

**2G DISTANCE LEARNING DAILY CHECK-LIST****WEEK 6, MAY 11-15, 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](http://www.parnassusteachers.com). (NOTE: Please email your child's homeroom teacher if you have ANY questions.)*

**Monday, May 11:**

- \_\_\_\_\_ \***Reading Mastery** lesson (listen to both daily recordings) and complete the textbook questions.  
Level 2: Read Lesson 125, columns, story, and textbook questions (pp. 176-177) (p. 1)  
Level 3: Read Lesson 125, columns, story, and textbook questions (pp. 271-276) (p. 1)
- \_\_\_\_\_ \***Math:** Lesson 113: Teacher Instruction sheet; Lesson 113B Homework and Fact Practice (p. 3)
- \_\_\_\_\_ \***Spelling:** Listen to the Teacher Instruction recording and follow all directions on it as you complete the Lessons 106-107 worksheet. (p. 11)
- \_\_\_\_\_ **History:** 1. Listen to *Henry V and the Battle of Agincourt* (textbook pp. 235-239) (p. 13-15)  
 2. Answer the questions using complete sentences. (p. 18)
- \_\_\_\_\_ **Science:** 1. Listen to recording of *The Life Cycle of a Butterfly* (p. 20)
- \_\_\_\_\_ **Memorization:** work on *Discovery* poem (Recitation Week Change: May 18-22<sup>nd</sup>)

**Tuesday, May 12:**

- \_\_\_\_\_ \***Reading Mastery** lesson (listen to both daily recordings) and complete the textbook questions.  
Level 2: Read Lesson 126, columns, story, and textbook questions (pp. 178-183) (p. 24)  
Level 3: Read Lesson 126, columns, story, and textbook questions (pp. 277-282) (p. 24)
- \_\_\_\_\_ \***Math:** Lesson 114; Teacher Instruction sheet; Lesson 114B Homework & Fact Practice (p. 26)
- \_\_\_\_\_ **Penmanship** (Henry V and the Battle of Agincourt) (p.31)
- \_\_\_\_\_ **Language Arts** (Listen to the recording of *Cinderella*; copy the vocabulary words and definitions and answer the "Think About It" question) (p. 32)
- \_\_\_\_\_ **Memorization:** work on all stanzas of the *Discovery* poem
- \_\_\_\_\_ \***Latin** (*Family Terms* worksheet—read the directions on the cover sheet)
- \_\_\_\_\_ \***Spanish** (Unit 9, Part 1A—*Fruits and Vegetables Matching* worksheet)
- \_\_\_\_\_ \***Art** (Discuss Sunflowers by Vincent Van Gogh; draw a still life)

**Wednesday, May 13:**

- \_\_\_\_\_ \***Reading Mastery** lesson (listen to both daily recordings) and complete the textbook questions.  
Level 2: Read Lesson 127, columns, story, and textbook questions (pp. 184-189) (p. 33)  
Level 3: Read Lesson 127, columns, story, and textbook questions (pp. 283-288) (p. 33)
- \_\_\_\_\_ \***Math**: Lesson 115; Teacher Instruction sheet; Lesson 115B Homework & Fact Practice (p. 35)
- \_\_\_\_\_ \***Spelling**: Listen to the recording and complete the Lessons 103-104 worksheet. (p. 42)
- \_\_\_\_\_ **Science**: Finish listening to **Life Cycle of a Butterfly** recording; complete questions (refer back to Day 1 science reading materials while listening and working on questions). (p. 44)
- \_\_\_\_\_ **Language Arts** (Listen to the recording of **The Egyptian Cinderella**; copy the vocabulary words and definitions and answer the “Think About It” questions) (p. 46)
- \_\_\_\_\_ \***P.E./Taekwondo**: 1) Warm-up; 2) Taekwondo routine; 3) Basketball routine—CARDS 1-10

**Thursday, May 14:**

- \_\_\_\_\_ \***Reading Mastery** lesson (listen to both daily recordings) and complete the textbook questions.  
Level 2: Read Lesson 128, columns, story, and textbook questions (pp. 190-198) (p. 48)  
Level 3: Read Lesson 128, columns, story, and textbook questions (pp. 289-293)
- \_\_\_\_\_ \***Math**: Skills Review WS (p. 50)
- \_\_\_\_\_ **History**: 1. Listen to **Joan of Arc** (pp. 240-243)—refer back to Day 1 (p. 16-17)  
 2. Answer the questions using complete sentences. (p. 52)
- \_\_\_\_\_ \***Latin** (*Make Your Own Family Tree* worksheet—read the directions on the cover sheet)
- \_\_\_\_\_ \***Spanish** (Unit 9, Part 1A—*Fruits and Vegetables Sentence Completion* worksheet.  
Enrichment: Quizlet practice & watch videos posted on the 2G webpage under Spanish; review Unit 9 vocabulary in Quizlet)
- \_\_\_\_\_ \***Music** (*Hidden Story Worksheet*—read the directions on the cover sheet)

**Friday, May 15:**

- \_\_\_\_\_ \***Reading Mastery** lesson (listen to both daily recordings) and complete the textbook questions.  
Level 2: Read Lesson 129, columns, story, and textbook questions (pp. 199-206) (p. 53)  
Level 3: Read Lesson 129, columns, story, and textbook questions (pp. 294-300) (p. 53)
- \_\_\_\_\_ \***Math**: Complete Written Assessment 21 (p. 55)
- \_\_\_\_\_ **Penmanship** (Joan of Arc) (p. 57)
- \_\_\_\_\_ **Language Arts** (Listen to the recording of **Smoky Mountain Rose**; answer the “Think About It” questions) (p. 58)
- \_\_\_\_\_ **Memorization**: be ready to recite the **Discovery** poem for your teacher next week

Homeroom Teacher: \_\_\_\_\_

Student \_\_\_\_\_

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

\_\_\_\_\_ Extra reading: log time and books

\_\_\_\_\_ Math: Xtra Math (parents, check your email for login information and your child's pin number)

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**PARENT VERIFICATION OF STUDENT WORK—May 11-15, 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 \_\_\_\_\_



# 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).

# 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 \_\_\_\_\_.

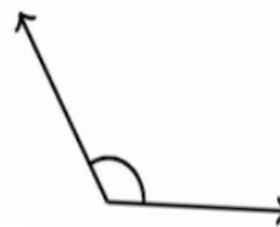
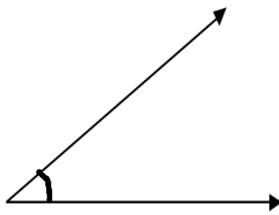
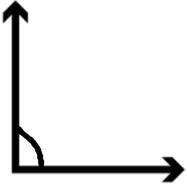
Please circle the initial of your reading teacher: E H K L P

18 sets of primary-ruled writing lines, each consisting of a solid top line, a dashed midline, and a solid bottom line.

Hello Scholars,

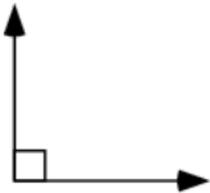
Today we are going to identify and name angles and name triangles by angle size.

A few weeks ago, we learned about intersecting and perpendicular lines and line segments. When lines intersect, angles are formed. The space between the intersecting lines are called an angle. Below are some examples of intersecting lines that form angles.



Mathematicians have names to describe the size of different angles. Today you will learn the three special names that mathematicians use to describe angles. These names are acute, right, and obtuse. Which of the angles above looks like a corner of a square?

The first angle is called a **right angle** and looks like a corner of a square.



Use your fingers to show what a right angle will look like. Can you find any right angles in your home?

What kinds of lines make right angles? \_\_\_\_\_

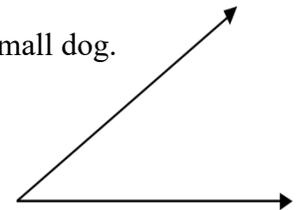
Answer: perpendicular lines

Which angle above is smaller than the right angle?

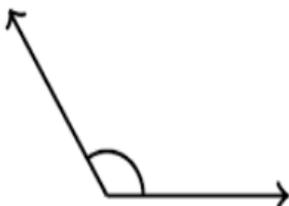
These angles are called **acute angle**.

Some people remember that that the word acute means ‘small’ by thinking of a cute, small dog.

Use your fingers to show acute angle. Where do you see acute angles in your home?



Which of the angles on the board is larger than a right angle?



This is called an **obtuse angle**.

Use your fingers to show what an obtuse angle will look like. Where do you see obtuse angles in your home?

Now you have a chance to identify acute, right and obtuse angles. Look at worksheet 113A. How many angles are on this paper? If you are able cut out the boxes on this page and sort them into acute, right, and obtuse. On this paper list the angles for each group. You can use the edge of a piece of paper to check for right angles.

Acute: \_\_\_\_\_ (2)

Right: \_\_\_\_\_ (5)

Obtuse: \_\_\_\_\_ (5)

The put the angles in order from smallest to largest.

Smallest

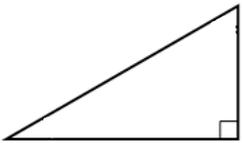
Largest

\_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

We can name triangles by using angle names. Look at Lesson Worksheet 113B.

If a triangle has a right angle, it's called a right triangle. Which angle looks like it might be a right angle? \_\_\_\_\_

Answer: C



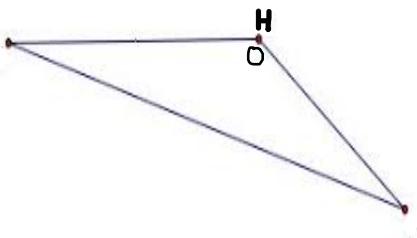
Draw a small square inside angle C to show that it is right angle like shown.

Write the word 'right' on the line below the right triangle.

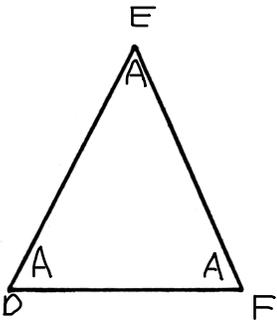
If a triangle has an obtuse angle, it is called an "obtuse triangle." Which angle looks like it might be an obtuse angle? \_\_\_\_\_

Answer: H

Write an O inside angle H like below. Write obtuse on the line below the obtuse triangle.



If a triangle that has only acute angles. Write a capital A in each angle. Write acute on the line below that triangle.



What other type of angle do you see in the right triangle? \_\_\_\_\_

Answer: Acute

What other type of angle do you see in the obtuse triangle? \_\_\_\_\_

Answer: Acute

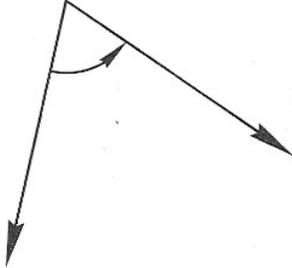
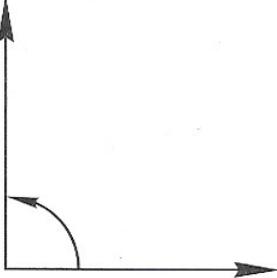
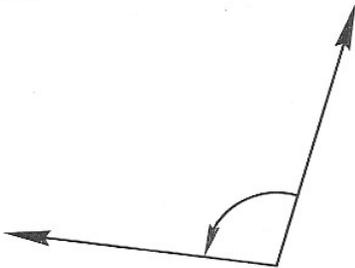
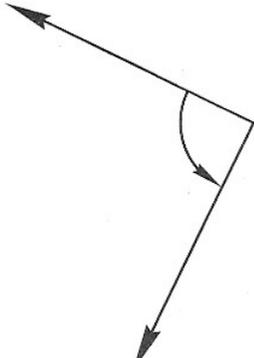
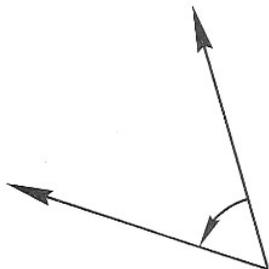
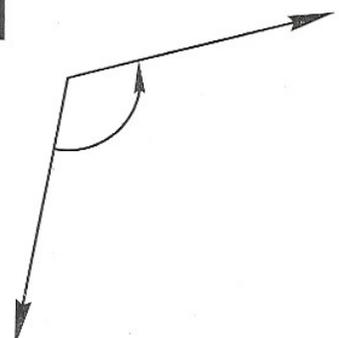
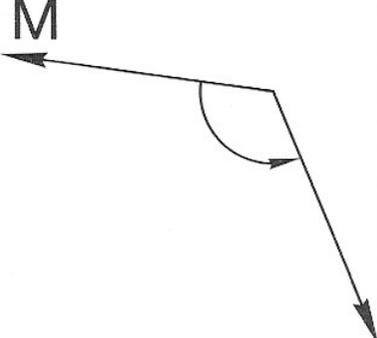
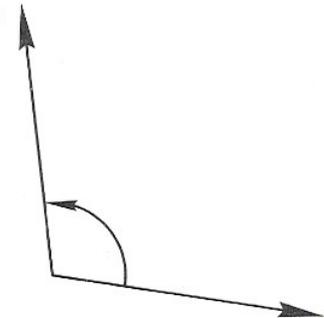
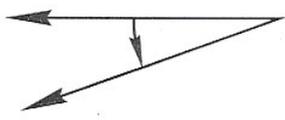
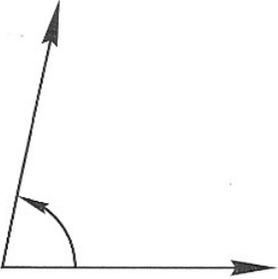
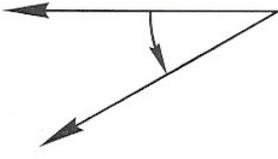
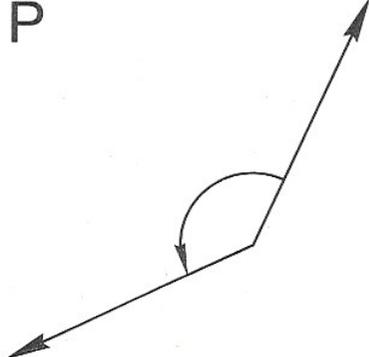
**NEXT STEPS IN COMPLETING TODAY'S MATH LESSON**

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 \_\_\_\_\_

**Lesson Worksheet 113A**

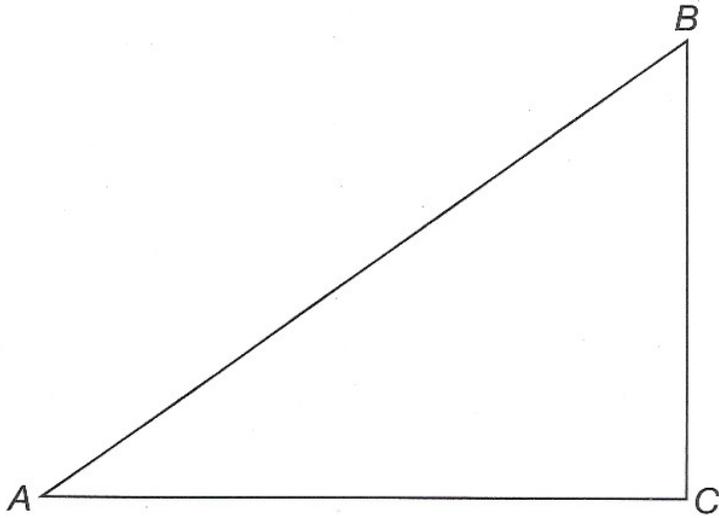
Saxon Math 3 (for use with Lesson 113)

<p><b>T</b></p> 	<p><b>O</b></p> 	<p><b>B</b></p> 
<p><b>R</b></p> 	<p><b>U</b></p> 	<p><b>I</b></p> 
<p><b>M</b></p> 	<p><b>L</b></p> 	<p><b>A</b></p> 
<p><b>E</b></p> 	<p><b>C</b></p> 	<p><b>P</b></p> 

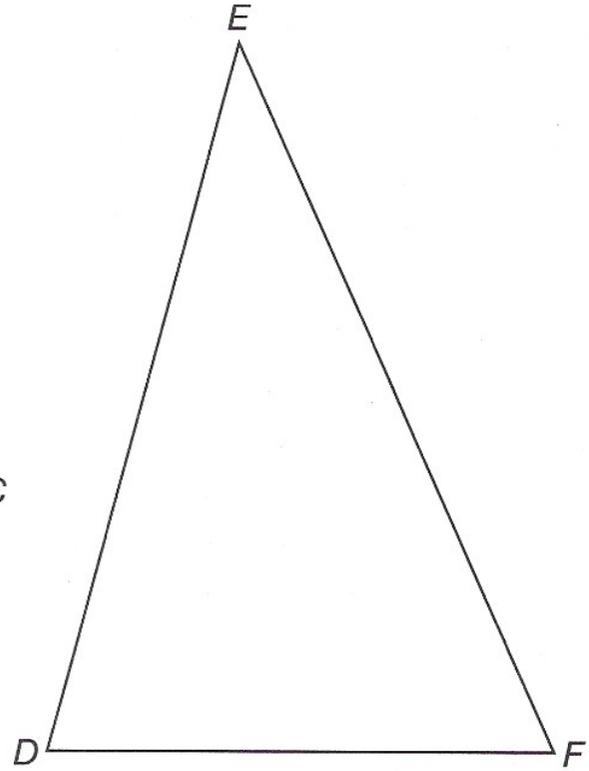
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Name \_\_\_\_\_

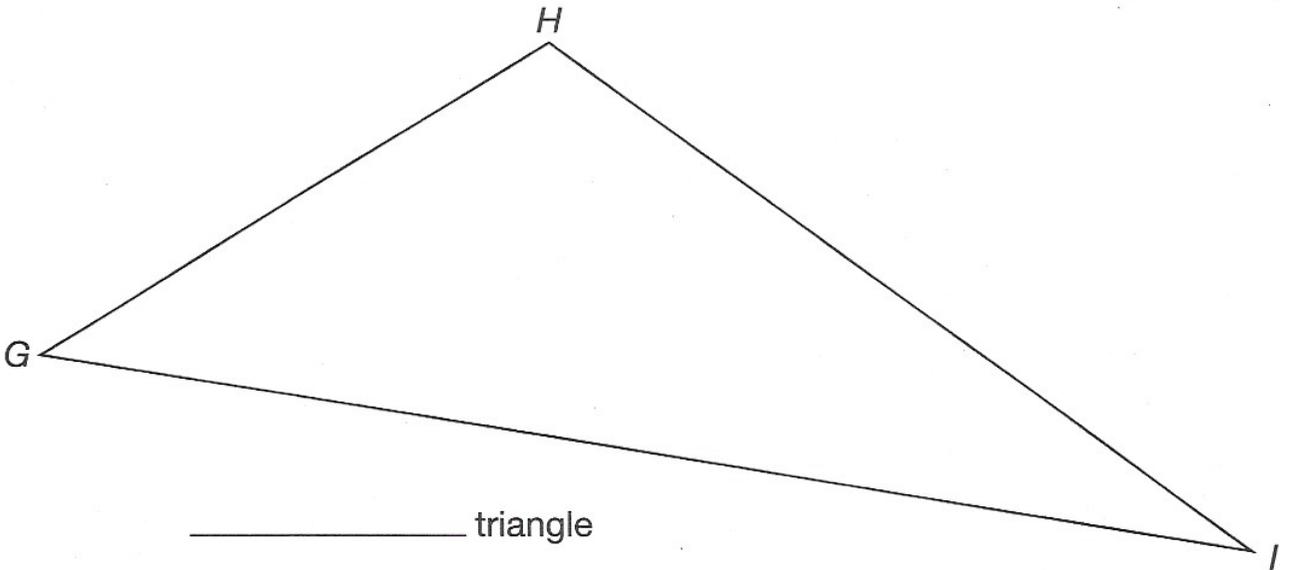
Saxon Math 3 (for use with Lesson 113)



\_\_\_\_\_ triangle



\_\_\_\_\_ triangle



\_\_\_\_\_ triangle

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Name \_\_\_\_\_ Score \_\_\_\_\_

Set 22: Multiplying by 9 and by 4

*Saxon Math 3 (for use with Lesson 113)*

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 \_\_\_\_\_

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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Name \_\_\_\_\_

Date .

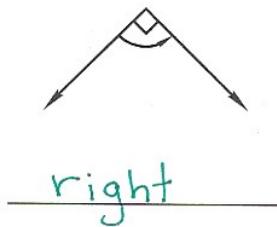
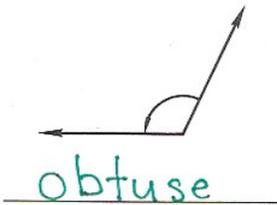
Draw a  $2\frac{1}{4}$ -inch line segment. Make it  $\frac{3}{4}$ " longer. How long is it now? \_\_\_\_\_

1. How many inches are in 7 feet?

Number sentence  $7 \times 12 \text{ inches} = 84 \text{ inches}$

Answer 84 inches

2. Label each angle (acute, right, or obtuse).

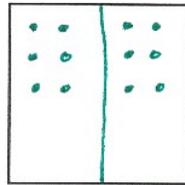


3. These are cheesecakes.

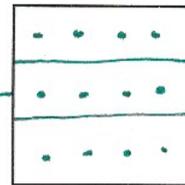
Divide the first cheesecake into halves.

Divide the second cheesecake into thirds.

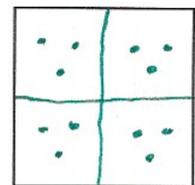
Divide the last cheesecake into fourths.



$\frac{1}{2}$  of 12 = 6



$\frac{1}{3}$  of 12 = 4



$\frac{1}{4}$  of 12 = 3

Each cheesecake will have 12 strawberries (🍓).

Draw the strawberries on the cheesecakes so that each piece has the same amount.

4. Multiply using mental computation.

$3 \times 42 = \underline{126}$

$5 \times 81 = \underline{405}$

5. Circle the letters with perpendicular line segments.

A (H) (L) M (T)

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

$$\begin{array}{r} 3910 \\ - 400 \\ \hline 3510 \\ - 102 \\ \hline 3408 \\ \hline 298 \end{array}$$

$$\begin{array}{r} 8915 \\ - 905 \\ \hline 8010 \\ - 827 \\ \hline 7183 \end{array}$$

$$\begin{array}{r} 211 \\ \$3,592.17 \\ + 6,518.31 \\ + 937.20 \\ \hline \$11,047.68 \end{array}$$

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Name \_\_\_\_\_

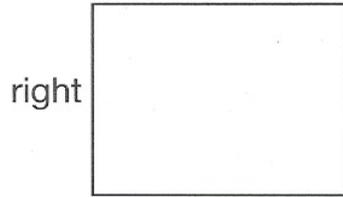
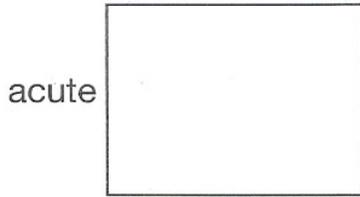
Date \_\_\_\_\_

1. How many doughnuts are in 5 dozen?

Number sentence \_\_\_\_\_

Answer \_\_\_\_\_

2. Draw an example of each type of angle.

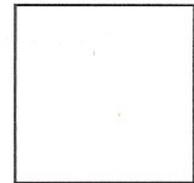
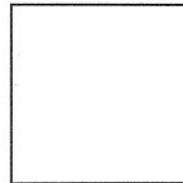
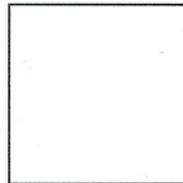


3. These are cheesecakes.

Divide the first cheesecake into halves.

Divide the second cheesecake into fourths.

Divide the last cheesecake into eighths.



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

Each cheesecake will have 8 strawberries .

Draw the strawberries on the cheesecakes so that each piece has the same amount.

4. Multiply using mental computation.

$9 \times 21 =$  \_\_\_\_\_

$2 \times 54 =$  \_\_\_\_\_

5. Circle the letters with perpendicular line segments.

**E I N V Z**

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

$$\begin{array}{r} 800 \\ - 107 \\ \hline \end{array}$$

-----

$$\begin{array}{r} 301 \\ - 118 \\ \hline \end{array}$$

-----

$$\begin{array}{r} \$2,591.17 \\ 7,415.80 \\ + \quad 851.23 \\ \hline \end{array}$$

**VERY IMPORTANT: Listen to the recording as you complete today's lesson.**

### Part A

wreck

wrote

write

wrong

wrap

### Part B

1. \_\_\_\_\_

5. \_\_\_\_\_

2. \_\_\_\_\_

6. \_\_\_\_\_

3. \_\_\_\_\_

7. \_\_\_\_\_

4. \_\_\_\_\_

8. \_\_\_\_\_

### Part C

Add these morphographs together. Some of the words follow the rule about doubling the final **c** in short words.

1. leak + age = \_\_\_\_\_

5. norm + al = \_\_\_\_\_

2. slip + ed = \_\_\_\_\_

6. flat + en = \_\_\_\_\_

3. star + less = \_\_\_\_\_

7. drip + ed = \_\_\_\_\_

4. win + ing = \_\_\_\_\_

8. snug + ly = \_\_\_\_\_

### Part D

source

style

straight

prove

### Part E

1. \_\_\_\_\_

2. \_\_\_\_\_

**Part F**

1. w \_ \_ \_ \_

4. w \_ \_ \_ \_

2. w \_ \_ \_

5. w \_ \_ \_ \_

3. w \_ \_ \_ \_

**Part G****Homophones are words that sound the same but are spelled differently.**

Draw a line from each word to its clue.

- |          |   |                                     |
|----------|---|-------------------------------------|
| 1. whole | * | * Have you heard that _____ before? |
| 2. hear  | * | * Should I _____ my hat outside?    |
| 3. here  | * | * Can you eat a _____ watermelon?   |
| 4. tale  | * | * correct; opposite of left         |
| 5. tail  | * | * Those things belong _____.        |
| 6. wear  | * | * I can _____ you quite well.       |
| 7. write | * | * put words on paper                |
| 8. right | * | * belonging to them                 |
| 9. their | * | * part of an animal                 |

**Part H**

Each sentence has one misspelled word. Write each word correctly on the blank.

1. It was pointles to try to repackage the water tank. \_\_\_\_\_2. The helpers enjoy careing for older people. \_\_\_\_\_

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

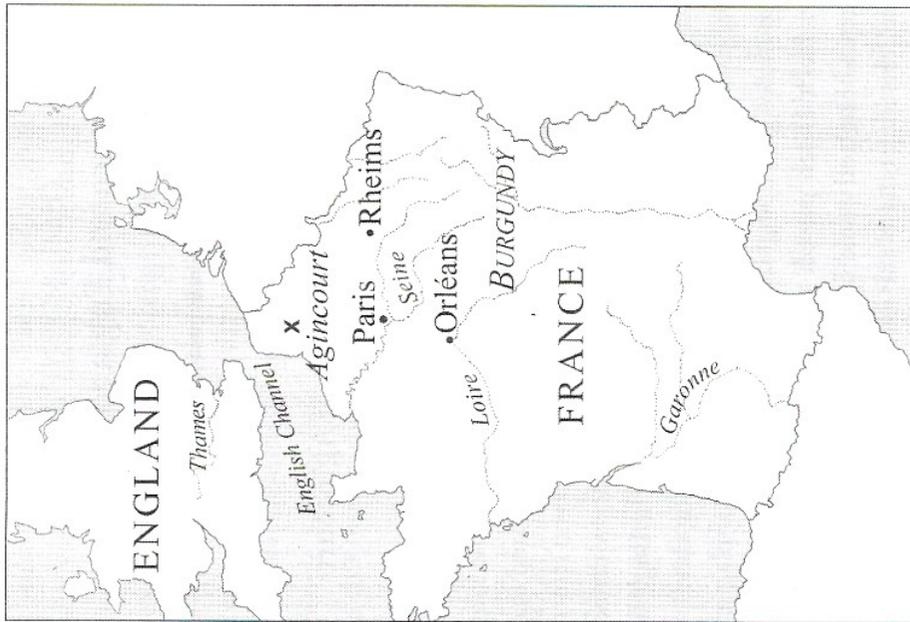
When the Black Death swept across Europe, it interrupted a war between England and France. For ten years, the kings of England and France had been fighting over French land that the English claimed should belong to England. (Do you remember that Richard the Lionhearted was killed in France while he was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

## England and France



from the French. You see, Henry's great-great-grandmother Isabella was a French princess who married an Englishman. So Henry sent a message to the French king saying, "The land I want actually belongs to me, because I should have inherited it from my great-great-grandmother, the French princess Isabella.

Give it to me, and also give me your daughter Katherine to be my wife. Or else I'll invade France with my army!"

The French king, who was named Charles VI, knew perfectly well that he couldn't give Henry the land *and* his daughter. If he gave Henry the land, he would be admitting that land belonging to a French princess should actually go to the princess's children—even if those children were English. Then, if Henry married Katherine and had children, Henry could claim that Katherine's children should inherit all the land belonging to Katherine. And since Katherine was the daughter of the king of France, Henry could claim that she had a right to own all of France. Henry's demands were a sneaky way of getting France for himself.

So Charles VI sent back a message rejecting Henry's claims. His son, the heir to the French throne, sent Henry a rude insult along with his father's message. He packaged up several tennis balls and told Henry, "You're just acting like a child. Stop running around threatening France, and go play some tennis instead to burn off all that extra energy."

That was the last straw. Henry V prepared to invade France. In Shakespeare's play, Henry V sends the French prince back this message after he opens the tennis balls: "Tell the prince that I am glad he can make jokes with me. Tell him that when I have hit these balls with my racket, I will hit his father's crown right out of bounds. Tell that joking Prince that this joke of his has turned his tennis balls into cannonballs. And although a few people may have laughed at his joke, thousands more will weep because of it." Here are Shakespeare's actual words (remember that "Dauphin" is the French word for "prince"):

We are glad the Dauphin is so pleasant with us ...  
 When we have match'd our rackets to these balls  
 We will in France, by God's grace, play a set  
 Shall strike his father's crown into the hazard ...  
 And tell the pleasant prince this mock of his  
 Hath turn'd his balls to gun-stones. ...  
 And tell the Dauphin  
 His jest will savour but of shallow wit  
 When thousands weep more than did laugh at it.

(*Henry V*, Act I, scene ii)

When Henry's army first landed in France, everything went wrong. He was defeated in several small battles with the French. His soldiers got sick. Their shoes began to wear out. And then winter started to come down on them. Henry knew that his army might not survive a long, cold winter camped out in the open. So he decided that he should go back to England and try again the following year.

But the French didn't intend to let Henry try again. The French army cut off Henry's retreat and met his ragged band of soldiers at a field called Agincourt. Henry was outnumbered, but he had no choice. He had to fight, even though his soldiers were tired, cold, hungry, afraid, and outnumbered.

In Shakespeare's play, Henry inspires his men to fight with a famous speech in which he tells them that they are lucky to be at Agincourt, because men will always remember them. And he tells them that the battle will make them all equal. Even those who are peasants, or "vile" (the word "vile" used to mean "from a lower part of society") will be like nobility (they will be "gentled," or "made like gentlemen"). Here is part of Henry's speech before the battle:

We few, we happy few, we band of brothers—  
 For he today that sheds his blood with me  
 Shall be my brother; be he ne'er so vile  
 This day shall gentle his condition—  
 And gentlemen in England, now abed,  
 Shall think themselves accurs'd they were not here,  
 And hold their manhoods cheap while any speaks  
 That fought with us upon Saint Crispin's Day.

(*Henry V*, Act IV, scene iii)

(St. Crispin's Day was the day when the French and English fought at Agincourt.)

Of course, we don't know exactly what Henry V said to his men before the battle of Agincourt. His speech probably wasn't as stirring as the one that Shakespeare imagines for him! And we don't know whether he convinced his men that they were lucky to be fighting the French. But we do know that the English won the battle—even though the French army was so much bigger.

The Battle of Agincourt, which was fought in 1415, was a turning point in the Hundred Years' War. Henry went on to take control of a large part of France. And the French king, Charles VI, gave Henry his daughter, Katherine, as his wife. Charles also agreed that when he died, Henry V would become the king of France as well as England.

But even though Henry V had conquered France, he never got to be its king. He died only seven years after the Battle of Agincourt, two months before Charles VI also died. With both men dead, Henry and Katherine's son, Henry VI, became the king of England and France—even though he was only a year old.

## Joan of Arc

The baby Henry VI became the king of England and France while he was still in diapers. But many of the French didn't want an English king to rule them. Instead, they wanted the Dauphin to be crowned king of France. Do you remember the Dauphin—the prince of France? He sent Henry V tennis balls, back when Henry first threatened to attack France. If it hadn't been for Henry, the Dauphin would have inherited the French throne from his father, the king of France. And now that Henry was dead, he wanted his crown back.

But not all of the French wanted the Dauphin to be king. Some of the French thought that the baby Henry VI would grow up to be a better king than the Dauphin—and they also hoped that the English would give them money and land. These French followed a powerful nobleman called the Duke of Burgundy. They were called *Burgundians*.

Now France was divided in a *civil war* (a war where the people of a country fight against each other). The French who wanted the Dauphin to rule were on one side. On the other side were the Burgundians (the French who wanted the English Henry VI to be king). And English soldiers fought on the side of the Burgundians as well.

The Dauphin and his army needed to keep control of one of the most important cities in France—the city of Orléans. But the Burgundians and the English surrounded it and started a siege. Unless the Dauphin and the rest of his army could drive the attackers away, Orléans would have to surrender. One day, the Dauphin and his generals were planning out their next move in their headquarters when a messenger arrived. “Sire,” he announced, “a girl is demanding to see you.”

“Who is it?” the Dauphin snapped.

“It is Joan, the Maid,” the messenger said. “She says that God told her to save the city of Orléans from the siege.”

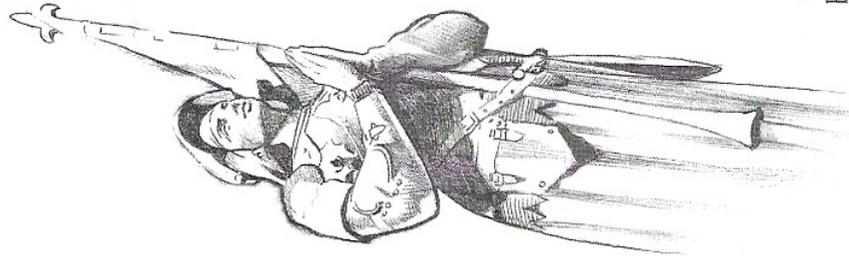
Now, the Dauphin knew who Joan was. For several years, he had been hearing rumors about this peasant girl. Joan of Arc claimed that saints and angels appeared to her in visions and told her to lead the French into battle against the Dauphin's enemies. Many people believed her. A French knight had even given her a horse, armor, and soldiers to follow her. Now Joan was here at the Dauphin's headquarters. But how could this girl help him get his throne back?

“Send her away!” he ordered. But his advisors convinced him to see Joan. “The people love her!” they whispered to him. “They believe that she has been sent by God to deliver France from the English. And Sire—one of your guards has already insulted her. She told him, ‘Do not mock God, so near your death.’ And not more than an hour later, he fell into the moat and drowned!”

Finally the Dauphin sighed. “Very well,” he said. “Send her in. If God has sent her, she'll recognize me, even though she's never seen me before.” He gave his crown and royal robe to one of his friends to wear, and he hid in the crowd that filled the room.

When Joan came into the throne room, she ignored the man wearing the crown. She pushed through the crowd until she found the Dauphin, and knelt down in front of him. “Dauphin,” she said, “I have come to see you crowned king of France!”

At this, the Dauphin was almost convinced that Joan was sent by God. But he ordered his priests and scholars to ask her questions about the Christian faith, to make sure that she was



a true Christian and not a sorceress. When the priests told him that Joan was a follower of God, the Dauphin agreed to let her attack the army of Burgundians and English that surrounded Orléans.

When Joan arrived at Orléans at the head of her army, she called out to the English to surrender. But they shouted back, “We’ll burn you if we ever get our hands on you! You’re nothing but a cowgirl. Go back and tend your animals at home!”

So Joan ordered her generals, “Attack!” The French soldiers, sure that Joan was blessed by God, fought ferociously against the enemy. At last, the Burgundians and English were forced to retreat from Orléans.

Joan had her first great victory! From now on, she was often called “Joan, the Maid of Orléans.”

Joan was determined to take the Dauphin to the great cathedral at Rheims, the center of the Christian faith in France, so that he could be crowned king. She marched to Rheims with the Dauphin and her army, defeating enemies as she went. Finally, the Dauphin reached Rheims and was

crowned king. Now, he was called Charles VII of France. All he had to do was defeat the last remaining Burgundians and drive the rest of the English out of his country. Joan was ready to help him.

But the Dauphin hesitated. Instead of fighting, he tried to make deals with some of the Burgundian leaders. He told his army to wait while he sent messengers back and forth. As time went on, his soldiers began to desert him. And then all of his deals fell through. The Burgundians attacked him, his army was defeated, and Joan was captured.

Charles VII didn’t even try to get Joan back. He let the English and the Burgundians put Joan on trial for witchcraft. During the trial, no one who liked Joan was allowed to testify for her. Witnesses who hated her made up false stories about her. She was found guilty and was taken out to be burned alive. But still, Charles VII did nothing! And so, in 1431, Joan was put to death. Many of the people who saw her executed wept. Even some of the English cried out, “We have burned a saint!”

After Joan’s death, Charles VII and his generals finally managed to drive the English out of France. The Burgundians swore allegiance to the French king, and Henry VI lost his claim to the throne of France. France was free of England once more.

It took fifteen more years for Charles VII to remember Joan. Perhaps, as he grew older, he began to feel guilty about abandoning her to his enemies. Whatever the cause, he finally asked the church to re-examine the case against Joan. Twenty-five years after Joan died, she was announced to be innocent of all charges against her—twenty-five years too late.



Answer using complete sentences.

1. How long were England and France fighting?

\_\_\_\_\_

\_\_\_\_\_

2. What two things did Henry V demand for the king of France?

\_\_\_\_\_

\_\_\_\_\_

3. The Dauphin thought Henry V was acting childishly. What did he send him?

\_\_\_\_\_

\_\_\_\_\_

4. Who won the Battle of Agincourt and the right to rule France?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

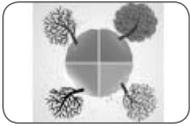
\_\_\_\_\_



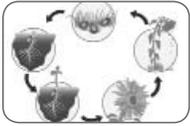
Answer using complete sentences.

5. Who became king of England and  
France after Henry V and Charles VI  
both died? How old was he?

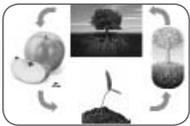
Blank handwriting lines for the answer.



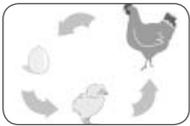
**The Life Cycle of a Butterfly**  
← Show image 8A-1: Seasonal Cycle



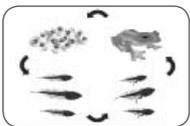
← Show image 8A-2: Plant Life Cycle



← Show image 8A-3: Tree Life Cycle



← Show image 8A-4: Chicken Life Cycle



← Show image 8A-5: Frog Life Cycle

1 [Use images 8A-1 through 8A-5 to help students review these cycles.]

2 At what time of the year do we see butterflies? (We usually see butterflies during spring and summer. If it is warm enough we might see them in early fall too.)



← Show image 8A-6: Butterflies

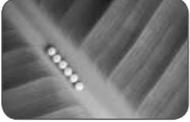
3 [Use a ruler to show students these lengths.]

You have already learned about five cycles!<sup>1</sup> You have learned about the seasonal cycle, the life cycle of a flowering plant, the life cycle of a tree, the life cycle of a chicken, and the life cycle of a frog. Today you will learn about the life cycle of a butterfly. A butterfly's life cycle is somewhat different because it goes through a stage called metamorphosis. Metamorphosis is a process in which a living thing changes or transforms from one shape into another. This means that it literally changes its entire appearance. Let's hear more about the extraordinary life cycle of those beautiful creatures called butterflies.<sup>2</sup>

Did you know that there are about 25,000 different kinds of butterflies in the world? Butterflies vary in size from about one-eighth of an inch, to almost twelve inches in size.<sup>3</sup> The largest butterfly in the world is the Queen Alexandra Birdwing. Its wingspan is twelve inches wide! It lives in the rainforests of Papua New Guinea. The smallest butterfly is the Western Pygmy Blue from Africa.

4 85° F is the temperature on a warm, summer day.

5 55° F is the temperature on a chilly day.



← **Show image 8A-7: Butterfly eggs**

6 Here, the word *round* refers to the shape of the eggs. The word *round* also can mean to go or pass around something.

7 [Show students something that is cylinder-shaped in your classroom for reference.]

Incredibly, butterflies can only fly when their bodies are warm enough. The butterfly’s body temperature must be 85°F for them to take to the air.<sup>4</sup> When they do, the fastest butterflies can fly at 12 mph. They cannot move at all if their body temperature drops below 55°F.<sup>5</sup> Well, now that you know some interesting facts about butterflies, it’s time to find out about their life cycle.

A butterfly begins its life as an egg that has been produced by its mother. Butterfly eggs can be round or oval.<sup>6</sup> There are even some that are cylindrical in shape.<sup>7</sup> The shape of the egg often depends on the kind of butterfly that laid the egg.

Female butterflies lay their eggs on the leaves of plants. They do this so that when their young hatch, there is food right there for them to eat. They choose these leaves carefully, selecting only the leaves that their young will eat. Depending on the kind of butterfly, it can take from six days to twenty days for the eggs to hatch.



← **Show image 8A-8: Butterfly larva**

8 Let’s try to move like caterpillars!

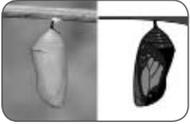
Can you guess what hatches out of a butterfly egg? Well, it isn’t a butterfly. It is actually a tiny caterpillar, also called a **larva**. A caterpillar is a small creature that moves by squeezing its muscles. It squeezes its muscles starting at the back end of its body and moving up to its head. This movement pushes the caterpillar forward.<sup>8</sup>

A caterpillar also uses its muscles to eat. The caterpillar’s job is to eat as much as it can. A caterpillar eats the egg that sheltered it. Then it begins to eat the leaf on which it was born. The tiny caterpillar keeps on eating, devouring all the leaves around it. Caterpillars don’t sleep, so they eat during the day and at nighttime, too. They grow very quickly.

Because caterpillars grow so quickly, they outgrow their skin. This means that because their skin does not grow with them the way yours does, they **molt**, or shed, their outer skin to reveal new skin underneath. They do this repeatedly until they are fully grown. Some caterpillars even eat their own old skin!<sup>9</sup>

9 What happens when you outgrow your clothes?

A caterpillar is usually fully grown somewhere between nine and twenty days. At this stage, the caterpillar will leave its food supply and go in search of a safe, leafy place to enter into the next stage of its life cycle. Once in this safe place, it attaches itself to a twig or small branch by making a silk pad on the bottom of the branch or twig. The caterpillar then hooks itself onto the silk pad.



← **Show image 8A-9: Pupa in chrysalis**

In the next stage, the caterpillar forms a protective outer casing called a pupa, or chrysalis. The formation of the chrysalis is the final stage of molting, or shedding outer skin. When it molts for the final time, the new skin becomes the outer shell of the chrysalis.

Inside the chrysalis something incredible happens. The caterpillar transforms from one thing into another in the process called metamorphosis.



← **Show image 8A-10: Newly hatched butterfly**

Think about what a caterpillar looks like when it is fully grown, just before metamorphosis. It is small and round. When it emerges from the chrysalis, it is no longer a caterpillar but a delicate, beautifully colored butterfly with wings. The caterpillar's body has completely changed. (For some butterflies it is sometimes possible to tell when the butterfly is fully transformed and ready to emerge because its chrysalis becomes **transparent**, or see-through.) The butterfly does not look anything like the small, round-bodied creature it used to be. Instead of mouthparts that chew, the butterfly has a straw-like tube that can suck nectar from sweet-tasting flowers. It has antennae. This metamorphosis takes between ten to fourteen days to complete.

At first, the butterfly's wings are very delicate. They are quite soft and are folded up, not yet ready to carry the butterfly up into the air. It will take several hours before the butterfly is ready to take to the sky. During this time, a fluid is being pumped all around the butterfly's body, especially into the wings. When the butterfly is ready to fly, it is also ready to find a mate.



← **Show image 8A-11: Butterfly body parts**

Butterflies use their eyes to find a mate. Male butterflies send out special scents to attract female butterflies. Male butterflies fertilize the eggs of female butterflies. The life cycle begins all over again as female butterflies search for the right places to lay their eggs.

Amazingly, female butterflies use their feet to find the best place to lay their eggs. The butterfly “tastes” various leaves using her feet to find just the right home for her young. She knows that when her eggs hatch, they will need an instant food supply.



← **Show image 8A-12: Migration**

Did you know that butterflies do not live for a very long time? Many butterflies live for just about one month. There are even some that live for just a matter of days. However, there are a few, such as the Monarch butterfly, that can live for almost a year and in the fall migrate thousands of miles.<sup>10</sup>

10 What does the word *migrate* mean again?



← **Show image 8A-13: Butterfly Life Cycle**

During their lifetime, butterflies help to pollinate our flowering plants. Because they are cold-blooded and like only warm weather, we only see them in the late spring and summer. But when we do, they are a beautiful sight to see in our gardens and parks. Perhaps now that you know all about the life cycle of a butterfly, when you next see one, you will appreciate them even more.

# 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.

# Reading Mastery Textbook Questions Homework Sheet

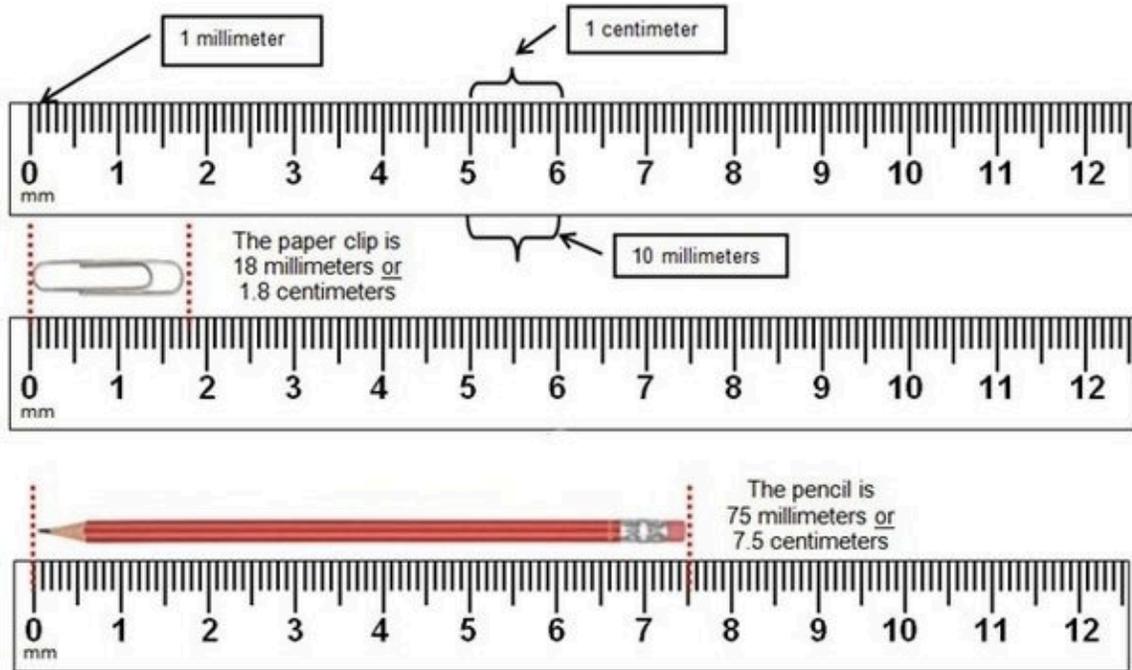
Name: \_\_\_\_\_ Date: \_\_\_\_\_



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).



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: \_\_\_\_\_, \_\_\_\_\_

Set 22: Multiplying by 9

Saxon Math 3 (for use with Lesson 114)

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 \_\_\_\_\_

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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Name \_\_\_\_\_

Date .

Draw a 61-mm line segment. It is \_\_\_\_\_ cm \_\_\_\_\_ mm long.

1. [Michael had 750 pennies.] He [gave his sister 175 pennies.]  
How many pennies does Michael have left?

Number sentence 750 pennies - 175 pennies = 575p

Answer 575 pennies

Workspace

$$\begin{array}{r} 750 \\ - 175 \\ \hline 575 \end{array}$$

2. Measure line segment  $AB$  using millimeters. \_\_\_\_\_ mm



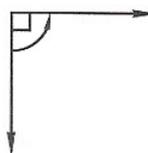
3. Label each angle (acute, right, or obtuse).



acute

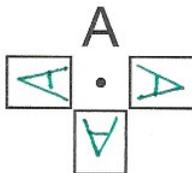


obtuse



right

4. Draw what the letter  $A$  will look like when it is rotated around the point.



5. Which of the following shows 542 written in expanded form?

$500 + 4 + 2$

$5 + 4 + 2$

$50 + 40 + 2$

$500 + 40 + 2$

6. What fractional part of the beads is black?  $\frac{3}{7}$



7. Fill in the correct comparison symbol ( $>$ ,  $<$ , or  $=$ ).

$4^2$   $>$   $130 \div 10$   
16      13

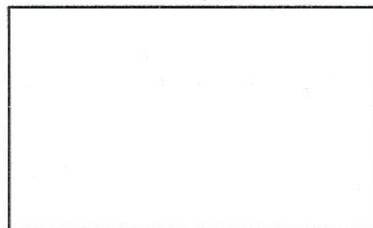
6 tens and 12 ones  $>$   $9 \times 7$   
72      63

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Name \_\_\_\_\_

Date \_\_\_\_\_

Workspace



1. Sarah had 620 pennies. She gave her brother 265 pennies. How many pennies does Sarah have left?

Number sentence \_\_\_\_\_

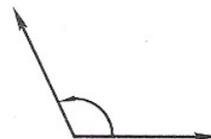
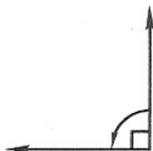
Answer \_\_\_\_\_

2. Circle the best estimate of the length of line segment  $EF$ .



1 mm      3 mm      10 mm      30 mm

3. Label each angle (acute, right, or obtuse).

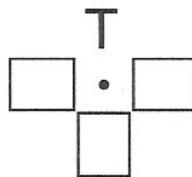


\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

4. Draw what the letter **T** will look like when it is rotated around the point.



5. Which of the following shows 719 written in expanded form?

70 + 10 + 9      700 + 10 + 9      7 + 1 + 9      700 + 1 + 9

6. What fractional part of the beads is white? \_\_\_\_\_



7. Fill in the correct comparison symbol ( $>$ ,  $<$ , or  $=$ ).

$140 \div 10$   $\bigcirc$   $7^2$

$4 \times 9$   $\bigcirc$  2 tens and 14 ones

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



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

England and France had been at war for

nearly one hundred years. Then, Henry V

became king of England, and he wanted to

rule France as well. He demanded land in

France and the princess of France for his

wife. When the king of France wouldn't

give Henry what he wanted, Henry

invaded France. He won his battle against

France at Agincourt.

# Language Arts Fairy Tale Unit

Name: \_\_\_\_\_ Date: \_\_\_\_\_



1. Copy the definition(s). 2. Listen to the story recording of Cinderella. 3. Answer the "Think About It" question(s) using complete sentences.

coach: A coach is a large four-wheeled  
vehicle drawn by horses.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

1. Cinderella was treated very unfairly.

Writing complete sentences, describe two  
or three ways in which she was  
mistreated.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# 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.

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).

Scholars,

Today you will be learning the multiplying by 6 facts.

Small containers of yogurt are sold in packages of six. We are going to find out how many packages we would need to buy for 48 children.

Packages	1	2	3	4	5	6	7	8	9	10
Yogurt	6	12	18							

\*How many containers of yogurt are in one package? 6

\*How many containers of yogurt are in two packages? 12

\*How many containers of yogurt are in three packages? 18

\*Now you finish the table. Remember you are counting by groups of six.

\*How many packages of yogurt will we need to buy so that 48 children can have a container of yogurt?

Answer: 8 packages because  $8 \times 6 = 48$

\*We can use the table to help us learn the multiplying by 6 facts.

$1 \times 6 = 6$

$7 \times 6 = 42$

$0 \times 6 = 0$

$2 \times 6 = 12$

$8 \times 6 = 48$

$3 \times 6 = 18$

$9 \times 6 = 54$

$4 \times 6 = 24$

$10 \times 6 = 60$

$5 \times 6 = 30$

$11 \times 6 = 66$

$6 \times 6 = 36$

$12 \times 6 = 72$

You will need Lesson Worksheet 115-1. We are going to read the problems in Column A and write the answers together. I will count to three and then we will begin. 1, 2, 3...

Now we are going to connect each factor on the left side of the Wrap-Up with the product on the right side of the board. I will count to three and then we will begin. 1, 2, 3...

Now you are going to learn how to identify a geometric solid; how to identify the faces, vertices, and edges of a geometric solid.

The name of seven geometric solids are written in your math folder. Unless yours ripped, you should be able to see these geometric solids.

Geometric Solids

Cube

Rectangular Prism

Pyramid

Cone

Sphere

Cylinder

Triangular Prism

Items in your house that look like geometric solids

square box

cereal box

game piece

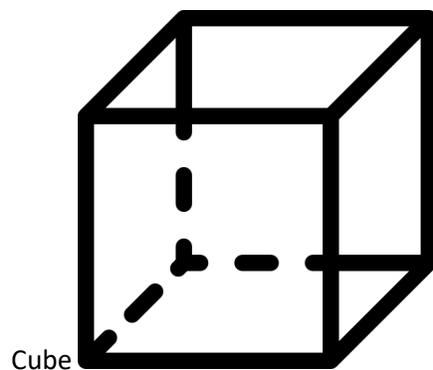
sugar ice cream cone

ball

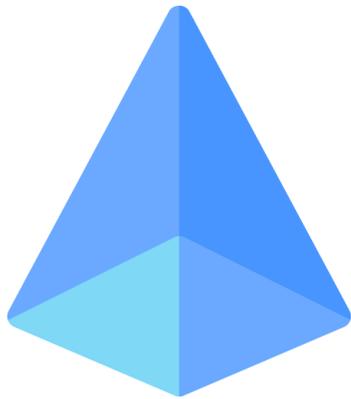
can

block

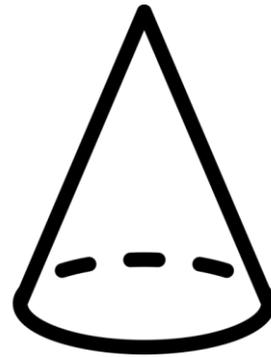
Here are some pictures of the geometric solids:



Rectangular Prism



Pyramid



Cone



Sphere



Cylinder

\*Look for other items in your house that have the shape of a geometric solid.

\*There are special words that we use to describe geometric solids. These words are **faces**, **vertices**, and **edges**.

\*The sides of a cube, rectangular prism, pyramid, and triangular prism are called **faces**.

\*Faces must always be polygons.

\*A sphere, cylinder, and cone do not have faces because they do not have a side that is a polygon.

I have an empty cereal box which is also called a rectangular prism. To find the faces, I count the flat sides. There are 6 flat sides. The opposite sides are the same size.

\*The corners of a geometric solid are called **vertices**. There are 8 corners on my cereal box.

\*The line segments of a geometric solid are called **edges**. There are 12 edges on my cereal box.

Name \_\_\_\_\_ Score \_\_\_\_\_

**Fact Homework 115B**

Saxon Math 3 (for use with Lesson 115-1)

5-minute timing

Checked by \_\_\_\_\_

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

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

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

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

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

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

$\begin{array}{r} 2 \\ \times 7 \\ \hline \end{array}$	$\begin{array}{r} 3 \\ \times 0 \\ \hline \end{array}$	$\begin{array}{r} 9 \\ \times 9 \\ \hline \end{array}$	$\begin{array}{r} 7 \\ \times 6 \\ \hline \end{array}$	$\begin{array}{r} 1 \\ \times 3 \\ \hline \end{array}$	$\begin{array}{r} 4 \\ \times 5 \\ \hline \end{array}$	$\begin{array}{r} 3 \\ \times 8 \\ \hline \end{array}$	$\begin{array}{r} 0 \\ \times 1 \\ \hline \end{array}$	$\begin{array}{r} 3 \\ \times 3 \\ \hline \end{array}$	$\begin{array}{r} 7 \\ \times 2 \\ \hline \end{array}$	70
--	--	--	--	--	--	--	--	--	--	----

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

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

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

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Name \_\_\_\_\_

Date .

Draw an 87-mm line segment. It is \_\_\_\_\_ cm \_\_\_\_\_ mm long.

1. [Mrs. Anastasio has a bag of 21 cookies.] [She wants to give each child 3 cookies.] How many children can have cookies?

Number sentence  $21 \div 3 = 7$  children

Answer 7 children

2. Measure each side of this trapezoid using millimeters.

What is the perimeter?

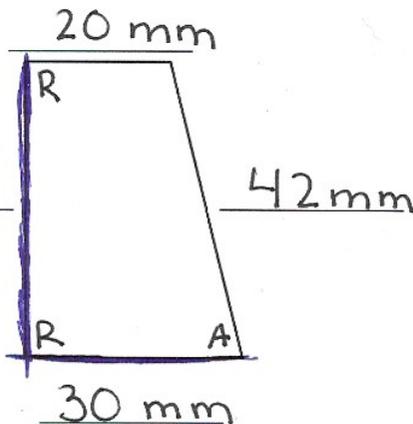
Number sentence

41 mm

42 mm

$41\text{mm} + 20\text{mm} + 42\text{mm} + 30\text{mm} = 133\text{mm}$

Perimeter 133 mm



Write an **R** inside the right angles.

3. Use the trapezoid in Problem 2.

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

Write an **A** inside the acute angle.

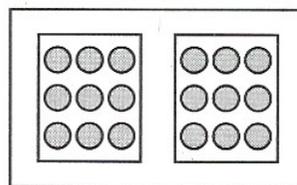
4. Circle the number sentence that matches this picture.

$18 \div 6 = 3$

$18 - 2 = 16$

$3 + 15 = 18$

$18 \div 2 = 9$



5. The movie began at quarter to seven in the evening. It is a two-hour movie.

Use digits to write the time the movie will end. 8:45 p.m.

6. Stephen wants to buy a shirt for \$8.53 and pants for \$23.28.

Circle the best estimate of how much Stephen will spend.

\$20

\$30

\$40

\$100

$\overset{1}{\$}23.\overset{1}{2}8$

Find the exact cost. \$31.81

$$\begin{array}{r}
 \overset{1}{\$}23.\overset{1}{2}8 \\
 + \quad 8.53 \\
 \hline
 \overset{1}{\$}31.\overset{1}{8}1
 \end{array}$$

Write this amount as you would on a check.

Thirty-one and  $\frac{81}{100}$  Dollars

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Name \_\_\_\_\_

Date \_\_\_\_\_

1. Mrs. McHugh has a bag of 24 cookies. She wants to give each child 4 cookies. How many children can have cookies?

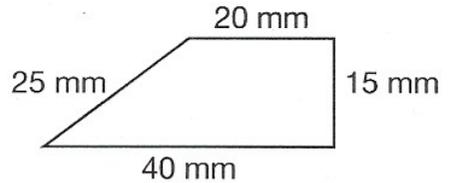
Number sentence \_\_\_\_\_

Answer \_\_\_\_\_

2. What is the perimeter of this trapezoid?

Number sentence \_\_\_\_\_

Perimeter \_\_\_\_\_



Write an **R** inside the right angles.

3. Use the trapezoid in Problem 2.  
Trace a pair of perpendicular line segments.  
Write an **A** inside the acute angle.

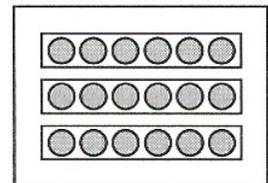
4. Circle the number sentence that matches this picture.

$15 + 3 = 18$

$18 \div 3 = 6$

$18 - 6 = 12$

$3 + 15 = 18$



5. The movie began at quarter past three in the afternoon. It is a three-hour movie.

Use digits to write the time the movie will end. \_\_\_\_\_

6. Christine wants to buy a sweater for \$32.81 and a scarf for \$7.35.  
Circle the best estimate of how much Christine will spend.

\$20

\$30

\$40

\$50

Find the exact cost. \_\_\_\_\_ + \_\_\_\_\_

Write this amount as you would on a check.

\_\_\_\_\_ Dollars

## Part A

These words end with the sound /e/ spelled y.

1. study
2. Pity
3. Copy
4. Fancy
5. Study
6. Hurry
7. busy
8. Worry
9. Story
10. Carry
11. Glory
12. Fury

## Part B

Listen to the recording and write the sentences.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

## Part C

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

1. \_\_\_\_\_ + \_\_\_\_\_ + \_\_\_\_\_ = resourceful
2. \_\_\_\_\_ + \_\_\_\_\_ + \_\_\_\_\_ = wrapping
3. \_\_\_\_\_ + \_\_\_\_\_ = straightest
4. \_\_\_\_\_ + \_\_\_\_\_ + \_\_\_\_\_ = designer
5. \_\_\_\_\_ + \_\_\_\_\_ + \_\_\_\_\_ = reserving
6. \_\_\_\_\_ + \_\_\_\_\_ + \_\_\_\_\_ = stopping
7. \_\_\_\_\_ + \_\_\_\_\_ = noting
8. \_\_\_\_\_ + \_\_\_\_\_ = notable
9. \_\_\_\_\_ + \_\_\_\_\_ = used
10. \_\_\_\_\_ + \_\_\_\_\_ + \_\_\_\_\_ = strengthening

## Part D

Write the word for each meaning. The words will contain these morphographs.

**ish** – like      **de** – away from; down

**al** – related to      **ful** – full of

**en** – to make      **pre** – before

Word	Meaning
1.	Full of hope
2.	To make wide
3.	Press down
4.	Like a child
5.	Plan before
6.	Related to rent

## Part E

Add these words together. Some words follow the rule about doubling the final **c** in short words.

- |                        |                                |
|------------------------|--------------------------------|
| 1. play + ful = _____  | 5. wrap + er = _____           |
| 2. re + source = _____ | 6. Straight + en + ing = _____ |
| 3. spin + ing = _____  | 7. Re + store = _____          |
| 4. style + ish = _____ | 8. Sad + est = _____           |

## Part F

Each sentence has one misspelled word. Write it correctly on the blank.

- Mix the doseage by putting it in a shaker. \_\_\_\_\_
- The cheapest packageing may not be sturdy. \_\_\_\_\_
- The stylesh speaker will have a starring role. \_\_\_\_\_

# Life Cycle of a Butterfly Questions

Name: \_\_\_\_\_ Date: \_\_\_\_\_



Answer these questions in complete sentences.

How does a butterfly begin its

life?

\_\_\_\_\_

\_\_\_\_\_

What hatches out of the egg?

\_\_\_\_\_

\_\_\_\_\_

What is the next stage called

when the caterpillar forms a

protective case?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# Life Cycle of a Butterfly Questions

Name: \_\_\_\_\_ Date: \_\_\_\_\_



Answer these questions in complete sentences.

What comes out of the  
chrysalis or pupa?

Blank handwriting line for answer.

# Language Arts Fairy Tale Unit

Name: \_\_\_\_\_ Date: \_\_\_\_\_



1. Copy the definition(s). 2. Listen to the story recording of Egyptian Cinderella. 3. Answer the "Think About It" question(s) using complete sentences.

Pharaoh: Pharaoh was the king of ancient Egypt.

barge: A barge is a long, large flat-bottom boat.

rush: A rush is a plant that grows in water.

Compare and Contrast:

1. Tell how the two stories, Cinderella and The Egyptian Cinderella, alike or similar?

# Language Arts Fairy Tale Unit

Name: \_\_\_\_\_ Date: \_\_\_\_\_



1. Copy the definition(s). 2. Listen to the story recording of Egyptian Cinderella. 3. Answer the "Think About It" question(s) using complete sentences.

2. How are the two versions of the story different?

Blank writing lines for the answer.

# 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.

# 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).

Name: \_\_\_\_\_

Review 110

Elias is fourteen years old. He is five years younger than his sister. How old is his sister?

Number sentence \_\_\_\_\_

Answer \_\_\_\_\_

Two vertical rectangles are positioned on the left, and two smaller horizontal rectangles are on the right. Below each pair of rectangles is a short horizontal line.

Zoya reads 5 pages each day. How many pages will she read in 1 week?

Number sentence \_\_\_\_\_

Answer \_\_\_\_\_

Ms. Hanson has a box of paper clips. There are seven red, four yellow, ten green, and three blue paper clips in the box. Shade the graph to show the paper clips in the box.

Red						
Yellow						
Green						
Blue						

If Ms. Hanson chooses a paper chip without looking in the box, which color is she most likely to get?

0 2 4 6 8 10 12

\_\_\_\_\_

Which color is she least likely to get?

\_\_\_\_\_

Fill in the missing addends.

$34 + \square = 100$

$56 + \square = 100$

$\square + 12 = 100$

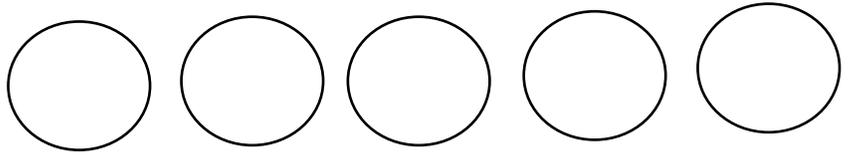
Draw a  $2\frac{1}{4}$ " line segment.

•

Draw a  $4\frac{3}{4}$ " line segment.

•

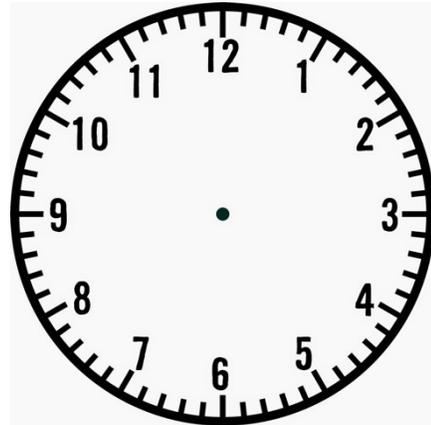
Samantha family had 5 pies. They ate  $3\frac{1}{4}$  pies. Shade the pies to show how much pie they ate.



How much pie is left? \_\_\_\_\_

Show quarter to four in the evening on the clocks.

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



Find the difference check your answers by adding.

$$\begin{array}{r} \$630 \\ - 189 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} \$903 \\ - 449 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} \$800 \\ - 381 \\ \hline \\ \hline \end{array}$$

Write each number in expanded form.

345 \_\_\_\_\_

2,579 \_\_\_\_\_

53 X 100 = \_\_\_\_\_

12 X 100 = \_\_\_\_\_

29 X 1,000 = \_\_\_\_\_

# History--Joan of Arc

Name: \_\_\_\_\_ Date: \_\_\_\_\_



Answer using complete sentences.

1. What is a civil war?

\_\_\_\_\_

\_\_\_\_\_

2. Who were the two sides in the

French civil war?

\_\_\_\_\_

\_\_\_\_\_

3. What test did the Dauphin use to see

if Joan of Arc was really sent by

God?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

4. Who ultimately won the civil war?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# 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.

# 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).

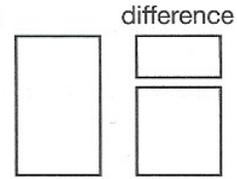
Name \_\_\_\_\_

Date \_\_\_\_\_

- 1. Santos is ten years old. He is seven years younger than his sister. How old is his sister?

Number sentence \_\_\_\_\_

Answer \_\_\_\_\_



- 2. Ben reads 4 pages each day. How many pages will he read in 1 week?

Number sentence \_\_\_\_\_

Answer \_\_\_\_\_

- 3. Mrs. Miller has a box of paper clips. There are six red, five yellow, two green, and nine blue paper clips in the box. Shade the graph to show the paper clips in the box.

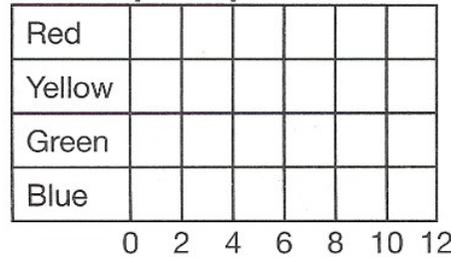
If Mrs. Miller chooses a paper clip without looking in the box, which color is she most likely to get?

\_\_\_\_\_

Which color is she least likely to get?

\_\_\_\_\_

Paper Clip Colors



- 4. Fill in the missing addends.

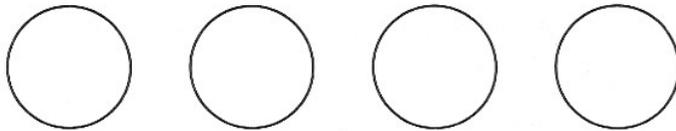
62 +  = 100

29 +  = 100

+ 43 = 100

- 5. Draw a  $3\frac{1}{4}$ " line segment. .
- Draw a  $1\frac{3}{4}$ " line segment. .

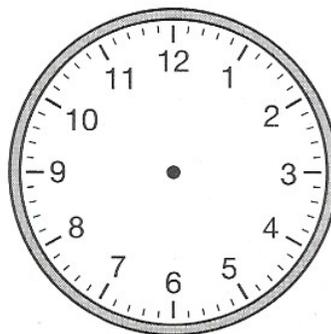
6. Marilyn's family had 4 pies. They ate  $2\frac{1}{2}$  pies. Shade the pies to show how much pie they ate.



How much pie is left? \_\_\_\_\_

7. Show quarter to six in the evening on the clocks.

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



8. Find the differences. Check your answers by adding.

$$\begin{array}{r} \$230 \\ - \$114 \\ \hline \end{array}$$

$$\begin{array}{r} \$604 \\ - \$352 \\ \hline \end{array}$$

$$\begin{array}{r} \$500 \\ - \$143 \\ \hline \end{array}$$

9. Write each number in expanded form.

629 \_\_\_\_\_

4,507 \_\_\_\_\_

10. Find the products.

$23 \times 100 = \underline{\hspace{2cm}}$

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

$17 \times 1,000 = \underline{\hspace{2cm}}$

# Penmanship--Joan of Arc

Name: \_\_\_\_\_ Date: \_\_\_\_\_



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

Joan of Arc had visions of saints and

angels who told her to lead the army of

the Dauphin against the Burgundians. She

drove back his enemies and he became

king of France. But when she was

captured by enemies, the king did nothing

to help her. She was burned to death.

After her death, the king of France

defeated his enemies, and finally Joan

# Penmanship--Joan of Arc

Name: \_\_\_\_\_ Date: \_\_\_\_\_



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

was declared innocent.

\_\_\_\_\_

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# Language Arts Fairy Tale Unit

Name: \_\_\_\_\_ Date: \_\_\_\_\_



1. Listen to the story recording of Smoky Mountain Rose. 2. Answer the "Think About It" question(s) using complete sentences.

1. At the end of the story, how did Rose treat her stepsisters?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2. Which of the three Cinderella stories did you like best--the classic version,

Egyptian Cinderella or Smoky Mountain Rose? Explain why you like it best.

\_\_\_\_\_

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