28/20

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.)
- 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. 10 of *Where the Red Fern Grows* \(p. 120-126\)](#)
https://drive.google.com/file/d/17FmOE-bJZbE_RDBS50GcjEr1FCVa4A_Q/view?usp=sharing
- **ANNOTATE** the main ideas and events of the chapter
- **GIVE** Chapter 10 a title

Daily Student Instruction Sheet - TUESDAY

Materials needed:

- Where the Red Fern Grows* Ch.10
- Pencil
- [Bookmark](#)
- [Ch. 10-11 Unfamiliar Words & Vocabulary Guide](#)
https://drive.google.com/file/d/1z95506Fj_mth8Js0GEyX9LyIjGCH6FXO/view?usp=sharing
- Ch. 10 Part 2 Annotation & Reflection Worksheet

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

- READ** [Ch. 10 \(p. 120-126\) of *Where the Red Fern Grows*](#) **LOOKING** for the following main ideas and events: **(I)**
- Optional video:** [Read along with Miss Franzman](#) **LOOKING** for the following main ideas and events: **(I)**
 - What was the horrible thought that came to Billy when he couldn't find Old Dan?
 - Where was Old Dan?
 - What was interesting about the tree that Old Dan climbed in the place called "The Cyclone Timber?"
 - What would you title Ch. 10?
- COMPLETE** Ch. 10 Part 2 Annotation & Reflection Worksheet **(I)**
- [A Literature Key](#) is available for you to check your progress.
<https://drive.google.com/file/d/1wrQr5M8xqzjqC6o5rSLpGvpNNJWwboK-/view?usp=sharing>

Grammar/Writing

Goal/Objective:

- Students will be introduced to "The Village Blacksmith" poem for their poetry project and practice annotating it for line, stanza, rhyme scheme, and meter.

Materials needed:

- "5th Grade Poetry Project" worksheet
- Parent Answer key via link:
<https://drive.google.com/file/d/1nx4q9H9tLnvWYtokPQO9oJSJ2zF6IME3/view?usp=sharing>

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

- (I)** Students will complete the "5th Grade Poetry Project" worksheet.
- (PA)** Parents will check student work using the 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 cover page of the Graded Review Section.
 - On Google classroom, the reading log is posted on the Monday assignment so that it can be filled out throughout the week. Please turn it in with the Graded Review.

Daily Student Instruction Sheet - TUESDAY

<p>MATH (25 Minutes)</p>	<p>Math</p> <p>Goal/Objective:</p> <ul style="list-style-type: none">• Solve for unknowns in equations in which the unknown is being subtracted such as $10 = 21 - x$ using the inverse operation strategy.• Continue to practice solving for unknowns in additive equations. <p>Materials needed:</p> <p>Rocket Math Set M Key: https://drive.google.com/file/d/14vrlCOvAsyqj1PcZ5kk5l1EvSqTyDD-c/view?usp=sharing</p> <p>Optional Math Teaching Video: https://cloud.swivl.com/v/1a534cf8cf04952cd097c50910543bac</p> <p>Optional Math Check Video for Independent Practice: https://cloud.swivl.com/v/1b9056552de30561f25b3012c82c302e</p> <p>W6 Math Key: https://drive.google.com/file/d/1R_jNRWzzRys7x0T_7-cr1FqOVb-nWAWg/view?usp=sharing</p> <p>Specific Instructions (I=independent; PA= Parent assistance):</p> <ul style="list-style-type: none"><input type="checkbox"/> (PA) Rocket Math Adv. Multiplication Set M<ul style="list-style-type: none"><input type="checkbox"/> 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.<input type="checkbox"/> One minute test: Set a timer for one minute. The one minute test is taken inside the box. The student should complete as many problems as possible during that minute. Please circle the last completed problem in pen.<input type="checkbox"/> Read notes on “Solving for an Unknown, Part 3.” Today’s notes are in the printed packet and posted in the Tuesday assignment for Google Classroom.<ul style="list-style-type: none"><input type="checkbox"/> Complete check points and check answers with the key.<input type="checkbox"/> Optional: Watch the “Solving for an Unknown, Part 3” video with notes in hand and complete check points. Check answers with the key.<input type="checkbox"/> Complete the independent practice.<ul style="list-style-type: none"><input type="checkbox"/> Check answers with the key.<input type="checkbox"/> For additional assistance with the independent practice, please watch Mrs. Cramer’s check video.
<p>SCIENCE (25 Minutes)</p>	<p>Science</p> <p>Goal/Objective: Students will learn how to identify insects using a dichotomous key.</p> <p>Materials needed:</p> <p>Specific Instructions (I=independent; PA= Parent assistance):</p> <ul style="list-style-type: none"><input type="checkbox"/> Use the dichotomous classification key to identify each of the insects that belong to the class <i>Insecta</i>. Follow directions to learn how to use a dichotomous key. (I)<input type="checkbox"/> 1. Carefully observe the characteristics of the first insect. (I)

Daily Student Instruction Sheet - TUESDAY

	<ul style="list-style-type: none"><input type="checkbox"/> 2. Read the two choices in step #1 of the dichotomous key. (I)<input type="checkbox"/> 3. You must choose the correct choice for the insect you are trying to classify. (I)<input type="checkbox"/> 4. Once you have made your choice, follow the directions to move to the next appropriate line of the key. (I)<input type="checkbox"/> 5. Continue to make the correct choices for each insect until you have determined its correct name.<input type="checkbox"/> Check your answers (I)
LATIN (15 Minutes)	<p><i>Latin</i></p> <p>Goal/Objective: Continue translating “Fēlix”</p> <p>Materials needed: (1) “W6 Tuesday Translation” worksheet; (2) “W6 Translation Answer Key”; (3) pencil; (4) red pen/pencil</p> <p>Specific Instructions (I=independent; PA=dependent):</p> <ul style="list-style-type: none"><input type="checkbox"/> (I) Complete “W6 Tuesday Translation” worksheet<input type="checkbox"/> (I) Check your work, making corrections in red ink or pencil, using either:<ul style="list-style-type: none"><input type="checkbox"/> “W6 Translation Answer Key”, or ...<input type="checkbox"/> W6 Tuesday Guided Translation video
SPECIALS	<p><i>SPECIALS ARE NO LONGER OPTIONAL.</i></p> <p>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, MAY 4TH.</p>

Spalding Spelling List (20 min)

Instructions and an answer key are provided below.

Dictate the 5 words (one at a time) to your child. For each word,

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

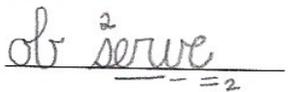
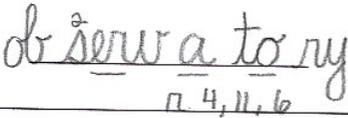
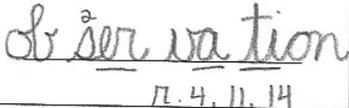
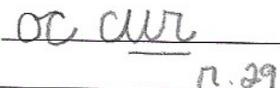
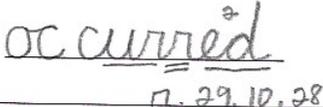
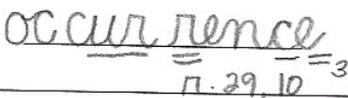
After finishing the list of 5 words, have your child fold his/her paper so the words do not show.

Repeat this process 1 more time so each word has been practiced a total of 2 times or a maximum of 20 minutes of work. Students will write syllabifications, markings, and rules BOTH times.

→ Remind students to use their phonogram knowledge and spelling rules

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

TUESDAY SPALDING LIST (Parent Key)

Word	Example sentence	Notes
	Observe how the caterpillar turns into a butterfly.	
	We went to the observatory to see the constellations.	r. 4 - vowels, a,e,o, and u may say their name at the end of a syllable. r. 11 - words ending with a silent final c are written without the e when adding a suffix that begins with a vowel r. 6 - y not i is used at the end of an English word.
	She made an observation about the actor's sense of style.	r. 4 - vowels, a,e,o, and u may say their name at the end of a syllable. r. 11 - words ending with a silent final e are written without the e when adding a suffix that begins with a vowel r. 14 - t, s, ci are used to say sh at the beginning of a syllable but not the first syllable
	No one was ready for what was about to occur .	r. 29 - words are usually divided between double consonants within a base word.
	It suddenly occurred to me that there was a better way to do the homework.	r. 29 - words are usually divided between double consonants within a base word. r. 10 - words of multiple syllables in which the second syllable is accented and ends in one consonant, with one vowel before it, need another final consonant before adding a suffix that begins with a vowel r. 28 - /ed/ is used to form past tense verbs
	Lightning is a natural occurrence .	r. 29 - words are usually divided between double consonants within a base word. r. 10 - words of multiple syllables in which the second syllable is accented and ends in one consonant, with one vowel before it, need another final consonant before adding a suffix that begins with a vowel

Spalding Spelling List

Tuesday

1st Dictation



2nd Dictation

Where the Red Fern Grows

Chapter 10 Part 2 (p. 120-126)

Annotation & Reflection Worksheet

Name: _____ # _____

Date: _____



SHORT ANSWER DIRECTIONS:

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

1. What was the horrible thought that came to Billy when he couldn't find Old Dan? # _____

2. Where was Old Dan? # _____

3. What was interesting about the tree that Old Dan climbed in the place called "The Cyclone Timber?" # _____

4. What would you title Chapter 10?



REFLECTION QUESTION DIRECTIONS:

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

What three adjectives would you use to describe Billy? Why? Give examples.

Which of those three adjectives would you like to have to describe you? Give examples of what you could do to develop the characteristics you admire in Billy.

Name: _____

Date: _____

5th Grade Poetry Project

“It should be of the pleasure of a poem itself to tell how it can. The figure a poem makes. It begins in delight and ends in wisdom.”

To celebrate the beauty, joy, and wisdom of poetry, you will have the opportunity to enjoy and discover the rich meaning found in the poem “The Village Blacksmith”. This includes memorizing, diagraming a verse, and analyzing its poetic devices. By memorizing, diagraming, and analyzing the poem, you will walk away with a stronger love for poetry and perhaps even what Robert Frost calls “a momentary stay against confusion.”

Part 1: Read the following poem twice. Once to yourself and the second time to a family member.

The Village Blacksmith

By Henry Wadsworth Longfellow

Under a spreading chestnut-tree
The village smithy stands;
The smith, a mighty man is he,
With large and sinewy hands,
And the muscles of his brawny arms
Are strong as iron bands.

His hair is crisp, and black, and long;
His face is like the tan;
His brow is wet with honest sweat,
He earns whate'er he can,
And looks the whole world in the face,
For he owes not any man.

Week in, week out, from morn till night,
You can hear his bellows blow;
You can hear him swing his heavy sledge,
With measured beat and slow,
Like a sexton ringing the village bell,
When the evening sun is low.

And children coming home from school
Look in at the open door;
They love to see the flaming forge,
And hear the bellows roar,
And catch the burning sparks that fly
Like chaff from a threshing-floor.

He goes on Sunday to the church,
And sits among his boys;
He hears the parson pray and preach,
He hears his daughter's voice

Name: _____

Date: _____

Singing in the village choir,
And it makes his heart rejoice.

It sounds to him like her mother's voice
Singing in Paradise!
He needs must think of her once more,
How in the grave she lies;
And with his hard, rough hand he wipes
A tear out of his eyes.

Toiling,—rejoicing,—sorrowing,
Onward through life he goes;
Each morning sees some task begin,
Each evening sees it close;
Something attempted, something done,
Has earned a night's repose.

Thanks, thanks to thee, my worthy friend,
For the lesson thou hast taught!
Thus at the flaming forge of life
Our fortunes must be wrought;
Thus on its sounding anvil shaped
Each burning deed and thought.

Part II: *Annotate the poem by doing the following:*

- Number of lines
- Brace the stanzas
- Label the rhyme scheme
- Find the stressed and unstressed syllables of line 1

Part III: *Fill in the following using the information you obtained from your annotations.*

1. There are _____ number of lines in this poem.
2. There are _____ number of stanzas in this poem.
3. The rhyme scheme of stanza 1 is _____.
4. The rhyme scheme of stanza 6 is _____.
5. The pattern of stressed and unstressed syllables for line 1 looks like this:

Name: _____

Date: _____

Part IV: Spend the next **five** minutes practicing memorizing stanzas 1-2.

I, _____, practiced memorizing stanzas 1-2 of “The Village

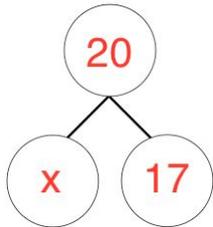
Blacksmith” for at least ____minutes.

(Student Signature)

Tuesday Math Notes, "Solving for an Unknown Pt. 3"

Happy Tuesday, 5th grade Griffins!

Yesterday, we used the number bond strategy to solve problems like $20 - x = 17$



In the number bond, we see that the whole, 20, is made of $x + 17$. Therefore, we can subtract 17 from 20 ($20 - 17$) to find the value of x .

$$X = 20 - 17$$

$$X = 3$$

Using the Inverse Operation Strategy for Problems where the Unknown is Subtracted from the Whole

It can be difficult to solve this type of equation using inverse operations, because it would take us three steps. But I would like to share it with you so that you have another strategy in your toolbox and to prepare you for more advanced math in future grades.

$$20 - x = 17$$

If we undo the equation by subtracting 20 from 17, then we have the equation

$$(- x) = 17 - 20$$

$$(- x) = (- 3)$$

But we don't want to find the value of negative x . We want the value of x . Therefore, instead of subtracting 20 from 17, we will add x to 17.

$$20 - x = 17$$

$$20 = 17 + x$$

Now, x is positive but we still do not know the value of x . Therefore, we need to use the inverse operation to remove 17. Instead of adding 17 to x , we will subtract 17 from 20.

$$20 - 17 = x$$

$$3 = x$$

Let's look at it altogether.

$$20 - x = 17$$

Step 1: Instead of subtracting x , use the inverse operation to add x to the other side.

$$20 = 17 + x$$

Step 2: Use the inverse operation to subtract 17 from 20 so that x is alone.

$$20 - 17 = x$$

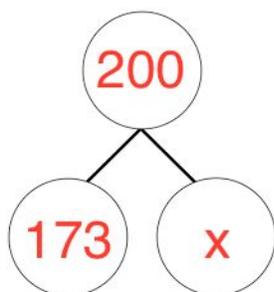
Step 3: Solve the problem to find the value of x .

$$3 = x$$

Let's try one more example using both the number bond strategy and the inverse operation strategy.

$$200 - x = 173$$

Number Bond Strategy



In this equation 200 is the whole and x and 173 are the parts. Therefore we can solve for x by subtracting the other part from 200.

$$x = 200 - 173$$

$$x = 27$$

Inverse Operation Strategy

$$200 - x = 173$$

Step 1: Use the inverse operation to add x to the other side.

$$200 = 173 + x$$

Step 2: Use the inverse operation to subtract 173 from 200 so that x is alone.

$$200 - 173 = x$$

Step 3: Solve for x .

$$27 = x$$

Check point #3!

Solve the following using the inverse operation strategy.

a) $407 - x = 85$

Step 1: Use the inverse operation to add x to the other side.

$$\underline{\hspace{2cm}} = \underline{\hspace{2cm}} + \underline{\hspace{2cm}}$$

Step 2: Use the inverse operation to subtract $\underline{\hspace{2cm}}$ from $\underline{\hspace{2cm}}$ so that x is alone.
part whole

$$\underline{\hspace{2cm}} - \underline{\hspace{2cm}} = x$$

Step 3: Solve for x.

$$\underline{\hspace{2cm}} = x$$

Which strategy do you prefer and why? (Please answer in complete sentences. If you say, "because it is easier," you have to tell me why your chosen strategy is easier for you.)

Independent Practice

1. Solve the following using the inverse operation strategy.

$$603 - x = 187$$

Step 1: Use the inverse operation to add x to the other side.

$$\underline{\hspace{2cm}} = \underline{\hspace{2cm}} + \underline{\hspace{2cm}}$$

Step 2: Use the inverse operation to subtract $\underline{\hspace{2cm}}$ from $\underline{\hspace{2cm}}$ so that x is alone.
part whole

$$\underline{\hspace{2cm}} - \underline{\hspace{2cm}} = x$$

Step 3: Solve for x.

$$\underline{\hspace{2cm}} = x$$

2. Solve the following using the inverse operation strategy.

$$779 - x = 148$$

Step 1: Use the inverse operation to add x to the other side.

$$\underline{\hspace{2cm}} = \underline{\hspace{2cm}} + \underline{\hspace{2cm}}$$

Step 2: Use the inverse operation to subtract $\underline{\hspace{2cm}}$ from $\underline{\hspace{2cm}}$ so that x is alone.
part whole

$$\underline{\hspace{2cm}} - \underline{\hspace{2cm}} = x$$

Step 3: Solve for x.

$$\underline{\hspace{2cm}} = x$$

3. Solve the following using the inverse operation strategy.

b) $4057 - x = 1123$

Step 1: Use the inverse operation to add x to the other side.

$$\underline{\hspace{2cm}} = \underline{\hspace{2cm}} + \underline{\hspace{2cm}}$$

Step 2: Use the inverse operation to subtract _____ from _____ so that x is alone.
part whole

$$\underline{\hspace{2cm}} - \underline{\hspace{2cm}} = x$$

Step 3: Solve for x.

$$\underline{\hspace{2cm}} = x$$

4. Choose your preferred method to solve $421 - x = 237$. Show your work.

5. Solve the following review problems with your preferred strategy. You can choose between the number bond strategy and the inverse operation.

a) $X + 42 = 87$

b) $X - 53 = 117$



Dichotomous Key to the Insects



Directions: Use the dichotomous classification key below to identify each of the insects that belong to the class *Insecta*. Follow these directions to learn how to use a dichotomous key.

1. Carefully observe the characteristics of the first insect.
2. Read the two choices in step #1 of the dichotomous key.
3. You must choose the correct choice for the insect you are trying to classify.
4. Once you have made your choice, follow the directions to move to the next appropriate line of the key.
5. Continue to make the correct choices for each insect until you have determined its correct name.

Dichotomous Key to the Class “Insecta”

1.
 - a. Insect has wings that extend outward from the body ----- Go to 2
 - b. Insect has wings folded tightly against abdomen or no wings ----- Go to 5
2.
 - a. Insect has one pair of wings ----- Go to 3
 - b. Insect has two pairs of wings ----- *Cordulia aenea*
3.
 - a. Legs are longer than body ----- *Tipula abdominalis*
 - b. Legs are shorter than body ----- Go to 4
4.
 - a. Insect has rounded abdomen ----- *Musca domestica*
 - b. Insect has sharp, pointed abdomen ----- *Vespa squamosa*
5.
 - a. Wings are folded over the abdomen ----- Go to 8
 - b. No wings are present ----- Go to 6
6.
 - a. Abdominal appendages are present ----- Go to 7
 - b. Abdominal appendages are absent ----- *Tapinoma sessile*
7.
 - a. Abdominal pincers are present ----- *Forticola auricularia*
 - b. Three abdominal appendages are present ----- *Lepisma saccharina*
8.
 - a. Antennae much shorter than body length ----- Go to 9
 - b. Antennae as long as body ----- *Blattella vaga*
9.
 - a. Pincers present on head region ----- *Lucanus capreolus*
 - b. No pincers present on head ----- Go to 10
10.
 - a. Large and rounded abdomen ----- *Coccinella septempunctata*
 - b. Long and slender abdomen ----- Go to 11
11.
 - a. Front legs are adapted for grasping ----- *Mantis religiosa*
 - b. Front legs are adapted for walking ----- *Stethophyma gracile*



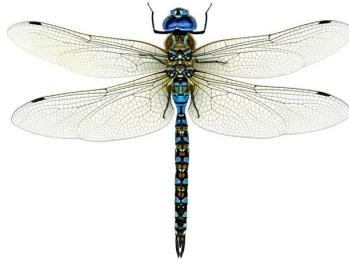
Name: _____

Date: _____

Dichotomous Key to the Class Insecta



1. _____



2. _____



3. _____



4. _____



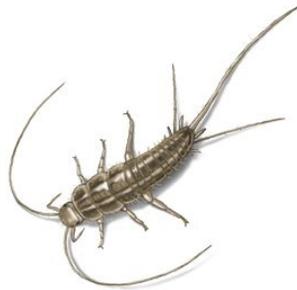
5. _____



6. _____



7. _____



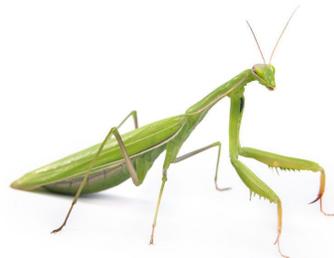
8. _____



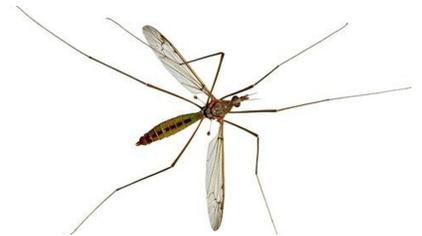
9. _____



10. _____



11. _____



12. _____

Name: _____

Section: _____

W6 Tuesday Translation

“Fēlix”

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. Afterwards, check your work using the answer key or by watching the W6 Tuesday Guided Translation video.

Remember **Imperfect** (“was/were verbing”) endings are *-bat* and *-bant*.
Perfect (“verbed”) endings are *-vit* and *-vērunt*.

Vocabulary

ad - to, toward

vīlla - house

invītō - I drink

intrō - I invite

ātrium - main room, atrium

stō - I stand

salūtō - I greet

quaerō - I am looking for (pf. *quaesīvī*)

Sentences

1) Clēmēns Fēlicem ad vīllam invītāvit.

2) Clēmēns et Fēlix vīllam intrāvērunt.

3) Lūcia in ātriō stābat.

4) Fēlix Lūciam salūtāvit.

5) Clēmēns Caecilium et Metellam quaesīvit.

Daily Student Instruction Sheet - WEDNESDAY

WEDNESDAY – 4/29/20

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 with Miss Carrigee 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 [first half of Ch. 11 of Where the Red Fern Grows \(p. 127-133\)](#)
- **ANNOTATE** the main ideas and events of this half of the chapter
- **FIND** the vocabulary word “eddy” and define

Materials needed:

- Where the Red Fern Grows* Ch. 11

Daily Student Instruction Sheet - WEDNESDAY

- Pencil
- [Bookmark](#)
- [Ch. 10-11 Vocabulary and Unfamiliar Words Guide](#)
https://drive.google.com/file/d/1z95506Fj_mth8Js0GEyX9LyIjGCH6FXO/view?usp=sharing

- Ch. 11 Part 1 Annotation & Vocabulary Worksheet

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

- READ** [the first half of ch. 11 \(p. 127-135\) of Where the Red Fern Grows](#)
<https://drive.google.com/file/d/16ExFWikgQgf3z4wYNHI4b7sSt1-f5fl8/view?usp=sharing>

LOOKING for the following main ideas and events: **(I)**

- [Optional video: Read along with Miss Franzmann](#) **LOOKING** for the following main ideas and events:
 - What had Billy often wondered?
 - Why was Old Dan working the trail slowly?
 - What did Billy hear that froze the blood in his veins? Why did it scare him?
 - FIND** the word “eddy” and **CIRCLE** it. Write the definition in the margin.

- COMPLETE** Ch. 11 Part 1 Annotation & Vocabulary Worksheet **(I)**

- [A Literature Key](#) is available for you to check your progress.
<https://drive.google.com/file/d/1wrQr5M8xqzjqC6o5rSLpGvpNNJWwboK-/view?usp=sharing>

Grammar/Writing

Goal/Objective:

- Students will annotate “The Village Blacksmith” for poetic devices. They will also practice diagramming lines from the poem and memorizing stanzas 1-2.

Materials needed:

- “Poetry Project: Poetic Devices” worksheet
- “Poetic Devices Review” notes via link
https://drive.google.com/file/d/1uD9nFnpL2KmTdzedFjuEnNlue_7MMt2o/view?usp=sharing
- You also have the option to review last week’s video on Poetic Devices with this link.
<https://cloud.swivl.com/v/72c572bc3105769456fa977cc374eb01>
- Parent answer key via link.
<https://drive.google.com/file/d/1nx4q9H9tLnvWYtokPQO9oJSJ2zF6IME3/view?usp=sharing>

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

- (I)** Students will complete the “Poetry Project: Poetic Devices” worksheet.
*Students can refer to the notes on poetic devices to assist them in answering questions.

Daily Student Instruction Sheet - WEDNESDAY

- (PA) Parents will check student work for correctness.

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 cover page of the Graded Review Section.
 - On Google classroom, the reading log is posted on the Monday assignment so that it can be filled out throughout the week. Please turn it in with the Graded Review.

MATH

(25 Minutes)

Math

Goal/Objective:

- Solve for an unknown in multiplicative equations using both the number bond strategy and the inverse operation strategy.
- Continue practice solving for an unknown in additive equations.

Materials needed:

Rocket Math Set M Key:

<https://drive.google.com/file/d/14vrlCOvAsyqj1PcZ5kk511EvSqTyDD-c/view?usp=sharing>

Optional Math Teaching Video:

<https://cloud.swivl.com/v/519def816098ec45bad1cbaa03c800d7>

Optional Math Check Video for Independent Practice:

<https://cloud.swivl.com/v/34431dcf3b54b0c886cc75f879becfdb>

W6 Math Key:

https://drive.google.com/file/d/1R_jNRWzzRys7x0T_7-cr1FqOVb-nWAWg/view?usp=sharing

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

- (PA) Track one: Rocket Math Adv. Multiplication Set M
 - 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.
- Read notes on "Solving for an Unknown Part 4." Today's notes are in the printed packet and posted in the Wednesday assignment for Google Classroom.
 - Complete check points and [check answers with the key](#).
 - Optional: Watch the ["Solving for an Unknown Part 4" video with notes in hand](#) and complete check points. [Check answers with the key](#).
- Complete the independent practice.
 - Check answers with [the key](#).
 - For additional assistance with the independent practice, please watch [Mrs. Cramer's check video](#).

Daily Student Instruction Sheet - WEDNESDAY

HISTORY (25 Minutes)	<i>History</i> Goal/Objective: Understand the growing differences in the lives and priorities of Northern and Southern states. Materials needed: CK Reader (34-41) , “North vs. South” WKST, [Extra Resources]: Nat Turner Reading , Gettysburg Address Memorization Specific Instructions (I=independent; PA= Parent assistance): <ul style="list-style-type: none"><input type="checkbox"/> Preview today’s WKST and take notes on it as you read.<input type="checkbox"/> Read CK Reader (34-41) (I) reading video<ul style="list-style-type: none"><input type="checkbox"/> Complete “North vs South” WKST (I) [OPTIONAL] Extra Resource: <ul style="list-style-type: none"><input type="checkbox"/> Nat Turner’s Rebellion reading video<input type="checkbox"/> Memorize lines 1-2 of Gettysburg Address by next Wednesday
LATIN (15 Minutes)	<i>Latin</i> Goal/Objective: Continue translating “Fēlīx” Materials needed: (1) “W6 Wednesday Translation” worksheet; (2) “W6 Translation Answer Key”; (3) pencil; (4) red pen/pencil Specific Instructions (I=independent; PA=dependent): <ul style="list-style-type: none"><input type="checkbox"/> (I) Complete “W6 Wednesday Translation” worksheet<input type="checkbox"/> (I) Check your work, making corrections in red ink or pencil, using either:<ul style="list-style-type: none"><input type="checkbox"/> “W6 Translation Answer Key”, or ...<input type="checkbox"/> W6 Wednesday Guided Translation video
SPECIALS	<i>SPECIALS ARE NO LONGER OPTIONAL.</i> 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, MAY 4TH.

Spalding Spelling List (20 min)

Instructions and an answer key are provided below.

Dictate the 5 words (one at a time) to your child. For each word,

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

After finishing the list of 5 words, have your child fold his/her paper so the words do not show.

Repeat this process 1 more time so each word has been practiced a total of 2 times or a maximum of 20 minutes of work. Students will write syllabifications, markings, and rules BOTH times.

→ Remind students to use their phonogram knowledge and spelling rules

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

WEDNESDAY SPALDING LIST (Parent Key)

Word	Example sentence	Notes
	The two boys lived on opposite sides of the street.	r. 29 - words are divided between double consonants within a base word. r. 4 - vowels a,e,o, and u may say their name at the end of a syllable r. 11 - words ending with a silent final e are written w/o the e when adding a suffix that begins with a vowel
	He expressed his opposition to the new recess policy	r. 29 - words are divided between double consonants within a base word. r. 4 - vowels a,e,o, and u may say their name at the end of a syllable r. 11 - words ending with a silent final e are written w/o the e when adding a suffix that begins with a vowel r. 14 - ti, si, and ci are used to say sh at the beginning of a syllable but not the first syllable
	Underline the adverbial phrase is the sentence.	
	To be a good musician you have to practice a lot.	
	Learning a foreign language can be a difficult process .	r. 2 - the letter c before e, i, or y says s r. 17 - double l, f, and s following a single vowel at the end of a one-syllable word. Rule 17 often applies to s in two-syllable words like recess

Name: _____ Date: _____ # _____

Spalding Spelling List

Wednesday

1st Dictation



2nd Dictation

Where the Red Fern Grows

Chapter 11 Part 1 (p. 127-133)

Vocabulary & Annotation Worksheet

Name: _____ # _____

Date: _____



SHORT ANSWER DIRECTIONS:

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

1. What had Billy often wondered? # _____

2. Why was Old Dan working the trail slowly? # _____

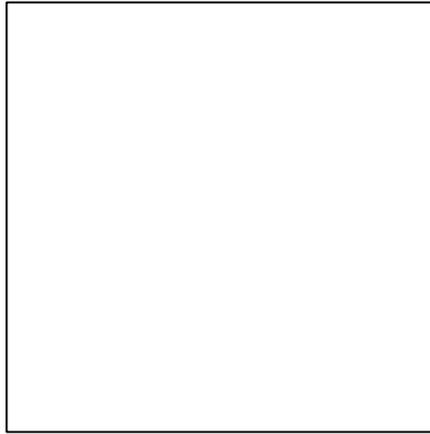
3. What did Billy hear that froze the blood in his veins? Why did it scare him?



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

eddy – n. _____



Image

Name: _____

Date: _____

5th Grade Poetry Project

Poetic Devices

Part 1: *Reread the following poem.*

The Village Blacksmith

By Henry Wadsworth Longfellow

Under a spreading chestnut-tree
The village smithy stands;
The smith, a mighty man is he,
With large and sinewy hands,
And the muscles of his brawny arms
Are strong as iron bands.

His hair is crisp, and black, and long;
His face is like the tan;
His brow is wet with honest sweat,
He earns whate'er he can,
And looks the whole world in the face,
For he owes not any man.

Week in, week out, from morn till night,
You can hear his bellows blow;
You can hear him swing his heavy sledge,
With measured beat and slow,
Like a sexton ringing the village bell,
When the evening sun is low.

And children coming home from school
Look in at the open door;
They love to see the flaming forge,
And hear the bellows roar,
And catch the burning sparks that fly
Like chaff from a threshing-floor.

He goes on Sunday to the church
And sits among his boys;
He hears the parson pray and preach,
He hears his daughter's voice,
Singing in the village choir,
And it makes his heart rejoice.

It sounds to him like her mother's voice
Singing in Paradise!
He needs must think of her once more,
How in the grave she lies;

And with his hard, rough hand he wipes
A tear out of his eyes.

Toiling,—rejoicing,—sorrowing,
Onward through life he goes;
Each morning sees some task begin,
Each evening sees it close;
Something attempted, something done,
Has earned a night's repose.

Thanks, thanks to thee, my worthy friend,
For the lesson thou hast taught!
Thus at the flaming forge of life
Our fortunes must be wrought;
Thus on its sounding anvil shaped
Each burning deed and thought.

Name: _____

Date: _____

Part II: Refer to the poem to answer the following questions in complete sentences.

1. Underline the examples of *alliteration* in lines 2 and 3. List two more examples of alliteration from the poem.

2. Underline the *simile* in lines 5 and 6. List another example of a simile from the poem.

3. Underline the *metaphor* in the last two stanzas. What does it mean?

Part III: Label and diagram the following lines from the poem.

1. His hair is crisp, and black, and long;
2. Under a spreading chestnut-tree/ The village smithy stands
3. He goes on Sunday to the church, And sits among his boys

Part IV: Practice memorizing stanzas 1-2 and recite it aloud to a family member.

I, _____, memorized stanzas 1-2 of "The Village Blacksmith" and recited them to _____.

(Student signature)

(Parent signature)

Wednesday Math Notes, "Solving for an Unknown Pt. 4: Solving for Unknowns in Multiplicative Equations"

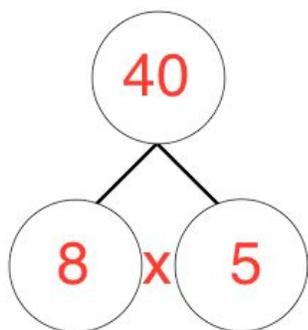
Happy Wednesday, fifth grade Griffins! Today is the twenty-ninth day of the fourth month of the two thousand twentieth Year of Our Lord or, if you prefer, the Common Era, or, if you prefer Latin, *anno domini*. It is also the one hundred twentieth day of the year. Since this year has 366 days in it, we are approximately $\frac{1}{3}$ of the way through 2020! $366 \approx 360$, $\frac{120}{360} = \frac{1}{3}$

In our past three lessons we have been solving for unknowns in additive equations using two different strategies: the number bond strategy and the inverse operation strategy.

Today we will solve for unknowns in multiplicative equations (equations that use multiplication or division). We can use the same two strategies for these equations!

How Number Bonds Express Multiplication and Division

We can still use number bonds to represent parts and a whole for multiplication and division.



In this example, the two parts, 8 and 5, are multiplied to make the whole, 40. The whole is still in the top circle and the bottom circles represent the parts. This model can represent four different equations!

Part \times Part = Whole

$$8 \times 5 = 40$$

$$5 \times 8 = 40$$

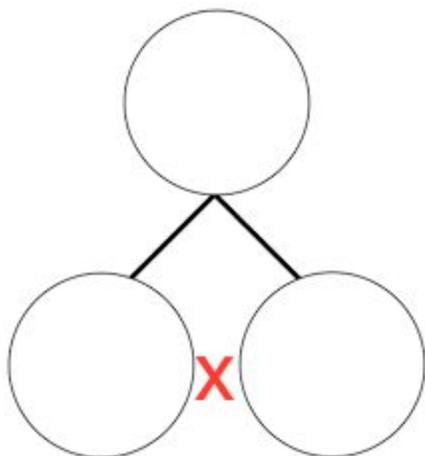
Whole \div Part = Part

$$40 \div 8 = 5$$

$$40 \div 5 = 8$$

Check point #1!

1. Fill in the number bond that goes with the following equations. Remember that the whole goes in the top circle and the parts go in the bottom circles.



Part \times Part = Whole

$$12 \times 6 = 72$$

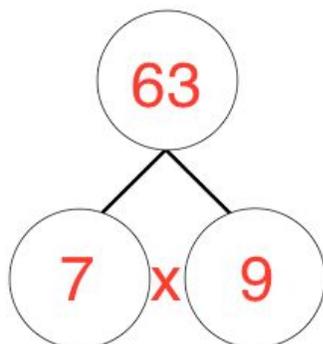
$$6 \times 12 = 72$$

Whole \div Part = Part

$$72 \div 12 = 6$$

$$72 \div 6 = 12$$

2. Write the four equations that go with the following number bond.



Part \times Part = Whole

_____ \times _____ = _____

_____ \times _____ = _____

Whole \div Part = Part

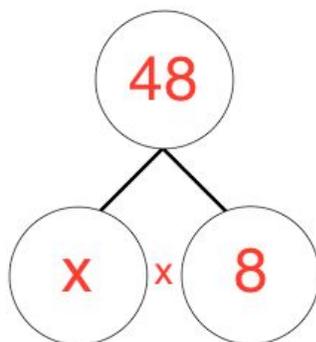
_____ \div _____ = _____

_____ \div _____ = _____

Using the Number Bond Strategy to Solve for Unknowns

For Equations with Multiplication

In the $8x = 48$, x and 8 are the parts and 48 is the whole.



Part \times Part = Whole

$8x = 48$

We do not usually write $x8$.

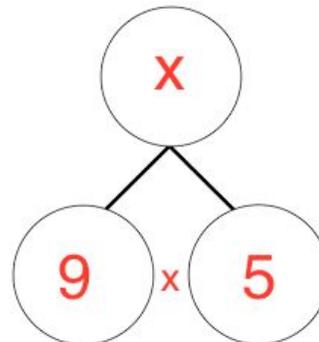
Whole \div Part = Part

$48 \div x = 8$

$48 \div 8 = x$

For Equations with Division

In the equation $x \div 9 = 5$, x is the whole and 9 and 5 are the parts.



Part \times Part = Whole

$x = 9 \times 5$

$x = 5 \times 9$

Whole \div Part = Part

$x \div 9 = 5$

$x \div 5 = 9$

Now that you see the four problems that go with each of these models, you can choose the one or ones that will help you easily solve for x . You are looking for equations where x is on one side and everything else is on the other side. Then you finish solving it!

$48 \div 8 = x$

$6 = x$

$x = 9 \times 5$ or $x = 5 \times 9$

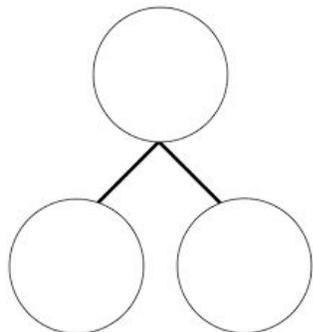
$x = 45$

Now you try!

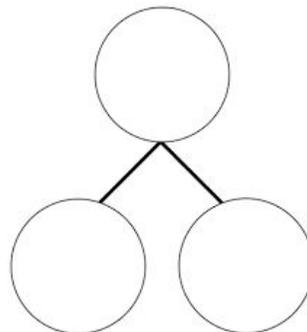
Check point #2!

Solve for x in the following problems using the number bond strategy.

a) $25x = 375$



b) $x \div 10 = 11$



Write your chosen equation to solve for x.

x = _____

x = _____

Write your final answer for the value of x.

X = _____

x = _____

The Inverse Operation Strategy for Multiplication and Division

For Equations with Multiplication

Use the inverse of multiplication, which is division, to undo the equation and get x alone on one side.

$8x = 48$

$x = 48 \div 8$

$x = 6$

Instead of multiplying by 8, we divided by 8.

We can double check our answer by using algebraic substitution.

$8 \times 6 = 48$ ✓

x = 6 is correct!

For Equations with Division

Use the inverse of division, which is multiplication, to undo the equation and get x alone on one side.

$x \div 9 = 5$

$x = 5 \times 9$

$x = 45$

Instead of dividing by 9, we multiplied by 9.

$45 \div 9 = 5$ ✓

x = 45 is correct!

Check Point # 3!

1. Try using the inverse operation to solve for the unknown in these multiplication problems.

<p>a) $9x = 135$</p> <p>$X = \underline{\hspace{2cm}} \div \underline{\hspace{2cm}}$</p> <p>$X = \underline{\hspace{2cm}}$</p>	<p>b) $21x = 105$</p> <p>$X = \underline{\hspace{2cm}} \div \underline{\hspace{2cm}}$</p> <p>$X = \underline{\hspace{2cm}}$</p>
---	--

2. Use the inverse operation strategy to solve for the unknown in these division problems.

<p>a) $x \div 7 = 6$</p> <p>$\underline{\hspace{2cm}} = \underline{\hspace{2cm}} \times \underline{\hspace{2cm}}$</p> <p>$X = \underline{\hspace{2cm}}$</p>	<p>b) $X \div 11 = 11$</p> <p>$\underline{\hspace{2cm}} = \underline{\hspace{2cm}} \times \underline{\hspace{2cm}}$</p> <p>$X = \underline{\hspace{2cm}}$</p>
--	--

Independent Practice

Which method is your favorite and why? (Answer in complete sentences. If you say, "because it's easier," you have to give a reason why it's easier for you.)

Name: _____

Date: _____

Life in the North vs. Life in the South

Complete the T-chart by comparing **3 or more** aspects of life that were different between the North and the South.

(The example does not count as one of your 3)

NORTHERN
STATES

slavery is
illegal

SOUTHERN
STATES

slavery is
legal

Name: _____

Section: _____

W6 Wednesday Translation

“Fēlix”

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. Afterwards, check your work using the answer key or by watching the W6 Wednesday Guided Translation video.

Remember **Imperfect** (“was/were verbing”) endings are *-bat* and *-bant*.

Perfect (“verbed”) endings are *-vit* and *-vērunt*.

Vocabulary

hortus - garden

legō - I read

tablīnum - study

scrībō - I write

festīnō - I hurry

salūtō - I greet

postquam - after

intrō - I enter

iuvenis - young man

spectō - I look at

valdē - very

commōtus - moved, emotional

Sentences

1) Caecilius in hortō legēbat.

2) Metella in tablīnō scrībēbat.

3) Caecilius et Metella ad ātrium festīnāvērunt et Fēlicem salūtāvērunt.

4) postquam Quīntus ātrium intrāvit, Fēlix iuvenem spectāvit.

5) libertus erat valdē commōtus.

Daily Student Instruction Sheet - THURSDAY

THURSDAY – 4/30/20

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
- Thursday Spalding Student Worksheet

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

- Spalding work is **PA**. (There is also an [optional Thursday Spalding Video with a special guest appearance from Mrs. Borushko](#) 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. 11 of *Where the Red Fern Grows* \(p.134-140\)](#)
- **ANNOTATE** the main ideas and events of the chapter
- **GIVE** Chapter 11 a title

Materials needed:

- Where the Red Fern Grows* Ch.11

Daily Student Instruction Sheet - THURSDAY

- Pencil
 - [Bookmark](#)
 - [Ch. 10-11 Unfamiliar Words & Vocabulary Guide](#)
https://drive.google.com/file/d/1z95506Fj_mth8Js0GEyX9LyIjGCH6FXO/view?usp=sharing
 - Ch. 11 Part 2 Annotation & Reflection Worksheet
- Specific Instructions (I=independent; PA=dependent):
- READ** [Ch. 11 \(p. 134-140\) of *Where the Red Fern Grows*](#) **LOOKING** for the following main ideas and events: **(I)**
<https://drive.google.com/file/d/1ndgWtDLCArCDIW3jRnTIVFvxQoZaE4EX/view?usp=sharing>
 - Optional video:** [Read along with Miss Franzmann](#) **LOOKING** for the following main ideas and events: **(I)**
 - What prayer did Billy offer?
 - What was the message of the lantern?
 - Where did Billy put his lantern when he got home? Why do you think he put the handle up?
 - What would you title Ch. 11?
 - COMPLETE** Ch. 11 Part 2 Annotation Worksheet **(I)**
 - [A Literature Key](#) is available for you to check your progress.
<https://drive.google.com/file/d/1wrQr5M8xqzjqC6o5rSLpGvpNNJWwboK-/view?usp=sharing>

Grammar/Writing

Goal/Objective:

- Students will analyze the meaning of “The Village Blacksmith” and memorize stanzas 1-3.

Materials needed:

- “Meaning Analysis” worksheet

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

- (I)** Students will complete the “Meaning Analysis” worksheet.
*No parent answer key provided.

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 cover page of the Graded Review Section.
 - On Google classroom, the reading log is posted on the Monday assignment so that it can be filled out throughout the week. Please turn it in with the Graded Review.

MATH

(25 Minutes)

Math

Goal/Objective:

- Practice solving for unknowns with multiplicative and additive equations using your favorite strategy!

Materials needed:

Daily Student Instruction Sheet - THURSDAY

<p>Rocket Math Set M Key: https://drive.google.com/file/d/14vrlCOvAsyqj1PcZ5kk5l1EvSqTyDD-c/view?usp=sharing</p> <p>Optional Math Check Video with Mrs. Cramer: https://cloud.swivl.com/v/4925fb042507cdd84e64f029496f2777</p> <p>W6 Math Key: https://drive.google.com/file/d/1R_jNRWzzRys7x0T_7-cr1FqOVb-nWAWg/view?usp=sharing</p> <p>Specific Instructions (I=independent; PA= Parent assistance):</p> <ul style="list-style-type: none"><input type="checkbox"/> (PA) Rocket Math Adv. Multiplication Set M<ul style="list-style-type: none"><input type="checkbox"/> 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.<input type="checkbox"/> One minute test: Set a timer for one minute. The one minute test is taken inside the box. The student should complete as many problems as possible during that minute. Please circle the last completed problem in pen.<input type="checkbox"/> (I/PA) Today is a practice lesson. There is a section with examples for each concept this week, followed by practice for that concept. Students who have been struggling with the previous lessons may need assistance today.<ul style="list-style-type: none"><input type="checkbox"/> Part 1: Solving for unknowns in additive equations when the unknown is added or a part is subtracted from the unknown.<ul style="list-style-type: none"><input type="checkbox"/> Solve problems, referring to the examples as necessary.<input type="checkbox"/> Check answers with the key.<input type="checkbox"/> Part 2: Solving for unknowns in additive equations when x is subtracted from a whole.<ul style="list-style-type: none"><input type="checkbox"/> Solve problems, referring to the examples as necessary.<input type="checkbox"/> Check answers with the key.<input type="checkbox"/> Part 3: Solving for unknowns in multiplicative equations.<ul style="list-style-type: none"><input type="checkbox"/> Solve problems, referring to the examples as necessary.<input type="checkbox"/> Check answers with the key.<input type="checkbox"/> Today's topics have already been covered in previous videos. Please go back and review them for further assistance.<input type="checkbox"/> See Mrs. Cramer's math check video for additional assistance.

HISTORY (25 Minutes)

<p>History</p> <p>Goal/Objective: Understand the development of the antislavery movement in the U.S.A. and examples of the African Americans who fought against slavery.</p> <p>Materials needed: CK Reader (24-32), "Antislavery Growth" WKST [Extra Resources]: Gettysburg Address Memorization</p> <p>Specific Instructions (I=independent; PA= Parent assistance):</p> <ul style="list-style-type: none"><input type="checkbox"/> Read CK Reader (24-27) (I) reading video<ul style="list-style-type: none"><input type="checkbox"/> answer questions (1-3) on "Antislavery Growth" WKST (I)<input type="checkbox"/> Read CK Reader (27-30)<ul style="list-style-type: none"><input type="checkbox"/> answer question (4) on WKST<input type="checkbox"/> Read CK Reader (30-32)
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Daily Student Instruction Sheet - THURSDAY

	<ul style="list-style-type: none"><input type="checkbox"/> answer question (5) on WKST [OPTIONAL] Extra Resource: <ul style="list-style-type: none"><input type="checkbox"/> Memorize lines 1-2 of Gettysburg Address by next Wednesday
LATIN (15 Minutes)	<p><i>Latin</i></p> <p>Goal/Objective: Finish translating “Fēlīx”</p> <p>Materials needed: (1) “W6 Thursday Translation” worksheet; (2) “W6 Translation Answer Key”; (3) pencil; (4) red pen/pencil</p> <p>Specific Instructions (I=independent; PA=dependent):</p> <ul style="list-style-type: none"><input type="checkbox"/> (I) Complete “W6 Thursday Translation” worksheet<input type="checkbox"/> (I) Check your work, making corrections in red ink or pencil, using either:<ul style="list-style-type: none"><input type="checkbox"/> “W6 Translation Answer Key”, or ...<input type="checkbox"/> W6 Thursday Guided Translation video

Spalding Spelling List (20 min)

Instructions and an answer key are provided below.

Dictate the 5 words (one at a time) to your child. For each word,

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

After finishing the list of 5 words, have your child fold his/her paper so the words do not show.

Repeat this process 1 more time so each word has been practiced a total of 2 times or a maximum of 20 minutes of work. Students will write syllabifications, markings, and rules BOTH times.

→ Remind students to use their phonogram knowledge and spelling rules

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

THURSDAY SPALDING LIST (Parent Key)

Word	Example sentence	Notes
<u>product</u>	The company's newest product is selling well.	
<u>productive</u> r. 4, 2	I am the most productive in the morning.	r. 4 - vowels a,e,o, and u may say their name at the end of a syllable
<u>production</u> r. 4, 14	The VCR is no longer in production .	r. 4 - vowels a,e,o, and u may say their name at the end of a syllable r. 14 - ti, si, and ci are used to say sh at the beginning of a syllable but not the first syllable
<u>program</u> r. 4	Are you participating in an exercise program ?	r. 4 - vowels a,e,o, and u may say their name at the end of a syllable

Name: _____ Date: _____ # _____

Spalding Spelling List

Thursday

1st Dictation



2nd Dictation

Where the Red Fern Grows

Chapter 11 Part 2 (p. 134-140)

Annotation Worksheet

Name: _____ # _____

Date: _____



SHORT ANSWER DIRECTIONS:

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

1. What prayer did Billy offer? # _____

2. What was the message of the lantern? # _____

3. Where did Billy put his lantern when he got home? Why do you think he put the handle up?

4. What would you title Chapter 11?

Name: _____

Date: _____

5th Grade Poetry Project

Meaning Analysis

Part 1: *Reread the following poem.*

The Village Blacksmith

By Henry Wadsworth Longfellow

Under a spreading chestnut-tree
The village smithy stands;
The smith, a mighty man is he,
With large and sinewy hands,
And the muscles of his brawny arms
Are strong as iron bands.

His hair is crisp, and black, and long;
His face is like the tan;
His brow is wet with honest sweat,
He earns whate'er he can,
And looks the whole world in the face,
For he owes not any man.

Week in, week out, from morn till night,
You can hear his bellows blow;
You can hear him swing his heavy sledge,
With measured beat and slow,
Like a sexton ringing the village bell,
When the evening sun is low.

And children coming home from school
Look in at the open door;
They love to see the flaming forge,
And hear the bellows roar,
And catch the burning sparks that fly
Like chaff from a threshing-floor.

He goes on Sunday to the church,
And sits among his boys;
He hears the parson pray and preach,
He hears his daughter's voice
Singing in the village choir,
And it makes his heart rejoice.

It sounds to him like her mother's voice
Singing in Paradise!
He needs must think of her once more,
How in the grave she lies;

Name: _____

Date: _____

And with his hard, rough hand he wipes
A tear out of his eyes.

Toiling,—rejoicing,—sorrowing,
Onward through life he goes;
Each morning sees some task begin,
Each evening sees it close;
Something attempted, something done,
Has earned a night's repose.

Thanks, thanks to thee, my worthy friend,
For the lesson thou hast taught!
Thus at the flaming forge of life
Our fortunes must be wrought;
Thus on its sounding anvil shaped
Each burning deed and thought.

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

1. In your own words, summarize stanza 7. (2 sentences)
2. In your own words, summarize stanza 8. (2 sentences)
3. How would you describe the blacksmith's character? Looks? Actions? Habits? Emotions? Virtues? (2-3 sentences)
4. What is the tone of this poem? (1-2 sentences)
5. Are there any hidden meanings or symbolism?

Name: _____

Date: _____

6. What message do you think the author is trying to tell the readers?

Part III: Practice memorizing stanzas 1-3 and recite it aloud to a family member.

I, _____, memorized stanzas 1-3 of “The Village Blacksmith” and recited them to _____.

(Student signature)

(Parent signature)

Happy Thursday, 5th grade Griffins!

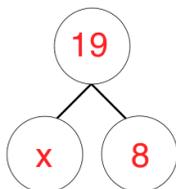
Today we will review and practice how to solve for unknowns for every operation using the number bond strategy and the inverse operation strategy. In tomorrow's graded review, you will be expected to be able to use and answer questions about **both methods**. The examples may be very helpful as student's work through tomorrow's graded review as well.

Part 1: Solving for unknowns in additive equations. Please refer to the following examples as you work through these problems. This section corresponds to Monday's lesson.

Number Bond Strategy

Equations with Addition

$$x + 8 = 19$$

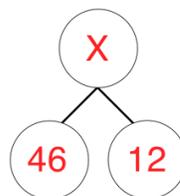


$$X = 19 - 8$$

$$X = 11$$

Equations with Subtraction

$$x - 12 = 46$$



$$x = 46 + 12$$

$$x = 58$$

Inverse Operation Strategy

Equations with Addition

For an equation that used addition, we used the inverse of addition, which is subtraction, to undo the equation.

$$X + 8 = 19$$

$$X = 19 - 8$$

$$X = 11$$

Equations with Subtraction

For an equation that used subtraction, we used the inverse of subtraction, which is addition, to undo the equation.

$$x - 12 = 46$$

$$x = 46 + 12$$

$$x = 58$$

Please show your work using either strategy as you solve the unknowns.

Addition	Subtraction
1a) $x + 19 = 35$	1c) $x - 45 = 45$

Addition

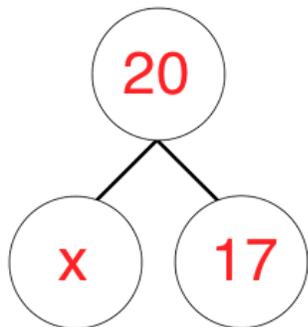
Subtraction

$$1b) 708 + x = 1099$$

$$1d) x - 67 = 124$$

Part 2: Solve for unknowns in additive equations in which x is subtracted from a whole. Please refer to the following examples as you work through these problems. The number bond strategy corresponds to the Monday lesson. The inverse operation strategy corresponds to the Tuesday lesson.

Number Bond Strategy



When we see this number bond, we can see that to find the part x , we need to subtract the other part, 17, from 20.

$$\text{Therefore, } x = 20 - 17.$$
$$x = 3$$

Inverse Operation Strategy

$$20 - x = 17$$

Step 1: Instead of subtracting x , use the inverse operation to add x to the other side.

$$20 = 17 + x$$

Step 2: Use the inverse operation to subtract 17 from 20 so that x is alone.

$$20 - 17 = x$$

Step 3: Solve the problem to find the value of x .

$$3 = x$$

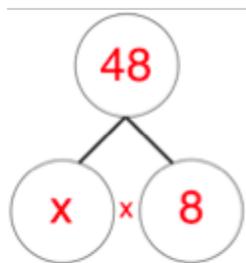
2a) $891 - x = 406$	2b) $700 - x = 523$
---------------------	---------------------

Part 3: Solving for unknowns in multiplicative equations. Please refer to the following examples as you work through these problems. This section corresponds to the Wednesday lesson.

Number Bond Strategy

For Equations with Multiplication

In the $8x = 48$, x and 8 are the parts and 48 is the whole.



Part \times Part = Whole
 $8x = 48$
 We do not usually write $x8$.

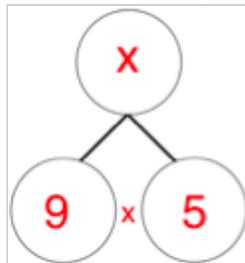
Whole \div Part = Part

$$48 \div x = 8$$

$$48 \div 8 = x$$

For Equations with Division

In the equation $x \div 9 = 5$, x is the whole and 9 and 5 are the parts.



Part \times Part = Whole
 $x = 9 \times 5$
 $x = 5 \times 9$

Whole \div Part = Part

$$x \div 9 = 5$$

$$x \div 5 = 9$$

Now that you see the four problems that go with each of these models, you can choose the one or ones that will help you easily solve for x . You are looking for equations where x is on one side and everything else is on the other side. Then you finish solving it!

$$48 \div 8 = x$$

$$6 = x$$

$$x = 9 \times 5 \text{ or } x = 5 \times 9$$

$$x = 45$$

Inverse Operation Strategy

For Equations with Multiplication

Use the inverse of multiplication, which is division, to undo the equation and get x alone on one side.

$$8x = 48$$

$$x = 48 \div 8$$

$$x = 6$$

Instead of multiplying by 8 , we divided by 8 .

For Equations with Division

Use the inverse of division, which is multiplication, to undo the equation and get x alone on one side.

$$x \div 9 = 5$$

$$x = 5 \times 9$$

$$x = 45$$

Instead of dividing by 9 , we multiplied by 9 .

We can double check our answer by using algebraic substitution.

$$8 \times 6 = 48 \quad \checkmark$$

$x = 6$ is correct!

$$45 \div 9 = 5 \quad \checkmark$$

$x = 45$ is correct!

Thursday, Math

3a) $5x = 500$	3c) $x \div 8 = 15$
3b) $3x = 249$	3d) $x \div 12 = 21$

Check and correct your answers.

Good luck on your graded review! Ask your parents to email me if you have questions.

Congratulations on reaching the end of our algebra unit! We will start a new topic on Monday!

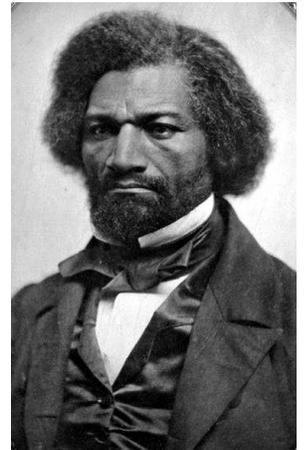
Antislavery Growth

1. **True or False:** “Slavery was first used in the United States in the 1800s.”

2. What does it mean to *abolish* something?
 - a. To tolerate it, to let it happen
 - b. To pretend that it is not happening
 - c. To let it happen sometimes, but not most of the time
 - d. To end it entirely

3. What does an abolitionist want for slavery?

4. Write down one interesting fact about Frederick Douglass.



5. Write down one interesting fact about Harriett Tubman.



Name: _____

Section: _____

W6 Thursday Translation

“Fēlix”

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. Afterwards, check your work using the answer key or by watching the W6 Thursday Guided Translation video.

Remember **Imperfect** (“was/were verbing”) endings are *-bat* and *-bant*.

Perfect (“verbed”) endings are *-vit* and *-vērunt*.

Vocabulary

paene - almost

lacrimō - I cry

rideō - I laugh, I smile

tum - then

culīna - kitchen

festīnō - I hurry

dormiō - I sleep

coquus - cook

excitō - I wake up

tōtus - whole, entire

rēs - thing, matter

nārrō - I tell, I narrate

cēna - dinner

parō - I prepare

Sentences

1) *paene lacrimābat; sed rīdēbat.*

2) *tum Clēmēns ad culīnam festīnāvit.*

3) *Grumiō in culīna dormiēbat.*

4) *Clēmēns coquum excitāvit et tōtam rem nārrāvit.*

5) *coquus, quod erat laetus, cēnam optimam parāvit.*

Graded Review

GHNO | 5th Grade | Week 6 | 05/01

Student Name: _____ Section: ____

Week 6 Fifth Grade Reading Log

Day	Title and Author	Tell me one thing that happened.	Minutes Read	Parent Initials
Monday				
Tuesday				
Wednesday				
Thursday				

*Students are not required to make a reading log entry for Friday, May 1st.

Daily Student Instruction Sheet - FRIDAY

FRIDAY – 5/1/20

Week 6: Graded Review Instructions

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

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 Friday this week. You only need Monday - Thursday.)

You may turn it in online on Google Classroom or drop it off at the school. It is due on Monday, May 4th.

Assignments for Art, PE, and Music should be turned in separately on Google Classroom or at the school. These are also due by Monday, May 4th.

Spalding

Estimated Time: 20 minutes

Materials needed: Sharpened pencil and eraser (no pen please)

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

- Complete the Spalding Graded Review with the help of a parent (PA) or the [Friday Spalding Video](#) with Miss Franzmann.

<https://cloud.swivl.com/v/367a117a87ddc338a021ef36a24337d6>

Literature

Estimated Time: 10 minutes

Materials needed: pencil and eraser (no pen please)

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

- Complete the Literature Graded Review independently. (I)

Grammar/Writing

Estimated Time: 10 minutes

Materials needed: Sharpened pencil

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

ELA

Spalding

Literature

Grammar/Writing

No reading assignment for the reading log today

Daily Student Instruction Sheet - FRIDAY

	<ul style="list-style-type: none"> <input type="checkbox"/> Follow the directions to complete the poetry review. Stanza 1 of “The Village Blacksmith” should be filled out independently, students should not refer to their notes. (I) <p><i>Reading Log</i></p> <p>Students do not need to read 20 minutes for Friday. The reading log should be returned with this week’s graded review. It can be dropped off at school with the graded review or scanned and uploaded to Google Classroom with the graded review.</p>
MATH	<p><i>Math</i></p> <p><u>Estimated Time:</u> 15-20 minutes</p> <p><u>Materials needed:</u> pencil and eraser (no pen please)</p> <p><u>Recommended Resource:</u> Thursday Math Student Pages which include examples for each type of problem discussed this week.</p> <p><u>Specific Instructions (I=independent; PA= Parent assistance):</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> The Math Review has two parts: 1) Rocket Math and 2) an independent review of this week’s concepts. <ul style="list-style-type: none"> <input type="checkbox"/> (PA) Rocket Math: Advanced Multiplication 2-minute test (2 min) <ul style="list-style-type: none"> <input type="checkbox"/> This week the Rocket Math test will be a baseline in order to assess the student’s progress in future graded reviews. In future weeks, Rocket Math will only be graded based on a student’s individual progress from week to week. Progress can be shown by greater accuracy or by completing more problems. Students are not expected to complete the whole test. <input type="checkbox"/> 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. <input type="checkbox"/> Students should complete the rest of the review independently.
HISTORY	<p><i>History</i></p> <p><u>Estimated Time:</u> 10 minutes</p> <p><u>Materials needed:</u> pencil, eraser</p> <p><u>Recommended Resources:</u></p> <p><u>Specific Instructions (I=independent; PA= Parent assistance):</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Students should complete the review independently.
SCIENCE	<p><u>Estimated Time:</u> 10 minutes</p> <p><u>Materials needed:</u> pencil, eraser</p> <p><u>Recommended Resources:</u></p> <p><u>Specific Instructions (I=independent; PA= Parent assistance):</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Students should complete the review independently.
LATIN	<p><i>Latin</i></p> <p><u>Estimated Time:</u> 10 minutes</p> <p><u>Materials needed:</u> Your completed and corrected Monday-Thursday worksheets</p> <p><u>Specific Instructions (I=independent; PA= Parent assistance):</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Complete the Latin Graded Review independently. (I)

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

Dictate the 20 review words (one at a time) to your child. For each word,

First: Parent Does:	Next, Child Does:	Then, Together:
<ul style="list-style-type: none"> Says the word Says the word in a sentence Says the word again 	<ul style="list-style-type: none"> Repeats the word Writes the word 	<ul style="list-style-type: none"> Make the appropriate corrections before moving on to the next word

Student will write review words correctly one time each.

- Remind students to use their phonogram knowledge and spelling rules
- Remind students to practice proper letter formation and to use their best handwriting.

Word	Example sentence
nature	He devoted himself to the study of nature .
natural	Fruits and vegetables are examples of natural foods.
naturally	Her hair curls naturally .
naturalist	A naturalist is a person who studies plants and animals as they live in nature.
nonsense	The stories she told about attacking frogs are nonsense .
observe	Observe how the caterpillar turns into a butterfly.
observatory	We went to the observatory to see the constellations.
observation	She made an observation about the actor's sense of style.

Word	Example sentence
occur	No one was ready for what was about to occur .
occurred	It suddenly occurred to me that there was a better way to do the homework.
occurrence	Lightning is a natural occurrence .
opposite	The two boys lived on opposite sides of the street.
opposition	He expressed his opposition to the new recess policy.
phrase	Underline the adverbial phrase in the sentence.
practice	To be a good musician you have to practice a lot.
process	Learning a foreign language can be a difficult process .
product	The company's newest product is selling well.
productive	I am the most productive in the morning.
production	The VCR is no longer in production .
program	Are you participating in an exercise program ?

First Name: _____ Last Name: _____ Class: _____

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
- Friday Spalding Student Worksheet on the next page

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

- Spalding work is **PA**. (There is an optional [Friday 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

Name: _____ Date: _____ # _____

Spalding Spelling List

Friday

1st Dictation



1)

2)

3)

4)

5)

6)

7)

8)

9)

10)

11)

12)

13)

14)

15)

16)

17)

18)

19)

20)

Literature Graded Review

Part 1: Multiple Choice. Circle the correct answer.

Chapter 10 Part 1

1. What did Billy's Mama make out of his first coon hide?
 - a. A coat
 - b. A hat
 - c. A scarf
 - d. A shirt

Chapter 10 Part 1

2. Use the following sentence to help you identify the definition of the word *predicament*: "I don't know how to get out of the **predicament** I am in!"
 - a. An area of quicksand found in the river bottoms
 - b. A steel trap used for catching raccoons
 - c. A difficult or unpleasant situation
 - d. A cave

Chapter 10 Part 2

3. What predicament did Old Dan get into in the place called "The Cyclone Timbers?"
 - a. He got stuck in quicksand
 - b. He fell down a ditch and couldn't get out
 - c. His foot got stuck in a trap
 - d. He got stuck up a tree

Part 2: Short Answer.

Chapter 11 Part 1

4. In Chapter 11, describe the predicament Little Ann was in that froze the blood in Billy's veins.

Chapter 11 Part 2

5. Describe how Billy saved Little Ann.

Grammar/Writing Graded Review

Part I: *Circle the best answer.*

1. “Hope is the thing with feathers/ that perches in the soul/ and sings the tune without the words/ and never stops at all.

- a. Metaphor
- b. Simile

2. “Old Marley was as dead as a door-nail”

- a. Metaphor
- b. Simile

3. “The sun in the west was a drop of burning gold that slid near and nearer the sill of the world.”

- a. Simile
- b. Metaphor

Part II: *Write the first six lines of “The Village Blacksmith”*

Part III: Pick a poetic device and write 1-2 complete sentences explaining what it is and how it deepens the meaning of a poem.

Recommended Break

Math Graded Review

Part 1: Rocket Math

Complete your 2-minute rocket math test on advanced multiplication. 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.



10s, 11s, 12s Multiplication
Two-Minute Test **1**

Name _____

$$\begin{array}{r} 11 \\ \times 3 \\ \hline \end{array}$$
$$\begin{array}{r} 6 \\ \times 10 \\ \hline \end{array}$$
$$\begin{array}{r} 7 \\ \times 8 \\ \hline \end{array}$$
$$\begin{array}{r} 10 \\ \times 7 \\ \hline \end{array}$$
$$\begin{array}{r} 9 \\ \times 12 \\ \hline \end{array}$$
$$\begin{array}{r} 4 \\ \times 6 \\ \hline \end{array}$$
$$\begin{array}{r} 12 \\ \times 1 \\ \hline \end{array}$$
$$\begin{array}{r} 6 \\ \times 6 \\ \hline \end{array}$$
$$\begin{array}{r} 11 \\ \times 4 \\ \hline \end{array}$$
$$\begin{array}{r} 7 \\ \times 12 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ \times 2 \\ \hline \end{array}$$
$$\begin{array}{r} 3 \\ \times 10 \\ \hline \end{array}$$
$$\begin{array}{r} 8 \\ \times 12 \\ \hline \end{array}$$
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$$\begin{array}{r} 4 \\ \times 12 \\ \hline \end{array}$$
$$\begin{array}{r} 8 \\ \times 6 \\ \hline \end{array}$$
$$\begin{array}{r} 12 \\ \times 5 \\ \hline \end{array}$$

$$\begin{array}{r} 10 \\ \times 2 \\ \hline \end{array}$$
$$\begin{array}{r} 4 \\ \times 11 \\ \hline \end{array}$$
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$$\begin{array}{r} 8 \\ \times 4 \\ \hline \end{array}$$
$$\begin{array}{r} 11 \\ \times 2 \\ \hline \end{array}$$
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$$\begin{array}{r} 5 \\ \times 8 \\ \hline \end{array}$$
$$\begin{array}{r} 12 \\ \times 9 \\ \hline \end{array}$$
$$\begin{array}{r} 1 \\ \times 11 \\ \hline \end{array}$$

$$\begin{array}{r} 10 \\ \times 10 \\ \hline \end{array}$$
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$$\begin{array}{r} 7 \\ \times 7 \\ \hline \end{array}$$
$$\begin{array}{r} 8 \\ \times 9 \\ \hline \end{array}$$
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$$\begin{array}{r} 9 \\ \times 3 \\ \hline \end{array}$$
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$$\begin{array}{r} 12 \\ \times 2 \\ \hline \end{array}$$
$$\begin{array}{r} 8 \\ \times 3 \\ \hline \end{array}$$
$$\begin{array}{r} 11 \\ \times 8 \\ \hline \end{array}$$

$$\begin{array}{r} 10 \\ \times 3 \\ \hline \end{array}$$
$$\begin{array}{r} 6 \\ \times 5 \\ \hline \end{array}$$
$$\begin{array}{r} 10 \\ \times 12 \\ \hline \end{array}$$
$$\begin{array}{r} 6 \\ \times 9 \\ \hline \end{array}$$
$$\begin{array}{r} 9 \\ \times 10 \\ \hline \end{array}$$
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$$\begin{array}{r} 10 \\ \times 5 \\ \hline \end{array}$$
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$$\begin{array}{r} 8 \\ \times 10 \\ \hline \end{array}$$
$$\begin{array}{r} 12 \\ \times 4 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ \times 6 \\ \hline \end{array}$$
$$\begin{array}{r} 12 \\ \times 10 \\ \hline \end{array}$$
$$\begin{array}{r} 11 \\ \times 12 \\ \hline \end{array}$$
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$$\begin{array}{r} 12 \\ \times 8 \\ \hline \end{array}$$
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$$\begin{array}{r} 10 \\ \times 12 \\ \hline \end{array}$$
$$\begin{array}{r} 5 \\ \times 11 \\ \hline \end{array}$$
$$\begin{array}{r} 8 \\ \times 2 \\ \hline \end{array}$$
$$\begin{array}{r} 5 \\ \times 9 \\ \hline \end{array}$$



Answer as many problems as you can in 2 minutes.



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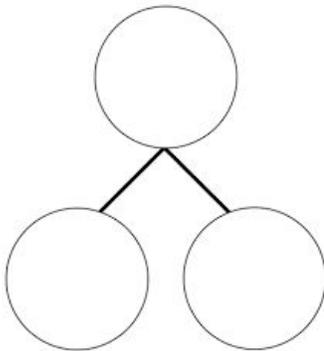
Math Graded Review, Part 2: Solving for Unknowns

1. Please circle the **two** true statements.
 - a) Addition and division are inverse operations.
 - b) Addition and subtraction are inverse operations.
 - c) Multiplication and division are inverse operations.
 - d) Multiplication and addition are inverse operations.

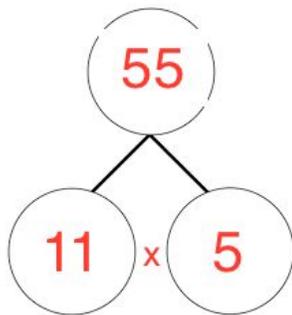
2. What does it mean for two operations to be inverse?

Please answer with 1 or more complete sentences.

3. Please fill this number bond for the equation $x + 8 = 10$.



4. There are four possible equations that go with this multiplicative number bond. Please write in the missing equations. You do not need to solve for x.



Part \times Part = Whole

_____ \times _____ = _____

_____ \times _____ = _____

Whole \div Part = Part

_____ \div _____ = _____

_____ \div _____ = _____

5. Solve for the unknown in these additive problems. Show your work using either the number bond strategy or the inverse operation strategy.

a) $X + 28 = 75$	b) $X - 67 = 182$
------------------	-------------------

6. Solve for the unknown in this additive problem in which x is a part subtracted from a whole. Show your work using either the number bond strategy or the inverse operation strategy.

$894 - x = 253$

7. Solve for the unknown in the following multiplicative problems. Show your work using either the number bond strategy or the inverse operation strategy.

a) $6x = 198$	b) $x \div 13 = 9$
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8. Choose **one** of the problems that you solved for problems 5-7 and explain how you solved it using complete sentences.

Recommended Break

Science Graded Review

1. Entomology comes from the Greek, entomon meaning _____ and logos meaning _____.

2. Who is known for being the first to create a uniform system for classification?
 - a. Galileo Galilei
 - b. Aristotle
 - c. Carolus Linneaus
 - d. Leonardo Davinci

3. This father of classification created a binomial naming system with the first name indicating the _____ and the second indicating the _____.

4. Look at your dichotomous classification key. What is the scientific name for a Ladybug? _____

Directions: Answer in complete sentences

5. Why do insects need to shed their skin? _____

6. Reflection question: Why do you think naming living things important for human beings?

History Graded Review

1. What did the abolitionists in the Northern States want?
 - a. To get rid of slavery in the Northern states only
 - b. To get rid of all slavery entirely
 - c. To stop southerners from moving to new territories
 - d. To get rid of slavery in the Southern states only

2. True or False: “Everyone in the Southern states owned slaves”

3. True or False: “Plantation owners controlled most of the money in the Northern States.”

4. Frederick Douglass is famous for...
 - a. Helping maintain the Underground Railroad
 - b. Secretly freeing slaves
 - c. Writing and speaking about his life as a slave
 - d. Ending slavery once and for all in the U.S.A.

BONUS: What was the sign Nat Turner received that told him it was time to break free?

Recommended Break

Latin Graded Review

Answer the following questions based on this week’s readings.

1) Choose the best translation:

Fēlix Clēmentem laetē salūtāvit.

- A. Clemens greeted Felix happily.
- B. Felix greeted Clemens happily
- C. Felix was drinking with Clemens happily.
- D. Felix invited Clemens to the house.

2) Choose the best translation:

Clēmēns Caecilium et Metellam quaesīvit.

- A. Clemens and Caecilius looked for Metella.
- B. Caecilius and Metella looked for Clemens.
- C. Clemens looked for Caecilius and Metella.
- D. Clemens was looking for Caecilius and Quintus.

3) Choose the best translation:

Quīntus Metellam salūtāvit et ad ātrium festīnāvit.

- A. Quintus and Metella greeted one another and hurried to the atrium.
- B. Metella greeted Quintus and hurried to the atrium.
- C. Quintus greeted Metella and hurried to the kitchen.
- D. Quintus greeted Metella and hurried to the atrium.

4) Choose the best translation:

Grumiō paene dormiēbat, sed Clēmēns Grumiōnem excitāvit.

- A. Grumio was almost asleep, but Clemens woke Grumio up.
- B. Grumio was almost asleep, but Clemens made Grumio laugh.
- C. Grumio was thoroughly asleep, but Clemens woke Grumio up.
- D. Grumio was thoroughly asleep, but Clemens made Grumio laugh.

5) What tense is a verb that ends with *-vit*?

- A. Present tense
- B. Imperfect tense
- C. Perfect tense
- D. Pluperfect tense

Congratulations on finishing week 6!