

GreatHearts

Northern Oaks



Distance Learning Packet

May 4 - May 8, 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 7

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 5/4 - 5/8	
<p>MUSIC (25 Minutes)</p>	<p><u>MUSIC</u> Goal/Objective: The student will learn about ostinatos. Materials needed: Teacher’s Notes, Ostinato Video, Ostinato Assignment Sheet Specific Instructions (I=independent; PA= Parent assistance):</p> <ul style="list-style-type: none"> <input type="checkbox"/> (I) Read over the Teacher’s Notes several times <input type="checkbox"/> (I) Watch Mrs. Trujillo’s Ostinato Video for further explanation (optional) <input type="checkbox"/> (I) Sing the “Canoe Song” (“My paddle’s keen & bright, flashing with silver. Follow the wild goose flight. Dip dip and swing!”) <input type="checkbox"/> (I) Create your own ostinato (recurring rhythm) and beat it while singing the “Canoe Song” <input type="checkbox"/> (I) Complete the Ostinato Assignment Sheet <input type="checkbox"/> (I) Don’t forget to use your best penmanship! <input type="checkbox"/> (I) Teach your family the “Canoe Song” and take turns creating ostinatos. <p>OSTINATO ASSIGNMENT SHEET DUE MONDAY: to Google Classroom or to 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. Materials needed:</p> <ul style="list-style-type: none"> ● Pencil, 1 marker (black or other dark color) ● Paper or sketchbook <input type="checkbox"/> Go outside and find a tree <ul style="list-style-type: none"> <input type="checkbox"/> Your tree’s branches should be easy to see; your tree should not have a ton of leaves on it, covering the branches. <input type="checkbox"/> Follow the step-by-step instructions on the following page or watch the teacher video. <input type="checkbox"/> For an additional, simple and fun activity about positive and negative space see the following page. <p>DUE ON MONDAY</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/aaa13f3b4dc7c33a498b3f10532f5820 <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>

Ostinato Teacher's Notes

May 4th – 8th

W7

- An ostinato is a recurring rhythm.
- If you hear a pattern or repeating rhythm in the bass line of a song, you are hearing an ostinato. Many composers use ostinatos in their compositions.

The chant, "We will, we will rock you!" has an ostinato that we are all familiar with:

Ostinato: stomp, stomp, clap stomp, stomp, clap stomp, stomp, clap stomp, stomp, clap

- Try it for yourself; say the phrase and do the ostinato. Get your family to do it with you a few times.
- Now sing the "Canoe Song". ("My paddle's keen & bright. Flashing with silver. Follow the wild goose flight! Dip, dip and swing.")
- Try different patterns (ostinatos). Do some feel/sound better than others?
- Play around with creating your own ostinato to the "Canoe Song". Don't forget you can use clapping, stomping, slapping your legs, or even beating a pot. You can also use a combination of them all.

Have fun creating!

Ostinato Assignment


May 4th – 8th


W7

Name: _____ Section # _____

Define "ostinato": An ostinato is a _____

Choose which pattern you think works best as an ostinato for "Canoe Song".
Circle your choice!

1. 
(ta ta)
(1 2)

2. 
(ta-di ta)
(1 & 2)


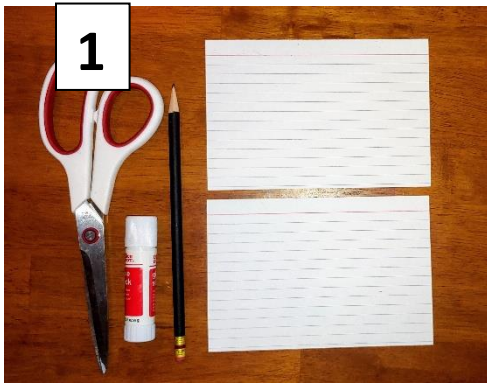
3. 
(ta-di ta-di)
(1 & 2 &)

Fig. 6.42 "Canoe Song" - Focus Song for Syncopation



My pad - dle's keen and bright flash - ing with sil - ver.
Fol - low the wild goose flight, dip, dip and swing.

How to Make a Viewfinder



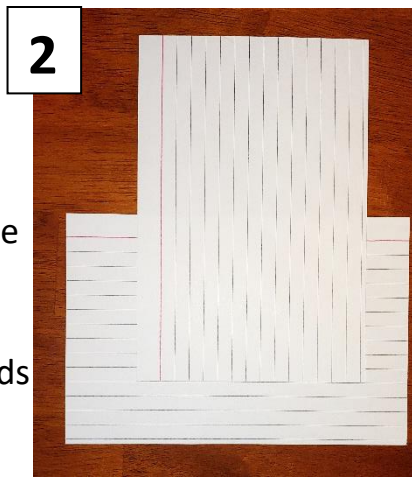
Materials needed:

Scissors

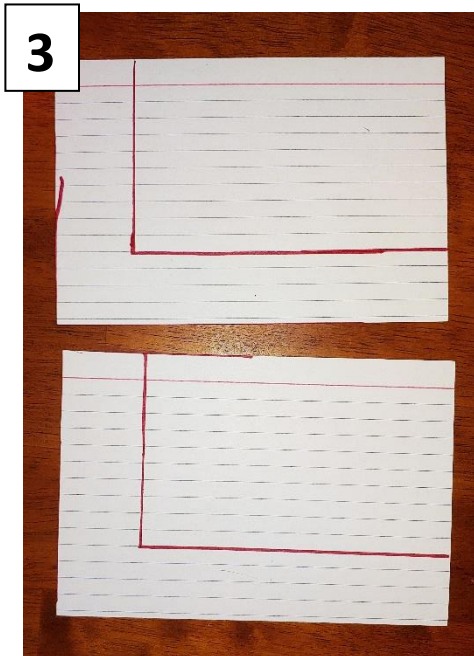
Tape or glue

Pencil

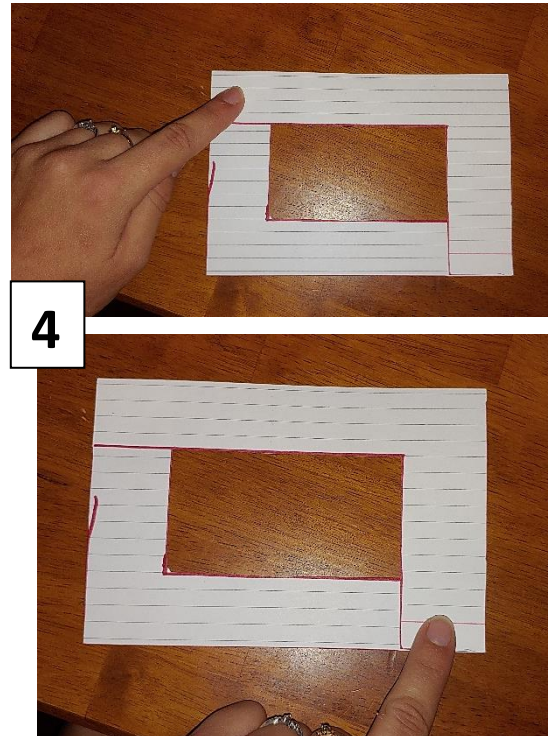
2 index cards



You can use one index card to draw straight lines on the other like this. I positioned my card about 2 fingers away from the edge on the left side, and 4 lines away from the bottom.



You are making an "L" shape on both index cards using the same measurements.



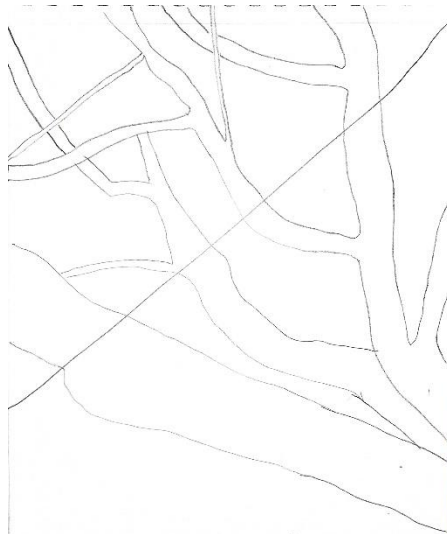
- You will cut along the lines you've drawn and you should end up with 2 "L" shaped pieces.
- Glue or tape them to each other in the spots indicated.

INSTRUCTIONS:

- Using your viewfinder, find a spot on the tree where different branches are visible and you can see the space between them well (example below).
 - Draw the branches using only contour lines (*contour line drawing: a drawing where you draw only the outline of an object, without any shading*)
 - Using your pencil, draw a line across your drawing (** look at step-by-step pictures **).
 - Using your marker, follow the step-by-step instructions below:
1. Draw the tree using a CONTOUR LINE. DO NOT draw the leaves. DO NOT shade anything in! Fight the urge!! :-)

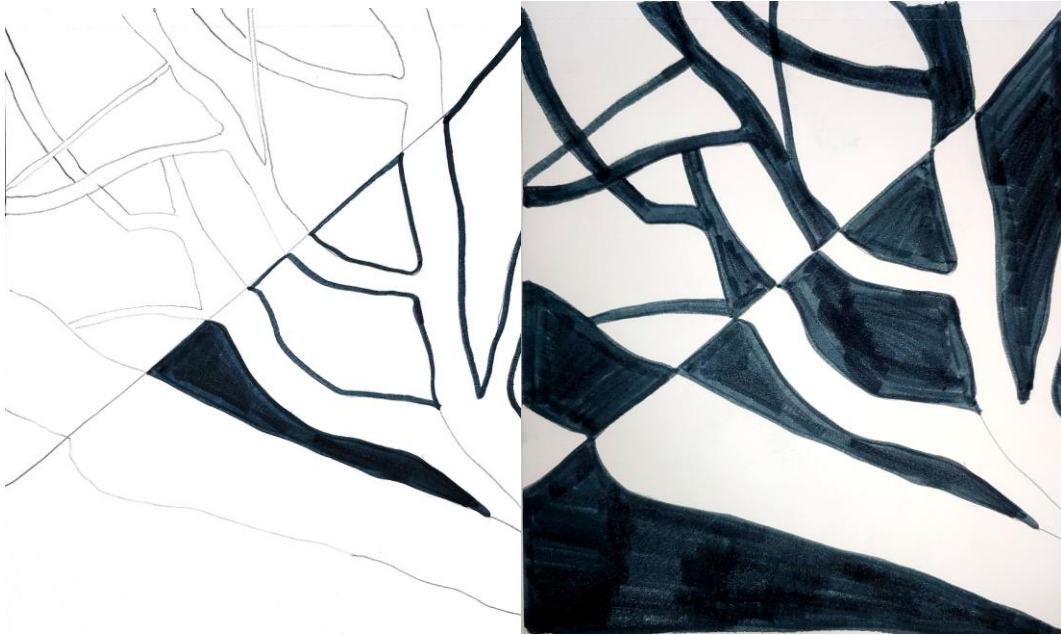


2. Using a ruler or a straight edge (piece of paper, magazine, etc.), draw a straight line (*it can be vertical, horizontal, or diagonal*) through your drawing. Like this:



INSTRUCTIONS:

3. Now, you are going to color in **ONLY** your **NEGATIVE SPACE** on one side, like this:



4. Now do the opposite on the other side: color in **ONLY** the **POSITIVE SPACE**.

5. Finished product



Picture used for reference



SUPPLEMENTARY ACTIVITY: Shadow Tracing to Find Negative and Positive Space in Trees



Materials: something hard to draw on (unless you have your sketchbook), pencil, eraser, marker, and sunlight!! (***optional*: paintbrush, water)

1. Go outside and find a shadow of a tree or a plant on the ground.
2. Place your paper on a good and interesting part of the shadow.
3. Begin tracing lightly with your pencil (only contour lines!!! No shading!).
4. Once you have traced your shadow lightly with pencil, go over your pencil lines with marker.
5. **Optional: Using a paintbrush and water, go over your marker lines and spread them outward, into the NEGATIVE SPACE (away from the shadow).

Physical Education BINGO



Student Name: _____

1 minute planks	35 squats	25 burpees	5 minutes jump rope	Swim in a river
Go the whole day using your non-dominant hand for things (brushing teeth, eating with a spoon, computer mouse, etc.)	Try holding a cup of water with your arm outstretched in front of you for 2 minutes.	Lie down outside and look at the sky (Don't look at the sun!!) 5 minutes	15 Lunges	10 Bridge Lifts Lie on your back with your knees bent and feet flat on the floor , slightly apart. ... Slowly push through your heels, lifting your hips off the floor until your body forms a straight line from knees to shoulders.
15 Squats	20 Knee Highs	 Free Space	Wall Sit for 30 seconds 5 times	Balance on one foot for 10 seconds then the other
10 High Jumps Squat down low and jump up as high as you can go	Crab walk down your hall and back	20 Scissor Jumps	Try a new fruit or veggie	Lay on your back with legs together in the air and spell Go Griffins!
Volley or bump a ball or balloon with a family member	Race a family member across the yard by: galloping, skipping, and running.	Play a game of leapfrog with a family member	Play an indoor or outdoor game of hide-and-seek	Play a game of kickball

*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 Work Section

GHNO | 5th Grade | Week 7

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 – 5/4/20

ELA

Spalding
(20 Minutes)

Literature
(15 Minutes)

Grammar/Writing
(20 Minutes)

Reading
(20+ minutes)

Spalding

Goal/Objective:

- Students will learn 6 new Spalding words
- Student will syllabicate, finger spell, and mark rules

Materials needed:

- Sharpened pencil
- Monday Spalding Student Worksheet

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

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

Literature

Goal/Objective:

- **READ** the [Ch. 12 of Where the Red Fern Grows \(p. 141-155\)](#)
- **ANNOTATE** the main ideas and events of this chapter

Materials needed:

- [Where the Red Fern Grows Ch. 12](#)
- Pencil

Daily Student Instruction Sheet - MONDAY

- [Bookmark](#)
- [Ch. 12-14 Vocabulary and Unfamiliar Words Guide](#)
- Ch. 12 Annotation & Vocabulary Worksheet

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

- READ** [Ch. 12 \(p. 141-155\)](#) **LOOKING** for the following main ideas and events: **(I)**
- Optional video:** [Read along with Miss Franzmann](#) **LOOKING** for the following main ideas and events:
 - Describe the character of Rubin Pritchard.
 - Describe the character of Rainie Pritchard.
 - What was the bet Billy made with the Pritchard boys? How much was it?
 - What would you title Chapter 12?
- COMPLETE** Ch. 12 Annotation Worksheet **(I)**
- A [Literature Key](#) is available for you to check your progress.

Grammar/Writing

Goal/Objective:

- Students will outline their poetic devices paragraph for their poetry project.

Materials needed:

- “Poetic Device Paragraph Outline” WKST
- Notes on poetic devices via link:
<https://drive.google.com/file/d/1cgl191DHoumNlSi6nykJLsJhpWqkETLp/view?usp=sharing>
- “The Village Blacksmith” poem via link:
<https://drive.google.com/file/d/1ASbj7QFAIlg9s0q6A6vL7vVZvq0Mbophg/view?usp=sharing>
- Paragraph examples via link:
<https://drive.google.com/file/d/1kddxjCzASCuCJ9AxB9hNL48Okfwr79ld/view?usp=sharing>
- Optional: “The Village Blacksmith” review video via link:
<https://cloud.swivl.com/v/fbc2936e26c3e5ab84442cb71b946f26>

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

- (I)** Students will complete the “Poetic Device Paragraph” worksheet.
 - (I)** Students have the option to refer to the notes on poetic devices.
 - (I)** Students have the option to refer to the paragraph examples.
 - (I)** Students have the option to watch “The Village Blacksmith” review video.
- *Students should keep their outline to use for tomorrow’s assignment.

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.

Daily Student Instruction Sheet - MONDAY

- ❑ 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:

Today we are starting our second geometry unit and our final unit in math. It will cover types of angles, estimating angles, and solving for unknown angles. Solving for unknown angles will also allow us to reinforce what we have learned about solving for unknowns.

Your students have already learned about right, acute, and obtuse angles.

- Review obtuse, acute, and right angles.
- Define “reflex angle”
- Identify 360° , 270° , 180° , 90° , and 0° angles

Materials needed:

Rocket Math Adv. Multiplication Set N Practice Key

<https://drive.google.com/file/d/1Zc9LZ4hnCfnyK2N5n3Vwg3yMYvEztbh3/view?usp=sharing>

Cheese by Degrees video

<https://cloud.swivl.com/v/af16d52e5c820aac5075c296dfba9bbd>

Math Teaching Video

<https://cloud.swivl.com/v/b6dc2aa0a054881bd651fd04b8a7d04b>

W7 Math Answer Key

<https://drive.google.com/file/d/1of4P3e1uFnF7uOYkhLESsPt5425UOqfH/view?usp=sharing>

Optional Math Check Video

<https://cloud.swivl.com/v/46c7e4aa4083411636ec35ca28325c37>

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

- ❑ (PA) Rocket Math Adv. Multiplication Set N
 - ❑ 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 “Degrees and the Most Famous Angles in the World.” Today’s notes are in the printed packet and posted in the Monday assignment for Google Classroom.
 - ❑ Complete check points and [check answers with the key](#).
 - ❑ Optional: Watch the [“Degrees and the Most Famous Angles in the World” video with notes in hand](#) and complete check points. Check answers with [the key](#).

Daily Student Instruction Sheet - MONDAY

	<ul style="list-style-type: none"><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.<input type="checkbox"/> Optional Extension Activity: If you go to this link, students can move a line to create angles of all sizes and see how they are labeled as acute, obtuse, or reflex angles.<input type="checkbox"/> Optional Extension video: Cheese by Degrees - World Famous Angles introduced with sliced cheese!
SCIENCE (25 Minutes)	<p>Science</p> <p>Goal/Objective: Students will learn to compare and contrast complete and incomplete metamorphosis.</p> <p>Materials needed:</p> <p>Specific Instructions (I=independent; PA= Parent assistance):</p> <ul style="list-style-type: none"><input type="checkbox"/> Read article on insect structures and growth. Watch with optional read along video.<ul style="list-style-type: none"><input type="checkbox"/> Complete questions 1-6 on the student work page.<input type="checkbox"/> Read article comparing types of metamorphosis.<ul style="list-style-type: none"><input type="checkbox"/> Complete venn diagram<input type="checkbox"/> Check answers with the key.<input type="checkbox"/> Optional Video: The Weird and Wonderful Metamorphosis of the Butterfly
LATIN (15 Minutes)	<p>Latin</p> <p>Goal/Objective: 1) Begin translating "Fēlix et fūr"; 2) begin learning Q4U3 vocabulary</p> <p>Materials needed: (1) "W7 Monday Translation" worksheet; (2) "W7 Translation Answer Key"; (3) pencil; (4) red pen/pencil; (5) Q4U3 Vocabulary flashcards</p> <p>Specific Instructions (I=independent; PA=dependent):</p> <ul style="list-style-type: none"><input type="checkbox"/> (I) Make the Q4U3 Vocabulary flashcards<ul style="list-style-type: none"><input type="checkbox"/> Fold on the dotted vertical line<input type="checkbox"/> Cut along the solid horizontal lines<input type="checkbox"/> Glue blank backs 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 "W7 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"/> "W7 Translation Answer Key", or ...<input type="checkbox"/> W7 Monday Guided Translation video<input type="checkbox"/> (I) Optional: Watch "The Pontifex Song" video and sing along.

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
	Coal is a natural resource .	r. 4 - vowels, a,e,o, and u may say their name at the end of a syllable.
	The country has vast mineral resources .	r. 4 - vowels, a,e,o, and u may say their name at the end of a syllable. r. 2 - letter c before e,i,y says s r. 11 - words ending with a silent final e are written without the e when adding a suffix that begins with a vowel
	She proved to be a very resourceful leader.	r. 22 - "Full," written alone, has two l's, but when it is written in a compound word, only one l is written
	The poem did not rhyme .	
	The music has an African rhythm .	
	We could hear a rhythmic chant coming from the church.	

Where the Red Fern Grows

Name: _____ # _____

Chapter 12

Date: _____

Annotation Worksheet



SHORT ANSWER DIRECTIONS:

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

1. Describe the character of Rubin Pritchard. (Think W.A.L.T.O.) # _____

2. Describe the character of Rainie Pritchard. (Think W.A.L.T.O.) # _____

3. What was the bet Billy made with the Prichard boys? How much was it? # _____

4. What would you title Chapter 12?

Name: _____

Date: _____

Poetry Project

You will write one paragraph on “The Village Blacksmith” for your poetry project. The paragraph will focus on choosing two poetic devices from the poem and explaining how they inform the meaning of the poem.

Directions: First, read through “The Village Blacksmith”. Then, fill out the outline below in complete, cursive sentences. You might want to refer to your poetic device’s annotations from last week that you discovered in the poem.

Poetic Devices Paragraph Outline:

1. Topic Sentence [what poetic devices the poem has and how they inform the meaning of the poem]

2. Name the first poetic device the poem uses and write the definition.

3. Copy a quote that demonstrates the poetic device and explain how the device informs the meaning of the poem

4. Name a second poetic device the poem uses and write the definition.

Name: _____

Date: _____

5. Copy a quote that demonstrates the poetic device and explain how the device informs the meaning of the poem

6. Conclusion.

Checklist:

- I wrote in complete, cursive sentences.
- I checked my capitalization and punctuation for each sentence.
- I have a clear topic sentence that lists the poetic devices I will talk about and says why they are important.
- I have clearly defined two poetic devices in my outline
- I have clearly discussed the two poetic devices in my outline.

$$\begin{array}{r} 12 \\ \times 5 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ \times 12 \\ \hline \end{array}$$

$$\begin{array}{r} 12 \\ \times 9 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ \times 12 \\ \hline \end{array}$$

$$\begin{array}{r} 12 \\ \times 10 \\ \hline \end{array}$$

$$\begin{array}{r} 1 \\ \times 12 \\ \hline \end{array}$$

$$\begin{array}{r} 11 \\ \times 8 \\ \hline \end{array}$$

$$\begin{array}{r} 12 \\ \times 12 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ \times 10 \\ \hline \end{array}$$

$$\begin{array}{r} 12 \\ \times 11 \\ \hline \end{array}$$

Start


$$\begin{array}{r} 10 \\ \times 1 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ \times 12 \\ \hline \end{array}$$

$$\begin{array}{r} 12 \\ \times 5 \\ \hline \end{array}$$

$$\begin{array}{r} 12 \\ \times 1 \\ \hline \end{array}$$

$$\begin{array}{r} 11 \\ \times 12 \\ \hline \end{array}$$

$$\begin{array}{r} 12 \\ \times 5 \\ \hline \end{array}$$

$$\begin{array}{r} 10 \\ \times 12 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ \times 12 \\ \hline \end{array}$$

$$\begin{array}{r} 12 \\ \times 12 \\ \hline \end{array}$$

$$\begin{array}{r} 12 \\ \times 5 \\ \hline \end{array}$$

$$\begin{array}{r} 12 \\ \times 1 \\ \hline \end{array}$$

$$\begin{array}{r} 12 \\ \times 9 \\ \hline \end{array}$$

$$\begin{array}{r} 10 \\ \times 6 \\ \hline \end{array}$$

$$\begin{array}{r} 12 \\ \times 10 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ \times 11 \\ \hline \end{array}$$

$$\begin{array}{r} 10 \\ \times 3 \\ \hline \end{array}$$

$$\begin{array}{r} 11 \\ \times 12 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ \times 12 \\ \hline \end{array}$$

$$\begin{array}{r} 12 \\ \times 9 \\ \hline \end{array}$$

One-Minute Test

Goal

Completed

$\begin{array}{r} 12 \\ \times 5 \\ \hline \end{array}$	$\begin{array}{r} 11 \\ \times 9 \\ \hline \end{array}$	$\begin{array}{r} 6 \\ \times 11 \\ \hline \end{array}$	$\begin{array}{r} 10 \\ \times 4 \\ \hline \end{array}$	$\begin{array}{r} 7 \\ \times 10 \\ \hline \end{array}$	$\begin{array}{r} 5 \\ \times 10 \\ \hline \end{array}$	$\begin{array}{r} 3 \\ \times 11 \\ \hline \end{array}$
<input style="width: 40px; height: 20px;" type="text"/>	<input style="width: 40px; height: 20px;" type="text"/>	<input style="width: 40px; height: 20px;" type="text"/>	<input style="width: 40px; height: 20px;" type="text"/>	<input style="width: 40px; height: 20px;" type="text"/>	<input style="width: 40px; height: 20px;" type="text"/>	<input style="width: 40px; height: 20px;" type="text"/>
$\begin{array}{r} 10 \\ \times 12 \\ \hline \end{array}$	$\begin{array}{r} 11 \\ \times 5 \\ \hline \end{array}$	$\begin{array}{r} 10 \\ \times 1 \\ \hline \end{array}$	$\begin{array}{r} 12 \\ \times 1 \\ \hline \end{array}$	$\begin{array}{r} 3 \\ \times 10 \\ \hline \end{array}$	$\begin{array}{r} 8 \\ \times 11 \\ \hline \end{array}$	$\begin{array}{r} 10 \\ \times 8 \\ \hline \end{array}$
<input style="width: 40px; height: 20px;" type="text"/>	<input style="width: 40px; height: 20px;" type="text"/>	<input style="width: 40px; height: 20px;" type="text"/>	<input style="width: 40px; height: 20px;" type="text"/>	<input style="width: 40px; height: 20px;" type="text"/>	<input style="width: 40px; height: 20px;" type="text"/>	<input style="width: 40px; height: 20px;" type="text"/>
$\begin{array}{r} 2 \\ \times 11 \\ \hline \end{array}$	$\begin{array}{r} 11 \\ \times 7 \\ \hline \end{array}$	$\begin{array}{r} 10 \\ \times 6 \\ \hline \end{array}$	$\begin{array}{r} 1 \\ \times 10 \\ \hline \end{array}$	$\begin{array}{r} 9 \\ \times 10 \\ \hline \end{array}$	$\begin{array}{r} 12 \\ \times 10 \\ \hline \end{array}$	$\begin{array}{r} 1 \\ \times 2 \\ \hline \end{array}$
<input style="width: 40px; height: 20px;" type="text"/>	<input style="width: 40px; height: 20px;" type="text"/>	<input style="width: 40px; height: 20px;" type="text"/>	<input style="width: 40px; height: 20px;" type="text"/>	<input style="width: 40px; height: 20px;" type="text"/>	<input style="width: 40px; height: 20px;" type="text"/>	<input style="width: 40px; height: 20px;" type="text"/>
$\begin{array}{r} 1 \\ \times 11 \\ \hline \end{array}$	$\begin{array}{r} 11 \\ \times 10 \\ \hline \end{array}$	$\begin{array}{r} 9 \\ \times 11 \\ \hline \end{array}$	$\begin{array}{r} 12 \\ \times 11 \\ \hline \end{array}$	$\begin{array}{r} 4 \\ \times 10 \\ \hline \end{array}$	$\begin{array}{r} 5 \\ \times 12 \\ \hline \end{array}$	$\begin{array}{r} 6 \\ \times 10 \\ \hline \end{array}$
<input style="width: 40px; height: 20px;" type="text"/>	<input style="width: 40px; height: 20px;" type="text"/>	<input style="width: 40px; height: 20px;" type="text"/>	<input style="width: 40px; height: 20px;" type="text"/>	<input style="width: 40px; height: 20px;" type="text"/>	<input style="width: 40px; height: 20px;" type="text"/>	<input style="width: 40px; height: 20px;" type="text"/>
$\begin{array}{r} 4 \\ \times 11 \\ \hline \end{array}$	$\begin{array}{r} 10 \\ \times 11 \\ \hline \end{array}$	$\begin{array}{r} 12 \\ \times 10 \\ \hline \end{array}$	$\begin{array}{r} 10 \\ \times 9 \\ \hline \end{array}$	$\begin{array}{r} 12 \\ \times 9 \\ \hline \end{array}$	$\begin{array}{r} 11 \\ \times 4 \\ \hline \end{array}$	$\begin{array}{r} 10 \\ \times 10 \\ \hline \end{array}$
<input style="width: 40px; height: 20px;" type="text"/>	<input style="width: 40px; height: 20px;" type="text"/>	<input style="width: 40px; height: 20px;" type="text"/>	<input style="width: 40px; height: 20px;" type="text"/>	<input style="width: 40px; height: 20px;" type="text"/>	<input style="width: 40px; height: 20px;" type="text"/>	<input style="width: 40px; height: 20px;" type="text"/>
$\begin{array}{r} 11 \\ \times 8 \\ \hline \end{array}$	$\begin{array}{r} 5 \\ \times 11 \\ \hline \end{array}$	$\begin{array}{r} 12 \\ \times 5 \\ \hline \end{array}$	$\begin{array}{r} 10 \\ \times 7 \\ \hline \end{array}$	$\begin{array}{r} 11 \\ \times 2 \\ \hline \end{array}$	$\begin{array}{r} 2 \\ \times 10 \\ \hline \end{array}$	$\begin{array}{r} 11 \\ \times 6 \\ \hline \end{array}$
<input style="width: 40px; height: 20px;" type="text"/>	<input style="width: 40px; height: 20px;" type="text"/>	<input style="width: 40px; height: 20px;" type="text"/>	<input style="width: 40px; height: 20px;" type="text"/>	<input style="width: 40px; height: 20px;" type="text"/>	<input style="width: 40px; height: 20px;" type="text"/>	<input style="width: 40px; height: 20px;" type="text"/>
$\begin{array}{r} 9 \\ \times 2 \\ \hline \end{array}$	$\begin{array}{r} 10 \\ \times 3 \\ \hline \end{array}$	$\begin{array}{r} 5 \\ \times 11 \\ \hline \end{array}$	$\begin{array}{r} 11 \\ \times 12 \\ \hline \end{array}$	$\begin{array}{r} 10 \\ \times 12 \\ \hline \end{array}$	$\begin{array}{r} 3 \\ \times 11 \\ \hline \end{array}$	$\begin{array}{r} 10 \\ \times 3 \\ \hline \end{array}$
<input style="width: 40px; height: 20px;" type="text"/>	<input style="width: 40px; height: 20px;" type="text"/>	<input style="width: 40px; height: 20px;" type="text"/>	<input style="width: 40px; height: 20px;" type="text"/>	<input style="width: 40px; height: 20px;" type="text"/>	<input style="width: 40px; height: 20px;" type="text"/>	<input style="width: 40px; height: 20px;" type="text"/>
$\begin{array}{r} 11 \\ \times 1 \\ \hline \end{array}$	$\begin{array}{r} 5 \\ \times 2 \\ \hline \end{array}$	$\begin{array}{r} 10 \\ \times 12 \\ \hline \end{array}$	$\begin{array}{r} 12 \\ \times 10 \\ \hline \end{array}$	$\begin{array}{r} 8 \\ \times 10 \\ \hline \end{array}$	$\begin{array}{r} 12 \\ \times 9 \\ \hline \end{array}$	$\begin{array}{r} 11 \\ \times 11 \\ \hline \end{array}$
<input style="width: 40px; height: 20px;" type="text"/>	<input style="width: 40px; height: 20px;" type="text"/>	<input style="width: 40px; height: 20px;" type="text"/>	<input style="width: 40px; height: 20px;" type="text"/>	<input style="width: 40px; height: 20px;" type="text"/>	<input style="width: 40px; height: 20px;" type="text"/>	<input style="width: 40px; height: 20px;" type="text"/>

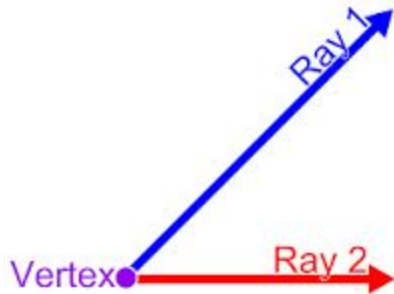
Monday, Math

Monday Math Notes, “Degrees of Turning and the Most Famous Angles in the World!”

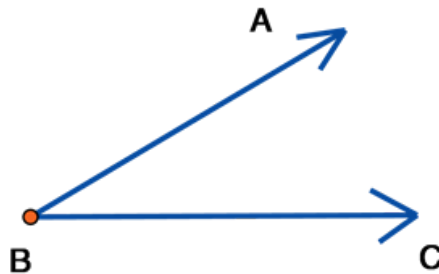
Good morning, fifth grade griffins! Today is the fourth day of the fifth month of the two thousand twentieth Year of Our Lord, or, if you prefer, the Common Era, or, if you prefer Latin, *anno domini*. It is also the one hundred twenty-fifth day of the year.

Today is also the day that we begin our unit on angles!

An angle is a shape made by two lines or rays that meet at a common point called the vertex.



Before we talk about measuring angles, let's talk about how we can name them.



This angle has three labeled points on it: point A, point B, and point C. Find them in the picture. Those points will help us name this angle.

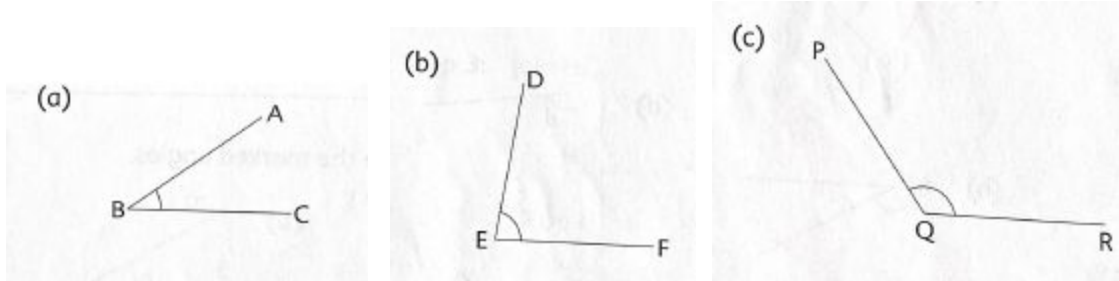
Lines can be named after any two points on the line. This angle is made of two lines, line AB at the top and line BC at the bottom.

Line AB and Line BC meet at point B. Point B is the vertex of this angle.

When we name an angle, we often use the symbol \angle to mean “angle.” We also usually use three points: one point from each line and the point on the vertex. The vertex goes in the middle of the name. So this angle can be called $\angle ABC$ or $\angle CBA$. The order of the A and the C does not matter, but B has to go in middle because it is the vertex of this angle. Sometimes, people name angles with only the point on the vertex, like $\angle b$, but that can be confusing in some cases.

Check Point #1! - Name that Angle!

Name the following three angles using all three letters. Then check your answers with the key.



a) \angle _____

b) \angle _____

c) \angle _____

Degrees of Turning and the Most Famous Angles in the World!

Angles are measured by degrees. We can think of them as degrees of turning. The symbol for degrees is this little circle, $^\circ$. When you see that symbol, say the word, “degrees.” Let’s look at a clock to imagine degrees of turning. Clock hands can make angles because each hand is a line and the point where the two hands meet in the middle of the clock is the vertex.

Let’s imagine that the starting point of our turn is at 12 o’clock. Since this is our starting point, the clock hands have turned 0° so far. Now imagine the clock turning to the 3 o’clock position. Now the little hand of the clock has turned 90° from its starting point and it creates a 90° angle with the other hand. The 90° angle is probably the most famous angle of all and we also call it the **right angle**.



12 o’clock, 0° turn



3 o’clock, 90° turn

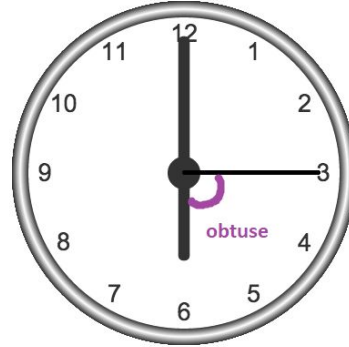
Any angle that measures less than 90° is an **acute angle**. So 1 o’clock and 2 o’clock make acute angles. If the short hand of the clock moves even one degree past the 3 o’clock mark, it will make an obtuse angle. An **obtuse angle** is any angle between 90° and 180° . So 4 o’clock and 5 o’clock will also make obtuse angles. But when we get to 180° we have an angle that makes a straight line. So we call the 180° line, a **straight angle**. The 180° angle or the straight

Monday, Math

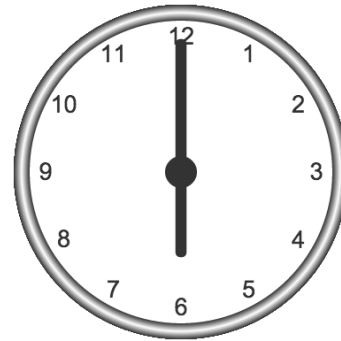
angle is not obtuse because it is not between 90° and 180° . The 180° angle is also special because is made of two right angles (or two 90° angle.)



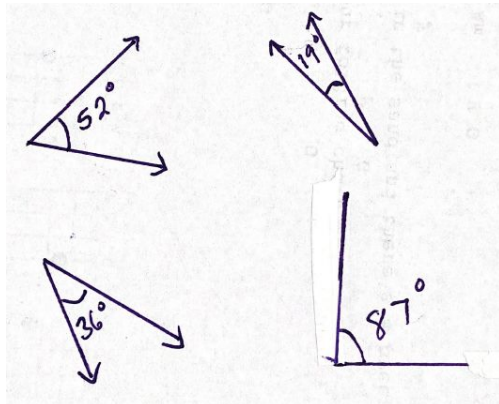
Any angles **smaller** than this one are acute.



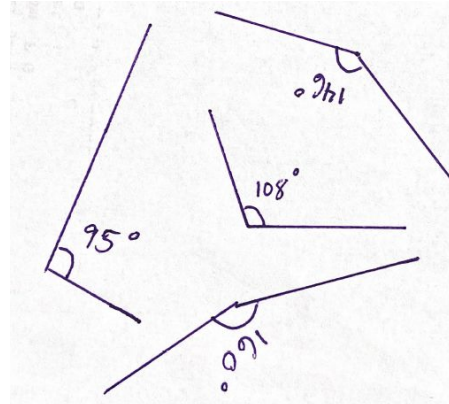
Angles that are between the 3 o'clock and 6 o'clock are obtuse.



straight angle, 180°

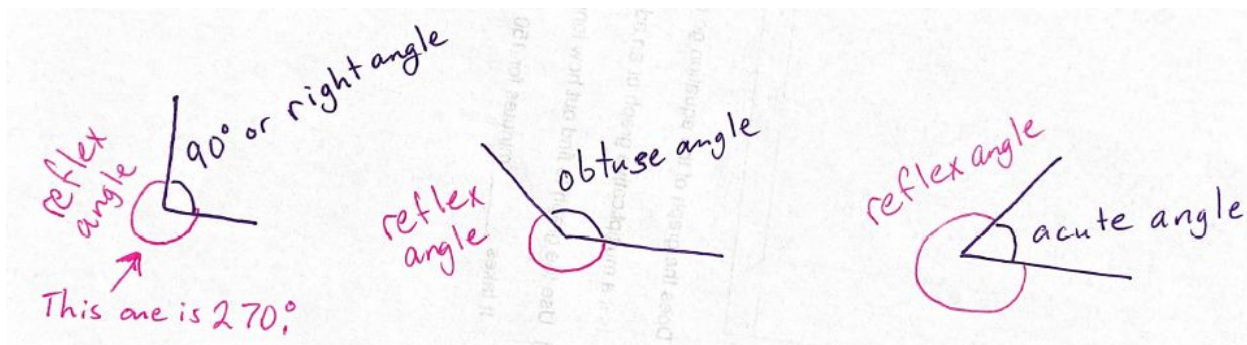


Four acute angles



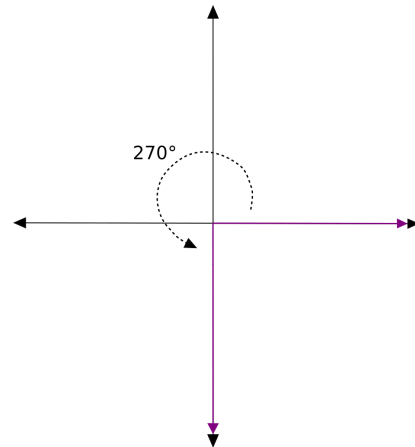
Four obtuse angles

Any angle between 180° and 360° is called a **reflex angle**. So 7 o'clock, 8 o'clock, 9 o'clock, 10 o'clock, and 11 o'clock all make reflex angles. A reflex is an automatic reaction or response to something else. When you visit the doctor, he or she might tap you right under your knee cap with a small tool. When that happens, your leg kicks up automatically because the doctor tapped that spot on your knee. We call these angles "reflex angles" because any time you have an angle less than 180 degrees, there is automatically a reflex angle greater than 180 degrees on the other side of it.



Monday, Math

The angle we see at 9 o'clock is also one of our world-famous angles. It is made of 3 right angles or 3 90° angles. $90^\circ \times 3 = 270^\circ$. This is the 270° angle and it makes a $\frac{3}{4}$ turn. It is also one of the reflex angles because it is between 180 degrees and 360 degrees.



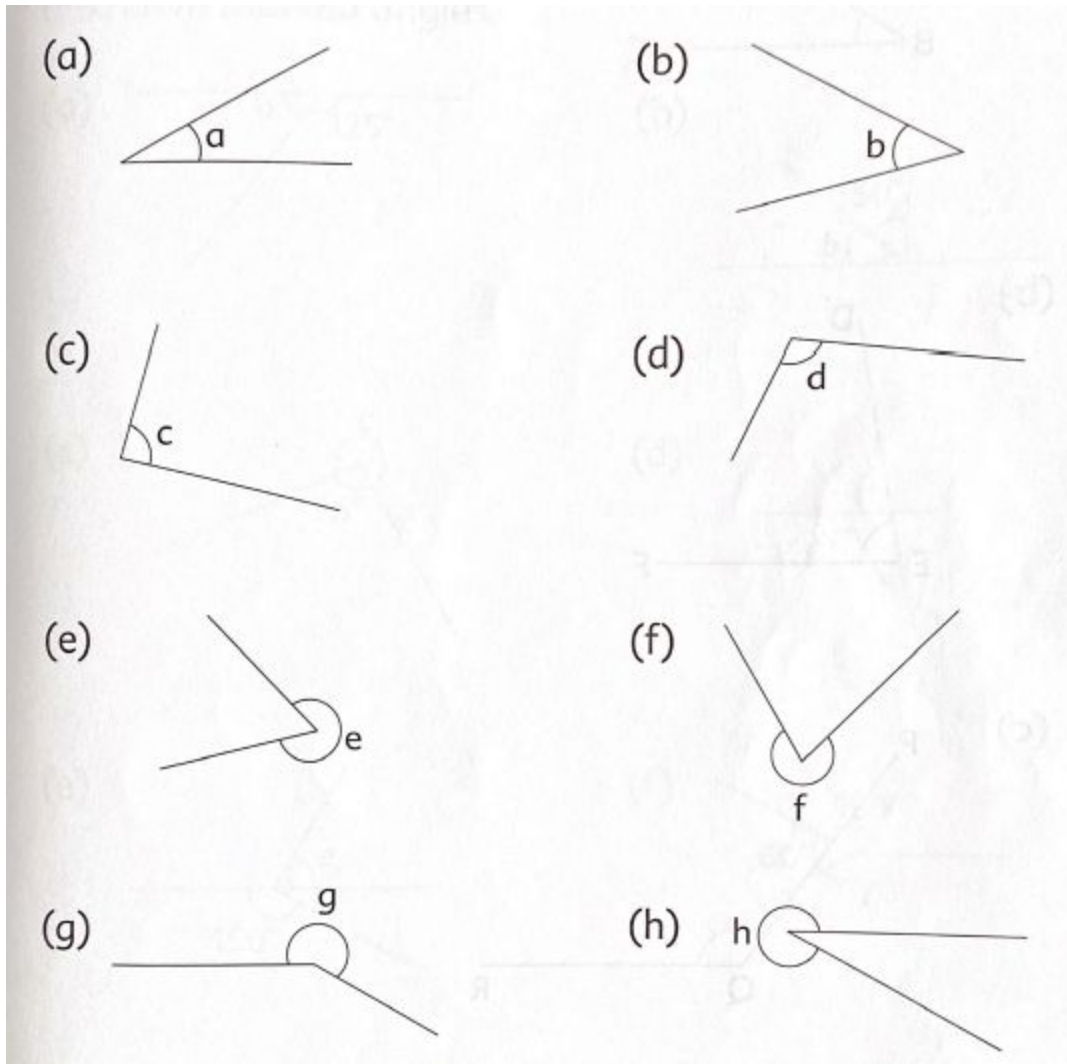
When the short hand returns to the 12 o'clock position, it has made a complete or full 360° turn! That's why we say that a circle has 360 degrees in it. A 360 degree turn is made of 4 right angles!

ACUTE Less than 90°	RIGHT Exactly 90°	OBTUSE Greater than 90° Lesser than 180°
STRAIGHT Exactly 180°	REFLEX Greater than 180°	COMPLETE Exactly 360°

Independent Practice

The following angles are not exactly 90, 180, or 360 degrees. Please label them as **acute**, **obtuse**, or **reflex** angles.

Tip: If an angle is very close to 90° , you can use the corner of an index card to see if it is acute or obtuse. Line up one of the sides of the index card with one of the lines of the angle and slide the corner of the index card into the angle. If the index card completely covers the angle, then the angle is smaller than 90° so it's acute. If the other line of the angle is still visible when you put the index card in the corner, then the angle is greater than 90° , it is obtuse.



a)	b)	c)	d)
e)	f)	g)	h)

Name: _____

Date: _____

Directions: Read the article on insect life changes and then answer the questions below.

1. What is molting? Why do insects need to molt? _____

2. Name 3 insects that go through complete metamorphosis.

3. What are their life cycle stages?

- a. _____
- b. _____
- c. _____
- d. _____

4. Name 3 insects that go through incomplete metamorphosis. _____

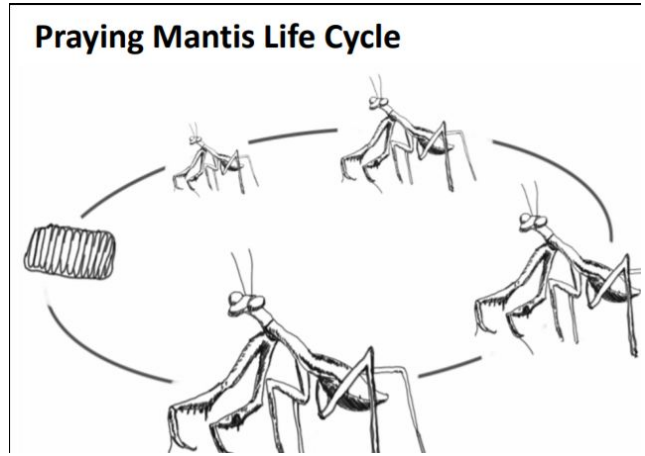
5. What are their life cycle stages?

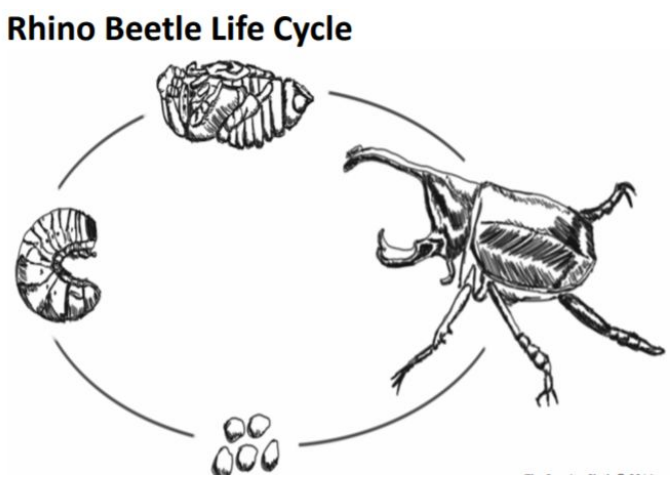
- a. _____
- b. _____
- c. _____

6. Write complete or incomplete on the line below the picture based on what kind of metamorphosis it is.



Developmental stages of a lucanid stag beetle

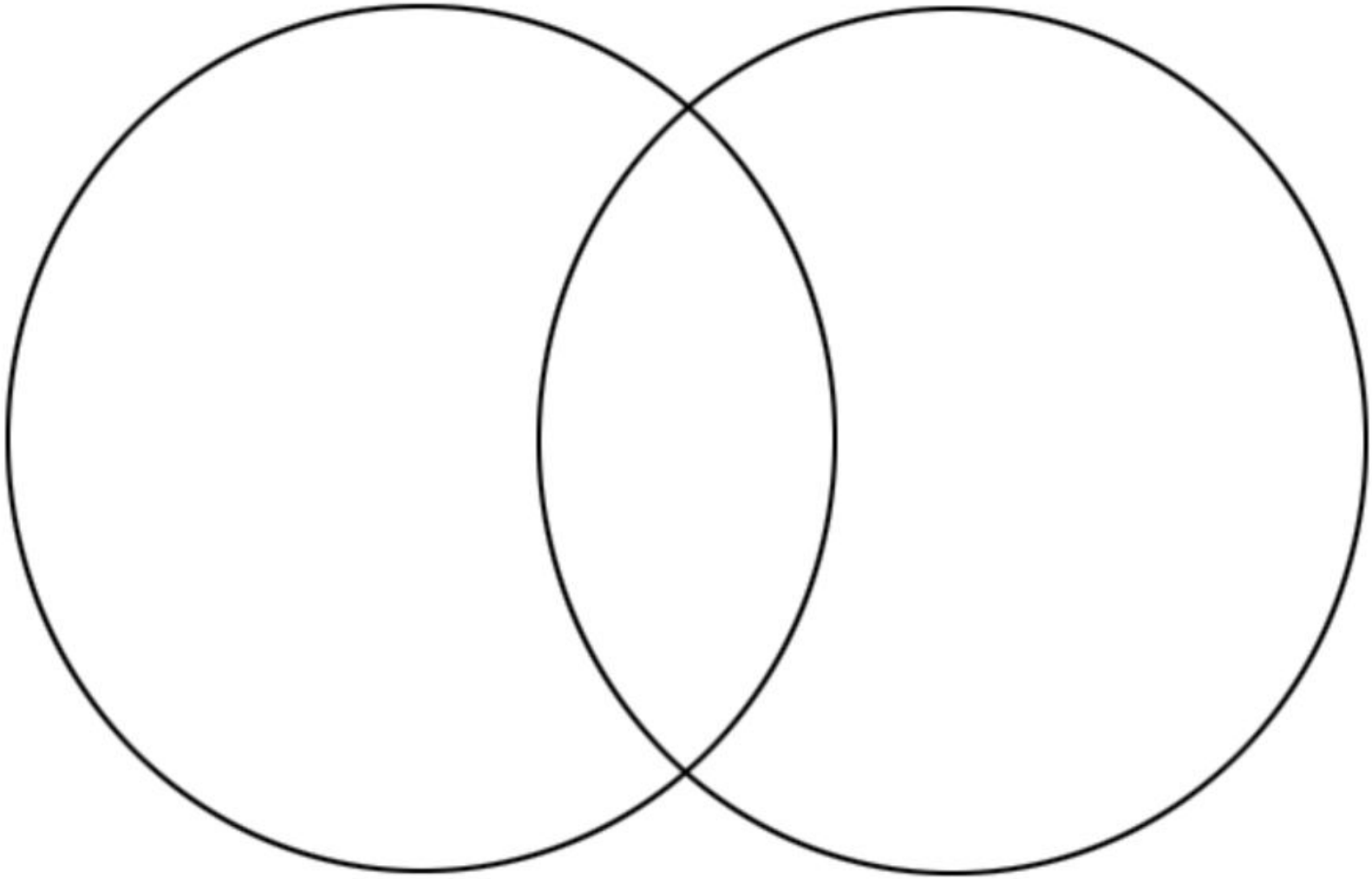




7. Compare and contrast complete and incomplete metamorphosis in this venn diagram. Include 3 points under each and include the bolded words from the textbo

Complete

Incomplete



administro



I look after (administer)

avarus



greedy (miserly, a miser)

facile



easily

fidelis



faithful

fur



thief

igitur

i Think
Therefore I am.



therefore

infans



baby (infant)

ingens



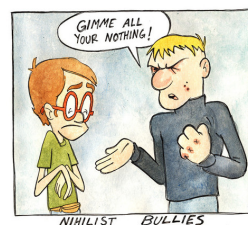
huge

neco



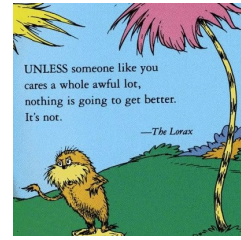
I kill

nihil



nothing

nisi



except, unless

numquam



never

nunc



now

olim



once (once upon a time)

parvus



little

post



after

rogo



I ask

servo



I guard

solus



alone

statim



at once

Name: _____

Section: _____

W7 Monday Translation

“Fēlix et fūr”

Instructions

Translate the following sentences from *Cambridge Latin Course*. Afterwards, check your work using the answer key or by watching today’s Guided Translation video.

- **Imperfect** (“was/were verbing”) endings are *-bat* and *-bant*.
 - *erat* = “was” (imperfect of *est*); *erant* = “were” (imperfect of *sunt*)
- **Perfect** (“verbed”) endings are *-vit* and *-vērunt*.

Vocabulary

post - after

rogō - I ask

cūr - why

nunc - now

libertus - freedman

ōlim - once, once upon a time

tuus - your

tum - then

tōtus - whole, entire

rēs - thing, matter

nārrō - I tell, I narrate

Sentences

1) *post cēnam Quīntus rogāvit,*

2) "*pater, cūr Fēlix nunc est libertus?*"

3) "*ōlim erat servus tuus.*"

4) *tum pater tōtam rem nārrāvit.*

Daily Student Instruction Sheet - TUESDAY

TUESDAY – 5/5/20

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 [first half of Ch. 13 of Where the Red Fern Grows \(p. 156-166\)](#)
- **ANNOTATE** the main ideas and events of this half of the chapter

Materials needed:

- [Where the Red Fern Grows Ch. 13](#)
- Pencil

Daily Student Instruction Sheet - TUESDAY

- [Bookmark](#)
- [Ch. 12-14 Vocabulary and Unfamiliar Words Guide](#)
- Ch. 13 Part 1 Annotation & Vocabulary Worksheet

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

- READ** the [first half of ch. 13 \(p. 156-166\)](#) **LOOKING** for the following main ideas and events: **(I)**
- Optional video:** [Read along with Miss Franzmann](#) **LOOKING** for the following main ideas and events:
 - Why does Billy give Rubin the two dollars?
 - Why doesn't Billy want to kill the ghost coon?
 - Describe Old Blue?
- COMPLETE** Ch. 13 Part 1 Annotation Worksheet **(I)**
- A [Literature Key](#) is available for you to check your progress.

Grammar/Writing

Goal/Objective:

- Students will create the rough draft of their paragraph on poetic devices.

Materials needed:

- Student's paragraph outline from yesterday.
- "Poetic Devices Rough Draft" WKST

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

- (PA)** Students will use their outline from yesterday to complete the rough draft worksheet.
*Students will need to keep their rough draft for tomorrow's assignment.

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:

- Identify 60° , 45° , and 30° angles
- Estimate angles using the angles we know

Materials needed:

Rocket Math Adv. Multiplication Set N Practice Key

<https://drive.google.com/file/d/1Zc9LZ4hnCfnyK2N5n3Vwg3yMYvEztbh3/view?usp=sharing>

Optional Math Teaching Video

<https://cloud.swivl.com/v/0d7f2d07d20829cf6e7a7854fb513f69>

W7 Math Answer Key

<https://drive.google.com/file/d/1of4P3e1uFnF7uOYkhLESsPt5425UOqfH/view?usp=sharing>

Daily Student Instruction Sheet - TUESDAY

	<p>Optional Math Check Video https://cloud.swivl.com/v/e8c8f8bcb80df7abbc1eb0f76f2b5449</p> <p>Extension Video - Angle Safari https://cloud.swivl.com/v/286f5f373b852023fe363198904a4d70</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 N <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 “Estimating Angles.” 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 “Estimating Angles” 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. <input type="checkbox"/> Optional extension video: Estimating Angles Safari!
<p>SCIENCE (25 Minutes)</p>	<p>Science</p> <p>Goal/Objective: Students will review and draw complete metamorphosis</p> <p>Materials needed:</p> <p>Specific Instructions (I=Independent; PA= Parent assistance):</p> <ul style="list-style-type: none"> <input type="checkbox"/> Review powerpoint on incomplete and complete metamorphosis <input type="checkbox"/> Label the 4 stages on the student work page in order and write definitions of each stage using the powerpoint. <input type="checkbox"/> Draw a picture of each stage. <input type="checkbox"/> Optional Extension video: <ul style="list-style-type: none"> A Butterfly’s Life: https://www.youtube.com/watch?v=kVm5k99PnBk Hercules Beetle Transformation: https://video.nationalgeographic.com/video/news/00000163-4f88-d2fa-a76b-cfbc22d20000
<p>LATIN (15 Minutes)</p>	<p>Latin</p> <p>Goal/Objective: Continue translating “Fēlīx et fūr”</p> <p>Materials needed: (1) “W7 Tuesday Translation” worksheet; (2) “W7 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 “W7 Tuesday Translation” worksheet <input type="checkbox"/> (I) Check your work, making corrections in red ink or pencil, using either:

Daily Student Instruction Sheet - TUESDAY

- | | |
|--|--|
| | <ul style="list-style-type: none"><input type="checkbox"/> “W7 Translation Answer Key”, or ...<input type="checkbox"/> W7 Tuesday Guided Translation video<input type="checkbox"/> (I) Optional: Watch “The Pontifex Song” video and sing along. |
|--|--|

Spalding Spelling List (20 min)

Instructions and an answer key are provided below.

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

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

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

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

→ Remind students to use their phonogram knowledge and spelling rules

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

TUESDAY SPALDING LIST (Parent Key)

Word	Example sentence	Notes
<u>routes</u> -5	There are many scenic routes in Texas.	
<u>saf</u> <u>e</u> <u>ty</u> r. 6	The toys are inspected for safety .	r. 6 - letter y, not i, is used at the end of an English word.
<u>sc</u> <u>a</u> <u>l</u> <u>e</u>	She stepped onto the bathroom scale .	
<u>sci</u> <u>en</u> <u>tif</u> <u>ic</u> r. 2, 5	She remembered to use the scientific method.	r. 2 - c before e, i, y says s r. 5 - letters i and y may say i at the end of a syllable (si lent, my).
<u>sci</u> <u>en</u> <u>tists</u> r. 2, 5	The scientists worked together.	r. 2 - c before e, i, y says s r. 5 - letters i and y may say i at the end of a syllable (si lent, my).

Where the Red Fern Grows

Chapter 13 Part 1 (p. 156-166)

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. Why does Billy give Rubin the two dollars? # _____

2. Why doesn't Billy want to kill the ghost coon? # _____

3. Describe Old Blue. # _____

Name: _____

Date: _____

Part II: Follow the guidelines on the checklist below to edit your paragraph. (It would be helpful to edit in a different color pen or pencil) Next, have a parent or guardian edit your paragraph using the parent checklist.

Student Checklist:

Revision Checklist	Proofreading Checklist
<ul style="list-style-type: none"><input type="checkbox"/> Is the topic clear in your first sentence?<input type="checkbox"/> Does the paragraph give evidence to support the topic? Quotes?<input type="checkbox"/> Does the conclusion summarize the main idea?<input type="checkbox"/> Are there at least 4-6 sentences?<input type="checkbox"/> Does the paragraph discuss two examples of poetic devices in "The Village Blacksmith."?	<ul style="list-style-type: none"><input type="checkbox"/> Do all sentences have a subject and a verb?<input type="checkbox"/> Does the subject agree with the verb in each sentence?<input type="checkbox"/> Do all sentences begin with a capital letter?<input type="checkbox"/> Do all sentences end with a period?<input type="checkbox"/> Do all sentences make sense?<input type="checkbox"/> Are adverbs and adjectives used?<input type="checkbox"/> Is the paragraph indented?<input type="checkbox"/> Are words spelled correctly?<input type="checkbox"/> Is the grammar correct?<input type="checkbox"/> Is the paragraph written in neat cursive?

Parent Checklist:

Revision Checklist	Proofreading Checklist
<ul style="list-style-type: none"><input type="checkbox"/> Is the topic clear in the first sentence?<input type="checkbox"/> Does the paragraph give evidence to support the topic? Quotes?<input type="checkbox"/> Does the conclusion summarize the main idea?<input type="checkbox"/> Are there at least 4-6 sentences?<input type="checkbox"/> Does the paragraph discuss two examples of poetic devices in "The Village Blacksmith."?	<ul style="list-style-type: none"><input type="checkbox"/> Do all sentences have a subject and a verb?<input type="checkbox"/> Does the subject agree with the verb in each sentence?<input type="checkbox"/> Do all sentences begin with a capital letter?<input type="checkbox"/> Do all sentences end with a period?<input type="checkbox"/> Do all sentences make sense?<input type="checkbox"/> Are adverbs and adjectives used?<input type="checkbox"/> Is the paragraph indented?<input type="checkbox"/> Are words spelled correctly?<input type="checkbox"/> Is the grammar correct?<input type="checkbox"/> Is the paragraph written in neat cursive?

Tuesday Math Notes, "Estimating with Angles"

Happy Tuesday, fifth grade griffins! Today is the sixth day of the fifth 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 twenty-seventh day of the year.

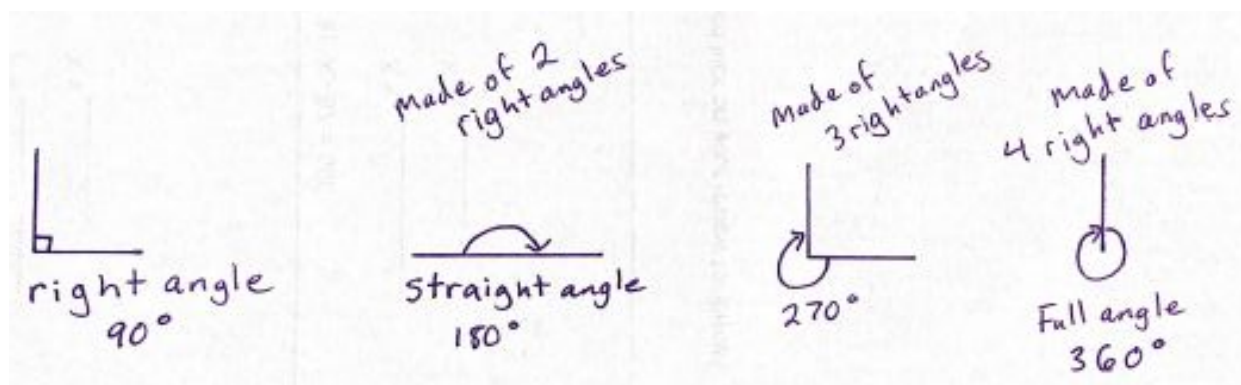
Let's do a little **warm-up**.

1. How many degrees are in a full turn or a circle? _____
2. Three of these types of angles are less than 180 degrees and one is more than 180 degrees. Please circle or highlight the three types that are less than 180 degrees.
 - A Right Angles
 - B Obtuse Angles
 - C Reflex Angles
 - D Acute Angles
3. How many degrees is a straight angle? _____

Check your answers with the key!

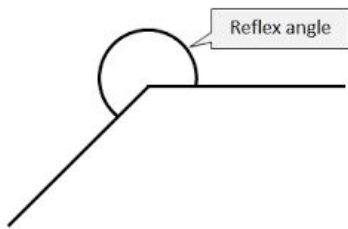
Estimating Angles

We can use the MOST FAMOUS ANGLES IN THE WORLD to help us estimate the size of angles.

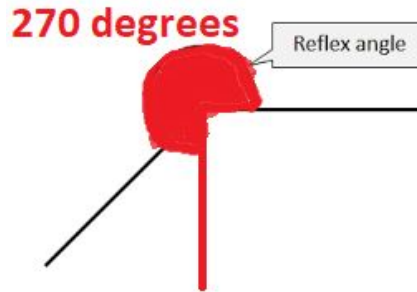
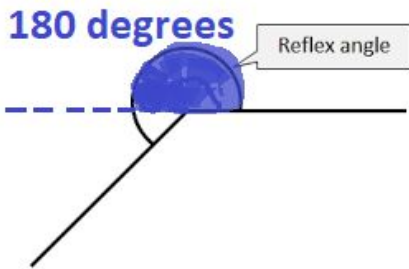


If I see an angle that is smaller than a right angle, I know it is less than 90 degrees (it's acute!). If I see an angle that is bigger than a right angle but smaller than a straight angle, I know it is between 90° and 180° (it's obtuse!). Any angle between a straight angle and a full angle, between 180° and 360° , is a reflex angle. But that is not a very precise estimate.

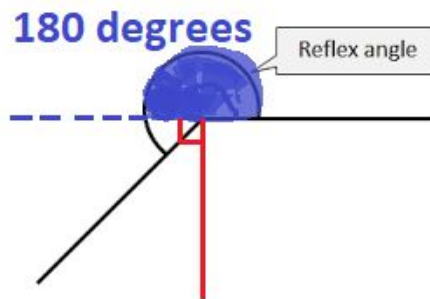
If I am trying to estimate the size of an angle I might want some other angles to help me be more precise.



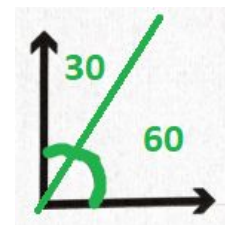
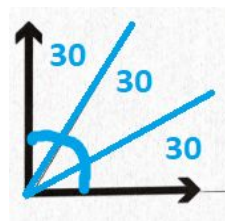
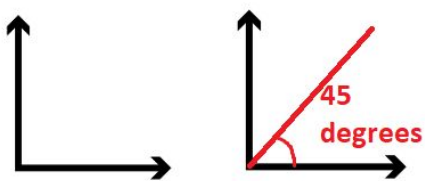
If I look at this angle on the left, I can see that it is greater than 180 degrees and it must be a reflex angle. But if I want a more precise estimate, I will compare it to the 270° angle to see if this angle is greater or less than 270°. This angle is greater than 180° but less than 270°. $180^\circ < \text{this angle} < 270^\circ$



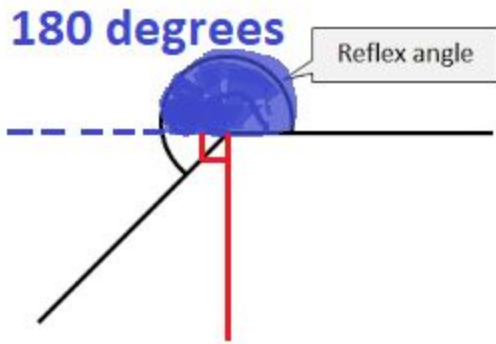
That's still a range of 90°. If I want an even more precise estimate, I will need to learn some more angles. To do that, let's take apart or dissect the 90° angle.



Let's take a right angle and cut it in half. $90 \div 2 = 45$. Therefore, half of a right angle is a 45° angle.



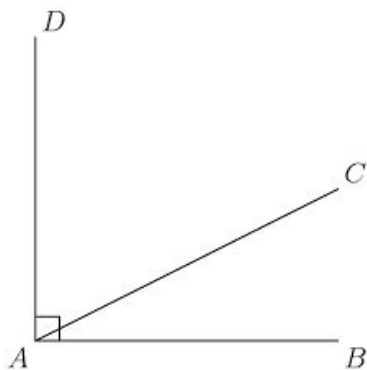
We can also divide the right angle into thirds. $90 \div 3 = 30$. Therefore, one third of a right angle is 30° and two thirds of a right angle is 60°. We can use these smaller angles to help us decide if our reflex angle is closer 30° > than a straight angle, 45° greater than a straight angle, or 60° > than a straight angle. Let's take a closer look at it and decide.



I can see that the black line cuts about half way between the 90° angle made by my dotted blue line and my red line. Half of a 90° angle is 45° . So this reflex angle is approximately $180^\circ + 45^\circ$ or 125° . We would need a protractor to know it's exact measurement, but this is a good estimate.

Let's try a simpler one.

Independent Practice - Do not use a protractor. Today we are practicing estimation.



1. Angle DAB is 90° . Line AC cuts it into two smaller angles. Estimate the size of angle CAB and angle DAC.

- a) Angle CAB is approximately _____ degrees.
- b) Angle DAC is approximately _____ degrees.

2. Yesterday, you identified these as **acute**, **obtuse**, or **reflex** angles. Today let's make a closer estimate of their size. I will guide you as you estimate. Then choose the best estimate from the choices.

These two angles are both **acute**, meaning that they are less than 90° . Compare these angles to a right or 90° angle. Are they about half of 90° angle, about $\frac{1}{3}$ of a 90° , or about $\frac{2}{3}$ of a 90° angle?



- A** 80° (almost 90°)
- B** 60° (about $\frac{2}{3}$ of 90°)

- A** 80° (almost 90°)
- B** 60° (about $\frac{2}{3}$ of 90°)

Tuesday, Math

C 45° (about ½ of 90°)

C 45° (about ½ of 90°)

D 30° (about ⅓ of 90°)

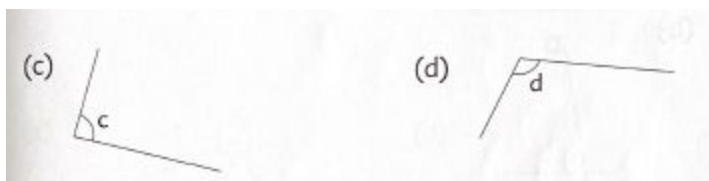
D 30° (about ⅓ of 90°)

Now take an even more precise guess to see how close you can get to the real answer! It's okay if you don't get it exactly right but celebrate if you are within 15° of the real answer.

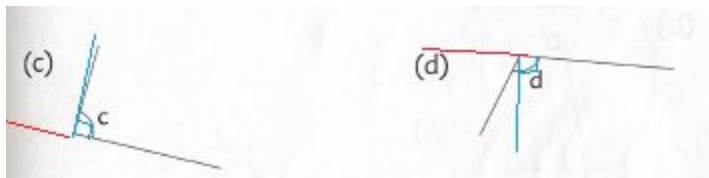
∠a is approximately _____°.

∠b is approximately _____°.

Angle c is acute and angle d is **obtuse**. For angle d, think to yourself, is this angle closer to 90° or 180°?



I will draw line for you that shows 90° of the angle. Then think to yourself, is this angle just a little more than 90°, is it 30° more than 90°, is it 45° more than 90°, or is it about 60° more than 90°? Then choose one of the following answers.



A 80° (almost 90°)

A ≈ 95° (just a little more)

B 60° (about ⅔ of 90°)

B ≈ 120° (about 30° more)

C 45° (about ½ of 90°)

C ≈ 135° (about 45° more)

D 30° (about ⅓ of 90°)

D ≈ 155° (about 60° more)

E ≈ 170° (almost 180°)

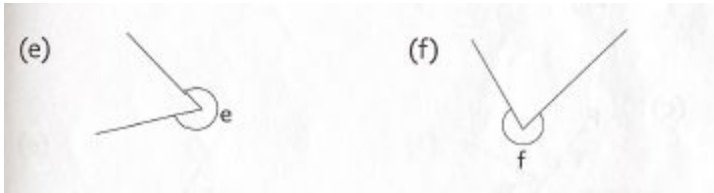
Now take an even more precise guess to see how close you can get to the real answer! It's okay if you don't get it exactly right but celebrate if you are within 15° of the real answer.

∠c is approximately _____°.

∠d is approximately _____°.

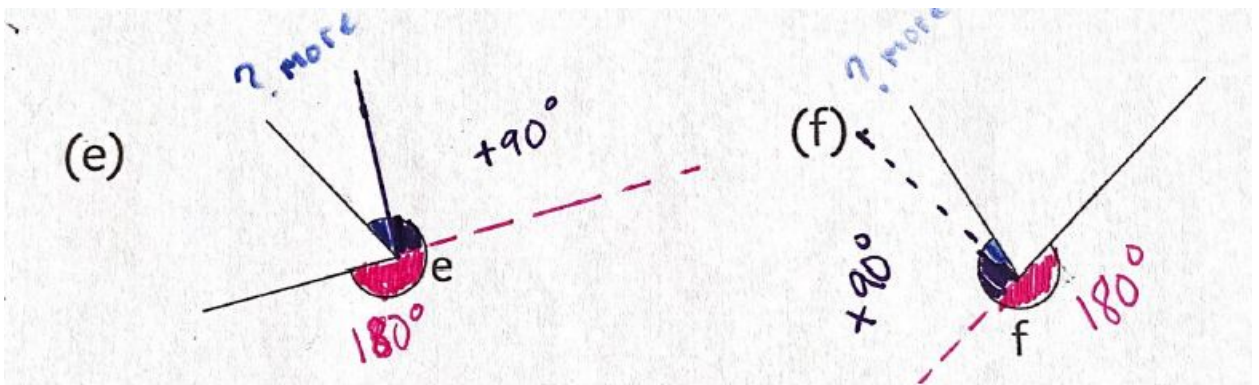
These two angles are both **reflex** angles, meaning they are between 180° and 360° or between the size of a straight angle and a full angle.

Tuesday, Math



First, think to yourself, "Is this angle between 180° and 270° or between 270° and 360° ?" You can use these lines to help you.

Both of these angles are between 270° and 360° . Now think to yourself, "Is this angle just a little more than 270° , is it 30° more than 270° , is it 45° more than 270° , or is it about 60° more than 270° ?"



- A $\approx 280^\circ$ (just a little more)
- B $\approx 300^\circ$ (about 30° more)
- C $\approx 315^\circ$ (about 45° more)
- D $\approx 330^\circ$ (about 60° more)
- E $\approx 350^\circ$ (almost 360°)

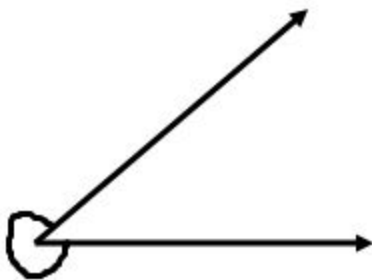
- A $\approx 280^\circ$ (just a little more)
- B $\approx 300^\circ$ (about 30° more)
- C $\approx 315^\circ$ (about 45° more)
- D $\approx 330^\circ$ (about 60° more)
- E $\approx 350^\circ$ (almost 180°)

$\angle e$ is approximately _____ $^\circ$.

$\angle f$ is approximately _____ $^\circ$.

3. Make your best estimate for $\angle h$.

$\angle h$ is approximately _____ $^\circ$.



Name: _____

Date: _____

Directions: In each blank, label the stage for complete metamorphosis and write the definition for each stage. Then, choose an insect that undergoes complete metamorphosis and draw what it looks like in each stage.

Stage 1: _____:

Stage 2: _____:

Stage 3: _____:

Stage 4: _____

Name: _____

Section: _____

W7 Tuesday Translation

“Fēlix et fūr”

Instructions

Translate the following sentences from *Cambridge Latin Course*. Afterwards, check your work using the answer key or by watching today’s Guided Translation video.

- **Imperfect** (“was/were verbing”) endings are *-bat* and *-bant*.
 - *erat* = “was” (imperfect of *est*); *erant* = “were” (imperfect of *sunt*)
- **Perfect** (“verbed”) endings are *-vit* and *-vērunt*.

Vocabulary

ōlim - once, once upon a time

tablīnum - study

scribō - I write

sōlus - alone

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

aberat - was away (*ab* - away)

quod - because

soror - sister

vīsītō - I visit

Sentences

1) Caecilius: Fēlix ōlim in tablīnō scribēbat.

2) Fēlix erat sōlus.

3) Clēmēns et Grumiō cibum in forō quaerēbant.

4) Metella aberat, quod sorōrem vīsītābat.

Daily Student Instruction Sheet - WEDNESDAY

WEDNESDAY – 5/6/20

ELA

Spalding
(20 Minutes)

Literature
(15 Minutes)

Grammar/Writing
(20 Minutes)

Reading
(20+ minutes)

Spalding

Goal/Objective:

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

Materials needed:

- Sharpened pencil
- Wednesday Spalding Student Worksheet

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

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

Literature

Goal/Objective:

- **READ** the [second half of Ch. 13 of *Where the Red Fern Grows* \(p. 167-174\)](#)
- **ANNOTATE** the main ideas and events of the chapter
- **GIVE** Chapter 13 a title

Materials needed:

- [Where the Red Fern Grows Ch.13](#)
- Pencil

Daily Student Instruction Sheet - WEDNESDAY

- [Bookmark](#)
- [Ch. 12-14 Unfamiliar Words & Vocabulary Guide](#)
- Ch. 13 Part 2 Annotation Worksheet

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

- READ** [Ch. 13 \(p. 167-174\) 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)**
 - Who does Billy think of after Rubin's accident?
 - Where did Billy's Papa go after Billy told him about the accident?
 - How does Billy pay his respects?
 - What would you title Ch. 13?
- COMPLETE** Ch. 13 Part 2 Annotation Worksheet **(I)**
- A [Literature Key](#) is available for you to check your progress.

Grammar/Writing

Goal/Objective:

- Students will write the final draft of their poetic devices paragraph.
- "Poetic Devices Final Paragraph"
- "The Village Blacksmith" poem via link:
<https://drive.google.com/file/d/1ASbj7QFAIlg9s0q6A6vL7vVZvq0Mbophg/view?usp=sharing>

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

- (I)** Students will complete the "Poetic Devices Final Paragraph".
*Students will need to keep their final draft for Friday's assessment.

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:

- Discover that angles on a line add up to 180°
- Use that knowledge to find unknown angles

Materials needed:

Rocket Math Adv. Multiplication Set N Practice Key

<https://drive.google.com/file/d/1Zc9LZ4hnCfnyK2N5n3Vwg3yMYvEztbh3/view?usp=sharing>

Optional Math Teach Video

<https://cloud.swivl.com/v/e4c0b26dbad35d1122ea649008a236fa>

W7 Math Answer Key

<https://drive.google.com/file/d/1of4P3e1uFnF7uOYkhLESsPt5425UOqfH/view?usp=sharing>

Daily Student Instruction Sheet - WEDNESDAY

	<p>Optional Math Check Video https://cloud.swivl.com/v/db64d084f00760e8a9fd20a3d97b992c</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 N <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 “Properties of Angles on a Line.” Today’s notes are in the printed packet and posted in the Wednesday 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 “Properties of Angles on a Line” 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. <input type="checkbox"/> Optional Extension article from Brainpop: “Gadgets.” This short article explains how sailors of the past used angles measured by a tool called a sextant to help them navigate the oceans. If you have read Carry on, Mr. Bowditch, you will recognize the sextant as one of the tools Nathaniel Bowditch used in his sailing career!
<p>HISTORY (25 Minutes)</p>	<p>History Goal/Objective: Understand the concept of <i>secession</i>. If a state <i>secedes</i> from the U.S.A., it is leaving the U.S.A. to become its own self-governing body. Materials needed: CK Reader (42-51), “Secede” WKST Specific Instructions (I=Independent; PA= Parent assistance):</p> <ul style="list-style-type: none"> <input type="checkbox"/> Complete WKST question (1) (I) <input type="checkbox"/> Read CK Reader (42-46) (I) reading video <ul style="list-style-type: none"> <input type="checkbox"/> Complete WKST questions (2-3) <input type="checkbox"/> Read CK Reader (49-51) <input type="checkbox"/> Work may be checked with the key. <p>[OPTIONAL]: Read Extra Resource (60-62) reading video Memorize “Gettysburg Address” lines 3 - 5 recitation video</p>
<p>LATIN (15 Minutes)</p>	<p>Latin Goal/Objective: Continue translating “Fēlix et fūr” Materials needed: (1) “W7 Wednesday Translation” worksheet; (2) “W7 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 “W7 Wednesday Translation” worksheet

Daily Student Instruction Sheet - WEDNESDAY

- | | |
|--|--|
| | <ul style="list-style-type: none">❑ (I) Check your work, making corrections in red ink or pencil, using either:<ul style="list-style-type: none">❑ “W7 Translation Answer Key”, or ...❑ W7 Wednesday Guided Translation video❑ (I) Optional: Watch “The Pontifex Song” video and sing along. |
|--|--|

Spalding Spelling List (20 min)

Instructions and an answer key are provided below.

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

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

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

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

→ Remind students to use their phonogram knowledge and spelling rules

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

WEDNESDAY SPALDING LIST (Parent Key)

Word	Example sentence	Notes
<u>se</u> <u>cret</u> r. 4	He had a hard time keeping the secret .	r. 4 – vowels a,e,o, and u may say their name at the end of a syllable
<u>se</u> <u>cre</u> <u>cy</u> r. 4, 2, 6	She was sworn to secrecy .	r. 4 – vowels a,e,o, and u may say their name at the end of a syllable r. 2 – c before e,i, y says s r. 6 – y, not i, is used at the end of an English word.
<u>sec</u> <u>tions</u> ² r. 14	The couch had many sections .	r. 14 – ti, si, ci are used to say sh at the beginning of a syllable but not at the beginning of a word.
<u>sq</u> <u>are</u> r. 1	A square has four sides.	r. 1 – q is the only letter that cannot be alone for its sound
<u>stan</u> <u>dard</u>	A basketball standard is 10 feet.	

Name: _____ Date: _____ # _____

Spalding Spelling List

Wednesday

1st Dictation



2nd Dictation

Where the Red Fern Grows

Chapter 13 Part 2 (p. 167-174)

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. Who did Billy think of after Rubin's accident? # _____

2. Where did Billy's Papa go after Billy told him about the accident? # _____

3. How does Billy pay his respects? # _____

4. What would you title Chapter 13?

Name: _____

Date: _____

Part II: Checklist.

- I wrote in complete, cursive sentences.
- I checked my capitalization and punctuation for each sentence.
- I have a clear topic sentence that lists the poetic devices I will talk about and says why they are important.
- I have clearly defined two poetic devices in my outline
- I have clearly discussed the two poetic devices in my outline.

Part III: Practice memorizing stanzas 5-6 of “The Village Blacksmith” and recite it aloud to a family member.

I, _____, practiced memorizing stanzas 5-6 of “The Village Blacksmith” and recited them to _____.

(Student Signature)

(Parent Signature)

$$\begin{array}{r} 12 \\ \times 5 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ \times 12 \\ \hline \end{array}$$

$$\begin{array}{r} 12 \\ \times 9 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ \times 12 \\ \hline \end{array}$$

$$\begin{array}{r} 12 \\ \times 10 \\ \hline \end{array}$$

$$\begin{array}{r} 1 \\ \times 12 \\ \hline \end{array}$$

$$\begin{array}{r} 11 \\ \times 8 \\ \hline \end{array}$$

$$\begin{array}{r} 12 \\ \times 12 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ \times 10 \\ \hline \end{array}$$

$$\begin{array}{r} 12 \\ \times 11 \\ \hline \end{array}$$

Start


$$\begin{array}{r} 10 \\ \times 1 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ \times 12 \\ \hline \end{array}$$

$$\begin{array}{r} 12 \\ \times 5 \\ \hline \end{array}$$

$$\begin{array}{r} 12 \\ \times 1 \\ \hline \end{array}$$

$$\begin{array}{r} 11 \\ \times 12 \\ \hline \end{array}$$

$$\begin{array}{r} 12 \\ \times 5 \\ \hline \end{array}$$

$$\begin{array}{r} 10 \\ \times 12 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ \times 12 \\ \hline \end{array}$$

$$\begin{array}{r} 12 \\ \times 12 \\ \hline \end{array}$$

$$\begin{array}{r} 12 \\ \times 5 \\ \hline \end{array}$$

$$\begin{array}{r} 12 \\ \times 1 \\ \hline \end{array}$$

$$\begin{array}{r} 12 \\ \times 9 \\ \hline \end{array}$$

$$\begin{array}{r} 10 \\ \times 6 \\ \hline \end{array}$$

$$\begin{array}{r} 12 \\ \times 10 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ \times 11 \\ \hline \end{array}$$

$$\begin{array}{r} 10 \\ \times 3 \\ \hline \end{array}$$

$$\begin{array}{r} 11 \\ \times 12 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ \times 12 \\ \hline \end{array}$$

$$\begin{array}{r} 12 \\ \times 9 \\ \hline \end{array}$$

One-Minute Test

Goal

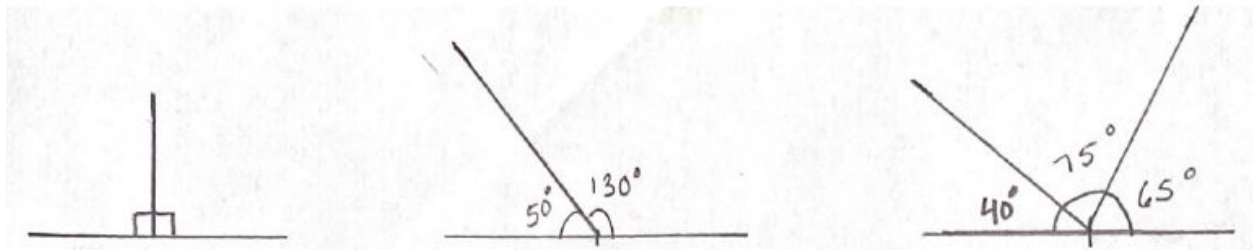
Completed

$\begin{array}{r} 12 \\ \times 5 \\ \hline \end{array}$	$\begin{array}{r} 11 \\ \times 9 \\ \hline \end{array}$	$\begin{array}{r} 6 \\ \times 11 \\ \hline \end{array}$	$\begin{array}{r} 10 \\ \times 4 \\ \hline \end{array}$	$\begin{array}{r} 7 \\ \times 10 \\ \hline \end{array}$	$\begin{array}{r} 5 \\ \times 10 \\ \hline \end{array}$	$\begin{array}{r} 3 \\ \times 11 \\ \hline \end{array}$
<input style="width: 40px; height: 20px;" type="text"/>	<input style="width: 40px; height: 20px;" type="text"/>	<input style="width: 40px; height: 20px;" type="text"/>	<input style="width: 40px; height: 20px;" type="text"/>	<input style="width: 40px; height: 20px;" type="text"/>	<input style="width: 40px; height: 20px;" type="text"/>	<input style="width: 40px; height: 20px;" type="text"/>
$\begin{array}{r} 10 \\ \times 12 \\ \hline \end{array}$	$\begin{array}{r} 11 \\ \times 5 \\ \hline \end{array}$	$\begin{array}{r} 10 \\ \times 1 \\ \hline \end{array}$	$\begin{array}{r} 12 \\ \times 1 \\ \hline \end{array}$	$\begin{array}{r} 3 \\ \times 10 \\ \hline \end{array}$	$\begin{array}{r} 8 \\ \times 11 \\ \hline \end{array}$	$\begin{array}{r} 10 \\ \times 8 \\ \hline \end{array}$
<input style="width: 40px; height: 20px;" type="text"/>	<input style="width: 40px; height: 20px;" type="text"/>	<input style="width: 40px; height: 20px;" type="text"/>	<input style="width: 40px; height: 20px;" type="text"/>	<input style="width: 40px; height: 20px;" type="text"/>	<input style="width: 40px; height: 20px;" type="text"/>	<input style="width: 40px; height: 20px;" type="text"/>
$\begin{array}{r} 2 \\ \times 11 \\ \hline \end{array}$	$\begin{array}{r} 11 \\ \times 7 \\ \hline \end{array}$	$\begin{array}{r} 10 \\ \times 6 \\ \hline \end{array}$	$\begin{array}{r} 1 \\ \times 10 \\ \hline \end{array}$	$\begin{array}{r} 9 \\ \times 10 \\ \hline \end{array}$	$\begin{array}{r} 12 \\ \times 10 \\ \hline \end{array}$	$\begin{array}{r} 1 \\ \times 2 \\ \hline \end{array}$
<input style="width: 40px; height: 20px;" type="text"/>	<input style="width: 40px; height: 20px;" type="text"/>	<input style="width: 40px; height: 20px;" type="text"/>	<input style="width: 40px; height: 20px;" type="text"/>	<input style="width: 40px; height: 20px;" type="text"/>	<input style="width: 40px; height: 20px;" type="text"/>	<input style="width: 40px; height: 20px;" type="text"/>
$\begin{array}{r} 1 \\ \times 11 \\ \hline \end{array}$	$\begin{array}{r} 11 \\ \times 10 \\ \hline \end{array}$	$\begin{array}{r} 9 \\ \times 11 \\ \hline \end{array}$	$\begin{array}{r} 12 \\ \times 11 \\ \hline \end{array}$	$\begin{array}{r} 4 \\ \times 10 \\ \hline \end{array}$	$\begin{array}{r} 5 \\ \times 12 \\ \hline \end{array}$	$\begin{array}{r} 6 \\ \times 10 \\ \hline \end{array}$
<input style="width: 40px; height: 20px;" type="text"/>	<input style="width: 40px; height: 20px;" type="text"/>	<input style="width: 40px; height: 20px;" type="text"/>	<input style="width: 40px; height: 20px;" type="text"/>	<input style="width: 40px; height: 20px;" type="text"/>	<input style="width: 40px; height: 20px;" type="text"/>	<input style="width: 40px; height: 20px;" type="text"/>
$\begin{array}{r} 4 \\ \times 11 \\ \hline \end{array}$	$\begin{array}{r} 10 \\ \times 11 \\ \hline \end{array}$	$\begin{array}{r} 12 \\ \times 10 \\ \hline \end{array}$	$\begin{array}{r} 10 \\ \times 9 \\ \hline \end{array}$	$\begin{array}{r} 12 \\ \times 9 \\ \hline \end{array}$	$\begin{array}{r} 11 \\ \times 4 \\ \hline \end{array}$	$\begin{array}{r} 10 \\ \times 10 \\ \hline \end{array}$
<input style="width: 40px; height: 20px;" type="text"/>	<input style="width: 40px; height: 20px;" type="text"/>	<input style="width: 40px; height: 20px;" type="text"/>	<input style="width: 40px; height: 20px;" type="text"/>	<input style="width: 40px; height: 20px;" type="text"/>	<input style="width: 40px; height: 20px;" type="text"/>	<input style="width: 40px; height: 20px;" type="text"/>
$\begin{array}{r} 11 \\ \times 8 \\ \hline \end{array}$	$\begin{array}{r} 5 \\ \times 11 \\ \hline \end{array}$	$\begin{array}{r} 12 \\ \times 5 \\ \hline \end{array}$	$\begin{array}{r} 10 \\ \times 7 \\ \hline \end{array}$	$\begin{array}{r} 11 \\ \times 2 \\ \hline \end{array}$	$\begin{array}{r} 2 \\ \times 10 \\ \hline \end{array}$	$\begin{array}{r} 11 \\ \times 6 \\ \hline \end{array}$
<input style="width: 40px; height: 20px;" type="text"/>	<input style="width: 40px; height: 20px;" type="text"/>	<input style="width: 40px; height: 20px;" type="text"/>	<input style="width: 40px; height: 20px;" type="text"/>	<input style="width: 40px; height: 20px;" type="text"/>	<input style="width: 40px; height: 20px;" type="text"/>	<input style="width: 40px; height: 20px;" type="text"/>
$\begin{array}{r} 9 \\ \times 2 \\ \hline \end{array}$	$\begin{array}{r} 10 \\ \times 3 \\ \hline \end{array}$	$\begin{array}{r} 5 \\ \times 11 \\ \hline \end{array}$	$\begin{array}{r} 11 \\ \times 12 \\ \hline \end{array}$	$\begin{array}{r} 10 \\ \times 12 \\ \hline \end{array}$	$\begin{array}{r} 3 \\ \times 11 \\ \hline \end{array}$	$\begin{array}{r} 10 \\ \times 3 \\ \hline \end{array}$
<input style="width: 40px; height: 20px;" type="text"/>	<input style="width: 40px; height: 20px;" type="text"/>	<input style="width: 40px; height: 20px;" type="text"/>	<input style="width: 40px; height: 20px;" type="text"/>	<input style="width: 40px; height: 20px;" type="text"/>	<input style="width: 40px; height: 20px;" type="text"/>	<input style="width: 40px; height: 20px;" type="text"/>
$\begin{array}{r} 11 \\ \times 1 \\ \hline \end{array}$	$\begin{array}{r} 5 \\ \times 2 \\ \hline \end{array}$	$\begin{array}{r} 10 \\ \times 12 \\ \hline \end{array}$	$\begin{array}{r} 12 \\ \times 10 \\ \hline \end{array}$	$\begin{array}{r} 8 \\ \times 10 \\ \hline \end{array}$	$\begin{array}{r} 12 \\ \times 9 \\ \hline \end{array}$	$\begin{array}{r} 11 \\ \times 11 \\ \hline \end{array}$
<input style="width: 40px; height: 20px;" type="text"/>	<input style="width: 40px; height: 20px;" type="text"/>	<input style="width: 40px; height: 20px;" type="text"/>	<input style="width: 40px; height: 20px;" type="text"/>	<input style="width: 40px; height: 20px;" type="text"/>	<input style="width: 40px; height: 20px;" type="text"/>	<input style="width: 40px; height: 20px;" type="text"/>

Wednesday Math Notes, "Sum of Angles on a Line"

Happy Wednesday, fifth grade griffins! Today is the sixth day of the fifth month of the two thousand twentieth Year of Our Lord, or, if you prefer, the Common Era, or, if you prefer Latin, *anno domini*.

Today we are going to talk about angles on a line. Observe the following diagrams of angles on lines. Let's find the sum of the angles in each diagram.



In the first diagram, remember that the little box is showing you that the angle with the box is exactly 90° .

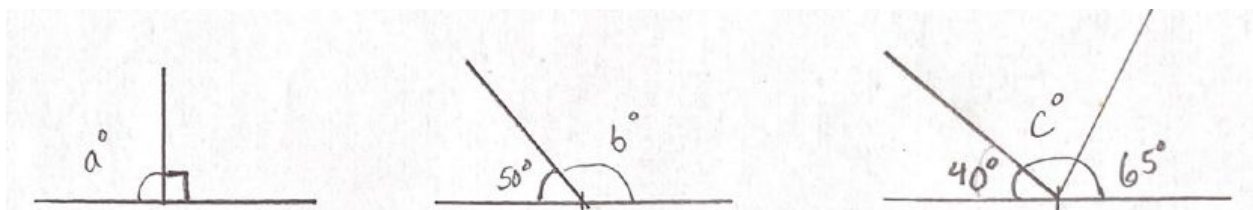
Sum of the angles in diagram 1 = $90^\circ + 90^\circ =$ _____

Sum of the angles in diagram 2 = $50^\circ + 130^\circ =$ _____

Sum of the angles in diagram 3 = $40^\circ + 75^\circ + 65^\circ =$ _____

For each diagram, you should have gotten the same sum: 180° ! A line or **straight angle** measures exactly 180° . Therefore the sum of angles on a line will always be equal to 180° .

This fact allows us to find missing angles on a line. Let's try that using the same diagrams. Except one of the angles will be missing from each diagram. We will use the inverse operation strategy to find the unknown but you can also use the number bond strategy.



* Remember, the little box means a 90° angle!

Find $\angle a$ in diagram 1.

$$\angle a + 90^\circ = 180^\circ$$

$$\angle a = 180^\circ - 90^\circ$$

$$(40^\circ + 65^\circ) + \angle c = 180^\circ$$

$$\angle a = 90^\circ$$

Find $\angle b$ in diagram 2.

$$50^\circ + \angle b = 180^\circ$$

$$\angle b = 180^\circ - 50^\circ$$

$$\angle b = 130^\circ$$

Find $\angle c$ in diagram 3.

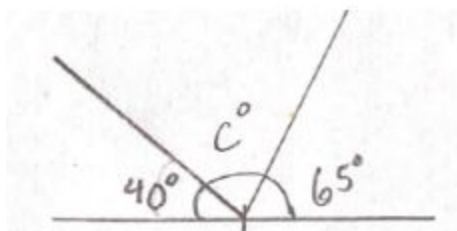
$$40^\circ + \angle c + 65^\circ = 180^\circ$$

$$105^\circ + \angle c = 180^\circ$$

$$\angle c = 180^\circ - 105^\circ$$

$$\angle c = 75^\circ$$

Diagrams 1 and 2 are just like the other equations we have done for solving for an unknown. But Diagram 3 is a little different because it has more parts. Let's take a closer look at it.



Here there are 3 parts that add up to one whole or

$$\text{Part} + \text{Part} + \text{Part} = \text{Whole} (180^\circ)$$

Find $\angle c$ in diagram 3.

$$40^\circ + \angle c + 65^\circ = 180^\circ$$

$$(40^\circ + 65^\circ) + \angle c = 180^\circ$$

$$105^\circ + \angle c = 180^\circ$$

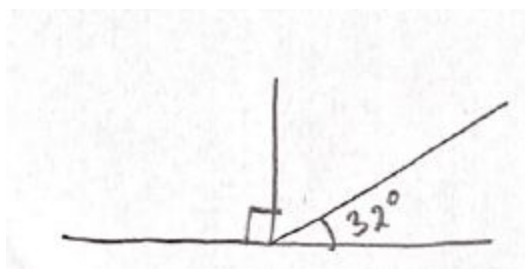
$$\angle c = 180^\circ - 105^\circ$$

$$\angle c = 75^\circ$$

In addition, we are free! So we can add $40^\circ + 65^\circ$ to simplify the equation before we use an inverse operation.

After we add $40^\circ + 65^\circ$ to get 105° , we can use the inverse of adding 105° to subtract 105° from the other side.

Check Point #1! Now you try it!



Remember that the little box indicates a 90° angle. This picture does not have a name for the missing angle in the middle, so let's call it $\angle t$.

Solve for the value of $\angle t$.

$$90^\circ + \angle t + 32^\circ = 180^\circ$$

$$(\underline{\hspace{1cm}} + \underline{\hspace{1cm}}) + \angle t = 180^\circ$$

$$\underline{\hspace{1cm}} + \angle t = 180^\circ$$

$$\angle t = 180^\circ - \underline{\hspace{1cm}}$$

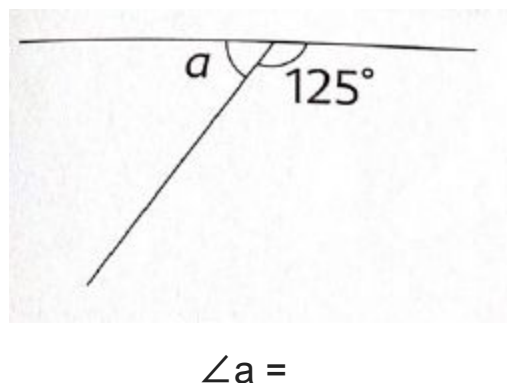
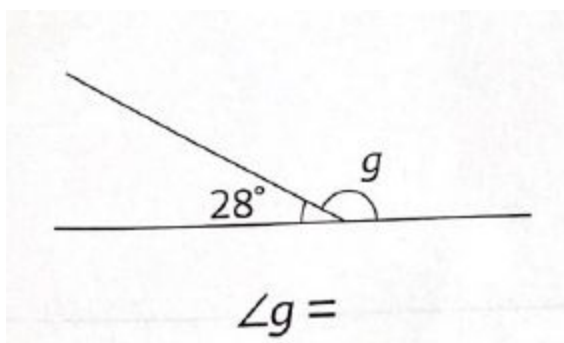
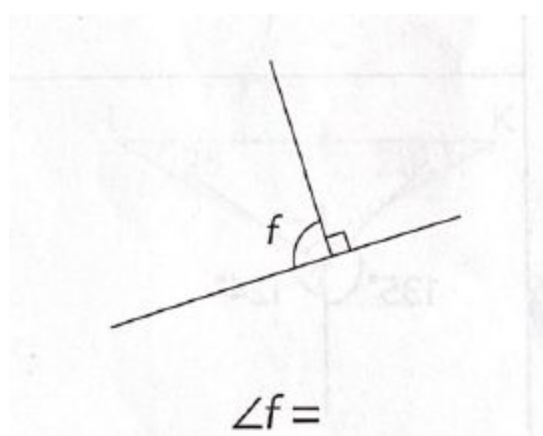
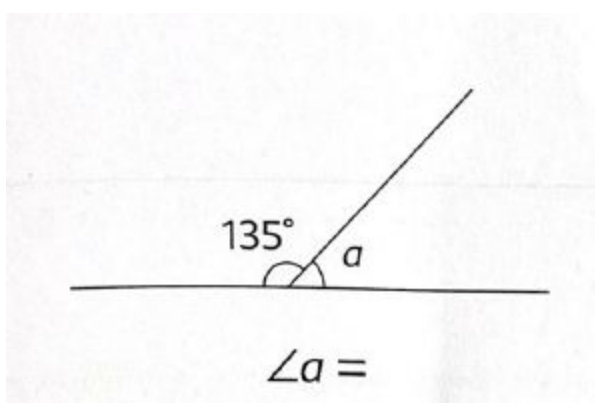
$$\angle t = \underline{\hspace{1cm}}$$

Independent Practice

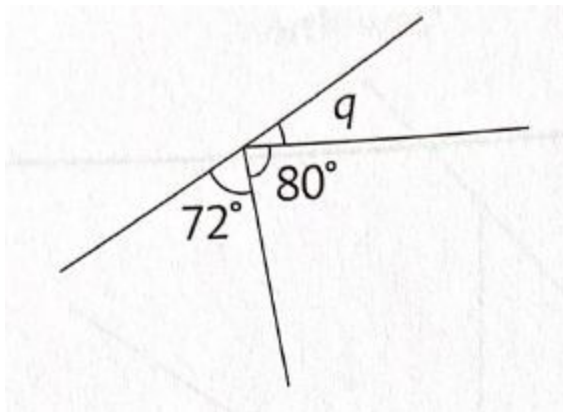
Use the inverse operation strategy or the number strategy to solve for the unknown in the following equations. Show your work.

DO NOT use a protractor to find or check the value of these angles. Not all the angles are drawn to scale.

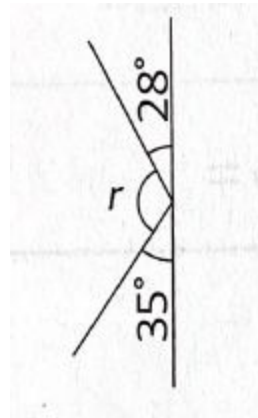
In each of these diagrams, the angles are on a line. Remember, the sum of angles on a line is 180° !



Wednesday, Math

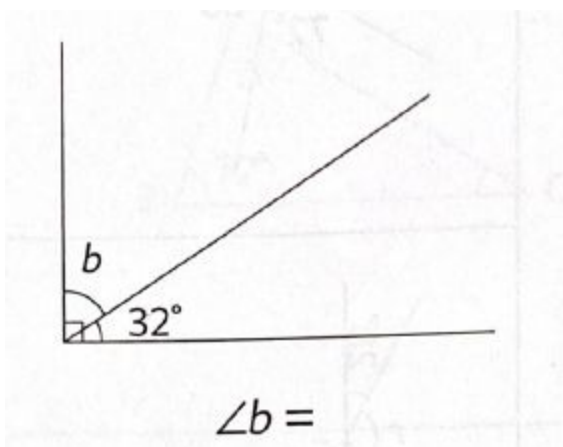


$\angle q = \underline{\hspace{2cm}}$



$\angle r = \underline{\hspace{2cm}}$

Now, in the diagram below, $\angle b$ and the 32° angle are both inside a 90° angle. Solve for $\angle b$. Show your work.

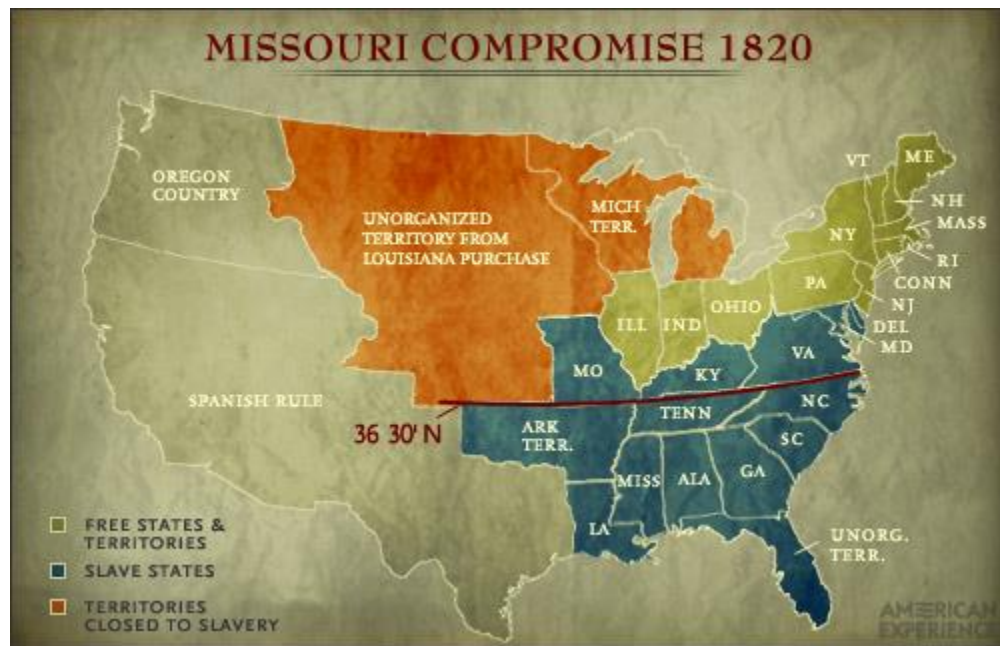


$\angle b + 32^\circ = 90^\circ$

Secede

Review from previous lessons:

1. On (p.51), what does the purple line on the map (marked 36 30'N) represent?
 - a. The Treaty of Tordesillas
 - b. The division between the thirteen original states and the Louisiana Purchase
 - c. The Missouri Compromise
 - d. The Mason-Dixon Line



(p.45)

2. John C. Calhoun demanded that the Northern States...
 - a. Start a civil war
 - b. Give Southern States equal rights
 - c. Abolish slavery
 - d. Give the Southern States their own country

3. What does Calhoun mean when he threatens that the Southern States will *secede*?

Name: _____

Section: _____

W7 Wednesday Translation

“Fēlix”

Instructions

Translate the following sentences from *Cambridge Latin Course*. Afterwards, check your work using the answer key or by watching today’s Guided Translation video.

- **Imperfect** (“was/were verbing”) endings are *-bat* and *-bant*.
 - *erat* = “was” (imperfect of *est*); *erant* = “were” (imperfect of *sunt*)
- **Perfect** (“verbed”) endings are *-vit* and *-vērunt*.

Vocabulary

tuus - your

aberat - was away (*ab* - away)

quod - because

administrō - I look after

nēmō - no one

nisi - except

īnfāns - baby, infant

parvus - little

dormiō - I sleep

subitō - suddenly

fūr - thief

per - through

iānuā - front door

intrō - I enter

Sentences

1) Fēlix: pater tuus aberat, quod argentāriam in forō administrābat.

2) Caecilius: nēmō erat in villā nisi Fēlix et īnfāns.

3) parvus īnfāns in cubiculō dormiēbat.

4) subitō fūr per iānuam intrāvit.

Daily Student Instruction Sheet - THURSDAY

THURSDAY – 5/7/20

ELA

Spalding
(20 Minutes)

Literature
(15 Minutes)

Grammar/Writing
(20 Minutes)

Reading
(20+ minutes)

Spalding

Goal/Objective:

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

Materials needed:

- Sharpened pencil
- Thursday Spalding Student Worksheet

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

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

Literature

Goal/Objective:

- **READ** the [Ch. 14 of Where the Red Fern Grows \(p. 175-192\)](#)
- **ANNOTATE** the main ideas and events of this chapter

Materials needed:

- [Where the Red Fern Grows Ch. 14](#)
- Pencil
- [Bookmark](#)

Daily Student Instruction Sheet - THURSDAY

[Ch. 12-14 Vocabulary and Unfamiliar Words Guide](#)

Ch. 14 Annotation & Vocabulary Worksheet

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

READ [Ch. 14 \(p. 175-192\)](#) **LOOKING** for the following main ideas and events:
(I)

Optional video: [Read along with Miss Franzmann](#) **LOOKING** for the following main ideas and events:

Why does Grandpa blame himself for Rubin's death?

For what four reasons does Billy think he's the luckiest boy in the world?

How does Billy feel about entering the championship coon hunt?

What would you title Chapter 14?

COMPLETE Ch. 14 Annotation Worksheet (I)

A [Literature Key](#) is available for you to check your progress.

Grammar/Writing

Goal/Objective:

- Students will answer questions to recap their poetry project and complete memorizing stanzas 1-8 of "The Village Blacksmith".

Materials needed:

"Project Recap" WKST

"The Village Blacksmith" poem via link:

<https://drive.google.com/file/d/1ASbj7QFAIlg9s0q6A6vL7vVZvq0Mbophg/view?usp=sharing>

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

(I) Students can use today to finish any writing on the final draft of their paragraph. If students are working on their final draft today they will not need to complete the "Project Recap" worksheet.

*Students will need to keep their final draft for Friday's assessment.

(I) Students who are finished with their final draft will complete the "Project Recap" worksheet.

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:

- Discover that vertically opposite angles are equal.
- Use that knowledge to find the value of unknown angles.

Materials needed:

Rocket Math Adv. Multiplication Set N Practice Key

Daily Student Instruction Sheet - THURSDAY

	<p>https://drive.google.com/file/d/1Zc9LZ4hnCfnyK2N5n3Vwg3yMYvEztbh3/view?usp=sharing</p> <p>Optional Math Teach Video https://cloud.swivl.com/v/3e0654bff290f357fd3ef8585515b0d4</p> <p>W7 Math Answer Key https://drive.google.com/file/d/1of4P3e1uFnF7uOYkhLESsPt5425UOqfH/view?usp=sharing</p> <p>Optional Math Check Video https://cloud.swivl.com/v/8b272613834fc58fba6877d27f6b7592</p> <p>Optional Extension Video: Why 360 ° ? https://cloud.swivl.com/v/d1cff880b5f51be85ef6871efdccc487</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 N <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 “Properties of Angles at a Point.” Today’s notes are in the printed packet and posted in the Wednesday 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 “Properties of Angles at a Point” video with notes in hand and complete check points. Check answers using 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. <input type="checkbox"/> Optional Extension video: “Why are there 360 ° in a Circle? Thank the ancient Sumerians, Babylonians, and Egyptians!”
<p>History (25 Minutes)</p>	<p>History</p> <p>Goal/Objective: Understand the escalation of political tension and violence that broke out into the American Civil War.</p> <p>Materials needed: “Lincoln’s House Divided Speech” WKST, Rising Action Timeline</p> <p>Specific Instructions (I=Independent; PA= Parent assistance):</p> <ul style="list-style-type: none"> <input type="checkbox"/> Read and Complete WKST (I) <input type="checkbox"/> Read and Review Timeline of Rising Action <input type="checkbox"/> Answers may be checked with the key. <p>[OPTIONAL]: Read Extra Resource (63-67) reading video</p> <p>Memorize “Gettysburg Address” lines 3 - 5 recitation video</p>
<p>LATIN (15 Minutes)</p>	<p>Latin</p> <p>Goal/Objective: Continue translating “Fēlīx et fūr”</p>

Daily Student Instruction Sheet - THURSDAY

Materials needed: (1) "W7 Thursday Translation" worksheet; (2) "W7 Translation Answer Key"; (3) pencil; (4) red pen/pencil

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

- (I) Complete ["W7 Thursday Translation" worksheet](#)
- (I) Check your work, making corrections in red ink or pencil, using either:
 - ["W7 Translation Answer Key"](#), or ...
 - [W7 Thursday Guided Translation video](#)
- (I) Optional: Watch ["The Pontifex Song" video](#) and sing along.

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.

→ 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>struc</u> <u>ture</u>	The structure was damaged by fire.	
<u>struc</u> <u>tu</u> <u>ral</u> r. 11, 4	The house suffered no structural damage.	r. 11 - words ending in a silent final e are written w/o a silent final e when adding a suffix that begins with a vowel. r. 4 - vowels a, e, o, and u may say their name at the end of a syllable
<u>sub</u> <u>stance</u> r. 14 = 3	The kitchen floor was covered with a white, powdery substance .	
<u>sub</u> <u>stan</u> <u>tial</u> r. 14	Doing this will save us a substantial amount of time.	r. 14 - ti, si, ci are used to say sh at the beginning of a syllable but not at the beginning of a word.
<u>ton</u> <u>gue</u> = 2	The little girl stuck her tongue out at me.	

Name: _____ Date: _____ # _____

Spalding Spelling List

Thursday

1st Dictation



2nd Dictation

Where the Red Fern Grows

Name: _____ # _____

Chapter 14

Date: _____

Annotation Worksheet



SHORT ANSWER DIRECTIONS:

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

1. Why does Grandpa blame himself for Rubin's death? # _____

2. For what four reasons does Billy think he's the luckiest boy in the world? # _____

3. How does Billy feel about entering the championship coon hunt? # _____

4. What would you title Chapter 14?

Name: _____

Date: _____

Poetry Project
“Project Recap”

Part I: Answer the following questions in complete sentences.

1. Give one example of what you learned from studying “The Village Blacksmith”.

2. What did you enjoy about studying the poem?

3. List your favorite poetic device present in the poem. Why is it your favorite?

Part II: Practice memorizing stanzas 6-8 of “The Village Blacksmith” and recite it aloud to a family member.

I, _____, memorized stanzas 6-8 of “The Village Blacksmith”
and recited them to _____.

(Student Signature)

(Parent Signature)

$$\begin{array}{r} 12 \\ \times 5 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ \times 12 \\ \hline \end{array}$$

$$\begin{array}{r} 12 \\ \times 9 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ \times 12 \\ \hline \end{array}$$

$$\begin{array}{r} 12 \\ \times 10 \\ \hline \end{array}$$

$$\begin{array}{r} 1 \\ \times 12 \\ \hline \end{array}$$

$$\begin{array}{r} 11 \\ \times 8 \\ \hline \end{array}$$

$$\begin{array}{r} 12 \\ \times 12 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ \times 10 \\ \hline \end{array}$$

$$\begin{array}{r} 12 \\ \times 11 \\ \hline \end{array}$$

Start


$$\begin{array}{r} 10 \\ \times 1 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ \times 12 \\ \hline \end{array}$$

$$\begin{array}{r} 12 \\ \times 5 \\ \hline \end{array}$$

$$\begin{array}{r} 12 \\ \times 1 \\ \hline \end{array}$$

$$\begin{array}{r} 11 \\ \times 12 \\ \hline \end{array}$$

$$\begin{array}{r} 12 \\ \times 5 \\ \hline \end{array}$$

$$\begin{array}{r} 10 \\ \times 12 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ \times 12 \\ \hline \end{array}$$

$$\begin{array}{r} 12 \\ \times 12 \\ \hline \end{array}$$

$$\begin{array}{r} 12 \\ \times 5 \\ \hline \end{array}$$

$$\begin{array}{r} 12 \\ \times 1 \\ \hline \end{array}$$

$$\begin{array}{r} 12 \\ \times 9 \\ \hline \end{array}$$

$$\begin{array}{r} 10 \\ \times 6 \\ \hline \end{array}$$

$$\begin{array}{r} 12 \\ \times 10 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ \times 11 \\ \hline \end{array}$$

$$\begin{array}{r} 10 \\ \times 3 \\ \hline \end{array}$$

$$\begin{array}{r} 11 \\ \times 12 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ \times 12 \\ \hline \end{array}$$

$$\begin{array}{r} 12 \\ \times 9 \\ \hline \end{array}$$

One-Minute Test

Goal

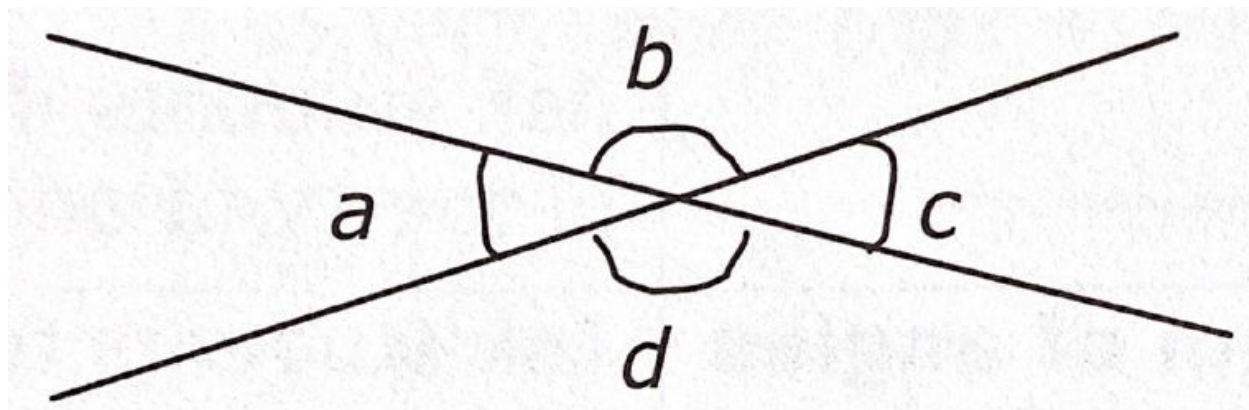
Completed

$\begin{array}{r} 12 \\ \times 5 \\ \hline \end{array}$	$\begin{array}{r} 11 \\ \times 9 \\ \hline \end{array}$	$\begin{array}{r} 6 \\ \times 11 \\ \hline \end{array}$	$\begin{array}{r} 10 \\ \times 4 \\ \hline \end{array}$	$\begin{array}{r} 7 \\ \times 10 \\ \hline \end{array}$	$\begin{array}{r} 5 \\ \times 10 \\ \hline \end{array}$	$\begin{array}{r} 3 \\ \times 11 \\ \hline \end{array}$
<input style="width: 40px; height: 20px;" type="text"/>	<input style="width: 40px; height: 20px;" type="text"/>	<input style="width: 40px; height: 20px;" type="text"/>	<input style="width: 40px; height: 20px;" type="text"/>	<input style="width: 40px; height: 20px;" type="text"/>	<input style="width: 40px; height: 20px;" type="text"/>	<input style="width: 40px; height: 20px;" type="text"/>
$\begin{array}{r} 10 \\ \times 12 \\ \hline \end{array}$	$\begin{array}{r} 11 \\ \times 5 \\ \hline \end{array}$	$\begin{array}{r} 10 \\ \times 1 \\ \hline \end{array}$	$\begin{array}{r} 12 \\ \times 1 \\ \hline \end{array}$	$\begin{array}{r} 3 \\ \times 10 \\ \hline \end{array}$	$\begin{array}{r} 8 \\ \times 11 \\ \hline \end{array}$	$\begin{array}{r} 10 \\ \times 8 \\ \hline \end{array}$
<input style="width: 40px; height: 20px;" type="text"/>	<input style="width: 40px; height: 20px;" type="text"/>	<input style="width: 40px; height: 20px;" type="text"/>	<input style="width: 40px; height: 20px;" type="text"/>	<input style="width: 40px; height: 20px;" type="text"/>	<input style="width: 40px; height: 20px;" type="text"/>	<input style="width: 40px; height: 20px;" type="text"/>
$\begin{array}{r} 2 \\ \times 11 \\ \hline \end{array}$	$\begin{array}{r} 11 \\ \times 7 \\ \hline \end{array}$	$\begin{array}{r} 10 \\ \times 6 \\ \hline \end{array}$	$\begin{array}{r} 1 \\ \times 10 \\ \hline \end{array}$	$\begin{array}{r} 9 \\ \times 10 \\ \hline \end{array}$	$\begin{array}{r} 12 \\ \times 10 \\ \hline \end{array}$	$\begin{array}{r} 1 \\ \times 2 \\ \hline \end{array}$
<input style="width: 40px; height: 20px;" type="text"/>	<input style="width: 40px; height: 20px;" type="text"/>	<input style="width: 40px; height: 20px;" type="text"/>	<input style="width: 40px; height: 20px;" type="text"/>	<input style="width: 40px; height: 20px;" type="text"/>	<input style="width: 40px; height: 20px;" type="text"/>	<input style="width: 40px; height: 20px;" type="text"/>
$\begin{array}{r} 1 \\ \times 11 \\ \hline \end{array}$	$\begin{array}{r} 11 \\ \times 10 \\ \hline \end{array}$	$\begin{array}{r} 9 \\ \times 11 \\ \hline \end{array}$	$\begin{array}{r} 12 \\ \times 11 \\ \hline \end{array}$	$\begin{array}{r} 4 \\ \times 10 \\ \hline \end{array}$	$\begin{array}{r} 5 \\ \times 12 \\ \hline \end{array}$	$\begin{array}{r} 6 \\ \times 10 \\ \hline \end{array}$
<input style="width: 40px; height: 20px;" type="text"/>	<input style="width: 40px; height: 20px;" type="text"/>	<input style="width: 40px; height: 20px;" type="text"/>	<input style="width: 40px; height: 20px;" type="text"/>	<input style="width: 40px; height: 20px;" type="text"/>	<input style="width: 40px; height: 20px;" type="text"/>	<input style="width: 40px; height: 20px;" type="text"/>
$\begin{array}{r} 4 \\ \times 11 \\ \hline \end{array}$	$\begin{array}{r} 10 \\ \times 11 \\ \hline \end{array}$	$\begin{array}{r} 12 \\ \times 10 \\ \hline \end{array}$	$\begin{array}{r} 10 \\ \times 9 \\ \hline \end{array}$	$\begin{array}{r} 12 \\ \times 9 \\ \hline \end{array}$	$\begin{array}{r} 11 \\ \times 4 \\ \hline \end{array}$	$\begin{array}{r} 10 \\ \times 10 \\ \hline \end{array}$
<input style="width: 40px; height: 20px;" type="text"/>	<input style="width: 40px; height: 20px;" type="text"/>	<input style="width: 40px; height: 20px;" type="text"/>	<input style="width: 40px; height: 20px;" type="text"/>	<input style="width: 40px; height: 20px;" type="text"/>	<input style="width: 40px; height: 20px;" type="text"/>	<input style="width: 40px; height: 20px;" type="text"/>
$\begin{array}{r} 11 \\ \times 8 \\ \hline \end{array}$	$\begin{array}{r} 5 \\ \times 11 \\ \hline \end{array}$	$\begin{array}{r} 12 \\ \times 5 \\ \hline \end{array}$	$\begin{array}{r} 10 \\ \times 7 \\ \hline \end{array}$	$\begin{array}{r} 11 \\ \times 2 \\ \hline \end{array}$	$\begin{array}{r} 2 \\ \times 10 \\ \hline \end{array}$	$\begin{array}{r} 11 \\ \times 6 \\ \hline \end{array}$
<input style="width: 40px; height: 20px;" type="text"/>	<input style="width: 40px; height: 20px;" type="text"/>	<input style="width: 40px; height: 20px;" type="text"/>	<input style="width: 40px; height: 20px;" type="text"/>	<input style="width: 40px; height: 20px;" type="text"/>	<input style="width: 40px; height: 20px;" type="text"/>	<input style="width: 40px; height: 20px;" type="text"/>
$\begin{array}{r} 9 \\ \times 2 \\ \hline \end{array}$	$\begin{array}{r} 10 \\ \times 3 \\ \hline \end{array}$	$\begin{array}{r} 5 \\ \times 11 \\ \hline \end{array}$	$\begin{array}{r} 11 \\ \times 12 \\ \hline \end{array}$	$\begin{array}{r} 10 \\ \times 12 \\ \hline \end{array}$	$\begin{array}{r} 3 \\ \times 11 \\ \hline \end{array}$	$\begin{array}{r} 10 \\ \times 3 \\ \hline \end{array}$
<input style="width: 40px; height: 20px;" type="text"/>	<input style="width: 40px; height: 20px;" type="text"/>	<input style="width: 40px; height: 20px;" type="text"/>	<input style="width: 40px; height: 20px;" type="text"/>	<input style="width: 40px; height: 20px;" type="text"/>	<input style="width: 40px; height: 20px;" type="text"/>	<input style="width: 40px; height: 20px;" type="text"/>
$\begin{array}{r} 11 \\ \times 1 \\ \hline \end{array}$	$\begin{array}{r} 5 \\ \times 2 \\ \hline \end{array}$	$\begin{array}{r} 10 \\ \times 12 \\ \hline \end{array}$	$\begin{array}{r} 12 \\ \times 10 \\ \hline \end{array}$	$\begin{array}{r} 8 \\ \times 10 \\ \hline \end{array}$	$\begin{array}{r} 12 \\ \times 9 \\ \hline \end{array}$	$\begin{array}{r} 11 \\ \times 11 \\ \hline \end{array}$
<input style="width: 40px; height: 20px;" type="text"/>	<input style="width: 40px; height: 20px;" type="text"/>	<input style="width: 40px; height: 20px;" type="text"/>	<input style="width: 40px; height: 20px;" type="text"/>	<input style="width: 40px; height: 20px;" type="text"/>	<input style="width: 40px; height: 20px;" type="text"/>	<input style="width: 40px; height: 20px;" type="text"/>

Thursday Math Notes, "Angles at a Point"

Happy Thursday, fifth grade griffins! Today is the seventh day of the fifth month of the two thousand twentieth Year of Our Lord, or, if you prefer, the Common Era, or, if you prefer Latin, *anno domini*.

Today we will discuss a property of angles at a point and use it to solve for unknown angles. These four angles are formed by two straight intersecting lines.

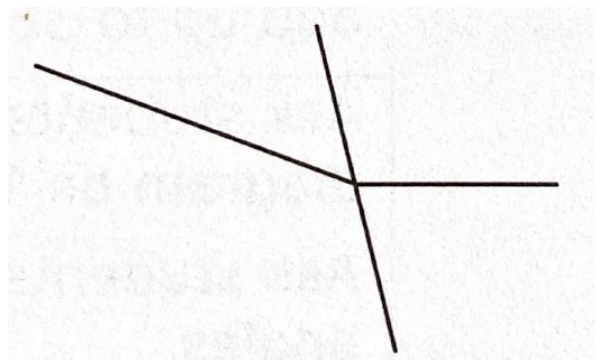


$$\angle a = 31^\circ, \angle b = 149^\circ, \angle c = 31^\circ, \angle d = 149^\circ$$

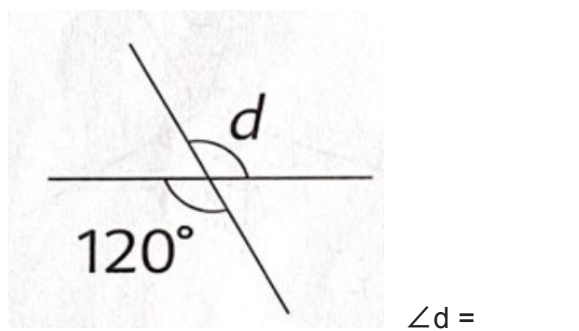
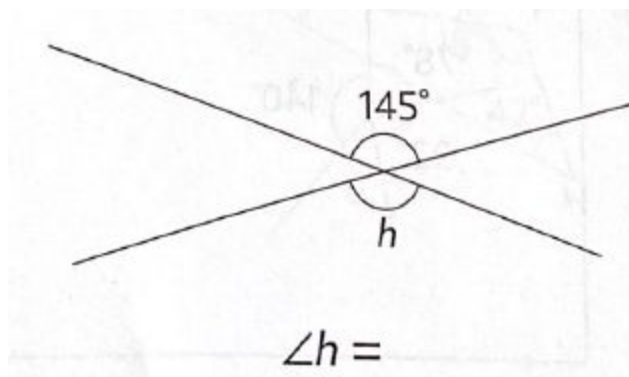
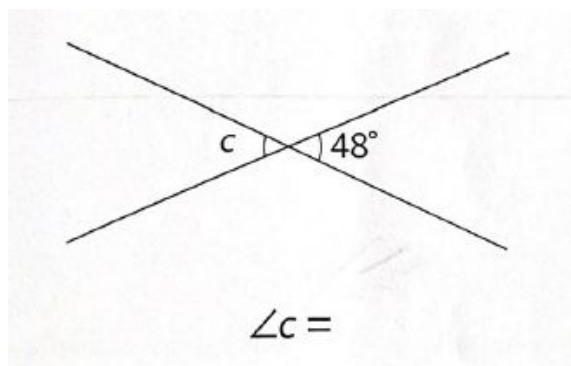
Notice that the angles which are opposite to one another are equal. $\angle a$ and $\angle c$ are opposite of one another and they are both 31° . $\angle b$ and $\angle d$ are opposite of one another and they are both 149° . We call these vertically opposite angles.

When two straight lines intersect, they create two pairs of vertically opposite angles. Vertically opposite angles are equal.

However, if any of the lines are not straight, the angles are not vertically opposite and they are not equal. The diagram below shows one straight line and one bent line intersecting. This does not create any equal angles.

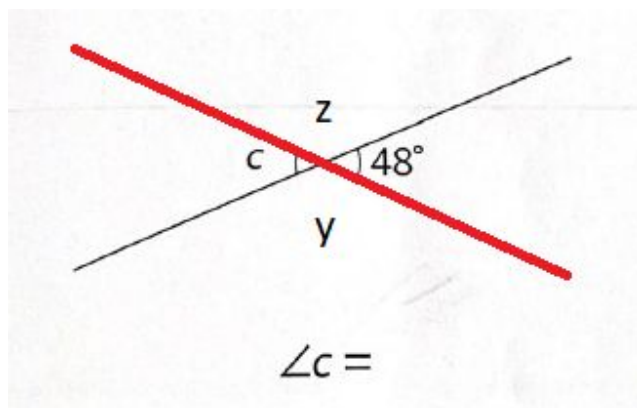


Check point #1!



Check your answers with the key!

We can also use one pair of vertically opposite angles to find the other pair of vertically opposite angles.



Because $\angle c$ is vertically opposite of the 48° angle, $\angle c$ is also 48° .

How can we find $\angle z$?

$\angle z$ and the 48° angle are on a line.

Therefore, their sum must be 180° . We can use that fact to solve for $\angle z$.

$$\angle z + 48^\circ = 180^\circ$$

$$\angle z = 180^\circ - 48^\circ$$

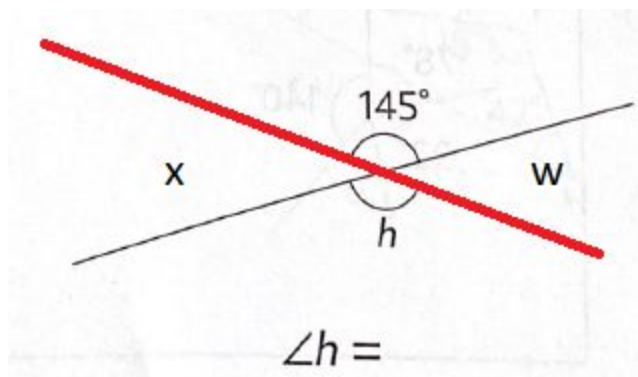
$$\angle z = 132^\circ$$

Because $\angle y$ is vertically opposite of $\angle z$, we know that $\angle z$ also equals 132° .

Independent Practice

Do not use a protractor for any portion of this practice. Not all angles are drawn to scale.

1.



$$\angle h = \underline{\hspace{2cm}}$$

$\angle w$ and the 145° angle are on a line.

What is that value of $\angle w$? Show your work below.

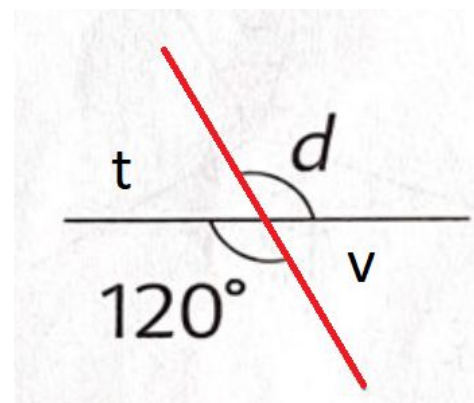
$$\angle w + 145^\circ = 180^\circ$$

What is the value of $\angle x$?

2. What is the value of $\angle d$?

$\angle t$ and the 120° are on a straight line. What is the value of $\angle t$? Please show your work with either the number bond strategy or the inverse operation strategy.

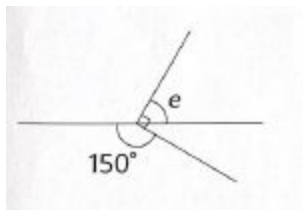
$$\angle t + 120^\circ = 180^\circ$$



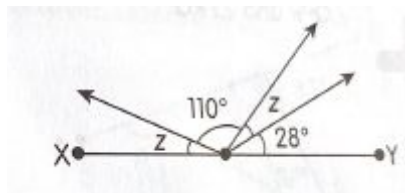
What is the value of $\angle v$?

Optional Challenge Problems

1. The 150° is on a straight line with an unknown angle. If you find the value of the unknown angle, you can use it to find the value of $\angle e$, because the sum of $\angle e$ and the unknown angle is 90° .



2. In this figure, line XY is a straight line segment. What is the value of $\angle z$?



$$\angle z + 110^\circ + \angle z + 28^\circ = 180^\circ$$

House Divided Speech

Following the teacher example for the first half, put the second half of this passage into your own words.

“If we could first know where we are and whither we are tending, we could better judge what to do and how to do it. We are now far into the fifth year since a policy was initiated with the avowed object and confident promise of putting an end to slavery agitation. Under the operation of that policy, that agitation has not only not ceased but has constantly augmented. In my opinion, it will not cease until a crisis shall have been reached and passed. "A house divided against itself cannot stand."

We do not yet know the fate of our country. If we did, we could be sure we were making the right decision. The Compromise was supposed to put an end to fighting over slavery. However, after the Compromise, the fighting has only gotten worse. This fighting will not stop until it reaches its climax.

Your Paraphrase:

I believe this government cannot endure,

permanently, half slave and half free.

I do not expect the Union to be dissolved; I do not expect the house to fall; but I do expect it will cease to be divided.

It will become all one thing, or all the other.

Either the opponents of slavery will arrest the further spread of it and place it where the public mind shall rest in the belief that it is in the course of ultimate extinction, or its advocates will push it forward till it shall become alike lawful in all the states, old as well as new, North as well as South.”

Circle the correct answer:

Lincoln is saying in this speech...

- a. The Union must become all free states in order to find peace
- b. The Union must become all slave states in order to find peace
- c. The Union must become either all slave or all free states, it can no longer remain split.

Name: _____

Section: _____

W7 Thursday Translation

“Fēlix et fūr”

Instructions

Translate the following sentences from *Cambridge Latin Course*. Afterwards, check your work using the answer key or by watching today’s Guided Translation video.

- **Imperfect** (“was/were verbing”) endings are *-bat* and *-bant*.
 - *erat* = “was” (imperfect of *est*); *erant* = “were” (imperfect of *sunt*)
- **Perfect** (“verbed”) endings are *-vit* and *-vērunt*.

Vocabulary

fūr - thief

tacitē - silently, quietly

circumspectō - I look around

ubi - where

nihil - nothing

quod - because

intentē - intently

labōrō - I work

ē - out from

portō - I carry

Sentences

1) *fūr tacitē ātrium circumspectāvit*;

2) *tacitē cubiculum intrāvit, ubi infāns erat.*

3) *Fēlix nihil audīvit, quod intentē labōrābat.*

4) *fūr parvum infantem ē villā tacitē portābat.*

Graded Review

GHNO | 5th Grade | Week 7 | 05/08

Student Name: _____ Section: ____

Week 7 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 – 5/8/20

Week 7: 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 11th.

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 11th.

ELA

Spalding

Literature

Grammar/Writing

No reading assignment for the reading log today

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 Mrs. Conrad.

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):

- Complete the Grammar/Writing Graded Review independently. (I)

Daily Student Instruction Sheet - FRIDAY

	<p><i>Reading Log</i> 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> <u>Estimated Time:</u> 15-20 minutes <u>Materials needed:</u> pencil and eraser (no pen please) <u>Recommended Resource:</u> Thursday Math Student Pages which include examples for each type of problem discussed this week. <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> <u>Estimated Time:</u> 10 minutes <u>Materials needed:</u> pencil, eraser <u>Recommended Resources:</u> <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 <u>Materials needed:</u> pencil, eraser <u>Recommended Resources:</u> <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> <u>Estimated Time:</u> 10 minutes <u>Materials needed:</u> Your completed and corrected Monday-Thursday worksheets <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 21 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
resource	Coal is a natural resource .
resources	The country has vast mineral resources .
resourceful	She proved to be a very resourceful leader.
rhyme	The poem did not rhyme .
rhythm	The music has an African rhythm .
rhythmic	We could hear a rhythmic chant coming from the church.
routes	There are many scenic routes in Texas.
safety	The toys are inspected for safety .

Word	Example sentence
scale	She stepped onto the bathroom scale .
scientific	She remembered to use the scientific method.
scientists	The scientists worked together.
secret	He had a hard time keeping the secret .
secrecy	She was sworn to secrecy .
sections	The couch had many sections .
square	A square has four sides.
standard	A basketball standard is ten feet.
structure	The structure was damaged by fire.
structural	The house suffered no structural damage.
substance	The kitchen floor was covered with a white, powdery substance .
substantial	Doing this will save us a substantial amount of time.
tongue	The little girl stuck her tongue out at me.

First Name: _____ Last Name: _____ Class: _____

Graded Review for Week 7 of Distance Learning

Spalding Graded Review

Goal/Objective:

- Students will review 21 Spalding words
- Student will write each word correctly one time

Materials needed:

- Sharpened pencil
- Friday Spalding Student Worksheet

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 21 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)

21)

Literature Graded Review

Chapter 12

1. True or False: The Pritchard boys became Billy's best friends and they had fun adventures coon hunting together.

Chapter 13 Part 1

2. Why doesn't Billy want to kill the ghost coon?
 - a. The ghost coon started to cry
 - b. Billy felt badly as he thought about how long the ghost coon had lived there
 - c. There were plenty of other coons to hunt
 - d. All of the Above

Chapter 13 Part 2

3. In complete, cursive sentences, describe how Billy pays his respects to Rubin.

Chapter 14

4. How does Billy feel about entering the championship coon hunt?
 - a. He feels like the happiest, luckiest boy in the world.
 - b. He is nervous that his dogs will not do well and does not want to go.
 - c. He does not like the idea and is upset with Grandpa for entering him in the hunt.
 - d. B & C

5. Write the titles you gave Chapters 12, 13, and 14 here:

Chapter 12: _____

Chapter 13: _____

Chapter 14: _____

Grammar/Writing Graded Review

Directions: Copy the lines of your final paragraph on "The Village Blacksmith" below. Please make sure to use your best handwriting.

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 _____

$$\begin{array}{r} 11 \\ \times 3 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ \times 10 \\ \hline \end{array}$$

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

$$\begin{array}{r} 10 \\ \times 7 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ \times 12 \\ \hline \end{array}$$

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

$$\begin{array}{r} 12 \\ \times 1 \\ \hline \end{array}$$

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

$$\begin{array}{r} 11 \\ \times 4 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ \times 12 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ \times 2 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \\ \times 10 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ \times 12 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ \times 11 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ \times 8 \\ \hline \end{array}$$

$$\begin{array}{r} 11 \\ \times 10 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ \times 11 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ \times 12 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ \times 6 \\ \hline \end{array}$$

$$\begin{array}{r} 12 \\ \times 5 \\ \hline \end{array}$$

$$\begin{array}{r} 10 \\ \times 2 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ \times 11 \\ \hline \end{array}$$

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

$$\begin{array}{r} 6 \\ \times 7 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ \times 10 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \\ \times 6 \\ \hline \end{array}$$

$$\begin{array}{r} 11 \\ \times 11 \\ \hline \end{array}$$

$$\begin{array}{r} 12 \\ \times 6 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ \times 9 \\ \hline \end{array}$$

$$\begin{array}{r} 12 \\ \times 11 \\ \hline \end{array}$$

$$\begin{array}{r} 10 \\ \times 9 \\ \hline \end{array}$$

$$\begin{array}{r} 12 \\ \times 7 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ \times 4 \\ \hline \end{array}$$

$$\begin{array}{r} 11 \\ \times 2 \\ \hline \end{array}$$

$$\begin{array}{r} 1 \\ \times 10 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ \times 12 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ \times 5 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ \times 8 \\ \hline \end{array}$$

$$\begin{array}{r} 12 \\ \times 9 \\ \hline \end{array}$$

$$\begin{array}{r} 1 \\ \times 11 \\ \hline \end{array}$$

$$\begin{array}{r} 10 \\ \times 10 \\ \hline \end{array}$$

$$\begin{array}{r} 2 \\ \times 11 \\ \hline \end{array}$$

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

$$\begin{array}{r} 8 \\ \times 9 \\ \hline \end{array}$$

$$\begin{array}{r} 12 \\ \times 12 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \\ \times 11 \\ \hline \end{array}$$

$$\begin{array}{r} 10 \\ \times 8 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ \times 4 \\ \hline \end{array}$$

$$\begin{array}{r} 1 \\ \times 12 \\ \hline \end{array}$$

$$\begin{array}{r} 11 \\ \times 5 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ \times 7 \\ \hline \end{array}$$

$$\begin{array}{r} 12 \\ \times 3 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ \times 11 \\ \hline \end{array}$$

$$\begin{array}{r} 10 \\ \times 1 \\ \hline \end{array}$$

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

$$\begin{array}{r} 11 \\ \times 9 \\ \hline \end{array}$$

$$\begin{array}{r} 12 \\ \times 10 \\ \hline \end{array}$$

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

$$\begin{array}{r} 10 \\ \times 11 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ \times 7 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \\ \times 12 \\ \hline \end{array}$$

$$\begin{array}{r} 10 \\ \times 4 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ \times 11 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ \times 8 \\ \hline \end{array}$$

$$\begin{array}{r} 12 \\ \times 11 \\ \hline \end{array}$$

$$\begin{array}{r} 11 \\ \times 1 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ \times 10 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ \times 6 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ \times 12 \\ \hline \end{array}$$

$$\begin{array}{r} 2 \\ \times 10 \\ \hline \end{array}$$

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

$$\begin{array}{r} 2 \\ \times 12 \\ \hline \end{array}$$

$$\begin{array}{r} 11 \\ \times 7 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ \times 10 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ \times 9 \\ \hline \end{array}$$

$$\begin{array}{r} 10 \\ \times 6 \\ \hline \end{array}$$

$$\begin{array}{r} 11 \\ \times 12 \\ \hline \end{array}$$

$$\begin{array}{r} 12 \\ \times 2 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ \times 3 \\ \hline \end{array}$$

$$\begin{array}{r} 11 \\ \times 8 \\ \hline \end{array}$$

$$\begin{array}{r} 10 \\ \times 3 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ \times 5 \\ \hline \end{array}$$

$$\begin{array}{r} 10 \\ \times 12 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ \times 9 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ \times 10 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \\ \times 8 \\ \hline \end{array}$$

$$\begin{array}{r} 10 \\ \times 5 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ \times 5 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ \times 10 \\ \hline \end{array}$$

$$\begin{array}{r} 12 \\ \times 4 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ \times 6 \\ \hline \end{array}$$

$$\begin{array}{r} 12 \\ \times 10 \\ \hline \end{array}$$

$$\begin{array}{r} 11 \\ \times 12 \\ \hline \end{array}$$

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

$$\begin{array}{r} 12 \\ \times 8 \\ \hline \end{array}$$

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

$$\begin{array}{r} 10 \\ \times 12 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ \times 11 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ \times 2 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ \times 9 \\ \hline \end{array}$$



Answer as many problems as you can in 2 minutes.



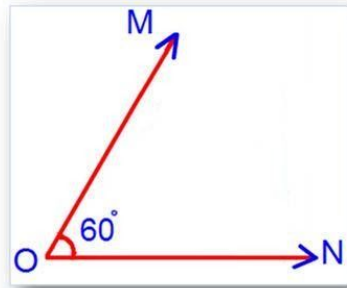
© 2016 **Rocket Math** Permission granted to print from Rocket Math website. [May not be photocopied.]

Part 2: Properties of Angles

1. Which of the following are necessary parts of the definition of an angle? Please circle the two correct answers.

- A Two lines or rays
- B Angles are always located in a closed shape
- C A heavenly being
- D Connected by a point

2. Which of the following are appropriate names for this angle? Please circle the two correct answers.



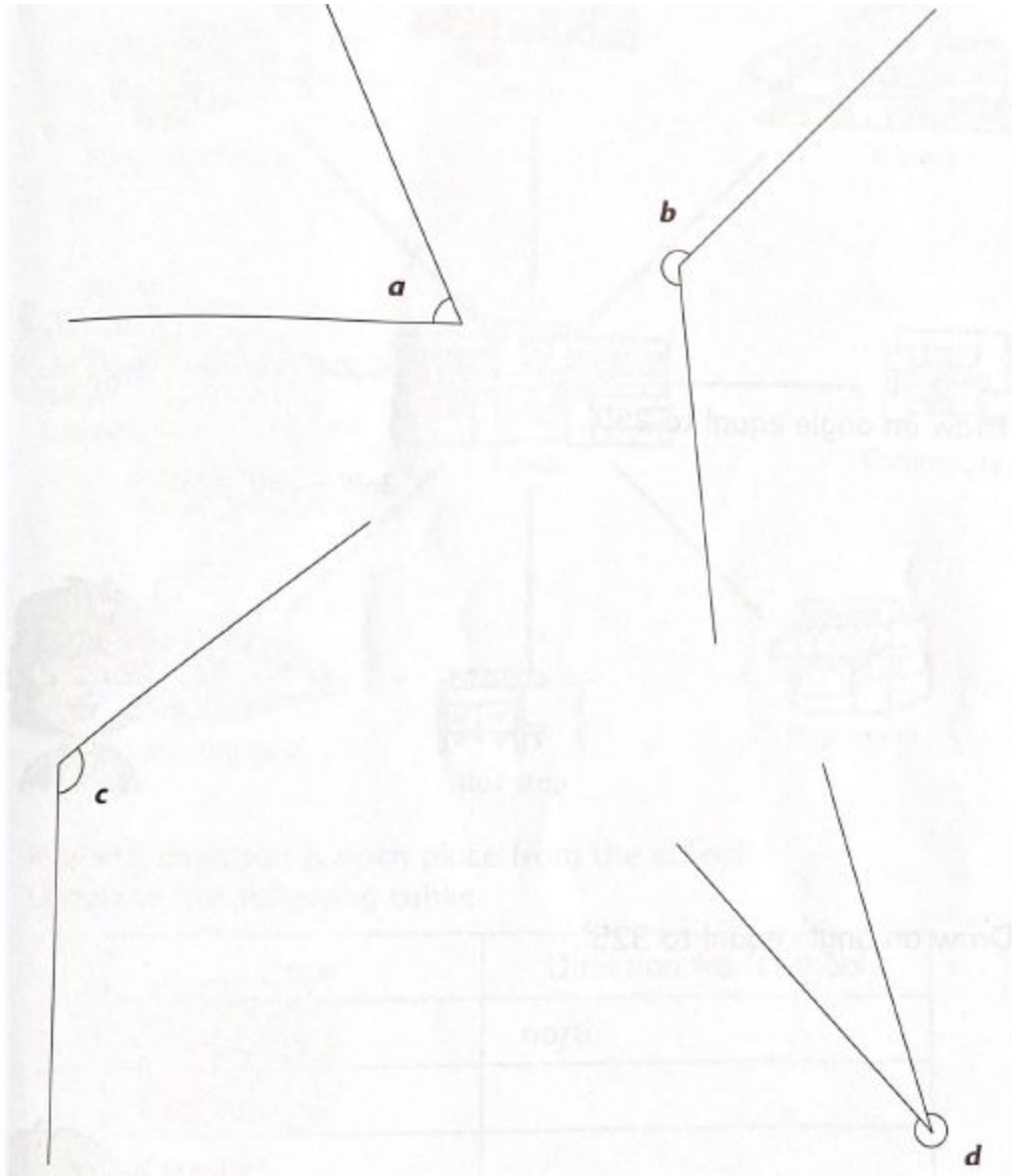
- A Angle MNO
- B Angle NOM
- C Angle OMN
- D Angle MON

3. Please complete the following table of World Famous Angles. Please complete the drawings to the best of your ability.

Angle Name	Drawing
270° angle	
Right angle	
Straight angle	

Full angle	
------------	--

4. Classify the following angles as acute, obtuse, or reflex angles.



a) _____

b) _____

c) _____

d) _____

5. Choose the best estimate for the size of $\angle BOA$.

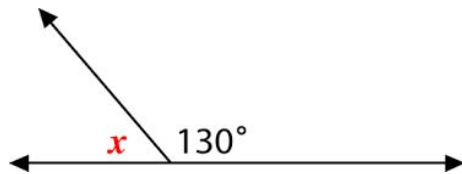


- A about 100°
- B about 120°
- C about 135°
- D about 150°
- E about 170°

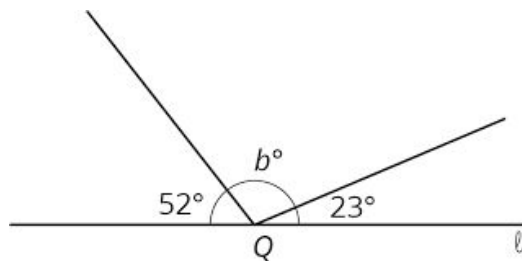
Describe the reasoning for your choice in complete sentences.

6. Please find the value of the unknown marked angles using either the number bond strategy or the inverse operation strategy.

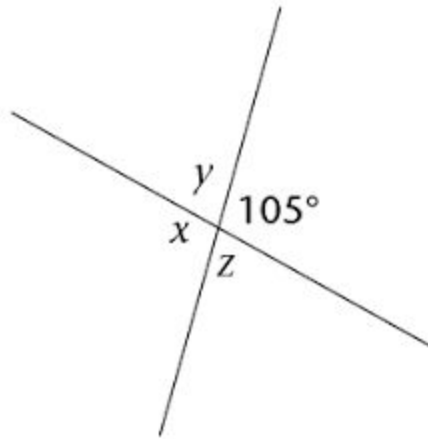
a) Find the value of $\angle x$.



b) Find the value of $\angle b$.



c) Find the value of $\angle x$.



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

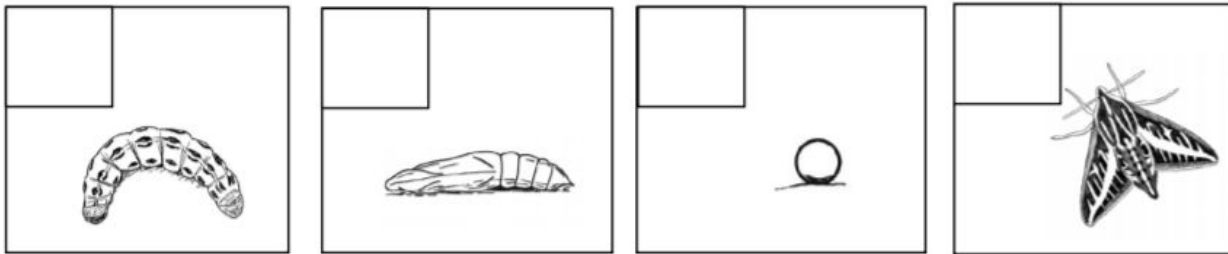
$\angle y$ and the 105° are on a straight line.
What is the value of $\angle y$? Show your work.

Therefore, $\angle z = \underline{\hspace{2cm}}$.

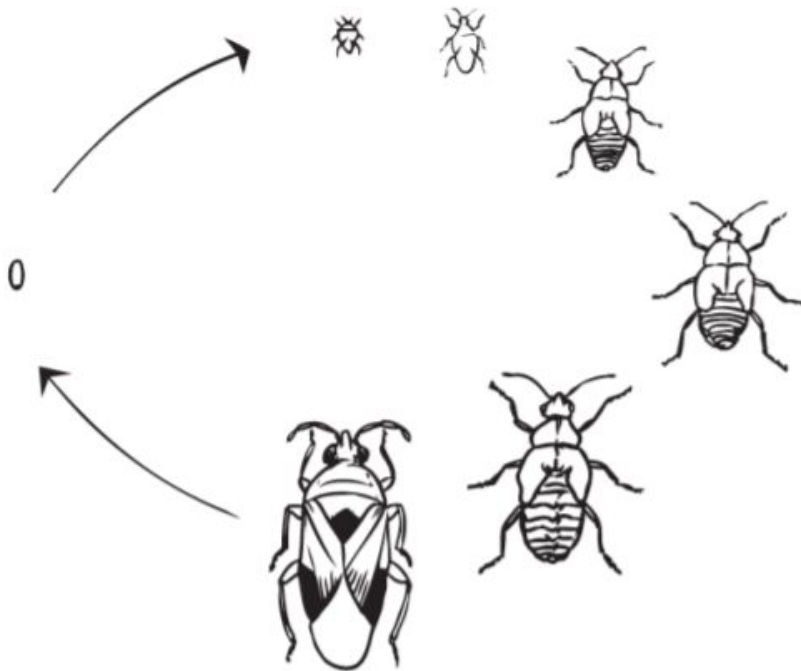
Recommended Break

Science Graded Review

1 Write the numbers 1–4 in the small boxes to put the stages of the life cycle in order. Then label the name of the stage of the life cycle below the drawing.



2 Look at the life cycle below.



Does this life cycle include complete or incomplete metamorphosis?

For questions 3–7, write T for true or F for false.

- ③ _____ A nymph does not have wings.
- ④ _____ A pupa must eat a lot so that it can grow quickly.
- ⑤ _____ When a larva molts, it sheds its outer layer of skin.
- ⑥ _____ Most adult insects have six legs, three body parts, and antennae.
- ⑦ _____ Incomplete metamorphosis involves a drastic change in body form.

History Graded Review

Your ["Rising Action Timeline"](#) will be a helpful resource for this assessment.

1. Name one event leading the to Civil War that added to the political tension between the Northern and Southern states:

2. Name one event that added to the violence between the Northern and Southern states:

3. To secede is...
 - a. To win or achieve against a challenge
 - b. To join a body or group larger than yourself
 - c. To leave a body or group
 - d. To end something totally and immediately

4. What event caused Southern states to finally secede? Why did this event cause some states to secede?

Recommended Break

Latin Graded Review

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

- 1) Choose the best translation:

tum pater tōtam rem nārrāvit.

- A. After dinner Quintus asked,
- B. "Father, why is Felix now a freedman?"
- C. "Once he was your slave."
- D. Then [his] father narrated the whole matter.

- 2) Choose the best translation:

Metella aberat, quod sorōrem vīsītābat.

- A. Metella was there, because her sister was visiting.
- B. Metella was away, because her sister was visiting.
- C. Metella was there, because she was visiting her sister.
- D. Metella was away, because she was visiting her sister.

- 3) Choose the best translation:

parvus īnfāns in cubiculō dormiēbat.

- A. The little baby was sleeping in the kitchen.
- B. The little baby was playing in the bedroom.
- C. The little baby was sleeping in the bedroom.
- D. The little baby was playing in the kitchen.

4) Choose the best translation:

tacitē cubiculum intrāvit, ubi infāns erat.

- A. The thief silently looked around the atrium.
- B. Silently he entered the bedroom where the baby was.
- C. Felix heard nothing, because he was working intently.
- D. The thief was silently carrying the infant out from the house.

5) Which of the following verbs are imperfect tense: *nārrāvit*, *vīsītābat*, *dormiēbat*, *intrāvit*?

- A. *nārrāvit* and *intrāvit*
- B. *vīsītābat* and *dormiēbat*
- C. none of the verbs
- D. all of the verbs