GreatHearts
Northern Oaks

Distance Learning Packet

May 18 - 22, 2020

5th grade

Ms. Carrigee

Ms. Sims

Mrs. Conrad

Mr. Eberlein

Ms. Franzmann

UNDER THE LION'S MANE

Student Name: _____ Section: _

Table of Contents

Letter to Parents

Weekly Schedule

- Monday student Instructions
- Project Pages
  - Project Options and Instruction Pages
  - Literature Project Option 1: Time Capsule Template
  - Literature Project Option 2: Diary Entry Template
  - Literature Project Option 3: Newspaper Template
  - Literature Project Option 4: Character Project Template
  - Revising and Editing Checklist
- Monday student pages
- Tuesday student Instructions
- Tuesday student pages
- Wednesday student Instructions
- Wednesday student pages
- Thursday student Instructions
- Thursday student pages

Friday Graded Review

Letter to Parents

Dear parents,

Congratulations to you and your students on your progress through distance learning! Parents, we could not do it without you.

This is our review week and the structure will be a little different. We have already finished History, Science, and required work in Latin for the year. This week we will only work on Literature and Math.

For Literature, we will finish reading *Where the Red Fern Grows* and your student will choose one of four options for a simple literature project to be submitted for a grade at the end of the week. For Monday through Thursday, we will read one chapter a day, answer 4- 5 brief questions about the reading, and work 20 minutes on the literature project. On Friday, you will submit the project, with a revising and editing checklist, in place of a graded review.

For math, we will review adding positive and negative integers, graphing a linear equation, and solving for an unknown angle in a triangle or quadrilateral. There will be a graded review on Friday.

The following week will be a week for enrichment and catching up on late packets. Our specials teachers for Music, Art, P.E., and Latin are preparing some optional enrichment activities for your students.

Each homeroom will have a Literature Celebration for *Where the Red Fern Grows* Thursday, May 28th. Please check your emails for an invitation from your student's homeroom teacher. Also in week ten, a winner for the house cup will be announced in a video of the end of year house ceremony.

Thank you to each and every one of you for your courage and perseverance in our distance learning journey! We miss our students to pieces but we are proud of their progress and hope to see them walk the halls as fine young sixth graders.

Best regards,

Miss Carrigee *Miss Sims* *Mrs. Conrad* *Mr. Eberlein*

Miss Franzmann *Miss Kelly* *Miss Milligan*

Daily Student Instruction Sheet - MONDAY

MONDAY – 5/18/20

Literature Review

Literature
(25 Minutes reading + 20 minutes project)

Literature

Goal/Objective:

- **READ** the Ch. 17 of *Where the Red Fern Grows* (p. 224-236)
- **ANNOTATE** the main ideas and events of this chapter

Materials needed:

- ❏ *Where the Red Fern Grows* Ch. 17
- ❏ Pencil
- ❏ Bookmark
- ❏ Ch. 17 Worksheet

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

- ❏ **READ** Ch. 17 (p. 224-236) **LOOKING** for the following main ideas and events: **(I)**
- ❏ **Optional video:** Read along with Miss Sims **LOOKING** for the following main ideas and events:
  - ❏ What does Billy do when Papa and Grandpa tell him to turn back?
  - ❏ How does Grandpa respond when he falls and hurts his ankle?
  - ❏ What impresses the judge about Billy and his dogs?
  - ❏ How does Grandpa show support to Billy when Billy is concerned about his coons at the end of the chapter?
  - ❏ What would you title Ch. 17?
- ❏ **COMPLETE** Ch. 17 Annotation Worksheet **(I)**

Literature Project

Choose your literature project!

There are four different options. You only need to choose **ONE** option. There will not be any extra points for doing more than one.

- ❏ Read the project instruction page and choose your project.
  (The instruction page and all of the project pages immediately follow this Student Instruction Sheet.)
- ❏ Work on your project for 20 minutes.

No reading log for week 9.

MATH Review

(25 Minutes)

Math

Goal/Objective:

- Review adding positive and negative integers

Materials needed:

Rocket Math Adv. Multiplication Set P Practice Key
Math Teaching Video
W9 Math Answer Key
Optional Math Check Video

Daily Student Instruction Sheet - MONDAY

	Specific Instructions (I=independent; PA= Parent assistance): ❏ **(PA)** Rocket Math Adv. Multiplication Set P ❏ 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 "Adding Positive and Negative Integers." Today's notes are in the printed packet and posted in the Monday assignment for Google Classroom. ❏ Optional: Watch the "Adding Positive and Negative Integers" video with notes in hand. ❏ Complete the independent practice. ❏ Check answers with the key. ❏ For additional assistance with the independent practice, please watch Mrs. Cramer's check video.
OPTIONAL Activities for House Points	Dear Pevensies, Dwarves, Hobbits, and Mice! 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.

Where the Red Fern Grows

Name:_____ # _____

Final Project Options

LITERATURE PROJECT DIRECTIONS:

A. Read over and consider the four **OPTIONS** for your final project.
B. Pick only **ONE** option and circle it.
C. Spend time each day working on completing your project.

OPTION 1: TIME CAPSULE

A time capsule is a container that stores objects chosen as being typical of the time. It is buried with the intent to help someone in the future learn about you and the time in which you live.

If you were to create a time capsule for "Where the Red Fern Grows," what FIVE items would you choose to represent characters and or events of this book?

On the attached TIME CAPSULE page do the following:

Step 1: Draw an example of each item. Make sure to add color and detail to make it really stand out!

Step 2: Write a 1-2 sentence explanation of why you chose each item and how it represents the character or event in the book.

Step 3: Proofread your descriptions using the proofreading/editing checklist at the end of this packet. Please turn in the proofreading checklist with your project at the end of the week.

OPTION 2: CHARACTER ANALYSIS QUOTES

Step 1: Choose one character from the book.

Step 2: Look in the text for at least THREE quotes that describe the character and/or tell something about how the character looks.

Step 3: Write out your quotes using your best hand lettering, calligraphy, or Spalding handwriting on the worksheets provided.

Step 4:

A. Draw a picture of the character based on the description in the book on the worksheet provided.

OR

B. Write a paragraph about the virtue of this character on the worksheet provided. Proofread your paragraph using the proofreading/editing checklist at the end of this packet.

OPTION 3: DIARY ENTRY

From a first-person perspective (using "I," and "me"), write a fictitious short story using one of the following options:

→ describing how you either overcame a perilous situation (against the elements or nature) or…
→ describing how you outsmarted a clever coon's ingenious trick with Old Dan and Little Ann.

Step 1: BRAINSTORM ideas for your Diary Entry (see the attached Brainstorming page)

Step 2: Write a ROUGH DRAFT of your story on a lined sheet of paper

Step 3: REVISE and EDIT your rough draft using the proofreading/editing checklist at the end of this packet. Please turn in the proofreading checklist with your project at the end of the week.

Step 4: Write the FINAL draft of your story on the worksheet provided. You will only turn in the FINAL draft.

TIPS FOR A GOOD DIARY ENTRY

1. A good diary entry will use complete cursive sentences with strong VERBS, ADJECTIVES, and ADVERBS.
2. A good diary entry will have a clear introduction, problem (or predicament), and resolution.
3. A good diary entry will read continuously, not choppy.
4. Good descriptive writing should be used to draw the reader into the problem.
5. A good diary entry will be at least 1.5 pages long written in complete, cursive sentences.

OPTION 4: NEWSPAPER

Create the front page of a newspaper. Write an article about a big event from the book. Interview Billy! Use the newspaper template provided in the packet OR make your own.

Step 1: In the HORIZONTAL BOX AT THE TOP of the page, write the name of your newspaper. You can make this up! Try to write this title in bold writing or with fancy script writing. On the line below, write the headline for your main article about an event from the book.

Step 2: In the BIG IMAGE BOX ON THE LEFT, draw a picture from a big event in *Where the Red Fern Grows*. You may choose an event from the examples below, or choose your own.

- The championship coon hunt
- Billy goes to town to get his dogs
- Billy trees his first coon and chops down the Big Tree
- Billy saves Little Ann using the handle of his lantern

Step 3: Write a FIVE-sentence newspaper report below the event you drew.

Step 4: Pretend you are an interviewer at the big hunt (Ch. 15-18). In the COLUMN ON THE RIGHT, write questions for an interview with Billy about his dogs and hopes for the hunt. Write Billy's answers to the questions.

Example:
Q: "Billy, how are you feeling about the big hunt?"
A: "I'm really nervous, but I trust my dogs completely!"

Step 5: In the LAST BOX, add something creative!

Examples:

1. An advertisement from something in the book
2. A joke
3. Another drawing
4. A list of town events
5. An obituary for a character that died

Step 6: Proofread your newspaper article using the proofreading/editing checklist at the end of this packet. Please turn in the proofreading checklist with your project at the end of the week.

Where the Red Fern Grows

Name:_____ # _____

Option 1: Steps 1 & 2

Time Capsule

TIME CAPSULE DIRECTIONS:

A. In the Picture Box, draw an example of each item you have chosen for your Time Capsule

B. Make sure to add color and detail to make it really stand out!

C. In the Description Box, write a 1-2 sentence explanation of why you chose each item and how it represents the character or event in the book.

D. Proofread your descriptions using the proofreading/editing checklist at the end of this packet. Please turn in the proofreading checklist with your project at the end of the week.

Description	Picture

Description	Picture

Where the Red Fern Grows

Name:_____ # _____

Option 2: Step 3

Quote 1

Where the Red Fern Grows

Name:_____ # _____

Option 2: Step 3

Quote 2

Where the Red Fern Grows

Name:_____ # _____

Option 2: Step 3

Quote 3

Where the Red Fern Grows

Name:_____ # _____

Option 2: Step 4A

Character Picture

Where the Red Fern Grows

Name:_____ # _____

Option 2: Step 4B

Character Virtue Paragraph

CHARACTER VIRTUE PARAGRAPH DIRECTIONS:

A. In 3-5 complete, cursive sentences, describe the virtues of the character you have chosen.
B. Cite one of the quotes you selected from the text as evidence.
    a. Example of how to cite a quote: Eustace changed when, "He realized that he was a monster cut off from the whole human race" (p. 98).
C. Discuss one way you could develop a virtue you admire in him or her.
D. Proofread your descriptions using the proofreading/editing checklist at the end of this packet.
E. Turn in the proofreading checklist with your project at the end of the week.

Where the Red Fern Grows

Name:_____ # _____

Option 3: Step 1

Diary Brainstorm

DIARY BRAINSTORM DIRECTIONS:

A. Follow the directions in each step to brainstorm ideas for your diary entry.

Step 1	**Predicament/Climax**
Decide what the predicament, or the climax, of your story will be and write it in the adjoining box → ☆ What new trick does a raccoon pull to try and fool Old Dan and Little Ann? ☆ Does snowy weather, a storm, or a ferocious animal threaten your dogs? ☆ Do you get invited to the World Championship Coon Hunt?	
Step 2	**Descriptive Writing**
Use descriptive writing to describe the predicament and write it in the adjoining box → ☆ What sights are important? ☆ What sounds are important? ☆ What smells are important? ☆ What touches are important? ☆ What tastes are important?	

Step 3	Rising Action
Next, decide how you and your dogs get into this situation and write it in the adjoining box → ☆ Are you out hunting one night? ☆ Does Grandpa come up with a new idea? ☆ Does Mama decide you can no longer hunt?	
Step 4	**Falling Action/Resolution**
Decide what happens after the climax and how the story ends. Write it in the adjoining box → ☆ How do you escape the predicament? ☆ How do you outsmart the coon? ☆ How do you and your hounds win in the end?	

Where the Red Fern Grows

Name:_____ # _____

Option 3: Step 4

Date: _____

Diary Entry Final Draft

DIARY ENTRY DIRECTIONS:

A. After you have edited and revised your Rough Draft, write the Final Draft of you Diary Entry, in CURSIVE, in the space provided.

Revision Checklist	Proofreading Checklist
❑ Is the topic clear? ❑ Is it a worthwhile topic to argue? ❑ Is the content of the paragraph true and accurate? ❑ Is the topic sentence well-written and interesting? ❑ Do the three points give specific reasons to support the topic sentence? ❑ Are the points well organized? ❑ Does each point have a supporting sentence that offers detail or example? ❑ Does each sentence focus on one subject? ❑ Does the essay transition well from sentence to sentence or does it sound awkward in between sentences? ❑ Do the sentences follow each other in an order that makes sense? ❑ Does the conclusion summarize the main idea of the essay?	❑ Do all sentences have a subject and a verb? ❑ Does the subject agree with the verb in each sentence? ❑ Do all sentences begin with a capital letter? ❑ Do all sentences end with a period? ❑ Do all sentences make sense? ❑ Are adverbs and adjectives used? ❑ Is the paragraph indented? ❑ Are the words spelled correctly? ❑ Are capitalization and punctuation correct? ❑ Is the grammar correct? ❑ Is the paper written in neat cursive? ❑ Delete "I think" and "I believe." ❑ Add a title.

Where the Red Fern Grows

Name:_____ # _____

Chapter 17

Date: _____

Annotation Worksheet

MULTIPLE CHOICE DIRECTIONS:

A. In your book, mark with a **star** ☆ and **underline** the text that answers the questions below.

B. Circle the correct answer.

1. When Papa and Grandpa tell Billy he should turn back he

a. Starts sobbing
b. Agrees to turn back
c. Explains that he has never left his dogs before and can't now
d. A and C

2. When Grandpa falls and hurts his ankle, he tells the men

a. To stop fussing over him
b. To get the coons out of the tree
c. That he can't feel a thing
d. All of the above

3. When they find the judge, he is impressed by

a. How big the coon they found is
b. The dogs' devotion and ability to understand what Billy is thinking
c. How strong Billy's dogs are
d. How much Billy loves his Grandfather

4. When Billy is worried about his coons at the end of the chapter, his grandfather encourages him

a. To run after them
b. To cry it out
c. To focus on skinning the coons they already have
d. To drop out of the competition

5. What would you title Chapter 17?

_____

Rocket Math®

10s, 11s, 12s Multiplication

Set **P**

Name _____

12 × 6	6 × 12	12 × 3	3 × 12	12 × 7	2 × 12	12 × 5	9 × 12	1 × 10	11 × 11
Start									
7 × 12									12 × 2
3 × 12									12 × 6
12 × 9									5 × 12
7 × 11									12 × 7
12 × 2									6 × 12
7 × 12									3 × 12
12 × 6									12 × 3
5 × 12									12 × 2
12 × 3									9 × 12
3 × 12	12 × 9	12 × 6	2 × 12	12 × 5	12 × 10	12 × 7	2 × 12	6 × 12	12 × 3

One-Minute Test

Goal ☐ Completed ☐

12 × 3 =	12 × 2 =	11 × 5 =	12 × 10 =	1 × 11 =	12 × 11 =	11 × 7 =
12 × 6 =	9 × 11 =	4 × 11 =	11 × 3 =	2 × 12 =	10 × 12 =	6 × 11 =
2 × 11 =	10 × 11 =	11 × 1 =	5 × 12 =	11 × 9 =	12 × 1 =	11 × 10 =
12 × 12 =	10 × 7 =	4 × 10 =	10 × 2 =	10 × 5 =	6 × 12 =	10 × 1 =
3 × 10 =	9 × 12 =	12 × 7 =	10 × 11 =	11 × 8 =	10 × 4 =	11 × 4 =
11 × 11 =	5 × 11 =	1 × 12 =	11 × 2 =	10 × 8 =	12 × 10 =	6 × 12 =
11 × 6 =	2 × 10 =	7 × 11 =	12 × 5 =	6 × 10 =	7 × 12 =	10 × 9 =
7 × 10 =	10 × 3 =	9 × 10 =	8 × 11 =	3 × 11 =	1 × 10 =	12 × 6 =

(c) Rocket Math Permission to copy granted to Katie Franzmann until September 11th, 2020

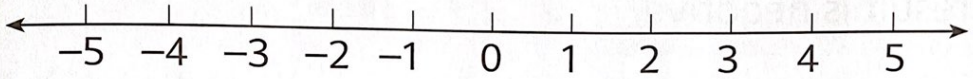
Monday Math Notes: Adding Positive and Negative Integers Review Notes

Integers

Negative numbers are used to represent numbers less than a starting number of 0.

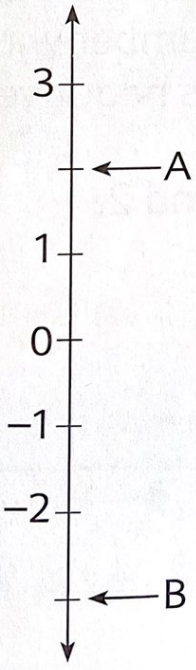
On a horizontal number line, **positive integers** start at 0 and count to the right. **Negative integers** start at 0 and count to the left. 0 is an integer, but it is neither negative nor positive.

1. Draw a number line to show the integers between −5 and 4.

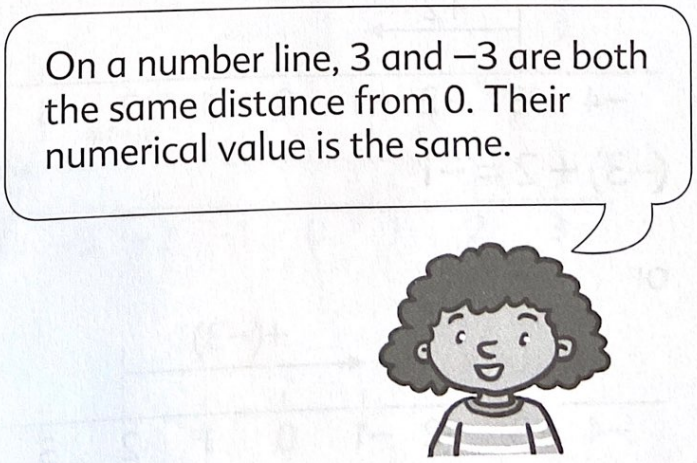


On a vertical number line, positive integers start at 0 and count up. Negative integers start at 0 and count down.

2. What number does each letter represent on the number line?

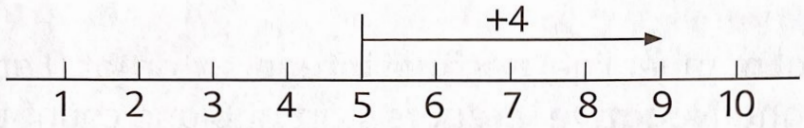


A = 2
B = −3



To add two positive integers, add their numerical values. The result is positive.

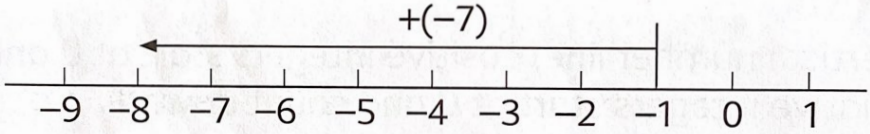
3. Use a number line to add positive integers 5 and 4.



$5 + 4 = 9$

To add two negative integers, add their numerical values. The result is negative.

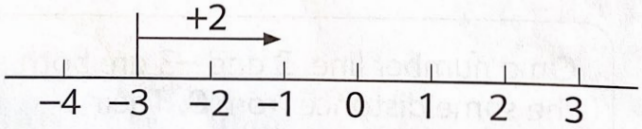
4. Use a number line to add negative integers −1 and −7.



$(-1) + (-7) = -8$

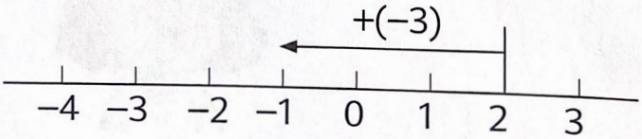
To add a positive and a negative integer, find the difference of their numerical values. If the number with the larger numerical value is positive, the result is positive. If the number with the larger numerical value is negative, the result is negative.

5. Use a number line to find the sum of −3 and 2.



$(-3) + 2 = -1$

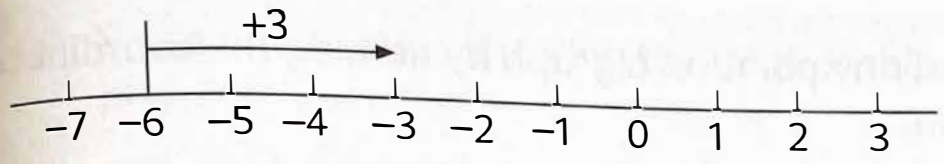
or



$2 + (-3) = -1$

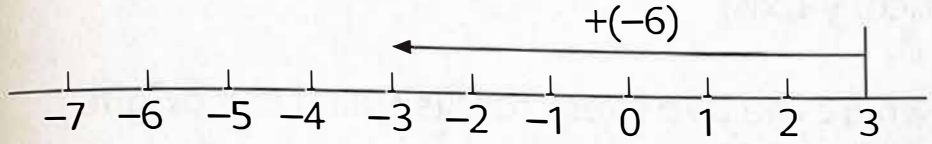
© 2008 Marshall Cavendish International (Singapore) Private Limited

6. Use a number line to find the sum of –6 and 3.



$(-6) + 3 = -3$

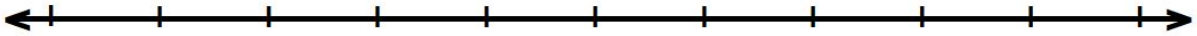
or



$3 + (-6) = -3$

Monday Math Independent Practice

1. Label the number line below to show the integers between (-7) and 3.

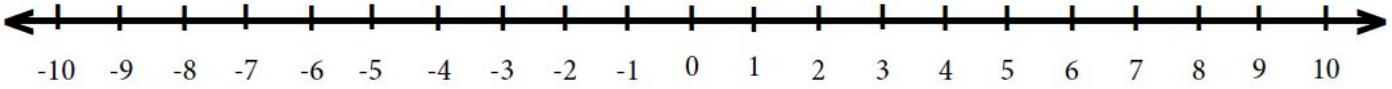


2. Arrange the numbers in order, beginning with the greatest (- 11), 8, (- 6), 11.

_____

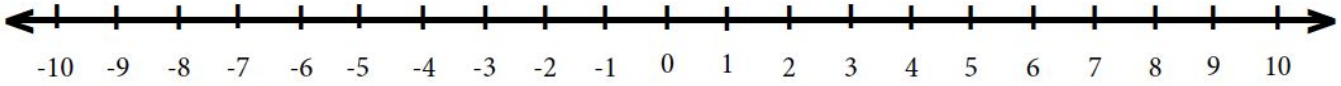
Adding Positive Integers

3. Add 2 + 5 on the number line.

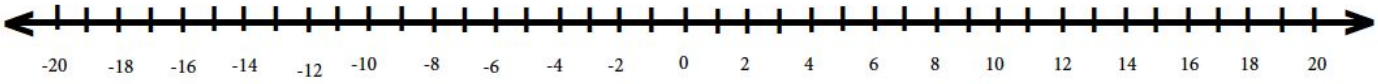


Adding Negative Integers

4. Add (-3) + (- 4) on the number line.



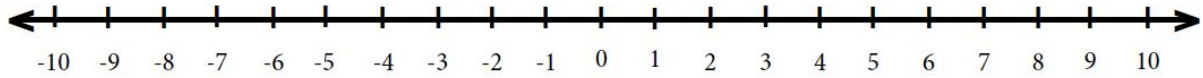
5. Add (- 7) and (- 9) on the number line.



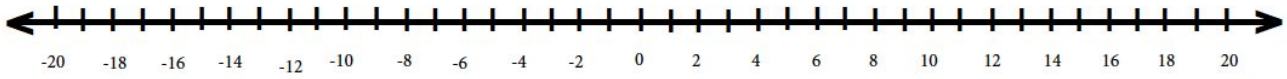
6. (-6) + (-14) = _____
7. (- 42) + (- 18) = _____
8. (-25) + (-119) = _____

Adding a Positive and a Negative Integer

9. Add (- 2) + (8) on a number line.



10. Add 17 + (- 19) on a number line.



11. (- 8) + 11 = _____

12. (- 78) + 45 = _____

13. 100 + (- 55) = _____

Daily Student Instruction Sheet - TUESDAY

TUESDAY – 5/19/20	
Literature Review Literature (25 minutes reading + 20 minutes project)	***Literature*** Goal/Objective: ● **READ** the Ch. 18 of *Where the Red Fern Grows* (p. 237-251) ● **ANNOTATE** the main ideas and events of this chapter Materials needed: ❑ *Where the Red Fern Grows* Ch. 18 ❑ Pencil ❑ Bookmark ❑ Ch. 18 Annotation Worksheet Specific Instructions (I=independent; PA=dependent): ❑ **READ** Ch. 18 (p. 237-251) **LOOKING** for the following main ideas and events: **(I)** ❑ **Optional video:** Read along with Miss Carrigee **LOOKING** for the following main ideas and events: ❑ What are Old Dan and Little Ann doing when Billy and Mr. Benson finds them? ❑ What virtue does Mr. Kyle think Old Dan and Little Ann possess that keeps them loyal to Billy? ❑ What does Billy see Mama do before he falls asleep? ❑ What would you title Ch. 18? ❑ **COMPLETE** Ch. 18 Annotation Worksheet **(I)** ***Literature Project*** ● Spend twenty minutes working on your literature project. No reading log for week 9.
MATH Review (25 Minutes)	***Math*** **Goal/Objective:** ● Continue to practice adding positive and negative integers ● Review graphing linear equations **Materials needed:** Rocket Math Adv. Multiplication Set P Practice Key Math Teaching Video W9 Math Answer Key Optional Math Check Video **Specific Instructions (I=independent; PA= Parent assistance):** ❑ **(PA)** Rocket Math Adv. Multiplication Set P ❑ 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

Daily Student Instruction Sheet - TUESDAY

	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 "Graphing Linear Equations." Today's notes are in the printed packet and posted in the Tuesday assignment for Google Classroom. ❏ Optional: Watch the "Graphing Linear Equations" video with notes in hand. ❏ Complete the independent practice. ❏ Check answers with the key. ❏ For additional assistance with the independent practice, please watch Mrs. Cramer's check video.
OPTIONAL Activities for House Points	Dear Pevensies, Dwarves, Hobbits, and Mice! 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.

Where the Red Fern Grows

Name:_____ # _____

Chapter 18

Date: _____

Annotation Worksheet

MULTIPLE CHOICE DIRECTIONS:

A. In your book, mark with a **star** ☆ and **underline** the text that answers the questions below.

B. Circle the correct answer.

1. What were Little Ann and Old Dan doing when Billy and Mr. Benson find them?

a. Fighting the coon
b. Trotting around the tree to keep from freezing
c. Chasing the coon across the river
d. Sleeping in the deep snow

2. Mr. Kyle says that it's not loyalty that keeps the dogs there, but

a. Fear
b. Love
c. Hunger
d. Courage

3. What does Billy see Mama do before he falls asleep?

a. Making a cast for Grandpa
b. Polishing the gold cup
c. Taking Little Ann and Old Dan hunting
d. Bringing food to the dogs and kneeling down to pray

4. What would you title Chapter 18?

_____

Name _____

12 × 6	6 × 12	12 × 3	3 × 12	12 × 7	2 × 12	12 × 5	9 × 12	1 × 10	11 × 11
Start									
7 × 12									12 × 2
3 × 12									12 × 6
12 × 9									5 × 12
7 × 11									12 × 7
12 × 2									6 × 12
7 × 12									3 × 12
12 × 6									12 × 3
5 × 12									12 × 2
12 × 3									9 × 12
3 × 12	12 × 9	12 × 6	2 × 12	12 × 5	12 × 10	12 × 7	2 × 12	6 × 12	12 × 3

One-Minute Test

Goal ☐ Completed ☐

12 × 3 =	12 × 2 =	11 × 5 =	12 × 10 =	1 × 11 =	12 × 11 =	11 × 7 =
12 × 6 =	9 × 11 =	4 × 11 =	11 × 3 =	2 × 12 =	10 × 12 =	6 × 11 =
2 × 11 =	10 × 11 =	11 × 1 =	5 × 12 =	11 × 9 =	12 × 1 =	11 × 10 =
12 × 12 =	10 × 7 =	4 × 10 =	10 × 2 =	10 × 5 =	6 × 12 =	10 × 1 =
3 × 10 =	9 × 12 =	12 × 7 =	10 × 11 =	11 × 8 =	10 × 4 =	11 × 4 =
11 × 11 =	5 × 11 =	1 × 12 =	11 × 2 =	10 × 8 =	12 × 10 =	6 × 12 =
11 × 6 =	2 × 10 =	7 × 11 =	12 × 5 =	6 × 10 =	7 × 12 =	10 × 9 =
7 × 10 =	10 × 3 =	9 × 10 =	8 × 11 =	3 × 11 =	1 × 10 =	12 × 6 =

(c) Rocket Math ***Permission to copy granted to Katie Franzmann until September 11th, 2020***

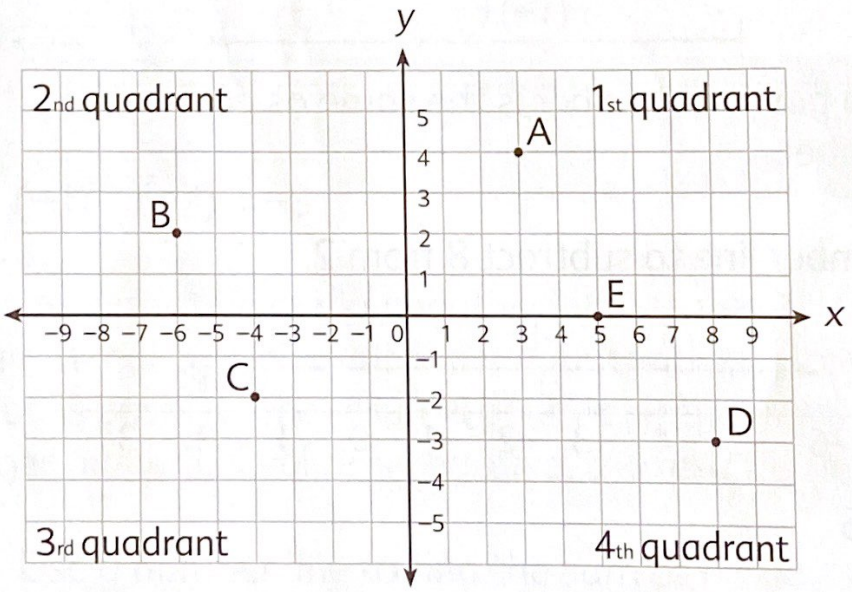
Coordinate Graphs

We can find any point on a graph by naming the **coordinates** of that point.

These coordinates are **ordered pairs** of numbers.
The first number in the pair indicates the location on the horizontal axis and the second number indicates the location on the vertical y-axis.

The point where the two axes cross is called the **origin**.

1. Find the coordinates of each point.



Coordinates of point A: (3, 4)

Coordinates of point B: (−6, 2)

Coordinates of point C: (−4, −2)

Coordinates of point D: (8, −3)

Coordinates of point E: (5, 0)

Tuesday, Math

Tuesday Math Notes, "Graphing Linear Equations Review Continued"

When we graph a linear equation, we follow these steps.

Step 1: Complete the input-output table using algebraic substitution so that we know which points to plot.

Step 2: Graph the points from the ordered pairs in our input-output table.

Step 3: Use a ruler or another straight-edged object to draw a straight line that connects all the points on our graph.

Example

Step 1: Complete the input-output table using algebraic substitution so that we know which points to plot.

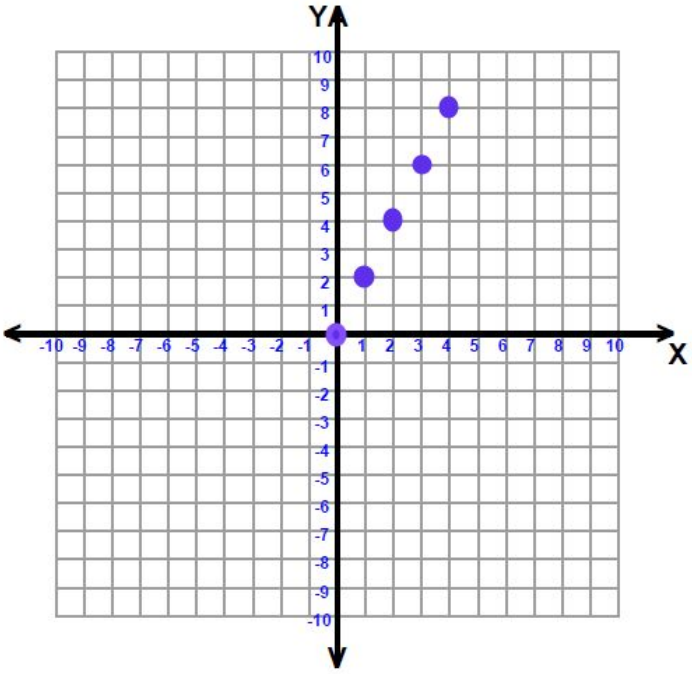
This is an input - output table for the equation y = 2x.

x	0	1	2	3	4
y	**0**				
(x, y)	**(0, 0)**				

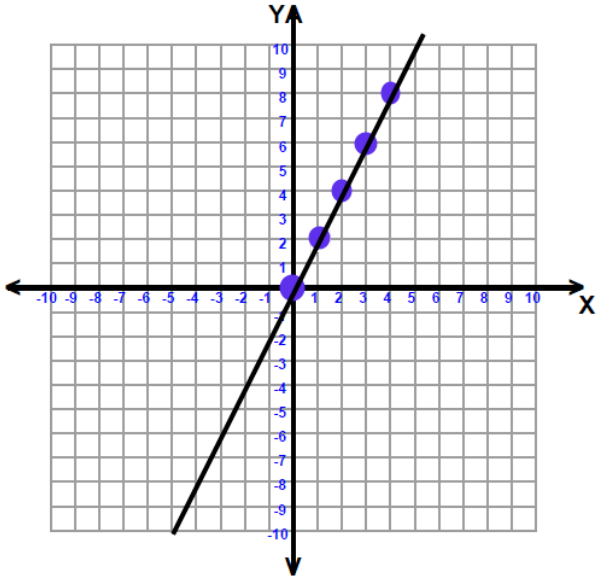
Y = 2x **When x = 0** **y =** 2×0 **y = 0**	y = 2x **x = 1** **y = 2 x 1** **y = 2**	y = 2x **x = 2** **y = 2 x 2** **y = 4**	y = 2x **x = 3** **y = 2 x 3** **y = 6**	y = 2x **x = 4** **y = 2 x 4** **y = 8**

x	0	1	2	3	4
y	**0**	**2**	**4**	**6**	**8**
(x, y)	**(0, 0)**	**(1, 2)**	**(2, 4)**	**(3, 6)**	**(4, 8)**

Step 2: Graph the points from the ordered pairs in our input-output table.



Step 3: Use a ruler or another straight-edged object to draw a straight line that connects all the points on our graph.



Checklist for a good line on a coordinate graph.

- ❏ It's straight! **MAKE SURE THE LINE IS STRAIGHT!**
- ❏ It goes through all of the points!
- ❏ It extends past those points.

Tuesday, Math

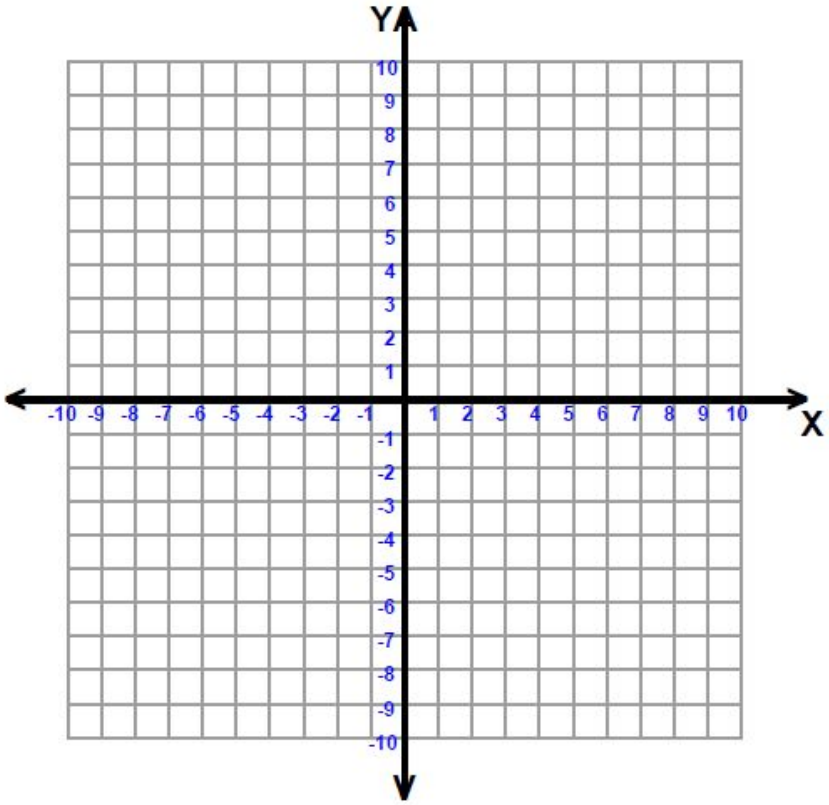
Tuesday Math Independent Practice

1. Graph the equation y = 3 + x.
    a. Complete this input-output table for the equation y = 3 + x.

x	-4	(- 3)	(- 2)	(- 1)	0	1
y	(- 1)					
(x, y)	(- 4, - 1)					

Y = 3 + x	y = 3 + x	y = 3 + x	y = 3 + x	y = 3 + x	y = 3 + x
X = (- 4)	x = (- 3)	x = (- 2)	x = (- 1)	x = 0	x = 1
y = 3 + (- 4)	y =	y =	y =	y =	y =
y = (- 1)	y =	y =	y =	y =	y =

    b. Graph the ordered pairs from the input-output table on the graph below.



    c. Finish the graph of the equation above by drawing a straight line that connects all the points.
    d. Use the checklist and the key to see if you made a good graph of the equation y = 3 + x.

Checklist for a good line on a coordinate graph.

- ❏ It's straight!
- ❏ It goes through all of the points!
- ❏ It extends past those points.

Try to fix your graph if it is incorrect.

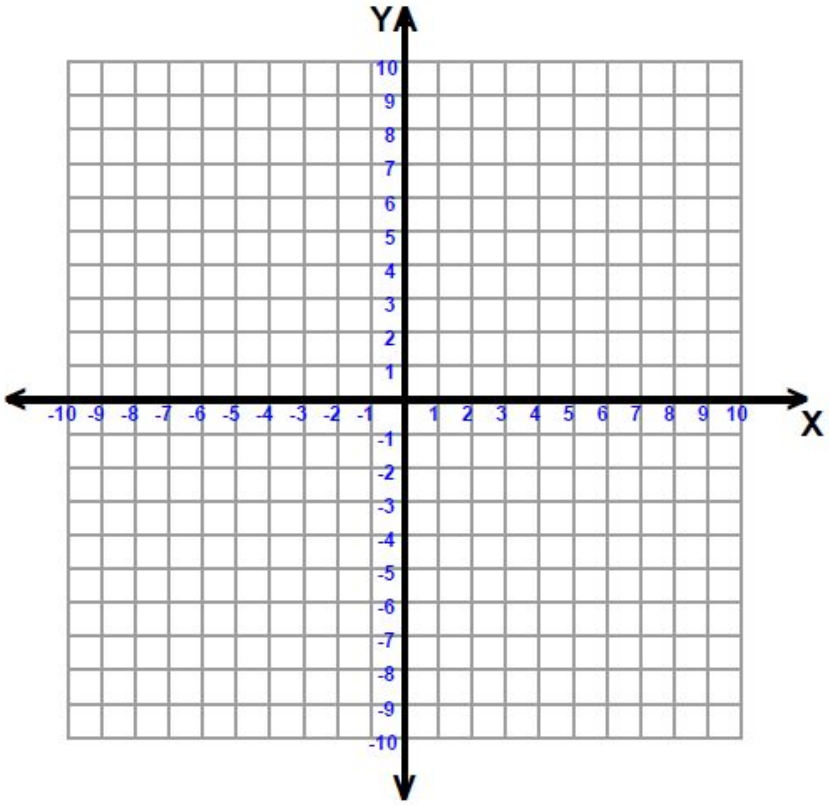
Tuesday, Math

2. Graph the equation y = (- 2) + x.
    a. Complete this input-output table for the equation y = (- 2) + x

x	-4	(- 3)	(- 2)	(- 1)	0	1
y	(- 6)					
(x, y)	(- 4, - 6)					

Y = (- 2) + x	y = (- 2) + x	y = (- 2) + x	y = (- 2) + x	y = (- 2)+ x	y = (- 2) + x
X = (- 4)	x = (- 3)	x = (- 2)	x = (- 1)	x = 0	x = 0
y = (-2) + (-4)	y =	y =	y =	y =	y =
y = (- 6)	y =	y =	y =	y =	y =

    b. Graph the ordered pairs from the input-output table on the graph below.



    c. Finish the graph of the equation above by drawing a straight line that connects all the points.
    d. Use the checklist and the key to see if you made a good graph of the equation y = (- 2) + x.

Checklist for a good line on a coordinate graph.

- ❑ It's straight!
- ❑ It goes through all of the points!
- ❑ It extends past those points.

Try to fix your graph if it is incorrect.

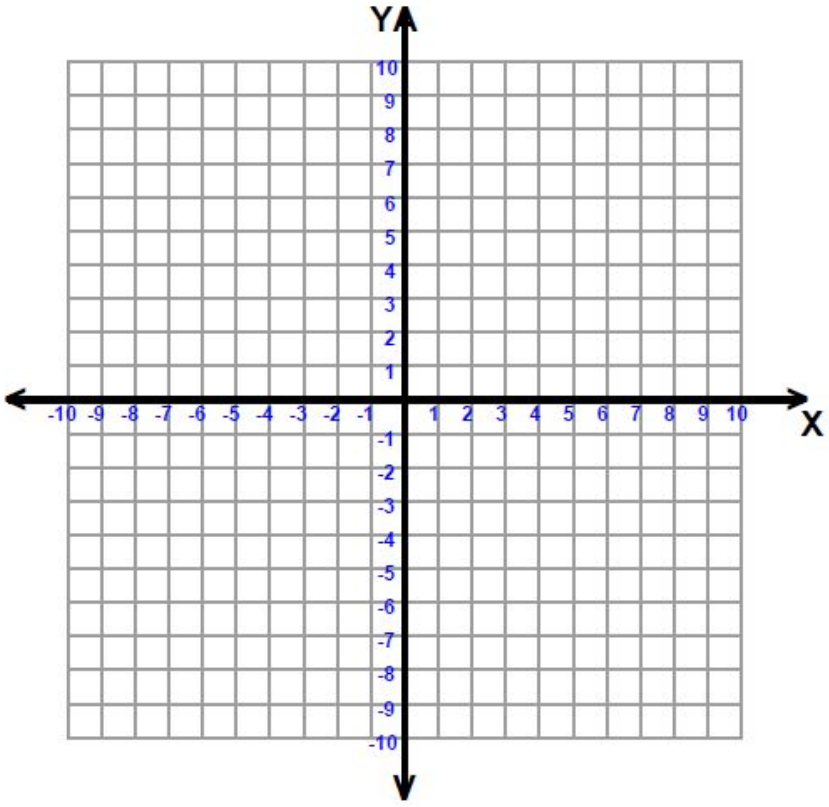
Tuesday, Math

3. Graph the equation y = (- 5) + x.
    a. Complete this input-output table for the equation y = (- 5) + x.

x	-2	(- 1)	0	1	2	3
y	(- 7)					
(x, y)	(- 2, - 7)					

y = (- 5) + x	y = (- 5) + x	y = (- 5) + x	y = (- 5) + x	y = (- 5) + x	y = (- 5) + x
X = (- 2)	x = (- 1)	x = 0	x = 1	x = 2	x = 3
y = (-5) + (-2)	y =	y =	y =	y =	y =
y = (- 7)	y =	y =	y =	y =	y =

    b. Graph the ordered pairs from the input-output table on the graph below.



    c. Finish the graph of the equation above by drawing a straight line that connects all the points.
    d. Use the checklist and the key to see if you made a good graph of the equation y = (- 5) + x.

Checklist for a good line on a coordinate graph.

- ❑ It's straight!
- ❑ It goes through all of the points!
- ❑ It extends past those points.

Try to fix your graph if it is incorrect.

Daily Student Instruction Sheet - WEDNESDAY

WEDNESDAY – 5/20/20

Literature Review

Literature (40 minutes reading + 10 minutes project)

Literature

Goal/Objective:

- **READ** the Ch. 19 of *Where the Red Fern Grows* (p. 252-276)
- **ANNOTATE** the main ideas and events of this chapter

Materials needed:

- ❏ *Where the Red Fern Grows* Ch. 19
- ❏ Pencil
- ❏ Bookmark
- ❏ Ch. 19 Annotation Worksheet

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

- ❏ **READ** Ch. 19 (p. 252-276) **LOOKING** for the following main ideas and events: **(I)**
- ❏ **Optional video:** Read along with Mrs. Conrad **LOOKING** for the following main ideas and events:
  - ❏ Why doesn't Billy like hunting bobcats?
  - ❏ How does Billy finally kill the big cat?
  - ❏ How do Old Dan and Little Ann prove their loyalty to Billy?
  - ❏ What would you title Ch. 19?
- ❏ **COMPLETE** Ch. 19 Annotation Worksheet **(I)**

Literature Project

- Spend twenty minutes working on your literature project.

No reading log for week 9.

MATH Review

(25 Minutes)

Math

Goal/Objective:

- Continue to practice adding positive and negative integers.
- Review finding an unknown angle in a triangle or quadrilateral.

Materials needed:

Rocket Math Adv. Multiplication Set P Practice Key
Finding Unknown Angles in a Triangle
Finding Unknown Angles in a Quadrilateral
W9 Math Answer Key
Optional Math Check Video

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

- ❏ **(PA)** Rocket Math Adv. Multiplication Set P
  - ❏ 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

Daily Student Instruction Sheet - WEDNESDAY

	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 "Finding an Unknown Angle in a Triangle or Quadrilateral." Today's notes are in the printed packet and posted in the Wednesday assignment for Google Classroom. ❏ Optional: You can review this video on Finding Unknown Angles in a Triangle or this video on Finding Unknown Angles in a Quadrilateral. ❏ Complete the independent practice. ❏ Check answers with the key. ❏ For additional assistance with the independent practice, please watch Mrs. Cramer's check video.
OPTIONAL Activities for House Points	Dear Pevensies, Dwarves, Hobbits, and Mice! 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.

Where the Red Fern Grows

Name:_____ # _____

Chapter 19

Date: _____

Annotation Worksheet

MULTIPLE CHOICE DIRECTIONS:

A. In your book, mark with a **star** ☆ and **underline** the text that answers the questions below.

B. Circle the correct answer.

1. Why doesn't Billy like hunting bobcats?

a. They're an endangered species
b. They would cut up his dogs
c. Their fur wasn't any good
d. B & C

2. How does Billy finally kill the big cat?

a. He joins Old Dan and Little Ann in the fight by using his ax to strike a fatal blow
b. His Papa hears the fight and comes with his gun and shoots the cat
c. His lantern brakes and a starts a fire and scares the cat away
d. None of the Above

3. How do Old Dan and Little Ann prove their loyalty to Billy?

a. Old Dan and Little Ann yanked on the cat's tail and pulled it away from Billy
b. Old Dan and Little Ann caught the biggest coon they could find for Billy
c. When Billy was trapped by the cat, Old Dan and Little Ann got between him and the cat and protected him
d. Old Dan and Little Ann would back down from a fight when Billy felt it was too dangerous

4. What would you title Chapter 19?

_____

Rocket Math®

10s, 11s, 12s Multiplication

Set **P**

Name _____

12 × 6	6 × 12	12 × 3	3 × 12	12 × 7	2 × 12	12 × 5	9 × 12	1 × 10	11 × 11
Start									
7 × 12									12 × 2
3 × 12									12 × 6
12 × 9									5 × 12
7 × 11									12 × 7
12 × 2									6 × 12
7 × 12									3 × 12
12 × 6									12 × 3
5 × 12									12 × 2
12 × 3									9 × 12
3 × 12	12 × 9	12 × 6	2 × 12	12 × 5	12 × 10	12 × 7	2 × 12	6 × 12	12 × 3

One-Minute Test

Goal ☐ Completed ☐

12 × 3 = ☐	12 × 2 = ☐	11 × 5 = ☐	12 × 10 = ☐	1 × 11 = ☐	12 × 11 = ☐	11 × 7 = ☐
12 × 6 = ☐	9 × 11 = ☐	4 × 11 = ☐	11 × 3 = ☐	2 × 12 = ☐	10 × 12 = ☐	6 × 11 = ☐
2 × 11 = ☐	10 × 11 = ☐	11 × 1 = ☐	5 × 12 = ☐	11 × 9 = ☐	12 × 1 = ☐	11 × 10 = ☐
12 × 12 = ☐	10 × 7 = ☐	4 × 10 = ☐	10 × 2 = ☐	10 × 5 = ☐	6 × 12 = ☐	10 × 1 = ☐
3 × 10 = ☐	9 × 12 = ☐	12 × 7 = ☐	10 × 11 = ☐	11 × 8 = ☐	10 × 4 = ☐	11 × 4 = ☐
11 × 11 = ☐	5 × 11 = ☐	1 × 12 = ☐	11 × 2 = ☐	10 × 8 = ☐	12 × 10 = ☐	6 × 12 = ☐
11 × 6 = ☐	2 × 10 = ☐	7 × 11 = ☐	12 × 5 = ☐	6 × 10 = ☐	7 × 12 = ☐	10 × 9 = ☐
7 × 10 = ☐	10 × 3 = ☐	9 × 10 = ☐	8 × 11 = ☐	3 × 11 = ☐	1 × 10 = ☐	12 × 6 = ☐

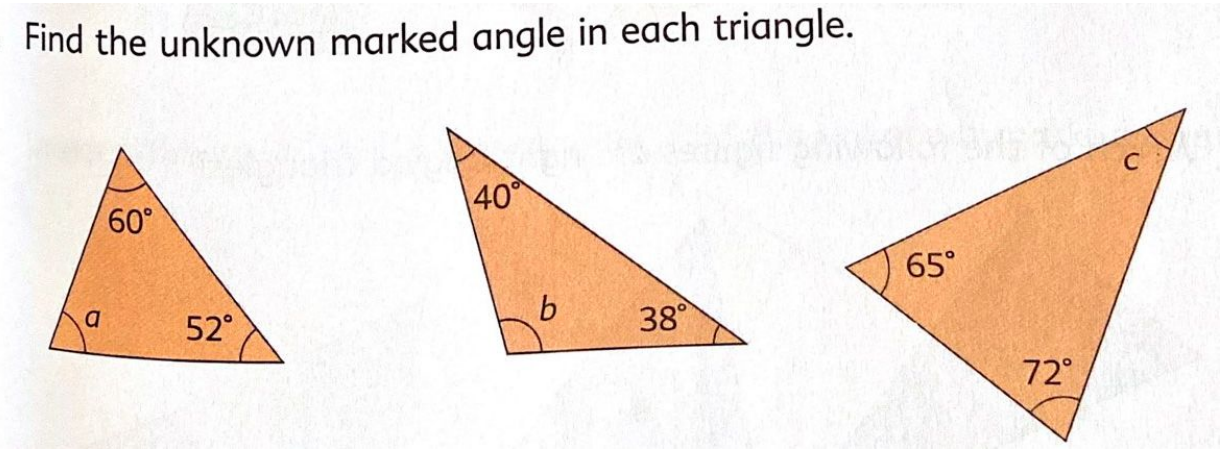
(c) Rocket Math Permission to copy granted to Katie Franzmann until September 11th, 2020

Wednesday, Math

Wednesday Math "Finding Unknown Angles in Triangles and Quadrilaterals" Review Notes

The angles of any quadrilateral add up to 360°.

3. Find the unknown marked angle in each triangle.



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

$\angle a + 60° + 52° = 180°$
$\angle a + 112° = 180°$
$\angle a = 180° - 112°$
$\angle a = 68°$

$\angle b + 40° + 38° = 180°$
$\angle b + 78° = 180°$
$\angle b = 180° - 78°$
$\angle b = 102°$

$\angle c + 65° + 72° = 180°$
$\angle c + 137° = 180°$
$\angle c = 180° - 137°$
$\angle c = 43°$

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

$\angle a + 60° + 52° = 180°$
$\angle a + 60° = 180° - 52°$
$\angle a = 128° - 60°$
$\angle a = 68°$

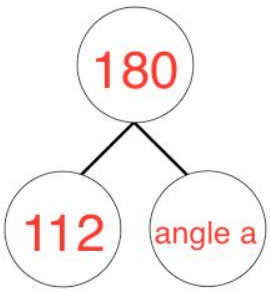
$\angle b + 40° + 38° = 180°$
$\angle b + 40° = 180° - 38°$
$\angle b = 142° - 40°$
$\angle b = 102°$

$\angle c + 65° + 72° = 180°$
$\angle c + 65° = 180° - 72°$
$\angle c = 108° - 65°$
$\angle c = 43°$

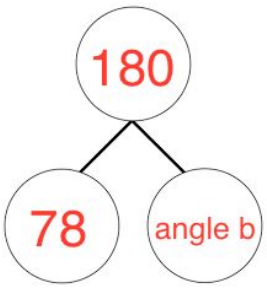
You can also use number bonds!

Add the given angles.

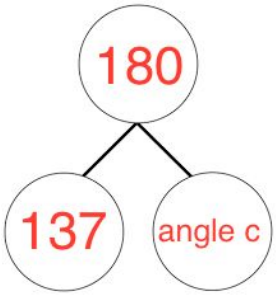
$60° + 52° = 112°$



$40° + 38° = 78°$



$65° + 72° = 137°$



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

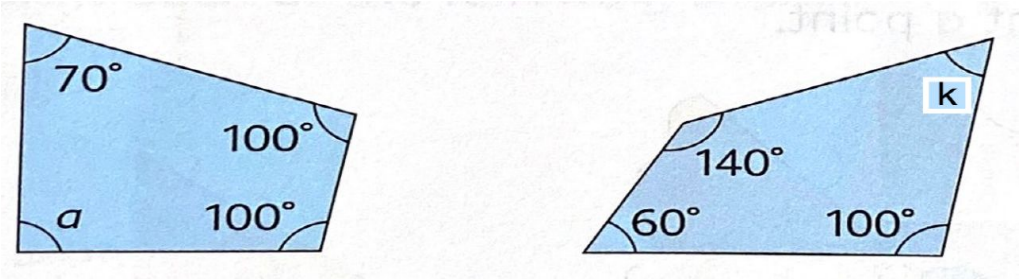
$\angle a = 180° - 112°$
$\angle a = 68°$

$\angle b = 180° - 78°$
$\angle b = 102°$

$\angle c = 180° - 137°$
$\angle c = 43°$

Wednesday, Math

The angles of any quadrilateral add up to 360°.



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°.

$\angle a + 70^\circ + 100^\circ + 100^\circ = 360^\circ$
$\angle a + 70^\circ + 100^\circ = 360^\circ - 100^\circ$
$\angle a + 70^\circ = 260^\circ - 100^\circ$
$\angle a = 160^\circ - 70^\circ$
$\angle a = 90^\circ$

$\angle k + 60^\circ + 140^\circ + 100^\circ = 360^\circ$
$\angle k + 60^\circ + 140^\circ = 360^\circ - 100^\circ$
$\angle k + 60^\circ = 260^\circ - 140^\circ$
$\angle k = 120^\circ - 60^\circ$
$\angle k = 60^\circ$

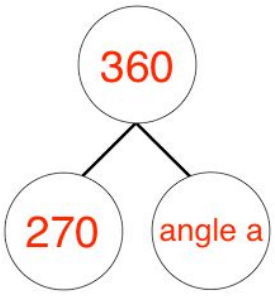
You can also use number bonds!

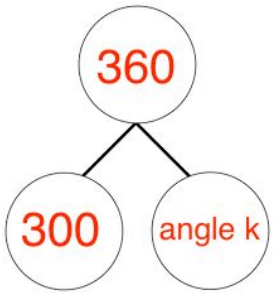
Step 1: Add the given angles.

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

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

Step 2: Fill in your number bond.





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

$\angle a = 360^\circ - 270^\circ$
$\angle a = 90^\circ$

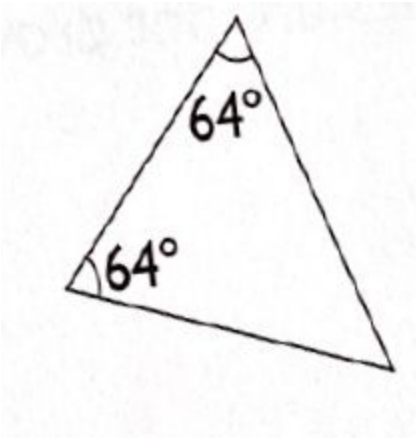
$\angle k = 360^\circ - 300^\circ$
$\angle k = 60^\circ$

Wednesday, Math

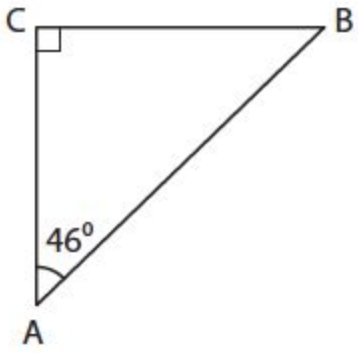
Wednesday Independent Practice

Find the unknown marked angle in the following triangles. Show your work using the inverse operation method or the number bond method.

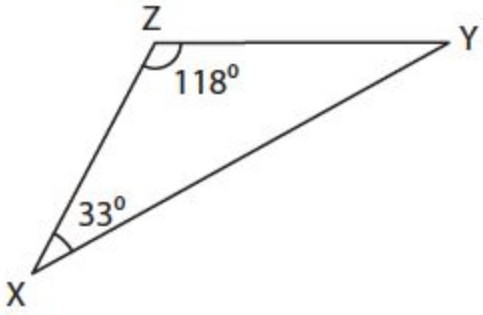
1. The missing angle is angle q. Find the value of angle q.



2. Find the value of angle CBA.



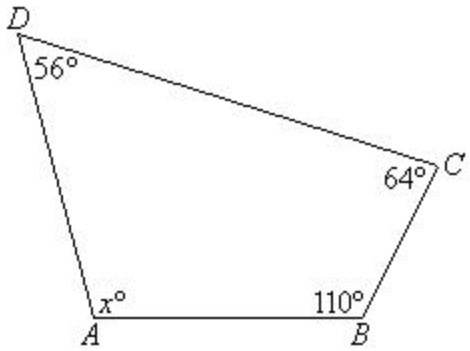
3. Find the value of angle XYZ.



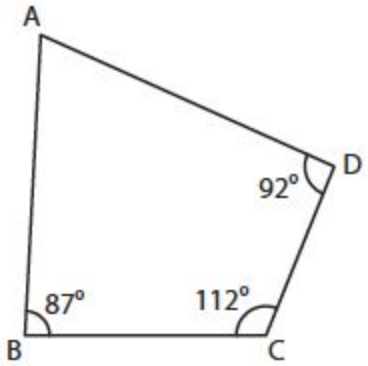
Wednesday, Math

Find the unknown marked angle in the following quadrilaterals.

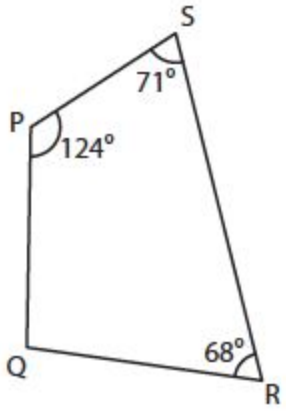
4. Find the value of angle x.



5. Find the value of angle BAD.



6. Find the value of angle PQR.



Wednesday, Math

Review Adding Integers

7. (- 9) + (- 2) = _____

8. (- 9) + 2 = _____

9. 9 + (- 2) = _____

10. 9 + (- 12) = _____

11. 27 + 45 = _____

12. 45 + (- 14) = _____

13. (- 45) + 54 = _____

14. 100 + (- 101) = _____

15. 100 + (- 100) = _____

Daily Student Instruction Sheet - THURSDAY

THURSDAY – 5/21/20

Literature Review

Literature (25 minutes reading + 20 minutes project)

Literature

Goal/Objective:

- **READ** the Ch. 20 of *Where the Red Fern Grows* (p. 277-282)
- **ANNOTATE** the main ideas and events of this chapter

Materials needed:

- ❏ *Where the Red Fern Grows* Ch. 20
- ❏ Pencil
- ❏ Bookmark
- ❏ Ch. 20 Annotation Worksheet

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

- ❏ **READ** Ch. 20 (p. 277-282) **LOOKING** for the following main ideas and events: **(I)**
- ❏ **Optional video:** Read along with Mr. Eberlein **LOOKING** for the following main ideas and events:
  - ❏ What is Billy surprised to find at the dogs' graves?
  - ❏ What is the legend of the Red Fern?
  - ❏ Look for the word "sacred" and circle it.
  - ❏ What would you title Chapter 20?
- ❏ **COMPLETE** Ch. 20 Annotation Worksheet **(I)**

Literature Project

- Spend twenty minutes working on your literature project.

No reading log for week 9.

MATH Review

(25 Minutes)

Math

Goal/Objective:

- Review and practice to prepare for tomorrow's graded review.

Materials needed:

Rocket Math Adv. Multiplication Set P Practice Key
W9 Math Answer Key
Optional Math Check Video

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

- ❏ **(PA)** Rocket Math Adv. Multiplication Set P
  - ❏ 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.

Daily Student Instruction Sheet - THURSDAY

	❏ One minute test: Set a timer for one minute. The one minute test is taken inside the box. The student should complete as many problems as possible during that minute. Please circle the last completed problem in pen. ❏ Complete the independent practice. ❏ Review the notes from Monday, Tuesday, and Wednesday as needed. ❏ Check answers with the key. ❏ For additional assistance with the independent practice, please watch Mrs. Cramer's check video.
OPTIONAL Activities for House Points	Dear Pevensies, Dwarves, Hobbits, and Mice! 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.

Where the Red Fern Grows

Name:_____ # _____

Chapter 20

Date: _____

Annotation Worksheet

MULTIPLE CHOICE DIRECTIONS:

A. In your book, mark with a **star** ☆ and **underline** the text that answers the questions below.

B. Circle the correct answer.

1. What is Billy surprised to find at the dogs' graves?

a. A stray dog
b. A body
c. A red fern
d. A mountain lion

2. The legend of the Red Fern claims…

a. It was planted by an angel
b. An Indian boy and girl died in a blizzard
c. The ground it grows in is sacred
d. All of the Above

3. The word sacred means…

a. Special
b. A place where there are dogs
c. Connected to God, holy
d. A place where there are Indians

4. What would you title Chapter 20?

_____

Name _____

12 × 6	6 × 12	12 × 3	3 × 12	12 × 7	2 × 12	12 × 5	9 × 12	1 × 10	11 × 11
Start									
7 × 12									12 × 2
3 × 12									12 × 6
12 × 9									5 × 12
7 × 11									12 × 7
12 × 2									6 × 12
7 × 12									3 × 12
12 × 6									12 × 3
5 × 12									12 × 2
12 × 3									9 × 12
3 × 12	12 × 9	12 × 6	2 × 12	12 × 5	12 × 10	12 × 7	2 × 12	6 × 12	12 × 3

One-Minute Test

Goal ☐ Completed ☐

12 × 3 =	12 × 2 =	11 × 5 =	12 × 10 =	1 × 11 =	12 × 11 =	11 × 7 =
12 × 6 =	9 × 11 =	4 × 11 =	11 × 3 =	2 × 12 =	10 × 12 =	6 × 11 =
2 × 11 =	10 × 11 =	11 × 1 =	5 × 12 =	11 × 9 =	12 × 1 =	11 × 10 =
12 × 12 =	10 × 7 =	4 × 10 =	10 × 2 =	10 × 5 =	6 × 12 =	10 × 1 =
3 × 10 =	9 × 12 =	12 × 7 =	10 × 11 =	11 × 8 =	10 × 4 =	11 × 4 =
11 × 11 =	5 × 11 =	1 × 12 =	11 × 2 =	10 × 8 =	12 × 10 =	6 × 12 =
11 × 6 =	2 × 10 =	7 × 11 =	12 × 5 =	6 × 10 =	7 × 12 =	10 × 9 =
7 × 10 =	10 × 3 =	9 × 10 =	8 × 11 =	3 × 11 =	1 × 10 =	12 × 6 =

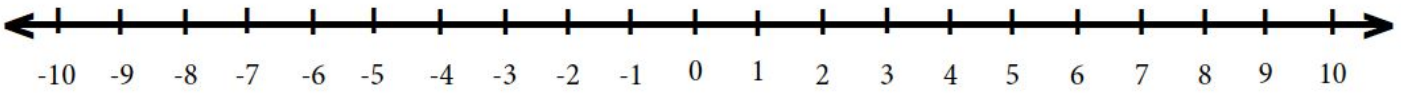
(c) Rocket Math Permission to copy granted to Katie Franzmann until September 11th, 2020

Thursday, Math

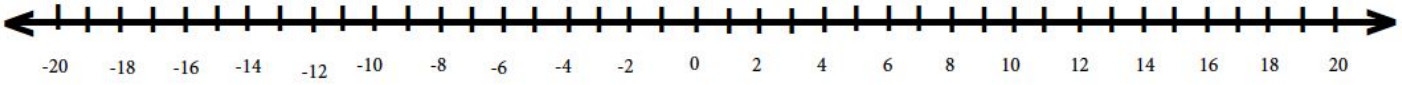
This week we reviewed adding positive and negative integers, graphing linear equations, and finding unknown angles in triangles and quadrilaterals. Today your job is to practice each of those and check your answers with the key. If you do not understand some of the answers, you should review the relevant notes and ask questions. Good luck!

Adding Negative Integers

1. Add (- 6) and (- 2) using the number line.

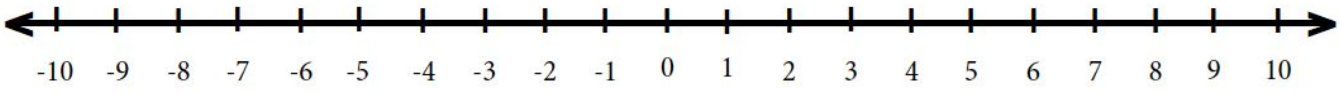


2. Add (-14) + (- 5) using the number line.

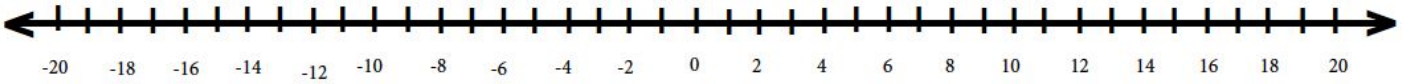


Adding Positive and Negative Integers

3. Add (- 9) + 8 using the number line.



4. Add 14 and (- 7) using the number line.



5. 23 + (- 15) = _____

6. (-23) + 15 = _____

Thursday, Math

7. 100 + (- 58) = _____

8. 58 + (-100) = _____

9. (-21) + (- 12) + 9 = _____

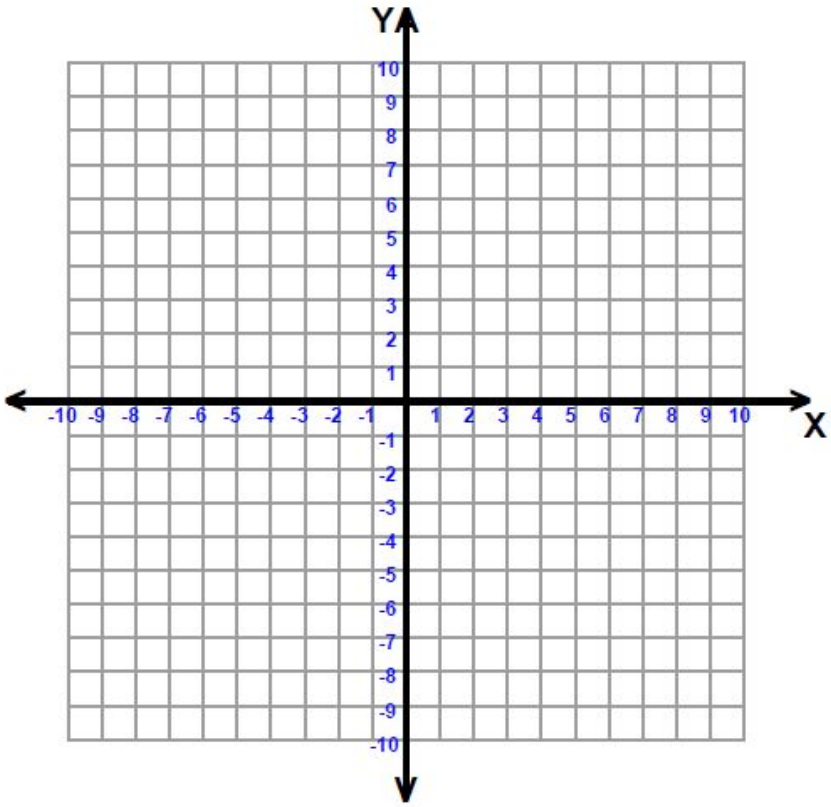
Graphing a Linear Equation

10. Complete the following input-output table and graph the equation y = x - 7 on the coordinate plane below. Don't forget to make a straight line!

x	(- 3)	(- 2)	0	1	2	3	4
y	(- 10)		(- 7)	(- 6)		(- 4)	(- 3)
(x, y)	(- 3, - 10)		(0, - 7)	(1, - 6)		(3, - 4)	(4, - 3)

y = x - 7
x = (- 2)
y =
y =

y = x - 7
x = 2
y =
y =



Checklist for a good line on a coordinate graph.

- ❏ It's straight!
- ❏ It goes through all of the points!
- ❏ It extends past those points.

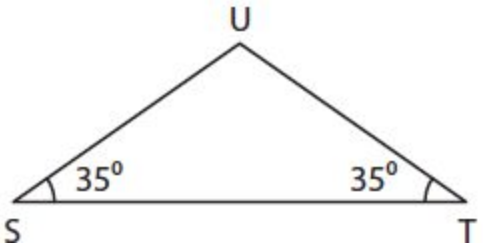
Thursday, Math

Finding Unknown Angles in Triangles

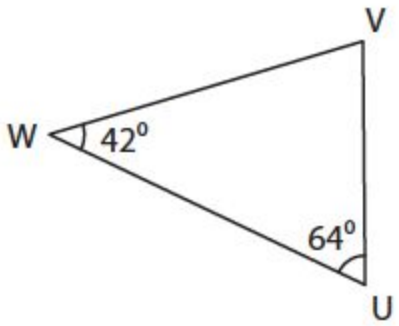
10. What is the sum of the angles in a triangle? _____ degrees

11. Find the value of the following unknown angles. Show your work using the inverse operation strategy or the number bond strategy.

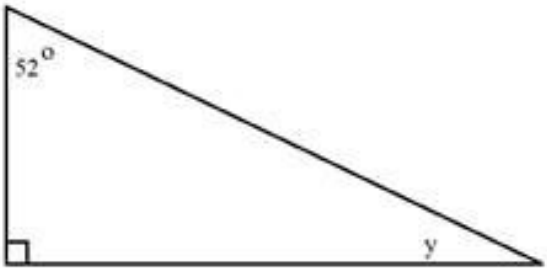
a) Find the value of angle TUS.



b) Find the value of angle WVU.



c) Find the value of angle y.

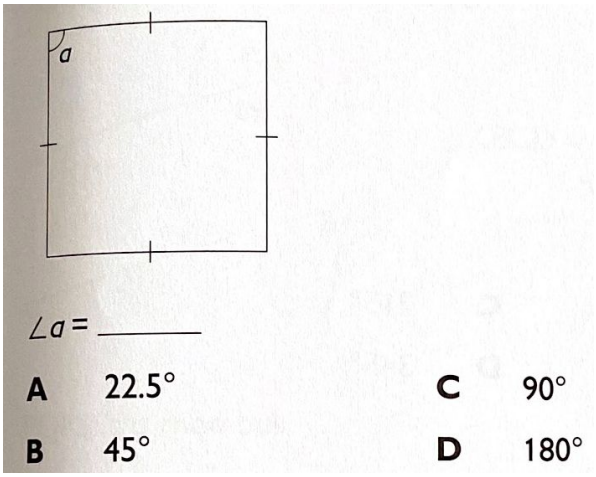


Thursday, Math

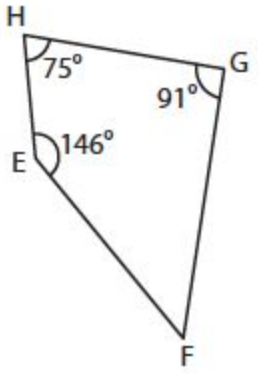
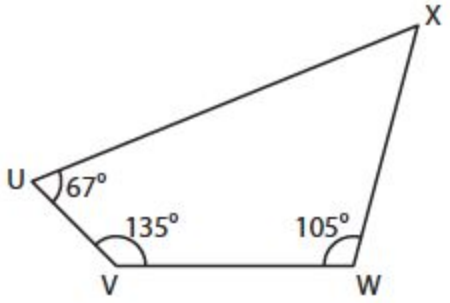
Finding Unknown Angles in Quadrilaterals

12. What is the sum of the angles in a quadrilateral? _____ degrees

13. What is the value of angle A?



14. Find the value of the angles in the following quadrilaterals. Show your work using either the inverse operation strategy or the number bond strategy.

a) Find the value of angle EFG.	b) Find the value of angle WXU.
	

Daily Student Instruction Sheet - FRIDAY

FRIDAY – 5/22/20	
Literature Review Literature (25 Minutes)	***Literature*** **Estimated Time:** 25 minutes **Materials needed:** Completed Literature Project **Specific Instructions (I=independent; PA= Parent assistance):** ❏ Complete your *Where the Red Fern Grows* Project independently (I) ❏ Scan and submit the Literature Project and the Revising and Editing Checklist along with the Math Graded Review at the end of the day through Google Classroom (I) OR ❏ Turn in the hardcopy to school on May 25th. *No reading log for week 9.*
MATH Review (15 - 20 Minutes)	***Math*** **Materials needed:** Pencil, eraser, timer, number line **Recommended Resource:** **Specific Instructions (I=independent; PA= Parent assistance):** ❏ The Math Review has two parts: 1) Rocket Math and 2) an independent review of this week's concepts. ❏ **(PA)** Rocket Math: Advanced Multiplication 2-minute test (2 min) ❏ 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. ❏ 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. ❏ Complete the remainder of the Graded Review independently (I) ❏ Scan and submit the Math Graded Review with your Literature Project at the end of the day through Google Classroom(I) OR ❏ Turn in the hardcopy to school on May 25th.
OPTIONAL Activities for House Points	Dear Pevensies, Dwarves, Hobbits, and Mice! 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.

Graded Review

GHNO | 5th Grade | Week 9 | 05/22

Student Name: _____ Section: __

Friday, Graded Review

First Name: _____ Last Name: _____ Class: _____

Graded Review for Week 9 of Distance Learning

- ❏ Scan and submit the Literature Project along with the Math Graded Review at the end of the day through Google Classroom.

OR

- ❏ Turn in the hardcopy to school on May 25th.

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.

Rocket Math

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

Name _____

11 × 3	6 × 10	7 × 8	10 × 7	9 × 12	4 × 6	12 × 1	6 × 6	11 × 4	7 × 12
9 × 2	3 × 10	8 × 12	7 × 11	8 × 8	11 × 10	8 × 11	4 × 12	8 × 6	12 × 5
10 × 2	4 × 11	5 × 7	6 × 7	4 × 10	3 × 6	11 × 11	12 × 6	7 × 9	12 × 11
10 × 9	12 × 7	8 × 4	11 × 2	1 × 10	6 × 12	9 × 5	5 × 8	12 × 9	1 × 11
10 × 10	2 × 11	7 × 7	8 × 9	12 × 12	3 × 11	10 × 8	7 × 4	1 × 12	11 × 5
6 × 7	12 × 3	6 × 11	10 × 1	8 × 7	11 × 9	12 × 10	7 × 3	10 × 11	9 × 7
3 × 12	10 × 4	9 × 11	9 × 8	12 × 11	11 × 1	5 × 10	9 × 6	5 × 12	2 × 10
9 × 3	2 × 12	11 × 7	7 × 10	4 × 9	10 × 6	11 × 12	12 × 2	8 × 3	11 × 8
10 × 3	6 × 5	10 × 12	6 × 9	9 × 10	3 × 8	10 × 5	5 × 5	8 × 10	12 × 4
7 × 6	12 × 10	11 × 12	7 × 5	12 × 8	3 × 9	10 × 12	5 × 11	8 × 2	5 × 9

Answer as many problems as you can in 2 minutes.

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

(c) Rocket Math Permission to copy granted to Katie Franzmann until September 11th, 2020

Friday, Graded Review

Part 2: Adding Positive and Negative Integers

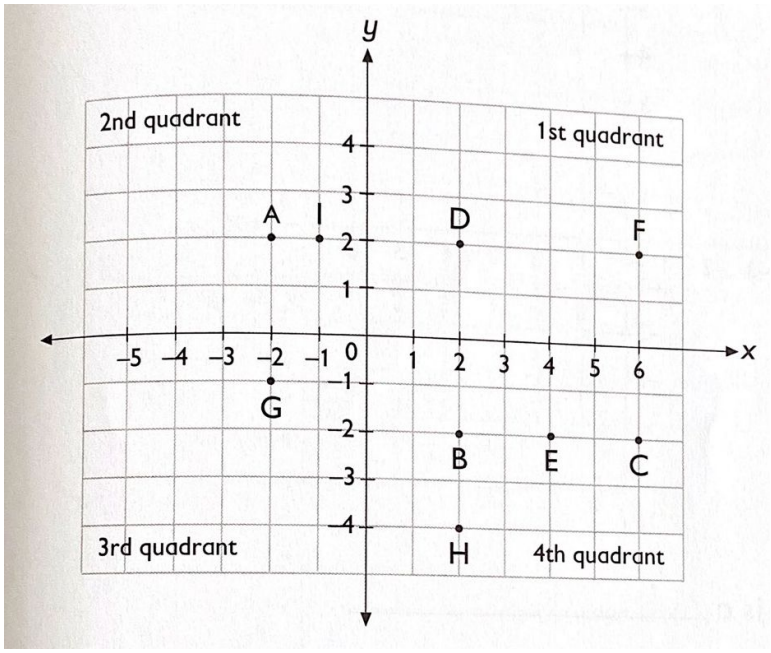
1. Arrange the numbers in order, beginning with the greatest.

2. The sum of 5 + (- 7) is …
    a. Positive
    b. Negative
    c. Zero
3. The sum of (- 6) and 6 is…
    a. Positive
    b. Negative
    c. Zero
4. The sum of 12 and (- 4) is...
    a. Positive
    b. Negative
    c. Zero
5. Find the value of 47 + (- 100).

Friday, Graded Review

Part 3: Graphing a Linear Equation

Use the following coordinate graph to answer question 6.



6. Give the coordinates of each point.

a) F _____ b) H _____ c) G _____

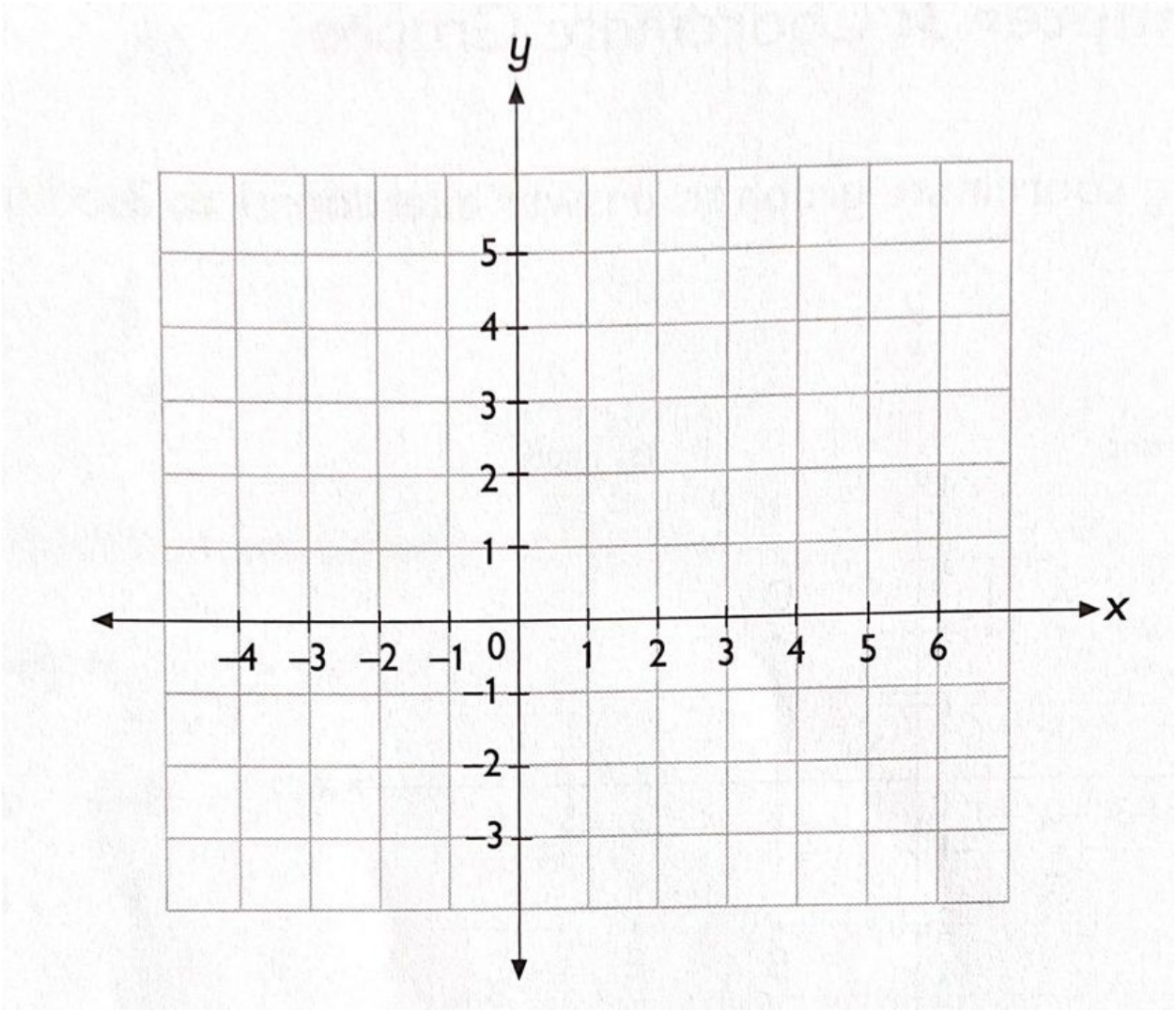
Friday, Graded Review

7.

a. Complete the table for y = x + 2 for values of *x* from (-2) to 4.

x	(- 3)	(- 2)	0	1	2	3	4
y	(- 1)						
(x, y)	(- 3, - 1)						

b. Plot all the ordered pairs on the graph and draw a straight line to graph the equation y = x + 2.



Checklist for a good line on a coordinate graph.

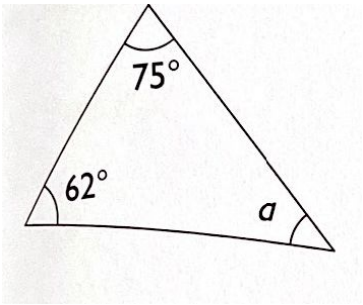
- ❏ It's straight!
- ❏ It goes through all of the points!
- ❏ It extends past those points.

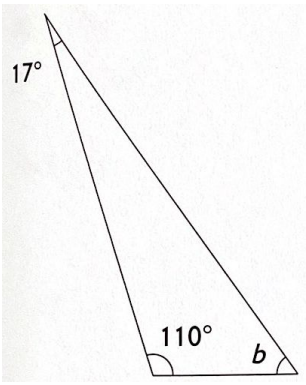
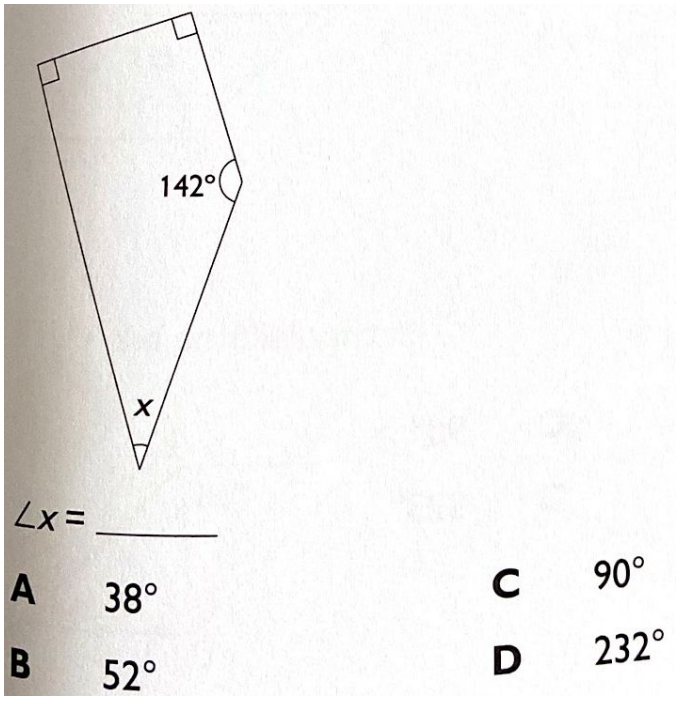
c. Find the y-coordinate when x = 5. _____

Friday, Graded Review

Part 4: Solving for an Unknown Angle in a Triangle or Quadrilateral

8. Solve for the unknown angle in the following two triangles. Show your work using the inverse operation method or the number bond method.





9. Find the value of angle x in the quadrilateral below.