

GreatHearts

Northern Oaks



Distance Learning Packet

May 11 - 15, 2020

4th grade

Ms. Ward

Mr. Grimes

Mr. Garrett

Ms. Lopez

Student Name: _____ Section: _____



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W6 WEEKLY ASSIGNMENTS 5/11 - 5/15	
MUSIC (25 Minutes)	<p><u>MUSIC</u></p> <p>Goal/Objective: The student will learn about John Philip Sousa.</p> <p>Materials needed: Biography on Sousa, Worksheet: Sousa Match-up, Sousa Video (Optional)</p> <p>Specific Instructions (I=independent; PA= Parent assistance):</p> <ul style="list-style-type: none"> <input type="checkbox"/> (I) Read over the biography on John Philip Sousa <input type="checkbox"/> (I) Watch the Sousa Video (Optional) <input type="checkbox"/> (I) Complete the Sousa Match-up worksheet <p>SOUSA MATCH-UP WORKSHEET DUE MONDAY: to Google Classroom or School</p>
ART (25 Minutes)	<p><u>ART</u></p> <p>Goal/Objective: Scholars of all ages -- no age limit -- will venture outside for Nature Observations.</p> <p>Materials needed:</p> <ul style="list-style-type: none"> • Pencil • Paper or sketchbook <p>Specific Instructions:</p> <ul style="list-style-type: none"> <input type="checkbox"/> (PA) Find 1-3 flowers. If you do not have any, with your parents' help, you can ask a neighbor!! <input type="checkbox"/> (I) (4-6th grade) Looking at this sketch by Da Vinci, we are going to draw our flower a few times. <ul style="list-style-type: none"> <input type="checkbox"/> Look at your flower(s) at different angles. Example and Da Vinci sketch included in the following pages. <input type="checkbox"/> Watch Teacher Video for a guided instruction. <p>DUE ON MONDAY</p>
LATIN (25 Minutes)	<p><u>LATIN</u></p> <p>Goal/Objective: Continue translating <i>Ī, Canis. Ī!</i></p> <p>Materials needed: (1) "W8 <i>Ī, Canis. Ī!</i>" vocabulary flashcards; (2) "W8 <i>Ī, Canis. Ī!</i>" translation worksheet; (3) "W8 Answer Key"</p> <p>Specific Instructions (I=independent; PA= Parent assistance):</p> <ul style="list-style-type: none"> <input type="checkbox"/> (I) Make "W8 <i>Ī, Canis. Ī!</i> flashcards: <ul style="list-style-type: none"> <input type="checkbox"/> Fold on the dotted vertical line <input type="checkbox"/> Cut along the dark horizontal lines <input type="checkbox"/> Glue blank sides together <input type="checkbox"/> KEEP THESE CARDS (do not turn them in) <input type="checkbox"/> You can practice on Quizlet <input type="checkbox"/> (I) Complete "W8 <i>Ī, Canis. Ī!</i> translation worksheet" <input type="checkbox"/> (I) Check your work with "W8 Answer Key" or Guided Translation video <input type="checkbox"/> (I) Optional - Watch "The Pontifex Song" video and sing along <input type="checkbox"/> (I) Optional - Watch "Amo La Bamba" video and sing along
PE	<p><u>PE</u></p>

Specials Student Instruction Sheet

(25 Minutes)

Goal/Objective: Student will perform a variety of exercises and activities to complete their weekly Bingo Sheets

Materials needed:

- [Bingo Sheet](#) (included in packet)
- Optional P.E. challenge videos brought to you by:
[Coach Corcoran](#)
[Coach Walsh](#)
Coach Wilson

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

- (I) Complete any five 5 squares in a row. (Diagonal, Horizontal, Vertical)
- Leap in the air and yell BINGO!

DUE ON MONDAY - Turn in [Bingo Sheet](#) digitally through Google classroom OR turn in to the school

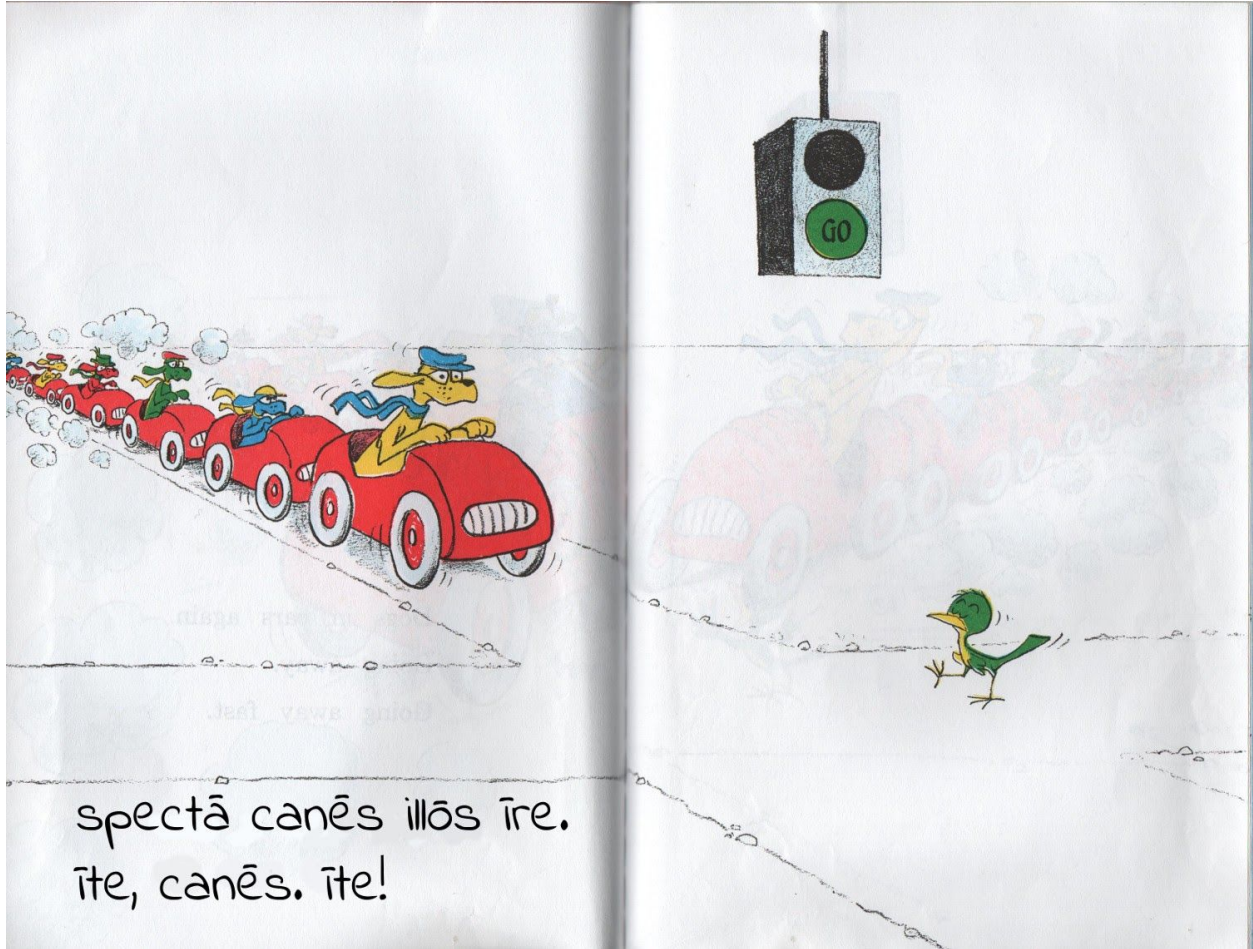
Name: _____

Section: _____

Week 8 *Ī, Canis. Ī!*

Instructions

Translate the following pages from *Ī, Canis. Ī!* **Remember** that the infinitive of *eō* (“I go”) is *īre*, and this word means “to go” or just “go”. You’ll see *īre* many times below.



Spectā canēs illōs īre.

Īte, canēs. Īte!

Name: _____

Section: _____



Dēsistite, canēs. Dēsistite!

Lucerna nunc est rubra.

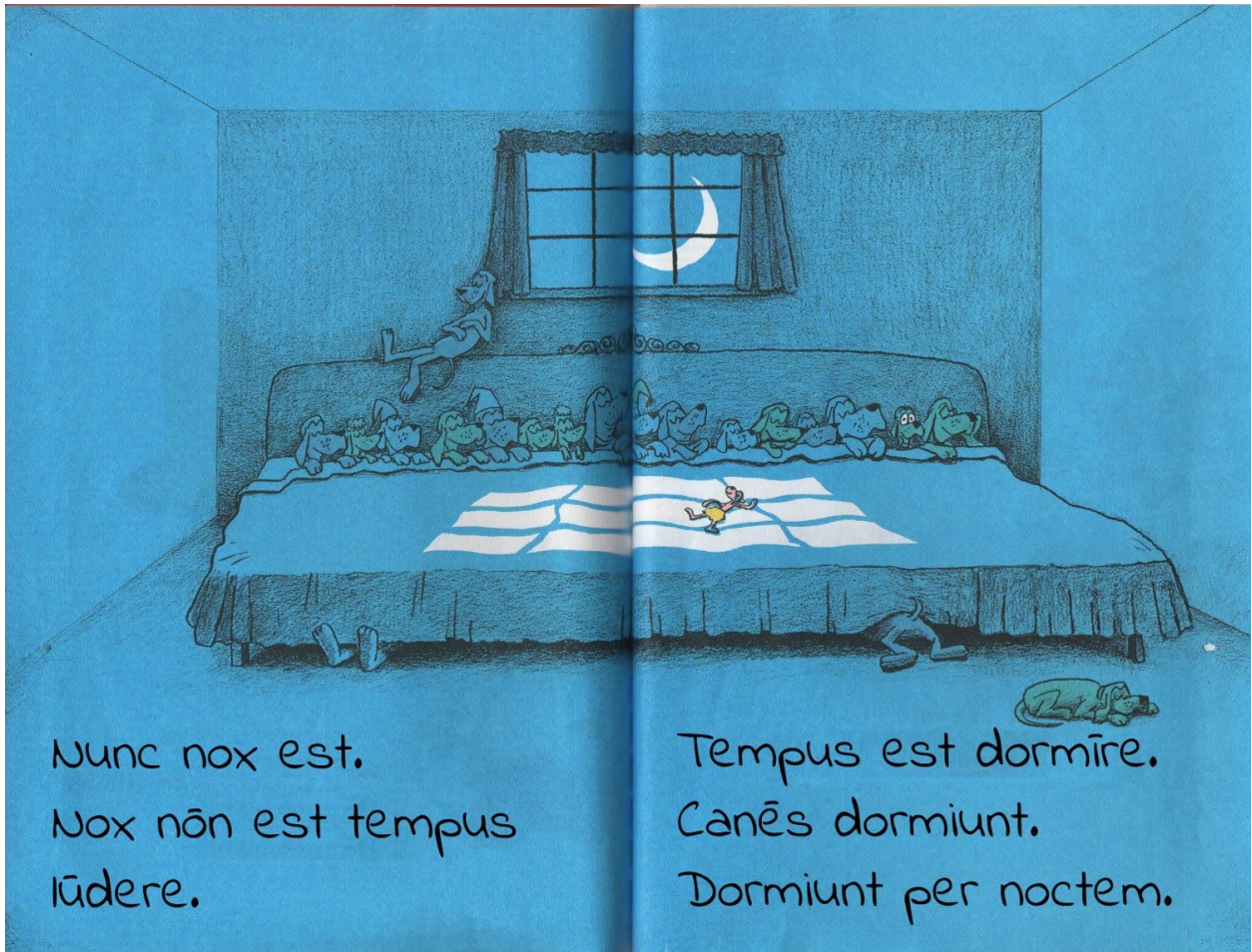


Īte, canēs. Īte!

Lucerna nunc est viridis.

Name: _____

Section: _____



Nunc nox est.
Nox nōn est tempus
lūdere.

Tempus est dormīre.
Canēs dormiunt.
Dormiunt per noctem.

Nunc nox est.

Nox nōn est tempus lūdere. (*in Latin, a *lūdus* is a game*)

Tempus est dormīre. (*a “dorm” is a place you’re supposed to sleep*)

Canēs dormiunt.

Dormiunt per noctem. (*noctem is the accusative singular of *nox**)

Name: _____

Section: _____



Nunc diēs est. Sol lucet.
Nunc tempus est
canēs surgere.

Surgite!
Diēs est.
Tempus est ire.
ite, canēs. ite!

Nunc diēs est. Sol lucet.

Nunc tempus est canēs surgere. (*treat *canēs* as the subject of *surgere**)

Surgite! Diēs est!

Tempus est ire!

Īte, canēs. Īte!

lucerna



lamp, light

per



through

specto



I look at

surgo



I get up

tempus



time

desisto



I stop

dies



day

dormio



I sleep

illos



those

ire



Go, Dog, Go!

to go

Draw a line to connect the circle with the square that matches.

Washington,
D.C.

Violin

The first
instrument
that Sousa
learned to play

Sousaphone

Sousa's
birthplace

the Circus

Sousa almost
joined

Instrument
named for
Sousa



Military marching band

ART: Week 8

3RD GRADE:

- Draw your flower one time
- Draw it **BIG!!**
- Pay **EXTRA** attention to the details!

4TH – 6TH GRADE:

- Draw your flower(s) (you should have collected at least 1, 2, or 3 different flowers.
- Look at your flowers from different perspectives and draw each flower at least 2 times.
 - In Miss Prather's example, she has drawn 1 flower 4 different times.
 - You do not need to do exactly what Miss Prather did.
 - This is only to show you how you can change the views of the flower!



Flowers Miss Prather found in her yard!

You can also use these if you

cannot find any flowers:



- Look at how Da Vinci draws multiple versions of the same flower!
- This helped him to understand the flower's form a lot more.
- By drawing the same thing from different perspectives, you can better understand how to draw it in the future!
- **CHALLENGE:** Fill up your page with your flower drawings like Da Vinci did!!



IMPORTANT: PLEASE WRITE YOUR NAME AND SECTION
(AND HOUSE IF YOU ARE IN 6TH GRADE) ON THE
ARTWORK THAT YOU TURN IN!!!

Physical Education BINGO



Student Name: _____

100 jumping jacks	Eat no sugar or foods with sugar for the whole day	Everytime you see a cardinal or a bluejay, do 5 burpees. (Compete with your family and friends if you like)	30 seconds headstands	Have a somersault race with families or friends
Go the whole day using your non-dominant hand for things (brushing teeth, eating with a spoon, computer mouse, etc.)	3 minutes planks	Balance on one foot for 30 seconds, then switch. If you fail for even a second, start over.	20 Crunches	Bow Pose Lie on your tummy, bend your knees, lift your chest, reach your arms back towards your toes, and hold onto your feet.
Boat Pose Balance on your buttocks with your legs up. Then rock in the water like a boat.	Cat Pose Come to an all-fours position, round your back, and tuck your chin into your chest. Pretend to be a kitty cat.	 Free Space	Kangaroo Pose Stand tall in Mountain Pose with your feet hip-width apart, bend your knees, and hop like a kangaroo.	Butterfly Pose Sit on your buttocks with a tall spine, bend your legs, place the soles of your feet together, and gently flap your legs like the wings of a butterfly.
Mountain Pose Stand tall in Mountain Pose, look up, and reach your arms up to the sky.	Sail Boat Pose From Triangle Pose, bend your front leg, rest your front elbow on your thigh, and reach your other arm straight up high to the sky. Look up. Repeat on the other side.	Do 10 Amazing Cartwheels	Do a jumping jack for every letter of the alphabet	Challenge someone to a sit-up competition
Play your favorite sport	Challenge someone to a push-up competition	Freeze Dance to your favorite song	Play a game of Freeze Tag	One day without T.V.

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

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

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

Daily Student Instruction Sheet - MONDAY

MONDAY – 5/11/20

ELA

Spalding (15 Minutes)

Literature (Minutes)

Grammar/Writing (25 Minutes)

Reading (20+ minutes)

Spalding

Goal/Objective: Students will learn 5 new words

Materials needed: **Spalding Sheet**, Spalding notebook, and a pencil.

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

- PA: Student will view **Monday Spalding Video:**[Monday Spalding Video](#) OR parent will dictate words, according to instructions on Spalding sheet.
- PA: Students will practice syllabating and finger spelling the words and writing the words.
- PA: Students will also review the rules for the words.
- PA: Students will write each word with markings and rules a total of **two times**.

Literature

Goal/Objective: Students will continue reading their 5th and final Classic to Keep, *The Princess and the Goblin*, with fluency and comprehension. Students will understand, make inferences, and draw conclusions about the structure and elements of fiction and provide evidence from the text to support their understanding.

Materials needed: [The Princess and the Goblin: Chapter 16](#) and [Reading Log](#) (on cover page of Friday materials)

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

- I/PA: Students will watch Literature Read-Aloud Video with Miss Ward (linked here: [Monday Literature Video](#)) with help for reading and understanding *The Princess and the Goblin* Chapter 16.
- I/PA: Students will read **Chapter 16** of *The Princess and the Goblin*. Parents may assist, if needed.
- Optional: Click to listen to the free **audiobook read-along:** [LibriVox](#).
- Track minutes read on Reading Log (in packet with Monday materials).

Grammar/Writing

Goal/Objective: Students will identify metaphors while understanding their analogies.

Daily Student Instruction Sheet - MONDAY

	<p>Materials needed: What Are Metaphors? worksheet, Metaphor Notes handout, answer key, grammar spiral, and a pencil.</p> <p>Specific Instructions (I=independent; PA= Parent assistance):</p> <ul style="list-style-type: none"><input type="checkbox"/> I: Students will learn about metaphors with Mrs. Lopez's Grammar Lesson or review Monday's grammar notes. Students can take notes in their grammar spiral if they choose to.<input type="checkbox"/> I: Using their notes in their grammar spirals, students will complete the grammar worksheet independently.<input type="checkbox"/> I/PA: Use the answer key to check answers and correct errors. Parents may assist, if necessary.
<p>MATH (Minutes)</p>	<p>Math</p> <p>Goal/Objective: Students will express a two place decimal as a fraction in its simplest form.</p> <p>Materials needed: Notes. Worksheet. Answer key and Monday Math Video.</p> <p>Specific Instructions: (I = Independent; PA = Parent Assisted)</p> <ul style="list-style-type: none"><input type="checkbox"/> I: Students will read notes,<input type="checkbox"/> I: Complete worksheet. Students must show their work on the worksheet.<input type="checkbox"/> I/PA: Use the answer key to check answers and correct errors. Parents may assist with this, if necessary.
<p>HISTORY (Minutes)</p>	<p>History</p> <p>Goal/Objective: Students will learn how Texas went from being an independent nation to becoming the 28th state in the United States of America.</p> <p>Materials needed: Reading "Becoming a State" pg. 68-69, and 72 .</p> <p>Specific Instructions (I=independent; PA= Parent assistance):</p> <ul style="list-style-type: none"><input type="checkbox"/> I, Video:<input type="checkbox"/> I, Students will: Read pg. 68-69 from "Becoming a State"<input type="checkbox"/> I, Students will: Answer comprehension questions 1-4 on page 72. <p>Note:Students must answer Comprehension Questions in complete sentences, and in cursive.</p> <p>. Example: What was the Treaty of Guadalupe Hidalgo? Answer: The Treaty of Guadalupe Hidalgo was the treaty that ended the war with Mexico, and set up the border between Texas and Mexico.</p>

Daily Student Instruction Sheet - MONDAY

SPECIALS

Specials Assignments are no longer optional. Specials assignments will be graded.

Please see the Specials Class Assignments at the beginning of this packet.

You should have completed all FOUR specials assignments this week -- one for PE, one of Latin, one for Music, and one for PE.

Please double check that these assignments are complete, and either scan and upload to Google Classroom or attach to your packet to turn in at school by Monday.

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

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

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

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

Repeat this process 1 more time, so each word has been practiced a total of 2 times or a maximum of 20 minutes of work.

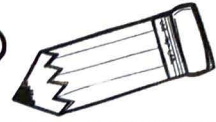
- Remind students to use their phonogram knowledge and spelling rules
- Remind students to practice proper letter formation and to use their best handwriting.

Word	Example sentence	Notes
<i>iden ti fied</i> .2 2	The woman <u>identified</u> herself as a teacher.	r. 5, 24, 28 Base word: identify Ending: "d" Write identify but change Y to I because base word identify ends with /y/ and add "d" (ed).
<i>iden ti fy</i>	He could not <u>identify</u> where the sound was coming from.	r. 5, 6 Base word.
<i>ig no rance</i>	He acted in <u>ignorance</u> of basic procedures.	r. 4, 11 Base word: ignorant Ending: ance Write base word without silent final E because ending "ance" starts with a vowel.
<i>ig no rant</i>	She was <u>ignorant</u> of the issue.	r. 4, 11 Base word: ignorant Ending: ant Write base word without silent final E because ending "ant" starts with a vowel.
<i>ig no re</i>	I watched my dog <u>ignore</u> my cat.	Base word. Call attention to "O" sound of vowel. Leave at the end of syllable in derivatives. To ignore the truth shows ignorance.

Name _____

Date _____

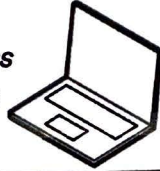
What are Metaphors?



Metaphors are used to compare two things that are different in most ways but are the same in one, important way. A metaphor states that one thing is something else. Unlike a simile, the words "as" and "like" are not included.

Examples:

*Jake is a wizard with computers
(Jake is not a real wizard, he is
just good with computers.)*



*Lucy's room is a pigsty
(The room is not an actual pigsty,
it is just a really messy.)*

Tell what each metaphor means.

Example: Amy's tears were a river. Amy cried a lot.

1. Dad is a bear in the morning. _____
2. My brother is a night owl. _____
3. The nurse was an angel. _____
4. Kenny is such a pig. _____
5. Our computer is a dinosaur. _____
6. Marcus is a walking encyclopedia. _____
7. The clouds were marshmallows in the sky. _____
8. Justin's fingers were icicles. _____
9. Mandy's hair is a rat's nest. _____
10. Grandma's pie is a slice of heaven. _____
11. She was a ticking time bomb. _____
12. Her teeth were pearls. _____
13. The lake was a mirror. _____
14. The car was an oven. _____
15. My uncle is such a packrat. _____

May 11-15

Notes - Wk. 8 DI-5

7. Write each decimal as a fraction in its simplest form.

(a) $0.25 = \frac{25}{100} \div \frac{25}{25} = \frac{1}{4}$

(b) $3.75 = 3 \frac{75}{100} \div \frac{25}{25} = 3 \frac{3}{4}$

(c) $0.06 = \frac{6}{100} \div \frac{2}{2} = \frac{3}{50}$

(d) $4.02 = 4 \frac{2}{100} \div \frac{2}{2} = 4 \frac{1}{50}$

(e) $0.35 = \frac{35}{100} \div \frac{5}{5} = \frac{7}{20}$

(f) $8.45 = 8 \frac{45}{100} \div \frac{5}{5} = 8 \frac{9}{20}$

8. Change the denominator to 10 or 100. Then write the fraction as a decimal.

(a) $\frac{1 \times 2}{5 \times 2} \frac{2}{10} = .2$

(b) $5 \frac{1 \times 5}{2 \times 5} \frac{5}{10} = 5.5$

(c) $10 \frac{2 \times 2}{5 \times 2} \frac{4}{10} = 10.4$

(d) $\frac{1 \times 25}{4 \times 25} \frac{25}{100} = .25$

(e) $\frac{3 \times 25}{4 \times 25} \frac{75}{100} = .75$

(f) $2 \frac{3 \times 25}{4 \times 25} \frac{75}{100} = 2.75$

(g) $\frac{19 \times 5}{20 \times 5} \frac{95}{100} = .95$

(h) $4 \frac{12 \times 4}{25 \times 4} \frac{48}{100} = 4.48$

Monday, May 11, Wk.8- D1

*Assignment

Convert decimals to fractions.

Convert to fractions.

1. $0.6 =$ _____

2. $0.36 =$ _____

3. $0.55 =$ _____

4. $0.28 =$ _____

5. $0.1 =$ _____

6. $0.9 =$ _____

7. $0.06 =$ _____

8. $0.2 =$ _____

9. $0.63 =$ _____

10. $0.81 =$ _____

11. $0.82 =$ _____

12. $0.9 =$ _____

13. $0.8 =$ _____

14. $0.62 =$ _____

15. $0.76 =$ _____

16. $0.4 =$ _____

Comprehension Questions

1. What was the main disagreement the people in the United States had about whether or not Texas should join the United States?

2. Which section of the United States favored statehood for Texas? Why?

3. Explain what is meant by Manifest Destiny.

4. Why did the U.S. Congress agree to make Texas a state?

5. Name two delegates who helped write the Texas state constitution.

Daily Student Instruction Sheet - TUESDAY

TUESDAY – 5/12/20

ELA

Spalding (15 Minutes)

Literature (Minutes)

Grammar/Writing (20 Minutes)

Spalding

Goal/Objective: Students will learn 5 new words

Materials needed: **Spalding Sheet**, Spalding notebook, and a pencil.

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

- PA:** Student will view [Tuesday Spalding Video](#) OR parent will dictate words, according to instructions on Spalding sheet.
- PA:** Students will practice syllabifying and finger spelling the words and writing the words.
- PA:** Students will also review the rules for the words.
- PA:** Students will write each word with markings and rules a total of **two times**.

Literature

Goal/Objective: Students will continue reading their 5th and final Classic to Keep, *The Princess and the Goblin*, with fluency and comprehension. Students will understand, make inferences, and draw conclusions about the structure and elements of fiction and provide evidence from the text to support their understanding.

Materials needed: [The Princess and the Goblin: Chapter 17](#) and [Reading Log](#) (on cover page of Friday materials)

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

- I/PA:** Students will watch Literature Read-Aloud Video with Miss Ward (linked here: [Tuesday Literature Video](#)) with help for reading and understanding *The Princess and the Goblin* Chapter 17.
- I/PA:** Students will read **Chapter 17** of *The Princess and the Goblin*. Parents may assist, if needed.
- Optional: Click to listen to the free **audiobook read-along:** [LibriVox](#).
- Track minutes read on Reading Log (in packet with Monday materials).

Grammar/Writing

Daily Student Instruction Sheet - TUESDAY

	<p>Goal/Objective: Students will identify metaphors while understanding their meanings.</p> <p>Materials needed: Metaphor Match Up worksheet, answer key, grammar spiral, and a pencil.</p> <p>Specific Instructions (I=independent; PA= Parent assistance):</p> <ul style="list-style-type: none"><input type="checkbox"/> I: Using their notes in their grammar spirals, students will complete the grammar worksheet independently.<input type="checkbox"/> I/PA: Use the answer key to check answers and correct errors. Parents may assist, if necessary.
<p>MATH (Minutes)</p>	<p>Math</p> <p>Goal/Objective: Students will express a two place decimal as a fraction in its simplest form.</p> <p>Materials needed: Notes. Worksheet. Answer key and Math Video from Monday.</p> <p>Specific Instructions: (I = Independent; PA = Parent Assisted)</p> <ul style="list-style-type: none"><input type="checkbox"/> I: Students will read notes,<input type="checkbox"/> I: Complete worksheet. Students must show their work on the worksheet.<input type="checkbox"/> I/PA: Use the answer key to check answers and correct errors. Parents may assist with this, if necessary.
<p>HISTORY (25 Minutes)</p>	<p>History</p> <p>Goal/Objective: Students will learn how Texas went from being an independent nation to becoming the 28th state in the United States of America.</p> <p>Materials needed: Textbook Reading "Becoming a State" pg. 70</p> <p>Specific Instructions (I=independent; PA= Parent assistance):</p> <ul style="list-style-type: none"><input type="checkbox"/> I, Video:<input type="checkbox"/> I, Students will: Read pg. 70 from "Becoming a State"<input type="checkbox"/> I, Students will: Answer comprehension questions 6-10 on page 73. <p>Note: Students must answer Comprehension Questions in complete sentences, and in cursive</p> <p>. Example: What was the Treaty of Guadalupe Hidalgo? Answer: The Treaty of Guadalupe Hidalgo was the treaty that ended the war</p>

Daily Student Instruction Sheet - TUESDAY

	with Mexico, and set up the border between Texas and Mexico.
SPECIALS	<p><i>Specials Assignments are no longer optional. Specials assignments will be graded.</i></p> <p><i>Please see the Specials Class Assignments at the beginning of this packet.</i></p> <p><i>You should have completed all FOUR specials assignments this week -- one for PE, one of Latin, one for Music, and one for PE.</i></p> <p><i>Please double check that these assignments are complete, and either scan and upload to Google Classroom or attach to your packet to turn in at school by Monday.</i></p>

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

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

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

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

Repeat this process 1 more time, so each word has been practiced a total of 2 times or a maximum of 20 minutes of work.

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

Word	Example sentence	Notes
<i>in di ca tion</i>	There was no <u>indication</u> that anyone lived in the house.	r. 4, 14 Base word: indicate Ending: on Write indicate but replace /t/ with /ti/ for "sh" and add "on"
<i>in di cate</i>	He used a highlighter to <u>indicate</u> his answers.	Base word.
<i>in ter fer ence</i>	Severe storms caused an <u>interference</u> with my internet connection.	r. 11 Base word: interfere Ending: ence Write base word interfere without the silent final E because my ending starts with a vowel. (syl. 3= e "e" from silent E in base word.)
<i>in ter fere</i>	Do not let what you cannot do <u>interfere</u> with what you can do.	Base word.

Name: _____

Metaphor Match Up

Match the metaphors with their true meaning!

- | | |
|------------------------------|----------------------------|
| 1. She is a barrel of laughs | 5. You light up my life |
| 2. You're toast! | 6. His blood was boiling |
| 3. I have butter fingers! | 7. Life is a rollercoaster |
| 4. She has a green thumb | 8. My school is a zoo |

Write in the correct number for each definition below

- | | |
|--|---------------------------------------|
| ___ You're in big trouble. | ___ She is a good gardener. |
| ___ I keep dropping things. | ___ She is really funny. |
| ___ Life can sometimes be fun but, also scary. | ___ The kids are hyper and excitable. |
| ___ You make me happy | ___ He was very angry. |

Draw a picture of your favorite metaphor!

Tuesday, May 12, Wk.8- D2

* Assignment

Convert decimals to fractions.

Convert to fractions.

1. $0.83 =$ _____

2. $0.4 =$ _____

3. $0.24 =$ _____

4. $0.96 =$ _____

5. $0.6 =$ _____

6. $0.2 =$ _____

7. $0.7 =$ _____

8. $0.19 =$ _____

9. $0.95 =$ _____

10. $0.1 =$ _____

11. $0.23 =$ _____

12. $0.68 =$ _____

13. $0.2 =$ _____

14. $0.97 =$ _____

15. $0.94 =$ _____

16. $0.5 =$ _____

6. When did Texas join the United States?

7. Describe the new Texas flag.

8. What disagreement did Texas and the United States have with Mexico?

9. Describe the Treaty of Guadalupe Hidalgo.

10. Explain how Texas paid off its debt.

Daily Student Instruction Sheet - WEDNESDAY

WEDNESDAY – 5/13/20

ELA

Spalding (15 Minutes)

Literature (Minutes)

Grammar/Writing (20 Minutes)

Reading (20+ minutes)

Spalding

Goal/Objective: Students will learn 5 new words

Materials needed: **Spalding Sheet**, Spalding notebook, and a pencil.

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

- PA: Students will view **Wednesday Spalding Video** [Wednesday Spalding Video](#) OR parent will dictate words, according to instructions on the Spalding sheet.
- PA: Students will practice syllabating and finger spelling the words and writing the words.
- PA: Students will also review the rules for the words.
- PA: Students will write each word with markings and rules a total of **two times**.

Literature

Goal/Objective: Students will continue reading their 5th and final Classic to Keep, *The Princess and the Goblin*, with fluency and comprehension. Students will understand, make inferences, and draw conclusions about the structure and elements of fiction and provide evidence from the text to support their understanding.

Materials needed: *The Princess and the Goblin: Chapter 18* and [Reading Log](#) (on the cover page of Friday materials)

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

- I/PA: Students will watch Literature Read-Aloud Video with Miss Ward (linked here: [Wednesday Literature Video](#)) with help for reading and understanding *The Princess and the Goblin* Chapter 18.
- I/PA: Students will read **Chapter 18** of *The Princess and the Goblin*. Parents may assist if needed.
- Optional: Click to listen to the free **audiobook read-along: LibriVox**.
- Track minutes read on Reading Log (in the packet with Monday materials).

Grammar/Writing

Daily Student Instruction Sheet - WEDNESDAY

	<p>Goal/Objective: Students will identify metaphors and similes.</p> <p>Materials needed: Similes and Metaphors worksheet, answer key, grammar spiral, and a pencil.</p> <p>Specific Instructions (I=independent; PA= Parent assistance):</p> <ul style="list-style-type: none"><input type="checkbox"/> I: Using their notes in their grammar spirals, students will complete the grammar worksheet independently.<input type="checkbox"/> I/PA: Use the answer key to check answers and correct errors. Parents may assist, if necessary.
<p>MATH (Minutes)</p>	<p>Math</p> <p>Goal/Objective: Students will express a fraction with a denominator that is a factor of 100 as a decimal.</p> <p>Materials needed: Notes. Worksheet. Answer key and Wednesday Math Video.</p> <p>Specific Instructions: (I = Independent; PA = Parent Assisted)</p> <ul style="list-style-type: none"><input type="checkbox"/> I: Students will read notes<input type="checkbox"/> I: Complete worksheet. Students must show their work on the worksheet.<input type="checkbox"/> I/PA: Use the answer key to check answers and correct errors. Parents may assist with this, if necessary.
<p>HISTORY (Minutes)</p>	<p>History</p> <p>Goal/Objective: Students will learn about the causes of the Civil War, how Texas entered the war and the effects of Reconstruction after the war.</p> <p>Materials needed: Textbook Reading "Texas in the Civil War" pg. 78-79, 82</p> <p>Specific Instructions (I=independent; PA= Parent assistance):</p> <ul style="list-style-type: none"><input type="checkbox"/> I, Video:<input type="checkbox"/> I, Students will: Read pg. 78-79 from "Texas in the Civil War"<input type="checkbox"/> I, Students will: Answer comprehension questions 1-5 on page 82. <p>Note: Students must answer Comprehension Questions in complete sentences, and in cursive</p> <p>. Example: What was the Treaty of Guadalupe Hidalgo? Answer: The Treaty of Guadalupe Hidalgo was the treaty that ended the war</p>

Daily Student Instruction Sheet - WEDNESDAY

with Mexico, and set up the border between Texas and Mexico.

SPECIALS

Specials Assignments are no longer optional. Specials assignments will be graded.

Please see the Specials Class Assignments at the beginning of this packet.

You should have completed all FOUR specials assignments this week -- one for PE, one fo Latin, one for Music, and one for PE.

Please double check that these assignments are complete, and either scan and upload to Google Classroom or attach to your packet to turn in at school by Monday.

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

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

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

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

Repeat this process 1 more time, so each word has been practiced a total of 2 times or a maximum of 20 minutes of work.

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

Word	Example sentence	Notes
{ <u>lead</u> <u>er</u> <u>ship</u> { <u>lead</u> <u>er</u>	The company thrived under his <u>leadership</u> . She became a wonderful <u>leader</u> .	r. 13 Base word: leader Ending: ship We use /sh/ to begin word an end syllable; we also use to write ending "ship" Ex: worship Base word: lead Ending: er
{ mes sen ger { mes sage	He sent the order by <u>messenger</u> . I have a <u>message</u> for you.	r. 29, 3 Base word. r. 29 Base word, but does not help me spell "messenger"

Instructions: The bottom of this page, there is a mixture of similes and metaphors. It is your job to put them into the boxes that they belong inside the top graph. *Good luck!*

Similes	Metaphors

<i>Lily is as fast as a cheetah.</i>	<i>Laughter is the music of the soul.</i>	<i>My words are chains of lead.</i>	<i>Billy is an early bird.</i>	<i>I'm as blind as a bat.</i>
<i>Her eyes were fireflies.</i>	<i>He was as tall as a tree.</i>	<i>They fought like cats and dogs.</i>	<i>Her eyes were diamonds.</i>	<i>Tim fought like twelve lions.</i>

Hint: A simile is a form of figurative language that compares to things using the words "like" or "as". If you are struggling to find the similes on this paper, look for the words "like" or "as" inside the quote. If it has one of them, it is a simile. If not, it is probably a metaphor.

Example: He is as sick as a dog.

Hint: A metaphor is a form of figurative language that compares two things by saying one thing is the other thing. If you are struggling to find the metaphors on this paper, just remember that they don't use like or as.

Example: He has the heart of a lion.

Wednesday, May 13, Wk.8- D3

* Assignment

Convert fractions to decimals

Convert to decimals.

1. $\frac{4}{20} =$ _____

2. $\frac{3}{5} =$ _____

3. $\frac{9}{10} =$ _____

4. $\frac{1}{4} =$ _____

5. $\frac{4}{5} =$ _____

6. $\frac{1}{2} =$ _____

7. $\frac{18}{25} =$ _____

8. $\frac{16}{20} =$ _____

9. $\frac{1}{10} =$ _____

10. $\frac{16}{50} =$ _____

11. $\frac{76}{100} =$ _____

12. $\frac{3}{4} =$ _____

13. $\frac{1}{5} =$ _____

14. $\frac{10}{20} =$ _____

15. $\frac{18}{50} =$ _____

16. $\frac{17}{25} =$ _____

17. $\frac{6}{10} =$ _____

18. $\frac{9}{100} =$ _____

Comprehension Questions

1. Who was the president of the Confederate States in 1861?

2. Describe the beginning of the Civil War.

3. The Union was another name for what?

4. Why was a blockade useful?

5. Describe the Battle of Sabine Pass.

Daily Student Instruction Sheet - THURSDAY

THURSDAY – 5/14/20

ELA

Spalding (15 Minutes)

Literature (Minutes)

Grammar/Writing (20 Minutes)

Reading (20+ minutes)

Spalding

Goal/Objective: Students will learn 5 new words

Materials needed: **Spalding Sheet**, Spalding notebook, and a pencil.

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

- PA:** Student will view [Thursday Spalding Video](#) OR parent will dictate words, according to instructions on Spalding sheet.
- PA:** Students will practice syllabifying and finger spelling the words and writing the words.
- PA:** Students will also review the rules for the words.
- PA:** Students will write each word with markings and rules a total of **two times**.

Literature

Goal/Objective: Students will continue reading their 5th and final Classic to Keep, *The Princess and the Goblin*, with fluency and comprehension. Students will understand, make inferences, and draw conclusions about the structure and elements of fiction and provide evidence from the text to support their understanding.

Materials needed: [The Princess and the Goblin: Chapter 19](#) and [Reading Log](#) (on cover page of Friday materials)

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

- I/PA:** Students will watch Literature Read-Aloud Video with Miss Ward (linked here: [Thursday Literature Video](#)) with help for reading and understanding *The Princess and the Goblin* Chapter 19.
- I/PA:** Students will read **Chapter 19** of *The Princess and the Goblin*. Parents may assist, if needed.
- Optional: Click to listen to the free **audiobook read-along:** [LibriVox](#).
- Track minutes read on Reading Log (in packet with Monday materials).

Grammar/Writing

Goal/Objective: Students will identify metaphors and similes.

Daily Student Instruction Sheet - THURSDAY

	<p><u>Materials needed:</u> Simile or Metaphor? worksheet, answer key, grammar spiral, and a pencil.</p> <p><u>Specific Instructions (I=independent; PA= Parent assistance):</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> I: Using their notes in their grammar spirals, students will complete the grammar worksheet independently. <input type="checkbox"/> I/PA: Use the answer key to check answers and correct errors. Parents may assist, if necessary.
<p>MATH (Minutes)</p>	<p><i>Math</i></p> <p><u>Goal/Objective:</u> Students will express a fraction with a denominator that is a factor of 100 as a decimal.</p> <p><u>Materials needed:</u> Notes. Worksheet. Answer key and Math Video from Wednesday.</p> <p><u>Specific Instructions:</u> (I = Independent; PA = Parent Assisted)</p> <ul style="list-style-type: none"> <input type="checkbox"/> I: Students will read notes, <input type="checkbox"/> I: Complete worksheet. Students must show their work on the worksheet. <input type="checkbox"/> I/PA: Use the answer key to check answers and correct errors. Parents may assist with this, if necessary
<p>HISTORY (Minutes)</p>	<p><i>History</i></p> <p><u>Goal/Objective:</u> Students will learn about the causes of the Civil War, how Texas entered the war, and the effects of Reconstruction after the war.</p> <p><u>Materials needed:</u> Textbook Reading “Texas in the Civil War” pg. 80, 83</p> <p><u>Specific Instructions (I=independent; PA= Parent assistance):</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> I, Video: <input type="checkbox"/> I, Students will: Read pg. 80 from “Texas in the Civil War” <input type="checkbox"/> I, Students will: Answer comprehension questions 6-10 on page 83. <p>Note: Students must answer Comprehension Questions in complete sentences, and in cursive</p> <p>. Example: What was the Treaty of Guadalupe Hidalgo? Answer: The Treaty of Guadalupe Hidalgo was the treaty that ended the war with Mexico, and set up the border between Texas and Mexico.</p>
<p>SPECIALS</p>	<p><i>Specials Assignments are no longer optional. Specials assignments will be graded.</i></p>

Daily Student Instruction Sheet - THURSDAY

Please see the Specials Class Assignments at the beginning of this packet.

You should have completed all FOUR specials assignments this week -- one for PE, one of Latin, one for Music, and one for PE.

Please double check that these assignments are complete, and either scan and upload to Google Classroom or attach to your packet to turn in at school by Monday.

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

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

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

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

Repeat this process 1 more time, so each word has been practiced a total of 2 times or a maximum of 20 minutes of work.

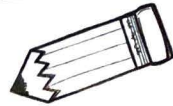
- Remind students to use their phonogram knowledge and spelling rules
- Remind students to practice proper letter formation and to use their best handwriting.

Word	Example sentence	Notes
<u>mu</u> ^a <u>si</u> <u>ci</u> <u>an</u>	She wanted to become a famous <u>musician</u> .	r. 4, 14 Base word: music Ending: an Write music but replace /c/ with /ci/ for "sh" and add "an".
<u>mu</u> ^a <u>si</u> <u>c</u>	I love listening to <u>music</u> when I work out.	r. 4 Base word.
<u>pi</u> <u>geon</u>	My dog chased the <u>pigeon</u> away.	Base word. Add additional phonogram /ge/ to rule page 8. /ge/ says "j". Vowel sound pronounced is "o".
<u>plane</u>	Our <u>plane</u> landed early.	Base word.
<u>plain</u>	I ate a <u>plain</u> bagel for breakfast.	Base word.

Name _____

Date _____

Simile or Metaphor?



Write "S" if the sentence is a simile. Write "M" if it is a metaphor.
Write "N" if the sentence is neither a simile or a metaphor.

1. _____ Talla's eyes were as bright as the sun.
2. _____ Dad was like a big teddy bear.
3. _____ Sandy is a silly monkey.
4. _____ Kelly's eyes are a beautiful shade of green.
5. _____ The train station was a zool
6. _____ The fire was as warm as a crackling fire.
7. _____ The teacher's voice was like thunder.
8. _____ The children were as quiet as mice.
9. _____ The children were louder than the adults.
10. _____ His feet were like blocks of ice.
11. _____ My math book is as heavy as my history book.
12. _____ Jake's bedroom is a disaster area.
13. _____ The street was as hot as a stove.
14. _____ That car is as red as a cherry.
15. _____ The nail is hard and shiny.
16. _____ Jessica's tears were a river flowing down her face.
17. _____ The rainforest was a sauna.
18. _____ The cat was the same as coal because they are both black.
19. _____ Grandma's afghan was a rainbow.
20. _____ Jody raced to the car as quick as lightning.
21. _____ Mr. Jenkin's hat was as flat as a pancake after I sat on it.
22. _____ I want some cake too! You are such a hog!
23. _____ Doing this worksheet was exactly like riding on a rollercoaster!

Remember:
both similes and metaphors are used to compare two things that are not alike in most ways, but are similar in one important way.

A simile uses the words "as" or "like" a metaphor does not use these words.

Thursday, May 14, Wk.8- D4

*Assignment

Convert fractions to decimals

Convert to decimals.

1. $\frac{2}{4} =$ _____

2. $\frac{1}{2} =$ _____

3. $\frac{6}{25} =$ _____

4. $\frac{23}{100} =$ _____

5. $\frac{2}{5} =$ _____

6. $\frac{4}{10} =$ _____

7. $\frac{19}{20} =$ _____

8. $\frac{48}{50} =$ _____

9. $\frac{59}{100} =$ _____

10. $\frac{19}{50} =$ _____

11. $\frac{17}{20} =$ _____

12. $\frac{6}{10} =$ _____

13. $\frac{31}{100} =$ _____

14. $\frac{18}{25} =$ _____

15. $\frac{1}{4} =$ _____

16. $\frac{39}{50} =$ _____

17. $\frac{6}{20} =$ _____

18. $\frac{4}{5} =$ _____

6. Why was recapturing Brownsville important to Texas?

7. Name two groups of Texas soldiers who fought in the Civil War.

8. What was unique about the Battle at Palmito Ranch?

9. Explain the purpose of the Emancipation Proclamation.

10. What is the significance of June 19?

GreatHearts

Northern Oaks



Answer Keys

4th grade

Please put your **full name** at the top of each assignment!

W8 I, Canis. I! Answer Key

Page 1

1. Spectā canēs illōs ire. - Look at those dogs go.
2. Īte, canēs. Īte! - Go, dogs. Go!

Page 2

1. Dēsistite, canēs. Dēsistite! - Stop, dogs. Stop!
2. Lucerna nunc est rubra. - The light is now red.
3. Īte, canēs. Īte! - Go, dogs. Go!
4. Lucerna nunc est viridis. - The light is now green.

Page 3

1. Nunc nox est. - Now it is night.
2. Nox nōn est tempus lūdere. - Night is not time to play.
3. Tempus est dormīre. - It is time to sleep.
4. Canēs dormiunt. - The dogs are sleeping.
5. Dormiunt per noctem. - They are sleeping through the night.

Page 4

1. Nunc diēs est. Sol lucet. - Now it is day. The sun is shining.
2. Nunc tempus est canēs surgere. - Now is time for the dogs to get up.
3. Surgite! Diēs est! - Get up! It is day!
4. Tempus est ire! - Time to go!
5. Īte, canēs. Īte! - Go, dogs. Go!

Answer Key

Instructions: The bottom of this page, there is a mixture of similes and metaphors. It is your job to put them into the boxes that they belong inside the top graph. *Good luck!*

Similes	Metaphors
<i>Lily is as fast as a cheetah.</i>	<i>Her eyes were fireflies.</i>
<i>He was as tall as a tree.</i>	<i>Laughter is the music of the soul.</i>
<i>They fought like cats and dogs.</i>	<i>My words are chains of lead.</i>
<i>I'm as blind as a bat.</i>	<i>Billy is an early bird.</i>
<i>Tim fought like twelve lions.</i>	<i>Her eyes were diamonds.</i>

<i>Lily is as fast as a cheetah.</i>	<i>Laughter is the music of the soul.</i>	<i>My words are chains of lead.</i>	<i>Billy is an early bird.</i>	<i>I'm as blind as a bat.</i>
<i>Her eyes were fireflies.</i>	<i>He was as tall as a tree.</i>	<i>They fought like cats and dogs.</i>	<i>Her eyes were diamonds.</i>	<i>Tim fought like twelve lions.</i>

Hint: A simile is a form of figurative language that compares to things using the words "like" or "as". If you are struggling to find the similes on this paper, look for the words "like" or "as" inside the quote. If it has one of them, it is a simile. If not, it is probably a metaphor.

Example: He is as sick as a dog.

Hint: A metaphor is a form of figurative language that compares two things by saying one thing is the other thing. If you are struggling to find the metaphors on this paper, just remember that they don't use like or as.

Example: He has the heart of a lion.

What are Metaphors?

1. Dad is grumpy in the morning.
2. My brother likes to stay up late.
3. The nurse was very nice.
4. Kenny eats a lot or Kenny is very dirty.
5. Our computer is very old.
6. Marcus knows a lot/is very smart.
7. The clouds were fluffy.
8. Justin's fingers were very cold.
9. Mandy's hair is tangled.
10. Grandma's pie is very good.
11. She could lose her temper at any time.
12. Her teeth were very white
13. The lake was still or the lake reflected.
14. The car was really hot inside.
15. My uncle never gets rid of anything.

Simile or Metaphor?

1. S

4. N

7. S

10. S

13. S

16. M

20. S

2. S

5. M

8. S

11. N

14. S

17. M

21. S

3. M

6. N

9. N

12. M

15. N

18. N

22. M

19. M

23. N

Name: Answer Key

Metaphor Match Up

Match the metaphors with their true meaning!

- | | |
|------------------------------|----------------------------|
| 1. She is a barrel of laughs | 5. You light up my life |
| 2. You're toast! | 6. His blood was boiling |
| 3. I have butter fingers! | 7. Life is a rollercoaster |
| 4. She has a green thumb | 8. My school is a zoo |

Write in the correct number for each definition below

- | | |
|---|--|
| <u>2</u> You're in big trouble. | <u>4</u> She is a good gardener. |
| <u>3</u> I keep dropping things. | <u>1</u> She is really funny. |
| <u>7</u> Life can sometimes be fun but, also scary. | <u>8</u> The kids are hyper and excitable. |
| <u>5</u> You make me happy | <u>6</u> He was very angry. |

Draw a picture of your favorite metaphor!

Monday, May 11, Wk.8- D1

*Answer Key

Convert decimals to fractions.

Convert to fractions.

1. $0.6 = \frac{6}{10} \quad \frac{3}{5}$

2. $0.36 = \frac{36}{100} \quad \frac{9}{25}$

3. $0.55 = \frac{55}{100} \quad \frac{11}{20}$

4. $0.28 = \frac{28}{100} \quad \frac{7}{25}$

5. $0.1 = \frac{1}{10} \quad \frac{1}{10}$

6. $0.9 = \frac{9}{10} \quad \frac{9}{10}$

7. $0.06 = \frac{6}{100} \quad \frac{3}{50}$

8. $0.2 = \frac{2}{10} \quad \frac{1}{5}$

9. $0.63 = \frac{63}{100} \quad \frac{63}{100}$

10. $0.81 = \frac{81}{100} \quad \frac{81}{100}$

11. $0.82 = \frac{82}{100} \quad \frac{41}{50}$

12. $0.9 = \frac{9}{10} \quad \frac{9}{10}$

13. $0.8 = \frac{8}{10} \quad \frac{4}{5}$

14. $0.62 = \frac{62}{100} \quad \frac{31}{50}$

15. $0.76 = \frac{76}{100} \quad \frac{19}{25}$

16. $0.4 = \frac{40}{100} \quad \frac{2}{5}$

Tuesday, May 12, Wk.8- D2

*Answer Key

Convert decimals to fractions.

Convert to fractions.

$$1. \quad 0.83 = \frac{83}{100} \quad \frac{83}{100}$$

$$2. \quad 0.4 = \frac{4}{10} \quad \frac{2}{5}$$

$$3. \quad 0.24 = \frac{24}{100} \quad \frac{6}{25}$$

$$4. \quad 0.96 = \frac{96}{100} \quad \frac{24}{25}$$

$$5. \quad 0.6 = \frac{6}{10} \quad \frac{3}{5}$$

$$6. \quad 0.2 = \frac{2}{10} \quad \frac{1}{5}$$

$$7. \quad 0.7 = \frac{7}{10} \quad \frac{7}{10}$$

$$8. \quad 0.19 = \frac{19}{100} \quad \frac{19}{100}$$

$$9. \quad 0.95 = \frac{95}{100} \quad \frac{19}{20}$$

$$10. \quad 0.1 = \frac{1}{10} \quad \frac{1}{10}$$

$$11. \quad 0.23 = \frac{23}{100} \quad \frac{23}{100}$$

$$12. \quad 0.68 = \frac{68}{100} \quad \frac{17}{25}$$

$$13. \quad 0.2 = \frac{2}{10} \quad \frac{1}{5}$$

$$14. \quad 0.97 = \frac{97}{100} \quad \frac{97}{100}$$

$$15. \quad 0.94 = \frac{94}{100} \quad \frac{47}{50}$$

$$16. \quad 0.5 = \frac{5}{10} \quad \frac{1}{2}$$

Wednesday, May 13, Wk.8- D3

* Answer Key

Convert fractions to decimals

Convert to decimals.

1. $\frac{4}{20} = 0.2$ _____

2. $\frac{3}{5} = 0.6$ _____

3. $\frac{9}{10} = 0.9$ _____

4. $\frac{1}{4} = 0.25$ _____

5. $\frac{4}{5} = 0.8$ _____

6. $\frac{1}{2} = 0.5$ _____

7. $\frac{18}{25} = 0.72$ _____

8. $\frac{16}{20} = 0.8$ _____

9. $\frac{1}{10} = 0.1$ _____

10. $\frac{16}{50} = 0.32$ _____

11. $\frac{76}{100} = 0.76$ _____

12. $\frac{3}{4} = 0.75$ _____

13. $\frac{1}{5} = 0.2$ _____

14. $\frac{10}{20} = 0.5$ _____

15. $\frac{18}{50} = 0.36$ _____

16. $\frac{17}{25} = 0.68$ _____

17. $\frac{6}{10} = 0.6$ _____

18. $\frac{9}{100} = 0.09$ _____

Thursday, May 14, Wk.8- D4

*Answer Key

Convert fractions to decimals

Convert to decimals.

1. $\frac{2}{4} = 0.5$ _____

2. $\frac{1}{2} = 0.5$ _____

3. $\frac{6}{25} = 0.24$ _____

4. $\frac{23}{100} = 0.23$ _____

5. $\frac{2}{5} = 0.4$ _____

6. $\frac{4}{10} = 0.4$ _____

7. $\frac{19}{20} = 0.95$ _____

8. $\frac{48}{50} = 0.96$ _____

9. $\frac{59}{100} = 0.59$ _____

10. $\frac{19}{50} = 0.38$ _____

11. $\frac{17}{20} = 0.85$ _____

12. $\frac{6}{10} = 0.6$ _____

13. $\frac{31}{100} = 0.31$ _____

14. $\frac{18}{25} = 0.72$ _____

15. $\frac{1}{4} = 0.25$ _____

16. $\frac{39}{50} = 0.78$ _____

17. $\frac{6}{20} = 0.3$ _____

18. $\frac{4}{5} = 0.8$ _____

Friday Graded Review: 5/11 - 5/15

Name: _____ Section: _____

GHNO Grade 4 Reading Log

Date	Title and Genre of Book	Brief Summary <i>use complete sentences</i>	Parent Initials
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			

Reading Log Score: ____/25

Daily Student Instruction Sheet - FRIDAY GRADED REVIEW

FRIDAY – 5/15/20

ELA

Spalding (15 Minutes)

Literature (Minutes)

Grammar/Writing (20 Minutes)

Reading (20+ minutes)

This review should be completed in **pencil** with **legible cursive handwriting**. As usual, handwriting is part of the Spalding grade. Please do not use pens or colored pencils

Spalding

Goal/Objective: Students will review all 18 of this week's words.

Materials needed: **Spalding Sheet**, notebook paper, and a pencil.

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

- PA: Parent will dictate all 18 words, one at a time, to the student.
- I: Without parent assistance, students will independently write all 18 words one time each (without markings or rules).

Literature

Goal/Objective: Students will review and assess their understanding of *The Princess and the Goblin* (Chapters 16-19).

Materials needed: The Princess and the Goblin Chapter 12-15, Reading Log (in packet), videos from Miss Ward (optional), and Graded Review Worksheet.

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

- I: **Using their books**, students will independently answer questions to assess their understanding and comprehension of Chapters 9-11 **(without parental assistance)**.

Grammar/Writing

Goal/Objective: Students will review and assess their ability to identify metaphors and similes.

Materials needed: Grammar graded review sheet, grammar spiral (for notes), and a pencil.

Daily Student Instruction Sheet - FRIDAY GRADED REVIEW

	<p><u>Specific Instructions (I=Independent; PA= Parent assistance):</u></p> <p><input type="checkbox"/> I: Students will complete the grammar graded review sheet independently. <u>Students may use and refer back to materials from this week to complete assignment.</u></p>
<p>MATH (Minutes)</p>	<p><i>Math</i></p> <p><u>Goal/Objective:</u> Students will solve problems involving expressing a 2 place decimal as a fraction in its simplest form, and expressing a fraction with a denominator that is a factor of 100 as a decimal.</p> <p><u>Materials needed:</u> GRADED REVIEW. (Notes. All pages that were completed this week may be used for this graded review.)</p> <p><u>Specific Instructions:</u> (I = Independent; PA = Parent Assisted)</p> <p><input type="checkbox"/> I Students will complete the graded review and may use all of the above materials to help them on this assignment.</p>
<p>HISTORY (25 Minutes)</p>	<p><i>History</i></p> <p><u>Goal/Objective:</u> Complete the graded review based on the readings from this week.</p> <p><u>Materials needed:</u> This week's readings(pgs. 68-70 and 78-80),</p> <p><u>Specific Instructions (I=Independent; PA= Parent assistance):</u></p> <p><input type="checkbox"/> I, <u>Students Will:</u> Complete the graded review for history composed of 5 multiple choice questions, 2 True false questions, and 1 short answer.</p>
<p>SPECIALS</p>	<p><i>Specials Assignments are no longer optional. Specials assignments will be graded.</i></p> <p><i>Please see the Specials Class Assignments at the beginning of this packet.</i></p> <p><i>You should have completed all FOUR specials assignments this week -- one for PE, one of Latin, one for Music, and one for PE.</i></p> <p><i>Please double check that these assignments are complete, and either scan and upload to Google Classroom or attach to your packet to turn in at school by Monday.</i></p>

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
identified	The woman <u>identified</u> herself as a teacher.
ignorance	He acted in <u>ignorance</u> of basic procedures.
ignore	I watched my dog <u>ignore</u> my cat.
indication	There was no <u>indication</u> that anyone lived in the house.
interference	Severe storms caused an <u>interference</u> with my internet connection.
leadership	The company thrived under his <u>leadership</u> .
messenger	He sent the order by <u>messenger</u> .
musician	She wanted to become a famous <u>musician</u> .

Word	Example sentence
pigeon	My dog chased the <u>pigeon</u> away.
plain	I ate a <u>plain</u> bagel for breakfast.
identify	He could not <u>identify</u> where the sound was coming from.
ignorant	She was <u>ignorant</u> of the issue.
indicate	He used a highlighter to <u>indicate</u> his answers.
interfere	Do not let what you cannot do <u>interfere</u> with what you can do.
leader	She became a wonderful <u>leader</u> .
message	I have a <u>message</u> for you.
music	I love listening to <u>music</u> when I work out.
plane	Our <u>plane</u> landed early.

Name: _____ Date: _____ # _____

W8 Grammar Graded Review

Decide whether the sentences below are similes, metaphors, or neither. Write *S* on the line if it is a simile, *M* on the line if it is a metaphor, and *N* on the line if it is neither.

1. Nathan is like a charging bull on the football field. _____
2. Last night's homework was a breeze. _____
3. Chris' hair is brown like Landon's hair. _____
4. Mr. Santos' class is a zoo today. _____
5. The cloud is a dark curtain covering the sun. _____
6. I am turning over a new leaf. _____
7. Lucy likes mint chocolate chip ice cream. _____
8. I was as busy as a bee. _____
9. His stomach is a bottomless pit. _____
10. That table is as light as a feather _____
11. My dad is my rock. _____
12. She ran like the wind. _____

The sentences below are all metaphors. Write the meaning of each metaphor in the blanks provided.

13. The classroom is a refrigerator!

14. He is a walking dictionary.

15. She has a heart of gold.

Graded Review

Friday May 15, Wk. 8

Convert fractions to decimals. $\frac{\quad}{10} / \frac{\quad}{100}$

$$\frac{34}{50} =$$

$$\frac{1}{5} =$$

$$\frac{11}{20} =$$

$$\frac{15}{25} =$$

$$\frac{16}{25} =$$

fraction

Simplest form

0.36 =

=

0.5 =

=

0.73 =

=

0.18 =

=

0.43 =

=

Name: _____

Number: _____

Date: _____

Week 8 History Review Questions:

Part 1: Multiple Choice

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

1. What was Texas known as after it became independent?
 - a. The United States of Texas
 - b. The Nation of Texas
 - c. The Republic of Texas
 - d. The Country of Texas
2. What was the main reason why the United States didn't want to make Texas a state?
 - a. War with Mexico
 - b. Texas was pro-slavery
 - c. Texas debt
 - d. The United States didn't want to get too big
3. What is a civil war?
 - a. A fight between opposing groups of people in the same country
 - b. A war between two opposing countries
 - c. An argument between different political groups
 - d. War between opposing Empires
4. What was the primary method the Union used to cut off supplies to the South?
 - a. Total War
 - b. Pickneys Charge
 - c. Civil Unrest
 - d. Blockade
5. Circle all the battles that occurred in Texas during the Civil War.
 - a. Battle of Galveston
 - b. Battle of Rancho-Cucamonga
 - c. Battle of Sabine Pass
 - d. Battle of Gonzales

Part II: True/False

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

1. _____ In 1845, Texas became the 28th state of the United States.
2. _____ The Civil War ended when the Confederacy surrendered to the Union at Guadalupe-Hidalgo.

Part III: Short answer

Instructions: In at least 4-5 complete Sentences and in cursive, respond to the following prompt:

Describe the Treaty of Guadalupe Hidalgo.

