

2G DISTANCE LEARNING DAILY CHECK-LIST**WEEK 5, MAY 4-8, 2020**

IMPORTANT NOTE: The 2G teaching team wants to stress the importance of students listening to the recordings to begin each subject's daily lesson. Please think of this as your "teacher in the room." If you have the means to access the recordings, this needs to be your first step in that subject's work. They are not meant to be optional; some assignments cannot be completed properly without listening to the recording.

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

Assignments marked with an asterisk () are required; all other assignments are encouraged but optional.*

NOTE: Monday, May 4th is a Staff Development and Planning Day; therefore, it is not a required school day.

Tuesday, May 5th:

_____ ***Reading Mastery** lesson (listen to the recordings) and complete the textbook questions using lined paper on page 3. BOTH Levels 2 & 3: Lesson 121, columns and story; textbook questions, L. 121

_____ ***Math**: Lesson 109: Listen to the L109 recording and follow along on the Teacher Instruction sheets (pages 4-6); Complete lesson 109B Homework & Fact Homework (pages 7-8)

_____ **History**: 1. Listen to *The Plague* (Reading provided on pages 9 -11); 2. Answer Questions 1-5 only on the "History – The End of the World" worksheet on page 14 using complete sentences.

_____ **Science**: Listen to the recording: **Life Cycle of a Frog** (copy of reading available on pages 16-20)

_____ ***Spelling**: Listen to the recording and complete the Lesson 101-102 worksheet (pages 21-22)

_____ **Memorization**: work on all stanzas of the *Discovery* poem (available on 2G Webpage)

Wednesday, May 6th:

_____ ***Reading Mastery** lesson (listen to the recordings) and complete the textbook questions using lined paper on page 25. Both Levels 2 & 3: Lesson 122, columns and story; textbook questions, L. 122

_____ ***Math**: Lesson 110; Listen to the L110 recording and follow along on the Teacher Instruction sheet and lesson worksheets (pages 26-30); Complete Lesson 110B Homework & Fact Homework (Pages 31-32)

_____ **Penmanship** - Complete the "Handwriting Practice -- The Black Death" worksheet on pages 33-34, copying the sentences in your neatest handwriting using all four Keys to Legibility.

_____ **Language Arts** (Writing a Letter About the Plague; read the directions at the top of the sheet on page 35) and the resources on pages 36-40.

_____ **Memorization**: work on the *Discovery* poem (available on 2G Webpage)

_____ ***Latin** - *What Am I Doing?* worksheet in your Latin packet

_____ ***Spanish** - Unit 8—*Vocabulary* worksheets in your Spanish packet

_____ ***Art** - Discuss Van Gogh's "Irises" and draw/color an iris or 9 flower doodles in your Art packet

Thursday, May 7th:

_____ ***Reading Mastery** lesson (listen to the recordings) and complete the textbook questions using lined paper on page 43. Both Levels 2 & 3: Lesson 123, columns and story; textbook questions, L. 123

Homeroom Teacher: _____

Student _____

***Math:** Lesson 111; Listen to the L111 recording and follow along on the Teacher Instruction sheet and lesson practice on pages 44-49; Complete Lesson 111B Homework & Fact Homework (pages 50-52).

Science: Finish listening to **Life Cycle of a Frog** recording; complete questions on pages 53-54 (refer back to Day 1/Tuesday, May 5th science reading materials on pages 16-20 while listening and working on questions).

***Spelling:** Listen to the recording and complete the Lessons 103-104 worksheet on pages 55-56.

Character Pillars - Complete the Citizenship worksheet on pages 57-58.

***P.E./Taekwondo:** 1) Warm-up; 2) Taekwondo routine; 3) Basketball routine—CARDS 1-8

Friday, May 8th:

***Reading Mastery** lesson (listen to the recordings) and complete the textbook questions using lined paper on page 61. Both Levels 2 & 3: Lesson 124, columns and story; textbook questions, L. 124

***Math:** Lesson 112: Listen to the L112 recording and follow along on the Teacher Instruction sheet on pages 62-63; Complete Lesson 112B Homework & Fact Homework (Pages 64-66)

History: 1. Listen to **A New Way of Living** (reading on pages 11-13) 2. Answer Questions 6-8 using complete sentences on page 15 (in the Day 1/Monday section of your packet)

***Latin** (*What Are the Animals Doing?* worksheet)

***Spanish** (Complete Unit 8—*Sentence Completion & Drawing* worksheet. Enrichment: Quizlet practice & watch videos posted on the 2G webpage under Spanish)

***Music** (*Codebreaker* Worksheet—read the directions on the cover sheet)

Enrichment Activities: (Not required but available for your child’s continued growth as a scholar)

Extra reading: log time and books

The items listed below are on the 2G webpage, if you have access and desire to read, print, or use them.

Lang. Arts: Capitalization; sequencing; asking questions

History: City Life (Chapter 11)—read passage & WS; **craft—make your own Viking helmet**

Science: Review of Cell Vocabulary

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—May 5-8, 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 _____

TUESDAY

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, middle dashed, bottom).

Hello Scholars,

Today you will learn and practice how to multiply a multiple of 10, 100, or 1,000 by a single-digit number. Solve the following problems.

$2 \times 10 =$

$3 \times 10 =$

$5 \times 10 =$

$6 \times 10 =$

$9 \times 10 =$

How are the problems below like the problems above? How are they different?

Solve the problems below.

$2 \times 40 =$

$3 \times 50 =$

$5 \times 70 =$

$6 \times 20 =$

$9 \times 40 =$

How could we write 3×50 another way. 3 groups of 50 is the same as three 50's added together. Look below for an example. Both mean three groups of 50.

$$\begin{array}{r} 50 \\ 50 \\ +50 \\ \hline \end{array}$$

When we multiply a number with a zero in the ones' place, we can multiply the other numbers we see and add a zero on the end.

How are these problems different from the ones above? Solve these problems.

$2 \times 300 =$

$3 \times 600 =$

$5 \times 800 =$

$6 \times 500 =$

$9 \times 700 =$

What did you notice about all of the answers?

When we multiply a number with two zeros at the end, we can multiply the other numbers we see and add two zeros.

How are these problems different from the ones above?

Solve these problems.

$2 \times 4,000 =$

$3 \times 8,000 =$

$5 \times 4,000 =$

$6 \times 2,000 =$

$9 \times 9,000 =$

What did you notice about all of the answers?

When we multiply a number with three zeros at the end, we can multiply the other numbers we see and add three zeros.

We can write multiplication problems in another way.

$$\begin{array}{r} 40 \\ \times 6 \\ \hline \end{array}$$

$$\begin{array}{r} 300 \\ \times 8 \\ \hline \end{array}$$

$$\begin{array}{r} 80 \\ \times 7 \\ \hline \end{array}$$

$$\begin{array}{r} 9,000 \\ \times 3 \\ \hline \end{array}$$

$$\begin{array}{r} 400 \\ \times 4 \\ \hline \end{array}$$

$$\begin{array}{r} 6,000 \\ \times 7 \\ \hline \end{array}$$

NEXT STEPS IN COMPLETING TODAY'S MATH LESSON

1. Look at the Guided Practice 109A sheet and review the steps and answers in each problem.
2. Complete Homework 109B. Show your work on every problem it is possible.
4. Complete the Fact Homework 109B.
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 _____

Date .

Draw a $\frac{3}{4}$ " line segment. Make it 2" longer. How long is it now? _____

1. [There are 20 children in Mrs. Williamson's class.] [She divided the children into 5 groups.] How many children are in each group?

Number sentence $20 \div 5 = 4$ children

Answer 4 children

2. Write \$25,690.17 as you would on a check.

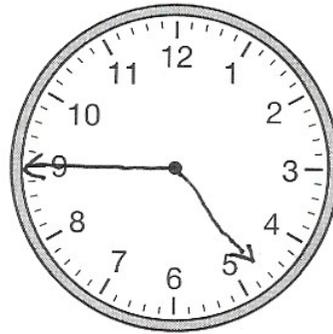
twenty-five thousand, six hundred ninety and $\frac{17}{100}$ Dollars

Write thirty-six thousand, four hundred seven using digits. 36,407

3. It's quarter to five in the morning.

Show the time on the clockface and write the digital time.

4:45 a.m.

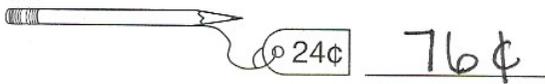


4. Fill in the missing addends.

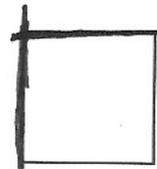
$32 + \boxed{68} = 100$

$\boxed{51} + 49 = 100$

5. How much change will you receive from \$1.00?



6. Trace a pair of perpendicular line segments using a green crayon.



7. Find the answers.

$8 \times 400 = \underline{3,200}$

$9 \times 30 = \underline{270}$

$3 \times 5,000 = \underline{15,000}$

$20 \times 100 = \underline{2,000}$

$$\begin{array}{r} 316 \\ + 586 \\ \hline 902 \end{array} \quad \begin{array}{r} 8912 \\ - 316 \\ \hline 586 \end{array}$$

Name _____ Score _____

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

Saxon Math 3 (for use with Lesson 109)

1. Ask someone to time you for 2 minutes as you write the answers.
2. Checked by _____

$9 \div 3 =$

$12 \div 3 =$

$36 \div 4 =$

$24 \div 3 =$

$3 \div 3 =$

$4 \div 4 =$

$0 \div 3 =$

$16 \div 4 =$

$28 \div 4 =$

$3 \overline{)6}$

$3 \overline{)21}$

$3 \overline{)18}$

$3 \overline{)0}$

$1 \overline{)9}$

$4 \overline{)16}$

$4 \overline{)36}$

$4 \overline{)4}$

$4 \overline{)24}$

$1 \overline{)0}$

$\frac{24}{3} =$

$\frac{27}{3} =$

$\frac{3}{3} =$

$\frac{15}{3} =$

$\frac{3}{1} =$

$\frac{8}{4} =$

$\frac{32}{4} =$

$\frac{12}{4} =$

$\frac{20}{4} =$

$\frac{0}{1} =$

Name _____

Date _____

1. There are 18 children in Mrs. Proto's class. She divided the children into 3 groups. How many children are in each group?

Number sentence _____

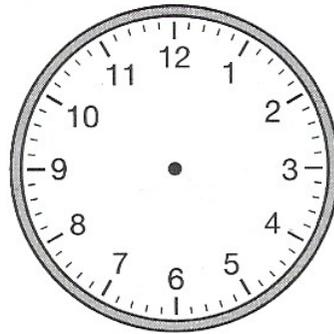
Answer _____

2. Write \$57,803.12 as you would on a check.

_____ Dollars

Write twenty-eight thousand, seven hundred sixty using digits. _____

3. It's quarter to three in the afternoon. Show the time on the clockface and write the digital time.



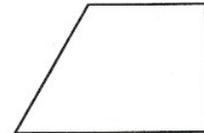
4. Fill in the missing addends.

$27 + \square = 100$ $\square + 58 = 100$

5. How much change will you receive from \$1.00?



6. Trace a pair of perpendicular line segments using a crayon.



7. Find the answers.

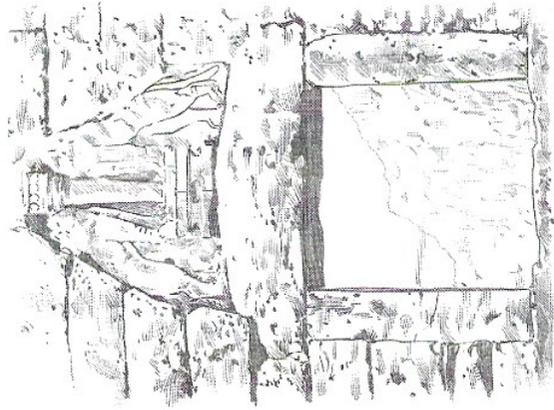
$8 \times 7,000 = \underline{\hspace{2cm}}$

$6 \times 70 = \underline{\hspace{2cm}}$

$9 \times 5,000 = \underline{\hspace{2cm}}$

$50 \times 100 = \underline{\hspace{2cm}}$

$$\begin{array}{r} 704 \\ - 245 \\ \hline \end{array}$$



The Lion Gate

running his country. The Ottoman Empire began to shrink. It lasted for more than three hundred years before it disappeared completely—but never again was it as powerful as it had been under Suleiman the Magnificent.

The End of the World

The Plague

The people who lived in the Middle Ages had to face one invading army after another: Muslims, Vikings, crusaders, Mongols, Russians, and Turks! But the most dangerous enemy of all wasn't an army. It was a sickness that spread across the world—and killed more people than all these armies put together.

At first, strange stories began to come out of the distant parts of China. Travelers told about a mysterious illness that killed almost everyone who caught it. It began with terrible headaches and high fevers. The sick coughed, sneezed, and suffered from terrible pains in their arms and legs. Swollen lumps as large as baseballs appeared under their arms. Rumors said that thirty-five million people had died from this sickness.

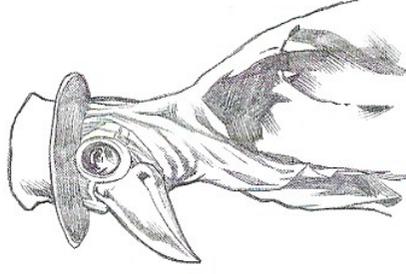
Soon the rumors became reality! People who lived near the Black Sea began to grow sick. In the villages and plains nearby, hundreds died. An old story tells us that the villagers blamed foreign merchants from Italy for bringing the sickness. They gathered into an army and drove the Italian merchants into the city of Caffa, at the edge of the Black Sea.

The people of Caffa (and the Italian merchants) barred the gates and fought back. So the attackers put the dead bodies of those who had died from the sickness into catapults and hurled them over the walls. Soon illness broke out in Caffa as well. The Italian merchants panicked! They ran from Caffa, boarded their ships, and sailed back home to Italy. But by the time they got there, almost everyone on board the ships was sick—or dead. The people of Italy refused to let them come ashore. But despite this, the sickness soon appeared on land. It spread through Italy, up into Europe, across the sea to England, and down into North Africa. Millions of people died. No one could stop this sickness, which people called the *Black Death*.

An Italian writer named Giovanni Boccaccio, who lived during the Black Death, describes it in his book the *Decameron*. Here is a retelling of part of his story:

Doctors were helpless. Most people who got sick died within three days. Anyone who came near the sick or touched their clothing became sick also. With my own eyes, I saw the clothes of a beggar who died of plague thrown out into the road. Two pigs came along and nosed at the clothes. Not an hour later, both pigs began to turn round and round, and then, just as if they had been poisoned, dropped dead in the road.

Thousands of people grew sick every day, and there was no one left to take care of them. Many fell down in the streets and died where they lay. Bodies were everywhere. There were so many dead that there were not enough priests to bury them all. Many times a priest would begin to lead a funeral procession, and then would look behind him and



People thought costumes like this kept the Black Death away

find that three or four other coffins had fallen in behind him to join the burial service. And when the bodies arrived at the churchyards, they were thrown into huge trenches with hundreds of others, covered only with a thin layer of dirt.

When the sickness came to the cities, many people shut themselves up in their houses and refused to come out. Others pretended that nothing was wrong, and went about singing and eating and drinking and having parties at all hours. They wandered into any house they pleased and used it as their own—and no one cared, because so many houses were left empty by the dead.

Some carried with them, no matter where they went, flowers and scented herbs that they held to their noses. Others left the city and fled into the country. But many of these people fell sick as well. Farmers died; their crops lay ungathered in the fields, and their oxen and donkeys wandered free into the fields, glutting themselves with grain.

Oh, how many lords and ladies died, leaving their rich houses empty; how many families perished, leaving not a single heir; how many brave men, beautiful women, and strong youths ate breakfast in the morning with their families and friends, and then that same evening ate supper with their ancestors in the world which is to come! And there were no tears, or candles, or mourners. So many died that soon no one paid any more attention to dead bodies of people than they did to the dead bodies of goats.

Today, scientists know that the Black Death was an illness we call *bubonic plague*. The plague was an infection carried by fleas that lived on rats. When traders moved along the Silk Road from China, back towards the Black Sea, the rats came with them, eating the grain they carried and hiding in their bales of cloth. The rats (and the fleas) ran through the countryside and into the city of Caffa. When the Italian traders left Caffa, the rats went with them in the cargo holds of their ships. And when the Italian ships arrived back in Italy, the rats ran down the anchor ropes onto shore—even though the sick sailors stayed on board.

From there, the fleas that carried the disease went from rat to rat, all over Europe. Rats were everywhere in the Middle Ages. Cities threw their garbage and leftover food into the streets, so there was always plenty of food for them. And wherever the rats went, the Black Death went with them.

But people of the Middle Ages didn't know that rats were spreading the disease. Some thought that the plague was the judgment of God. Others thought that it had been caused by earthquakes, evil spirits, or bad food. No one knew how to prevent it. They carried flowers and herbs with them, ate

onions and garlic to keep sickness away, and slept on their stomachs instead of their backs so that sickness wouldn't settle down into their noses at night.

But nothing helped. One medieval history tells us, "So many died that all believed it was the end of the world."

A New Way of Living

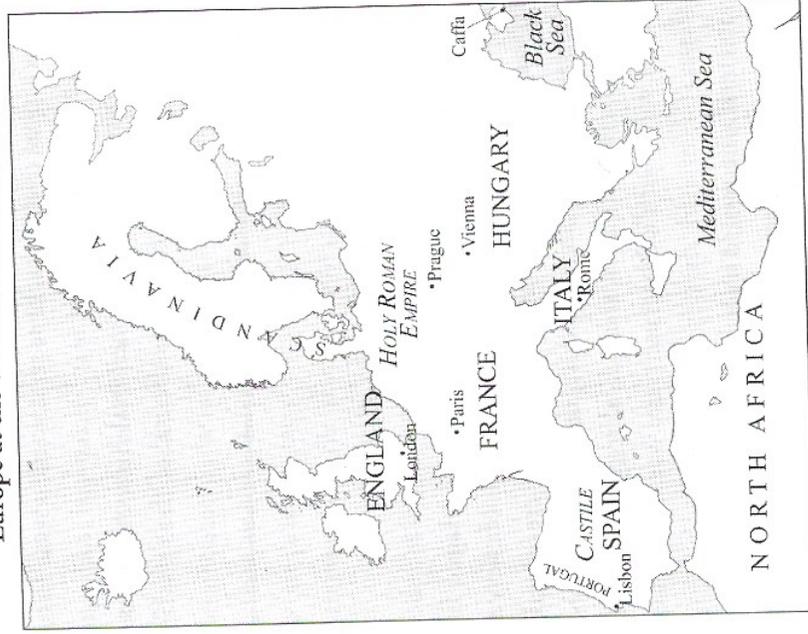
The Black Death raged for years. When the plague finally ended, a very different world was left. One out of every three people had died! Whole villages and towns were wiped out. Fields grew up full of tangles and weeds; grain rotted before it could be harvested. Cows, sheep, and pigs wandered loose and turned wild—or died because there was no one to look after them.

Noblemen who owned huge estates wanted their fields to be farmed again. But so many peasants had died that they couldn't find anyone to work on their land. One priest wrote, "So few servants and laborers were left that nobody knew where to turn for help. The following autumn it was not possible to get a harvester. ... Because of this, many crops were left to rot in the field."¹

The peasants and farmers who *were* left alive found themselves in very high demand. Everyone wanted them! They no longer had to work for nothing on the land of rich farmers. Instead, they could demand to be paid higher wages. The

¹This comes from the account kept by Henry Knighton of Leicester Abbey.

Europe at the Time of the Black Death



noblemen who had to pay them grew poorer; because they couldn't afford to pay workers to farm all their land, their huge estates grew smaller and smaller. The peasants and farmers grew a little bit richer, and were able to buy land of their own. The feudal system, in which peasants worked for noblemen in exchange for land, began to fall apart.

Many of the villages wiped out by the plague were never rebuilt. The survivors went to the cities instead. As more and more people left the countryside, the cities began to grow larger. So craftsmen (workers who could make wagon wheels,

barrels, iron tools, cloth, and other goods) went to the cities as well, where they could sell their crafts to more people. Priests, left with empty churches, moved into the city also. We call this move out of the country and into the city *urbanization*. "Urban" is the Latin word for "town" or "city," so urbanization means "becoming cityfied."

Back out in the country, hundreds of farms and houses were left empty. Some of the peasants who remained moved into these unclaimed houses and farmed the deserted land as their own. They took over their masters' beds, clothes, tools, and flocks. And there was no one to chase them out. They became the new owners of this land.

An old story tells us that, in one city in Scandinavia, everyone died except for one little girl. She lived with the animals for years, until rescuers came along and discovered her. By then, she had forgotten what other people were like. She was afraid of them and preferred the animals. But the rescuers took her in and taught her to be human again. When she grew up, they gave her all the land in the whole town, since she was the only survivor. She and her family became the new noblemen of that city.

Becoming a craftsman was easier too. Before the Black Death, anyone who wanted to follow a special trade such as weaving, wagon-building, carpentry, or ironwork had to be an *apprentice*, or student, for many years. But after the plague, few craftsmen were left. Wagon wheels, iron tools, and blankets were soon in short supply. So the length of time that an apprentice had to study before setting up his shop became much shorter.

The Black Death even changed the land itself. Before the plague, forests all over Europe had been cut down and the

land turned into fields. But now, with so few farmers left, the trees began to grow back. Forests sprang up all over Europe. Seventy years after the Black Death ended, the woods had grown up so close to the borders of the huge city of Paris that wolves skulked along the city's edge. And a hundred and fifty years after the plague, huge, dense woods covered mile after mile where farmland and villages had once stood.

The Black Death is long past, but it left its traces all over the people and the land of the Middle Ages. Have you ever heard this nursery rhyme?

*Ring around a rosy,
A pocket full of posies.
Ashes, ashes,
We all fall down!*

Some people think that this nursery rhyme got its start in the days of the Black Death. "Ring around a rosy" describes the red rash that broke out on sick people. A "pocket full of posies" is the bouquet of flowers and herbs that many people carried to keep sickness away. Today, we say, "Ashes, ashes," but in the oldest version of this rhyme, the third line goes "A-tishoo! A-tishoo!"—the sound of an ill person sneezing. And "All fall down" reminds us that most people who caught the plague died.

Other historians insist that the nursery rhyme has nothing to do with the Black Death. But whether or not "Ring around a rosy" started in the days of the plague, we can know one thing for certain: the Black Death changed the countries of Europe forever.

CHAPTER TWENTY-SIX

France and England at War

Henry V and the Battle of Agincourt

When the Black Death swept across Europe, it interrupted a war between England and France. For ten years, the kings of England and France had been fighting over French land that the English claimed should belong to England. (Do you remember that Richard the Lionhearted was killed in France while he was trying to capture a French castle for England? The English and French had been fighting over land for a very long time!)

When soldiers on both sides began dying of plague, the two countries gave up fighting—for a little while. But as soon as the Black Death passed, the war started up again. In all, France and England would fight each for over a hundred years. We call this long quarrel the *Hundred Years' War*.

The English king who came closest to winning the Hundred Years' War was named Henry V. He is one of the most famous of all English kings, because a poet named William Shakespeare wrote a play about his attack on France.

When Henry V became king in 1413, he was determined to bring an end to the war between England and France once and for all. And he had a plan for getting that "English" land back

History--The End of the World

Name: _____ Date: _____



Answer using complete sentences. Monday: Questions 1-5; Wednesday: Questions

6-8

Tuesday

--The Plague

1. What symptoms did people with the mysterious illness have?

2. How did attackers get sickness inside the city of Caffa?

3. What did people call this sickness?

4. What is the real name for the illness?

5. Later, what did scientists learn was the real source of the plague?

History--The End of the World

Name: _____ Date: _____



Answer using complete sentences. Monday: Questions 1-5; Wednesday: Questions 6-8

Friday --A New Way of Living

6. Why did peasants and farmers become wealthier after the plague?

7. Why did noblemen become poorer after the plague?

8. When many country villages were wiped out, where did the survivors go to live?



The Life Cycle of a Frog

← Show image 7A-1: Frogs ¹

1 What sound do frogs make? (Frogs make croaking sounds, like *ribbet*.)

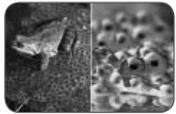
2 [Show students a dime for reference.]

3 [Have students describe the frogs in the image.]

Did you know that there are thousands of different kinds of frogs in the world? Frogs don't all look alike either. Frogs can be all different sizes and colors. The smallest frog in the world was recently discovered in Papua New Guinea. It is smaller than a dime!² The largest frog in the world is the Goliath frog from Africa. It can grow up to three feet long and weigh seven pounds.³

Frogs live on every continent in the world except Antarctica. Why do you think they don't live in Antarctica? Frogs don't live in Antarctica because it is too cold, although there is a frog that lives just inside the Arctic Circle. Do you know what a group of frogs is called? A group of frogs is called an army. Okay, now that you know some cool facts about frogs, let's find out about their life cycles.

Just like a chicken, a frog's life cycle includes birth, growth, reproduction, and death. The reproduction stage creates new life so that the cycle repeats over and over again.



← Show image 7A-2: Frogspawn

4 [Have students describe the image.]

Have you ever stood at the edge of a pond or stream in the spring and spotted a jelly-like substance floating in the water? If so, you have seen the first stage of a frog's life cycle. The first stage of a frog's life cycle is the egg. That jelly-like substance is frogspawn, which is hundreds of soft, jelly-like eggs. In the center of each egg is a tiny black dot. Each black dot is a tiny embryo that will become a tadpole soon.⁴ A developing young frog is called an embryo at the early stages and a tadpole at the later stages.

The mother frog lays her eggs in water in spring, when the cold winter months are over and the water is warm enough for her eggs to survive. The mother frog lays hundreds of eggs at one time.

Female frogs lay hundreds of eggs at one time because not all of the eggs survive. Unlike hens, frogs do not usually stay with their eggs, so fish, birds, and water insects are more likely to eat some of the eggs. Some of the eggs will survive and eventually develop into tadpoles.



← **Show image 7A-3: Tadpoles**

Just as a developing chick is nourished by the yolk of an egg as it grows, a developing frog is also nourished by yolk-like material in the egg. Within a few days or weeks of its development, depending on the type of frog, the embryo develops into a tadpole with a head and tail. Soon after that, when its **gills** are formed, it is ready to hatch out of the egg. Gills allow the tadpole to breathe underwater. Fish have gills, too.⁵

- 5 People cannot breathe underwater because people do not have gills. Instead, we hold our breath when we go underwater.

Once it hatches, a tadpole lives in water. A tadpole has a long, flat tail which it uses to swim. Its gills allow it to get oxygen from the water. Tadpoles swim about in search of food. Although they still feed from the leftovers of the eggs, they also search for small, green, water plants. Tadpoles grow very quickly, especially in warm water.



← **Show image 7A-4: Tadpole metamorphosis**

After some time, the tadpole begins its transformation into a frog. When a living thing undergoes a huge change in shape, this process is called **metamorphosis**.⁶ Tadpoles change quite dramatically from fish-like creatures with gills, into four-legged land creatures with **lungs**.⁷ Let's find out more about this remarkable transformation.

- 6 You will hear a great deal about this word in the next lesson, "The Life Cycle of a Butterfly."
7 Frogs can breathe air because they have lungs, just like people. Lungs are the body parts that we use to breathe air.

After the appearance of the head and the tail, the tadpole grows back legs. Gradually, lungs develop inside its body, and its gills begin to disappear inside its body. Because it has lungs, the tadpole can now breathe air. Next, front legs begin to grow. As a tadpole's legs grow, its tail gets smaller. The tadpole uses its tail and its legs to swim through the water. It also begins to use its legs to climb onto plants in the water.

8 That's roughly the size of your thumb.

Gradually, the tadpole's legs grow longer, and its tail disappears completely. At this stage, the tadpole is a young frog that can leave its watery home and use its lungs to breathe. For many types of frogs, all of this has happened in about twelve weeks. At this stage of its development, the young frog is about an inch long.⁸ Very young frogs are often called froglets.

Young frogs leave the pond to find other tasty treats to eat on land. They do not go too far away from their watery home, though. On land they search for small insects, worms, and slugs. They catch their food with their long, sticky tongues. They have to be very careful though, as lots of animals, such as snakes, lizards, and birds, eat young frogs.



← **Show image 7A-5: Frog skin**

Do you know what you call an animal that can live in water and on land? An animal that can live in water and on land is called an **amphibian**. Frogs are amphibians.

9 or somewhat wet

Although frogs spend a lot of time on land, they stay fairly close to water. Frogs need to keep their skin damp.⁹ Instead of drinking water, they absorb it through their skin. Frogs breathe through their skin when they are in water, but they breathe through their lungs when they are on land. They also seek out water when they want to cool down. If water is not nearby, they sit in the shade. They sit in the sun when they want to warm up.¹⁰ In the winter, many frogs hibernate. Often they **burrow**, or dig a hole in mud at the bottom of ponds. If they can't find a pond, they seek out a damp place, such as a pile of logs, in which to spend the winter.

10 How do you heat up and cool down?



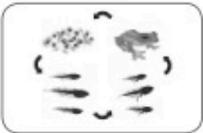
← **Show image 7A-6: Frog camouflage**

The young frog has to survive until it is two or three years old to become a parent. To live that long, frogs have various survival techniques.¹¹ Their skin is often the color of their natural habitat. This helps them to blend into the background and avoid hungry predators. This is a form of camouflage. Frogs can hop quickly out of reach. They are also excellent swimmers. They can jump

11 A technique is a way of doing something using special knowledge or skill.

into the nearest pond or river to avoid danger. Some frogs have poisonous skin to protect them from predators. All frogs have large, bulging eyes. This helps them to more easily find their own food and avoid becoming dinner for some other creature.

When a frog is between two and three years old, it will return to the pond where it was born. At this stage, the frog is now considered an adult. In spring, male frogs croak loudly to let the females know that they are ready to mate. As with chickens, the eggs must be fertilized by a male frog or else they will not develop into baby frogs.

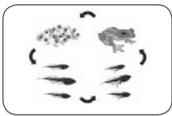


← **Show image 7A-7: Frog Life Cycle**

And so the life cycle begins all over again. Each spring, a jelly-like substance appears in ponds and rivers. It is frogspawn, or hundreds of small eggs containing tiny embryos. In time, many will hatch into tadpoles. And a little while later, these tadpoles will turn into frogs that will live for seven years or more. It is amazing that frogs change their appearance so dramatically throughout their life cycle, from egg to tadpole to adult. Next, we will learn about the incredible transformation in another creature's life cycle. Stay tuned!

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Discussing the Read-Aloud

15 minutes

Comprehension Questions

10 minutes

1. *Evaluative* What is the main topic of the read-aloud? (The main topic of the read-aloud is the life cycle of a frog.)
2. *Literal* What is the first stage of a frog's life cycle? (The first stage of a frog's life cycle is the egg.)
3. *Literal* What hatches from the egg? (A tadpole hatches from the egg.)
4. *Inferential* How do tadpoles breathe underwater? (Tadpoles, like fish, have gills so that they can breathe underwater.)
5. *Inferential* How do tadpoles prepare for the cold of winter? (Tadpoles burrow under the mud at the bottom of the pond and hibernate.)

Part A

1. happy
2. boy

3. you
4. yellow

5. berry
6. sturdy

7. play

Part B

1. _____ + _____ = _____
2. _____ + _____ = _____
3. _____ + _____ = _____
4. _____ + _____ = _____
5. _____ + _____ = _____
6. _____ + _____ = _____

Part C

Add these morphographs together.

1. large + ly = _____
2. take + en = _____
3. dose + age = _____
4. globe + al = _____
5. change + ing = _____
6. pack + age + ing = _____

Part D

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

1. _____ + _____ = trapped
2. _____ + _____ = brownish
3. _____ + _____ = yardage
4. _____ + _____ = dripping
5. _____ + _____ = slipped
6. _____ + _____ = rental
7. _____ + _____ + _____ = delightful
8. _____ + _____ = design
9. _____ + _____ = signal
10. _____ + _____ + _____ = unsnapped

Part E

Each sentence has one misspelled word.

Write each word correctly on the blank.

1. I am hopeing that he hasn't misjudged the car's power. _____
2. The farmers planted valueable crops. _____
3. We were pleased with the nicly packaged presents. _____

WEDNESDAY

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, middle dashed, bottom).

9	9	9	9	9	9	9	9	9	9
<u>xN</u>									
0	9	18	27	36	45	54	63	72	81
N=0	N=1	N=2	N=3	N=4	N=5	N=6	N=7	N=8	N=9

Today you will learn the 3 ways to move a shape or design.

1. The first way is to slide or translate. That means the shape starts in one place and moves to another.

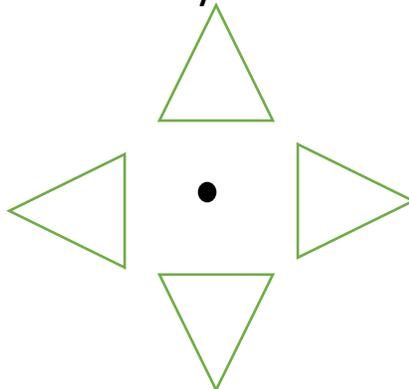
If I start with
a circle here



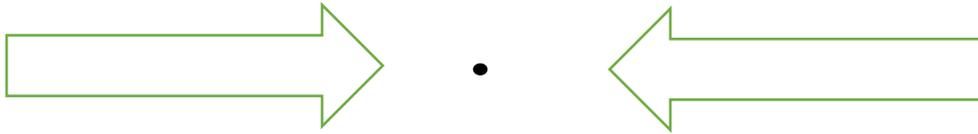
I can slide or translate
it to here



2. The next way is to turn or rotate. Think about how a wheel moves. The wheel turns or rotates. The triangle is rotating around the black circle. The pointy part of the triangle is always facing out, and the flat part of the triangle is always facing the black circle. The triangle does not change direction. Shapes don't change direction when you rotate them.



3. The third way is a flip or reflection. When something flips it goes in the opposite direction.



The arrow flipped over the black circle. The point is always going towards the circle, but for one arrow the point is on the left side and the other arrow the point is on the right side.

Here are some things that can slide or translate: windows, zippers, a rolling ball. Try to think of 3 more

1.

2.

3.

Here are some things that can turn or rotate: wheel, clock hands, spinning tops. Try to think of 3 more.

1.

2.

3.

Here are some things that can flip or reflect: cards, your paper when you take a fact assessment, a pancake. Try to think of 3 more.

1.

2.

3.

Name _____

Set 22: Multiplying by 9

A.

$0 \times 9 = \underline{\quad}$

$1 \times 9 = \underline{\quad}$

$2 \times 9 = \underline{\quad}$

$3 \times 9 = \underline{\quad}$

$4 \times 9 = \underline{\quad}$

$5 \times 9 = \underline{\quad}$

$6 \times 9 = \underline{\quad}$

$7 \times 9 = \underline{\quad}$

$8 \times 9 = \underline{\quad}$

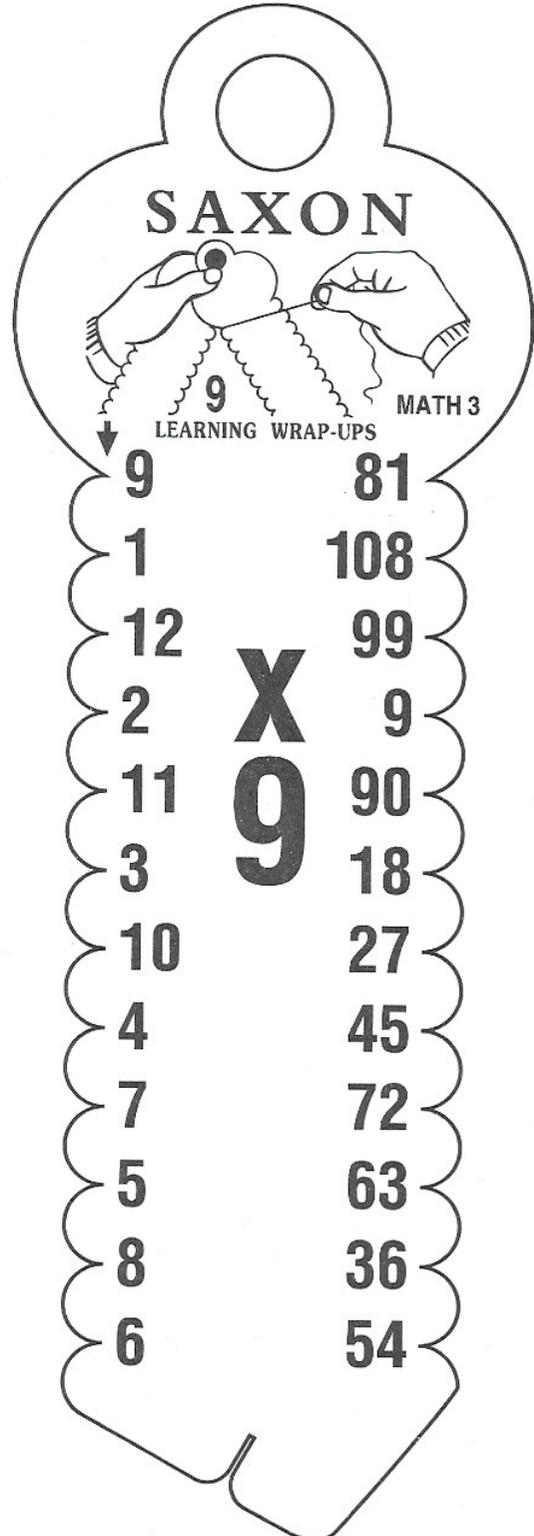
$9 \times 9 = \underline{\quad}$

$10 \times 9 = \underline{\quad}$

$11 \times 9 = \underline{\quad}$

$12 \times 9 = \underline{\quad}$

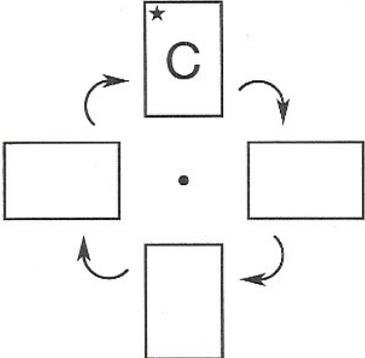
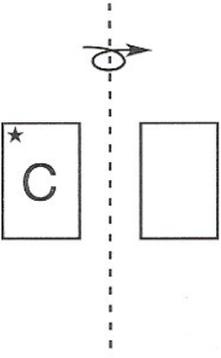
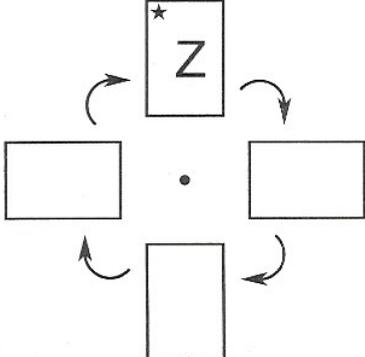
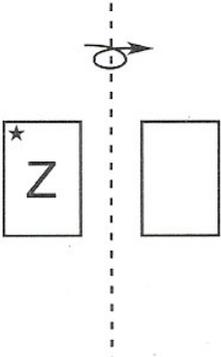
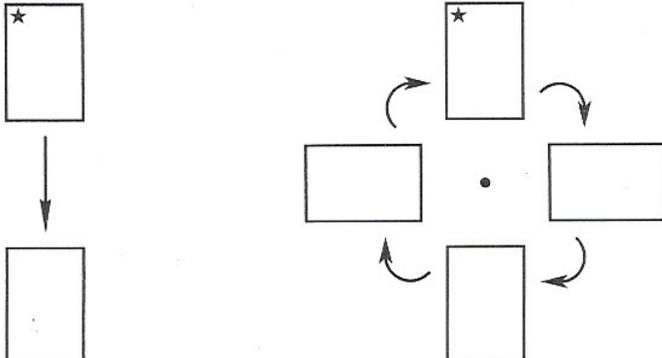
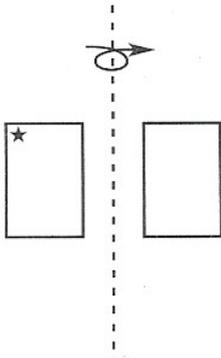
B.



Name _____

Use C, Z, and a letter of your choice.

Draw what the letters will look like when you translate, rotate, and reflect them.

<p>Translate (slide) the C.</p> 	<p>Rotate (turn) the C.</p> 	<p>Reflect (flip) the C.</p> 
<p>Translate (slide) the Z.</p> 	<p>Rotate (turn) the Z.</p> 	<p>Reflect (flip) the Z.</p> 
<p>Translate (slide) the _____. Rotate (turn) the _____.</p> 		<p>Reflect (flip) the _____.</p> 



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Name _____

Date _____

Understand	Plan	Solve	Check
------------	------	-------	-------

Make It Simpler 

Make a Table 

Manuel wants to invite some friends to go to a movie. [Each movie ticket costs \$4.50] and popcorn costs \$2.00. [He has \$25.00 to spend]. Show the number of movie tickets he can buy with his money.

Ticket	1	2	3	4	5	6	
Cost	\$4.50	\$9.00	\$13.50	\$18.00	\$22.50	\$27.00	

What is the greatest number of movie tickets Manuel can buy with his money?

5 tickets

Does he have enough money left over to buy popcorn? yes

Name _____ Score _____

Saxon Math 3 (for use with Lesson 110-1)

5-minute timing

Checked by _____

8	0	10	14	8	5	5	3	15	4	
<u>- 1</u>	<u>- 0</u>	<u>- 9</u>	<u>- 7</u>	<u>- 8</u>	<u>- 3</u>	<u>- 0</u>	<u>- 2</u>	<u>- 8</u>	<u>- 4</u>	10

8	7	12	6	9	14	3	13	7	11	
<u>- 7</u>	<u>- 4</u>	<u>- 9</u>	<u>- 4</u>	<u>- 1</u>	<u>- 8</u>	<u>- 3</u>	<u>- 6</u>	<u>- 6</u>	<u>- 9</u>	20

3	9	5	13	6	10	15	3	12	2	
<u>- 0</u>	<u>- 8</u>	<u>- 2</u>	<u>- 4</u>	<u>- 0</u>	<u>- 1</u>	<u>- 7</u>	<u>- 1</u>	<u>- 5</u>	<u>- 2</u>	30

7	11	4	7	12	1	14	18	10	13	
<u>- 7</u>	<u>- 8</u>	<u>- 0</u>	<u>- 5</u>	<u>- 3</u>	<u>- 1</u>	<u>- 6</u>	<u>- 9</u>	<u>- 7</u>	<u>- 9</u>	40

10	11	14	7	13	6	4	10	16	8	
<u>- 8</u>	<u>- 2</u>	<u>- 9</u>	<u>- 0</u>	<u>- 5</u>	<u>- 2</u>	<u>- 1</u>	<u>- 3</u>	<u>- 7</u>	<u>- 3</u>	50

13	12	10	17	4	9	7	1	11	8	
<u>- 7</u>	<u>- 4</u>	<u>- 5</u>	<u>- 8</u>	<u>- 3</u>	<u>- 6</u>	<u>- 3</u>	<u>- 0</u>	<u>- 7</u>	<u>- 6</u>	60

16	8	5	15	11	9	13	8	17	9	
<u>- 8</u>	<u>- 5</u>	<u>- 1</u>	<u>- 6</u>	<u>- 5</u>	<u>- 2</u>	<u>- 8</u>	<u>- 4</u>	<u>- 9</u>	<u>- 5</u>	70

12	2	9	14	10	8	15	4	11	5	
<u>- 7</u>	<u>- 1</u>	<u>- 9</u>	<u>- 5</u>	<u>- 6</u>	<u>- 0</u>	<u>- 9</u>	<u>- 2</u>	<u>- 4</u>	<u>- 5</u>	80

6	7	9	2	12	6	10	11	6	9	
<u>- 5</u>	<u>- 2</u>	<u>- 3</u>	<u>- 0</u>	<u>- 8</u>	<u>- 1</u>	<u>- 2</u>	<u>- 6</u>	<u>- 3</u>	<u>- 4</u>	90

6	8	11	9	12	5	16	9	10	7	
<u>- 6</u>	<u>- 2</u>	<u>- 3</u>	<u>- 7</u>	<u>- 6</u>	<u>- 4</u>	<u>- 9</u>	<u>- 0</u>	<u>- 4</u>	<u>- 1</u>	100

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Name _____

Performance Task Worksheet 110B

Saxon Math 3 (for use with Lesson 110-1)

Understand

Plan

Solve

Check

Mrs. Fritz wants to buy chapter books at the book fair. Picture books cost \$2.50 and chapter books cost \$4.00. She has \$23.00 to spend. Show the number of chapter books she can buy with her money.

What is the greatest number of chapter books Mrs. Fritz can buy with her money?

Does she have enough money left over to buy a picture book?

What problem-solving strategies did you use to solve this problem?

Explain how you got your answer:



Focus on all four Keys to Legibility--Shape, Size, Space, and Slant

A terrible disease called the Black Death

caused millions of people to die. It

started near the Black Sea. People there

thought that Italian traders had caused it.

Other people thought it was the

judgment of God. And others thought it

was because of evil spirits. The Black

Death was really caused by the fleas on

rats, and rats were everywhere during

Handwriting Practice--The Black Death

Name: _____ Date: _____



Focus on all four Keys to Legibility--Shape, Size, Space, and Slant

the Middle Ages.

Lang. Arts/History Connections: Writing a Letter

Name: _____ Date: _____



See Activity 3 of the Dungeons/Plague Packet. Pretend you are a doctor in London during the plague. Write a reply to your friend, John Smith, in a nearby village and give him advice. (Read John's letter first.)

Dear John,

[The following section contains 18 sets of horizontal writing lines, each consisting of a solid top line, a dashed middle line, and a solid bottom line, providing space for the student to write their reply.]

The Dungeons™

The Plague



Dungeon Links

The Plague is a key topic which features throughout the Dungeon.

Using the Pupil Worksheets

The Dungeons' worksheets are designed to give your pupils an idea of the magnitude of the plague, focusing on two key points in history when Great Britain was gripped by the plague; 1348 and 1665.

- **PUPIL WORKSHEET 1** sets the scene for pupils in 1348. Activities ask them to consider the horrible symptoms of the illness.
- **PUPIL WORKSHEET 2** asks pupils to consider some of the crazy cures and plague preventatives used by people in the 14th Century and to write a letter of advice to a friend in a town stricken by the plague.
- **PUPIL WORKSHEET 3** introduces the plague of 1665.
- **PUPIL WORKSHEET 4** is a sheet of cards for photocopying. In their groups, pupils must sort the cards into causes and effects of the plague. Following this, ask them to sort their cards into long and short-term effects.

Discussion Points

- Why did the plague spread so quickly in both 1348 and 1665?
- What can we learn about medieval beliefs from the different explanations people provided for the plague?
- Why was there so little understanding about medicine and health in the 14th Century?
- Were there any positive outcomes of the 1348 plague?

Learning Objectives

PUPILS SHOULD LEARN:

- About aspects of life in a medieval town.
- About the nature and impact of bubonic plague at two key points in history.
- How people in the Middle Ages viewed the plague.
- How people in the Middle Ages thought they could cure the plague.
- How to make deductions based on evidence.

Extension Activities

- Ask pupils to write a set of quiz questions on the subject of the plague in the style of 'Who Wants to be a Millionaire?' The class can then run the quiz.
- Ask pupils to imagine how plague events might have unfolded if various circumstances had been different (i.e. what would have happened if...people didn't believe in God, people knew about germs, the microscope had been invented etc.)
- Ask pupils to write a diary, imagining that they are a goldsmith living in London during the plague of 1348. They should produce entries for a number of dates and events, for example:

2nd October 1348 – The plague begins to spread through the city.

10th April 1349 – Your neighbour contracts the plague.

1st June 1349 – Celebrations for the end of the plague.



TEACHER NOTES

ANSWERS: Pupil Worksheet 1: Activity 1 – c, g, b, f, e, a, d Pupil Worksheet 2: Activity 2 a) – i, iv, v, vii b) iv, v, vi



the Dungeons™

The Plague

The dreaded plague was thought to begin in 1330s China. The plague was spread by rats that had fleas which carried the virus. When the rats died, their fleas moved on to humans, and their bites caused bubonic plague.

The plague reached Britain in August 1348, carried by the crew of a small boat that came ashore near Weymouth in Dorset. Three months later, it reached London.

By the time the plague finally died away in 1350, up to 2 million people had lost their lives in the most horrible way.

Scary symptoms

First came a bad cold, then vomiting and fever, and finally repulsive swellings in the armpit and groin, oozing blood and pus. By the time death arrived, most people were grateful for it.

Activity 1

The plague was not a pleasant experience! Put this list of gruesome symptoms into the order that you think a sufferer would have experienced them.

- a) Internal bleeding
- b) Arms and legs become sore
- c) Headache, chills and a fever
- d) Death
- e) Swellings split open, oozing blood and pus
- f) Swellings on neck and limbs
- g) Nausea and vomiting

Did you know?

The bubonic plague was so-called because of the disgusting pus-filled boils or 'buboes' that appeared on sufferers.

The Dungeons™

Did you know?

There are still around 2,000 incidences of the plague every year, however in most situations it can be cured by antibiotics. Further research is being carried out to stop its spread.

Activity 2

People in the 14th Century didn't know much about what caused sickness and how to treat it.

a) Which four of the following do you think were used as 'cures' during the plague of 1348 – 1350?

- i. Putting the tail feathers of a live chicken onto the boils.
- ii. Rubbing antiseptic cream onto the boils.
- iii. Drinking lots of water.
- iv. Slicing the boils open and burning them with a red-hot poker.
- v. Bathing in your own urine.
- vi. Eating plenty of fruit and vegetables.
- vii. Applying a live frog or toad to the buboes.

Activity 3

Imagine you are a doctor living in London at the time of the plague (1348 – 1350).

Write a reply to this letter from John Smith, a friend living in a nearby village. Remember that a medieval doctor would not give the same kind of advice as a modern day doctor.

b) Which three of the following do you think were used to 'prevent' the plague?

- i. Taking aspirin.
- ii. Sterilising everything in the house.
- iii. Eating a balanced diet.
- iv. Smoking tobacco.
- v. Smelling sweet herbs or flowers.
- vi. Praying.

Dear Sir,

I am writing to you to beg you for advice. A terrible curse has come to our village. It began with a few people complaining of pain in the head and the stomach. Now, just two short weeks later, the streets are full of corpses, shops and houses lie empty, and animals are running wild in the street. Some of the animals are even feeding on the dead.

I believe this sickness has been sent by God to punish us for our sins. I have been praying for forgiveness day and night but I have been sickening these last days and I fear that I shall not be spared. I had thought to go to London to seek help from a man of medicine. What should I do?

*Yours humbly,
John T. Smith*

the Dungeons™

1665 - The Plague strikes again!

In 1665, the horror returned. London was filthy, stinking and overcrowded and as the temperature rose throughout the spring and summer, the plague went from strength to strength.

London at the time of the plague wasn't a pretty place. It didn't matter if you were rich or poor, the plague would still come knocking at your door. Even if only one member of your family had the plague, a red cross would be painted on your door and your whole family would be quarantined in your house. Perhaps you'd like a new job? The 'Plague Body Carrier' was employed to dispose of the corpses in plague pits. Your chances of survival weren't very high though...even escaping wasn't an option- it was forbidden by law, and by the time the plague of 1665 ended, nearly 100,000 lives had been lost.



The children's rhyme 'Ring a Ring of Roses' was about the plague.

The 'roses' were the round red rashes that appeared on the victim's skin. The 'posies' were sweet-smelling flowers that people held to their noses as they believed it would stop them from catching the disease. The sneezes were an early symptom of the disease, and 'we all fall down' was the sudden death that usually followed.

Did you know?

Many people believe the Great Fire of London put an end to the epidemic. In fact, it had greatly subsided by then.



Lack of medicine.

the
Dungeons

People travelling from town to town within Britain.

the
Dungeons

Animals dying.

the
Dungeons

Ignorance of doctors.

the
Dungeons

Increased taxes with fewer people to pay them.

the
Dungeons

Lack of sanitation.

the
Dungeons

Boats travelling from country to country.

the
Dungeons

Churches closing as many priests died after visiting the sick.

the
Dungeons

Population decrease.

the
Dungeons

Changes in farming. Lords kept animals instead of growing crops as they required fewer workers to look after them.

the
Dungeons

Dirty, crowded living conditions.

the
Dungeons

Crops rotting in fields.

the
Dungeons

Death.

the
Dungeons

Fleas passed the disease from rats to humans.

the
Dungeons

Bad smelling air.

the
Dungeons

Stealing from empty shops and houses.

the
Dungeons

Dirty streets full of rubbish and excrement.

the
Dungeons

Labour shortage resulting in workers being able to demand higher wages from lords.

the
Dungeons



THURSDAY

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, middle dashed, bottom).

Hello Scholars,

Today we are going to learn how to identify a fractional part of a set and how to determine age.

*I am going to gently shake 12 pennies in my hand and then put them on a table. The head side is the picture of Abraham Lincoln (his head). The tail side is the other side.

*I will make 1 row of heads and 1 row of tails. H is for heads and T is for tails.

Example 1. This is what I have: H H H H H H (6 heads)

T T T T T T (6 tails)

There are 6 out of 12 pennies that show heads, so the fractional part of heads is $6/12$.

There are 6 out of 12 pennies that show tails, so the fractional part of tails is $6/12$.

Fractional Part Heads	Fractional Part Tails
1. $6/12$	$6/12$
2. $7/12$	$5/12$

Example 2. I will gently shake the 12 pennies in my hand again and then put them on the table.

This is what I have: H H H H H H H (7 Heads)

T T T T T (5 Tails)

There are 7 out of 12 pennies that show heads, so the fractional part of heads is $7/12$.

There are 5 out of 12 pennies that show tails, so the fractional part of tails is $5/12$.

Remember, the top number is either how many heads or tails you have. The bottom number is the full number of pennies I am using. Now it is your turn to gently shake 12 pennies and put them on a table. Write in the columns what the fractional part of heads are and what the fractional part of tails are.

*Go to math L. 111 worksheet in your packet. You will need 12 pennies.

1. The first circle is divided in half. Put the same number of pennies in each half.

*How many pennies are in each half? 6

*We can write what we found below the circle. What is one half of 12? 6

2. Find the circle that is divided into thirds. Put the same number of pennies in each third.

*How many pennies did you put in each third? 4

*We can write what we found below the circle. What is one third of 12? 4

Finish the Lesson 111 worksheet. At the bottom, find the answers using pennies. I will do the first one. If I have 10 pennies (P), what is $\frac{1}{2}$ of 10?

P P P P P P P P P P

P P P P P

P P P P P ($\frac{1}{2}$ of 10 = 5)

*Each penny has a date on it. The date on a penny tells us when it was minted, or made. Let's say that the oldest penny I have is from **1985**. We are going to find out how old the penny is.

*We will first count forward by 10's and then by 1's to find out how old the penny is.

1985 1995 2005 2015 2016 2017 2018 2019 2020

10 10 10 1 1 1 1 1

From 1985 to 1995 is 10 years.

From 1995 to 2005 is 10 years.

From 2005 to 2015 is 10 years.

From 2015 to 2016 is 1 year.

From 2016 to 2017 is 1 year.

From 2017 to 2018 is 1 year.

From 2018 to 2019 is 1 year.

From 2019 to 2020 is 1 year.

If we add up the 10's and 1's ($10 + 10 + 10 + 1 + 1 + 1 + 1 + 1 = 35$), the penny is 35 years old.

*The next penny is dated **1972**.

*We will first count forward by 10's and then by 1's.

1972	1982	1992	2002	2012	2013	2014	2015	2016	2017	2018	2019	2020
10	10	10	10	1	1	1	1	1	1	1	1	1

From 1972 to 1982 is 10 years.

From 1982 to 1992 is 10 years.

From 1992 to 2002 is 10 years.

From 2002 to 2012 is 10 years.

From 2012 to 2013 is 1 year.

From 2013 to 2014 is 1 year.

From 2014 to 2015 is 1 year.

From 2015 to 2016 is 1 year.

From 2016 to 2017 is 1 year.

From 2017 to 2018 is 1 year.

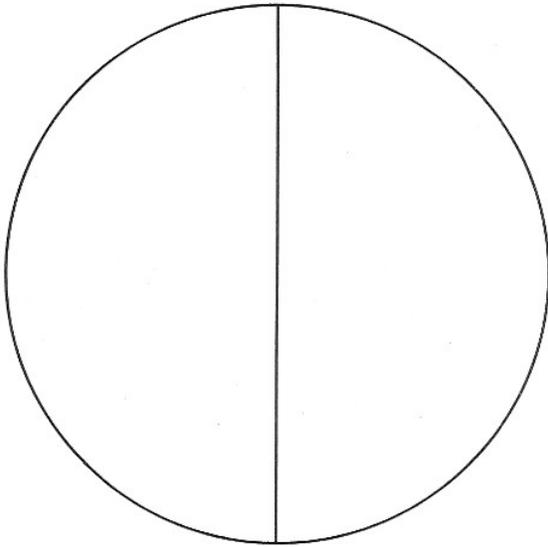
From 2018 to 2019 is 1 year.

From 2019 to 2020 is 1 year.

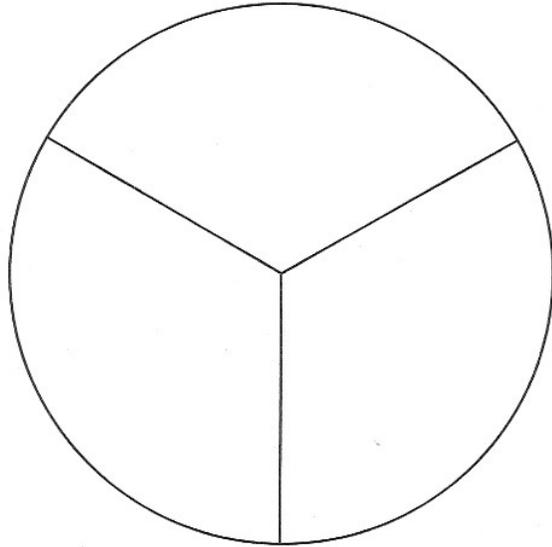
If we add up the 10's and 1's ($10 + 10 + 10 + 10 + 1 + 1 + 1 + 1 + 1 + 1 + 1 + 1 = 48$), the penny is 48 years old.

Which penny is older?

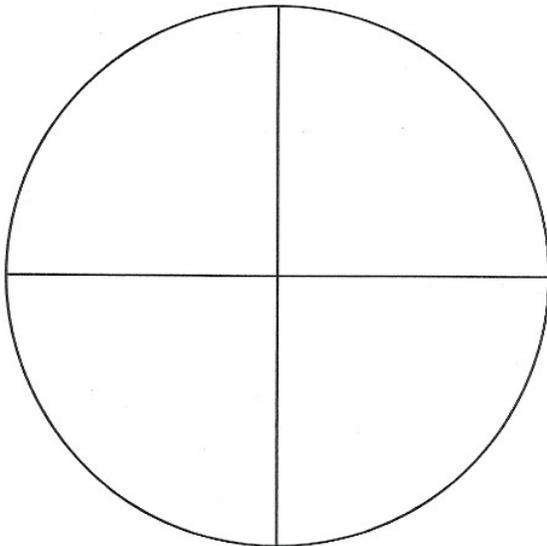
Name _____



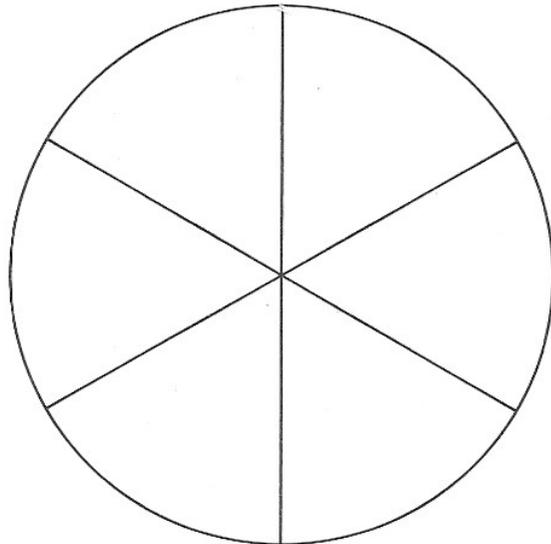
$\frac{1}{2}$ of 12 = _____



$\frac{1}{3}$ of 12 = _____



$\frac{1}{4}$ of 12 = _____



$\frac{1}{6}$ of 12 = _____

Find these answers using the pennies.

$\frac{1}{2}$ of 10 = _____

$\frac{1}{3}$ of 9 = _____

$\frac{1}{2}$ of 6 = _____

$\frac{1}{3}$ of 6 = _____

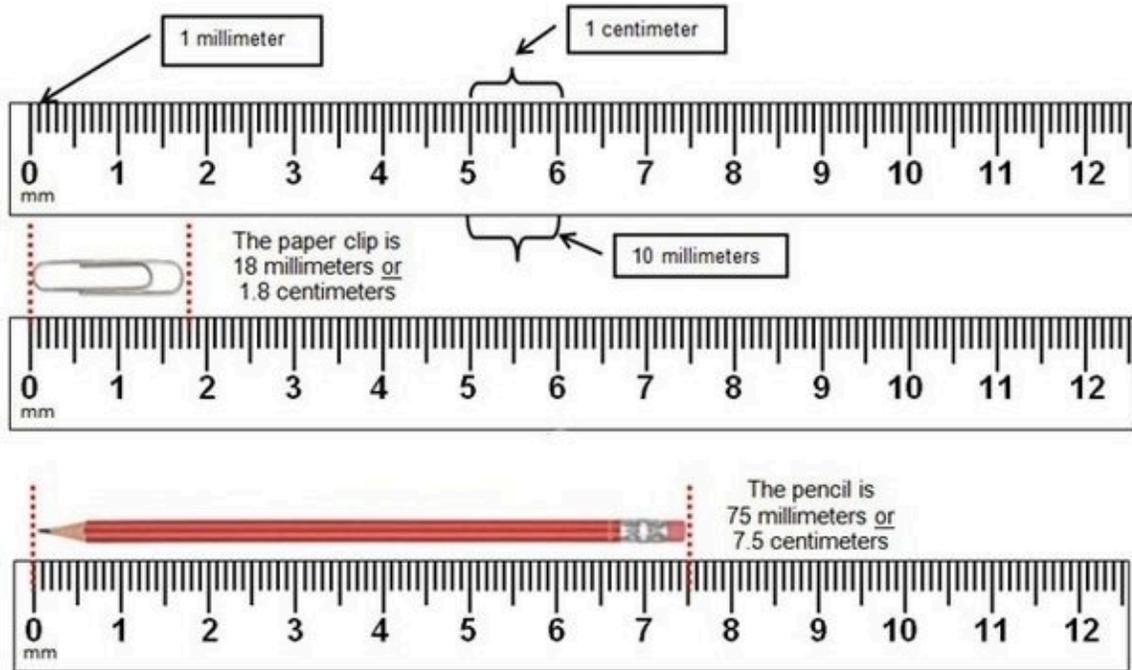
$\frac{1}{4}$ of 4 = _____

$\frac{1}{3}$ of 3 = _____

$\frac{1}{4}$ of 8 = _____

$\frac{1}{2}$ of 8 = _____

$\frac{1}{2}$ of 2 = _____



Look at this ruler. There are **10 small lines** in between each centimeter. Those are **millimeters**.

- There are 10 millimeters in 1 centimeter.
- There are 20 millimeters in 2 centimeters.
- There are 30 millimeters in 3 centimeters.

What is the rule? _____

Fill in the rest of the table

Millimeters	Centimeters
	4
	5
	6
	7
	8
	9
	10
	14
	17
	23
	29
	36
	38
	41

2G Distance Learning Math Lesson 114

Now you are going to practice drawing line segments. Remember you need a dot at both ends of each line segment.

1. Draw a 5 centimeter line segment in the space below

Write the number of centimeters and millimeters here: _____ cm, _____ mm

2. Draw an 8 centimeter line segment in the space below

Write the number of centimeters and millimeters here: _____ cm, _____ mm

3. Draw a 67 millimeter line segment in the space below. That is 6 centimeters and 7 millimeters

This is how you write the length two ways: 6 cm 7 mm, 67 mm

4. Draw a 95 millimeter line segment in the space below

Write the length two ways: _____, _____

5. Draw a 223 millimeter line segment in the space below

Write the length two ways: _____, _____

Name _____ Score _____

Fact Homework 111B

Set 22: Multiplying by 9

Saxon Math 3 (for use with Lesson 111)

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 _____

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

$$\begin{array}{r} 9 \\ \times 1 \\ \hline \end{array}$$

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

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

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

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

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

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

$$\begin{array}{r} 9 \\ \times 0 \\ \hline \end{array}$$

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

$$\begin{array}{r} 9 \\ \times 1 \\ \hline \end{array}$$

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

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

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

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

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

$$\begin{array}{r} 9 \\ \times 0 \\ \hline \end{array}$$

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

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

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

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

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

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

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

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

Name _____

Date .

Draw a $1\frac{3}{4}$ " line segment. Make it $\frac{1}{4}$ " longer. How long is it now? _____

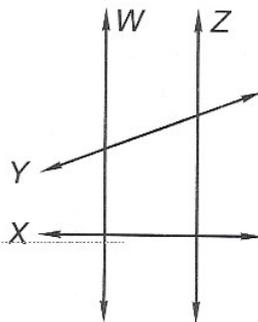
1. Serina babysits for three hours each Saturday morning. How many hours will Serina babysit in four weeks?

Number sentence $4 \times 3 \text{ hours} = 12 \text{ hours}$

Answer 12 hours

2. Which lines are parallel? W and Z

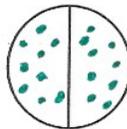
Which lines are perpendicular? X and W
X and Z



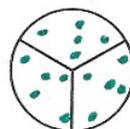
3. Carla was born in 1995. How old is she this year? 25

1995 2000 2020
 5 20

4. Draw candies (•) to find each answer.



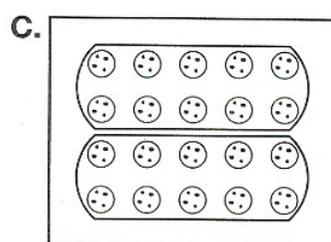
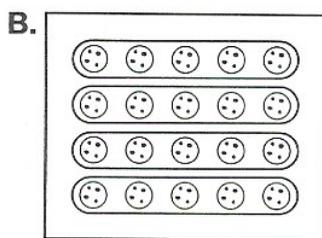
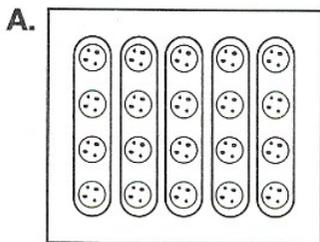
$\frac{1}{2}$ of 18 = 9



$\frac{1}{3}$ of 15 = 5

5. Which picture shows how 4 children will share 20 cookies? B

How many cookies will each child have? 5



6. Find the answers.

$5 \times 2,000 = \underline{10,000}$

$3 \times 800 = \underline{2,400}$

$\$800 - \$381 = 419$

```

    $800
  - 381
  -----
    419
  
```

$\$368 - \$91 = 277$

```

    $368
  -  91
  -----
    277
  
```

Name _____

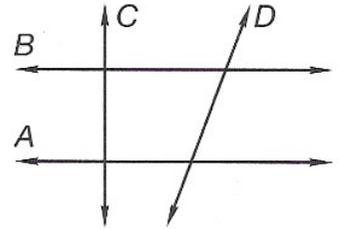
Date _____

1. Russell helps his father after school for two hours each Wednesday. How many hours will Russell help his father in nine weeks?

Number sentence _____

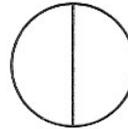
Answer _____

2. Which lines are parallel? _____ and _____
Which lines are perpendicular? _____ and _____
_____ and _____

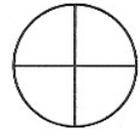


3. Rajan was born in 1993. How old is he this year? _____

4. Draw candies (•) to find each answer.



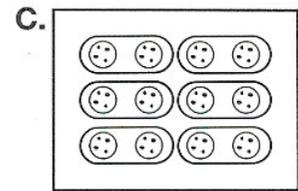
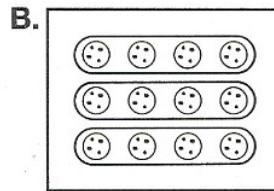
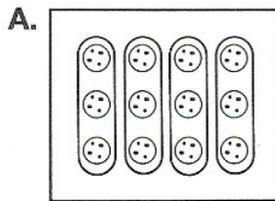
$\frac{1}{2}$ of 14 = _____



$\frac{1}{4}$ of 20 = _____

5. Which picture shows how 3 children will share 12 cookies? _____

How many cookies will each child have? _____



6. Find the answers.

$9 \times 3,000 =$ _____

$\$700 - \$319 =$ _____

$\$667 - \$293 =$ _____

$4 \times 500 =$ _____

Life Cycle of a Frog Questions

Name: _____ Date: _____



Answer these questions in complete sentences.

What is the first stage of a
frog's life cycle?

Blank handwriting line for the answer to the first question.

Blank handwriting line for the answer to the first question.

Blank handwriting line for the answer to the first question.

What hatches from the egg?

Blank handwriting line for the answer to the second question.

Blank handwriting line for the answer to the second question.

Blank handwriting line for the answer to the second question.

How do tadpoles breathe

underwater?

Blank handwriting line for the answer to the third question.

Blank handwriting line for the answer to the third question.

Blank handwriting line for the answer to the third question.

Life Cycle of a Frog Questions

Name: _____ Date: _____



Answer these questions in complete sentences.

What are the stages of the
frog's life cycle?

Blank handwriting line for answer.

Blank handwriting line for answer.

What is it called when a living
things undergoes a huge change in
shape and appearance, like the
frog does form tadpole to adult
frog?

Blank handwriting line for answer.

Part A

Circle each short word that ends **CVC**.

Remember: Short words have four letters or fewer. The letter **y** is a vowel letter at the end of a morphograph.

- 1. skin 3. spin 5. play 7. grab 9. stay 11. slam
- 2. tray 4. wander 6. person 8. ship 10. fit 12. bar

Part B

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

Part C

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

Part D

We heard them try to deny the facts.

Part E

Add these morphographs together.

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

- 1. give + en = _____
- 2. fool + ish + ly = _____
- 3. fine + al + ly = _____
- 4. store + age = _____
- 5. un + shake + en = _____
- 6. thought + ful + ly = _____
- 7. un + de + feat + ed = _____
- 8. pre + date + ed = _____
- 9. mis + shape + ed = _____
- 10. quote + able = _____
- 11. re + fuse + al = _____
- 12. child + ish + ly = _____
- 13. sign + al = _____
- 14. de + sign + er = _____
- 15. person + able = _____

Part F

Each sentence has one misspelled word.

Write each word correctly on the blank.

- 1. They hired a likable persen to do the job. _____
- 2. The athour of the book faced a sizable job. _____
- 3. Some poeppele often misspell words. _____

Citizenship--Reflecting on the Character Pillars

Name: _____

Date: _____



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

Read: Citizenship is honoring rules and laws and acting with obedience toward authority. Citizenship is giving of my time and abilities to serve others. Citizenship is upholding social equality and fairness through respect for individual differences and knowledge of our democratic system.

1. Explain why citizenship has been so important during these last few weeks.

2. Share an example of how you have shown citizenship

Citizenship--Reflecting on the Character Pillars

Name: _____ Date: _____



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

since we were last in school on March 13th.

3. Discuss this with your family. Then, share a couple examples of how your family has shown citizenship in the last few weeks during this unusual time.

FRIDAY

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, each consisting of a solid top line, a dashed midline, and a solid bottom line.

Hello Scholars,

Lesson 112

Read today’s objective: ***We will learn how to multiply a one-digit number and a two-digit number using mental computation.***

INSTRUCTIONS: Listen to the Teacher Instruction recording as you go through this sheet. Be sure to pause when instructed by the teacher to do so, stopping to mark your paper or write your number sentences. Then, begin listening again and checking your work.

$$2 \times 40 =$$

$$5 \times 20 =$$

$$7 \times 30 =$$

PART A

1. $2 \times 47 =$

2. $5 \times 28 =$

3. $7 \times 32 =$

Look at problem 1:

We can read this as “two groups of forty-seven” or “two times forty-seven.”

- a. What does the 4 mean in the number 47? *40 or 4 tens*
- b. What does the 7 mean in the number 47? *7 or 7 ones*
- c. When we multiply 2 times 47, we are multiplying 2 times 40 and 2 times 7.
- d. We will show this by writing “47” in expanded form.

$$\begin{array}{l}
 2 \times 47 \\
 2 \times (40 + 7) \\
 80 + 14 = \underline{\hspace{2cm}}
 \end{array}$$

2. 5×28
 $5 \times (20 + 8)$
 $100 + 40 = \underline{\hspace{2cm}}$

3. 7×32
 $7 \times (\underline{\hspace{1cm}} + \underline{\hspace{1cm}})$
 $\underline{\hspace{1cm}} + \underline{\hspace{1cm}} = \underline{\hspace{2cm}}$

Part B

Time for More Practice: Remember to write the second number using expanded form. When you do this, remember to use parentheses to show that both parts of the expanded form will be multiplied by the first number (factor) in the problem. *When you finish, these problems, check your answers by listening to the recording.*

4. 4×31
 $\underline{\hspace{1cm}} \times (\underline{\hspace{2cm}})$
 $\underline{\hspace{2cm}} = \underline{\hspace{2cm}}$

5. 2×43
 $\underline{\hspace{1cm}} \times (\underline{\hspace{2cm}})$
 $\underline{\hspace{2cm}} = \underline{\hspace{2cm}}$

6. 3×45
 $\underline{\quad} \times (\underline{\quad})$
 $\underline{\hspace{2cm}} = \underline{\hspace{2cm}}$

7. 7×29
 $\underline{\quad} \times (\underline{\quad})$
 $\underline{\hspace{2cm}} = \underline{\hspace{2cm}}$

8. 5×95
 $\underline{\quad} \times (\underline{\quad})$
 $\underline{\hspace{2cm}} = \underline{\hspace{2cm}}$

9. 7×53
 $\underline{\quad} \times (\underline{\quad})$
 $\underline{\hspace{2cm}} = \underline{\hspace{2cm}}$

PART C

Some problems can be done completely in your head using mental computation. Let's try multiplying without writing anything on your paper.

Example: $3 \times 32 =$

What is 3 times 30?

What is 3 times 2?

What do you get when you add those 2 together?

Now try these three problems:

$5 \times 62 = \underline{\hspace{2cm}}$

$4 \times 91 = \underline{\hspace{2cm}}$

$9 \times 22 = \underline{\hspace{2cm}}$

NEXT STEPS IN COMPLETING TODAY'S MATH LESSON

1. Look at the Guided Practice 112A sheet and review the steps and answers in each problem.
2. Complete Homework 112B. Show your work on every problem it is possible.
3. Complete the Fact Homework 112B. Follow all five directions.
4. 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.
5. Consider doing further fact practice on www.xtramath.com on a daily basis.

Name _____ Score _____

Set 22: Multiplying by 9

Saxon Math 3 (for use with Lesson 112)

- 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 _____

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

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

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

$$\begin{array}{r} 9 \\ \times 1 \\ \hline \end{array}$$

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

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

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

$$\begin{array}{r} 9 \\ \times 0 \\ \hline \end{array}$$

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

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

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

$$\begin{array}{r} 9 \\ \times 0 \\ \hline \end{array}$$

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

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

$$\begin{array}{r} 9 \\ \times 1 \\ \hline \end{array}$$

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

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

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

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

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

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

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

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

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

$$\begin{array}{r} 9 \\ \times 0 \\ \hline \end{array} \text{ 😊}$$

Name _____

Date .

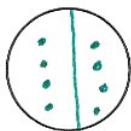
Draw a $2\frac{3}{4}$ " line segment. Make it $\frac{1}{4}$ " longer. How long is it now? _____

1. There are 16 cups of milk in a gallon. If Curtis drinks four cups of milk a day, how many days will it take for Curtis to drink a gallon of milk?

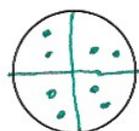
Number sentence $16 \div 4 \text{ cups} = 4 \text{ days}$

Answer 4 days

2. These are pizzas.
Divide the first pizza in half.



Divide the second pizza into fourths.



Divide the last pizza into eighths.



$\frac{1}{2}$ of 8 \times 4 $\frac{1}{4}$ of 8 \times 2 $\frac{1}{8}$ of 8 = 1

Each pizza will have eight pieces of pepperoni (•).

Draw the pepperoni on the pizzas so that each piece has the same amount.

3. Find the products using mental computation.

$7 \times 21 =$ 147

$3 \times 43 =$ 129

$2 \times 85 =$ 170

4. Write this number using words.

460,392 four hundred sixty thousand, three hundred ninety-two

Which digit is in the thousands' place? 0

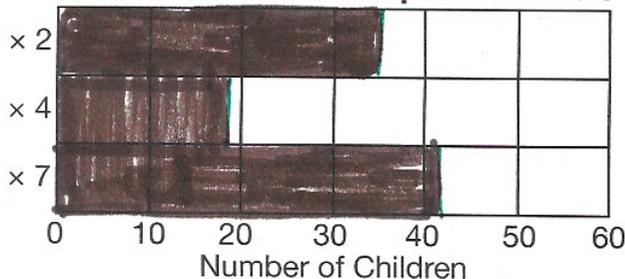
What is the place value of the digit 3? hundreds

5. Donna was born in 1980. How old will she be on her birthday this year? _____

6. Shade the bar graph to show the children's favorite multiplication facts.

	Number of Children
Twos	35
Fours	18
Sevens	42

Children's Favorite Multiplication Facts



How many more children chose multiplying by 7 than multiplying by 2? 24

Name _____

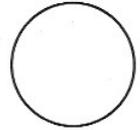
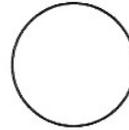
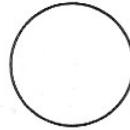
Date _____

1. There are 16 cups of milk in a gallon. If Sydney drinks two cups of milk a day, how many days will it take for Sydney to drink a gallon of milk?

Number sentence _____

Answer _____

2. These are pizzas.
Divide the first pizza in half.



Divide the second pizza into thirds.

$\frac{1}{2}$ of 6 = _____ $\frac{1}{3}$ of 6 = _____ $\frac{1}{6}$ of 6 = _____

Divide the last pizza into sixths.

Each pizza will have six pieces of pepperoni (•).

Draw the pepperoni on the pizzas so that each piece has the same amount.

3. Find the products using mental computation.

$2 \times 34 =$ _____ $5 \times 21 =$ _____ $3 \times 62 =$ _____

4. Write this number using words.

125,734 _____

Which digit is in the thousands' place? _____

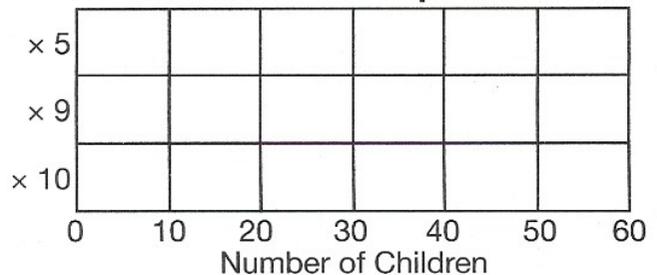
What is the place value of the digit 3? _____

5. Tania was born in 1998. How old will Tania be on her birthday this year? _____

6. Shade the bar graph to show the children's favorite multiplication facts.

	Number of Children
Fives	28
Nines	45
Tens	31

Children's Favorite Multiplication Facts



How many more children chose multiplying by 9 than multiplying by 5? _____