

4G Distance Learning Packet

Scholar name (first and last) _____

Parent/Guardian Signature _____

Classroom Teacher _____

Week of: April 27th - May 1st

Assignments marked with an asterisk () required. All other work is encouraged but not required.*

<p>Monday</p> <p>Check box when completed</p> <input type="checkbox"/>	<p>Math*</p> <p>Complete Supplemental worksheets 34 and 63 (pages 3-5 of this packet)</p>	<p>Reading*</p> <p>Read <i>Wind in the Willows</i> chapter 5</p>	<p>Science</p> <p>Electricity Booklet – read and answer questions (pages 35-40 in packet)</p>	<p>History</p> <p>Read <i>Ramblin' Around</i> and answer questions (pages 26-28 of packet)</p> <p><small>(Make sure to highlight/underline where you found your answers)</small></p>	<p>Penmanship</p> <p>Fall and summer compare and contrast essay – Read directions on page 44 and work on Venn Diagram on page 45 in packet (write in cursive)</p>
<p>Tuesday</p> <p>Check box when completed</p> <input type="checkbox"/>	<p>Math*</p> <p>Test 16A (page 6 of this packet)</p>	<p>Reading*</p> <p>Complete <i>Wind in the Willows</i> chapter 5 questions (page 21 of this packet)</p>	<p>Latin*</p> <p>Lesson 21 worksheet 1 in your Latin packet</p>	<p>Spanish 5B*</p> <p>In Spanish packet:</p> <p>Complete and sentence writing worksheet.</p> <p>Enrichment: work on sentences for party scrapbook</p>	<p>Penmanship</p> <p>Fall and Summer compare and contrast packet: Similarities shaping sheet (page 46 – write in cursive)</p> <p>Art*</p> <p>In Art Packet: Picasso Portrait Project</p>
<p>Wednesday</p> <p>Check box when completed</p> <input type="checkbox"/>	<p>Math*</p> <p>Lesson 86 in textbook; use blank grid paper in packet</p>	<p>Reading*</p> <p>Read <i>Wind in the Willows</i> Chapter 6</p>	<p>Science</p> <p>Clouds and Precipitation – read and answer questions (pages 41-42 in packet)</p>	<p>P.E.*</p> <p>Warm up, dribble card and jump shot</p>	<p>Penmanship</p> <p>Fall and Summer compare and contrast packet: differences shaping sheet (page 47 – write in cursive)</p>
<p>Thursday</p> <p>Check box when completed</p> <input type="checkbox"/>	<p>Math*</p> <p>Lesson 87 in textbook; use blank grid paper in packet</p>	<p>Reading*</p> <p>Complete <i>Wind in the Willows</i> Chapter 6 questions (page 22 of packet)</p>	<p>Latin*</p> <p>Lesson 21 worksheet 2 in your Latin packet</p>	<p>Spanish 5B*</p> <p>In Spanish packet:</p> <p>Complete the dining vocabulary worksheet.</p> <p>Enrichment: work on sentences for party scrap book.</p>	<p>Penmanship</p> <p>Fall and Summer compare and contrast packet: Similarities final paragraph (use blank paper on pages 48-49, write in cursive)</p> <p>Music*</p> <p>In Music Packet: Pretend Recorder Sheet</p>
<p>Friday</p> <p>Check box when completed</p> <input type="checkbox"/>	<p>Math*</p> <p>Lesson 88 in textbook; use blank grid paper in packet</p>	<p>Reading*</p> <p>20-25 minutes spent on 40 book challenge (see form on page 23 of packet)</p>	<p>History</p> <p>Read <i>Roosevelt's New Deal</i> and answer questions on pages 29-31 of packet</p> <p><small>(make sure to highlight/underline where you found your answers)</small></p>	<p>Character Pillar Reflection</p> <p>Honesty Penmanship Sheet (page 50 in packet)</p>	<p>Penmanship</p> <p>Fall and Summer compare and contrast packet: Differences final paragraph (use blank paper on pages 48-49, write in cursive)</p>

MATH

SUPPLEMENTAL PRACTICE WORKSHEET

34

page 643

Name _____

Date _____

Teacher Note:

• See Hint #21, "Short Division"

Use **short division**:

Place a digit above each digit.

Use zero as a placeholder.

Any final number "left over" becomes the remainder.

$$\begin{array}{r} 105 \text{ R } 5 \\ 6 \overline{) 635} \end{array}$$

$$\begin{array}{r} 041 \text{ R } 1 \\ 6 \overline{) 247} \end{array}$$

Remember to write the dollar sign in money problems.

① $3 \overline{) 31} \text{ R}$	② $4 \overline{) 83} \text{ R}$	③ $2 \overline{) 61} \text{ R}$
④ $3 \overline{) 122} \text{ R}$	⑤ $4 \overline{) 243} \text{ R}$	⑥ $5 \overline{) 404} \text{ R}$
⑦ $6 \overline{) 365} \text{ R}$	⑧ $6 \overline{) 305} \text{ R}$	⑨ $8 \overline{) 407} \text{ R}$
⑩ $3 \overline{) \$3.15}$	⑪ $4 \overline{) \$8.24}$	⑫ $5 \overline{) \$5.40}$
⑬ $2 \overline{) 415} \text{ R}$	⑭ $3 \overline{) 920} \text{ R}$	⑮ $4 \overline{) 433} \text{ R}$
⑯ $7 \overline{) \$7.42}$	⑰ $3 \overline{) \$6.06}$	⑱ $4 \overline{) \$9.60}$

SUPPLEMENTAL PRACTICE WORKSHEET

63

page 650

Name _____

Date _____

Line the numbers up vertically.

Borrow 1 from the whole number and rename the 1 as a fraction.

Subtract.

$$4 - \frac{1}{2} \rightarrow \begin{array}{r} 3\cancel{1}\frac{2}{2} \\ - \frac{1}{2} \\ \hline 3\frac{1}{2} \end{array}$$

Subtract.

<p>① $\begin{array}{r} 7 \\ - \frac{1}{3} \\ \hline \end{array}$</p>	<p>② $\begin{array}{r} 2 \\ - \frac{2}{3} \\ \hline \end{array}$</p>
<p>③ $\begin{array}{r} 3 \\ - \frac{1}{4} \\ \hline \end{array}$</p>	<p>④ $\begin{array}{r} 4 \\ - \frac{3}{4} \\ \hline \end{array}$</p>
<p>⑤ $\begin{array}{r} 2 \\ - 1\frac{1}{5} \\ \hline \end{array}$</p>	<p>⑥ $\begin{array}{r} 3 \\ - 1\frac{1}{6} \\ \hline \end{array}$</p>
<p>⑦ $\begin{array}{r} 4 \\ - 2\frac{5}{8} \\ \hline \end{array}$</p>	<p>⑧ $\begin{array}{r} 5 \\ - 3\frac{1}{8} \\ \hline \end{array}$</p>
<p>⑨ $\begin{array}{r} 6 \\ - 1\frac{3}{8} \\ \hline \end{array}$</p>	<p>⑩ $\begin{array}{r} 8 \\ - 5\frac{5}{8} \\ \hline \end{array}$</p>

$$\begin{array}{r} \textcircled{11} \quad 7 \\ - 6\frac{7}{8} \\ \hline \end{array}$$

$$\begin{array}{r} \textcircled{12} \quad 10 \\ - \quad \frac{1}{2} \\ \hline \end{array}$$

$$\begin{array}{r} \textcircled{13} \quad 4 \\ - 2\frac{1}{10} \\ \hline \end{array}$$

$$\begin{array}{r} \textcircled{14} \quad 6 \\ - 3\frac{3}{10} \\ \hline \end{array}$$

$$\begin{array}{r} \textcircled{15} \quad 3 \\ - 2\frac{1}{2} \\ \hline \end{array}$$

$$\begin{array}{r} \textcircled{16} \quad 5 \\ - 1\frac{1}{12} \\ \hline \end{array}$$

$$\begin{array}{r} \textcircled{17} \quad 10 \\ - \quad \frac{1}{10} \\ \hline \end{array}$$

$$\begin{array}{r} \textcircled{18} \quad 8 \\ - 4\frac{2}{5} \\ \hline \end{array}$$

$$\begin{array}{r} \textcircled{19} \quad 1 \\ - \quad \frac{11}{12} \\ \hline \end{array}$$

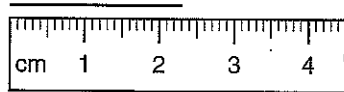
$$\begin{array}{r} \textcircled{20} \quad 3 \\ - 2\frac{3}{5} \\ \hline \end{array}$$

16A

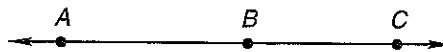
Also take Facts Practice Test H
(60 Improper Fractions to Simplify).

Name _____

1. Jonathan bought two models for \$2.75 each and a tube of glue for 95¢. What was the total cost of the items?
(49)
2. Write 3^3 as a whole number.
(78)
3. Write $\frac{3}{100}$ as a decimal number.
(67)
4. How many centimeters are in 8.5 kilometers?
(74)
5. One pound equals 16 ounces. Three pounds of grapes weighs how many ounces?
(77)
6. Which digit in 36.4 is in the same place as the 7 in 127.53?
(64)
7. Compare: $\frac{1}{2} \bigcirc \frac{1}{2} \times \frac{2}{2}$
(79)
8. Write a fraction equal to $\frac{3}{4}$ that has a denominator of 12.
(79)
9. The first three prime numbers are 2, 3, and 5. What are the next three prime numbers?
(80)
10. Find the length of this segment to the nearest tenth of a centimeter:
(66)



- | | | |
|--|---|---|
| 11. $\$8 + \$1.45 + 76¢ + \$12 + 5¢$
(70) | 12. $\begin{array}{r} 13.64 \\ 2.4 \\ + 15.7 \\ \hline \end{array}$
(73) | 13. $\begin{array}{r} 36.45 \\ - 9.6 \\ \hline \end{array}$
(73) |
| 14. $\frac{4320}{20}$
(54) | 15. $\begin{array}{r} \$3.45 \\ \times \quad 5 \\ \hline \end{array}$
(17) | 16. $30 \times 40 \times 50$
(18, 29) |
| 17. $8 \overline{) \$46.00}$
(26) | 18. $\frac{3}{5} + \frac{4}{5}$
(75) | 19. $\frac{3}{5} \times \frac{1}{2}$
(76) |
20. AB is 25 mm. AC is 45 mm. Find BC.
(61)



*Use the blank Saxon grid paper
on the next pages to complete
lessons 86-88*

Name _____

Lesson Recording Form

B

Lesson _____

Written Practice Solutions

*Show all necessary work.
Please be neat.*

1.	2.	3.
4.	5.	6.
7.	8.	9.
10.	11.	12.
13.	14.	15.

16.	17.	18.
19.	20.	21.
22.	23.	24.
25.	26.	27.
28.	29.	30.

Name _____

Lesson _____

Lesson Recording Form

B

Written Practice Solutions

*Show all necessary work.
Please be neat.*

1.	2.	3.
4.	5.	6.
7.	8.	9.
10.	11.	12.
13.	14.	15.

16.	17.	18.
19.	20.	21.
22.	23.	24.
25.	26.	27.
28.	29.	30.

Name _____

Lesson _____

Lesson Recording Form

B

Written Practice Solutions

*Show all necessary work.
Please be neat.*

1.	2.	3.
4.	5.	6.
7.	8.	9.
10.	11.	12.
13.	14.	15.

16.	17.	18.
19.	20.	21.
22.	23.	24.
25.	26.	27.
28.	29.	30.

Name _____

Lesson _____

Lesson Recording Form

B

Written Practice Solutions

*Show all necessary work.
Please be neat.*

1.	2.	3.
4.	5.	6.
7.	8.	9.
10.	11.	12.
13.	14.	15.

16.	17.	18.
19.	20.	21.
22.	23.	24.
25.	26.	27.
28.	29.	30.

Name _____

Lesson _____

Lesson Recording Form

B

Written Practice Solutions

*Show all necessary work.
Please be neat.*

1.	2.	3.
4.	5.	6.
7.	8.	9.
10.	11.	12.
13.	14.	15.

16.	17.	18.
19.	20.	21.
22.	23.	24.
25.	26.	27.
28.	29.	30.

READING

Wind in the Willows Chapter Five
Make sure all answers are written in **full sentences**.

1. How did Mole find his home?

2. What two ideas pulled Mole’s mind in the opposite directions?

3. Why did Mole regret bringing Rat into his home? How did Rat react to this?

4. Think of a time where you were away from home for a while. How did it feel to come back?

Chapter Five Thoughts:

The author focuses on the topic of “homecoming” in this chapter. Homecoming is a term that sounds exactly like it sounds. It is the process of coming home after a long journey. We all have periods of times in our lives where we remember an event fondly. In this chapter, Mole remembers his home and becomes homesick to the point of crying on the ground. Rat does not deny Mole of his homecoming. Instead, Rat allows Mole to bring him to the former home and spend the night there. They make the best of their situation while building their friendship!

Wind in the Willows Chapter Six
Make sure all answers are written in **full sentences**.

1. How does Badger try to tame Toad at first? Why didn't this work?

2. What did Badger try to do with Toad next? Why didn't this work?

3. What did Toad do after he had his breakfast at the Inn?

4. What crimes was Toad accused of before being sent to prison?

Chapter Six Thoughts:

The author was writing this book at the time of the Industrial Revolution. As we learned earlier in the school year, factories were able to produce things faster. This mass production allowed children to have a childhood and not work in factories as soon as they were able. Many people at this time did not know what to do with children. The *Wind in the Willows* demonstrates animal characters that are basically "adults in training." The characters are loveable and can usually make the right decisions, but they will occasionally make really big mistakes that can get them in quite a bit of trouble. Through telling this story, the author is trying to show the world around him that children are basically loveable adults in training that are bound to make forgivable mistakes.

Reading Work:

Please spend 20-25 minutes working on your 40 Book Review. Either reading a book for it or writing a summary. Please sign below acknowledging your scholar spent the appropriate amount of time on this assignment.

Signature: _____

HISTORY

Name: _____

Ramblin' Around - Life on the Move in the '30s

4G History: The Great Depression Underline or highlight the answers.

"Ramblin' around your city, ramblin' around your town

I never see a friend I know, as I go ramblin' 'round boys, as I go ramblin' 'round..."

This song was written by a man named Woody Guthrie. He wrote about people who lived in the 1930s. This was a hard time for many in America. It was called the Great Depression.

Many people lost their jobs in the 1930s. Lots of them lost their homes. They had to travel around looking for work. Whole families packed up and lived on the move. They went from place to place, working wherever they could. Some families camped in tents along the road. Some slept in deserted buildings. People used any shelter they could find.

One year after Christmas break, a teacher returned to her country school. She found people living in the schoolhouse! A couple with two children and their grandmother had been passing by. They were looking for work. The mother was due to have a baby soon. The weather was cold, and the family needed a warm place to stay.

The travelers lived in the school for a few weeks while the students had their classes. The family learned along with the class. Early one morning, the baby was born. Then the father found work. The family moved on. The teacher and her students missed them when they left. They missed "their" baby most of all.

Many of the people on the move came from the Great Plains. This area had had little rain for several years. It was known as the Dust Bowl. Farmers could no longer grow crops there. Families had lost their homes and farms. They hoped to find a new life somewhere else.

Many had heard of jobs in California and Oregon. They came to pick fruit, dig ditches, or anything that would feed their families. These people were called "Okies," which was short for Oklahoma, one of the Dust Bowl states. Many people who came from the Great Plains weren't from Oklahoma. But people used the name "Okies" to mean anyone who looked like poor farm people.

Not everyone was glad to see the travelers. So many people poured into California that those who lived there wondered about losing their jobs. The poor newcomers were willing to work hard for less money. Would they be hired instead? Besides, not everyone found work right away. Many needed help until they could get back on their feet. Places that cared for the needy couldn't keep up.

Some newcomers lived in tents. Some made shacks out of old boards or tin. Many camped near other travelers,



making villages on the edges of cities. The shacks had no indoor plumbing. Electric lights? Not for these families! They didn't have trash service, either. Trash piled up around the villages. It was a dismal place to live. Life was hard for the people who were "ramblin' around."

Some families traveled from job to job for years. The U.S. government knew that something had to be done. By the mid-30's, programs were set up to help the poor. Sooner or later, most people found steady jobs. They could feed themselves. Finally, they could afford homes. They no longer had to ramble around.

Ramblin' Around - Life on the Move in the '30s

Questions

- _____ 1. What was the Great Depression?
 - A. a song about the 1930s
 - B. a group of people who traveled around
 - C. a low place in the road
 - D. a time in the 1930s when many people lost their jobs and homes

- _____ 2. Where did the traveling families sleep?
 - A. in train stations
 - B. in tents, deserted buildings, or whatever they could find
 - C. in hotels
 - D. in bus stops

- _____ 3. What was the Dust Bowl?
 - A. a place on the Great Plains that had had little rain for a long time
 - B. a desert
 - C. a football game
 - D. a dirty dish

- _____ 4. The people who came from the Dust Bowl were called:
 - A. Tramps
 - B. Okies
 - C. Roadies
 - D. Dusties

- _____ 5. People were not always glad to see the travelers. Why?
 - A. They were jealous of the freedom the travelers had.
 - B. They didn't like farmers.
 - C. They knew the Okies were lazy.
 - D. They were afraid they might lose their jobs to the new people.

- _____ 6. Many newcomers lived in villages outside of California cities. What were the villages made up of?
 - A. shacks
 - B. tipis
 - C. camper trailers
 - D. log houses

Name: _____

_____ 7. The travelers' villages had plenty of:

- A. piled-up trash
- B. electricity
- C. bathrooms
- D. furniture

8. What do you think it was like for traveling families to finally have homes and be able to stay in one place?

9. Do you think it would be fun to travel with your family, going from job to job? Why or why not?

10. Draw a picture showing life on the road in the 1930s during the Great Depression.



Name: _____

Alphabet Soup for a Sick Nation - Roosevelt's New Deal

4G History: The Great Depression

Underline or highlight the answers

In the election of 1932, Franklin D. Roosevelt promised Americans a "new deal." Most people weren't quite sure what that meant. But the Depression had sunk cold fingers of poverty deep into the lives of common people. Most people were ready for almost any new deal. Roosevelt won forty-two of the forty-eight states.

The new president lost no time getting his New Deal underway. His first act dealt with the banking crisis. On the day before he took the oath of office, 5,000 banks had closed. The whole bank system teetered on the edge of collapse. Roosevelt announced a "bank holiday." All the banks in the nation were closed.

The president said that the records of banks would be inspected. Federal funds would be issued to those that were sound. They would then be opened for business. Those found to be on shaky ground would stay closed until they were healthy again. People felt that their money was safe in the reopened banks. They began to trust banks again. That ended the banking crisis.

Next, Roosevelt called a special session of Congress. He launched a stream of bills to put the New Deal in place. His first goal was *relief* for those in need of food, jobs, and homes. The next step was aiding *recovery* of business and farming. Then, Roosevelt planned *reform* -- fixing parts of the economy that hadn't worked very well.

The first laws were to help those in need. The New Deal started off with the Unemployment Relief Act. This bill created the Civilian Conservation Corps (CCC). The army managed this program. It hired men aged 18-25 to do outdoor projects. The workers lived in camps. They received hot meals, medical care, and clothes. They were paid thirty dollars a month. The CCC sent twenty-five dollars of that back to families of workers.

CCC workers also got on the job training. Many men learned to read or finished high school in the CCC. Corps members worked at many kinds of projects. Some planted trees and cleared trails. Others built campgrounds or chopped firewood. Some fought forest fires. CCC roads and other projects are still in use all over the U.S.

The Federal Emergency Relief Administration (FERA) was another relief program. This agency worked with states and cities. It gave money for food and other help for the jobless. The Home Owners Loan Corporation (HOLC) helped people who were losing their homes. HOLC loaned money to pay off home loans. The Federal Housing Administration (FHA) put a federal guarantee behind home loans.

The second part of the New Deal focused on recovery - getting things working again. The Depression had



dealt business a severe blow. Roosevelt worked to get firms back on their feet and put people to work. The National Industrial Recovery Act (NIRA) was part of the plan.

This bill had many facets. One section set fair labor rules. One rule set a base wage. Another set forty hours as a work week. Child labor was not allowed. Other rules allowed labor groups to bargain for wages. The NIRA also created the Public Works Administration (PWA). This agency hired private firms to build roads, dams, and bridges. Public buildings such as hospitals and schools were built as well.

The Depression had brought farming to its knees. The New Deal included help for farmers. The Agricultural Adjustment Act (AAA) paid farmers to slow production. This would raise prices for farm goods. Farmers would have money to pay off loans and keep farms going. The AAA also paid farmers to plant cover crops. Grasses planted on untilled land kept the soil in place.

The Farm Credit Act (FCA) set up local lending agencies. Farmers could get new loans on farms in danger of *foreclosure*. Banks have the right to foreclose on, or take back property, if loan payments are late. The Frazier-Lemke Farm Bankruptcy Act even stopped banks from taking back farms for three years. This gave farmers time to find ways to make payments.

Some people called all the new laws and their initials "alphabet soup." The soup didn't make the sick nation well. But the CCC, FERA, AAA, and the like helped many people. Relief and recovery measures loosened the harsh grip of poverty. The next job was fixing the things that had gone wrong.

Alphabet Soup for a Sick Nation - Roosevelt's New Deal

Questions

1. Explain why Roosevelt's "new deal" sounded so attractive to voters in 1932.

2. Roosevelt's first action as president was:

- A. to kick back and relax-after all, he had four years to deal with the problems
- B. to visit individual states and talk to voters
- C. to call a "bank holiday" to deal with the banking crisis
- D. to study the situation to figure out what to do

3. Explain how the "bank holiday" ended the banking crisis.

Name: _____

4. Name and explain the three parts of the New Deal.

5. What did the CCC do?

- A. trained men for military service
- B. took jobless men off the streets and forced them to work
- C. built construction equipment
- D. employed young men in outdoor projects

6. What did the FHA do?

- A. employed people in public works projects
- B. built homes for the homeless
- C. kept farmers from losing their farms
- D. backed home loans with a federal guarantee

7. List three parts of the NIRA.

8. Explain how the Farm Credit Act and the Frazier-Lemke Farm Bankruptcy Act helped farmers.

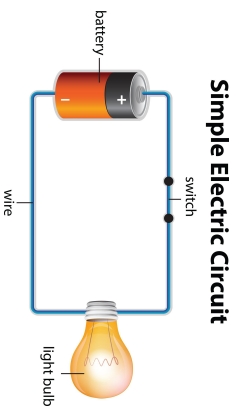
9. Most of have times in our lives when we are desperate for change. Describe such a time in your life, perhaps in a school or home situation. Did the change come? If so, did it make the situation better?

SCIENCE

Name _____

4G Science

What Is Electricity?



Answer the following questions **BEFORE** you read this book. It is okay if you do not know as much as you thought. Do the best you can!

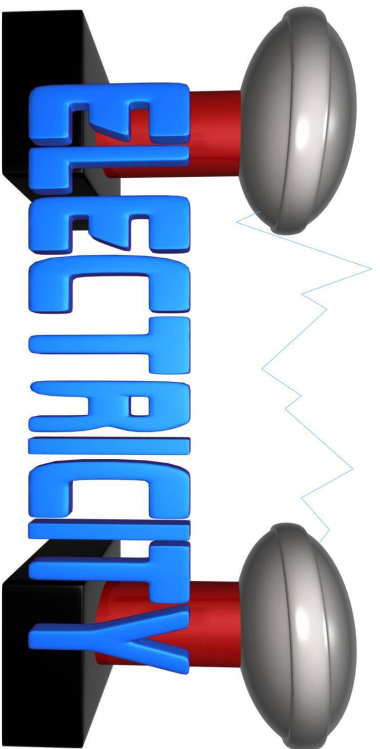
1. What is electricity?

2. What do you already know about electricity? List as many facts as you can.

3. What would you like to learn about electricity?



People use electricity for many things. It gives us light when it is dark outside. It heats and cools our homes. It powers our TVs. It runs our refrigerators. It runs machines in factories. Electricity is a big part of our lives. We all use electricity every day, but what is it?



Electricity is a kind of energy. To understand where electricity comes from, you have to understand matter. Matter is anything that takes up space and has mass. (You are matter. Your dreams are not. You take up space and have mass. Your dreams don't.) Matter is made of atoms. Electricity comes from one of the building blocks of atoms. Atoms are made of protons, neutrons, and electrons. Electrons are the source of electricity. Electricity can move from one atom to another. The steady flow of electricity moving from one place to another is called electric current. Most of the electricity we use in our homes is made, or generated, in large buildings called power plants. Electricity flows through wires from the power plant to our homes. It flows to our schools, factories, and office buildings.

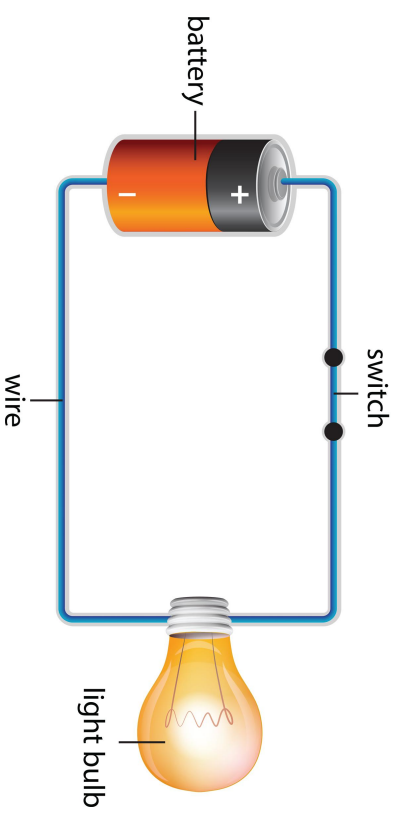


Power plants use energy from other sources to generate electricity. Most power plants in the United States burn coal or natural gas. Some power plants use moving water or wind to make electricity. Some use nuclear energy. Some use solar power, which is energy from the sun. Wires from the power company bring electricity to your house.



Electric currents move in a path called a **circuit**. Electrical paths inside the walls of your house are the paths that carry current. Wires connect each light switch to the light in each room. When a circuit is complete, or unbroken, then the electric current can be used to do something. When you turn on a light switch in your house, you complete the circuit. Electric current can flow through the wires of the house to the light bulb. The light comes on. When the switch is turned off, a small gap opens in the circuit. Electric current can no longer flow through the wires to the light bulb. The electric circuit is not complete anymore. A switch opens or closes the circuit when it is turned off or on.

Simple Electric Circuit



People can also get electric current from batteries. Batteries are small. They are portable, or able to be easily carried or moved. This is helpful when you need electricity where there are no electrical wires. A flashlight is easy to carry with you at night. Just turn the switch on when you need light. Current flows from the batteries through a circuit to light the bulb in the flashlight. This simple circuit is very much like the ones that are inside the walls of your house.

Answer the following questions **AFTER** you have completed this book.

1. Electricity is a kind of

2. Electricity comes from

3. Where is most of our electricity generated?

4. Electric currents move in a path called a

5. _____ carry

electricity from the power plant to our homes.



Electricity is a big part of our lives. It powers our lights. It can heat and cool our homes. It can make our televisions and computers work. Batteries can supply electric current when we are on the go. Every car has a battery that sends electric current to the lights. Can you imagine what life would be like without electricity?

6. How do you think life would be different if we didn't have electricity? Write a paragraph about your life without any electricity.

Handwriting practice lines for question 6, consisting of multiple sets of solid top and bottom lines with a dashed middle line.

What Is Electricity?

9

7. Write a letter to a friend or family member. Explain what a switch does in an electrical circuit. How does the circuit change when the switch is turned from on to off?

Handwriting practice lines for question 7, consisting of multiple sets of solid top and bottom lines with a dashed middle line.

10

What Is Electricity?

Clouds and Precipitation

By Sharon Fabian



¹ Clouds look very light, the way they float up there in the sky, but clouds are made up of water and ice, two rather heavy materials. Sometimes a cloud gets too heavy. Then, what happens? No, the cloud doesn't just fall right out of the sky, crashing down to earth with a giant roar. What a cloud does, when it gets too heavy, is gradually drop the extra water or ice, bit by tiny bit. These tiny bits of water and ice are what we call precipitation. Precipitation comes in several forms: rain, snow, hail, sleet, and freezing rain.



² There are different types of clouds, and once you learn to recognize them, you will have a good clue as to whether any precipitation might be on the way. The names of the clouds give you some more information. Many of the cloud names are based on Latin roots. Here are a few of the main ones, and what each one means.

cumulus - heap
stratus - layer
cirrus - curl
nimbus - rain

³ Clouds are sometimes grouped according to how high they are in the sky. There are high clouds, mid-level clouds, and low clouds. Another group is vertical clouds, or clouds that pile up high into the sky.

⁴ High level clouds include cirrus clouds and cirrostratus clouds. Cirrus clouds are the thin, wispy ones. They are a sign of fair weather. Cirrostratus clouds are actually thin sheets of ice crystals. The sun can shine right through cirrostratus clouds. Sometimes you can barely see them. If you see a halo around the sun or moon, it may be cirrostratus clouds. These clouds are 20,000 feet or more above the earth.

⁵ Mid-level clouds include altocumulus and altostratus clouds. Both of these sometimes provide light precipitation. The prefix "alto" means high, and these clouds are up there; they're just not the very highest ones. Mid-level clouds are from 6,500 to 20,000 feet above the earth.

⁶ Low level clouds include nimbostratus and stratocumulus clouds, and also clouds that are right on the ground, called fog. Nimbostratus and stratocumulus clouds may provide precipitation, and they can also develop into vertical storm clouds. Low level clouds are below 6,500 feet.

⁷ Vertical clouds are the heaped up ones, so their names include the root "cumulus." The big, towering storm clouds are called cumulonimbus. These clouds have lots of ice, and also build up electrical charges, which can produce lightning. Sometimes you will see a single cumulonimbus tower, and sometimes you might see a whole line of these giants. Either way, these are the ones to watch out for. Cumulonimbus clouds produce thunderstorms with heavy rain, thunder, and lightning.

⁸ Sometimes precipitation falls as rain, and sometimes it falls as snow, sleet, hail, or frozen rain.

This depends on the atmosphere that the drops fall through after they leave their cloud. If the atmosphere is warm enough, we get rain. If the atmosphere is cold enough to keep the drops frozen, we get snow or one of the other forms of frozen precipitation. Sometimes the same storm will drop snow on a mountain, and drop rain on the valley next door, just because the air over the valley is warmer.

° To find out what each of the cloud names mean, just look back at the Latin roots and combine the right ones.

<p>1. The word that means rain, snow, hail, sleet, and freezing rain is _____. <input type="radio"/> A Prediction <input type="radio"/> B Cumulonimbus <input type="radio"/> C Precipitation <input type="radio"/> D Clouds</p>	<p>2. The type of cloud that produces thunderstorms is _____. <input type="radio"/> A Cumulonimbus <input type="radio"/> B Altocumulus <input type="radio"/> C Nimbostratus <input type="radio"/> D Cirrostratus</p>
<p>3. Layers of curly clouds are called _____. <input type="radio"/> A Nimbostratus <input type="radio"/> B Altocumulus <input type="radio"/> C Cirrostratus <input type="radio"/> D Cumulonimbus</p>	<p>4. Layers of rain clouds are called _____. <input type="radio"/> A Cumulonimbus <input type="radio"/> B Altocumulus <input type="radio"/> C Nimbostratus <input type="radio"/> D Cirrostratus</p>
<p>5. Heaps of rain clouds are called _____. <input type="radio"/> A Cirrostratus <input type="radio"/> B Cumulonimbus <input type="radio"/> C Nimbostratus <input type="radio"/> D Altocumulus</p>	<p>6. Clouds are made of _____. <input type="radio"/> A Water <input type="radio"/> B Ice <input type="radio"/> C Oxygen <input type="radio"/> D Either (a) or (b)</p>
<p>7. The same storm can produce both rain and snow. <input type="radio"/> A True <input type="radio"/> B False</p>	<p>8. Precipitation falls when clouds get too heavy with water and ice. <input type="radio"/> A True <input type="radio"/> B False</p>

*Penmanship & Character
Pillar Reflection*

Compare and Contrast Essay

Assignment: Write a two paragraph essay about the similarities and differences between two seasons: *Fall + Summer*

First Paragraph

Step 1: Topic Sentence: The first sentence grabs the reader's attention and explains that *Fall* and *Summer* have similarities. It can be a mixture of concrete detail and commentary.

Step 2: Concrete Details: The writer goes on to explain how the two seasons are similar by sharing at least 3 detailed examples. **Be as detailed as possible!**

Step 3: Concluding Sentence: The final sentence of the paragraph restates that the two seasons were similar. It can be a mixture of concrete detail and commentary.

Second Paragraph

Step 1: Topic Sentence: The first sentence grabs the reader's attention and explains that *Fall* and *Summer* have differences.

Step 2: Concrete Details: The writer goes on to explain how the two regions were different by sharing at least 3 examples with detail.

Step 3: Concluding Sentence: The final sentence of the paragraph restates that the two regions were different. It can be a mixture of concrete detail and commentary.

The following words can help you to write a good compare and contrast essay.

Similarities	Differences
Is similar to	On the other hand
Both, neither	However
Also	But
Too	In contrast
As well as	Differs from
In the same way	While
Each of	Unlike
Just as	Although
Like	Whereas
similarly	Conversely

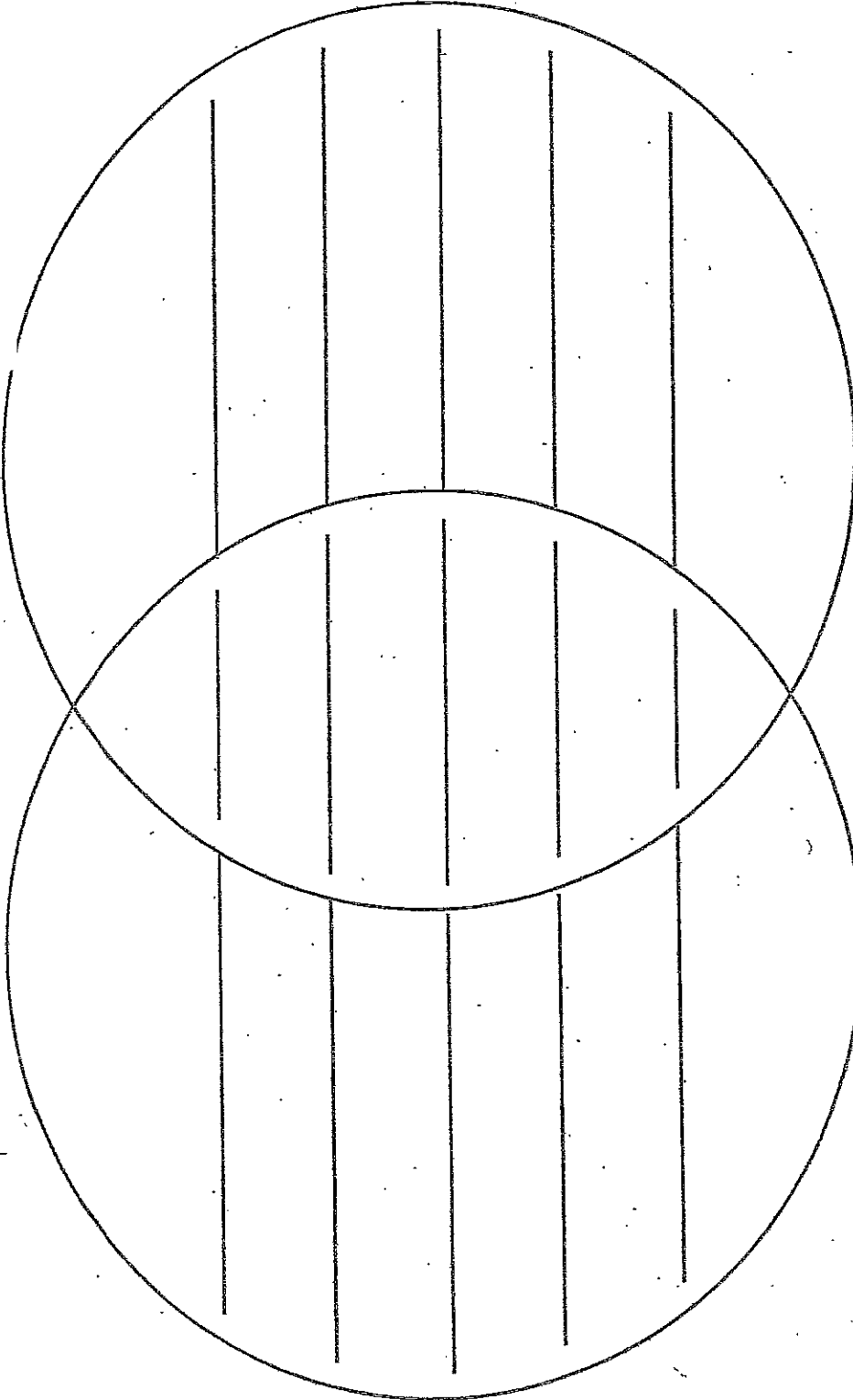
Name _____

Date _____

Venn Diagram

Write details that tell how the subjects are different in the outer circles. Write details that tell how the subjects are alike where the circles overlap.

Subject: Fall Subject: Summer



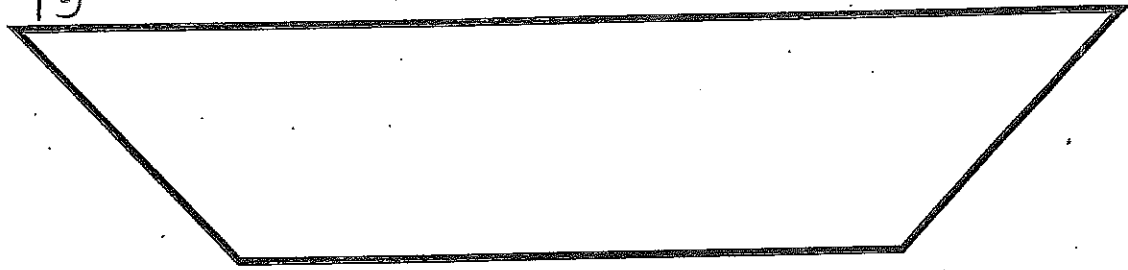
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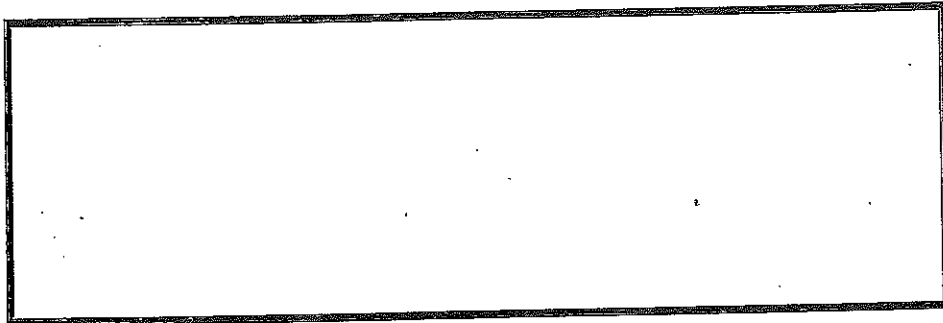
Compare (Similarities)

3+:0

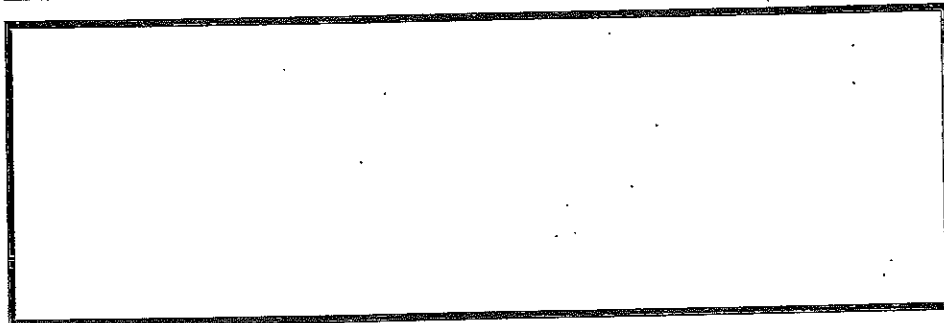
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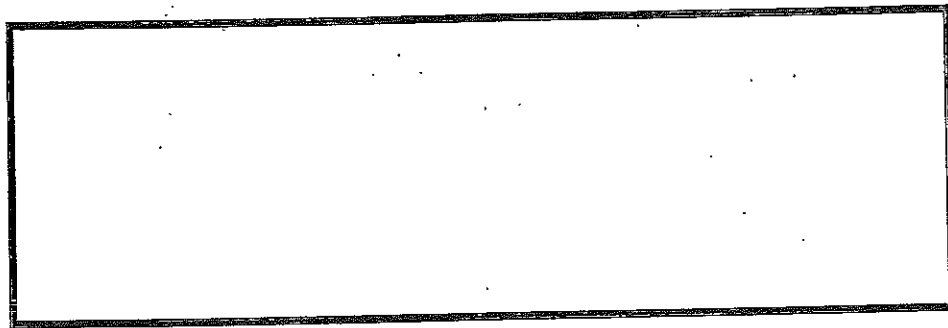
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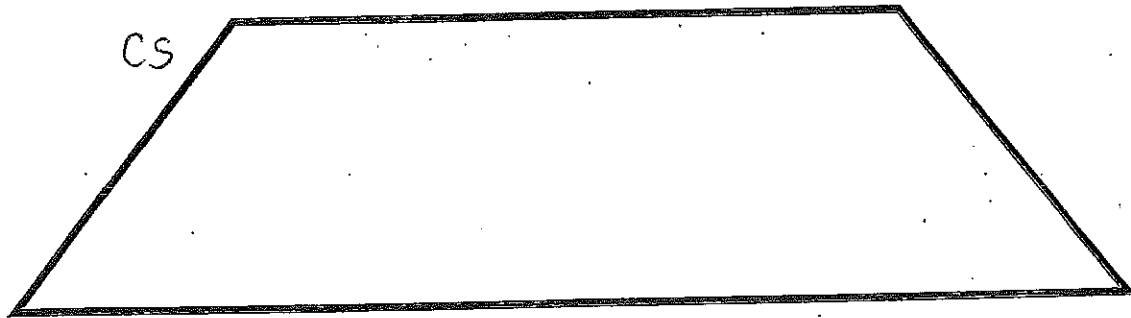
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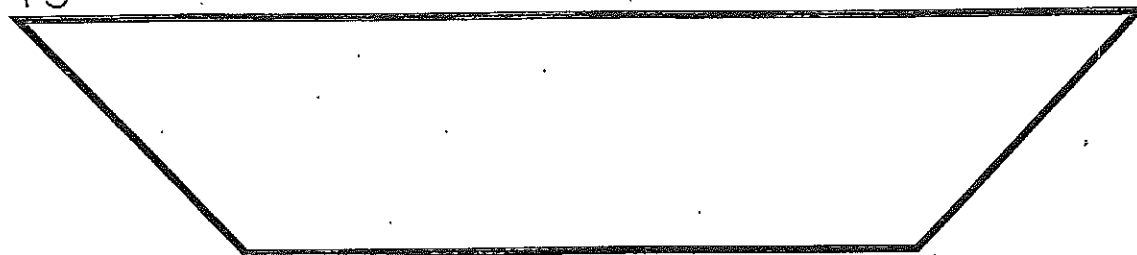


Contrast (differences)

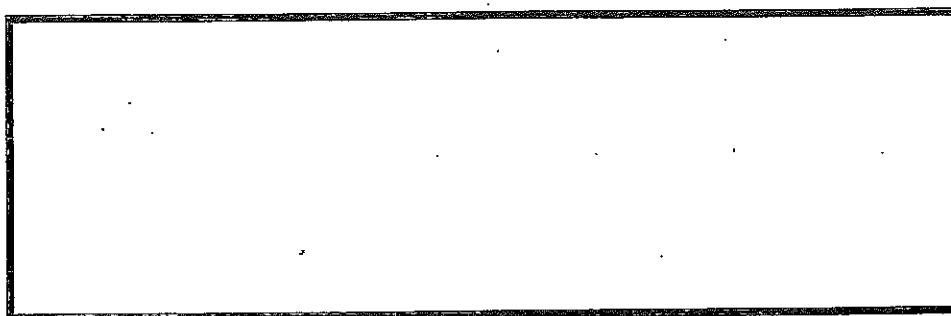
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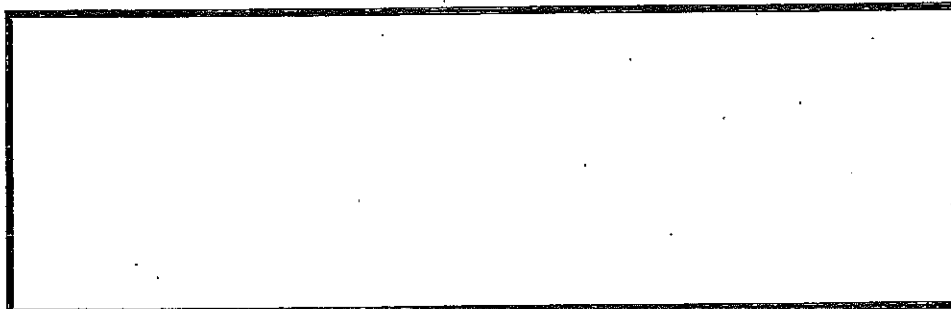
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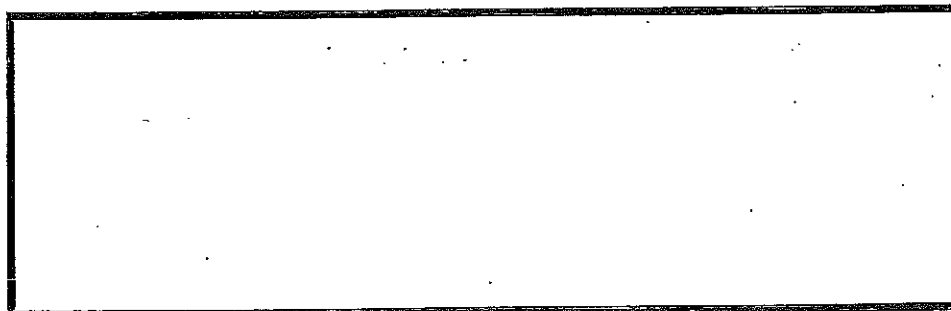
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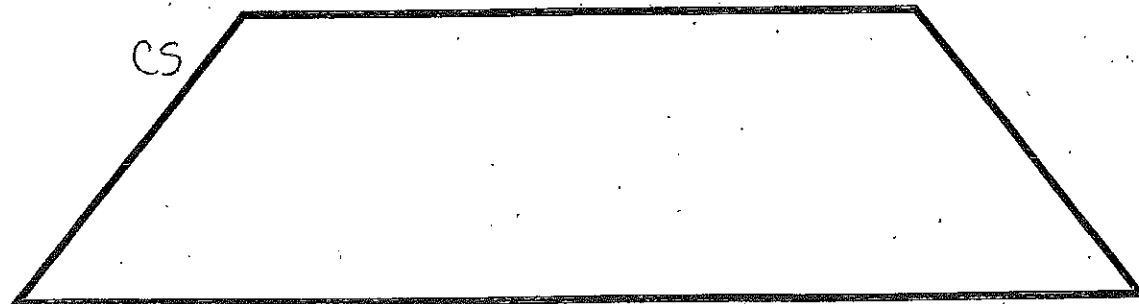
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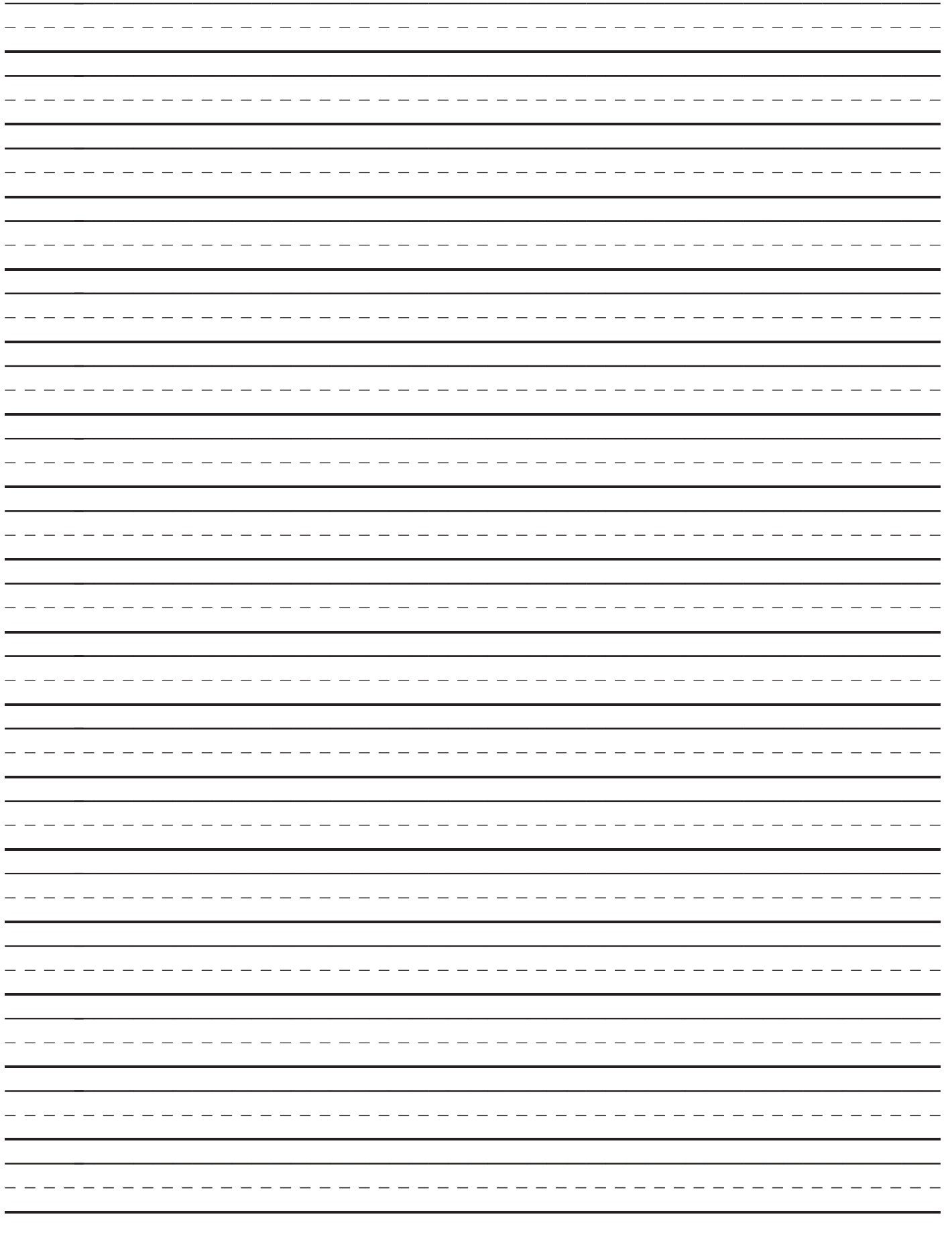


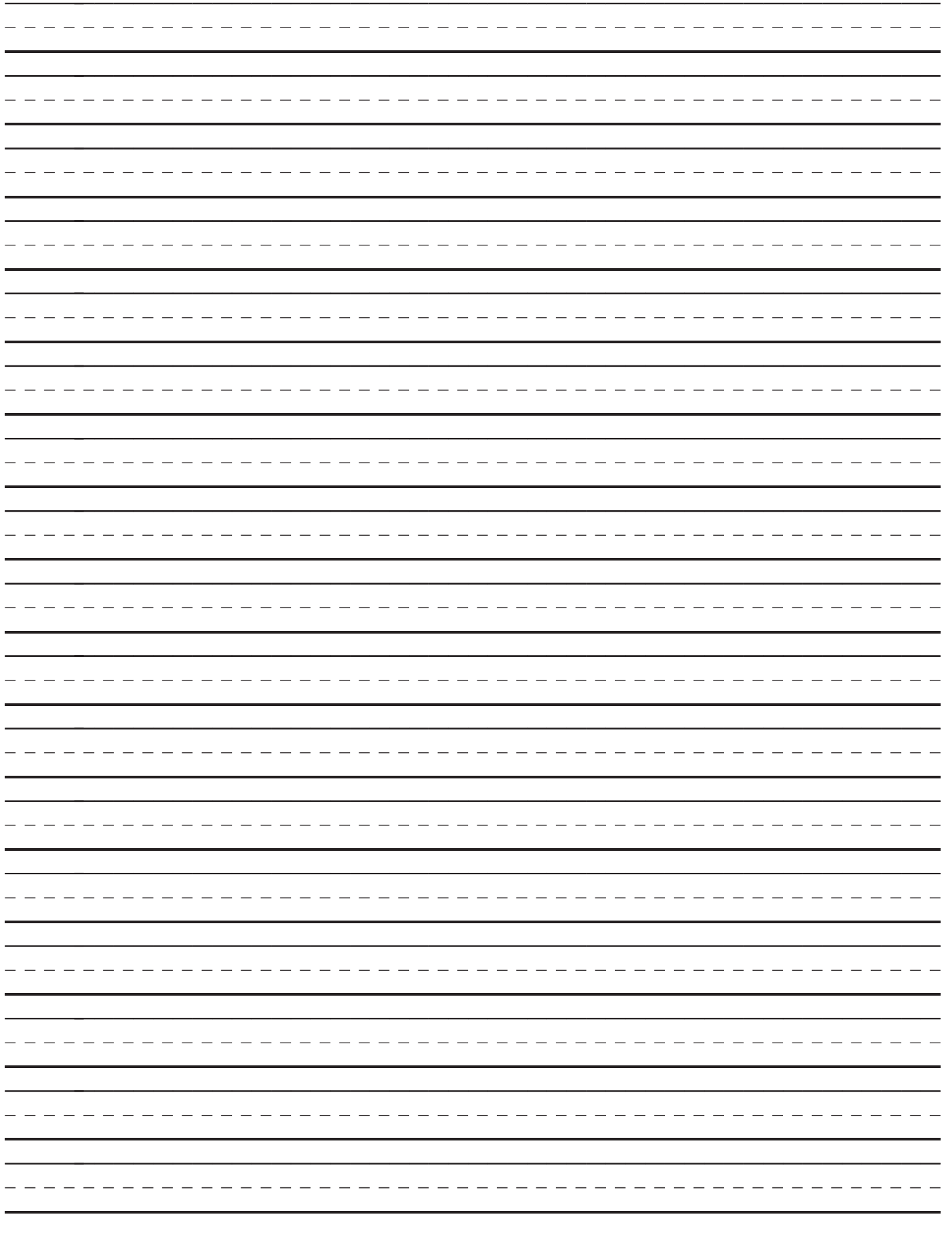
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Honesty

To always be truthful with my words and actions, no matter how difficult.

On the lines below, copy the definition of this character pillar in your neatest cursive. Then provide one example of how you can show Honesty at Parnassus.

Handwriting practice lines consisting of solid top and bottom lines with a dashed midline for cursive writing.