

GreatHearts

Northern Oaks



Distance Learning Packet

May 11 - 15, 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

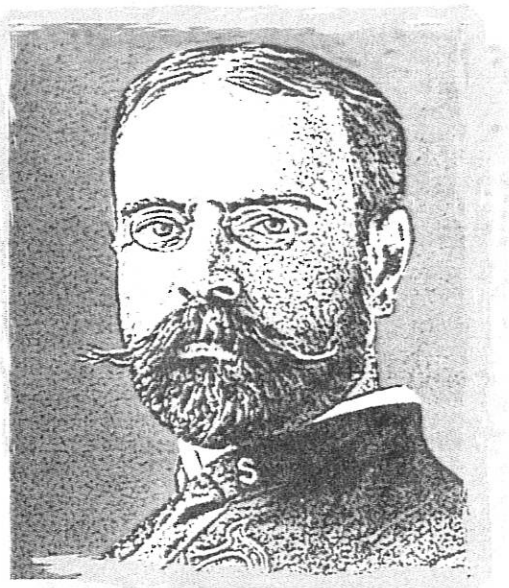
This assignment may be submitted on Google Classroom or physically turned in at school.

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

W8 WEEKLY ASSIGNMENTS 5/11 - 5/15	
<p>MUSIC (25 Minutes)</p>	<p><u>MUSIC</u> Goal/Objective: The student will learn about John Philip Sousa. Materials needed: Biography on Sousa, Worksheet: Sousa Match-up, Sousa Video (Optional) Specific Instructions (I=independent; PA= Parent assistance):</p> <ul style="list-style-type: none"> <input type="checkbox"/> (I) Read over the biography on John Philip Sousa <input type="checkbox"/> (I) Watch the Sousa Video (Optional) <input type="checkbox"/> (I) Complete the Sousa Match-up worksheet <p>SOUSA MATCH-UP WORKSHEET DUE MONDAY: to Google Classroom or School</p>
<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 • Paper or sketchbook <p><u>Specific Instructions:</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> (PA) Find 1-3 flowers. If you do not have any, with your parents' help, you can ask a neighbor!! <input type="checkbox"/> (I) (4-6th grade) Looking at this sketch by Da Vinci, we are going to draw our flower a few times. <ul style="list-style-type: none"> <input type="checkbox"/> Look at your flower(s) at different angles. Example and Da Vinci sketch included in the following pages. <input type="checkbox"/> Watch Teacher Video for a guided instruction. <p>DUE ON MONDAY</p>
<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</p> <p>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/7874015a6cab651b154daed2e34d1a38 <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>



John Philip Sousa

... a composer from
the **UNITED STATES**
who lived during the
ROMANTIC period
of music...

John Philip Sousa was born in Washington, D.C., in 1854.

His parents came from Portugal to live in America. They provided him with a happy home. His father and older sister taught him to read and write. When he was seven years old, he attended a nearby school.

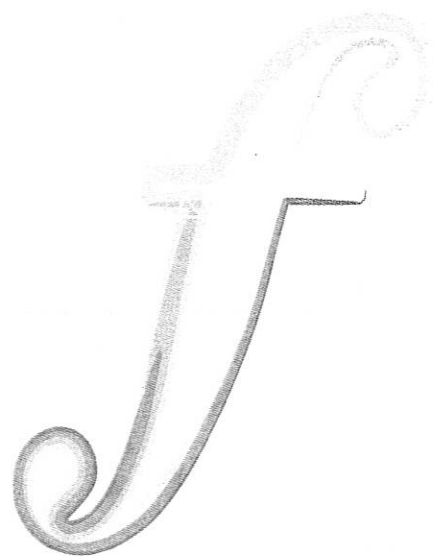
John Philip also went to music school where he studied violin. When he was 11 years old, he began his own dance band.

When he enlisted as an apprentice in the U.S. Marine Band, he studied composition and music theory.

He met his wife Jennie, a singer, while he was on a band tour. John wrote later, "We lived happily ever after."

Sousa's marches made Americans feel very patriotic. His performances inspired many towns to form bands. His distinctly American music was popular throughout the world.

Sousa died in 1932 at the age of 77.



The March King

A large man in a uniform knocked on the door of the Sousa's home in a Washington, D.C. neighborhood. John Philip put down his violin and answered the door.

"Hello! Young man," said the stranger. "I have been listening to your playing for quite a while. You play the violin very well!"

"Thank you, sir," said John Philip. "I play other instruments too."

"Excellent!" said the stranger. "How would you like to play in a circus band?"

"Wow! I would love it!" exclaimed the surprised young boy. "Do you really mean it? A real circus band that travels everywhere?"

"Oh, yes," answered the stranger with a smile. "And we are a very good band too! Why don't you come to the circus grounds tomorrow night? Since we will be leaving town early the next morning, you should bring some clothes in a little suitcase."

"Oh, I know right where that is," said John. "Thank you so much! I'll see you tomorrow night!"

John ran up the stairs and began gathering his clothes together when his mother came into his room.

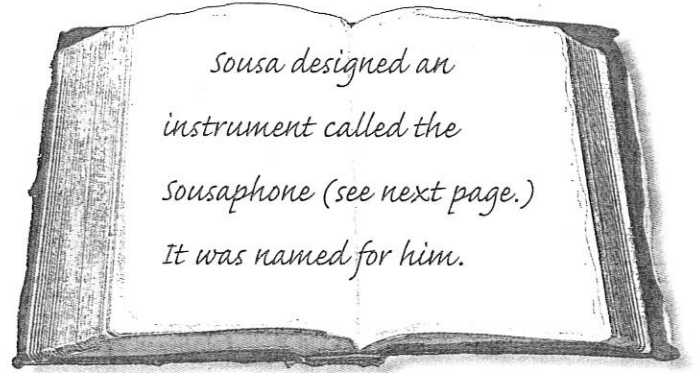
"And what is all the excitement about, young man? Are you planning to go somewhere?" she asked with a puzzled expression on her face.

"Oh mother, you will never guess! I am going to join the circus and play in the band!"

"Is that so?" asked his mother. "Of course you realize that you will be gone far away from your home and family for many years!"

"Well, I guess so," said John, a little more thoughtful now.

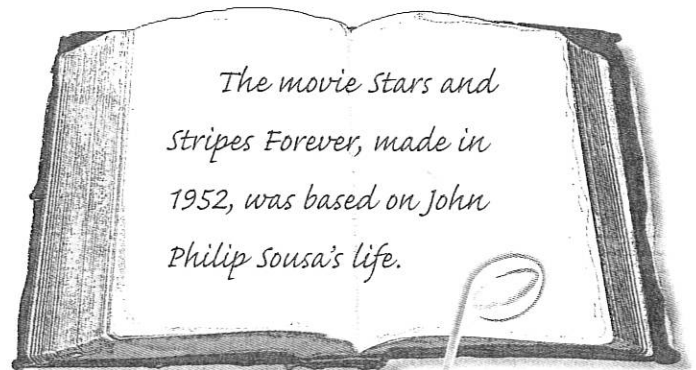
"We'll talk with your father tonight and see what he says," said his mother with a soft smile.



John Philip's father did not smile at all. He was upset to think of this young son leaving to go with the circus.

After talking to John about the hardships of circus life, his father said, "If you would really like to play in a band, I want you to come with me and play in the U.S. Marine Band."

"That is better yet!" said John Philip. "I can play in the band and be at home at the same time!"

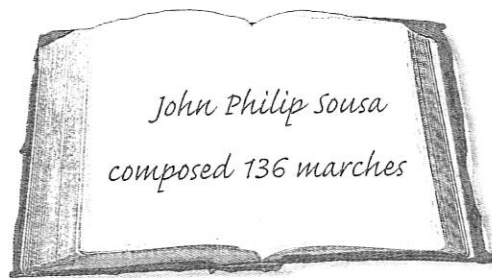


John Philip loved playing in the band. He was so good that by the time he was 23, he was named the 14th conductor of the U.S. Marine Band.

The U.S. Marine Band became famous. They played for presidents and kings. John Philip became known as the "March King."

One day, when he was much older, he saw the caravan of a circus traveling to another city. "How glad I am that I joined the marine band with my father, instead of running away with the circus band," he thought. "Had I joined the circus, I never would have become the 'March King'."

Sousa's marches are still played today by many high school, college and concert bands.



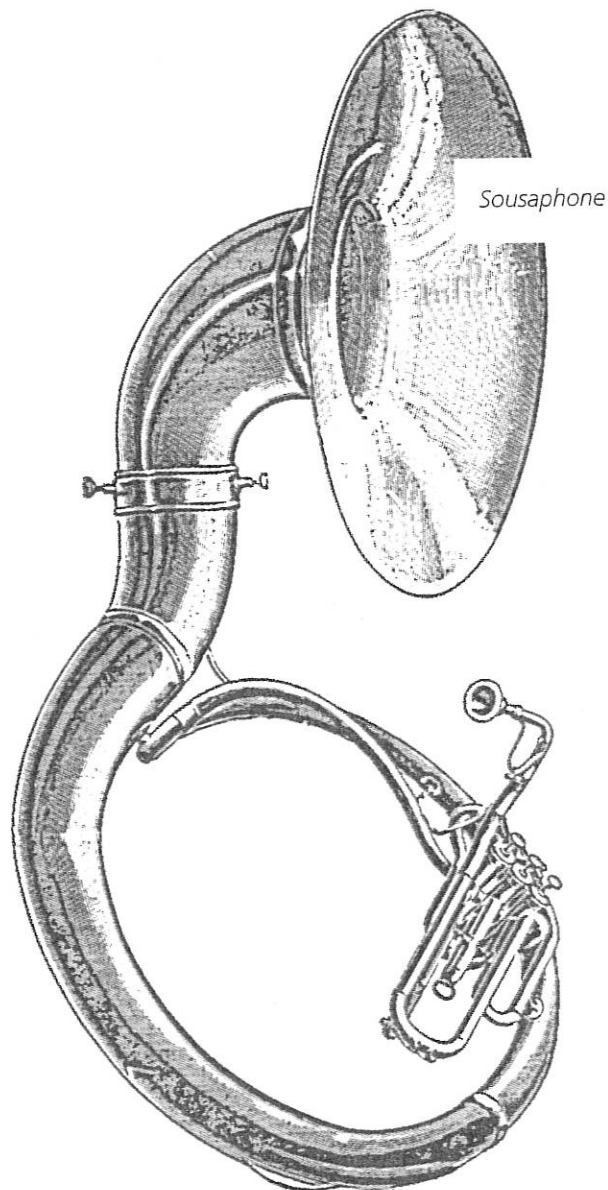
Important Compositions



Stars and Stripes Forever

Semper Fidelis

The Washington Post



Sousaphone



Stars and Stripes Forever

This is one of the most popular marches ever written. In 1897, Sousa was visiting Italy when he got a letter saying a close friend had died. He decided to return home. During the trip home, the melody of this march kept going through his mind. As soon as he got home, he composed the piece.

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

Washington,
D.C.

Violin

The first
instrument
that Sousa
learned to play

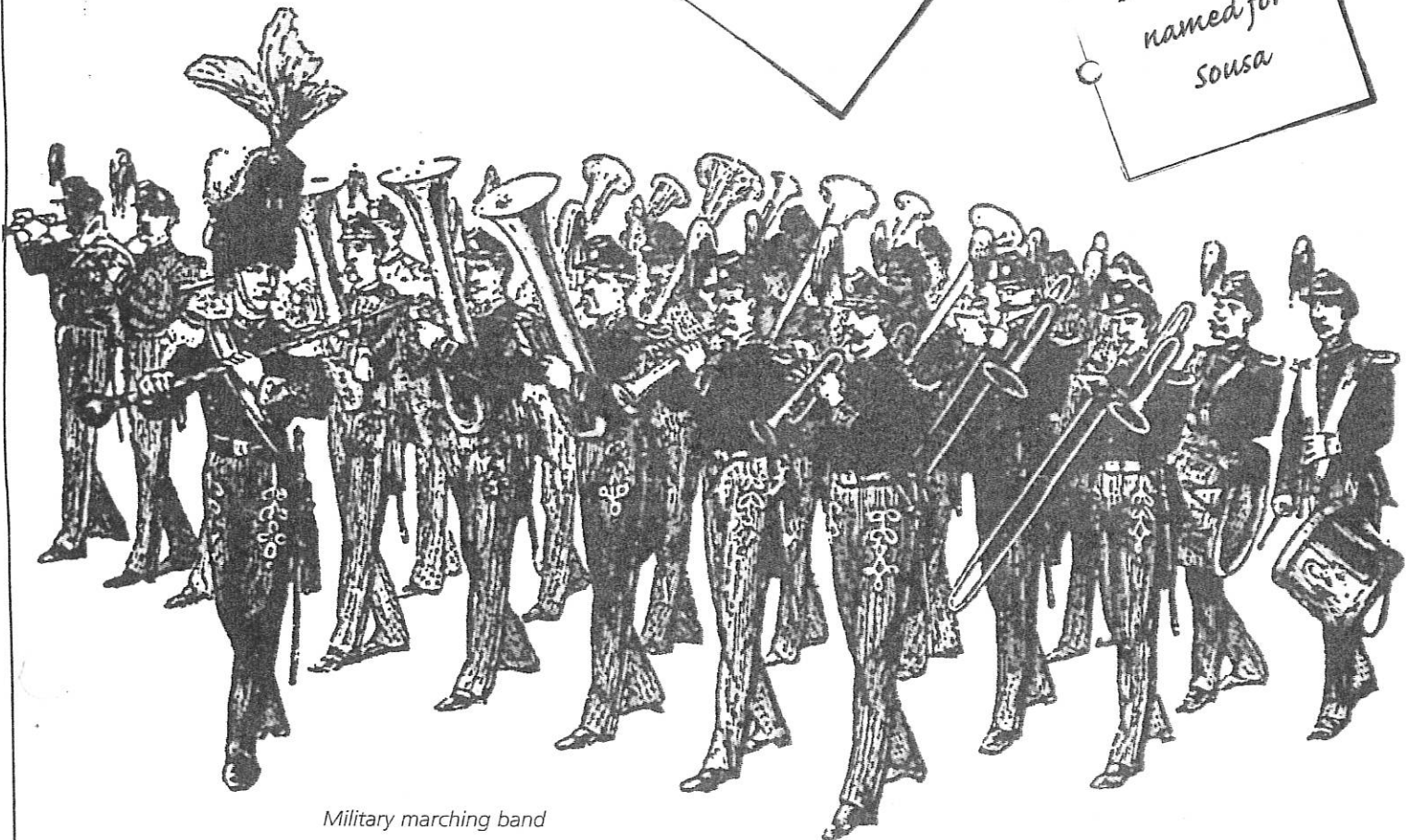
Sousaphone

Sousa's
birthplace

the Circus

Sousa almost
joined

Instrument
named for
Sousa

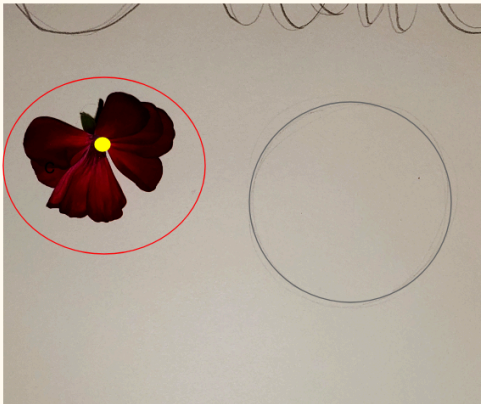


Military marching band

HOW TO DRAW A FLOWER (PAGE 1)

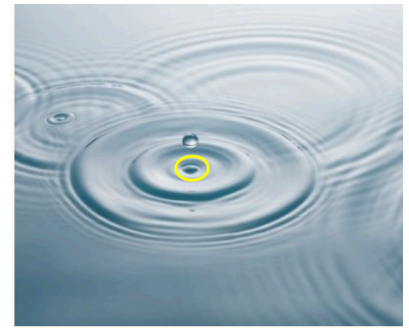


Break It Down Into Shapes

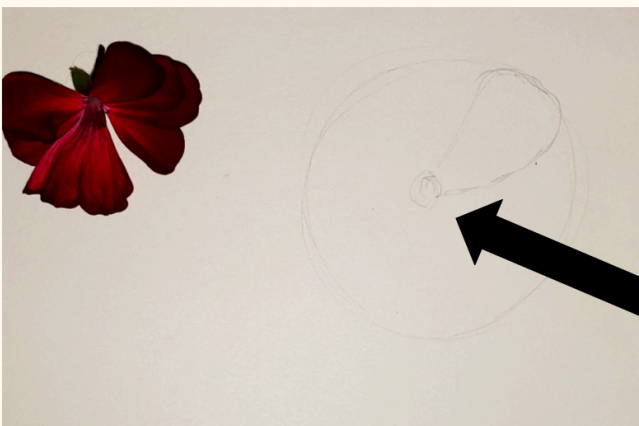


- This flower radiates!
 - Radiate: Coming from a central point (the yellow dot)
- Draw a circle the size of your fist
 - Draw **light** until you get it **right!**

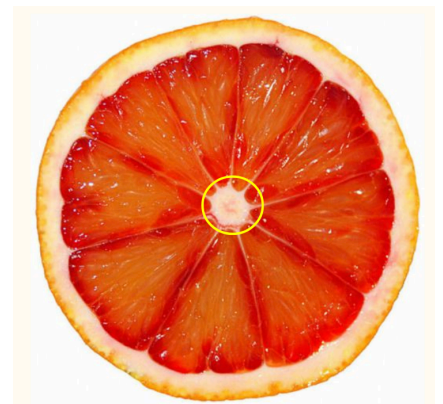
OTHER THINGS THAT
RADIATE FROM THE
CENTER:



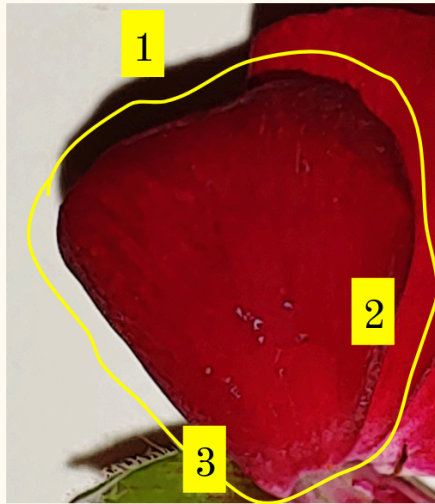
Add our Petals



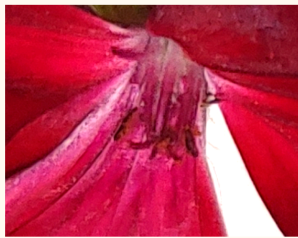
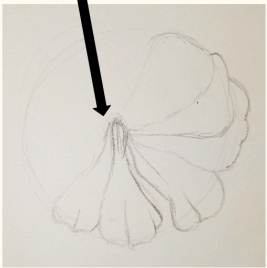
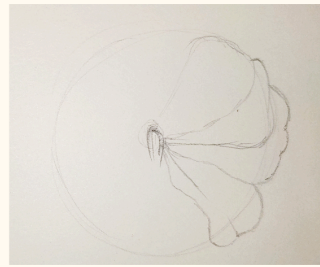
- Start with your **CENTER POINT**
- Observe **HOW** (the shape) the petal comes out of the central point!



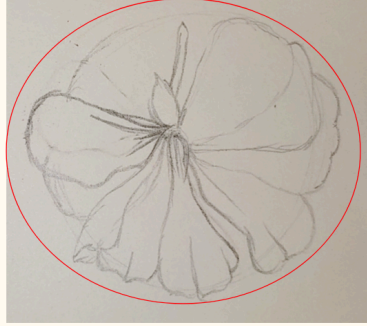
HOW TO DRAW A PETAL (PAGE 2)



1. **Wide** on top with a **dip in the middle, rounding** out on either side
2. Coming **towards** the central point
3. **Squaring** off at the **bottom**



(PAGE 3)



Name: _____

Section/House: _____

ART: Week 8

3RD GRADE:

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

4TH – 6TH GRADE:

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



Flowers Miss Prather found in her yard!

You can also use these if you

cannot find any flowers:



Name: _____

Section/House: _____

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



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

Physical Education BINGO



Student Name: _____

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

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

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

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

Daily 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 – 5/11/20

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. 15 Part 1 of Where the Red Fern Grows \(p. 193-199\)](#)
- **ANNOTATE** the main ideas and events of this chapter

Materials needed:

- [Where the Red Fern Grows Ch. 15](#)
- Pencil

Daily Student Instruction Sheet - MONDAY

- [Bookmark](#)
- [Ch. 15-16 Vocabulary and Unfamiliar Words Guide](#)
- Ch. 15 Part 1 Annotation & Vocabulary Worksheet

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

- READ** [Ch. 15 \(p. 193-199\)](#) **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 won't Old Dan eat the corned beef hash Grandpa bought?
 - Tell the story Papa tells about Old Dan and the cold biscuits.
 - What is the superstition of the screech owl? Why did this concern Billy?
- COMPLETE** Ch. 15 Part 1 Annotation Worksheet **(I)**
- A [Literature Key](#) is available for you to check your progress.

Grammar/Writing

Goal/Objective:

- Students will review adjectives and adverbs. They will practice labelling them in a sentence and diagramming them.

Materials needed:

- "Adjectives and Adverbs" notes via [link](#).
- "Adjectives and Adverbs" worksheet.
- "Adjectives and Adverbs" worksheet parent answer key via [link](#).

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

- (I)** Students will read the review notes on adjectives and adverbs.
- (I)** Students will complete the "Adjectives and Adverbs" worksheet.
- (PA)** Parents will check their students' worksheet for correctness using the parent answer key.

MATH

(25 Minutes)

Math

Goal/Objective:

This is our last week of new content in math. Next week will be a review week. To finish our unit on angles, we will explore angle properties of lines, triangles, and quadrilaterals and use these properties to solve for unknowns. This will allow us to continue to build on that early algebra skill and practice showing our work horizontally. Required problems will be relatively simple to help ingrain the properties of angles in students' memories. There will be some optional challenge problems for students who would like to stretch a little further and I think these challenges can increase the delight of a scholar. However, students who do not do the challenge problems will receive that content in higher grade levels. Please choose the option that is best for your student and your family.

- Discover that angles at a point add up to 360° .
- Briefly review properties from last week with example problems.
- Find unknown angles using these properties.

Daily Student Instruction Sheet - MONDAY

Materials needed:

Rocket Math Adv. Multiplication Set O Practice Key

<https://drive.google.com/file/d/1iq0WPh1oSlnlqSCw3XAaYOjcnzRG0tl6/view?usp=sharing>

Math Teaching Video

<https://cloud.swivl.com/v/19e0a594172e3ac8dd5f4c44d589d897>

W8 Math Answer Key

https://drive.google.com/file/d/1nm3wS_CqEtJQz2XwCsoS4zjqva9i0O25/view?usp=sharing

Optional Math Check Video

<https://cloud.swivl.com/v/c1bcaac393a84794f25b7aea786d890a>

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

- (PA) Rocket Math Adv. Multiplication Set O
 - 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 “Properties of Angles at a Point.” 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 [“Properties of Angles at a Point” video](#) with [notes in hand](#) and complete check points. Check answers with [the key](#).
- Complete the independent practice.
 - Check answers with [the key](#).
 - For additional assistance with the independent practice, please watch [Mrs. Cramer’s check video](#).

SCIENCE

(25 Minutes)

Science

Goal/Objective: Students will learn about the life cycle of the honeybee.

Materials needed:

- [Honeybee Article](#)
- Monday Student Worksheet
- [Answer Key](#)
- Pencil

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

- READ** p. 1 of the [Honeybee article](#) and answer questions 1. and 2. on the student work page (**I**)
- Look** at the images on p. 2 of the Honeybee article and answer question 3.(**I**)

Daily Student Instruction Sheet - MONDAY

	<ul style="list-style-type: none"> <input type="checkbox"/> Read p. 3 of the Honeybee Article and answer question 4. (I) <input type="checkbox"/> Chek answers with the key. (I) <input type="checkbox"/> Watch optional video on the honeybee waggle dance: https://video.nationalgeographic.com/video/00000144-0a32-d3cb-a96c-7b3f437c0000
<p>LATIN (15 Minutes)</p>	<p><i>Latin</i> Goal/Objective: 1) Continue translating “Fēlīx et fūr” Materials needed: (1) “W8 Monday Translation” worksheet; (2) “W8 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 “W8 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"/> “W8 Translation Answer Key”, or ... <input type="checkbox"/> W8 Monday Guided Translation video <input type="checkbox"/> (I) Optional: Watch “The Pontifex Song” video and sing along. <input type="checkbox"/> (I) Optional: Watch “Amo La Bamba” video and sing along.
<p>Specials</p>	<p>Specials are NOT optional. Please see the Specials section of the packet or the Specials assignment in Google Classroom for instructions.</p>
<p>Optional:</p> <p>Earn House Points in the Final Race to the House Cup!</p>	<p>Dear Pevensies, Dwarves, Hobbits, and Mice!</p> <p>We have a real fight for the house cup on our hands! Read this flyer for more information on how to win points for the house cup. You can turn in your submissions for house points on Google Classroom or by emailing your homeroom teacher: Miss Carrigee, Miss Sims, Mrs. Conrad, or Mr. Eberlein.</p>

Spalding Spelling List (20 min)

Instructions and an answer key are provided below.

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

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

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

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

→ Remind students to use their phonogram knowledge and spelling rules

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

MONDAY SPALDING LIST (Parent Key)

Word	Example sentence	Notes
	A triangle has three sides.	r. 5 .
	H.E.B. sells a variety of vegetables.	r. 24 r. 5 r. 6
	Her vehicle was stolen.	r. 4
	He lives in the general vicinity of the school.	r. 2 r. 6
	A volunteer is needed to clean the kitchen.	

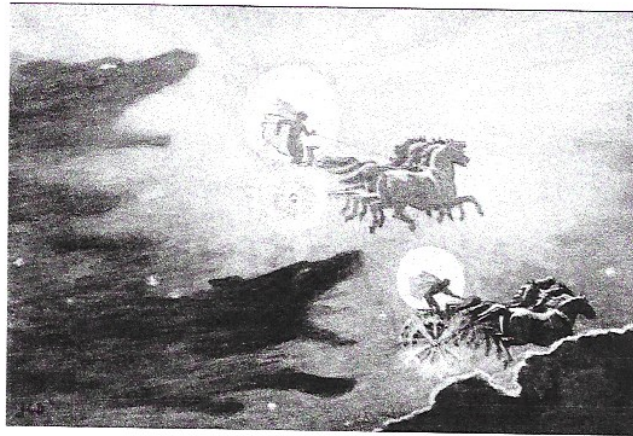
Name: _____

Date: _____

Spalding Spelling List

Monday

1st Dictation



2nd Dictation

Where the Red Fern Grows

Chapter 15 Part 1 (p. 193-199)

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 won't Old Dan eat the corned beef hash Grandpa bought? # _____

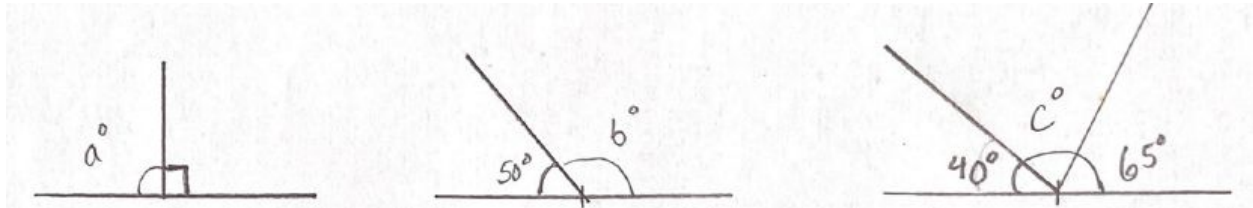
2. Retell the story Papa tells about Old Dan and the cold biscuits. # _____

3. What is the superstition of the screech owl? Why did this concern Billy? # _____

Monday Math Notes, "Properties of angles at a Point"

Last week we learned two angle properties of lines.

The sum of angles on a line is 180° .



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

Find $\angle a$ in diagram 1.

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

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

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

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.

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

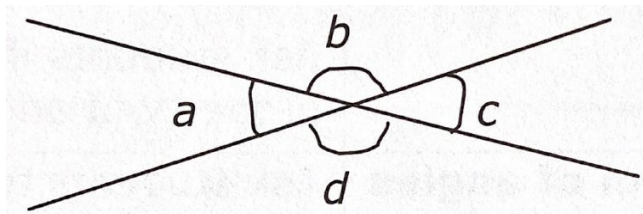
$$(40^\circ + 65^\circ) + \angle c = 180^\circ$$

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

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

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

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



$\angle a$ and $\angle c$ are vertically opposite.

Therefore, $\angle a = \angle c$

$\angle b$ and $\angle d$ are vertically opposite.

Therefore, $\angle b = \angle d$

Today we will learn one more property of angles.

The sum of angles at a point is 360° .

Here are two images of angles that meet at a point.

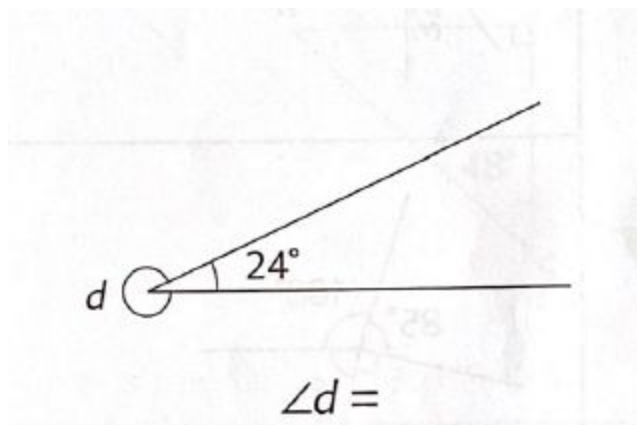


Figure 1: Two angles meet at a point.

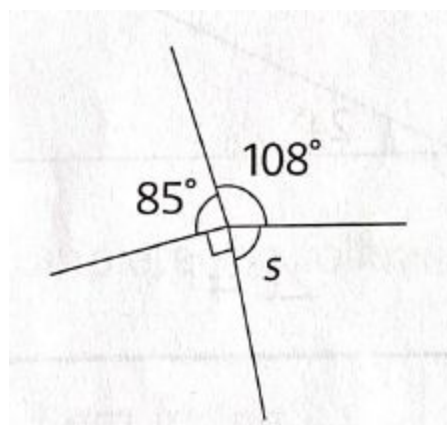


Figure 2: Four angles meet at a point.

In figure 1, there are two angles meeting at a point: an acute angle and a reflex angle. But in figure 2, there are four angles meeting at a point. Any number of angles can meet at a point from 2 angles to an infinite number of angles!

Let's solve for the unknown angle in each problem using the knowledge that the sum of angles that meet at a point is 360° .

No matter how many angles are meeting at a point, subtract all of the known angles from 360° to find the unknown angle.

$$\angle d + 24^\circ = 360^\circ$$

$$\angle d = 360^\circ - 24^\circ$$

$$\angle d = 336^\circ$$

$$\angle s + 85^\circ + 108^\circ + 90^\circ = 360^\circ$$

$$\angle s + 85^\circ + 198^\circ = 360^\circ$$

$$\angle s + 283^\circ = 360^\circ$$

$$\angle s = 360^\circ - 283^\circ$$

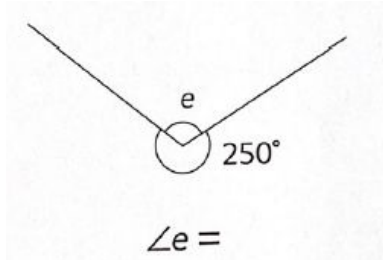
$$\angle s = 77^\circ$$

Now it's your turn!

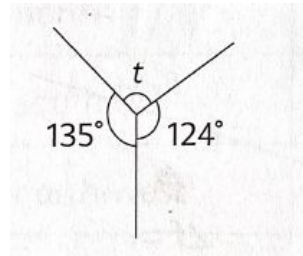
Independent Practice

Find the value of the unknown marked angles. Remember that the sum of angles that meet at a point is 360° . Show your work.

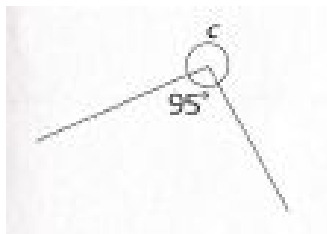
1.



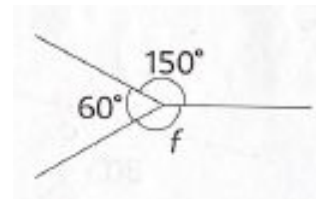
2.



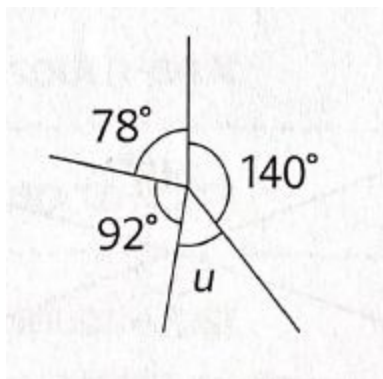
3.



4.



5.



Name: _____

Date: _____

Adjectives and Adverbs

Part I: Use your notes to fill in the following.

Adjectives describe _____ or _____. Remember, this means they can describe any noun or pronoun, whatever job its doing. That includes the S, DO, IO, PN, OP, DA.

Ask: _____?

_____?

_____?

_____?

Adverbs describe adjectives, _____, or another adverb.

Ask: _____?

_____?

_____?

_____?

_____?

Part II: 1. Label the parts of speech in the following sentences. (Nouns, adjectives, adverbs, action, linking, and being verbs, direct and indirect objects, and prepositional phrases)

2. Draw arrows from the adjectives and adverbs to what they are modifying.

3. Then diagram numbers 1-6.

1. Tree-ear squeezed the bulging pouch.

Name: _____

Date: _____

2. Only one thing could give a bag that smooth fullness.

3. The bag was filled with dry rice.

4. Crane-man raised his walking crutch.

5. The load was quickly leaking rice.

6. On his early-morning perusal of the village rubbish heaps, Tree-ear had seen a heavy load.

Name: _____

Date: _____

1. What is one thing you already know about honeybees or one experience you have had with them?

2. Answer the following questions with the appropriate answer:

A. Egg B. Larva C. Pupa D. Adult

____ Stage at which eyes, legs, and wings grow

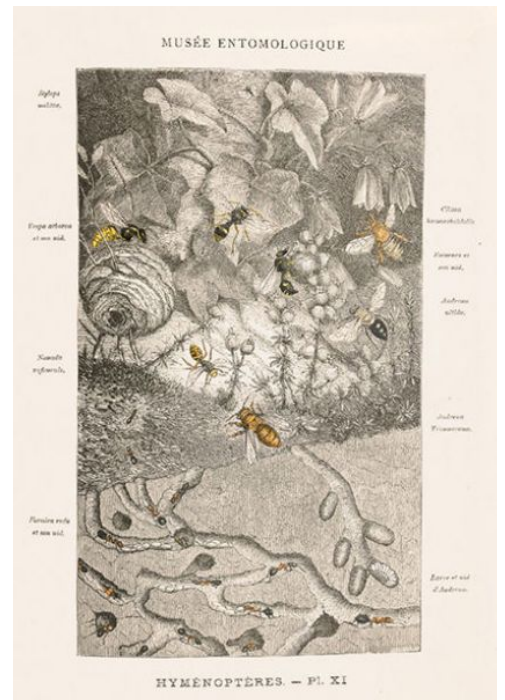
____ Is fed by worker bees

____ Shows the greatest change in size

____ Is about the size of the dot on an "i"

____ Chews its way out of the cell

____ A soft, white oval deposited by a queen bee



3. What are three physical differences you notice between the worker, the queen, and the drone bee?



4. How do bees communicate with dancing? _____

Name: _____

Section: _____

W8 Monday Translation

“Fēlix et fūr” part 2

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

subitō - suddenly

īnfāns - baby

vāgiō - I cry, wail (pf. *vāgīvī*)

postquam - after

clāmōr - noise

audiō - I hear (pf. *audīvī*)

statim - immediately

ē, ex - out from

tablīnum - study

festīnō - I hurry (pf. *festīnāvī*)

furcifer - scoundrel

clāmō - I shout (pf. *clāmāvī*)

īrātus - angry

fūr - thief

ferōciter - fiercely

pulsō - I hit (pf. *pulsāvī*)

paene - almost

necō - I kill (pf. *necāvī*)

Sentences

1) *subitō īnfāns vāgīvit.*

2) *Fēlix, postquam clāmōrem audīvit, statim ē tablīnō festīnāvīt.*

3) *"furcifer!" clāmāvit Fēlix īrātus, et fūrem ferōciter pulsāvīt.*

4) *Fēlix fūrem paene necāvīt.*

Daily Student Instruction Sheet - TUESDAY

TUESDAY – 5/12/20

ELA

Spalding
(20 Minutes)

Literature
(15 Minutes)

Grammar/Writing
(20 Minutes)

Reading
(20+ minutes)

Spalding

Goal/Objective:

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

Materials needed:

- Sharpened pencil
- Tuesday Spalding Student Worksheet

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

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

Literature

Goal/Objective:

- **READ** the [second half of Ch. 15 of *Where the Red Fern Grows* \(p. 200-208\)](#)
- **ANNOTATE** the main ideas and events of this half of the chapter

Materials needed:

- [Where the Red Fern Grows Ch. 15](#)

Daily Student Instruction Sheet - TUESDAY

- Pencil
- [Bookmark](#)
- [Ch. 15-16 Vocabulary and Unfamiliar Words Guide](#)
- Ch. 15 Part 2 Annotation Worksheet

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

- READ** the [second half of ch. 15 \(p. 200-208\)](#) **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 how Billy groomed his dog.
 - Why was Billy awarded a small silver cup?
 - Why did Billy crawl under the buggy?
 - COMPLETE** Ch. 15 Part 2 Annotation Worksheet **(I)**
 - What would you title Chapter 15?
- A [Literature Key](#) is available for you to check your progress.

Grammar/Writing

Goal/Objective:

- Students will review prepositional phrases. They will practice labelling them in a sentence and diagramming them.

Materials needed:

- "Prepositional Phrases" notes via [link](#)
- "Prepositional Phrases" worksheet.
- "Prepositional Phrases AK" via [link](#).

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

- (I)** Students will read the review notes on prepositional phrases.
- (I)** Students will complete the "Prepositional Phrases" worksheet.
- (PA)** Parents will check their students worksheet for correctness using the parent answer key.

MATH

(25 Minutes)

Math

Goal/Objective:

- Discover the sum of angles in a triangle.
- Use that knowledge to find unknown angles in a triangle.
- Review objective: Identify right triangles by their angle properties.

Materials needed:

Scissors and a piece of paper

5B Math Textbook p. 82

Rocket Math Adv. Multiplication Set O Practice Key

<https://drive.google.com/file/d/1iq0WPh1oSlnlqSCw3XAaYOjcnzRG0tl6/view?usp=sharing>

Video Demonstration of Activity from TB p. 82

<https://cloud.swivl.com/v/f7a028cdab97b43d7d1f9d7e7d070664>

Math Teaching Video: The Sum of Angles in a Triangle

<https://cloud.swivl.com/v/fea713aa6f5838d5a47cf972382c3cfe>

W8 Math Answer Key

Daily Student Instruction Sheet - TUESDAY

https://drive.google.com/file/d/1nm3wS_CqEtJQz2XwCsoS4zjqva9i0O25/view?usp=sharing

Optional Math Check Video

<https://cloud.swivl.com/v/70fade4d6d09c1124dca30fb1deffd4>

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

- (PA) Rocket Math Adv. Multiplication Set O
 - 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 5B textbook p. 82 and follow the directions to complete the activity.
 - You will need a paper and scissors for this activity.
 - If you are not sure if you are following the directions correctly, you can see a demonstration in [this video](#).
- Read notes on “The Sum of Angles in a Triangle.” Today’s notes are in the printed packet and posted in the Tuesday assignment for Google Classroom.
 - Complete check points and [check answers with the key](#).
 - Optional: Watch the [“Sum of Angles in a Triangle” video](#) with notes [in hand](#) and complete check points. Check answers with [the key](#).
- Complete the independent practice: Exercise 5.
 - Check answers with [the key](#).
 - For additional assistance with the independent practice, please watch [Mrs. Cramer’s check video](#).

SCIENCE

(25 Minutes)

Science

Goal/Objective: Students will learn about the different roles of worker, queen, and drone bees.

Materials needed:

- [Honeybee Roles Article](#)
- Monday Student Worksheet
- Pencil

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

- READ** [article](#) on drone, worker, and queen bees (I)
- Answer questions on the student worksheet. (I)
- Check answers with the key. (I)
- Watch optional videos
 - Clever Queen Bees:
https://www.youtube.com/watch?v=4Q_kdk00sFk
 - Bees Building Wax Nest:
<https://www.youtube.com/watch?v=dmyd-ZyHicA>

Daily Student Instruction Sheet - TUESDAY

<p>LATIN (15 Minutes)</p>	<p>Latin Goal/Objective: 1) Finish translating “Fēlīx et fūr” Materials needed: (1) “W8 Tuesday Translation” worksheet; (2) “W8 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 “W8 Tuesday Translation” worksheet <input type="checkbox"/> (I) Check your work, making corrections in red ink or pencil, using either: <ul style="list-style-type: none"> <input type="checkbox"/> “W8 Translation Answer Key”, or ... <input type="checkbox"/> W8 Tuesday Guided Translation video <input type="checkbox"/> (I) Optional: Watch “The Pontifex Song” video and sing along. <input type="checkbox"/> (I) Optional: Watch “Amo La Bamba” video and sing along.
<p>Specials</p>	<p>Specials are NOT optional. Please see the Specials section of the packet or the Specials assignment in Google Classroom for instructions.</p>
<p>Optional:</p> <p>Earn House Points in the Final Race to the House Cup!</p>	<p>Dear Pevensies, Dwarves, Hobbits, and Mice!</p> <p>We have a real fight for the house cup on our hands! Read this flyer for more information on how to win points for the house cup. You can turn in your submissions for house points on Google Classroom or by emailing your homeroom teacher: Miss Carrigee, Miss Sims, Mrs. Conrad, or Mr. Eberlein.</p>

Spalding Spelling List (20 min)

Instructions and an answer key are provided below.

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

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

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

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

→ Remind students to use their phonogram knowledge and spelling rules

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

TUESDAY SPALDING LIST (Parent Key)

Word	Example sentence	Notes
yacht <i>y³acht</i>	She went sailing on a yacht .	
immediate <i>immediate</i> r. 29, 4	This requires your immediate attention.	r. 29 r. 4
convene <i>convene</i>	We will convene for a meeting on Tuesday.	
convenient <i>convenient</i> r. 11	When is a convenient time for you to meet?	r. 11
preliminary <i>preliminary</i> r. 4, 6	The preliminary results of the experiment are encouraging.	r. 4 r. 6

Spalding Spelling List

Tuesday

1st Dictation



2nd Dictation

Where the Red Fern Grows

Chapter 15 Part 2 (p. 200-208)

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. Describe how Billy groomed his dog. # _____

2. Why was Billy awarded a small silver cup? # _____

3. Why did Billy crawl under the buggy? # _____

4. What would you title Chapter 15?

Name: _____

Date: _____

Prepositional Phrases

Part I: Use your notes to fill in the following.

A preposition is a word showing a relationship between a noun (it's object) and another word. The relation it shows is related to either the _____ or _____ questions the phrase answers.

Every prepositional phrase, as a _____, acts like an adjective or adverb.

Is the phrase acting like ADJ?

It describes a _____ or _____

It answers the adjective _____.

Is the phrase acting like an ADV?

It describes a _____, _____, or _____.

It answers the adverb _____.

Part II: Label the parts of speech in the following sentences. (Nouns, adjectives, adverbs, action, linking, and being verbs, direct and indirect objects, and prepositional phrases)

2. Draw arrows from the prepositional phrases to the words they describe.
3. Then diagram #'s 7 and 8.

1. Lina wrote a story about storks.
2. It lay on the shore of the North Sea in Friesland.
3. In five of those houses lived the six school children of Shora.
4. In those houses lived no children.
5. The six children of Shora went to the same little school.
6. Lina's story was filled with interesting details.

Name: _____

Date: _____

7. Tree-ear joyfully shared the grains with Crane-man.

8. Lina had written this story about storks of her own accord.

Tuesday Math Notes, “The Sum of Angles in a Triangle”

Before you start today’s notes, read 5B textbook p. 82 and follow the directions to complete the activity. You will need a paper and scissors for this activity. If you are not sure if you are following the directions correctly, you can see a demonstration at the beginning of [this video](#).

<https://cloud.swivl.com/v/f7a028cdab97b43d7d1f9d7e7d070664>

When you put the three angles together that creates a line. As we know, lines or straight angles are 180° . Therefore...

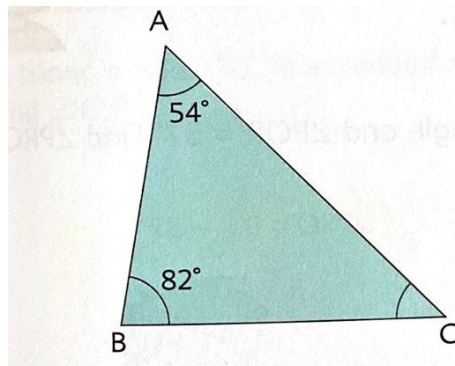
The three angles of a triangle add up to 180° .

If we know that the sum of the angles in a triangle is always 180° , we can use that knowledge to find an unknown angle in a triangle.

The triangle below can be called triangle ABC. The sum of its angles is 180° .

$$\angle BAC + \angle ABC + \angle BCA = 180^\circ$$

We see that $\angle BAC = 54^\circ$ and $\angle ABC = 82^\circ$. But we do not know the value of $\angle BCA$. We can write the equation $54^\circ + 82^\circ + \angle BCA = 180^\circ$. There are two ways to solve for the missing angle BCA.



Method One

$$54^\circ + 82^\circ + \angle BCA = 180^\circ$$

Step 1: Add the known angles together.

$$136^\circ + \angle BCA = 180^\circ$$

Step 2: Use the inverse operation strategy to subtract the sum of the known angles from 180° .

$$\angle BCA = 180^\circ - 136^\circ$$

$$\angle BCA = 44^\circ$$

Method Two

$$54^\circ + 82^\circ + \angle BCA = 180^\circ$$

Use the inverse operation strategy to subtract each of the known angles from 180°

$$\angle BCA = 180^\circ - 54^\circ - 82^\circ$$

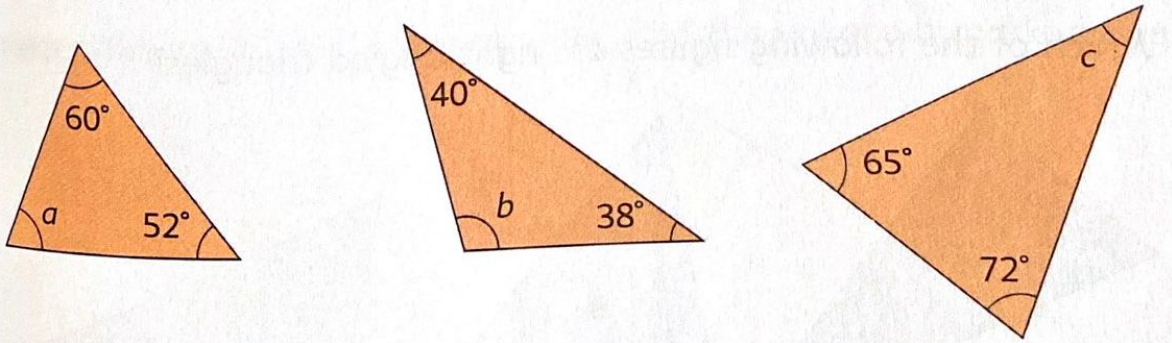
$$\angle BCA = 126^\circ - 82^\circ$$

$$\angle BCA = 44^\circ$$

You can use whichever method you like.

You can study a few more examples here before you start your independent practice.

3. Find the unknown marked angle in each triangle.



Method 1: Add the given angles and subtract them from 180°.

$$\angle a + 60^\circ + 52^\circ = 180^\circ$$

$$\angle a + 112^\circ = 180^\circ$$

$$\angle a = 180^\circ - 112^\circ$$

$$\angle a = 68^\circ$$

$$\angle b + 40^\circ + 38^\circ = 180^\circ$$

$$\angle b + 78^\circ = 180^\circ$$

$$\angle b = 180^\circ - 78^\circ$$

$$\angle b = 102^\circ$$

$$\angle c + 65^\circ + 72^\circ = 180^\circ$$

$$\angle c + 137^\circ = 180^\circ$$

$$\angle c = 180^\circ - 137^\circ$$

$$\angle c = 43^\circ$$

Method 2: Subtract each of the given angles from 180°.

$$\angle a + 60^\circ + 52^\circ = 180^\circ$$

$$\angle a + 60^\circ = 180^\circ - 52^\circ$$

$$\angle a = 128^\circ - 60^\circ$$

$$\angle a = 68^\circ$$

$$\angle b + 40^\circ + 38^\circ = 180^\circ$$

$$\angle b + 40^\circ = 180^\circ - 38^\circ$$

$$\angle b = 142^\circ - 40^\circ$$

$$\angle b = 102^\circ$$

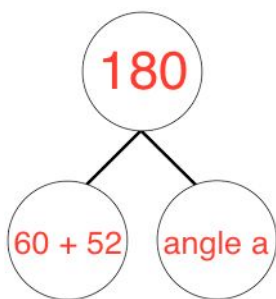
$$\angle c + 65^\circ + 72^\circ = 180^\circ$$

$$\angle c + 65^\circ = 180^\circ - 72^\circ$$

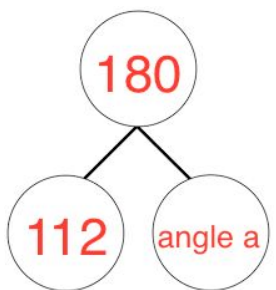
$$\angle c = 108^\circ - 65^\circ$$

$$\angle c = 43^\circ$$

You can also use number bonds!



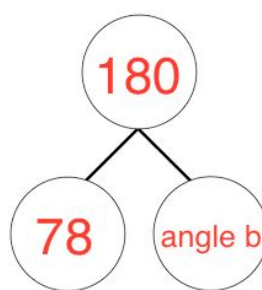
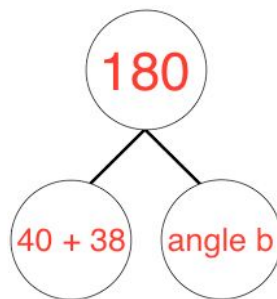
Add the given parts.



Then subtract the known part from the whole to find the unknown part.

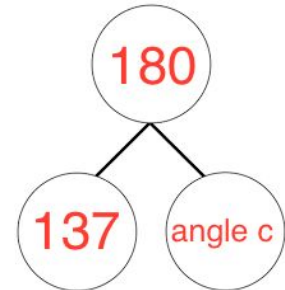
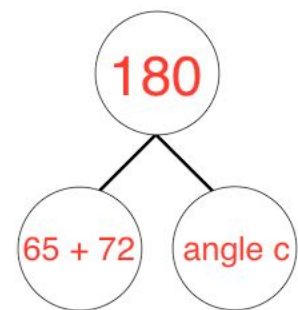
$$\angle a = 180^\circ - 112^\circ$$

$$\angle a = 68^\circ$$



$$\angle b = 180^\circ - 78^\circ$$

$$\angle b = 102^\circ$$



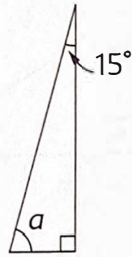
$$\angle c = 180^\circ - 137^\circ$$

$$\angle c = 43^\circ$$

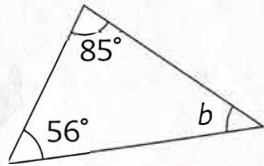
Independent Practice: Exercise 5

1. The following figures are not drawn to scale. Find the unknown marked angles. Then, check the box if it is a right triangle. (Remember! A right triangle is a triangle with one right angle.)

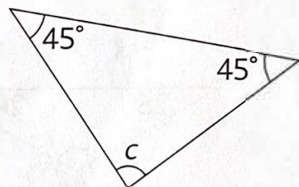
(a)



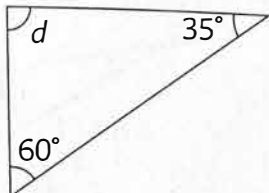
(b)



(c)



(d)

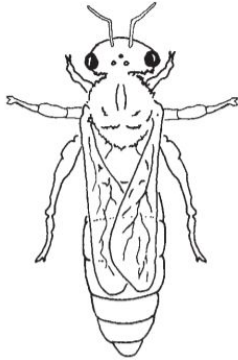


Name: _____

Date: _____

Directions: Read articles and then answer questions below. Answer short answer questions in complete sentences.

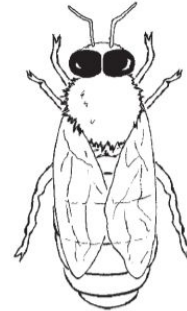
Queen



Worker



Drone



1. Name three distinct features of each caste of honey bee.

Queen

Worker

Drone

2. How do worker bees choose and prepare a queen bee for her role? _____

3. Why do queen bees not gather honey like worker bees? _____

4. Why can't drones gather their own food or defend the colony? _____

Name: _____

Section: _____

W8 Tuesday Translation

“Fēlix et fūr” part 2

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

ita - thus, in this way

parvus - little

īnfāns - baby

servō - I protect (pf. *servāvī*)

rēs - thing, matter

audiō - I hear (pf. *audīvī*)

laetus - happy

liberō - I set free (pf. *liberāvī*)

igitur - therefore

libertus - freedman

Sentences

1) *ita Fēlix parvum īnfantem servāvīt.*

2) *Fēlix: dominus, postquam rem audīvīt, erat laetus et mē liberāvīt.*

3) *ego igitur sum libertus.*

4) *Quīntus: sed quis erat īnfāns.*

5) *Caecilius: erat Quīntus.*

Daily Student Instruction Sheet - WEDNESDAY

WEDNESDAY – 5/13/20

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 [first half of Ch. 16 of *Where the Red Fern Grows* \(p. 209-215\)](#)
- **ANNOTATE** the main ideas and events of the chapter

Materials needed:

- [Where the Red Fern Grows Ch.16](#)
- Pencil
- [Bookmark](#)

Daily Student Instruction Sheet - WEDNESDAY

[Ch. 15-16 Unfamiliar Words & Vocabulary Guide](#)

Ch. 16 Part 1 Annotation Worksheet

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

READ [Ch. 16 \(p. 209-215\) of *Where the Red Fern Grows*](#) **LOOKING** for the following main ideas and events: **(I)**

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

Why is “daylight” a threat to coon hunting?

Describe one thing Grandpa did that made Billy, Papa, and the judge laugh?

What caused Billy’s heart to swell with pride?

COMPLETE Ch. 16 Part 1 Annotation Worksheet **(I)**

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

Grammar/Writing

Goal/Objective:

- Students will review compound elements. They will practice labelling them in a sentence and diagramming them.

Materials needed:

“Compound Elements” notes via [link](#).

“Compound Elements” worksheet.

“Compound Elements AK” via [link](#).

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

(I) Students will read the review notes on compound elements.

(I) Students will complete the “Compound Elements” worksheet.

(PA) Parents will check their students worksheet for correctness using the parent answer key.

MATH

(25 Minutes)

Math

Goal/Objective:

- Find unknown angles in a triangle.
- Review objective: Identify isosceles and equilateral triangles by their angle properties.

Some students may need help interpreting the notes today. It would be best for an adult to read it with them. You also have the option to use the Math Teaching Video which follows the notes closely.

Materials needed:

5B Textbook p. 86-87

1 piece of paper

Scissors

Rocket Math Adv. Multiplication Set O Practice Key

<https://drive.google.com/file/d/1iq0WPh1oSInIqSCw3XAaYOjcnzRG0tl6/view?usp=sharing>

Math Teaching Video: Angle Properties of Isosceles and Equilateral Triangles

<https://cloud.swivl.com/v/933cfe91d6c011db7fefe92a1a837d5b>

W8 Math Answer Key

Daily Student Instruction Sheet - WEDNESDAY

https://drive.google.com/file/d/1nm3wS_CqEtJQz2XwCsoS4zjqva9i0O25/view?usp=sharing

Optional Math Check Video

<https://cloud.swivl.com/v/683c82c364aa696ac385445fec2450b2>

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

- (PA) Rocket Math Adv. Multiplication Set O
 - 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 5B textbook page 86 and 87.
 - For page 86, write your answers for Penny and Timmy's questions on the notes page in your packet.
 - On task 1, trace the triangle on a piece of paper, cut it out, and fold it in half. Write down what you notice. You have to trace and cut the line exactly for this activity to work. You can also see me do it at the beginning of [today's math teaching video](#).
 - Read task 2.
 - Skip task 3.
- Read notes on "Angle Properties of Isosceles and Equilateral Triangles." Today's notes are in the printed packet and posted in the Wednesday assignment for Google Classroom.
 - Complete check points and [check answers with the key](#).
 - Optional: Watch the "[Angle Properties of Isosceles and Equilateral Triangles](#)" video with notes in hand and complete check points. Check answers with [the key](#).
- Complete the independent practice: Exercise 7.
 - This assignment has two pages which each have four problems: a, b, c, and d. Problems a-c are required on both pages. Problem d is optional on both pages.
 - Check answers with [the key](#).
 - For additional assistance with the independent practice, please watch [Mrs. Cramer's check video](#).

HISTORY

(25 Minutes)

History

Goal/Objective: Understand what event starts the war. Key concepts: goals and advantages of the North and the South in the Civil War.

Materials needed: [Start and Strategies Reading](#), "Start and Strategies" WKST

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

- Read slides (1-6) (I) [reading video](#)
 - answer questions (1-2)
- Read slide (7)
 - answer questions (3-4)

Daily Student Instruction Sheet - WEDNESDAY

	<ul style="list-style-type: none"> <input type="checkbox"/> Read slides (8-10) <ul style="list-style-type: none"> <input type="checkbox"/> answer question (5) <input type="checkbox"/> Read slides (11-13) <ul style="list-style-type: none"> <input type="checkbox"/> answer question (6) <input type="checkbox"/> Read slides (14) <ul style="list-style-type: none"> <input type="checkbox"/> answer question (7) <p>[OPTIONAL]: Memorize lines 6-7 of Gettysburg Address recitation video</p>
<p>LATIN (15 Minutes)</p>	<p><i>Latin</i> Goal/Objective: 1) Begin translating “avārus” Materials needed: (1) “W8 Wednesday Translation” worksheet; (2) “W8 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 “W8 Wednesday Translation” worksheet <input type="checkbox"/> (I) Check your work, making corrections in red ink or pencil, using either: <ul style="list-style-type: none"> <input type="checkbox"/> “W8 Wednesday Answer Key”, or ... <input type="checkbox"/> W8 Wednesday Guided Translation video <input type="checkbox"/> (I) Optional: Watch “The Pontifex Song” video and sing along. <input type="checkbox"/> (I) Optional: Watch “Amo La Bamba” video and sing along.
<p>Specials</p>	<p>Specials are NOT optional. Please see the Specials section of the packet or the Specials assignment in Google Classroom for instructions.</p>
<p>Optional:</p> <p>Earn House Points in the Final Race to the House Cup!</p>	<p>Dear Pevensies, Dwarves, Hobbits, and Mice!</p> <p>We have a real fight for the house cup on our hands! Read this flyer for more information on how to win points for the house cup. You can turn in your submissions for house points on Google Classroom or by emailing your homeroom teacher: Miss Carrigee, Miss Sims, Mrs. Conrad, or Mr. Eberlein.</p>

Spalding Spelling List (20 min)

Instructions and an answer key are provided below.

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

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

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

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

→ Remind students to use their phonogram knowledge and spelling rules

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

WEDNESDAY SPALDING LIST (Parent Key)

Word	Example sentence	Notes
<u>re</u> <u>ci</u> <u>pe</u> r. 2, 4	My mom has the best chocolate cake recipe .	r. 2 r. 4
<u>re</u> <u>cei</u> <u>pt</u> r. 4, 2, 12	You need the receipt in order to return the shoes.	r. 4 r. 2 r. 12
<u>spe</u> <u>cial</u> r. 14	Pay special attention to the last paragraph.	r. 14
<u>es</u> <u>pe</u> <u>cial</u> <u>ly</u> r. 14, 6	I made this pie especially for you.	r. 14 r. 6
<u>an</u> <u>nu</u> <u>al</u> r. 29, 4	It is time for your annual check up.	r. 29 r. 4

Name: _____ Date: _____ # _____

Spalding Spelling List

Wednesday

1st Dictation



2nd Dictation

Where the Red Fern Grows

Chapter 16 Part 1 (p. 209-215)

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 is “daylight” a threat to coon hunting? # _____

2. Describe one thing Grandpa did that made Billy, Papa, and the judge laugh? # _____

3. What caused Billy’s heart to swell with pride? # _____

Name: _____

Date: _____

Compound Elements

Directions: Label the parts of speech in the following sentences. (Make sure to label compound subjects, compound verbs, compound prepositional phrases, and compound sentences.) Then diagram.

1. House Baggins and House Oakenshield were fishing.
2. The three quick Reepicheep boys were running and racing.
3. House Pevensies and House Reepicheep have red relics.
4. Reepicheep scurried and scrambled up the bank.
5. House Oakenshield makes riddles and sings songs.

Wednesday Math Notes, "Angle Properties of Isosceles and Equilateral Triangles"

Read p. 86 of your textbook. Then answer the following questions about triangles, A, B, C, and D.

Penny's Questions:

Which triangles have two equal sides? _____

What are they called? _____

Timmy's Questions:

Which triangles have three equal sides? _____

What are they called? _____

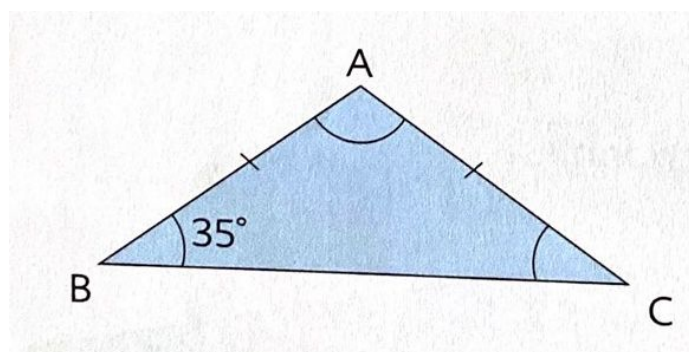
On p. 87 of your textbook, trace the triangle in task 1 on a separate sheet of paper. Then cut it out of your paper. (Do not cut the textbook.)

What do you notice? _____

Read task 2 on p. 87. Skip task 3 on p. 87.

Today we are discussing **isosceles triangles** and **equilateral triangles**. These are names for triangles which classify them according to their sides. However, each of these triangles has special angle properties.

An isosceles triangle has *at least* two equal sides and two equal angles. The angles opposite of the equal sides are equal.

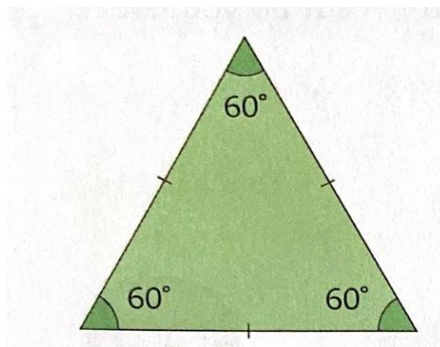


Do you see the tick marks on two of the sides of triangle ABC? Those tick marks tell us that those two sides are equal to one another. That means that this is an isosceles triangle.

In an isosceles triangle, angles that are opposite of equal sides are also equal. In triangle ABC, side AC and side BA are equal. Side AC is opposite of $\angle ABC$ and side BA is opposite of $\angle BCA$. Therefore, $\angle ABC$ and $\angle BCA$ are equal.

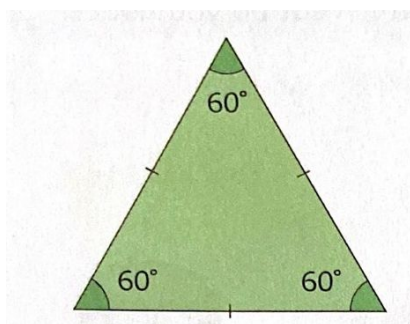
If $\angle ABC$ is equal to $\angle BCA$, then $\angle BCA$ is also 35° . We do not need to solve for an unknown to find out!

An equilateral triangle has three equal sides and three equal angles. Each angle is 60° .

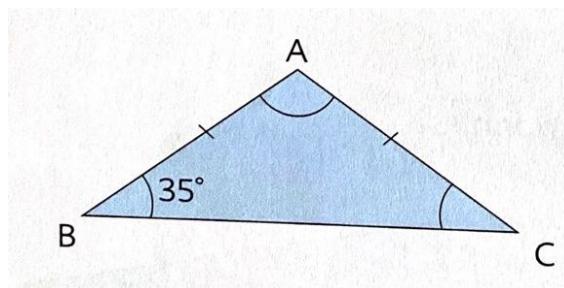


The tick marks on each side indicate that all three sides are equal. Just like the isosceles triangle, angles that are opposite of equal sides are also equal.

Remember, all equilateral triangles are also isosceles triangles because an isosceles triangle has at least two equal sides. But some isosceles triangles have only two equal sides and are not equilateral triangles.

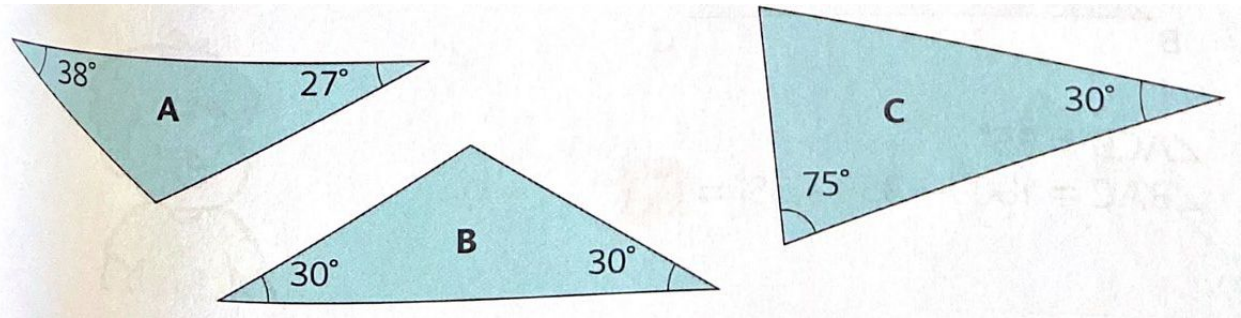


Equilateral and Isosceles
3 equal sides and 3 equal angles



Only Isosceles
Only 2 equal sides and 2 equal angles.

Let's practice finding out if a triangle is an isosceles, equilateral, scalene, or a right triangle. (A scalene triangle has no equal sides. A right triangle has one 90° angle.)



For triangle A, we see two angles are not equal, but we do not know the third angle. However, when we look at triangle A, we can see that the unknown angle is obtuse while both of the known angles are acute. Therefore, all angles and sides are not equal. (That's a **SCALENE** triangle.) You can solve for the unknown angle if you want to double check.

$$\begin{aligned}\angle A + 38^\circ + 27^\circ &= 180^\circ \\ \angle A &= 180^\circ - 38^\circ - 27^\circ \\ \angle A &= 142^\circ - 27^\circ \\ \angle A &= 115^\circ\end{aligned}$$

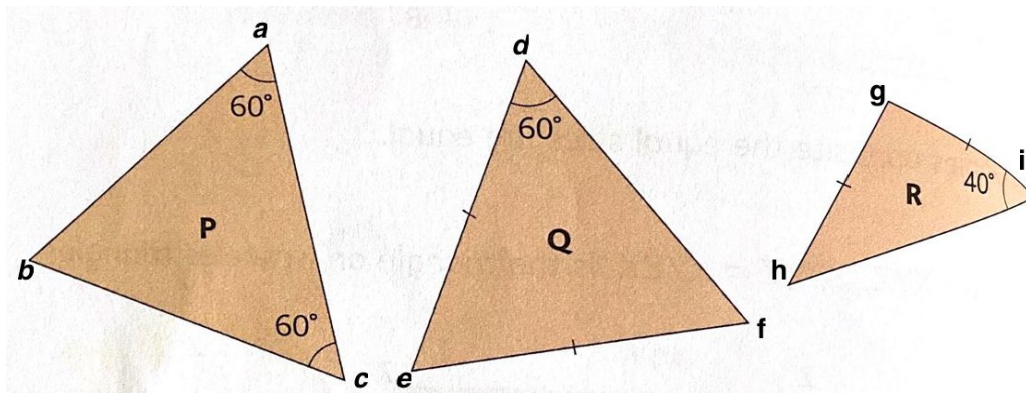
For triangle B, we can already tell that it is an isosceles triangle because we see that the two marked angles are equal.

For triangle C, we have to solve for the unknown angle to discover whether it is an isosceles triangle.

$$\begin{aligned}\angle C + 30^\circ + 75^\circ &= 180^\circ \\ \angle C + 105^\circ &= 180^\circ \\ \angle C &= 180^\circ - 105^\circ \\ \angle C &= 75^\circ\end{aligned}$$

We can double check our answer by adding all the angles together to see if they equal 180° .
 $75^\circ + 75^\circ + 30^\circ = 180^\circ$ ✓ We are correct!

Because there are two equal angles in triangle C, we know that triangle C also has two equal sides. Therefore it is an isosceles triangle. It is not also an equilateral triangle because it has **only** two equal sides.



Let's see what kinds of triangles we have here.

Triangle P has two 60° angles. Let's solve for the unknown angle!

$$\angle b + 60^\circ + 60^\circ = 180^\circ$$

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

$$\angle b = 180^\circ - 120^\circ$$

$$\angle b = 60^\circ$$

Angle b is also 60° ! Therefore this triangle has three equal angles and three equal sides. It is an equilateral triangle! (It is also an isosceles triangle because it has at least two equal sides.)

In triangle Q, we see tick marks on line DE and line EF. That means that line DE and line EF are equal. Remember that angles that are opposite of equal lines are also equal. $\angle EDF$ is opposite of line EF. $\angle DFE$ is opposite of line DE. Therefore $\angle EDF$ and $\angle DFE$ are equal. We know $\angle EDF$ is 60° . Therefore, $\angle DFE$ is also 60° . In triangle P, we saw that when a triangle has two 60° angles, the third angle must also be 60° . So triangle Q is also an equilateral (and isosceles) triangle.

In triangle R, we see that one angle is 40° . In an equilateral triangle, all angles are 60° so this is not an equilateral triangle. From the tick marks, we see that line HG and line GI are equal. That means that the angles opposite of those sides, $\angle GHI$ and $\angle HIG$ are equal and are both 40° . Therefore, this is an isosceles triangle.

If we want we can solve for the missing angle.

$$\angle IGH + 40^\circ + 40^\circ = 180^\circ$$

$$\angle IGH = 180^\circ - 40^\circ - 40^\circ$$

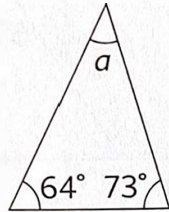
$$\angle IGH = 140^\circ - 40^\circ$$

$$\angle IGH = 100^\circ$$

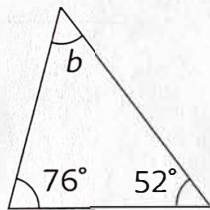
Independent Practice: Exercise 7

1. The following figures are not drawn to scale. Find the unknown marked angles. Then, check the box if it is an isosceles triangle. Problem d is optional.

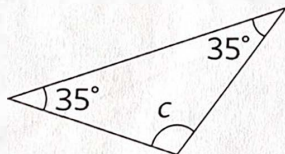
(a)



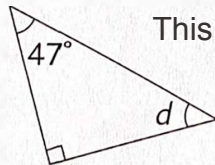
(b)



(c)



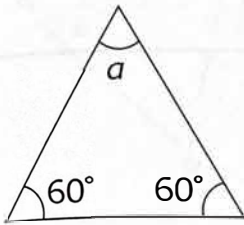
(d)



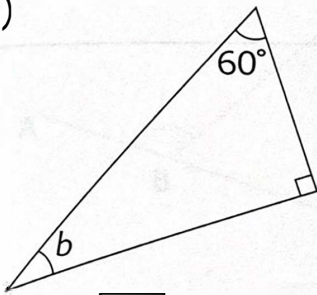
This problem is optional.

2. The following figures are not drawn to scale. Find the unknown marked angle. Then, check the box if the triangle is equilateral. Problem d is optional.

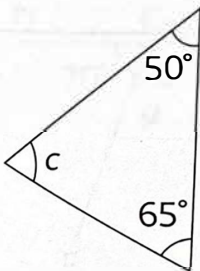
(a)



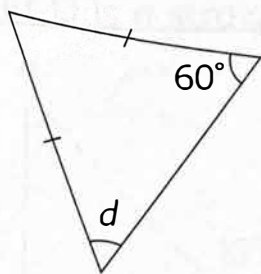
(b)



(c)



(d)



This problem is optional.

Start and Strategies

See the Powerpoint “Start and Strategies” to answer the following questions

1. What is the name of the Battle that marks the first shots of the Civil War?
2. (Review Slides 3-6) Why do some of the Slave States not secede?
3. (Review Slide 7) What is the North’s goal in the Civil War?
4. What is the South’s goal in the Civil War?
5. (Review Slide 10) The North will dominate the South in _____. Because of this, they plan to win a long war.
6. (Review Slide 13) The South will have a “_____ Advantage.” They are fighting to defend their own homes and land.
7. (Review Slide 14) The South’s army will also have more experienced and inspiring _____.



Name: _____

Section: _____

W8 Wednesday Translation

“avārus”

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

duo - two

fūr - thief

ōlim - once

contendō - I hurry (pf. *contendī*)

mercātor - merchant

habitō - I live, dwell (pf. *habitāvī*)

senex - old man

avārus - miser, greedy man

pecūnia - money

habeō - I have (impf. *habēbam*)

Sentences

1) *duo fūrēs ōlim ad villam contendēbant.*

2) *in villā mercātor habitābat.*

3) *mercātor erat senex et avārus.*

4) *avārus multam pecūniam habēbat.*

Name: _____

Section: _____

“Slaves and freedmen”

Instructions

- Read “Slaves and freedmen” from pp. 78-81 in *Cambridge Latin Course* (scans provided)
- Answer the following questions.

Questions

1)

2)

3)

4)

Daily Student Instruction Sheet - THURSDAY

THURSDAY – 5/14/20

ELA

Spalding
(20 Minutes)

Literature
(15 Minutes)

Grammar/Writing
(20 Minutes)

Reading
(20+ minutes)

Spalding

Goal/Objective:

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

Materials needed:

- Sharpened pencil
- 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. 16 Part 2 of Where the Red Fern Grows \(p. 216-223\)](#)
- **ANNOTATE** the main ideas and events of this chapter

Materials needed:

- [Where the Red Fern Grows Ch. 16](#)
- Pencil

Daily Student Instruction Sheet - THURSDAY

- [Bookmark](#)
- [Ch. 15-16 Vocabulary and Unfamiliar Words Guide](#)
- Ch. 16 Part 2 Annotation & Vocabulary Worksheet

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

- READ** [Ch. 16 \(p. 216-223\)](#) **LOOKING** for the following main ideas and events: **(I)**
- Optional video:** [Read along with Miss Franzmann](#) **LOOKING** for the following main ideas and events:
 - What did the campers see Old Dan and Little Ann do in the campground?
 - Why did Papa tell Billy about the two mules?
 - Explain how the two dogs doctored one another.
 - What would you title Chapter 16?
- COMPLETE** Ch. 16 Part 2 Annotation Worksheet **(I)**
- A [Literature Key](#) is available for you to check your progress.

Grammar/Writing

Goal/Objective:

- Students will review direct and indirect objects, direct address, understood “you”, and interjections. They will practice labelling them in a sentence and diagramming them.

Materials needed:

- “Grammar Review” notes via [link](#).
- “Grammar Review” worksheet.
- “Grammar Review AK” via [link](#).
- Optional: “Grammar Review Video” via [link](#).

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

- (I)** Students will read the grammar review notes.
- (I)** Students will complete the “Grammar Review” worksheet.
- (PA)** Parents will check their students worksheet for correctness using the parent answer key.
- (I)** Optional: Students can watch “Grammar Review Video” for extra guidance.

MATH

(25 Minutes)

Math

Goal/Objective:

- Discover the sum of angles in a quadrilateral.
- Use that knowledge to solve for missing angles in a quadrilateral.

Materials needed:

Scissors and a piece of paper

5B Math Textbook p. 93

Rocket Math Adv. Multiplication Set O Practice Key

<https://drive.google.com/file/d/1iq0WPh1oSInIqSCw3XAaYOjcnzRG0tl6/view?usp=sharing>

Video Demonstration of Activity from TB 93

<https://cloud.swivl.com/v/5d7a2fe763d1c83206af9f0349b4d54e>

Daily Student Instruction Sheet - THURSDAY

Math Teaching Video: The Sum of Angles in a Quadrilateral
<https://cloud.swivl.com/v/2f754c56689234a67dd61c96db786612>

W8 Math Answer Key

https://drive.google.com/file/d/1nm3wS_CqEtJQz2XwCsoS4zjqva9i0O25/view?usp=sharing

Optional Math Check Video

<https://cloud.swivl.com/v/6f4e9d02bd978d0dd45b8bb5a5103645>

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

- (PA)** Rocket Math Adv. Multiplication Set O
 - 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 5B textbook p. 93 and follow the directions to complete the activity.
 - You will need a paper and scissors for this activity.
 - If you are not sure if you are following the directions correctly, you can see a demonstration on [this video](#).
- Read notes on “The Sum on Angles in a Quadrilateral” 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 [“The Sum of Angles in a Quadrilateral” video with notes in hand](#) and complete check points. Check answers with [the key](#).
- Complete the independent practice: Exercise 10.
 - Check answers with the key.
 - For additional assistance with the independent practice, please watch [Mrs. Cramer’s check video](#).

HISTORY

(25 Minutes)

History

Goal/Objective: Understand the motivations and effects of the Emancipation Proclamation, 1863. Key Concepts: The proximity of Richmond and D.C., Battle of Antietam.

Materials needed: [Antietam and Proclamation Reading](#), “Antietam and Proclamation” WKST.

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

- Read slides (1-3) **(I)** [reading video](#)
 - answer question (1)
- Read slides (4-8)
 - answer question (2)
- Read slide (9)
 - answer question (3)
- Read slides (10-11)

Daily Student Instruction Sheet - THURSDAY

	<ul style="list-style-type: none"> <input type="checkbox"/> answer question (4) <input type="checkbox"/> Read slides (12-13) <input type="checkbox"/> answer question (5) <p>[OPTIONAL]: Read Extra Resource on Generals of the Civil War, memorize lines 6-7 of Gettysburg Address</p>
<p>LATIN (15 Minutes)</p>	<p><i>Latin</i> Goal/Objective: 1) Continue translating “avārus” Materials needed: (1) “W8 Thursday Translation” worksheet; (2) “W8 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 “W8 Thursday Translation” worksheet <input type="checkbox"/> (I) Check your work, making corrections in red ink or pencil, using either: <ul style="list-style-type: none"> <input type="checkbox"/> “W8 Thursday Answer Key”, or ... <input type="checkbox"/> W8 Thursday Guided Translation video <input type="checkbox"/> (I) Optional: Watch “The Pontifex Song” video and sing along. <input type="checkbox"/> (I) Optional: Watch “Amo La Bamba” video and sing along.
<p>Specials</p>	<p>Specials are NOT optional. Please see the Specials section of the packet or the Specials assignment in Google Classroom for instructions.</p>
<p>Optional: Earn House Points in the Final Race to the House Cup!</p>	<p>Dear Pevensies, Dwarves, Hobbits, and Mice!</p> <p>We have a real fight for the house cup on our hands! Read this flyer for more information on how to win points for the house cup. You can turn in your submissions for house points on Google Classroom or by emailing your homeroom teacher: Miss Carrigee, Miss Sims, Mrs. Conrad, or Mr. Eberlein.</p>

Spalding Spelling List (20 min)

Instructions and an answer key are provided below.

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

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

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

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

→ 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>com mit</u> r. 29	Please commit to the dress code.	r. 29
<u>com mit tee</u> r. 29, 10	The committee decided to change the park hours.	r. 29 r. 10
<u>ad jec tive</u> ₂	Find the adjective in the sentence.	
<u>ad van tage</u>	His height gave him the advantage in the game.	
<u>af fect</u> r. 29	The accident will affect the value of the car.	r. 29

Name: _____ Date: _____ # _____

Spalding Spelling List

Thursday

1st Dictation



2nd Dictation

Where the Red Fern Grows

Chapter 16 Part 2 (p. 216-223)

Annotation Worksheet

Name: _____ # _____

Date: _____



SHORT ANSWER DIRECTIONS:

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

1. What did the campers see Old Dan and Little Ann do in the campground? # _____

2. Why did Papa tell Billy about the two mules? # _____

3. Explain how the two dogs doctored one another. # _____

4. What would you title Chapter 16?

Name: _____

Date: _____

Grammar Review

Directions: *Label the following sentences. (Make sure to label direct and indirect objects, direct address, understood "you", and interjections.) Then diagram.*

1. Come my young friend.
2. The man pushed his straw hat back, scratched his head, and laughed ruefully.
3. Handsome Joe baked his friend a chocolate birthday cake.
4. Run around the corner!
5. At eight in the morning, write on your goal sheet for the day.

Name: _____

Date: _____

6. Stand up, Joshua.

7. Betty, the mailman dropped you a package from your great aunt.

8. Yikes! Did I hear a scream?



Name _____

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

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

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

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

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Start



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One-Minute Test

Goal Completed

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

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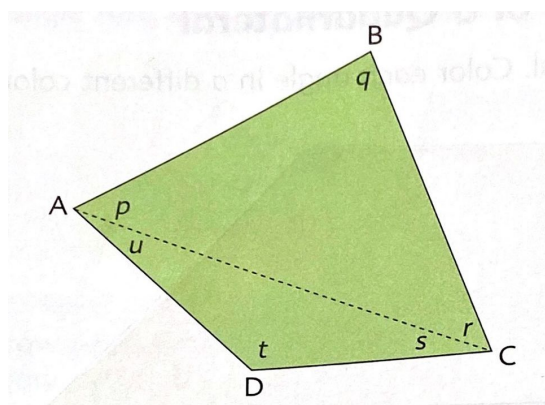
Thursday Math Notes, “The Sum of Angles in a Quadrilateral”

Before you start today’s notes, read 5B textbook p. 93 and follow the directions to complete the activity. You will need a paper, scissors, and 3-4 colors for this activity. If you are not sure if you are following the directions correctly, you can see a demonstration in [this video](https://cloud.swivl.com/v/5d7a2fe763d1c83206af9f0349b4d54e).
<https://cloud.swivl.com/v/5d7a2fe763d1c83206af9f0349b4d54e>

When you finish the activity on p. 93 of the 5B textbook, you should see that all four angles meet at the point and create a 360° angle when they are put together. Therefore...

The angles of any quadrilateral add up to 360° .

Let’s look at Quadrilateral ABCD below to see another proof that the sum of the angles in any quadrilateral is 360° .



The quadrilateral above is a non-parallelgram because it has no pairs of parallel sides. This non-parallelgram has been divided into two different triangles: *triangle stu* and *triangle pqr*. We know that the angles in a triangle always have a sum of 180° . Therefore...

$$\text{Sum of angles of Triangle ABC} = \angle p + \angle q + \angle r = 180^\circ$$

$$\text{Sum of angles of Triangle CDA} = \angle s + \angle t + \angle u = 180^\circ$$

$$\text{Sum of angles of Quadrilateral ABCD} = \angle p + \angle q + \angle r + \angle s + \angle t + \angle u$$

$$\text{Sum of angles of Quadrilateral ABCD} = 180^\circ + 180^\circ = 360^\circ$$

Or, in other words, the sum of the angles in Quadrilateral ABCD add up to 360° because it is made of two triangles whose angles add up to 180° . $180^\circ + 180^\circ = 360^\circ$.

We can use the knowledge that the sum of the angles in any quadrilateral is 360° to find unknown angles in quadrilaterals.

Please observe the following examples to see how to find an unknown angle in a quadrilateral. Then try it yourself on the independent practice.

Method 1: Add all of the angles and subtract them from 360° .

$$\angle a + 70^\circ + 100^\circ + 100^\circ = 360^\circ$$

$$\angle a + 270^\circ = 360^\circ$$

$$\angle a = 360^\circ - 270^\circ$$

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

$$\angle k + 60^\circ + 140^\circ + 100^\circ = 360^\circ$$

$$\angle k + 300^\circ = 360^\circ$$

$$\angle k = 360^\circ - 300^\circ$$

$$\angle k = 60^\circ$$

Method 2: Subtract each of the given angles from 360° .

$$\angle a + 70^\circ + 100^\circ + 100^\circ = 360^\circ$$

$$\angle a + 70^\circ + 100^\circ = 360^\circ - 100^\circ$$

$$\angle a + 70^\circ = 260^\circ - 100^\circ$$

$$\angle a = 160^\circ - 70^\circ$$

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

$$\angle k + 60^\circ + 140^\circ + 100^\circ = 360^\circ$$

$$\angle k + 60^\circ + 140^\circ = 360^\circ - 100^\circ$$

$$\angle k + 60^\circ = 260^\circ - 140^\circ$$

$$\angle k = 120^\circ - 60^\circ$$

$$\angle k = 60^\circ$$

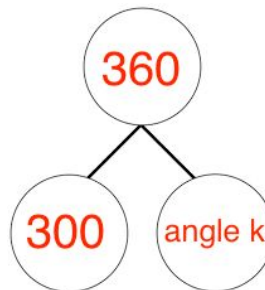
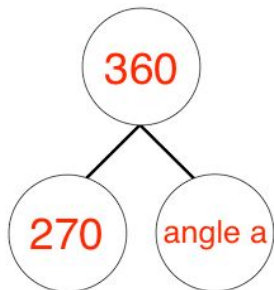
You can also use number bonds!

Step 1: Add the given angles.

$$70^\circ + 100^\circ + 100^\circ = 270^\circ$$

$$60^\circ + 140^\circ + 100^\circ = 300^\circ$$

Step 2: Fill in your number bond.



Step 3: Subtract the known part from the whole to find the unknown part.

$$\angle a = 360^\circ - 270^\circ$$

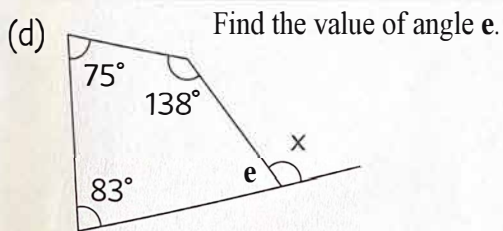
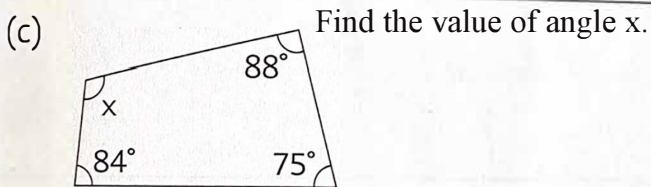
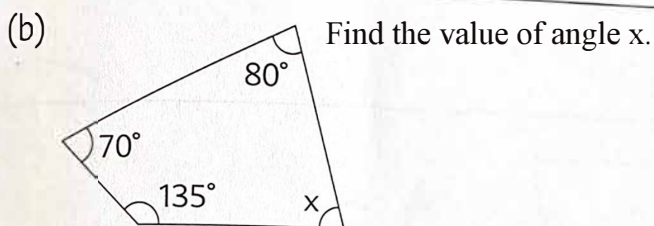
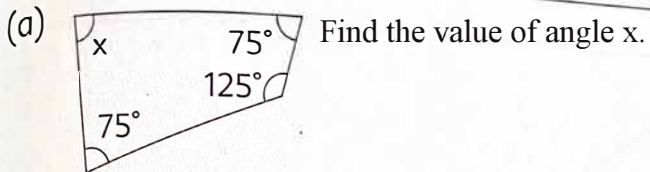
$$\angle a = 90^\circ$$

$$\angle k = 360^\circ - 300^\circ$$

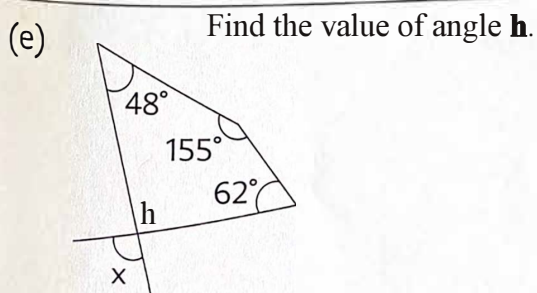
$$\angle k = 60^\circ$$

Independent Practice: Exercise 10

1. Find the unknown angles.



Optional challenge: Find the value of angle x .



Optional challenge question: How do we know that the value of angle x is the same as the value of angle h ? See the list of angle properties from Monday for help.

Antietam and Emancipation Proclamation

See the Powerpoint “Antietam and Proclamation” to answer the following questions

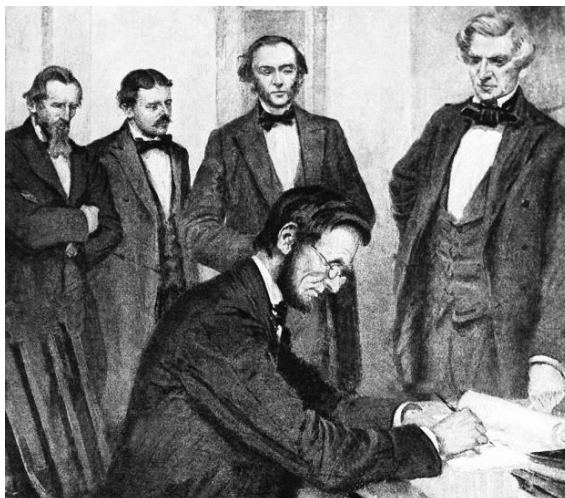
1. Why was McClellan a frustrating leader for the Union army?
 - a. He drank too much
 - b. He was a coward
 - c. He was too cautious
 - d. He carelessly let the enemy discover his plans

2. (Review Slide 8) Why is the Battle of Antietam Creek famous in U.S. History?

3. (Review Slide 9) Why does Lincoln demote General McClellan after the Battle of Antietam?
 - a. McClellan lost the battle
 - b. McClellan insulted Lincoln
 - c. McClellan failed to pursue Lee’s army quick enough
 - d. McClellan carelessly let the enemy discover his battle plans

4. (Review Slide 11) Whom does the Emancipation Proclamation declare freedom for?
 - a. All slaves in the U.S.
 - b. All slaves in the Northern states
 - c. All slaves in the Southern states

5. (Review Slide 12-13) The Emancipation Proclamation does not immediately free many (if any) slaves. How does the Emancipation Proclamation take the Union one step closer to winning the Civil War?



Name: _____

Section: _____

W8 Thursday Translation

“avārus”

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

postquam - after

intrō - I enter (pf. *intrāvī*)

ātrium - main room, atrium

circumspectō - I look around (pf.

circumspectāvī)

avārus - miser, greedy man

inquit - said

sōlus - alone

servus - slave

habeō - I have

tum - then

tablīnum - study, office

Sentences

1) *fūrēs*, *postquam vīllam intrāvērunt*, *ātrium circumspectāvērunt*.

2) "avārus" *inquit fūr*, "est *sōlus*."

3) "avārus *servum nōn habet*."

4) *tum fūrēs tablīnum intrāvērunt*.

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 – 5/15/20

Week 8: 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 18th.

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 18th.

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: pencil, optional: grammar notes from the week

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

- Complete the grammar graded review independently. (I)

Daily Student Instruction Sheet - FRIDAY

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

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

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

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

Student will write review words correctly one time each.

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

Word	Example sentence
triangle	A triangle has three sides.
variety	H.E.B. sells a variety of vegetables.
vehicle	Her vehicle was stolen.
vicinity	He lives in the general vicinity of the school.
volunteer	A volunteer is needed to clean the kitchen.
yacht	She went sailing on a yacht.
immediate	This requires your immediate attention.
convene	We will convene for a meeting on Tuesday.

Word	Example sentence
convenient	When is a convenient time for you to meet?
preliminary	The preliminary results of the experiment are encouraging.
recipe	My mom has the best chocolate cake recipe .
receipt	You need a receipt in order to return the shoes.
special	Pay special attention to the last paragraph.
especially	I made this especially for you.
annual	It is time for your annual check up.
commit	Please commit to the dress code.
committee	The committee decided to change the park hours.
adjective	Find the adjective in the sentence.
advantage	His height gave him the advantage in the game.
affect	The accident will affect the value of the car.

First Name: _____ Last Name: _____ Class: _____

Graded Review for Week 8 of Distance Learning

Spalding Graded Review

Goal/Objective:

- Students will review 20 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



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Literature Graded Review

Chapter 15 Part 1

1. True or False: Old Dan shows care and concern for Little Ann by making sure she has her food before he eats.

Chapter 15 Part 2

2. In complete, cursive sentences, explain how Billy was awarded the small silver cup.

Chapter 16 Part 1

3. What made Billy's heart swell with pride during the championship coon hunt?
 - a. How Grandpa proved to be an expert coon hunter.
 - b. Even though Old Dan and Little Ann had lost the trail and everyone thought they had lost their chance, the dogs did not give up.
 - c. That Old Dan and Little Ann were getting more coons than any other dogs at the championship coon hunt.
 - d. All of the Above

Chapter 16 Part 2

4. What do Old Dan and Little Ann when the hunting is over for the night?
 - a. Old Dan stands perfectly still with his eyes closed and his head hanging down while Ann licks his wounds.
 - b. Little Ann lets Old Dan lick her wounds.
 - c. They eat a big meal and go to sleep.
 - d. A & B

5. Write the titles you gave Chapters 15 and 16 here:

Chapter 15: _____

Chapter 16: _____

Grammar/Writing Graded Review

Part I: *Fill in the blanks for the following definitions.*

Adjectives describe _____ or _____.

Adverbs describe adjectives, _____, or another _____.

Every prepositional phrase, as a _____, acts like an adjective or

_____.

Part II: *Label the following sentences and diagram.*

1. Abruptly, he stopped the man and told him the problem.

2. Stand firm and fight with valor.

Friday, Graded Review

3. The girl was drawing and her brother was coloring.

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 _____

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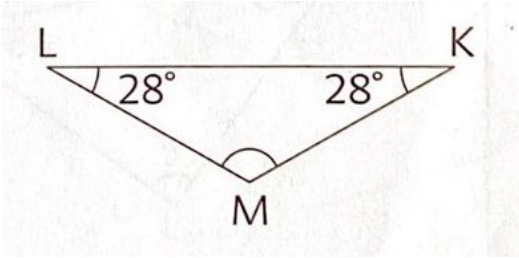
Answer as many problems as you can in 2 minutes.



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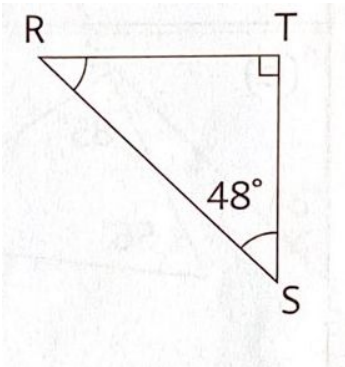
Part 2: Properties of Angles

1. The sum of angles that meet at a point is equal to _____ degrees.
2. The sum of angles in a triangle is _____ degrees.
3. The sum of angles that meet in a quadrilateral is _____ degrees.
4. Please choose the best answer to identify the following triangle.



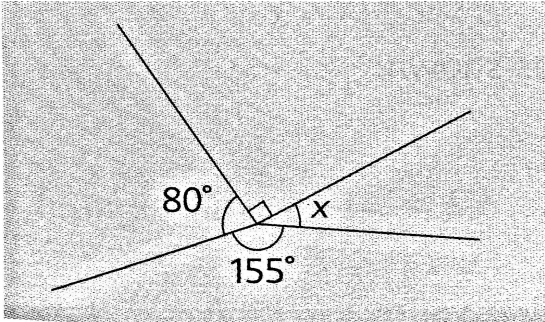
- A Right Triangle
- B Isosceles Triangle
- C Equilateral Triangle
- D Both Isosceles and Equilateral Triangle

5. Please choose the best answer to identify the following triangle.

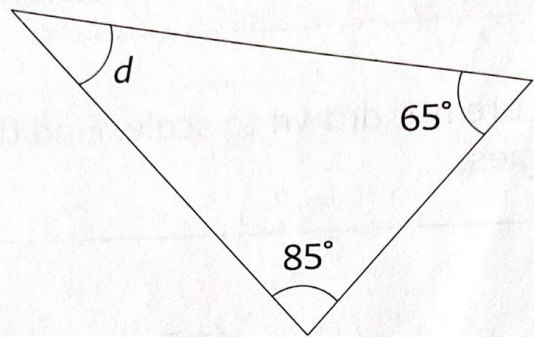


- A Right Triangle
- B Isosceles Triangle
- C Equilateral Triangle
- D Both Isosceles and Equilateral Triangle

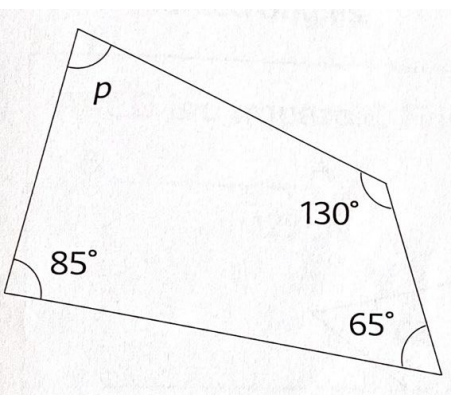
6. Solve for the unknown marked angles. Show your work.



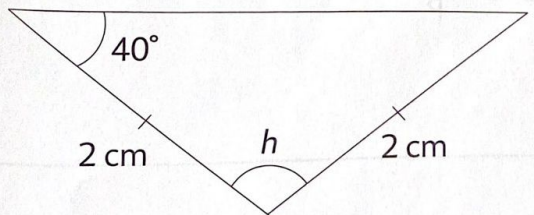
Solve for angle x .



Solve for angle d .

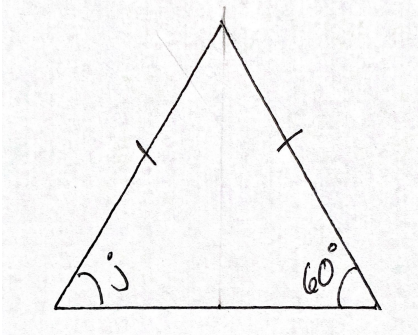


Solve for angle p .



Solve for angle h .

7. This is an equilateral (and isosceles) triangle. Describe in complete sentences how we can tell that it is an equilateral triangle.



Recommended Break

Science Graded Review

Answer the following questions with the appropriate answer: A. Egg B. Larva C. Pupa D. Adult

1. ____ Stage at which eyes, legs, and wings grow
2. ____ Is fed by worker bees
3. ____ Is about the size of the dot on an "i"
4. ____ Chews its way out of the cell

Answer the following with the appropriate answer: A. Queen B. Worker C. Drone

5. ____ Collects pollen for the hive
6. ____ No stinger
7. ____ Largest of the Honeybees
8. ____ Lays eggs for the hive
9. ____ Can only sting once
10. ____ Job is to mate with the Queen

History Graded Review

1. What was the goal of the South in the Civil War?
 - a. To end slavery
 - b. To preserve the practice of slavery
 - c. To steal the North's foreign business
 - d. To gain independence and become their own country
2. Why did some slave states stay with the Union even after the Confederacy formed?
 - a. Lincoln promised them they could still sell their cotton to Britain
 - b. The North was fighting to keep the country together, not to free slaves
 - c. Because the South fired the first shots of the Civil War
 - d. They just wanted to be left alone
3. What was the North's greatest advantage in the Civil War?
4. In what region of the U.S. were most Civil War battles fought (North or South)?

Friday, Graded Review

5. Lincoln's "Emancipation Proclamation" proposes that all slaves in states rebelling against the Union are forever free. What was the main effect that this document had on the Civil War?
 - a. It freed all of the slaves in the South
 - b. It freed all slaves everywhere in the U.S.A.
 - c. It ruined the Confederacy's plans to ally with Britain
 - d. It acknowledged the independence of the Confederate States

6. What was the nickname of the North's long-term war strategy (hint: it's an animal)?

Recommended Break

Latin Graded Review

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

1) Choose the best translation:

Fēlix fūrem paene necāvit.

- A. The thief almost killed Felix.
- B. Felix almost killed the thief.
- C. Felix almost hit the thief.
- D. Felix was always killing thieves.

2) Choose the best translation:

ita Fēlix parvum īnfantem servāvit.

- A. Yes, Felix served the little baby.
- B. In this way Felix served the little baby.
- C. In this way Felix protected the little baby.
- D. Once Felix protected the little baby.

3) Choose the best translation:

avārus multam pecūniam habēbat.

- A. The miser had much money.
- B. The miser was having a good time.
- C. The miser lived with a lot of money.
- D. The miser was living on very little money.

4) As a rule, we translate the Latin imperfect tense with an English past progressive tense (“was verbing/were verbing”). However, we have seen some other ways to translate it. How else might we translate the Latin imperfect tense?

- A. Always with an English simple past.
- B. Sometimes with an English simple past (depending on the particular verb).
- C. With an English future tense.
- D. With an **incipient** past (“he/she/they ***began*** to verb”).
- E. Both B and D.
- F. All of the above.

5) Which of the following verbs are perfect tense: *intrāvērunt*, *circumspectābant*, *contendēbant*, *habitāvērunt*?

- A. *intrāvērunt* and *circumspectābant*
- B. *circumspectābant* and *contendēbant*
- C. *contendēbant* and *habitāvērunt*
- D. *habitāvērunt* and *intrāvērunt*