

2G DISTANCE LEARNING DAILY CHECK-LIST**WEEK 3, APRIL 20-24, 2020**

As you complete each task throughout the day, check it off your list! The order does not matter as long as you get it done. Be sure to look for and note any directions given on specific assignments. Access all recordings at www.parnassusteachers.com, password = Pegasus, 2G. (NOTE: Please email your child's homeroom teacher if you have **ANY** questions.)

Monday:

- _____ **Reading Mastery** lesson (listen to the recordings) and complete the textbook questions.
BOTH Levels 2 & 3: Lesson 111, columns and story; textbook questions, L. 111
- _____ **Math**: Lesson 101: Teacher Instruction sheet; Lesson 101B Homework and Fact Practice
- _____ **History**: 1. Listen to *The Mayans*; 2. Answer the Questions 1-2 using complete sentences.
- _____ **Science**: Listen to recording on Tree Life Cycles; look at pictures that go with the lesson
- _____ **Penmanship**: Complete *The Mayans* (Focus on the 4 Keys to Legibility)
- _____ **Spelling**: Listen to the recording and complete the Lesson 91-92 worksheet
- _____ **Memorization**: work on all stanzas of the *Discovery* poem

Tuesday:

- _____ **Reading Mastery** lesson (listen to the recordings) and complete the textbook questions.
Both Levels 2 & 3: Lesson 112, columns and story; textbook questions, L. 112
- _____ **Math**: Lesson 102: Teacher Instruction sheet; Lesson 102B Homework and Fact Practice
- _____ **Latin** (Commands worksheet)
- _____ **Spanish** (Begin transportation worksheet; work on flash cards)
- _____ **Art** (Food Observation assignment)
- _____ **Language Arts**: 1. Read through and practice More Prepositions; 2. Complete Prepositions WS
- _____ **Memorization**: work on all stanzas of the *Discovery* poem

Wednesday:

- _____ **Reading Mastery** lesson (listen to the recordings) and complete the textbook questions.
Both Levels 2 & 3: Lesson 113, columns and story; textbook questions, L. 113
- _____ **Math**: Lesson 103: Teacher Instruction sheet; Lesson 103B Homework and Fact Practice
- _____ **Science**: Finish listening to Tree Life Cycles recording; complete questions
- _____ **Spelling**: Listen to the recording and complete the Lessons 93-94 worksheet
- _____ **History**: 1. Listen to *The Aztecs*; 2. Answer the Questions 3-5 using complete sentences.
- _____ **Penmanship**: Complete *The Aztecs* (Focus on the 4 Keys to Legibility)
- _____ **P.E./Taekwondo**: 1) Warm-up; 2) Taekwondo routine; 3) Basketball routine—CARDS 1-2

Thursday:

- _____ **Reading Mastery** lesson (listen to the recordings) and complete the textbook questions.
Both Levels 2 & 3: Lesson 114, columns and story; textbook questions, L. 114
- _____ **Math:** Lesson 104: Teacher Instruction sheet; Lesson 104B Homework and Fact Practice
- _____ **Latin** (Picture Labeling worksheet)
- _____ **Spanish** (Finish transportation worksheet; study flashcards)
- _____ **History:** 1. Listen to *The Incans*; 2. Answer the Questions 6-7 using complete sentences.
- _____ **Character Pillars** (complete the Honesty WS)
- _____ **Music** (Musical instruments)

Friday:

- _____ **Reading Mastery** lesson (listen to the recordings) and complete the textbook questions.
Both Levels 2 & 3: Read Lesson 115, columns and story; textbook questions, L. 115
- _____ **Math:** L 105-1/105-2: Teacher Instruction sheet; Lesson 105B Homework and Fact Practice
- _____ **Penmanship:** Complete *The Incans* (focus on the 4 Keys to Legibility)
- _____ **Spelling:** Be ready for the **spelling test** on Lists 1-90 today, 4/27, or 4/28 (via phone/Zoom).
- _____ **Memorization:** work on all stanzas of the *Discovery* poem

Enrichment Activities: (Not required but recommended for your child's continued growth as a student)

- The following can be accessed on our 2G teacher webpage: www.parnassusteachers.com; PW--Pegasus
- _____ Extra reading: log time and books; Dark Clouds WS; Around and Around WS
 - _____ History: Life in a Castle (Chapter 8)—read passage; answer the questions on the worksheet
 - _____ History: Play the Fox and Geese Game Board (directions included)
 - _____ Science: What is the Digestive System? WS; Water Cycle Review sheet
 - _____ Math: additional math practice sheets (concepts & fact practice); Xtra Math (parents, check your email for login information and your child's pin number)

PARENT VERIFICATION OF STUDENT WORK—April 13-17, 2020

My child completed all assignments required this week. (Please watch for future updates on how completed work should be scanned and emailed or returned via the bus for teacher correction/grading.)

Parent Signature _____ Date _____

Parnassus Preparatory School

2G Learning Packet

Week 3

Name _____ Date _____

Homeroom Teacher _____



Reading Mastery Textbook Questions Homework Sheet

Name: _____ Date: _____



Writing neatly, answer the textbook questions for today's reading lesson. Number your paper as you answer the questions. Today's Lesson Number _____.

Please circle the initial of your reading teacher: E H K L P

Handwriting practice area consisting of 20 horizontal lines. Each line set includes a solid top line, a dashed middle line, and a solid bottom line.

Today we are going learn how to find the missing addend for a sum of 100.

What double adds to equal 100?

$$50 + 50 = 100$$

Each of the fifties is called an 'addend.' Addends are the numbers we add to equal a total. The total is called the 'sum.'

$$49 + \square = 100$$

If $50 + 50$ equals 100, what will we add to 49 to equal 100?

How do you know?

We call 51 the missing addend.

$$48 + \square = 100$$

If 49 plus 51 equals 100, what will we add to 48 to equal 100?

How do you know?

We call 52 the missing addend.

$$\square + 53 = 100$$

What is the missing addend?

$$25 + \square = 100$$

What is the missing addend?

Below list some more problems that equal 100. A few examples have been provided.

$60 + 40$

$70 + 30$

$80 + 20$

$90 + 10$

What did you notice about the two addends that add to equal 100?

One thing I hope you noticed was that the sum of the ones' digits is always 10 (or 0 if the ones' digits are 0's)
The sum of the tens' digits is 9 (or 10 if the ones' digits are 0's).

Let's try these problems.

$42 + \square = 100$

$29 + \square = 100$

$74 + \square = 100$

$\square + 57 = 100$

$\square + 23 = 100$

$\square + 8 = 100$

$59 + \square = 100$

$27 + \square = 100$

$\square + 5 = 100$

How did you find the missing addend?

Name _____ Score _____

Fact Homework 101B

Set 20: Multiplying by 4

Saxon Math 3 (for use with Lesson 101)

1. Write the answers to all of the problems on this fact sheet. (This exercise is not timed.)
2. Ask someone to check your paper. Checked by _____

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

$$\begin{array}{r} 4 \\ \times 1 \\ \hline \end{array}$$

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

$$\begin{array}{r} 4 \\ \times 5 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ \times 2 \\ \hline \end{array}$$

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

$$\begin{array}{r} 4 \\ \times 3 \\ \hline \end{array}$$

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

$$\begin{array}{r} 4 \\ \times 0 \\ \hline \end{array}$$

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

$$\begin{array}{r} 4 \\ \times 1 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ \times 5 \\ \hline \end{array}$$

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

$$\begin{array}{r} 4 \\ \times 2 \\ \hline \end{array}$$

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

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

$$\begin{array}{r} 4 \\ \times 0 \\ \hline \end{array}$$

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

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

$$\begin{array}{r} 4 \\ \times 3 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ \times 3 \\ \hline \end{array}$$

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

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

$$\begin{array}{r} 4 \\ \times 2 \\ \hline \end{array}$$

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

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Name _____

Guided Class Practice 101A

Saxon Math 3 (for use with Lesson 101)

Date .

Measure the date line using inches. _____"

1. (Amber has 92¢. Erica has 27¢ less than Amber.)
How much money does Erica have?

Number sentence $92¢ - 27¢ =$

Answer _____

	difference
92¢	27¢
-	?
Amber	Erica

2. Fill in the missing addends.

$13 + \boxed{87} = 100$

$71 + \boxed{29} = 100$

$54 + \boxed{46} = 100$

3. Norman ate $2\frac{1}{4}$ miniature pies. Shade the pies to show how much he ate.



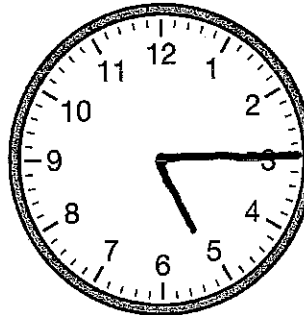
How much is not shaded? $2\frac{3}{4}$

4. It's quarter past five in the afternoon.

Write the time using digits. 5:15 pm

Show the time on the clock.

What time was it two hours ago? 3:15 pm



5. Find the answers.

$\frac{3}{10} + \frac{4}{10} = \underline{\frac{7}{10}}$

$\frac{1}{8} + \frac{6}{8} = \underline{\frac{7}{8}}$

$\frac{5}{6} - \frac{4}{6} = \underline{\frac{1}{6}}$

6. Circle the best number sentence to use to estimate the sum of 53 and 36.

$60 + 30 = 90$

$60 + 40 = 100$

$50 + 30 = 80$

$50 + 40 = 90$

Write 1 or 2 sentences to explain why you chose this answer.

You round 53 to 50 because 3 is in the ones place and is less than 5. 36 is rounded to 40 because 6 is in the ones place and is greater than 5.

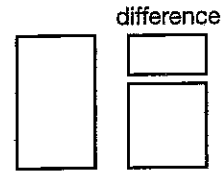
Name _____

Date _____

1. Flora has \$300. Simone has \$74 less than Flora.
How much money does Simone have?

Number sentence _____

Answer _____



2. Fill in the missing addends.

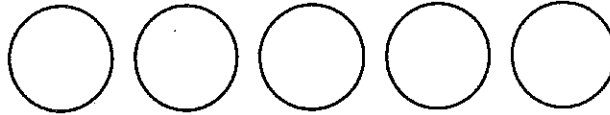
$$82 + \square = 100$$

$$26 + \square = 100$$

$$59 + \square = 100$$

3. Valerie ate $3\frac{1}{2}$ miniature pies.
Shade how much she ate.

How much is not shaded? _____

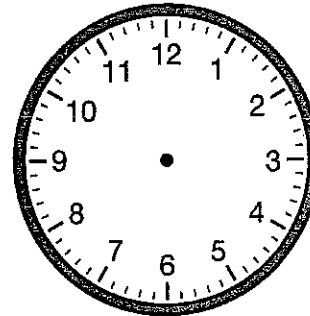


4. It's quarter past six in the morning.

Write the time using digits. _____

Show the time on the clock.

What time was it two hours ago? _____



5. Find the answers.

$$\frac{1}{5} + \frac{2}{5} = \underline{\hspace{2cm}}$$

$$\frac{3}{6} - \frac{2}{6} = \underline{\hspace{2cm}}$$

$$\frac{2}{8} + \frac{5}{8} = \underline{\hspace{2cm}}$$

6. Circle the best number sentence to use to estimate the sum of 78 and 13.

$$80 + 10 = 90$$

$$70 + 10 = 80$$

$$80 + 20 = 100$$

$$70 + 20 = 90$$

Write 1 or 2 sentences to explain why you chose this answer.

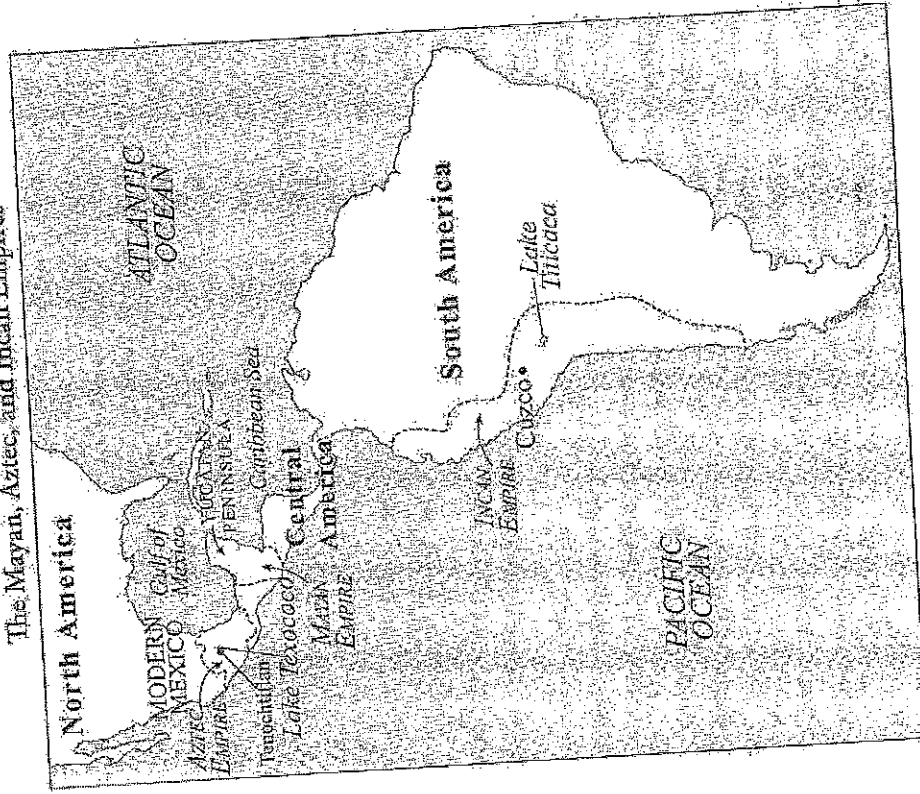
The American Kingdoms

The Mayans of Central America.

Christopher Columbus and Amerigo Vespucci called America a *new world* because they had never seen it before. But people had been living in this New World for thousands of years before Columbus or Amerigo ever arrived! These *Native American* peoples are sometimes still called Indians because Columbus gave them this name, thinking that he had reached India.

But of course Columbus had not reached India at all; he had reached the Americas. There are two American continents: North America (the continent on the top of your map) and South America (the continent at the bottom). The bridge of land that links them together is called *Central America*. When Columbus landed in the New World, he landed on islands just across from Central America. He wrote in his journal, "Men and women came out to meet us. Their hair is black and short in front, combed forward. They paint themselves with black and white. Some have scars on their bodies. They tell me that these scars come from battles with other peoples who live nearby, and who try to capture them and make them slaves." Central America had its own empires during the Middle

The Mayan, Aztec, and Incan Empires



Ages—and those empires fought wars with each other, just like the empires over in Europe and Asia!

The first great empire of Central America was the Mayan Empire. The Mayans lived on the Yucatan Peninsula, which lies between the Gulf of Mexico and the Caribbean Sea. Today, the Yucatan Peninsula is part of Mexico.

The Mayans began to build great cities at the same time that Rome was falling apart. These cities lasted for hundreds of years. But not all the Mayans lived in their cities. Only the most powerful people—kings, noblemen, and governors—lived in the cities. The less important Mayans, such as farmers and craftsmen, lived in the jungles of Central America and came to cities to trade and to worship the gods.

Worshipping the gods was an important part of Mayan life. Stone pyramids with temples on top were built in all of the Mayan cities. The Mayan kings, who sacrificed in these temples, were said to be descended from the sun god. They tried to make themselves look "godlike" by filling their front teeth into fangs and painting their faces. When the kings were babies, their mothers would tie pieces of wood tightly around their heads. The wood made their skulls grow up into a peak. So Mayan kings had heads that sloped straight back from their eyebrows and were pointed on top—a sign of divine power! The Mayans also thought that gods were cross-eyed, so a king's mother would often tie a little toy to the front of her baby's hair. The toy hung down between the baby's eyes, so that he had to cross his eyes to look at it.

Because the Mayans believed that their kings were divine, they allowed the kings to have complete power. Over in Europe, other nations (like England) were beginning to put limits on the powers of the king—but in Central America, the king could still declare any law he had have it carried out.

Despite his power, a Mayan king did have one unpleasant job to do. The Mayans fought many wars against the other Central American tribes around them. They believed that the gods would come down into the world of men and give them

victory—but only if the king opened a door for the gods by shedding some of his own blood. So before a battle, the king had to pierce his ear or his finger or nose and let the blood run out! And often the Mayans would sacrifice their captives from a battle to give more blood to the gods. Even the Mayan games ended in bloodshed. The Mayans liked to play a ball game in which the players tried to knock a ball through a ring twenty feet off the ground. They were allowed to use their elbows, wrists, and hips, but *not* their hands or feet. As soon as one player hit the ball through the ring, he was declared the winner. He was given jade necklaces, gold bracelets, and sacks full of treasure. The losers were taken up into the temple—and had their heads cut off.

The huge Mayan cities lasted for centuries. But late in the Middle Ages, the Mayan people began to leave their cities. They deserted their temples and their houses. Grass and jungle weeds began to grow over the stones. Eventually the cities crumbled away into the jungle.

What happened? The cities grew so big that the ground around them couldn't grow enough food to support the city's inhabitants. Hurricanes and earthquakes swept across the Yucatan Peninsula, wrecking houses and temples. The people were growing tired of the cruelty and violence of their kings. And another Central American tribe, the Aztecs, was growing stronger—and attacking the Mayan cities with its armies. The Mayan Empire began to crumble.

By the time Columbus arrived, the Mayan people no longer had an empire. They lived in small, separate tribes throughout the land they had once ruled. And the Aztecs had become the greatest nation in Central America.

History--The American Kingdoms

Name: _____ Date: _____



Answer using complete sentences. Monday: Questions 1-2; Wednesday: Questions 3-5; Friday: Questions 6-7

Monday--The Mayan Empire

The first great empire of Central

America was the Mayan Empire. Name

two things the Mayan kings did to look

"godlike."

2. Name two reasons that Mayan cities

crumbled away into the jungle.

Wednesday--The Aztecs

3. What was unusual about where the

Aztecs grew their food?

History--The American Kingdoms

Name: _____ Date: _____



Answer using complete sentences. Monday: Questions 1-2; Wednesday: Questions 3-5; Friday: Questions 6-7

4. What new food did the Aztecs learn

to make?

5. Why were the Aztecs disliked by the

other tribes?

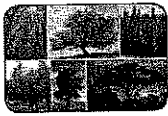
Friday--The Incan Empire

6. What do we call the land where the

Incas lived today?

7. Write two things you remember about

the city of Cuzco.



The Life Cycle of a Tree

← **Show image 5A-1: Trees**

There are certain things on Earth that make life possible. We need water to live, just as we need the air that we breathe. Have you ever thought about where the air that you breathe comes from? The air that you breathe is totally **dependent** on, or supported by, the existence of trees. Without trees, humans could not live on Earth.

There are thousands of different kinds of trees in the world. There are towering Sequoia trees and tiny dwarf willows. There are noble oak trees and scented pines. They all help to make life possible on this planet.



← **Show image 5A-2: Tree taking in carbon dioxide and emitting oxygen**

Trees provide us with many things and perform tasks that you might not even be aware of. For example, trees provide us with oxygen to breathe. Trees also take in carbon dioxide through their leaves. Carbon dioxide is a greenhouse gas, meaning that if too much of it builds up in Earth's atmosphere, our planet will heat up. Therefore, trees help to manage Earth's climate and keep it livable for us. Tree roots help to fight soil erosion and flooding by holding the soil together and absorbing water from the soil.¹ Finally, we use trees, or the wood that comes from trees, all over the world for all kinds of things. Can you think of three things that the wood from trees is used for?²

1 Tree roots help stop the soil from wearing away over time.

2 [Pause for student responses.]



← **Show image 5A-3: Tree parts**

Let's review the different parts of a tree.³ Do you remember what the main stem of a tree is called? The main stem of a tree is called the trunk. All the branches of the tree grow out of the trunk. Tree leaves grow on the branches. The roots hold the tree in the ground. They not only hold the tree in the ground, they help to feed the tree, too. Roots absorb water and nutrients from the

3 We learned all about tree parts in the *Plants* domain in Kindergarten.

- 4 *Absorb* means to take in, just like a sponge absorbs water.
- 5 Tree leaves produce food through photosynthesis, just like the leaves of flowering plants.
- 6 Bacteria are very small living things that often cause disease.



← **Show image 5A-4: Tree seeds**

ground.⁴ The water and nutrients travel up from the roots through the trunk and into the branches. Do you know why leaves are such an important part of a tree? Leaves are important because they enable the tree to produce food.⁵ Another important part of the tree is the outside layer called the bark. The bark protects the tree from outside forces such as heat, cold, insects, and bacteria.⁶

Trees follow the same life cycle as other plants. Just like that of a flower, a tree's life cycle begins with a seed. Tree seeds can be as large as tennis balls, or as tiny as freckles. They come in various shapes and sizes, too. They can be flat, smooth, bumpy, long, or thin. Tree seeds have three main parts. They are the embryo, or egg; the stored food inside the egg, which enables the seed to grow and change; and the seed coat, which eventually falls off.

Most seeds are carried away from the parent tree that produced them. Do you remember how seeds are dispersed, or spread apart? They are dispersed in various ways. They are carried by animals, people, wind, and water. Wherever they land, they rest in the soil until germination begins.

Germination is when a seed begins to grow, or sprout. Certain conditions are required for germination to happen. We have learned that in the temperate parts of the world, the seasons affect the life cycle of living things, especially plants. Therefore, when there is enough warmth and direct sunlight, as well as water from rain, the seed splits open and germination begins. This usually occurs in spring when there is sufficient warmth and rain.⁷

← **Show image 5A-5: Close-up of germinated tree seed**

- 7 This is why April (rain) showers do indeed bring May flowers!



- 8 The word *groundwater* is a compound word made of the word *ground* and the word *water*. It means water that is underground.

Once germination begins, the seed produces roots that search for groundwater.⁸ As they find water, the roots hold fast in the ground and a stem grows up towards the sunlight. Tiny seed leaves open and use the sun and water to make food. The seed has become a seedling, or young plant. Seedlings need just the right amount of water, warmth, and sunshine to grow. With the

right conditions, seedlings develop into young trees with roots, a trunk, branches, and leaves. Young trees are called saplings.



← Show image 5A-6: Tree sapling

9 When something is flexible, it means it can bend or move quite easily. Stand up and bend to touch your toes to see how flexible you are.

Tree saplings are much smaller than **mature** trees, or adult trees. Usually, trees are called saplings when they are between three and fifteen years of age. A tree sapling's bark is smooth, and its trunk is **flexible**—meaning it can bend more easily than a mature tree can.⁹ Once a tree is considered mature, it may flower and produce fruits, nuts, or cones. Some trees simply produce seeds.



← Show image 5A-7: Deciduous and evergreen trees

10 What are some names of deciduous trees? (maple, oak, birch, etc.)

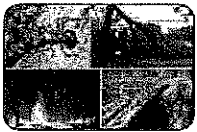
There are two types of trees: deciduous and evergreen. Deciduous trees shed their leaves.¹⁰ Deciduous trees tend to have wide, flat leaves, whereas evergreen tree leaves tend to be narrow and thin like needles. During the cold winter months, deciduous trees shed their leaves and become inactive for the winter, much like hibernating animals do during the wintertime. In fact, this is what keeps them alive during the coldest part of the year.

To prepare for this time of rest, deciduous trees stop using their leaves to make food, and instead they shed these leaves. Then, during the cold winter months, they save their energy until spring returns. In the spring, they will use their energy to produce new leaves.

11 What are some names of evergreen trees? (spruce, pine, fir, etc.)

Evergreen trees, on the other hand, shed and reproduce their leaves throughout the year, so there are always green leaves on evergreen trees all year long.¹¹ The cones of evergreen trees are its flowers. Unlike deciduous trees, evergreen trees do not shed all of their leaves at the end of fall. Instead, they use their leaves to make food all winter.

How long does it take for a tree to grow to its full size? Well, this depends on a number of things. Different kinds of trees grow at different speeds. In tropical parts of the world, where there is constant intense sunshine and rainfall, a tree can reach maturity, or become an adult, in thirty years. In colder regions of the world it can take a hundred years or more.



← **Show image 5A-8: Tree destruction**

The length of a tree's life depends on many things. It will always depend on the tree having enough sunshine and water, but other factors can affect its growth and lifespan, too. The condition of the soil in which the tree is growing, and diseases such as insect infestations and bacteria, can alter the natural lifespan of a tree.¹² Accidents such as fires and natural disasters such as hurricanes and floods can have an effect too. Also, people cut trees down so that they can be used to make a variety of products.

When a tree lives for a long time and then dies, it is not totally at the end of its journey. **Decomposers**, like earthworms, bacteria, and fungi, take over the dead tree.¹³ Through the decomposition process, they help to slowly break down the tree into a rich nutrient that feeds the soil and enables new tree seeds to grow.

12 An infestation occurs when a large number of something harmful enters an area.

13 Fungi are living things such as molds, mushrooms, and yeasts that live on dead or decaying things.



← **Show image 5A-9: Life Cycle of an Apple Tree**

And there you have it, the life cycle of a tree.

Penmanship--The Mayan Empire

Name: _____ Date: _____



Remember to focus on the Keys to Legibility, shape, size, space, and slant. Imitate the model.

The Mayan Empire was a large empire

in Central America. The Mayans thought

that their kings were gods. The kings had

pointed heads and crossed eyes and were

extremely powerful. The empire lasted

for hundreds of years before it crumbled

from earthquakes and attacks from other

tribes.

Part A

1. shop + er = _____

2. help + er = _____

3. stop + ing = _____

4. run + ing = _____

5. form + ed = _____

6. ship + ed = _____

Part B

Add these morphographs together.

Some of the words follow the rule about dropping the final e.

1. slight + est = _____

2. nice + est = _____

3. care + ing = _____

4. un + work + able = _____

5. pre + serve + ing = _____

6. de + serve + ed = _____

Part C

Draw a line from each morphograph to its meaning.

- | | |
|-----------|-------------------------|
| 1. de * | * how something is done |
| 2. ly * | * that which is |
| 3. ness * | * in the past |
| 4. pre * | * more; one who |
| 5. re * | * down; away from |
| 6. er * | * again |
| 7. less * | * without |
| 8. ed * | * before |

Part D**Double when cvc + v**

1. form + ing = _____
2. sad + er = _____
3. swim + er = _____
4. help + ing = _____
5. mad + est = _____
6. run + er = _____

Part E

Fill in the blanks to show the morphographs in each word.

2G Spelling Lessons 91-92

Name _____

1. _____ + _____ + _____ = redefine

2. _____ + _____ + _____ = unequally

3. _____ + _____ = forceful

4. _____ + _____ + _____ = reserved

5. _____ + _____ = choicest

6. _____ + _____ + _____ + _____ = unrefined

7. _____ + _____ + _____ = misused

8. _____ + _____ = devalue

Part F

Write the word for each meaning.

word

meaning

1. _____

that which is thick

2. _____

stretch in the past

3. _____

the most fresh

4. _____

full of help

5. _____

shrunk before

6. _____

the most grand

7. _____

one who fights

8. _____

more white



Reading Mastery Textbook Questions Homework Sheet

Name: _____ Date: _____



Writing neatly, answer the textbook questions for today's reading lesson. Number your paper as you answer the questions. Today's Lesson Number _____.

Please circle the initial of your reading teacher: E H K L P

Handwriting practice area consisting of 18 rows of three horizontal lines each (top, dashed middle, bottom).

Name _____

Today you are going to practice making change from \$1.00. You are the shopkeeper, and people are going to come to your store and buy things. You need to give them change after they shop. Use what you learned yesterday about missing addends to help you. Remember: people want the least amount of coins. If you need to give 25c change you wouldn't do 25 pennies, or 5 nickels. 1 quarter would be the best option.



42 cents



68 cents



55 cents



13 cents



71cents

1. The hat costs 42 cents. The customer pays you \$1.00. How much change do you give them?

$$42 + \boxed{} = 100$$

$$42 + 58 = 100$$

How can we make 58 cents with the smallest amount of coins?

Q Q N P P P

2. Now lets try the hat

$$68 + \boxed{} = 100$$

$$68 + 32 = 100$$

How can we make 32 cents with the smallest amount of coins?

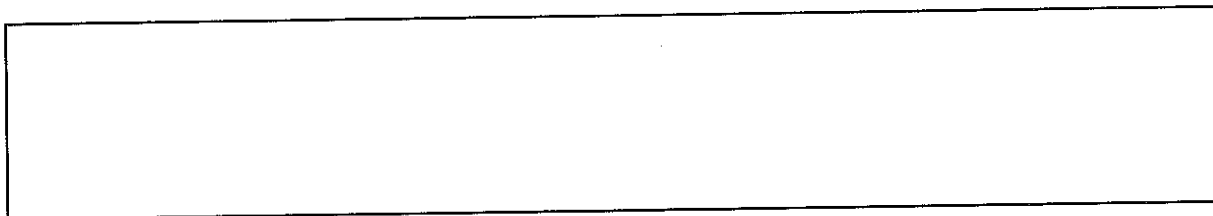
Q N P P

Now you are going to try the rest by yourself. When you are done ask somebody older than you to check your answers.

3. The zebra costs 55 cents. Write the missing addend in the square.

$$55 + \square = 100$$

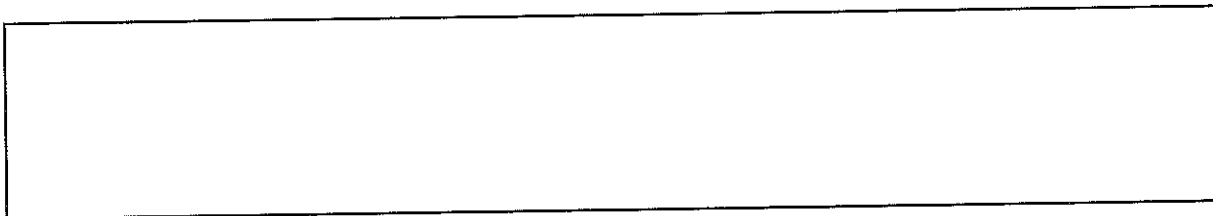
Draw or write your coins in the box.



4. The lollipop costs 13 cents. Write the missing addend in the square.

$$13 + \square = 100$$

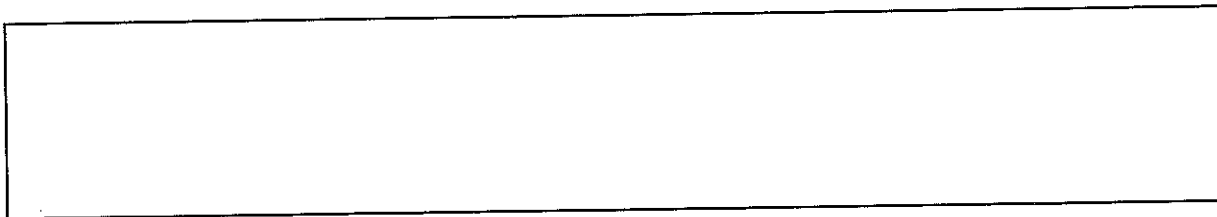
Draw or write your coins in the box.



5. The clock costs 71 cents. Write the missing addend in the square.

$$71 + \square = 100$$

Draw or write your coins in the box.



Name _____ Score _____

Fact Homework 102B

Set 20: Multiplying by 4

Saxon Math 3 (for use with Lesson 102)

1. Read the answers to someone.
2. Ask someone to time you for 1 minute as you write the answers.
3. Ask someone to check your paper and write your score.
4. Correct your mistakes and finish writing the answers.
5. Ask someone to sign your paper. Checked by _____

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

$$\begin{array}{r} 4 \\ \times 3 \\ \hline \end{array}$$

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

$$\begin{array}{r} 4 \\ \times 1 \\ \hline \end{array}$$

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

$$\begin{array}{r} 4 \\ \times 2 \\ \hline \end{array}$$

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

$$\begin{array}{r} 4 \\ \times 0 \\ \hline \end{array}$$

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

$$\begin{array}{r} 4 \\ \times 5 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ \times 3 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ \times 0 \\ \hline \end{array}$$

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

$$\begin{array}{r} 4 \\ \times 5 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ \times 1 \\ \hline \end{array}$$

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

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

$$\begin{array}{r} 4 \\ \times 2 \\ \hline \end{array}$$

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

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

$$\begin{array}{r} 4 \\ \times 5 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ \times 3 \\ \hline \end{array}$$

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

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

$$\begin{array}{r} 4 \\ \times 0 \\ \hline \end{array} \text{ 😊}$$

Name _____

Guided Class Practice 102A

Saxon Math 3 (for use with Lesson 102)

Date _____

Measure the date line using inches.

1. Whitney had 462 pennies and Alex had 187 pennies. Whitney gave Alex 184 of her pennies. How many pennies does Whitney have left?

Number sentence $462 \text{ pennies} - 184 \text{ p.} = 278 \text{ p.}$

Answer 278 pennies

3	15	12
	4	62
-	1	84
		278

2. The cost of the ruler is 58¢. You give the clerk \$1.00.

How much change will you receive? 42¢

What coins will you get? Q D N P P

3. Michael saved \$372 last year and \$418 this year. What is the closest estimate of how much money he saved altogether?

\$500

\$600

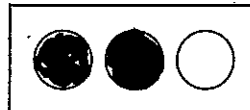
\$700

\$800

What number sentence did you use to find the closest estimate?

$\$400 + \$400 = \$800$

4. Sio ate $\frac{2}{3}$ of the oranges. Color the oranges he ate.



5. About how much might a book weigh?

1 ounce

1 pound

1 centimeter

1 ton

6. Find the answers. Check subtraction answers by adding.

$28 + \boxed{72} = 100$

$15 + \boxed{85} = 100$

$$\begin{array}{r} 89 \ 10 \ 1 \\ 208 \\ - 251 \\ \hline 649 \end{array}$$

$$\begin{array}{r} 3 \ 10 \\ 548 \\ - 218 \\ \hline 322 \end{array}$$

$$\begin{array}{r} 1 \\ 218 \\ + 322 \\ \hline 540 \end{array}$$

Name _____

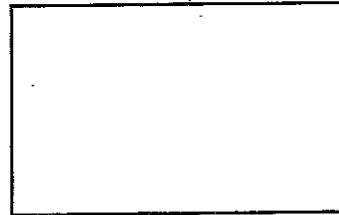
Date _____

Workspace

1. Mason had 525 pennies and Hillary had 231 pennies. Mason gave Hillary 179 of his pennies. How many pennies does Mason have left?

Number sentence _____

Answer _____



2. The cost of the pen is 73¢. You give the clerk \$1.00.

How much change will you receive? _____

What coins will you get? _____

3. Carol saved \$527 last year and \$281 this year. What is the closest estimate of how much money she saved altogether?

\$500

\$600

\$700

\$800

What number sentence did you use to find the closest estimate?

4. David ate $\frac{3}{4}$ of the apples. Color the apples he ate.



5. About how much might a pencil weigh?

1 ounce

1 pound

1 centimeter

1 ton

6. Find the answers. Check subtraction answers by adding.

$$39 + \square = 100$$

$$45 + \square = 100$$

$$\begin{array}{r} 800 \\ - 362 \\ \hline \end{array}$$

$$\begin{array}{r} 620 \\ - 113 \\ \hline \end{array}$$

LEARNING MORE PREPOSITIONS

1. Let's review the list of prepositions we have learned so far. Read the list aloud first; then, see if you can say the list from memory three more times.

Aboard, about, above, across, after, against, along, among, around, at.
Before, behind, below, beneath. Beside, between, beyond, by.

2. Now you are going to learn the next group of prepositions. Read those five new prepositions twice.

Down, during, except, for, from.

Now, march around the room repeating that new list, "*Down, during, except, for, from!*" until you are out of breath and read to stop.

3. Last, try to say the whole list starting from "*Aboard*" and ending with "*from.*" Repeat the list three times in a row.
4. Complete the next sheet: *Writing Sentences Using Prepositions.*

Language Arts--Prepositions

Name: _____ Date: _____



A preposition is a word that shows the relationship of a noun or a pronoun to another word in the sentence. Using each new preposition in the phrases below, write a complete sentence.

Example: "during the rainstorm"

We lost power during the rainstorm.

"except the spinach"

1. _____

"from my sister"

2. _____

"for my birthday"

3. _____

"down the hill"

4. _____



Reading Mastery Textbook Questions Homework Sheet

Name: _____ Date: _____



Writing neatly, answer the textbook questions for today's reading lesson. Number your paper as you answer the questions. Today's Lesson Number _____.

Please circle the initial of your reading teacher: E H K L P

Handwriting practice area consisting of 20 sets of horizontal lines. Each set includes a solid top line, a dashed middle line, and a solid bottom line.

Hello Scholars,

Today you will be reading and writing six-digit numbers and multiplying by 100 and by 1,000. Let's count by 100's.

*100, 200, 300, 400, 500, 600, 700, 800, 900, 1,000

How many 100's do we need to make 1,000? Yes, we need ten 100's to equal 1,000.

Now you will count to 3,200 by 100's.

*100	1,100	2,100	3,100
200	1,200	2,200	3,200
300	1,300	2,300	
400	1,400	2,400	
500	1,500	2,500	
600	1,600	2,600	
700	1,700	2,700	
800	1,800	2,800	
900	1,900	2,900	
1,000	2,000	3,000	

When we write numbers with thousands, we use a comma to separate the thousands from the hundreds.

Example 1

5,280 This number is: five thousand, two hundred eighty. Notice that when we write out the number with words, we also put a comma in between the thousands and the hundreds.

Example 2

How would you write the number 1,760 using words?

Thousands		Hundreds		Tens		Ones
1	,	7		6		0

*one thousand, seven hundred sixty

Example 3

How would you write the number 14,408?

14	,	4		0		8
----	---	---	--	---	--	---

*fourteen thousand, four hundred eight

Example 4

How would you write the number 2,005?

2	,	0		0		5
---	---	---	--	---	--	---

*two thousand, five

Now you are going to practice putting a comma in a number.

Here is the number 4116. Where would you put the comma? Yes, between the 4 and the first 1 like this: 4,116. Now write the number using words: *four thousand, one hundred sixteen.

Practice putting a comma in the numbers and then writing the number using words.

3075	*3,075	*three thousand, seventy-five
15690	*15,690	*fifteen thousand, six hundred ninety
83007	*83,007	*eighty-three thousand, seven
720318	*720,318	*seven hundred twenty thousand, three hundred eighteen

Now you are going to learn how to multiply by 100 and by 1,000. Remember that when you multiply by 10, the answer is the number you are multiplying by plus one zero. $3 \times 10 = 30$.

Try to answer these multiplication problems.

$9 \times 100 = \underline{\hspace{2cm}}$

$3 \times 1,000 = \underline{\hspace{2cm}}$

$16 \times 100 = \underline{\hspace{2cm}}$

$18 \times 1,000 = \underline{\hspace{2cm}}$

$58 \times 100 = \underline{\hspace{2cm}}$

$34 \times 1,000 = \underline{\hspace{2cm}}$

What happens when we multiply a number by 100?

*The answer is that number with two zeros on the end.

$9 \times 1 = 9$ We multiplied by 1 so there are no zeros in the answer.

$9 \times 10 = 90$ We multiplied by 10 (with 1 zero) so there is one zero in the answer.

$9 \times 100 = 900$ We multiplied by 100 (with 2 zeros) so there are two zeros in the answer.

$9 \times 1,000 = 9,000$ We multiplied by 1,000 (with 3 zeros) so there are three zeros in the answer.

Here are some more practice problems.

$8 \times 100 = \underline{\hspace{2cm}}$

$60 \times 1,000 = \underline{\hspace{2cm}}$

$19 \times 1,000 = \underline{\hspace{2cm}}$

$54 \times 100 = \underline{\hspace{2cm}}$

$72 \times 10 = \underline{\hspace{2cm}}$

$95 \times 1,000 = \underline{\hspace{2cm}}$

Name _____ Score _____

Fact Homework 103B

Saxon Math 3 (for use with Lesson 103)

Set 20: Multiplying by 4 and by 3

1. Read the answers to someone.
2. Ask someone to time you for 1 minute as you write the answers.
3. Ask someone to check your paper and write your score.
4. Correct your mistakes and finish writing the answers.
5. Ask someone to sign your paper. Checked by _____

$$\begin{array}{r} 4 \\ \times 1 \\ \hline \end{array}$$

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

$$\begin{array}{r} 4 \\ \times 5 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ \times 2 \\ \hline \end{array}$$

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

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

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

$$\begin{array}{r} 4 \\ \times 0 \\ \hline \end{array}$$

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

$$\begin{array}{r} 4 \\ \times 3 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ \times 5 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \\ \times 5 \\ \hline \end{array}$$

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

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

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

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

$$\begin{array}{r} 4 \\ \times 2 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \\ \times 4 \\ \hline \end{array}$$

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

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

$$\begin{array}{r} 4 \\ \times 3 \\ \hline \end{array}$$

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

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

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

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

Name _____

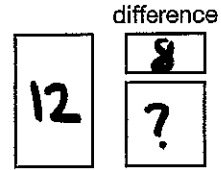
Guided Class Practice 103A

Saxon Math 3 (for use with Lesson 103)

Date _____

Measure the date line using inches. _____"

- 1. The children in Room A scored 8 points less than the children in Room B. If the children in Room B scored 12 points, how many points did the children in Room A score?



Number sentence 12 points - 8 points = 4 points Room B Room A

Answer 4 points

- 2. Trace the parallel line segments using a red crayon.



- 3. Write 548,156 using words. five hundred forty-eight thousand one hundred fifty-six

Write twelve thousand, six hundred thirty using digits. 12,630

- 4. Find the products.

$38 \times 1,000 = 38,000$

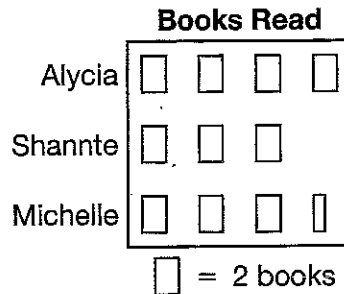
$60 \times 100 = 6,000$

- 5. Use the graph to answer the questions.

How many books did Alycia read? 8

How many more books did Alycia read than Shannte? 2

How many books did Michelle read? 7



- 6. Find the answers. Check subtraction answers by adding.

$$\begin{array}{r} 6 \cancel{) 410} \\ - 284 \\ \hline 466 \end{array}$$

$$\begin{array}{r} 284 \\ + 466 \\ \hline 750 \end{array}$$

$$\begin{array}{r} 49 \cancel{) 508} \\ - 218 \\ \hline 282 \end{array}$$

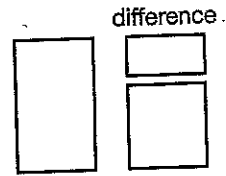
$$\begin{array}{r} 218 \\ + 282 \\ \hline 500 \end{array}$$

$$\begin{array}{r} \$23,294.81 \\ + 8,570.46 \\ \hline \$31,865.27 \end{array}$$

Name _____

Date _____

1. The children in Room C scored 7 points less than the children in Room D. If the children in Room D scored 9 points, how many points did the children in Room C score?

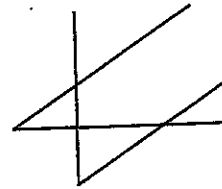


Number sentence _____

Answer _____

2. Trace the parallel line segments.

3. Write 131,247 using words. _____



Write twenty-three thousand, four hundred three using digits. _____

4. Find the products.

$92 \times 1,000 =$ _____

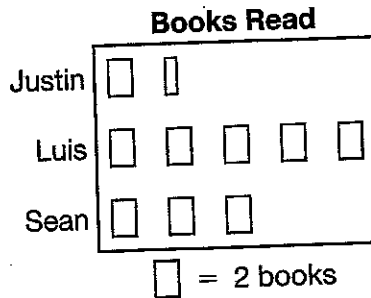
$20 \times 100 =$ _____

5. Use the graph to answer the questions.

How many books did Sean read? _____

How many more books did Luis read than Sean? _____

How many books did Justin read? _____



6. Find the answers. Check subtraction answers by adding.

$$\begin{array}{r} 640 \\ - 371 \\ \hline \end{array}$$

$$\begin{array}{r} 700 \\ - 593 \\ \hline \end{array}$$

$$\begin{array}{r} \$78,219.08 \\ + 6,194.37 \\ \hline \end{array}$$

Science Lesson 5 Life Cycle of a Tree

Name: _____ Date: _____



Answer each question in a complete sentence.

What are two things that make trees an important part of life on earth?

Blank handwriting lines for the answer to the first question.

What are the stages of a trees life cycle?

Blank handwriting lines for the answer to the second question.

With what does a tree's life cycle begin?

Blank handwriting lines for the answer to the third question.

Science Lesson 5 Life Cycle of a Tree

Name: _____ Date: _____



Answer each question in a complete sentence.

When does a tree begin to
produce flowers and fruit?

Blank handwriting lines for the first question.

What is the difference between
deciduous trees and evergreen
trees?

Blank handwriting lines for the second question.

Part A

- 1. sign 2. fault 3. care 4. bare 5. carry
- 6. hope 7. slope 8. rope 9. scope 10. cope

Part B

less	care	rest	ed	ful	ing	hope
------	------	------	----	-----	-----	------

- 1. _____
- 2. _____
- 3. _____
- 4. _____
- 5. _____
- 6. _____
- 7. _____
- 8. _____

Part C

Double when cvc + v.

- 1. farm + er = _____
- 2. swim + er = _____
- 3. firm + est = _____
- 4. sad + est = _____
- 5. wash + ing = _____
- 6. snap + ing = _____
- 7. stop + ing = _____

Part D

1. _____

2. _____ g

3. _____

4. _____ u _____5. _____ r _____6. _____ e _____**Part E**

Draw a line from each morphograph to its meaning.

- | | | |
|---------|---|-------------------------|
| 1. ful | * | * before |
| 2. de | * | * more; one who |
| 3. ly | * | * down; away from |
| 4. er | * | * in the past |
| 5. pre | * | * that which is |
| 6. ness | * | * without |
| 7. less | * | * full of |
| 8. ed | * | * how something is done |

Part F

Draw a line from each word to its clue.

- | | | |
|----------|---|---|
| 1. tail | * | * My _____ are too big for these shoes. |
| 2. feat | * | * I don't want to _____ my new shirt. |
| 3. feet | * | * correct |
| 4. tale | * | * That monkey has a long _____. |
| 5. write | * | * Those people lost _____ way. |
| 6. wear | * | * How quickly can you _____? |
| 7. their | * | * something hard to do |
| 8. right | * | * a story |

The Marvelous City of Tenochtitlan

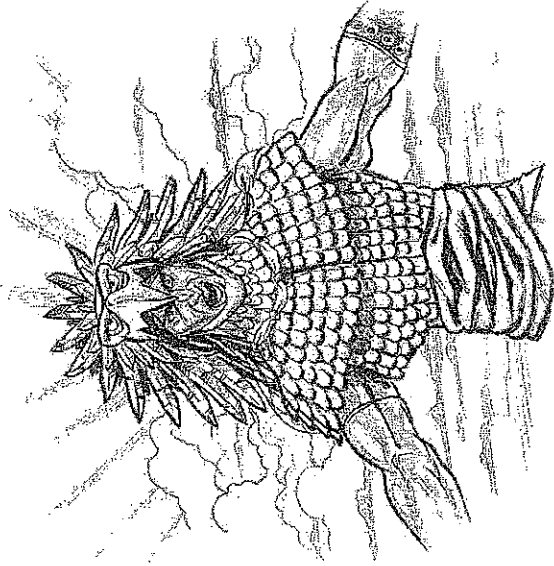
The Aztecs were even more warlike than the Mayans! We don't know where the Aztecs first came from, but we do know that as they wandered through Central America, they fought battle after battle with the other tribes who lived there. Whenever they won, they forced the conquered tribes to give them food, money, and soldiers for their army. The Aztecs grew richer and stronger. But they still had no home and.

As they roamed through the highlands of Central America, the Aztecs came to the edge of a wide lake. The edges of the lake were soft and marshy, filled with reeds. Little islands dotted its surface. On one of these islands, a large cactus grew. And on the cactus sat an eagle, holding a snake in its talons.

When the Aztec priests saw the eagle, they cried out, "It is a sign from the sun god! He wishes us to settle here. His divine power will be with us if we build our capital city on the island of the eagle!"

The Aztecs wanted to please the sun god. But when they launched their canoes and paddled over to the island, they found that much of it was soft and muddy. How could they build a city on marshy land?

The Aztecs were determined to find a way. And so they hauled basketfuls of dry earth and stones from the land around the lake and dumped the earth onto the muddy beaches. They pulled basketfuls of mud up from the lake bottom and filled in the pools and swamps. They cut poles from the trees surrounding the lake, drove the poles down into the bottom of the lake, and attached reed mats to the poles. Then they filled the fenced-in areas with more dirt and mud. Slowly, the island became larger and drier. The Aztecs built more and more



An Aztec warrior.

houses in their new city. They named it Tenochtitlan. Today the lake where Tenochtitlan stood is called Lake Texcoco.

More and more people came to live in Tenochtitlan. Even though the island was not very big, this floating city had over a hundred thousand Aztecs living in it. More parts of the lake were filled in so that stone buildings could be raised. Canals edged with stone channeled the water away from the foundations of the city. The canals also acted as streets; often, the Aztecs traveled through their capital city by canoe. Smaller cities grew up around the edge of the lake. The people who lived in these cities grew corn, squash, tomatoes, and beans. Paddled canoes full of food over to Tenochtitlan, and sold the food to the city dwellers. But the Aztecs of Tenochtitlan didn't rely on the shore for all their food. They learned how to grow crops in the lake. They wove reeds into huge mats and floated

these mats in the water. They covered the surface of the mats with dirt and planted seeds in the dirt. When the plants sprang up, their roots grew down through the dirt, through the mats, and into the water. Sometimes the roots reached all the way down into the bottom of the lake. These crops never died from drought or sun; they always had plenty of water. Some Aztecs even built small houses on their floating garden mats.

The Aztecs ate food from the lake as well. They caught fish, but they also cooked and ate water lizards, salamanders, frogs, and fish-eggs. One Aztec delicacy was cakes made out of algae that had been pressed and dried. For meat, they hunted the ducks and birds that swam on the lake's surface, as well as deer and rabbits that roamed on the lake's shores. On special occasions, they drank fermented cactus juice. But getting drunk was against the Aztec laws. Anyone who got drunk could be put to death.

The Aztecs also learned how to make a brand new food: chocolate. The rich dirt around the lake was a perfect place to grow cacao trees—small fruit trees that bear fruit like melons, each almost a foot long. When the purple fruit of the cacao tree turned brown, the Aztecs would pick the fruit and scoop out the insides. But they weren't after the pulp inside the fruit. They wanted the seeds. Each cacao fruit might have thirty or forty seeds in it. The Aztecs pounded these cacao beans into a fine powder, boiled them with corn flour into a soupy paste, strained the paste into a thin brown liquid, and then added vanilla and honey to it. The result: chocolate.

This chocolate was probably bitter and grainy, not smooth and creamy like the chocolate we have today. Today, chocolate makers add milk, sugar, and extra butter to chocolate to make it sweeter and softer. But the Aztecs didn't think their

chocolate was bitter. Chocolate was one of their favorite foods. Rich people drank it from golden cups. Cacao beans were as valuable as gold; the Aztecs even used them for money. Chocolate, they thought, was food worthy of the gods.

Tenochtitlan could only be reached by three raised earthen roads that ran through the lake. And between each road and the gates of the city was a moat. Usually, this moat was filled with heavy logs that allowed horses and carts to cross over into Tenochtitlan. But when the Aztecs were at war, they rolled the logs out of the moat. Then no one could cross into the city on foot. And the Aztecs needed to be able to defend their city because they fought with everyone around them. Even though they had a beautiful capital city and plenty to eat and drink, they raided nearby tribes and kidnapped men, women, and children to sacrifice to their gods. The Aztecs were prosperous—but they were also hated by the other tribes of Central America.

The Incas

When Spanish and Portuguese explorers landed in the New World, they found the Aztecs flourishing in Central America. They met Mayans, living in small scattered tribes throughout Central America. But when they traveled south, down into the continent of South America, they found yet another great civilization: the civilization of the Incas.

The Incas lived in the mountains that run along the western coast of South America. Today, we call this area Peru. Like

these mats in the water. They covered the surface of the mats with dirt and planted seeds in the dirt. When the plants sprang up, their roots grew through the dirt, through the mats, and into the water. Sometimes the roots reached all the way down into the bottom of the lake. These crops never died from drought or sun; they always had plenty of water. Some Aztecs even built small houses on their floating garden mats.

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The Incas lived in the mountains that run along the western coast of South America. Today, we call this area Peru. Like

the Mayans, the Incas believed that their king was descended from the sun god. Here is the story they told about the beginnings of their civilization.

Intri, the god of the sun, presided over the earth. Each day he rose and soared above it, looking down on it from the clouds; each evening, he sank down beneath it and swam through the waters that lie beneath the earth, back to the earth's far side, so that he could rise and soar over it again.

But when Intri looked down on the earth, he wasn't pleased with what he saw. The people who lived there were like beasts. They lived in the grass and are what they could catch with their bare hands. Their hair grew in long tangled knots; they wore no clothes, and when they met each other they fought like wild animals.

So Intri said to his great queen, Pachamama, who ruled the earth, "Look at these people! They live like animals in the dirt. We must teach them to build cities and roads, to wear clothes, and to live together in peace!"

Pachamama agreed. So the ruler of the sun and the ruler of the earth summoned their son and daughter into their presence. "My children," the sun god Intri said, "we are going to send you down to earth to teach the people who live there how to be civilized. Take with you this magical golden staff. When it leaps from your hand and sinks into the earth, there you will build a great city."

The son and daughter agreed. Now the gods can enter the world of men, but they must do so

through a door of still water. Intri's son and daughter found the door in Lake Titicaca. They passed through the door, rose from the lake, and began to walk through the world of men. Everywhere they found hunger, fear, and disease. Whenever they went, they taught men to speak, to build houses, to use herbs and spells to heal their diseases, to grow food, to dress and cut their hair. Men began to stand up from the earth and to live as human beings. And Intri's son, Manco Capac, carried the magical golden staff with him everywhere they traveled.

One day, as they walked through a fertile valley, the golden staff leapt from Manco Capac's hand and sank deep into the earth. "Here is where we must build our city!" Manco Capac said to his sister. So they began to build. Soon men came from all around to live in this city, built by the gods themselves. They named this city Cuzco. And the sons and grandsons and great grandsons of Manco Capac, son of the god Intri, sat on the throne in Cuzco until this day.

Cuzco was the capital city of the Incan Empire. This story claims to tell how Cuzco was built, and why the king of the Incas had the right to rule there. Today, archaeologists can see from the ruins of Cuzco that it was a great city where thousands of Incas once lived. It had straight streets, paved with cobblestones. The houses were made of stone, cut so carefully that the blocks fit firmly together without any mortar. They had very small doors and no windows, because the mountain

air was so cold. And the city itself is laid out in the shape of a puma, an animal sacred to the Incas.

The Incan people never learned to write, and they kept no histories. So we don't know very much about most of the Incan kings. But we do know that an Incan king named Huayna Capac became king of the Incas in 1493, the year after Columbus first landed in America. Huayna Capac ruled over an empire that stretched along the coast of South America for twenty-five hundred miles, almost as long as the United States is wide. He built good, wide roads all throughout his empire. Traders went back and forth on these roads, carrying their goods on llamas. These goods—beautiful cloth, woven from the wool of llamas and sheep and dyed in bright colors, pottery jars, often made in the shape of animals or of men's heads, jewelry of gold and turquoise—traveled from one end of the empire to the other. The governors of the different cities all along the roads sent messengers to each other as well, using a complicated code of knots tied into colored rope. Messengers ran along the roads, carrying these ropes from one city to the next.

But when Huayna Capac died, he divided his empire between his two sons. One ruled the north; the other ruled the south. Soon, these two brothers began to fight with each other. Hundreds of Inca warriors died on both sides. The kingdoms of both brothers grew weaker and poorer.

When more Spanish explorers arrived, anxious to settle down in the new continent they had discovered, the two warring kings were too weak to resist. The Spanish marched over those broad, smooth Incan roads, from one end of the empire to the other—and destroyed it.

CHAPTER THIRTYTHREE

Spain, Portugal, and the New World

The Slave Trade

When Ferdinand and Isabella paid for the ships that took Columbus, Amerigo Vespucci, and many other explorers across the Atlantic Ocean, they weren't just being kind. They hoped to make money from this New World. When Columbus landed in America, he claimed the country for Spain. That meant that the king and queen of Spain were saying, "We have the right to send ships to this country to establish new cities on it, and to take any gold and treasure that we discover here!"

Of course, other countries wanted a part of the New World as well. Portugal also sent explorers to the New World. Soon, the Spanish and the Portuguese were both sending ships across the Atlantic. They hoped to build new cities on the coast of the American continents and also on the islands just off South America, which they called the *West Indies*.

But the land where they wanted to settle was already occupied by native tribes. Soon Spanish and Portuguese soldiers, called *conquistadores*, were fighting with the Aztecs, the Mayans, and the Incas who lived in Central and South

Penmanship--The Aztecs

Name: _____ Date: _____



Remember to focus on the Keys to Legibility, shape, size, space, and slant. Imitate the model.

The Aztecs were a warlike tribe who

often fought with the neighboring tribes.

They built the city Tenochtitlan on a

swampy lake by filling the wet places

with dirt. They learned to grow crops

on the water and often traveled through

their city by canoe. They also learned to

make chocolate.



Reading Mastery Textbook Questions Homework Sheet

Name: _____ Date: _____



Writing neatly, answer the textbook questions for today's reading lesson. Number your paper as you answer the questions. Today's Lesson Number _____.

Please circle the initial of your reading teacher: E H K L P

Handwriting practice area consisting of 18 sets of horizontal lines. Each set includes a solid top line, a dashed middle line, and a solid bottom line.

Hello Scholars,

Read today's objective: ***We will learn how to write a four-digit number in expanded form.***

PART A: 379: We can write this number in different ways.

1. We can use the digits 3, 7, and 9. That is the fastest way.
2. We can write it using words: three hundred seventy-nine
3. We can write it as a simple addition problem: $379 = 300 + 70 + 9$

#3 is called "***writing a number in expanded form.***"

How do you think we write 452 in expanded form? $452 = 400 + 50 + 2$

How do you think we write 803 in expanded form? $803 = 800 + 3$

How do you think we write 160 in expanded form? $160 = 100 + 60$

How do you think we will write 1,269 in expanded form? $1,269 = 1,000 + 200 + 60 + 9$

How do you think we will write 3,020 in expanded form? $3,020 = 3,000 + 20$

Why do you think mathematicians call this "expanded form"?

*****Remember that, if there is a zero in the hundred's, ten's or one's place, you do not need to write + 0 for that number when writing the number in expanded form.***

Time for you to practice—Write the following numbers in expanded form.

306 _____

410 _____

5,891 _____

3,075 _____

Part B: Now we are going to reverse the process.

This is the expanded form of what number? $200 + 30 + 7 = \underline{\quad 237 \quad}$

This is the expanded form of what number? $5,000 + 400 + 20 + 1 = \underline{\hspace{2cm}}$

This is the expanded form of what number? $2,000 + 100 + 6 =$ _____

Time for more practice—Write the number for each expanded form.

$500 + 90 + 8 =$ _____ $700 + 60 =$ _____

$600 + 3 =$ _____ $3,000 + 50 + 1 =$ _____

Part C: Now for tricky problems—Be careful!!

This is the expanded form of what number? $50 + 8 + 400 =$ _____

How can we write this expanded form so it is easier to read?

Now, write the following numbers in expanded form. (If you think you need to rewrite the expanded form to make it easier to read, be sure to do so.)

$9 + 200 + 30 =$ _____ $50 + 3 + 1,000 + 700 =$ _____

$5,000 + 4 + 20 + 600 =$ _____

NEXT STEPS IN COMPLETING TODAY'S MATH LESSON

1. Look at the Guided Practice 104A sheet and review the steps and answers in each problem.
2. Complete Homework 104B. Show your work on every problem it is possible.
3. Complete the Class Fact Practice 104A (untimed). *(If you choose to time it; it is 1 minute.)*
4. Complete the Fact Homework 104B. Follow all five directions.
5. If you have questions, please write them down and ask me during my phone check-ins OR ask a parent to send me an email.

Name _____ Score _____

Fact Homework 104B

Saxon Math 3 (for use with Lesson 104)

Set 20: Multiplying by 4

1. Read the answers to someone.
2. Ask someone to time you for 1 minute as you write the answers.
3. Ask someone to check your paper and write your score.
4. Correct your mistakes and finish writing the answers.
5. Ask someone to sign your paper. Checked by _____

$$\begin{array}{r} 4 \\ \times 3 \\ \hline \end{array}$$
$$\begin{array}{r} 4 \\ \times 0 \\ \hline \end{array}$$
$$\begin{array}{r} 4 \\ \times 8 \\ \hline \end{array}$$
$$\begin{array}{r} 4 \\ \times 6 \\ \hline \end{array}$$
$$\begin{array}{r} 4 \\ \times 1 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ \times 5 \\ \hline \end{array}$$
$$\begin{array}{r} 4 \\ \times 9 \\ \hline \end{array}$$
$$\begin{array}{r} 4 \\ \times 2 \\ \hline \end{array}$$
$$\begin{array}{r} 4 \\ \times 7 \\ \hline \end{array}$$
$$\begin{array}{r} 4 \\ \times 4 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ \times 6 \\ \hline \end{array}$$
$$\begin{array}{r} 4 \\ \times 1 \\ \hline \end{array}$$
$$\begin{array}{r} 4 \\ \times 5 \\ \hline \end{array}$$
$$\begin{array}{r} 4 \\ \times 0 \\ \hline \end{array}$$
$$\begin{array}{r} 4 \\ \times 9 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ \times 7 \\ \hline \end{array}$$
$$\begin{array}{r} 4 \\ \times 3 \\ \hline \end{array}$$
$$\begin{array}{r} 4 \\ \times 8 \\ \hline \end{array}$$
$$\begin{array}{r} 4 \\ \times 4 \\ \hline \end{array}$$
$$\begin{array}{r} 4 \\ \times 2 \\ \hline \end{array}$$
 ok

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

Name _____

Guided Class Practice 104A

Saxon Math 3 (for use with Lesson 104)

Date _____

Measure this date line using inches. _____

1. ~~There are four girls and three boys. Each of the boys used seven pieces of paper and each of the girls used five pieces of paper.~~ How many pieces of paper did the girls use?

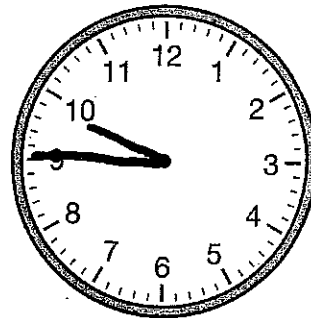
Number sentence $4 \times 5 \text{ pieces of paper} = 20 \text{ papers}$

Answer 20 pieces of paper

2. Write 3,425 in expanded form. $3000 + 400 + 20 + 5$

3. Show quarter to ten in the morning on the clocks.

9:45 ● a.m.
○ p.m.



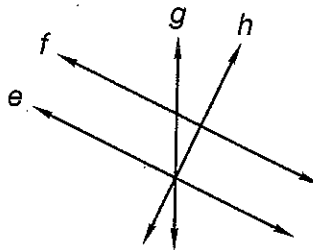
4. Fill in the missing addends.

$12 + \boxed{88} = 100$

$33 + \boxed{67} = 100$

5. Which lines are parallel?

f and e



6. The cost of a marker is 59¢.

How much change will you receive from \$1.00? 41¢

7. Find the answers. Check subtraction answers by adding.

$$\begin{array}{r} 318 \\ - 91 \\ \hline 227 \end{array}$$

$$\begin{array}{r} 391 \\ + 91 \\ \hline 482 \end{array}$$

$$\begin{array}{r} 2910 \\ - 208 \\ \hline 2702 \end{array}$$

$$\begin{array}{r} 208 \\ + 92 \\ \hline 300 \end{array}$$

$$\frac{3}{4} - \frac{1}{4} = \frac{2}{4}$$

$$\frac{1}{6} + \frac{1}{6} + \frac{1}{6} + \frac{1}{6} = \frac{4}{6}$$

Name _____

Date _____

1. There are four girls and three boys. Each of the boys used seven pieces of paper and each of the girls used five pieces of paper. How many pieces of paper did the boys use?

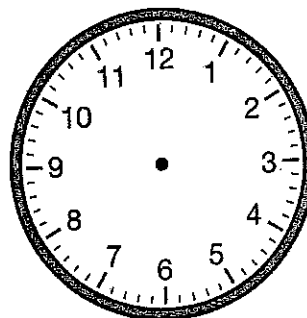
Number sentence _____

Answer _____

2. Write 7,398 in expanded form. _____

3. Show quarter to four in the afternoon on the clocks.

:	<input type="radio"/> a.m.
:	<input type="radio"/> p.m.



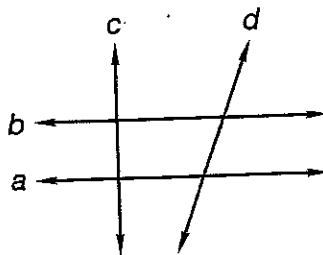
4. Fill in the missing addends.

$$44 + \boxed{} = 100$$

$$84 + \boxed{} = 100$$

5. Which lines are parallel?

_____ and _____



6. The cost of an eraser is 29¢.

How much change will you receive from \$1.00? _____

7. Find the answers. Check subtraction answers by adding.

$$\begin{array}{r} 874 \\ - 82 \\ \hline \end{array}$$

$$\begin{array}{r} 307 \\ - 165 \\ \hline \end{array}$$

$$\frac{2}{3} - \frac{1}{3} =$$

$$\frac{1}{8} + \frac{1}{8} + \frac{1}{8} =$$

Honesty--Reflecting on the Character Pillars

Name: _____ Date: _____



Read the definition of honesty. Think about what it means. Answer the reflection questions using complete sentences.

Read: Honesty is always being truthful

with my words and actions, no matter

how difficult. Honesty is doing what you

say you will do and never lying, cheating,

or stealing.

1. Explain why honesty is important when

you are doing distance learning.

2. Honesty is often difficult for

everyone, even grown-ups. Why do you

think it is hard to be honest sometimes?

Honesty--Reflecting on the Character Pillars

Name: _____ Date: _____



Read the definition of honesty. Think about what it means. Answer the reflection questions using complete sentences.

3. Share an example of when you were

honest, even when it was hard. How did

you feel about yourself afterward?

Blank lined writing area for the student's response.



Reading Mastery Textbook Questions Homework Sheet

Name: _____ Date: _____



Writing neatly, answer the textbook questions for today's reading lesson. Number your paper as you answer the questions. Today's Lesson Number _____.

Please circle the initial of your reading teacher: E H K L P

18 sets of primary-ruled writing lines for student answers.

Today we are going to be learning how to divide by 3 and 4. We are also going to be writing multiplication and division fact families. Then we are going to talk about perpendicular lines and line segments.

Let's start by counting by 3's.

3, 6, 9, _____, _____, _____, _____, _____, _____

Now let's count by 4's

4, 8, 12, _____, _____, _____, _____, _____, _____

Like our addition and subtraction fact families two number are given and one is missing. We can use the given number to determine the missing number. Look at Lesson worksheet 105-A and the first problem is listed below. There is a 15 at the top and a 3 on the bottom left. What number multiplied by 3 equals 15?

I have completed the fact family for this problem.

$$\begin{array}{r} 5 \\ \times 3 \\ \hline 15 \end{array}$$

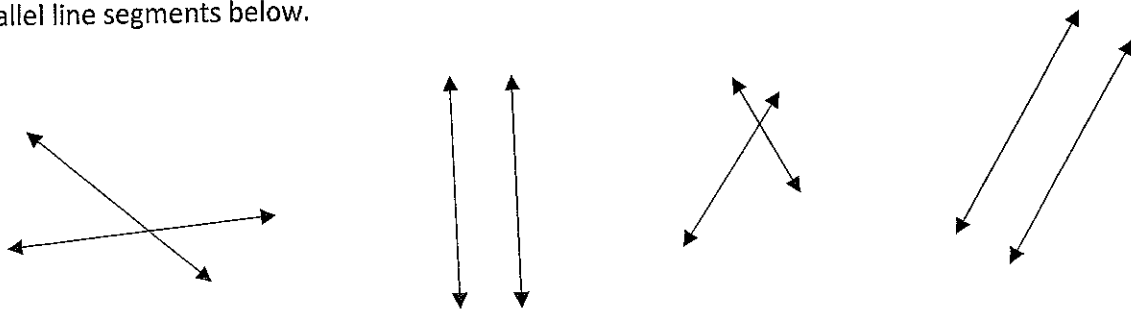
$$\begin{array}{r} 3 \\ \times 5 \\ \hline 15 \end{array}$$

$$\frac{15}{3} = 5$$

$$\frac{15}{5} = 3$$

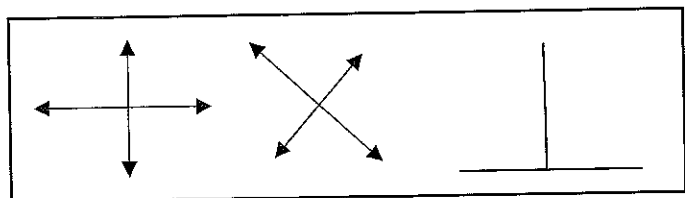
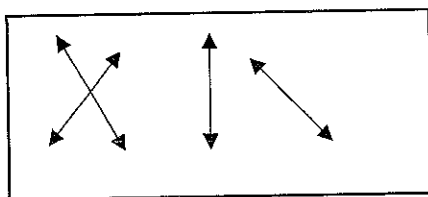
Complete the rest of the worksheet. Remember that the number on top of the triangle goes first or on top of each division problem. Then have an adult check over your work or listen to the recording for the answers.

Last week we learned about parallel lines and line segments. Let's review parallel line segments. Circle the parallel line segments below.



You should have circled two.

If lines are not parallel, they are called "intersecting lines." If the lines intersect, it means that they cross, or meet. That is why we call the place where two streets meet an intersection. Below are some intersecting lines. How are the lines in the first box different than those in the second?



Mathematicians have a special name for the intersecting lines in the second box. They are called perpendicular lines. Perpendicular lines look like the sides of a rectangle. How are perpendicular lines different from those that are not perpendicular?

Look around your house for examples of perpendicular lines or line segments. List a few below.

Last week we found all the parallel line segments in the capital letters of the alphabet. Which capital letters of the alphabet have parallel line segments.

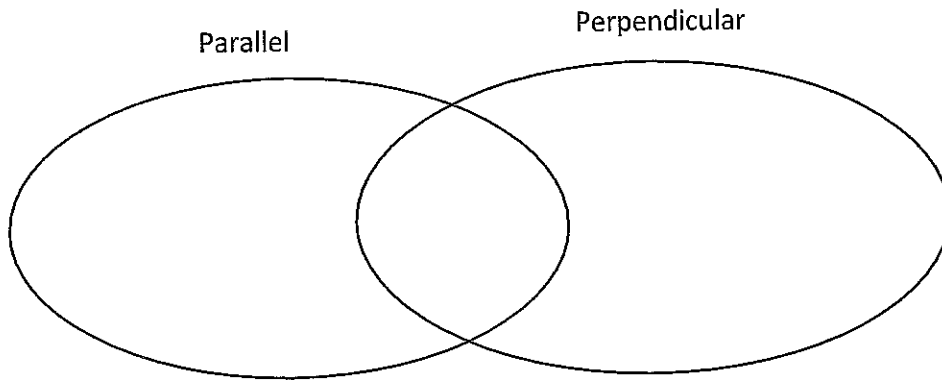
You should have listed eight letters.

Today we will find all the perpendicular line segments in the capital letters of the alphabet. Use a Red crayon to trace the perpendicular line segments.

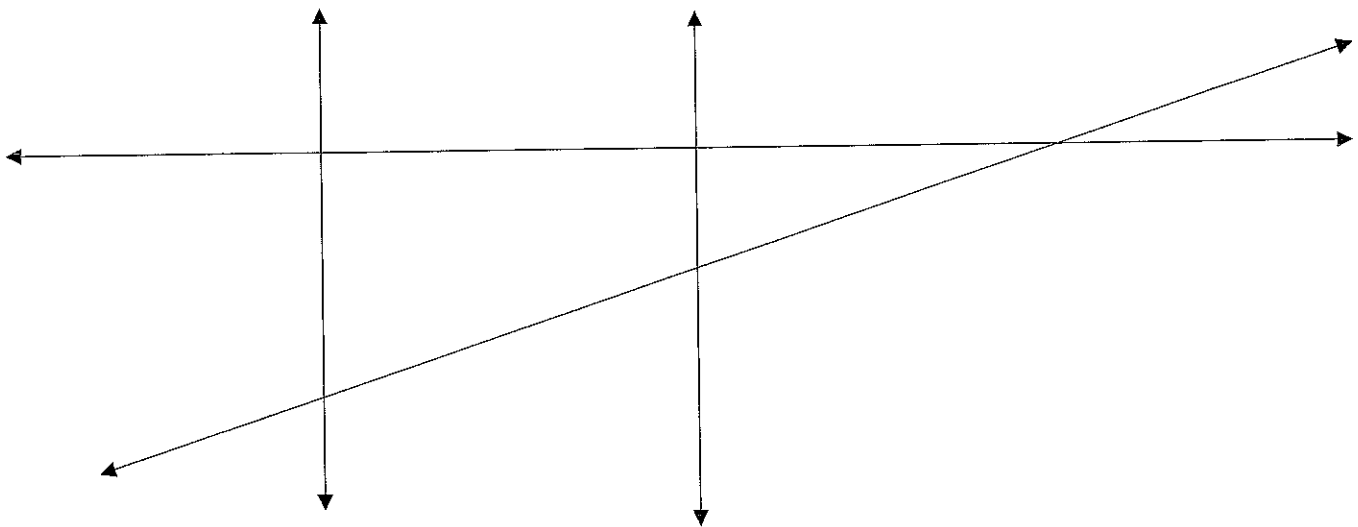
A	B	C	D	E	F	G
H	I	J	K	L	M	N
O	P	Q	R	S	T	U
V	W	X	Y	Z		

You should have seven letters with perpendicular lines.

Write the letters that have both parallel and perpendicular line segments in the middle section. You should have 4 letters there. Write the letters that have only parallel line segments in the correct circle. You should have 4 letters in that circle. Next write the letters that have only perpendicular line segments in the correct circle. You should write 3 letters in that circle.



Look at the lines below. We are going to pretend that these lines are streets on a map. Trace the horizontal line using a brown crayon. Remember horizontal lines are like the horizon. Decide on a street name and label it. Trace the oblique line using an orange crayon. Decide on a street name and label it. Trace the vertical line on the left using a purple crayon. Decide on a street name and label it. Trace the vertical line on the right using a blue crayon. Decide on a street name and label it.



Which streets are parallel to each other?

Which streets are perpendicular to each other?

Name _____

Lesson Worksheet 105-1A

Saxon Math 3 (for use with Lesson 105-1)

Set 21: Dividing by 3, by 4, and by 1

15
3

\times \times

_____ =

_____ =

21
3

_____ \times _____ = _____

_____ \times _____ = _____

_____ \div _____ = _____

_____ \div _____ = _____

27
3

\times \times

28
4

\times \times

_____ =

_____ =

12
4

_____ \times _____ = _____

_____ \times _____ = _____

_____ \div _____ = _____

_____ \div _____ = _____

32
4

\times \times

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Name _____ Score _____

Fact Homework 105B

Saxon Math 3 (for use with Lesson 105-1)

5-minute timing

Checked by _____

$\begin{array}{r} 1 \\ \times 6 \\ \hline \end{array}$	$\begin{array}{r} 2 \\ \times 5 \\ \hline \end{array}$	$\begin{array}{r} 7 \\ \times 0 \\ \hline \end{array}$	$\begin{array}{r} 4 \\ \times 4 \\ \hline \end{array}$	$\begin{array}{r} 1 \\ \times 2 \\ \hline \end{array}$	$\begin{array}{r} 5 \\ \times 9 \\ \hline \end{array}$	$\begin{array}{r} 2 \\ \times 8 \\ \hline \end{array}$	$\begin{array}{r} 5 \\ \times 8 \\ \hline \end{array}$	$\begin{array}{r} 0 \\ \times 4 \\ \hline \end{array}$	$\begin{array}{r} 7 \\ \times 9 \\ \hline \end{array}$	10
--	--	--	--	--	--	--	--	--	--	----

$\begin{array}{r} 1 \\ \times 5 \\ \hline \end{array}$	$\begin{array}{r} 7 \\ \times 4 \\ \hline \end{array}$	$\begin{array}{r} 3 \\ \times 2 \\ \hline \end{array}$	$\begin{array}{r} 3 \\ \times 3 \\ \hline \end{array}$	$\begin{array}{r} 0 \\ \times 3 \\ \hline \end{array}$	$\begin{array}{r} 4 \\ \times 1 \\ \hline \end{array}$	$\begin{array}{r} 3 \\ \times 9 \\ \hline \end{array}$	$\begin{array}{r} 2 \\ \times 6 \\ \hline \end{array}$	$\begin{array}{r} 4 \\ \times 8 \\ \hline \end{array}$	$\begin{array}{r} 0 \\ \times 9 \\ \hline \end{array}$	20
--	--	--	--	--	--	--	--	--	--	----

$\begin{array}{r} 5 \\ \times 2 \\ \hline \end{array}$	$\begin{array}{r} 3 \\ \times 6 \\ \hline \end{array}$	$\begin{array}{r} 0 \\ \times 7 \\ \hline \end{array}$	$\begin{array}{r} 2 \\ \times 9 \\ \hline \end{array}$	$\begin{array}{r} 4 \\ \times 7 \\ \hline \end{array}$	$\begin{array}{r} 2 \\ \times 3 \\ \hline \end{array}$	$\begin{array}{r} 5 \\ \times 5 \\ \hline \end{array}$	$\begin{array}{r} 3 \\ \times 5 \\ \hline \end{array}$	$\begin{array}{r} 1 \\ \times 9 \\ \hline \end{array}$	$\begin{array}{r} 4 \\ \times 6 \\ \hline \end{array}$	30
--	--	--	--	--	--	--	--	--	--	----

$\begin{array}{r} 7 \\ \times 7 \\ \hline \end{array}$	$\begin{array}{r} 2 \\ \times 9 \\ \hline \end{array}$	$\begin{array}{r} 5 \\ \times 6 \\ \hline \end{array}$	$\begin{array}{r} 1 \\ \times 8 \\ \hline \end{array}$	$\begin{array}{r} 4 \\ \times 9 \\ \hline \end{array}$	$\begin{array}{r} 3 \\ \times 6 \\ \hline \end{array}$	$\begin{array}{r} 7 \\ \times 9 \\ \hline \end{array}$	$\begin{array}{r} 0 \\ \times 6 \\ \hline \end{array}$	$\begin{array}{r} 1 \\ \times 8 \\ \hline \end{array}$	$\begin{array}{r} 4 \\ \times 2 \\ \hline \end{array}$	40
--	--	--	--	--	--	--	--	--	--	----

$\begin{array}{r} 4 \\ \times 9 \\ \hline \end{array}$	$\begin{array}{r} 1 \\ \times 1 \\ \hline \end{array}$	$\begin{array}{r} 5 \\ \times 0 \\ \hline \end{array}$	$\begin{array}{r} 3 \\ \times 8 \\ \hline \end{array}$	$\begin{array}{r} 7 \\ \times 5 \\ \hline \end{array}$	$\begin{array}{r} 2 \\ \times 4 \\ \hline \end{array}$	$\begin{array}{r} 1 \\ \times 9 \\ \hline \end{array}$	$\begin{array}{r} 5 \\ \times 3 \\ \hline \end{array}$	$\begin{array}{r} 1 \\ \times 0 \\ \hline \end{array}$	$\begin{array}{r} 4 \\ \times 4 \\ \hline \end{array}$	50
--	--	--	--	--	--	--	--	--	--	----

$\begin{array}{r} 4 \\ \times 3 \\ \hline \end{array}$	$\begin{array}{r} 7 \\ \times 8 \\ \hline \end{array}$	$\begin{array}{r} 2 \\ \times 1 \\ \hline \end{array}$	$\begin{array}{r} 5 \\ \times 4 \\ \hline \end{array}$	$\begin{array}{r} 2 \\ \times 2 \\ \hline \end{array}$	$\begin{array}{r} 0 \\ \times 0 \\ \hline \end{array}$	$\begin{array}{r} 3 \\ \times 7 \\ \hline \end{array}$	$\begin{array}{r} 0 \\ \times 5 \\ \hline \end{array}$	$\begin{array}{r} 7 \\ \times 7 \\ \hline \end{array}$	$\begin{array}{r} 3 \\ \times 1 \\ \hline \end{array}$	60
--	--	--	--	--	--	--	--	--	--	----

$\begin{array}{r} 2 \\ \times 7 \\ \hline \end{array}$	$\begin{array}{r} 3 \\ \times 0 \\ \hline \end{array}$	$\begin{array}{r} 1 \\ \times 1 \\ \hline \end{array}$	$\begin{array}{r} 7 \\ \times 6 \\ \hline \end{array}$	$\begin{array}{r} 1 \\ \times 3 \\ \hline \end{array}$	$\begin{array}{r} 4 \\ \times 5 \\ \hline \end{array}$	$\begin{array}{r} 3 \\ \times 8 \\ \hline \end{array}$	$\begin{array}{r} 0 \\ \times 1 \\ \hline \end{array}$	$\begin{array}{r} 3 \\ \times 3 \\ \hline \end{array}$	$\begin{array}{r} 7 \\ \times 2 \\ \hline \end{array}$	70
--	--	--	--	--	--	--	--	--	--	----

$\begin{array}{r} 3 \\ \times 9 \\ \hline \end{array}$	$\begin{array}{r} 4 \\ \times 8 \\ \hline \end{array}$	$\begin{array}{r} 0 \\ \times 2 \\ \hline \end{array}$	$\begin{array}{r} 5 \\ \times 8 \\ \hline \end{array}$	$\begin{array}{r} 7 \\ \times 6 \\ \hline \end{array}$	$\begin{array}{r} 1 \\ \times 6 \\ \hline \end{array}$	$\begin{array}{r} 5 \\ \times 5 \\ \hline \end{array}$	$\begin{array}{r} 2 \\ \times 2 \\ \hline \end{array}$	$\begin{array}{r} 0 \\ \times 0 \\ \hline \end{array}$	$\begin{array}{r} 7 \\ \times 1 \\ \hline \end{array}$	80
--	--	--	--	--	--	--	--	--	--	----

$\begin{array}{r} 2 \\ \times 8 \\ \hline \end{array}$	$\begin{array}{r} 1 \\ \times 7 \\ \hline \end{array}$	$\begin{array}{r} 7 \\ \times 7 \\ \hline \end{array}$	$\begin{array}{r} 4 \\ \times 6 \\ \hline \end{array}$	$\begin{array}{r} 0 \\ \times 8 \\ \hline \end{array}$	$\begin{array}{r} 7 \\ \times 3 \\ \hline \end{array}$	$\begin{array}{r} 0 \\ \times 9 \\ \hline \end{array}$	$\begin{array}{r} 5 \\ \times 6 \\ \hline \end{array}$	$\begin{array}{r} 2 \\ \times 6 \\ \hline \end{array}$	$\begin{array}{r} 4 \\ \times 0 \\ \hline \end{array}$	90
--	--	--	--	--	--	--	--	--	--	----

$\begin{array}{r} 0 \\ \times 8 \\ \hline \end{array}$	$\begin{array}{r} 4 \\ \times 4 \\ \hline \end{array}$	$\begin{array}{r} 3 \\ \times 4 \\ \hline \end{array}$	$\begin{array}{r} 7 \\ \times 8 \\ \hline \end{array}$	$\begin{array}{r} 2 \\ \times 0 \\ \hline \end{array}$	$\begin{array}{r} 5 \\ \times 7 \\ \hline \end{array}$	$\begin{array}{r} 0 \\ \times 6 \\ \hline \end{array}$	$\begin{array}{r} 1 \\ \times 4 \\ \hline \end{array}$	$\begin{array}{r} 5 \\ \times 1 \\ \hline \end{array}$	$\begin{array}{r} 5 \\ \times 9 \\ \hline \end{array}$	100
--	--	--	--	--	--	--	--	--	--	-----

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Name _____

Date _____

Measure the date line using inches. _____"

- 1. Jolisha bought two bookmarks and a folder at the school store. How much did she spend?

Folder	45¢
Marker	35¢
Bookmark	10¢

Number sentence $10¢ + 10¢ + 45¢ = 65¢$

Answer 65¢

What will be her change from \$1.00? 35¢

- 2. Write 6,250 in expanded form. $6000 + 200 + 50$

Write two-hundred fifty-eight thousand, six hundred nine using digits. 258,609

- 3. Circle the letters that have parallel line segments.



- 4. Write \$35,210.63 as you would on a check.

thirty-five thousand two hundred ten and 63/100 Dollars

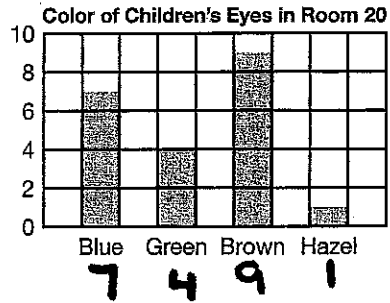
- 5. Use the bar graph to answer the questions.

How many children have blue eyes? 7

How many children are in Room 20? 21

How many children do not have brown eyes? 12

How many more children have brown eyes than have green eyes? 5



- 6. Fill in the missing numbers.

$32 + \boxed{68} = 100$

$3 \times \boxed{5} = 5 \times 3$

$23 + 48 = 48 + \boxed{23}$

$\boxed{51} + 49 = 100$

$7 \times 3 = \boxed{3} \times 7$

$17 + \boxed{56} = 56 + 17$

Name _____

Date _____

1. Leanna bought two pencils and a marker at the school store. How much did she spend?

Pencil	7¢
Folder	45¢
Marker	35¢

Number sentence _____

Answer _____

What will be her change from \$1.00? _____

2. Write 3,148 in expanded form. _____

Write sixty-one thousand, two hundred seventy using digits. _____

3. Circle the letters that have parallel line segments.

A M T Z

4. Write \$27,186.50 as you would on a check.

_____ Dollars

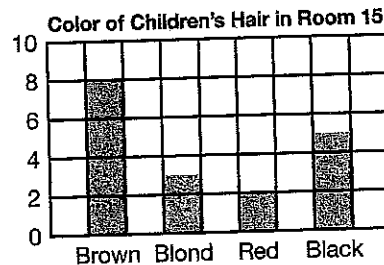
5. Use the bar graph to answer the questions.

How many children have black hair? _____

How many children are in Room 15? _____

How many children do not have blond hair? _____

How many more children have brown hair than have blond hair? _____



6. Fill in the missing numbers.

$$28 + \square = 100$$

$$3 \times \square = 2 \times 3$$

$$47 + 38 = 38 + \square$$

$$\square + 74 = 100$$

$$7 \times 5 = \square \times 7$$

$$19 + \square = 56 + 19$$

Penmanship--The Incan Empire

Name: _____ Date: _____



Remember to focus on the Keys to Legibility, shape, size, space, and slant. Imitate the model.

The Incan Empire of South America had

a legend that the son of the sun god

chose the site of their capital city of

Cuzco. Cuzco was shaped like a puma.

The great king, Huayna Capac, made the

Incas into a huge empire and built good

roads for traders and messengers. After

Huayna Capac died, the empire was

Penmanship--The Incan Empire

Name: _____ Date: _____



Remember to focus on the Keys to Legibility, shape, size, space, and slant. Imitate the model.

divided and became poor and weak.

2G Spelling Test

Name: _____ Date: _____

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

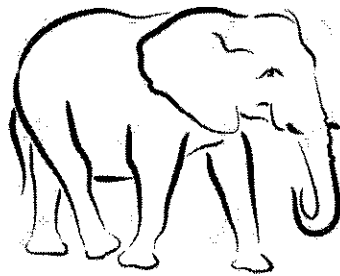
10. _____

Nomen: _____ Numerus: _____ Class: _____

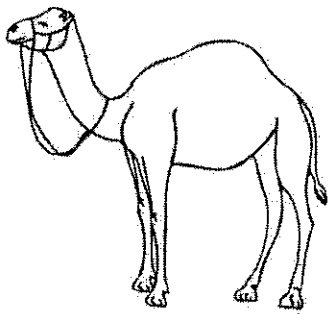
Directions: label each animal with the correct Latin name and color

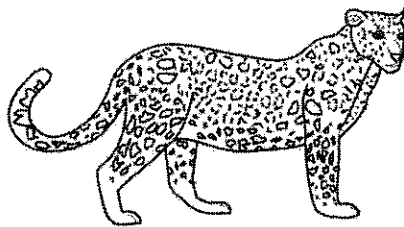
camelus	ursus	equus	penguinus	avis
pardus	papilio	delphinus	hippotigris	tigris
camelopardalis	simius	halmaturus	elephantus	ericius
rana	feles	phoca		





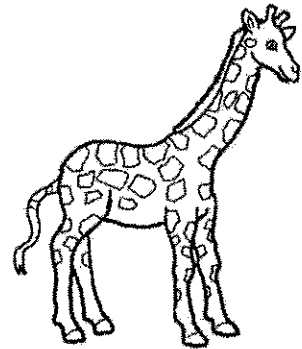


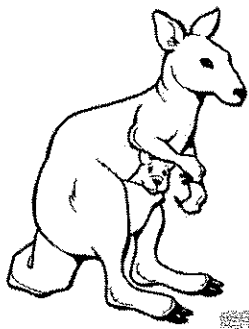




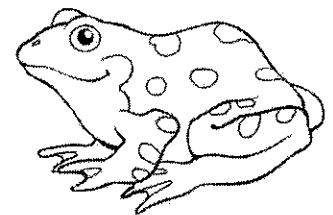
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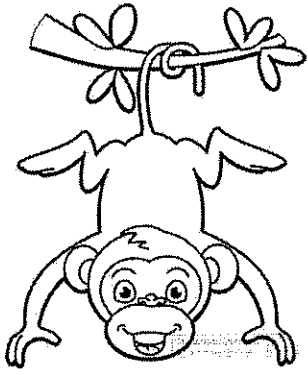
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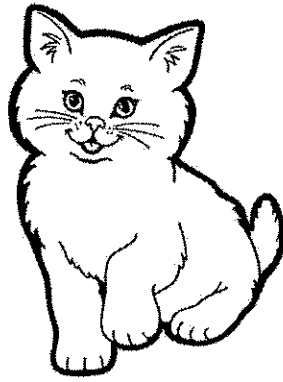


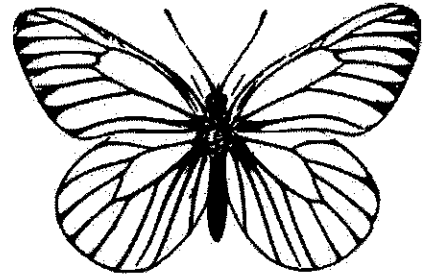


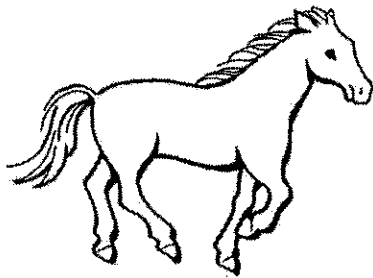


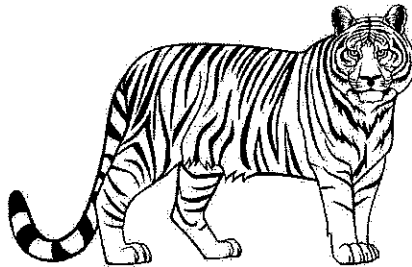


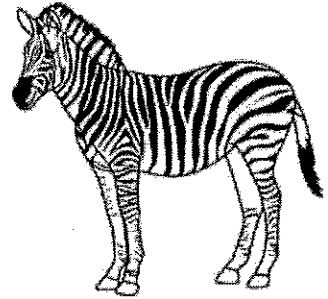






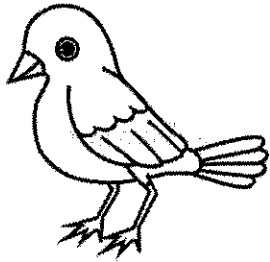




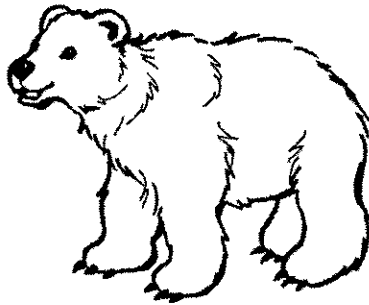


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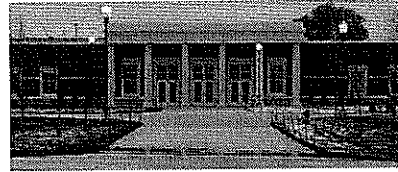




Name: _____

2G Spanish Vocabulary

Unit 8: Places & Transportation



Part 1: Places

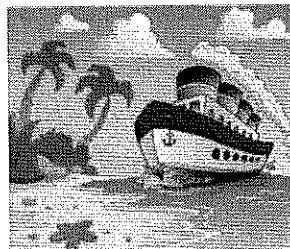
English	Español	English	Español
library	la biblioteca	house	la casa
mall	el centro comercial	movie theater	el cine
city	la ciudad	post office	el correo
school	la escuela	farm	la granja
mountains	las montañas	park	el parque
swimming pool	la piscina	beach	la playa
restaurant	el restaurante	supermarket	el supermercado
zoo	el zoológico		

Part 2: Transportation

English	Español	English	Español
bus	el autobús	airplane	el avión
boat	el barco	bicycle	la bicicleta (bici)
truck	el camión	car	el carro
motorcycle	la motocicleta (moto)	train	el tren

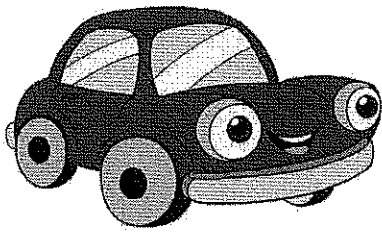
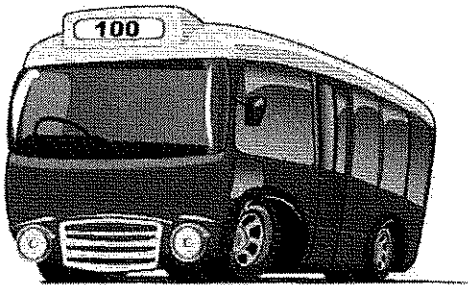
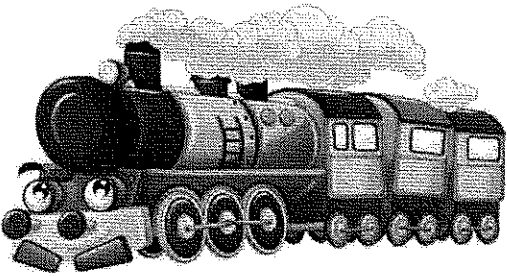
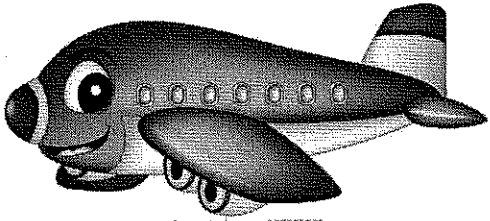
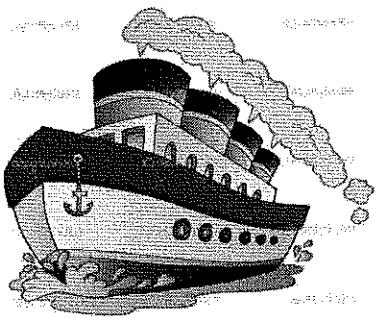
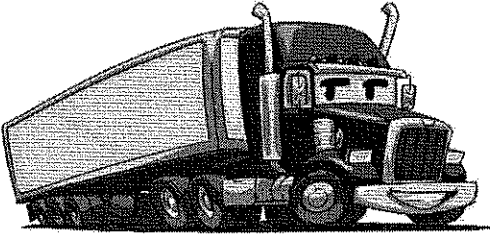
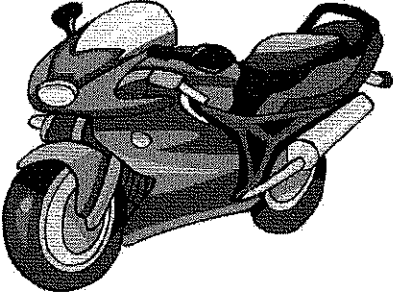
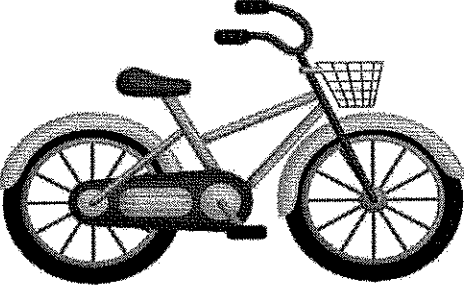
Assessments

- Vocabulary quiz
- Create sentences based on pictures
- Small group oral presentations



.....:smul

2G Flashcards: Cut along the lines, then write the Spanish on the back of each card. The vocabulary list is included in your packet. Once you have completed this you can use them to practice. You may want to make another set to play matching games.

	car		bus
	train		airplane
	boat		truck
	motorcycle		bicycle

Write your own sentences and draw pictures that match the sentences.

<hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/>
<hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/>
<hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/>

2G – Week 3 Optional Unit 8 Worksheet,

Nombre _____ Clase _____

Draw pictures to match the sentence in each box. Remember a=to, en=in/on, con=with.

<p>Me gusta nadar a la granja en barco.</p>	<p>Me gusta cantar con Sr. Murphy en el avión.</p>
<p>No me gusta bailar a la playa en el tren</p>	<p>Me gusta escuchar música en el autobús.</p>
<p>No me gusta hablar con gatos en la bicicleta.</p>	<p>Me gusta tocar la guitarra en el camión.</p>

24 Music

Name: _____ Grade: _____ Class: _____

Match Picture to name of instrument.

1. Snare drum _____

2. Violin _____

3. Clarinet _____

4. Maracas _____

5. Tuba _____

6. Triangle _____

7. French horn _____

8. Xylophone _____

9. Trumpet _____

10. Oboe _____

11. Bassoon _____

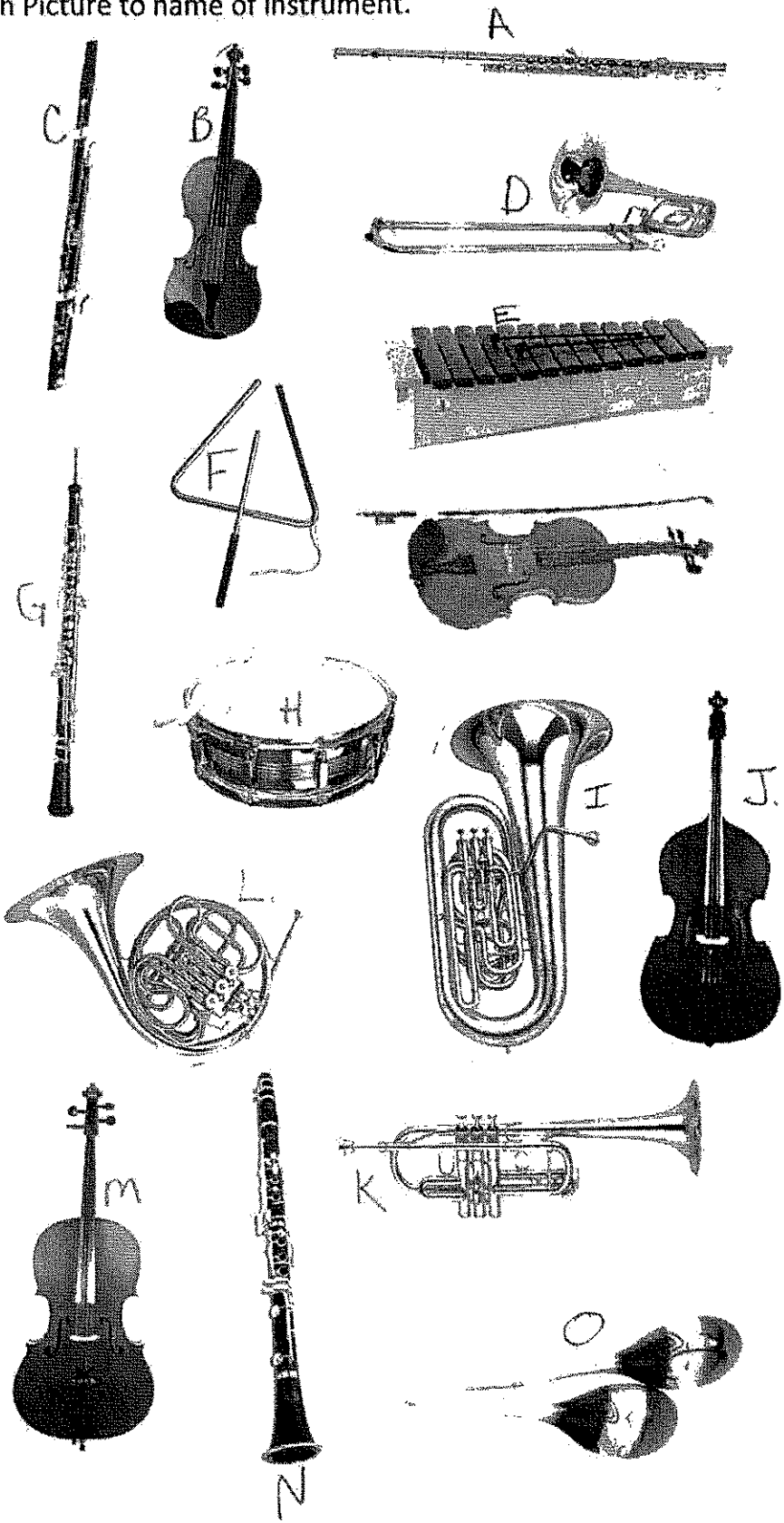
12. Double Bass _____

13. Trombone _____

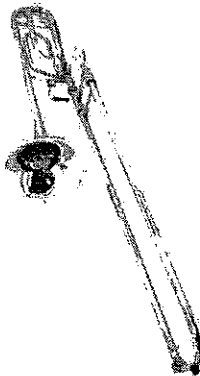
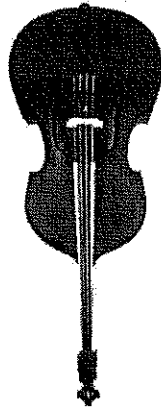
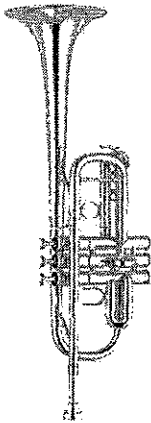
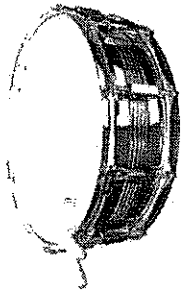
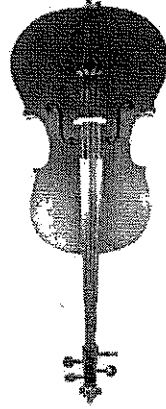
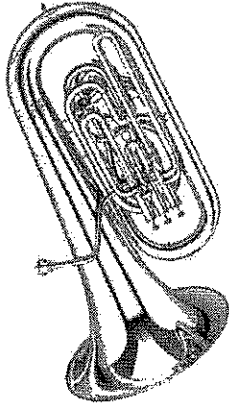
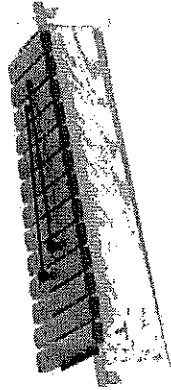
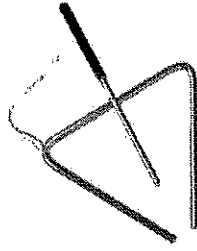
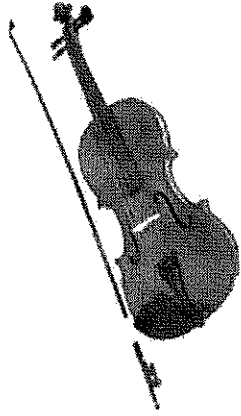
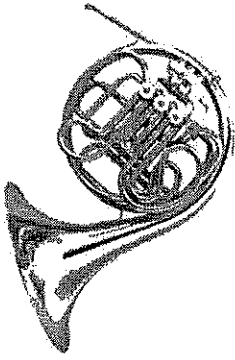
14. Flute _____

15. Cello _____

16. Viola _____



01264 22



Cut and paste to correct
instrument family.

MUSICAL INSTRUMENT FAMILIES

Grade: _____
Teacher: _____

Name:	STRINGS	WOODWINDS	BRASS	PERCUSSION

2G Art Assignment: use pencil on this assignment; no color necessary. Use your "art eyes." Look for shadows.

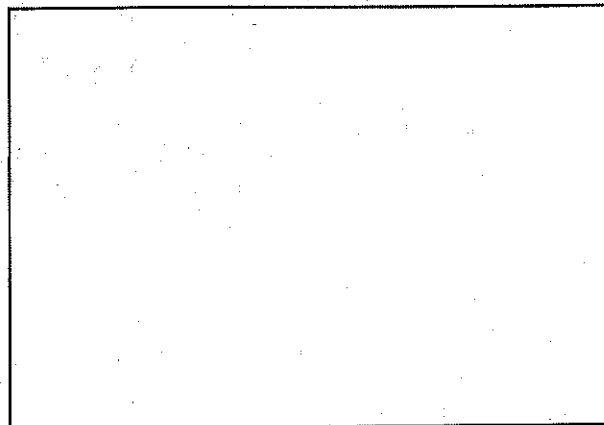
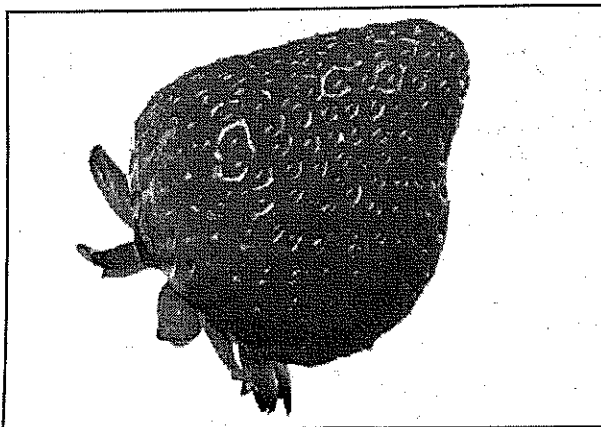
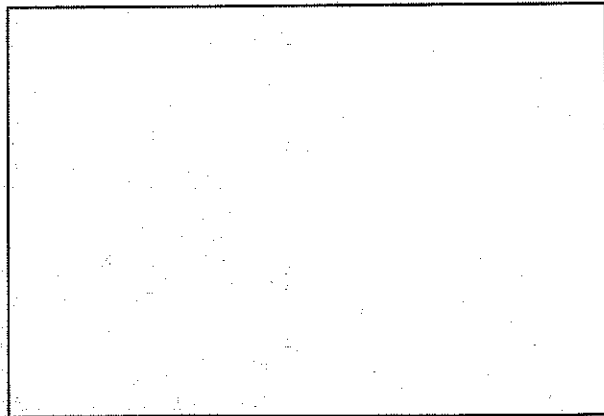
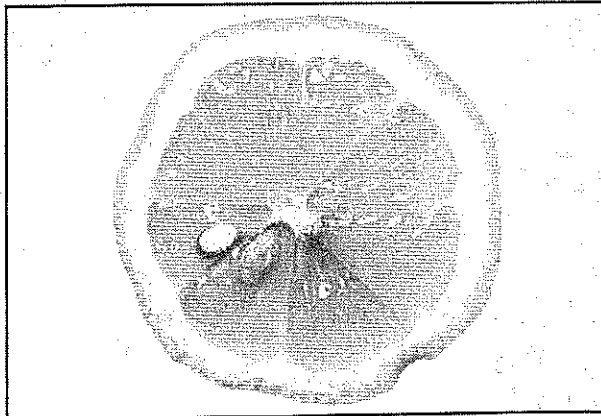
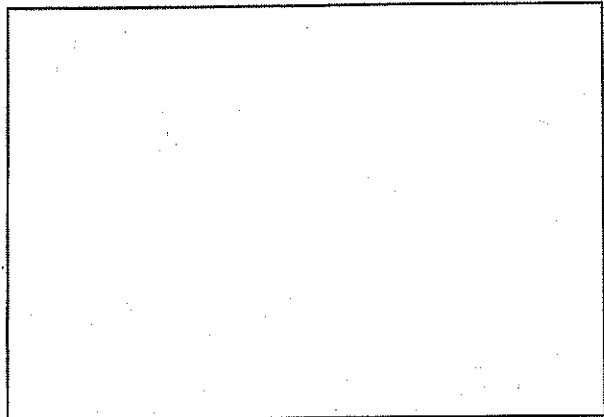
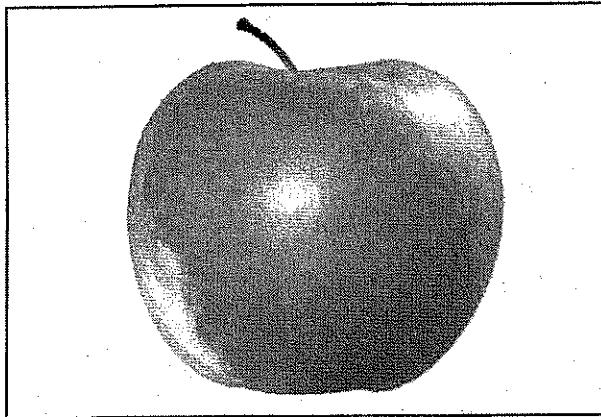
Hello my most amazing artist! How are you today?

Observation Drawing

NAME: _____ Class Code: _____ CLASS: Art

Observation drawing is drawing what you see as true to life as possible. Observe the image on the left, then draw what you see in the box on the right. Be sure to include details.

2G



Name: _____

2G SOG Work PE / Taekwondo Routine:

Warm Up / Cool Down – Do Twice Once at Beginning and Once at End (All stretches should be to the count of 10)

Stand in Focus Position 1, Do a Sun Breath, Hand above your head like you on a roller coaster, now keeping feet on the floor, lean as far as you can to one side, now the other side, touch your toes, and now jog in place for the count of ten (try in Spanish and Latin if you can), sit on the floor and make a V with your legs, reach as far down the middle now you're a W! Now touch your toes make sure you do each side. Stand up and do 10 Jumping Jacks, 10 Burpees, 10 Sit Ups and 10 Push Ups.

Right hand low block, left hand low block, right hand high block, left hand high block, right hand inside block, left hand inside block, right hand outside block, left hand outside block, right hand punch, left hand punch, right leg front kick, right leg round kick, left leg axe kick, turn back kick.

Basketball Routine:

Now without a ball please follow the cards below. You will need to keep the imagined ball below your waist and under control. Please only do one card a day.

If your parents are free tonight ask them if they will take a walk with you or play a little catch. Please start your game of catch with underhand throwing in a tick tock motion (parents think a Grandfather Clock).

Thank you and stay safe.

1
TASK CARDS

BASKETBALL
Equipment Needed:
1 ball for each student

- Dribble with right hand: 8 times
- Dribble with left hand: 8 times
- Dribble alternating hands: 5 each hand
- Dribble in a straight line: 10 steps
- Dribble zig-zag pattern: 10 steps

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2
TASK CARDS


BASKETBALL
Equipment Needed:
1 ball for each student

- Basketball around head: 5 times
- Basketball around waist: 7 times
- Basketball around knees: 9 times
- Basketball around body: 11 times
- Figure eight around legs: 3 times

HealthierGeneration.org HEALTHIER GENERATION


1000

FITNESS BREAKS SLAM DUNK




Dribble IN PLACE

To dribble, push the ball down by spreading the fingers and flexing the wrist. Keep legs flexed and back straight.


HealthierGeneration.org 

FITNESS BREAKS SLAM DUNK




Jump SHOT

Pretend to hold the ball with one hand under the ball and the other on the side. Jump straight up. Release the ball before the top of your jump, forcing the ball up and forward with one hand. Follow through like you are reaching into a cookie jar on the top shelf.


HealthierGeneration.org 

FITNESS BREAKS MVP




QUICK Feet

Start with feet shoulder-width apart and knees bent in defensive position. Pick up and put down feet as quickly as possible.


HealthierGeneration.org 

FITNESS BREAKS MVP




QUARTER Turns

While performing "quick feet" jump slightly and rotate both feet to the right, return to center. Quick feet, jump slightly and land with both feet rotated to the left.

HealthierGeneration.org 

FITNESS BREAKS SLAM DUNK




SPEED Dribble

Protead to push the ball down by spreading the fingers and flexing the wrist in double time. Keep legs flexed and back straight.

HealthierGeneration.org HEALTHIER GENERATION

FITNESS BREAKS SLAM DUNK




360 TURN AND Dunk

Jump up with hands overhead, spin in the air and slam the ball down through the hoop.

HealthierGeneration.org HEALTHIER GENERATION

FITNESS BREAKS MVP




SIDE Slides

Start in defensive position. Step towards the left with the left foot; follow by bringing the right foot closer to the left foot. Repeat. Step towards the right with the right foot; follow by bringing the left foot closer to the right foot. Repeat.

HealthierGeneration.org HEALTHIER GENERATION

FITNESS BREAKS OVERTIME



LINE Drill

With toes on line, step over, over, back, back. Repeat 30 times. Switch to lead with the other foot. Repeat 30 times. With one foot in front of the line and the other behind, jump and switch feet (scissors). Repeat 30 times and switch lead foot. With both feet parallel, jump over and back. Repeat 30 times.

HealthierGeneration.org HEALTHIER GENERATION

Please fill out the check list on the front of your packet and send it back.

1

TASK CARDS

BASKETBALL

Equipment Needed:
1 ball for each student

- Dribble with right hand:
8 times
- Dribble with left hand:
8 times
- Dribble alternating hands:
5 each hand
- Dribble in a straight line:
10 steps
- Dribble zig-zag pattern:
10 steps

2

TASK CARDS

BASKETBALL

Equipment Needed:
1 ball for each student

- Basketball around head:
5 times
- Basketball around waist:
7 times
- Basketball around knees:
9 times
- Basketball around body:
11 times
- Figure eight around legs:
3 times

