

2G DISTANCE LEARNING DAILY CHECK-LIST**WEEK 7, MAY 18-22, 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.)

Monday, May 18:

- _____ ***Reading Mastery:** Listen to both daily recordings and complete the textbook questions.
Level 2: Read Lesson 131, columns, story, and textbook questions (pp. 210-219) (packet p. 4-5)
Level 3: Read Lesson 131, columns, story, and textbook questions (pp. 303-308) (packet p. 4-5)
- _____ ***Math:** Lesson 116: Listen to the L116 recording and follow along on the Teacher Instruction sheets (pages 6-8); complete Lesson 116B Homework/Fact Practice (p. 9-11)
- _____ ***Spelling:** Listen to the Teacher Instruction recording and follow all directions on it as you complete the Lessons 111-112 worksheet (p. 12-13)
- _____ **History:** 1. Listen to *War of the Roses* (reading provided on pages 14-16); 2. As you listen, answer the "War of the Roses" worksheet questions on page 19 using complete sentences
- _____ **Science:** 1. Listen to recording of *Insects Everywhere* (copy of reading available on pages 20-24)
- _____ **Memorization:** *Discovery* poem Recitation Week (be ready)

Tuesday, May 19:

- _____ ***Reading Mastery:** Listen to both daily recordings and complete the textbook questions.
Level 2: Read Lesson 132, columns, story, & textbook questions (pp. 220-227) (packet p. 25-26)
Level 3: Read Lesson 132, columns, story, & textbook questions (pp. 309-314) (packet p. 25-26)
- _____ ***Math:** Lesson 117: Listen to the L117 recording and follow along on the Teacher Instruction sheet (pages 27-28); complete Lesson 117B Homework/Fact Practice (pages 29-31)
- _____ **Penmanship:** Complete the Penmanship Practice (The War of the Roses) worksheet on pages 32-33, copying the sentences in your neatest handwriting using all four Keys to Legibility.
- _____ **Language Arts** (Listen to the recording of *Little Red Riding Hood*; using the symbols on p. 34, draw a story map of Little Red Riding Hood's adventures on p. 35)
- _____ **Memorization:** *Discovery* poem Recitation Week (be ready)
- _____ ***Latin** (*Adjectives & Adverbs* worksheet—read the directions on the cover sheet)
- _____ ***Spanish** (Unit 9, Part 1B—*Food Vocabulary* worksheet)

_____ *Art (Discuss Mona Lisa by Leonard da Vinci; draw a portrait; view the video)

Wednesday, May 20:

_____ *Reading Mastery: Listen to both daily recordings and complete the textbook questions.

Level 2: Read Lesson 133, columns, story, & textbook questions (pp. 228-237) (packet pp. 36-37)

Level 3: Read Lesson 133, columns, story, & textbook questions (pp. 315-322) (packet pp. 36-37)

_____ *Math: Lesson 118: Listen to the L118 recording and follow along on the Teacher Instruction sheet on pages 38-39; complete Lesson 118B Homework/Fact Practice (p. 40-42)

_____ *Spelling: Listen to the recording and complete the Lessons 113-114 worksheet on pages 43-44.

_____ Science: Finish listening to **Insects Everywhere** recording; complete questions (refer to Day 1 science reading materials on pp. 20-24 while listening to & working on questions on p. 45-46).

_____ Language Arts: Listen to the recording of **Little Red Cowboy Hat**; copy the vocabulary words and definitions on "Language Arts Fairy Tale Unit" worksheet on page 47 and answer the "Think About It" questions on page 48.

_____ *P.E.: Refer to and read the Distance Learning and Daily Activity P.E. sheets in this packet.

Thursday, May 21:

_____ *Reading Mastery: Listen to both daily recordings and complete the textbook questions.

Level 2: Read Lesson 134, columns, story, & textbook questions (pp. 238-243) (packet pp. 49-50)

Level 3: Read Lesson 134, columns, story, & textbook questions (pp. 323-328) (packet pp. 49-50)

_____ *Math: Lesson 119: Listen to the L119 recording and follow along on the Teacher Instruction and lesson worksheet on pages 51-55; complete Lesson 119B Homework/Fact Practice (p. 56-58)

_____ History: 1. Listen to **The Princes in the Tower** (reading provided on pages 16-18). 2. As you listen, answer the "Princes in the Tower" questions on pages 59-60 using complete sentences.

_____ *Latin (*Vocabulary Review* worksheet—read the directions on the cover sheet)

_____ *Spanish (Unit 9, Part 1B—*Food Vocabulary Sentence Completion* worksheet.)

Enrichment: Read the story *Un dia de visita*. Follow the directions on the cover sheet.)

_____ *Music (*Musical Spelling Bee* Worksheet—read the directions on the cover sheet)

Friday, May 22:

_____ *Reading Mastery: Listen to both daily recordings and complete the textbook questions.

Level 2: Read Lesson 135, columns, story, & textbook questions (pp. 244-250) (packet pp. 61-62)

Level 3: Read Lesson 135, columns, story, & textbook questions (pp. 329-334) (packet pp. 61-62)

Homeroom Teacher: _____

Student _____

_____ ***Math:** Lesson 120: Listen to both recordings L120 recordings and follow along on the Teacher Instruction sheet and the lesson worksheets on pages 63-67; complete the 23-2 Fact Practice on page 68-69.

_____ **Penmanship:** Complete the Penmanship Practice (Princes in the Tower) worksheet on pages 70-71, copying the sentences in your neatest handwriting using all four Keys to Legibility.

_____ **Language Arts:** Listen to the recording of *Lon Po Po*; copy the vocabulary word and definition on "Language Arts Fairy Tale Unit" worksheet on page 72 and answer the "Think About It" questions on page 72 and 73.

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)

PARENT VERIFICATION OF STUDENT WORK—May 18-22, 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 _____

Name: _____ Date: _____



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

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

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

Reading Mastery Textbook Questions Homework Sheet

Name: _____ Date: _____



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

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

Handwriting practice area consisting of 20 sets of three horizontal lines (top, middle dashed, bottom) for writing answers.

Hello Scholars,

Saxon Level 3: Lesson 116

Read today's objective: *We will learn how to multiply using the multiplication algorithm.*

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.

Try solving this multiplication problem: $3 \times 45 =$

PART A

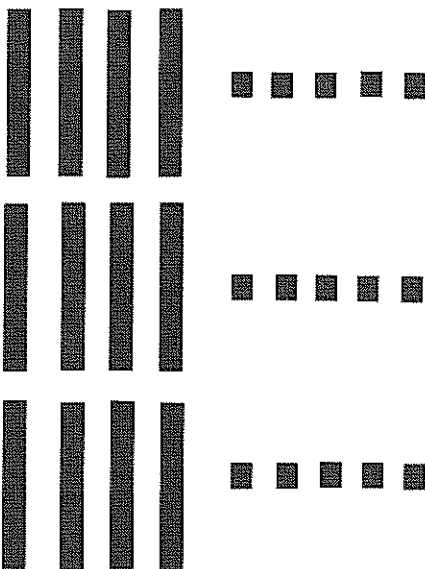
Sometimes these multiplications problems are written in a different way. Some people multiply using the multiplication algorithm. This is how they multiply.

$$\begin{array}{r} 1 \\ 45 \\ \times 3 \\ \hline 5 \end{array}$$

1. First, multiply 3 times 5. The answer is 15.
 2. Write the 1 above the 4 in the tens' column and put the 5 below the ones' column.
 3. Next, multiply 3 times 4 tens. (This is really 3×40 .) The answer is 12 tens.
 4. Then, add in the extra ten from the 15. That is 13 tens.

$$\begin{array}{r} 1 \\ 45 \\ \times 3 \\ \hline 135 \end{array}$$

How can we prove our answers using base ten blocks?



Here is a picture to show the base ten blocks we would use.

How many ten sticks do we have?
 How many unit cubes do we have?

We can trade ten unit cubes for one 10-stick. [Cross out 10 unit cubes and draw one 10-stick to the left of the picture.]

NOTE: In the multiplication problem above, the small 1 (above the 4) shows that we traded ten unit cubes for one 10-stick.

We now have 13 ten sticks. We will trade ten 10-sticks for one 100-flat. That leaves us with 1 100-flat, 3 ten sticks, and 5 cubes OR 1 hundred, 3 tens, and 5 ones which equals 135.

Let's use the multiplication algorithm to solve this problem:

$5 \times 82 =$

- First, we multiply 5 times 2. The answer is _____. We write the 1 above the 8 in the tens' column and put the 0 below the ones' column.

$$\begin{array}{r} 1 \\ 82 \\ \times 5 \\ \hline 0 \end{array}$$

- Next we multiply 5 times 8 tens. That is _____ tens.
- When we add the extra ten, we have _____ tens.

Let's solve this problem:

$$\begin{array}{r} 2 \\ 63 \\ \times 9 \\ \hline 7 \end{array}$$

- **What do we do first?** *Multiply 9 times 3.*
- **What is 9 times 3?** *27* **How will we write that?** *We have 2 tens and 7 ones, so we write the 2 above the 6 in the tens' column and put the 7 below the ones' column*
- **What will we do next?** *Multiply 9 times 6.*
- **What is 9 times 6 tens?** *54 tens*
- **Note:** Remember to add in the 2 extra tens.
- **How many tens do we have now?** *56 tens*
- Write that number next to the 7.

Now we will multiply a 3-digit number by a one-digit number.

- **What do we do first?** *Multiply 4 times 6*
- **What is 4 times 6?** *24* **How will we write that?** *We have 2 tens and 4 ones, so we write the 2 above the 1 in the tens' column and put the 4 below the ones' column*
- **What will we do next?** *Multiply 4 times 1 ten.*
- **What is 4 times 1?** *4 tens*
- **Note:** Remember to add in the 2 extra tens.
- **How many tens do we have now?** *6 tens* Notice, we do NOT have to rename right here. Write that number next to the 4.
- **What do we do next?** *Multiply 4 times 5.*
- **What is 4 times 5 hundreds?** *20 hundreds* Write that next to the 6.

$$\begin{array}{r} 2 \\ 516 \\ \times 4 \\ \hline 2,064 \end{array}$$

Now let's try multiplying a four-digit number by a one-digit number.

Follow along and show your work as we walk through the process on the recorded lesson.

$$\begin{array}{r} 8,125 \\ \times 2 \\ \hline \end{array}$$

Part B

Time for More Practice: Be sure to follow all the steps that are outlined above and on the recording for each problem. Be careful that you remember to add any extra tens, hundreds or thousands after you have renamed. *When you finish, these problems, listening to the recording to check your answers.*

$$\begin{array}{r} 75 \\ \times 5 \\ \hline \end{array}$$

$$\begin{array}{r} 604 \\ \times 2 \\ \hline \end{array}$$

$$\begin{array}{r} 219 \\ \times 9 \\ \hline \end{array}$$

$$\begin{array}{r} 2,419 \\ \times 3 \\ \hline \end{array}$$

$$\begin{array}{r} 9,072 \\ \times 6 \\ \hline \end{array}$$

$$\begin{array}{r} 3,082 \\ \times 7 \\ \hline \end{array}$$

$$\begin{array}{r} 5,491 \\ \times 4 \\ \hline \end{array}$$

$$\begin{array}{r} 7,240 \\ \times 5 \\ \hline \end{array}$$

NEXT STEPS IN COMPLETING TODAY'S MATH LESSON

1. Look at the Guided Practice 116A sheet and review the steps and answers in each problem.
2. Complete Homework 116B. Show your work on every problem it is possible.
3. Complete the Fact Homework 116B. 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 _____

Fact Homework 116B

Set 23: Multiplying by 6

Saxon Math 3 (for use with Lesson 116)

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 _____

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

$$\begin{array}{r} 6 \\ \times 1 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ \times 8 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ \times 5 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ \times 2 \\ \hline \end{array}$$

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

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

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

$$\begin{array}{r} 6 \\ \times 0 \\ \hline \end{array}$$

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

$$\begin{array}{r} 6 \\ \times 1 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ \times 5 \\ \hline \end{array}$$

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

$$\begin{array}{r} 6 \\ \times 2 \\ \hline \end{array}$$

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

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

$$\begin{array}{r} 6 \\ \times 0 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ \times 8 \\ \hline \end{array}$$

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

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

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

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

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

$$\begin{array}{r} 6 \\ \times 2 \\ \hline \end{array}$$

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

Name _____

Date _____

Draw a 49-mm line segment. It is _____ cm _____ mm long.

1. [Last year Janise weighed 68 pounds] [This year she weighs 75 pounds] How much weight did she gain?

What type of problem is this? larger - smaller - difference

Number sentence 75 lbs - 68 lbs = 7 lbs

Answer 7 Pounds

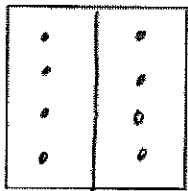
2. Althea was born in 1997, Terrell was born in 1978, and Skyla was born in 1983. How old will each person be on this year's birthday? Circle the name of the oldest person.

Althea _____

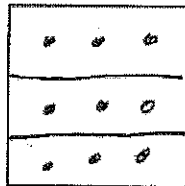
Terrell _____

Skyla _____

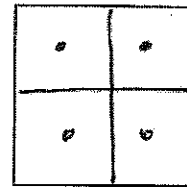
3. Show how to find each answer.



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



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



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

4. What is the best estimate of the weight of a paper clip?

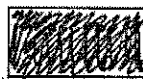
1 gram

1 pound

1 ton

1 kilogram

5. Marcus used $1\frac{3}{4}$ pieces of poster board. Color the rectangles to show how much poster board he used.



How much poster board is left? $1\frac{1}{4}$

6. Find the products.

$$\begin{array}{r} 235 \\ \times 4 \\ \hline 140 \end{array}$$

$$\begin{array}{r} 458 \\ \times 7 \\ \hline 1,776 \end{array}$$

$$\begin{array}{r} 12 \\ 2,629 \\ \times 3 \\ \hline 7,887 \end{array}$$

Name _____

Date _____

1. Last year Jane weighed 53 pounds. This year she weighs 62 pounds. How much weight did she gain?

What type of problem is this? _____

Number sentence _____

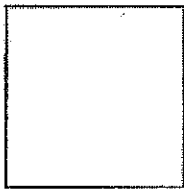
Answer _____

2. Peter was born in 1985, and Nils was born in 1965. How old will each person be on this year's birthday? Circle the name of the younger person.

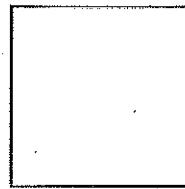
Peter _____

Nils _____

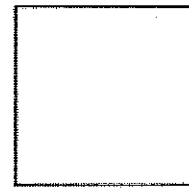
3. Show how to find each answer.



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



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



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

4. What is the best estimate of the weight of a pickup truck?

2 grams

2 pounds

2 tons

2 kilograms

5. Sheryl used $2\frac{1}{3}$ pieces of poster board. Color the rectangles to show how much poster board she used.



How much poster board is left? _____

6. Find the products.

$$\begin{array}{r} 62 \\ \times 8 \\ \hline \end{array}$$

$$\begin{array}{r} 725 \\ \times 3 \\ \hline \end{array}$$

$$\begin{array}{r} 1,293 \\ \times 7 \\ \hline \end{array}$$

Name _____

Part A

1. ___ o _____

4. _____ c ____

7. _____

2. ___ u _____

5. _____ y

8. _____

3. ___ u r _____

6. ___ u s ____

Part B

Please answer the question.

Part C

Make 11 real words from the morphographs in the box.

fine	wide	ly	est	bare	quiet	ness
------	------	----	-----	------	-------	------

1. _____

7. _____

2. _____

8. _____

3. _____

9. _____

4. _____

10. _____

5. _____

11. _____

6. _____

Name _____

Part D

date	hate	plate	rate
fate	late	state	skate

Part E

Add these morphographs together.

Remember: The morphograph **y** is a vowel letter

- 1. shine + y = _____
- 2. sleep + y = _____
- 3. noise + y = _____
- 4. length + y = _____
- 5. spot + y = _____
- 6. ease + y = _____
- 7. dress + y = _____
- 8. scare + y = _____

I can hardly find a moment to read holy teachings without disturbance!"

After he had been king for years and years, Henry VI had a fit of madness. Suddenly he stopped speaking to anyone. He sat in one place, staring in front of him, for hours. He didn't seem to hear his friends when they spoke to him—even when they told him that his wife had just given birth to a son.

Henry VI's madness was probably inherited. His grandfather, the king of France, had struggled with fits of insanity all his life. He even believed that he was made of glass, and that he would break if he fell over. Now this madness had passed down to the English royal family.

England needed someone to run the country until Henry VI recovered. So Henry's family asked Henry's distant cousin, the duke of York, to become *Protector*, or substitute king. The duke of York agreed. But when Henry VI began to get better, the York family didn't want to give up the throne. Henry and his queen had to gather an army and march against the duke of York's army. After a huge battle, the York supporters were defeated, and the duke himself was killed. The queen ordered his head put up on the city walls, with a paper crown on it!

Now Henry VI could rule again. But the York attempt to get the throne wasn't over. The Duke of York's son, Edward, raised another army and attacked the royal forces again. And this time, the Yorks were victorious. They put Henry VI in jail. In 1461, Edward took over the throne, proclaiming himself to be Edward IV, the rightful king of England.

Edward was a handsome youth of nineteen, six feet tall, a good dancer and a good fighter. He was also a capable king. He learned the names of every important man in his kingdom, so that he could greet every one like a friend. But Edward

CHAPTER TWENTY-SEVEN

War for the English Throne

The Wars of the Roses

The French weren't the only people to fight with each other over who should be king. England had its own civil war over the throne! Cousins from one side of the royal family, called *Lancastrians*, fought against cousins from the other side of the family, called *Yorks*. The Yorks had a white rose on their banners, and the Lancastrians had a red rose on theirs. So today we call these wars over the English throne the *Wars of the Roses*.

The Wars of the Roses began during the reign of Henry VI, the baby son of Henry V. When Henry VI grew up, he began ruling England for himself. He was a very good man. He spent hours and hours in prayer, he refused to have his enemies put to death, and once he even left a dance given in his honor because he thought that the dresses worn by the young ladies weren't decent enough! But Henry VI preferred reading and praying to ruling. Once, he was reading in his room when his dukes came to ask him about a problem in his country. King Henry VI sighed and said to the priest who was with him, "They do so interrupt me by day and night.

fell in love with a woman his family didn't like. Elizabeth Woodville was older than he was. And she had been married before—to a knight who died fighting on Henry VI's side! Edward knew that his mother and his advisors would never approve of Elizabeth. So he married her in secret. Months later, when his advisors tried to arrange a marriage between Edward and a foreign princess, Edward had to admit that he was already married. He ordered London decorated with colored paper and tinfoil, and brought Elizabeth Woodville into the city in a great parade. He also gave her five brothers important jobs in his government.

Many of the English nobles didn't like that. They thought the Woodvilles were gaining too much power. So several of the nobles joined together with Henry VI's supporters and let Henry VI out of jail. They marched towards Edward's palace in the middle of the night to arrest him. But he heard they were coming, jumped out of bed, and fled from the country!

Now Henry VI was king again—but not for long. Edward was busy raising another army. He marched back into England and took Henry VI prisoner. "My good cousin," Henry VI said, when he was taken captive, "I know that in your hands my life will not be in danger." But he was wrong. While he was in prison, someone killed him. We don't know who the murderer was, but Edward probably gave the order for Henry VI's death.

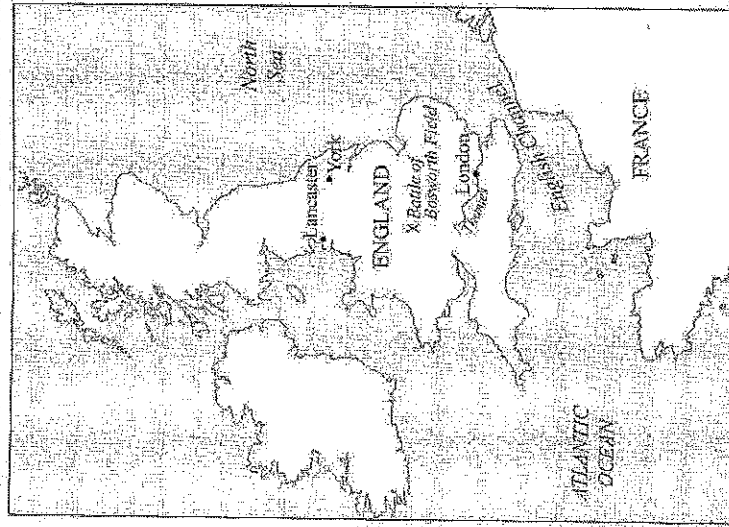
Now that his rival was gone, Edward IV was able to reign for twelve uninterrupted years. When he died in 1483, his twelve-year-old son became king in his place. But this young king, Edward V, was too little to rule all alone. So his uncle Richard, Edward IV's brother, offered to help.

That was the end of the twelve-year-old king's reign. Richard took over the throne and announced that he was now King

Richard III of England. Young Edward V and his little brother mysteriously disappeared. The people of England murmured about Richard's cruelty. They whispered that he had ordered his brother's two sons murdered so that he could take the throne. They told stories about his wickedness. According to one story, Richard was born with a full set of teeth and ate live frogs for fun! According to another, he had a withered arm because Elizabeth Woodville, the young king's mother, had put a curse on him.

Richard may have gotten his crown by wickedness, but he didn't keep it for long. Two years after he became king,

England at the Time of The Wars of the Roses



another royal cousin, Henry Tudor, gathered yet *another* army and challenged Richard's claim to the throne.

In 1485, Richard marched his own soldiers out to meet Henry at a battleground called Bosworth Field. Richard should have won the "Battle of Bosworth Field," because his army was twice as large as Henry's. But his soldiers didn't fight very hard. As a matter of fact, only a few hundred men were killed in the battle. The rest surrendered!

When Richard's advisors saw that Henry was winning, they told Richard to run. But Richard refused. "I will not budge a foot!" he yelled. "I will die king of England!" And he did. He was killed in the battle, and the royal plume on his helmet was lopped off and given to Henry Tudor. Henry put it on and announced that he was now the new king of England. The Wars of the Roses were finally over!

The Princes in the Tower

When Richard III died at the Battle of Bosworth Field, he left a mystery behind him. Remember, at first Richard wasn't king. He was the *regent* for his nephew, Edward V. But then Edward V and his little brother disappeared. What happened to these two boys?

No one knew.

Here is the story of the two princes in the Tower. When Edward IV married Elizabeth Woodville (the woman his family didn't like), they had two sons. The elder boy was named Edward after his father. The younger boy was named Richard, after his

uncle. The younger boy lived with his mother, the queen, in London, but little Edward lived in a quiet castle out in the country, with servants and tutors to look after him. One of the queen's brothers lived with him as his governor. He made sure that Edward finished all his schoolwork and did as he was told.

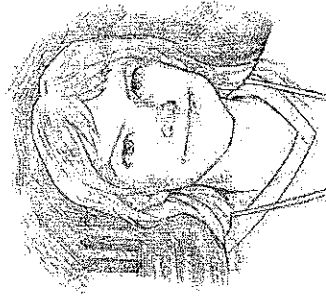
When Edward IV died, his elder son was only twelve. Someone needed to help him rule England until he was old enough to be king on his own. Edward had left papers making his brother Richard the Protector, or substitute king, for the little boy. But young Edward's mother and her brothers wanted to be the ones who helped the new king rule. So they didn't tell Richard, who was far away

in the north of England, that Edward IV was dead. Instead, they planned to bring the little boy to London and have him crowned right away. Once young Edward was crowned king, he could choose his own helpers.

But one of Richard's friends saw what was happening and sent Richard a frantic message:

"Hasten to the capital with a strong force!" he wrote. "Avenge the insult done by your enemies! You should take the young king immediately under your protection!"

As soon as Richard got this message, he set off for London himself with a band of soldiers. He met Edward, his servants, and his governor on their way to London for the young king's crowning. When Richard saw Edward, he knelt down and bowed his head. But he also told his nephew, "Your mother and her brothers are trying to take over your kingdom. And



Edward V

if you allow them to rule for you, they might try to get rid of you. I fear for your life!"

Edward insisted, "My mother and her brothers are innocent of any wrongdoing!" but Richard and his soldiers disagreed. They locked Edward's governor in a nearby inn and arrested Edward's servants and soldiers. Then Richard put all his *own* soldiers in their place. And Richard sent a message to Edward's mother and her brothers, saying, "I haven't kidnapped the king, my nephew. I have rescued him. I am more worried about his welfare than any of you. I will bring him to London very shortly so that he can be crowned."

The queen and her brothers didn't believe Richard. They were sure that Richard would kill Edward and take the crown. But most people in London trusted Richard and refused to join the queen in fighting against him. So the queen took her younger son, Edward's little brother, and hid in a church where she would be safe.

Meanwhile, Richard did just what he said he would do. He brought young Edward, now King Edward V, to London and rode with him through the streets while people cheered, "Long live the King!" He made all the important people of London swear allegiance to Edward V.

But he still wouldn't allow the queen or her brothers to see Edward. And soon he suggested that Edward would be safer if he moved to the Tower of London. The Tower had been built hundreds of years before by William the Conqueror—as a jail. Since then, other kings had added walls and buildings to the Tower, so that it was a palace as well as a jail. Edward had his own apartment in the Tower, with his own servants and his own soldiers. But all of his servants and soldiers were chosen by Richard.

Next, Richard sent a whole band of armed men to the church where the queen was staying. He ordered the queen to send Edward's little brother to the Tower of London to live with Edward. "Edward is lonely," the message said. "He has no one to play with."

The queen didn't want to send her youngest son to stay at the Tower. Then, Richard would have control over both of the heirs to the throne. But with all of those armed men surrounding her, she had no choice. So she sent the little boy out to his uncle. And Richard took his nephew to live in the Tower with his brother Edward.

The next day, Richard announced that Edward's *coronation* (the ceremony in which he would be crowned king) would be put off until later. A few days later, a famous priest preached a sermon saying that Richard, not Edward, should be king. And a few days after that, a group of noblemen gathered together and asked Richard to take the crown away from Edward for the good of England. Many people suspected that Richard had ordered the priest and the noblemen to say these things. "The people who had loved him as Protector," one London man wrote in his journal, "started to complain about him when he made himself King." But most people didn't complain very loudly, especially after Richard ordered Edward's governor beheaded. No one wanted to be next.

Just a few weeks later, Richard rode to the Tower of London himself—for his own coronation. His supporters crowned him king. Now Richard, the king's uncle, was Richard III, king of England.

But what about Edward and his younger brother?

They were still living in the Tower. But fewer and fewer people were allowed to see them. Soon the people of London

began to murmur that the princes had been killed. The rumors spread through England and even over to France. But for the next two years, no one knew for sure where the princes were or what had happened to them.

Then Henry Tudor invaded England, killed Richard at the Battle of Bosworth, and became king. When Henry arrived in London, he had the Tower searched—but there was no sign of the boys.

No one ever discovered what happened to the princes. Twenty-five years later, one of Richard's knights claimed that he had murdered the two boys—but he confessed to avoid being tortured, so he might have made this story up. Two important historians then wrote that Richard had ordered the boys killed. But both of those historians wanted to please Henry VII, who had replaced Richard on the throne, so they were anxious to make Richard look as bad as possible. Other historians later suggested that Henry VII did away with the boys when he had the Tower searched, so that he would have no trouble keeping his throne.

Almost two hundred years later, workers were clearing away a clutter of old buildings in the Tower of London when they found an old chest, buried in the ground. When they opened the chest, they found two skeletons. Almost everyone agreed that these two skeletons were those of the Princes. But who killed them?

We'll never know for sure, but one thing is certain: In the late Middle Ages, being the heir to the throne was dangerous!

CHAPTER TWENTYEIGHT

The Kingdoms of Spain and Portugal

Ferdinand and Isabella Unite Spain

Now let's leave England and travel back over into Europe. Go across the English Channel, the water on England's southern side (remember that south is *down* on your map). You'll find yourself in France, the country that fought with England in the Hundred Years' War. Now go southwest (*down* and to the left) and you'll cross over into another powerful country: Spain.

We've already read about the Reconquest of Spain, when the Christian kingdoms of Spain conquered the land that had been ruled by Muslims for hundreds of years. The Reconquest was carried out by small, divided Christian kingdoms all over Spain. But as time went on, these small kingdoms joined together. Two large and powerful kingdoms called Aragon and Castile grew to cover most of Spain. A third, smaller kingdom, Portugal, lay on the western coast of Spain.

The king of Castile, Enrique, was a young man with big ambitions. He wanted to make Castile into the greatest kingdom of Spain. But to do this, he needed more soldiers for his army. So he promised one of his noblemen, a famous fighter named

History--The Wars of the Roses

Name: _____ Date: _____



Answer the questions using complete sentences.

1. What were the civil war for the English throne called?

2. What were the two sides in the civil war called?

3. The throne was passed back and forth between Henry VI and Edward IV several times. When Edward IV died, his

12-year-old son became king. Why didn't he remain king for long?

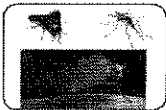
4. Who finally became king after Richard III's defeat at the Battle of Bosworth Field?



Insects Everywhere!

← Show image 1A-2: Common housefly

Hello, boys and girls. I've been invited to join you today to talk about a very important subject—me. Who knows what type of animal I am? Right. I'm a fly. I'll bet most of you have seen lots and lots of flies, haven't you? I'm told that you find us flies rather annoying, so I'm guessing that you've swatted at one of my billions of cousins at least once in your life!



← Show image 1A-3: Different types of flies

I'm wondering just how much you really know about us. For example, did you know that I could walk straight up a wall? I'll bet you can't do that, can you? I have thousands of tiny hairs on my feet that act like suckers.¹ I am a housefly, the most common type, but there are many other fly species on Earth. A species is a group of plants or animals that are alike in important ways. Horseflies, robber flies, fruit flies, gnats, and mosquitoes have many different species that all belong to the same group.

1 These hairs attach to the wall, acting like suction cups, allowing the fly to climb vertical surfaces. [Demonstrate with your hand the difference between vertical and horizontal. You may wish to show how a suction cup works.]



← Show image 1A-4: Planet Earth

Scientists group animals into different categories. What different kinds of animals can you name? Yes—fish, snakes, frogs, birds, and insects are just a few of the animal groups you know. Flies, like me, belong to the largest group of animals on Earth. Who knows which group is the largest? **Insects!**² Insects are small animals with six legs and three main body parts. We flies are insects, and we share the planet with millions of other insects in many different **habitats**.

2 For every ten animal species in the world, about eight of them are insects! And scientists continue to discover more.

3 [If students participated in the Core Knowledge Language Arts program in Grade 1, remind them they learned the names of several different habitats when they studied the *Animals and Habitats* domain. Ask them to name some of the habitats they remember learning about.]

Habitats are the natural homes of plants and animals. Can you name a few?³ Great—deserts, forests, mountains, grasslands, and tundra are some you may know about. During the next few lessons, some of my fellow insect friends are going to teach you lots of interesting facts about insects that live in different kinds of habitats.

We insects live all over the globe—everywhere except the oceans. Insects can even live in some very cold or very hot areas of the earth!



← **Show image 1A-5: Alfalfa field in bloom**

4 or full of life

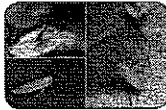
We'll start today by looking at meadow grasslands. Look out over this field of alfalfa. Do you see any animals in the picture? It just looks like an ordinary grassy field without much going on, doesn't it? But, don't be fooled; this field is teeming with life!⁴ If you sat down in the middle of this meadow and closed your eyes, you would likely hear birds singing, but you might be completely unaware of the often silent, hidden world of insects all around you.



← **Show image 1A-6: Insect eggs on leaf**

5 A host is a plant or animal on which, or in which, another thing lives.

Many insects depend on plants to live. Many insects eat plants and some lay their eggs on plants. The plant on which an insect lays its eggs, and which provides food for its young, acts as **host** and is called a host plant.⁵ Each host plant attracts different types of insects. Many insects would die without their host plants because they have developed very specific diets needed to live.



← **Show image 1A-7: Grasshopper, leafhopper, aphids**

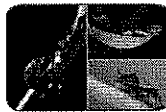
6 [Point to the insect in the top left corner of the image.]

Many meadow plants attract grasshoppers. Grasshoppers⁶ feed on the leaves and stems of the alfalfa plant. Harder to find is the tiny leafhopper,⁷ but this wedge-shaped insect can slow down the plant's growth, turning it brown as it sucks nutrition from its host plant.

7 [Point to the insect in the bottom left corner of the image.]

8 [Point to the insects on the right side of the image.]

Many insects, such as these tiny aphids,⁸ can damage entire meadows. Grasshoppers, leafhoppers, and aphids are all pests. Farmers are never happy when they discover them on their plants because they can destroy their crops. But not all insects are pests.



← **Show image 1A-8: Ladybug, lacewing, ambush bug**

9 [Point to the insect on the left side of the image.]

Who knows what this insect is called?⁹ That's right. It's a ladybug. Did you know that ladybugs are some of the most helpful insects on Earth? They feed on aphids and the eggs of moths and

10 [Students who participated in the Core Knowledge Language Arts program in Kindergarten may remember that these trees are called conifers and deciduous trees.]

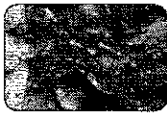


beetles that destroy crops. Lacewings and ambush bugs also eat aphids, so farmers are happy when they see these insects on their plants.

From grasslands, let's move to a forest habitat. Both cone-bearing evergreens and trees that drop their leaves each year live in this forest.¹⁰

← **Show image 1A-9: Pine trees and bark beetle**

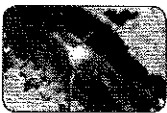
Many, like these pine trees, are hosts to a variety of bark beetles. These tiny insects can kill huge trees! How can that be possible? Bark beetles burrow, or dig, under the tree's bark, creating a series of tunnels in which they lay their eggs. Well, let's think about this . . . what does a tree need to live? By burrowing into the layer of wood beneath the bark, these beetles stop the flow of nutrients, or food and water, throughout the tree and often kill the tree.



← **Show image 1A-10: Swarm of army ants**

Lots of insect activity takes place overhead in the forests, but many insects also live on the forest floor. Can you think of any? Ants are one of the most common insects on Earth, and many live in the forest. Unlike many of us **solitary** insects that live on our own, ants are **social** insects that live in colonies, or groups.¹¹ Let's look at an especially interesting social ant that lives in the rainforest.

11 How are social insects and solitary insects different from one another?



← **Show image 1A-11: Army ant**

This is an army ant. Army ants travel in big raiding parties that cooperate to hunt prey.¹² They resemble, or look like, an army of soldiers as they move across the ground together in a large group. These ants are known for swarming their prey all at once, which means that the swarm can attack a lot of prey at the same time. You'll learn more about ants another day, so let's take a quick peek at one more forest insect.

12 Prey are animals that are hunted and eaten by other animals.



← **Show image 1A-12: Rhinoceros beetle**

This beetle is named for the long, large horn at the front of its head. Does its horn look like that of any other animal that you already know? I'm thinking of a much larger animal. Yes, a rhinoceros! The rhinoceros beetle uses its horn for digging hideouts and finding food along the forest floor. Male rhinoceros beetles use the horn for wrestling with other males in an effort to win over a female beetle. The male that succeeds in throwing the other off a branch gets the female rhinoceros beetle.



← **Show image 1A-13: Tundra and crane fly**¹³

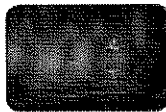
13 What habitat is shown in this image?

What kinds of insects do you think live in the coldest habitats? There are many types of flies on the tundra, this very cold habitat, including houseflies like me.

14 [You may wish to show a picture of a Sandhill Crane or a Siberian Crane, two birds of the Arctic that also have very long legs.]

This Arctic crane fly has amazingly long legs.¹⁴ And, guess what? Adult crane flies have no mouths . . . so they never eat! Here's another fact about them that's not too surprising: they only live for a few days.¹⁵

15 Why do you think they live only for a few days?



← **Show image 1A-14: Dragonfly hovering above water**

Some insects are aquatic, meaning that they live in or near water. Here's one that you may have seen in rivers, ponds, or streams. This insect is a dragonfly!

16 [Pause for students' responses.]

A few minutes ago, however, I told you that there is one large water habitat that does not support the life of insects. Do you remember what that habitat is?¹⁶ The ocean!



← **Show image 1A-15: Planet Earth**

Let's look at the globe again. Is the earth covered by more land or more water? Right—nearly two-thirds of the earth is covered by water and most of that water is in our oceans. Think about it. Oceans are the world's biggest habitat, yet no insects live there. But insects, found on only one-third of the earth's surface, are still the largest group of animals on Earth!



◆ **Show image 1A-16: Insect collage**¹⁷

17 [Point to the insect as you read its name.]

18 Even though they look different, what are some things these insects might have in common with each other?

Flies. Grasshoppers. Ants. Caterpillars. Beetles. These are all insects, yet they look quite different from one another—different shapes, sizes, and colors. So, what makes an insect an insect? You'll find out next time. In the meantime, be thinking about how a fly is like a grasshopper, or a beetle is like an ant.¹⁸



Reading Mastery Textbook Questions Homework Sheet

Name: _____ Date: _____



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

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

Handwriting practice area consisting of 20 sets of three horizontal lines (top, middle dashed, bottom) for writing answers.

Name: _____ Date: _____



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

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

Handwriting practice area consisting of 20 sets of three horizontal lines (top, middle dashed, bottom) for writing answers.

Hello Scholars,

Today you will learn how to find the rule for a different type of pattern. Mathematicians call these patterns functions. You will learn how to do this by playing a game called "Guess My Rule."

I will write a number in Column A. Then I will use a secret rule to find the number in Column B. I will use the same rule for all the numbers I put in Column A.

It A is 1, then B is 2.
 If A is 2, then B is 4.
 If A is 3, then B is 6.
 If A is 5, then B is _____.
 If A is 100, then B is _____.
 The rule is _____.

A	B
1	2
2	4
3	6
5	_____
100	_____
A	_____

Answers:

5	10
100	200
A	A X 2

If C is 1, then D is 4.
 If C is 2, then D is 5.
 If C is 3, then D is 6.
 If C is 4, then D is _____.
 If C is 8, then D is _____.
 If C is 10, then D is _____.
 The rule is _____.

C	D
1	4
2	5
3	6
4	_____
8	_____
10	_____
C	_____

Answers:

4	7
8	11
10	13
C	C + 3

Complete the following charts. Listen to the recording for answers or have a someone check your answers.

E	F
1	5
2	10
3	15
4	_____
8	_____
9	_____
E	_____

G	H
4	2
5	3
7	5
8	_____
15	_____
G	_____

J	K
2	14
3	21
6	42
7	_____
10	_____
J	_____

We can also write functions like this.

R	2	5	9	7	11	20	R
S	7	10	14	_____	_____	_____	_____

T	5	7	9	14	20	24	T
U	1	3	5	_____	_____	_____	_____

NEXT STEPS IN COMPLETING TODAY'S MATH LESSON

1. Look at the Guided Practice 117A sheet and review the steps and answers in each problem.
2. Complete Homework 117B. Show your work on every problem it is possible.
4. Complete the Fact Homework 117B.
5. If you have questions, please write them down and ask me during my phone check-ins OR ask a parent to send me an email.

Name _____ Score _____

Fact Homework 117B

Saxon Math 3 (for use with Lesson 117)

Set 23: Multiplying by 6

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 _____

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

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

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

$$\begin{array}{r} 6 \\ \times 1 \\ \hline \end{array}$$

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

$$\begin{array}{r} 6 \\ \times 2 \\ \hline \end{array}$$

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

$$\begin{array}{r} 6 \\ \times 0 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ \times 8 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ \times 5 \\ \hline \end{array}$$

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

$$\begin{array}{r} 6 \\ \times 0 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ \times 8 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ \times 5 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ \times 1 \\ \hline \end{array}$$

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

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

$$\begin{array}{r} 6 \\ \times 2 \\ \hline \end{array}$$

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

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

$$\begin{array}{r} 6 \\ \times 5 \\ \hline \end{array}$$

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

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

$$\begin{array}{r} 6 \\ \times 8 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ \times 0 \\ \hline \end{array} \text{ 😊}$$

Name _____

Date .

Draw a 70-mm line segment. It is _____ cm _____ mm long.

1. [Erica bought three folders] for [23¢ each.] How much money did she spend?

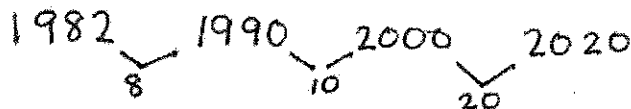
Number sentence $3 \times 23¢ = 69¢$

Answer 69¢

2. Use the rule to fill in the missing numbers.

T	1	2	3	5	7	10	30	T
V	5	6	7	9	11	14	34	T + 4

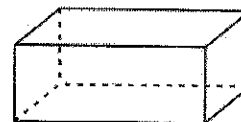
3. Tasha was born in 1982. How old will she be on this year's birthday? 38



4. What is the name of this geometric solid?

rectangular prism

How many faces does it have? 6



5. Fill in the missing numbers or shapes in the patterns.

670, 620, 570, 520, 470, 420, 370

△, □, △, □, △, □, △, □, △, □

A, >, V, <, A, >, V

5	10	15
7	<u>12</u>	17
<u>9</u>	14	19
11	16	<u>21</u>

6. Find the products.

$$\begin{array}{r} 306 \\ \times 7 \\ \hline 2142 \end{array}$$

$$\begin{array}{r} 2346 \\ \times 4 \\ \hline 9384 \end{array}$$

$$3 \times 8,000 = \underline{24,000}$$

$$6 \times 700 = \underline{4,200}$$

Name _____

Date _____

1. Jessica bought five pens for 41¢ each. How much money did she spend?

Number sentence _____

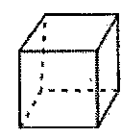
Answer _____

2. Use the rule to fill in the missing numbers.

W	1	2	3	5	7	10	30	W
X								W - 1

3. Melinda was born in 1981. How old will she be on this year's birthday? _____

4. What is the name of this geometric solid?



How many faces does it have? _____

5. Fill in the missing numbers or shapes in the patterns.

250, 275, 300, 325, 350, _____, _____

○, □, □, ○, □, □, ○, □, _____

Y, <, Λ, >, Y, <, Λ, >, _____

3	5	7
_____	8	10
9	11	_____
12	_____	16

6. Find the products.

$$\begin{array}{r} 513 \\ \times 9 \\ \hline \end{array}$$

$$\begin{array}{r} 1,508 \\ \times 4 \\ \hline \end{array}$$

$5 \times 8,000 = \underline{\hspace{2cm}}$

$7 \times 300 = \underline{\hspace{2cm}}$

This page may not be reproduced without permission of Harcourt Achieve Inc.

Penmanship Practice

Name: _____ Date: _____



Remember: Work on the Four Keys to Legibility--Shape, Size, Slant, and Space.
Form your letters carefully.

When Henry VI went mad, the Duke of

York ruled England for him. The Duke

didn't want to give up the throne. Henry

VI and the Duke's son fought over the

throne. Then the Duke's son, Edward IV,

became king. Edward's son became king

next. But, because he was so little, his

uncle Richard took the throne away.

Penmanship Practice

Name: _____ Date: _____



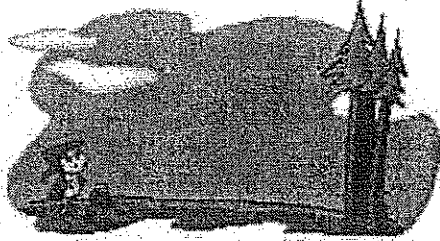
Remember: Work on the Four Keys to Legibility--Shape, Size, Slant, and Space.
Form your letters carefully.

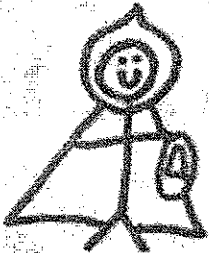

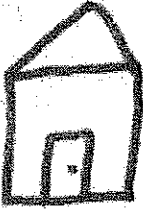
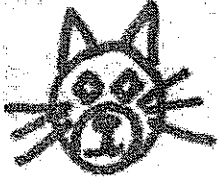

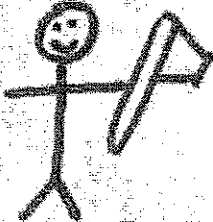
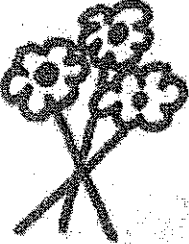

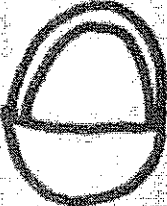
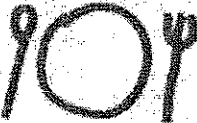

Then, Henry Tudor took the throne from

Richard. These were the Wars of the

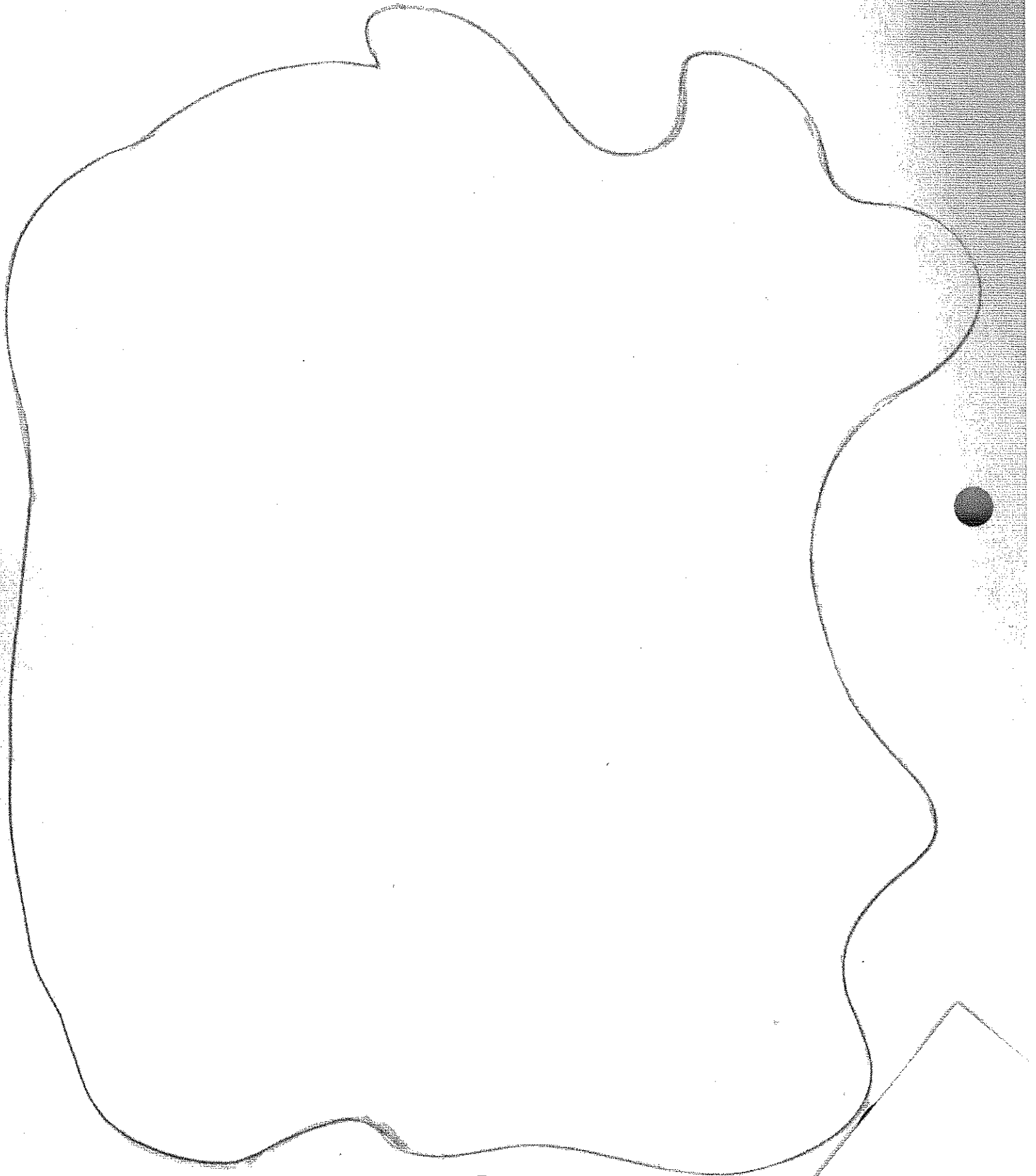
Roses.

Little Red Riding Hood Story Map Pictures



 <p>Little Red Riding Hood</p>	 <p>Grandmother</p>	 <p>Grandmother's house</p>	 <p>Wolf</p>
 <p>Forest</p>	 <p>Hunter</p>	 <p>Flowers</p>	 <p>Trail</p>
 <p>Basket</p>	 <p>Bed</p>	 <p>Eat</p>	 <p>Talk</p>

Little Red Riding Hood Map



Name: _____ Date: _____



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

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

Handwriting practice area consisting of 20 rows of three horizontal lines each (top, dashed middle, 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.

2G Distance Learning Week 7 Day 3 Math Lesson 118

Sometimes when we write a number sentence, we want everyone to do a certain part of the work first. We show that by writing that part in parentheses.

These are parentheses ()

1. $(2+5) \times 3$

There are parentheses around $2+5$ so I will solve that first. $2+5=7$. Next I will do 7×3 . My answer is 21.

2. $2 + (5 \times 3)$

There are parentheses around 5×3 so I will solve that first. $5 \times 3 = 15$. Then I will solve $2 + 15$. My answer is 17.

3. $10 - (3 \times 2)$

First I will solve $3 \times 2 = 6$. Next $10 - 6 = 4$. My answer is 4.

4. $(10 - 3) \times 2$

First I will solve $10 - 3 = 7$. Next $7 \times 2 = 14$. My answer is 14.

Your turn. Solve these problems by yourself. Remember to do the part in parentheses first.

5. $(5 \times 4) + 2$

6. $5 \times (4 + 2)$

7. $9 - (2 \times 4)$

8. $(9 - 2) \times 4$

9. $(2 \times 5) \times 3$

10. $2 \times (5 \times 3)$

2G Distance Learning Week 7 Day 3 Math Lesson 118

The answers for number 9 and number 10 were the same. Both these problems have the same answer because we are multiplying the same 3 numbers. This is called the **associative property of multiplication**. It means it doesn't matter which order we do because the 3 factors are the same, so we might as well pick the easier option. Let's try some more like that.

1. $(3 \times 2) \times 9$

2. $3 \times (2 \times 9)$

Your answer is 54 both times.

3. $(5 \times 6) \times 2$

4. $5 \times (6 \times 2)$

Your answer is 60 both times.

Sometimes there will not be parentheses in a problem to tell us which numbers to multiply first. When that happens you get to choose.

5. $9 \times 3 \times 3$

6. $4 \times 4 \times 5$

7. $5 \times 7 \times 2$

8. $3 \times 2 \times 6 \times 1$

9. $4 \times 9 \times 2 \times 0$

Name _____ Score _____

Fact Homework 118B

Set 23: Multiplying by 6 and by 9

Saxon Math 3 (for use with Lesson 118)

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 _____

$$\begin{array}{r} 6 \\ \times 1 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ \times 8 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ \times 5 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ \times 2 \\ \hline \end{array}$$

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

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

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

$$\begin{array}{r} 6 \\ \times 0 \\ \hline \end{array}$$

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

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

$$\begin{array}{r} 6 \\ \times 5 \\ \hline \end{array}$$

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

$$\begin{array}{r} 6 \\ \times 8 \\ \hline \end{array}$$

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

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

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

$$\begin{array}{r} 6 \\ \times 2 \\ \hline \end{array}$$

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

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

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

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

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

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

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

$$\begin{array}{r} 6 \\ \times 7 \\ \hline \end{array} \text{ 😊}$$

This page may not be reproduced without permission of Harcourt Achieve Inc.

Name _____

Date .

Draw a 63-mm line segment. It is _____ cm _____ mm long.

1. How many days are in 4 years?

Number sentence $365 \times 4 = 1460 + 1 = 1461$ days

Answer 1461 days

Workspace

23	65
x	4

146	0
+	1

1461	

2. Find the products.

$3 \times (7 + 1) = 24$

$2 \times 4 \times 7 = 56$

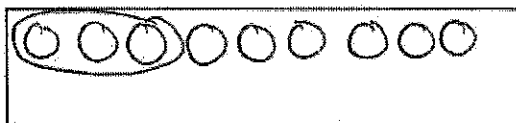
1461	4	274
x		6

2244		

3. Draw 9 candies.

Circle one third of the candies.

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

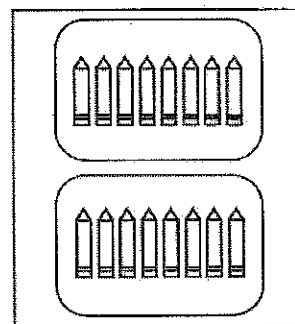
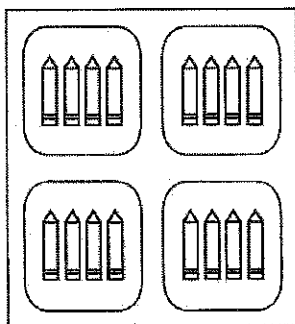
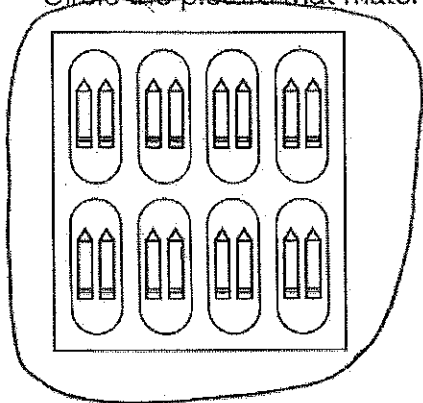


4. Mr. Howorth has 16 pencils. If he gives each child 2 pencils, how many children will get pencils?

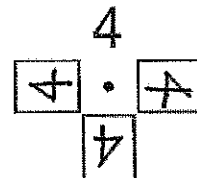
Number sentence $16 \div 2 = 8$ children

Answer 8 children

Circle the picture that matches this problem.



5. Draw what the number 4 will look like when it is rotated around the point.



6. What is the place value of the digit 6 in 690? hundreds

Which digit is in the tens' place in the number 573? 7

What is the value of the digit 5 in 251? 50

This page may not be reproduced without permission of Harcourt, Achieve Inc.

Name _____

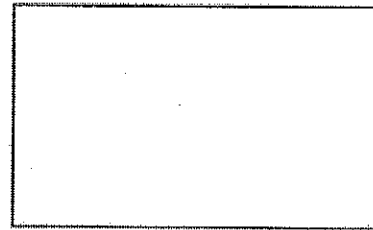
Date _____

1. How many days are in 5 years?

Number sentence _____

Answer _____

Workspace



2. Find the products.

$2 \times (4 + 3) =$ _____

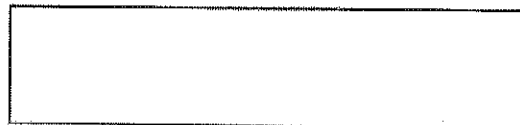
$3 \times 6 \times 5 =$ _____

$$\begin{array}{r} 295 \\ \times 6 \\ \hline \end{array}$$

3. Draw 8 stars.

Circle one fourth of the stars.

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

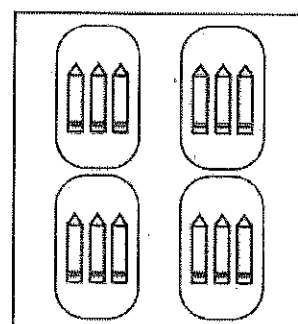
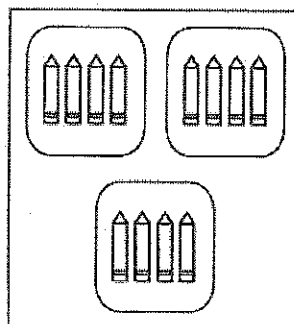
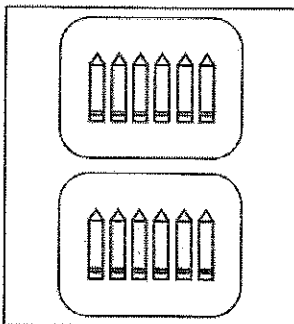


4. Mr. Dodds has 12 pencils. If he gives each child 3 pencils, how many children will get pencils?

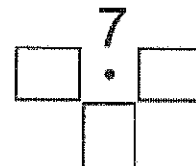
Number sentence _____

Answer _____

Circle the picture that matches this problem.



5. Draw what the number 7 will look like when it is rotated around the point.



6. What is the place value of the digit 4 in 342? _____

Which digit is in the hundreds' place in the number 817? _____

What is the value of the digit 9 in 960? _____

Part A

- | | |
|----------|-----------|
| 1. _____ | 6. _____ |
| 2. _____ | 7. _____ |
| 3. _____ | 8. _____ |
| 4. _____ | 9. _____ |
| 5. _____ | 10. _____ |

Part B

Add these morphographs together. Remember: The morphograph y is a vowel letter.

- | | |
|----------------------|---------|
| 1. ease + y | = _____ |
| 2. fool + ish + ly | = _____ |
| 3. form + al + ly | = _____ |
| 4. store + age | = _____ |
| 5. sleep + y | = _____ |
| 6. length + y | = _____ |
| 7. fate + al | = _____ |
| 8. re + source + ful | = _____ |
| 9. note + able | = _____ |
| 10. straight + en | = _____ |

Part C

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

- | | |
|--------------------------|-----------------|
| 1. _____ + _____ + _____ | = designer |
| 2. _____ + _____ + _____ | = unplanned |
| 3. _____ + _____ + _____ | = strengthening |
| 4. _____ + _____ | = maddest |

5. _____ + _____ + _____ = related

6. _____ + _____ = wreckage

7. _____ + _____ = really

8. _____ + _____ + _____ = unproven

Part D

Circle the misspelled word in each group. Then write it correctly on the blank.

1. sleepy
noisy
design
used

2. easy
picture
people
wrapping

3. biggest
carry
quietest
skillful

4. cheeper
source
fancy
winning

5. dripping
useful
mistaken
finaly

6. delightful
defaeted
childish
golden

Science Insects Everywhere

Name: _____ Date: _____



Answer the questions in complete sentences.

1. What is the largest

group of animals on Earth?

Blank handwriting line for answer.

Blank handwriting line for answer.

Blank handwriting line for answer.

2. In what large water

habitat are insects unable

to survive?

Blank handwriting line for answer.

Blank handwriting line for answer.

Blank handwriting line for answer.

Blank handwriting line for answer.

Name: _____ Date: _____



Answer the questions in complete sentences.

3. If you were a farmer,

which would you rather

see on your crops: a

ladybug or a grasshopper?

Why?

Name: _____ Date: _____



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

Part 1: Vocabulary

dillydally: take too long

mesa: a flat-topped hill

doctoring: fixing something

varmint: a pest

yellow-bellied: scared

snake-blooded: mean

rancid: spoiled, like food

Name: _____ Date: _____



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

Part 2: Compare and Contrast the stories:

2. Name two ways the stories, Little Red Riding Hood and Little Red Cowboy Hat, are similar.

3. Name two ways these two stories are different.

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

Multiple sets of horizontal writing lines for student answers, each consisting of a solid top line, a dashed middle line, and a solid bottom line.

Name: _____ Date: _____



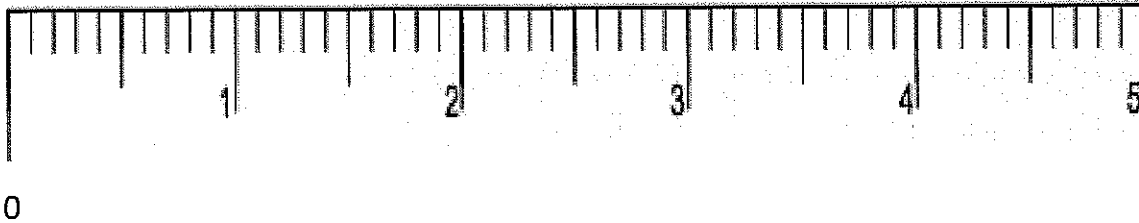
Writing neatly, answer the textbook questions for today's reading lesson. Number your paper as you answer the questions. Today's Lesson Number _____.

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

Multiple sets of horizontal writing lines for student answers, each consisting of a solid top line, a dashed middle line, and a solid bottom line.

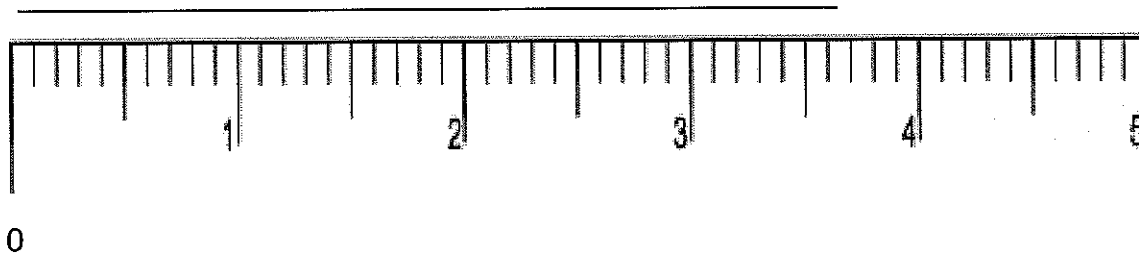
Today we will be learning how to write tenths using common and decimal fractions; how to measure to a tenth of a centimeter.

Here is a metric ruler that shows centimeters.



When we measure, we start at 0. The line segment below is 36 millimeters long or

3 centimeters 6 millimeters. The abbreviation for centimeters is cm and the abbreviation for millimeters is mm.



Another way to write the length of this line segment is to use fractions and decimals. Each centimeter is divided into ten equal parts, or tenths. If we count by tenths, it will look like this:

Fractions		Decimals	Fractions		Decimals
1/10	one tenth	.1	6/10	six tenths	.6
2/10	two tenths	.2	7/10	seven tenths	.7
3/10	three tenths	.3	8/10	eight tenths	.8
4/10	four tenths	.4	9/10	nine tenths	.9
5/10	five tenths	.5			

Using decimals is even faster than using fractions. When you use decimals, you write a decimal point and the number of tenths.

*Whenever we have ten equal parts in a whole, we can write a decimal.

*My line segment above is 3 cm and how many extra tenths long? 6 tenths

*Three and six tenths centimeters is written like this: common fraction decimal
 $3 \frac{6}{10}$ cm 3.6 cm



0

This line segment is 23 millimeters and 2 centimeters 3 millimeters.

*My line segment is 2 cm and how many extra tenths long? 3 tenths

*Two and three tenths centimeters is written like this: common fraction decimal
 $2 \frac{3}{10}$ cm 2.3 cm

Now you will practice on your Lesson Worksheet 119 measuring and drawing line segments.

*We will write the length of the first line segment in three different ways:

37 millimeters

3 centimeters 7 millimeters

3.7 centimeters.

Now you are going to write the measurement of the line segment in problem 2 three ways.

*What is the first way to write the length?

*What is the second way to write the length?

*What is the third way to write the length?

Finish problems 3 and 4 on your own.

*Now get your ruler and draw a line segment that is 3.2 cm on problem 5. Remember to start at the first endpoint and then to put another endpoint at the end of the line segment.

Finish problems 6, 7, and 8 on your own.

Problem 9 shows two numbers with common fractions. Write these numbers as decimals.

*2 $\frac{5}{10}$ = 2 centimeters and 5 extra tenths and is written: 2.5 cm

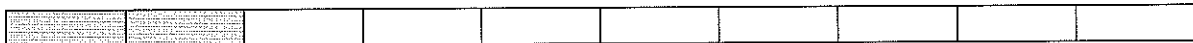
Finish the problem.

Problem 10 shows two numbers with decimals. Write these numbers as common fractions.

*6.9 cm = 6 centimeters and nine tenths and is written: 6 $\frac{9}{10}$ cm.

Finish the problem.

We can also write decimals for pictures with 10 equal parts.



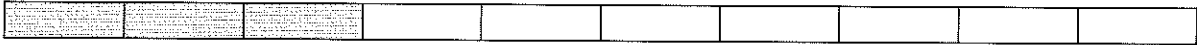
*What fractional part of the rectangle is shaded? $\frac{2}{10}$

*How will we write this as a common fraction? $\frac{2}{10}$

*How will we write this as a decimal? .2

* $\frac{2}{10}$ = .2

Here is another example:



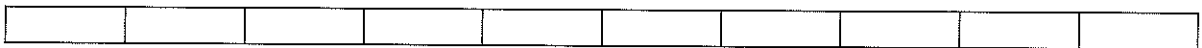
*What fractional part of the rectangle is shaded? 3 tenths

*How will we write this as a common fraction? $\frac{3}{10}$

*How will we write this as a decimal? .3

* $\frac{3}{10} = .3$

Shade 6 tenths on the next rectangle.



*What fractional part of the rectangle is shaded?

*How will we write this as a common fraction?

*How will we write this as a decimal?

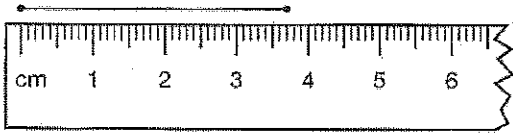
* $\frac{6}{10} = .6$

Name _____

Lesson Worksheet 119

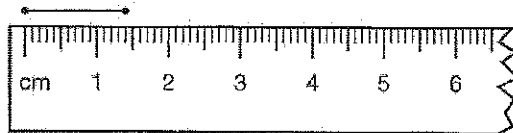
Saxon Math 3 (for use with Lesson 119)

1. How long is this line segment?



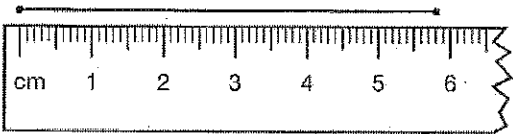
_____ mm
 _____ cm _____ mm
 _____ cm

2. How long is this line segment?



_____ mm
 _____ cm _____ mm
 _____ cm

3. How long is this line segment?



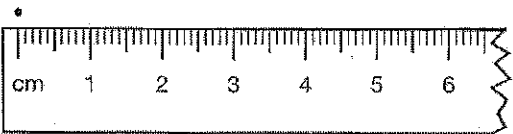
_____ mm
 _____ cm _____ mm
 _____ cm

4. How long is this line segment?

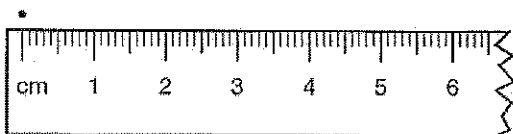


_____ mm
 _____ cm _____ mm
 _____ cm

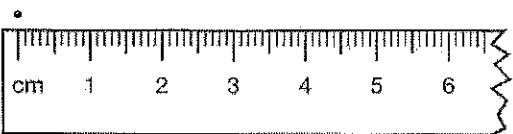
5. Draw a 3.2-cm line segment.



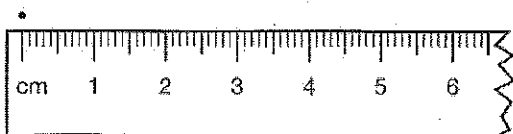
6. Draw a 4.8-cm line segment.



7. Draw a 1.7-cm line segment.



8. Draw a 5.6-cm line segment.



9.

$2\frac{5}{10} = \underline{\hspace{2cm}}$ $7\frac{1}{10} = \underline{\hspace{2cm}}$

10.

$6.9 = \underline{\hspace{2cm}}$ $4.3 = \underline{\hspace{2cm}}$

This page may not be reproduced without permission of Harcourt Achieve, Inc.

Name _____ Score _____

Fact Homework 119B

Set 23: Multiplying by 6

Saxon Math 3 (for use with Lesson 119)

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 _____

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

$$\begin{array}{r} 6 \\ \times 0 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ \times 8 \\ \hline \end{array}$$

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

$$\begin{array}{r} 6 \\ \times 1 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ \times 5 \\ \hline \end{array}$$

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

$$\begin{array}{r} 6 \\ \times 2 \\ \hline \end{array}$$

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

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

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

$$\begin{array}{r} 6 \\ \times 1 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ \times 5 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ \times 0 \\ \hline \end{array}$$

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

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

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

$$\begin{array}{r} 6 \\ \times 8 \\ \hline \end{array}$$

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

$$\begin{array}{r} 6 \\ \times 2 \\ \hline \end{array} \text{ ok}$$

$$\begin{array}{r} 6 \\ \times 5 \\ \hline \end{array}$$

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

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

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

$$\begin{array}{r} 6 \\ \times 8 \\ \hline \end{array} \text{ 😊}$$

This page may not be reproduced without permission of Harcourt Achieve Inc.

Name _____

Date .

Draw a 59-mm line segment. It is _____ cm _____ mm or _____ cm long.

1. The children in Ms. Mursko's room had a race.
~~Michael finished in 54 seconds, Peter finished in 48 seconds, and Erica finished in 39 seconds.~~ How many more seconds did it take Michael than Erica?

Number sentence 54s. - 39s. = 15s

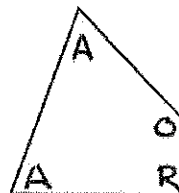
Answer 15 seconds

Workspace

48	14
- 39	

15	

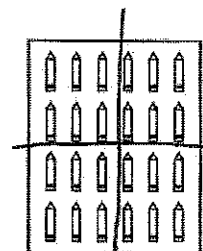
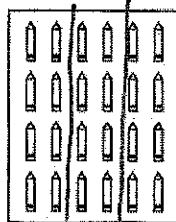
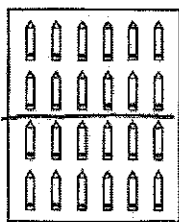
2. Write the letter **A** inside an acute angle.
 Write the letter **R** inside a right angle.
 Write the letter **O** inside an obtuse angle.



3. Fill in the missing numbers and write the rule.

E	2	6	9	13	20	53	E
F	0	4	7	11	18	51	E-2

4. Each box has 24 pencils.
 Divide the first box in half.
 Divide the second box into thirds.
 Divide the last box into fourths.
 Find each answer.



$\frac{1}{2}$ of 24 = 12 $\frac{1}{3}$ of 24 = 8 $\frac{1}{4}$ of 24 = 6

5. Write $2\frac{6}{10}$ using a decimal fraction. 2.6

Write 7.9 using a common fraction. $7\frac{9}{10}$

6. Find the answers.

$3 \times (6 + 2) = \overset{8}{24}$

$(3 + 2) \times 6 = \overset{5}{30}$

$7 \times 2 \times 5 = \underline{70}$

$3 \times 9,000 = \underline{27,000}$

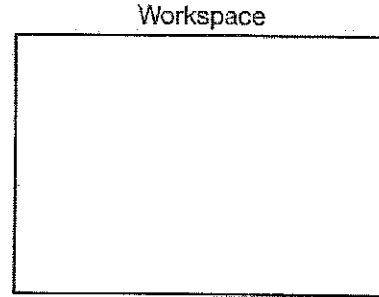
Name _____

Date _____

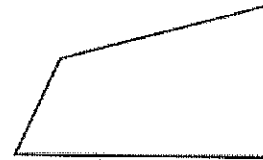
- Danielle's ribbon is 85 cm long, Lee's ribbon is 57 cm long, and Shawnee's ribbon is 72 cm long. How much longer is Shawnee's ribbon than Lee's?

Number sentence _____

Answer _____



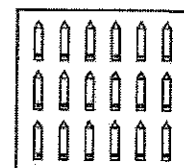
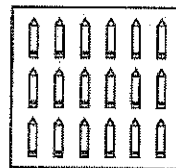
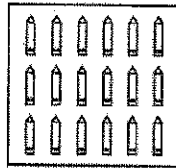
- Write the letter **A** inside an acute angle.
Write the letter **R** inside a right angle.
Write the letter **O** inside an obtuse angle.



- Fill in the missing numbers and write the rule.

G	2	6	9	13	20	53	G
H	9	13	16				

- Each box has 18 pencils.
Divide the first box in half.
Divide the second box into thirds.
Divide the last box into sixths.
Find each answer.



$\frac{1}{2}$ of 18 = _____ $\frac{1}{3}$ of 18 = _____ $\frac{1}{6}$ of 18 = _____

- Write $4\frac{8}{10}$ using a decimal fraction. _____

Write 6.7 using a common fraction. _____

- Find the answers.

$4 \times (5 + 1) =$ _____

$(4 + 1) \times 5 =$ _____

$6 \times 3 \times 2 =$ _____

$9 \times 3,000 =$ _____

This page may not be reproduced without permission of Harcourt Achieve Inc.

History--The Princes in the Tower

Name: _____ Date: _____



Answer the questions using complete sentences.

1. Who were the two sons of Edward

IV and Elizabeth Woodville?

2. If a king died and his son was still too

young to rule the country, a Protector

was named to rule for him until he was

old enough to do it himself. When

Edward IV died, who did he appoint

Protector for his son?

3. The throne was passed back and forth

between Henry VI and Edward IV several

times. When Edward IV died, his

12-year-old son became king. Why didn't

he remain king for long?

Name: _____ Date: _____



Answer the questions using complete sentences.

4. Where did Richard insist that young King Edward stay so that he would be safe in London?

5. What happened to Edward and his little brother?

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: _____



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

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

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

Hello Scholars,

Saxon Level 3: Lesson 120

Read today's objective #1 and #2: ***We will learn how to make and use a multiplication table and the multiplying by 8 facts.***

INSTRUCTIONS: Listen to the Teacher Instruction recordings as you go through this sheet. Be sure to pause the recording 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.

PART A

Take out Lesson Worksheet 120-1A. Today we will make our own multiplication table. Each column and row on this multiplication table is like a counting strip. **Listen to the Lesson 120-A recording** as you fill in the multiplication table, following in the order the teacher directs.

Part B

Now we will practice the multiplying by 8 facts. Turn to Side B:

1. Write the products for each x 8 fact in Part A.
2. Next, draw lines to connect each factor on the left side of the Wrap-Up with the produce on the right side of the board.

Part C

Next, read today's objective #3: ***We will learn how to identify the factors of a number and how to identify prime numbers less than 20.***

Look at this problem: $5 \times 6 = 30$

When we multiply two numbers, the answer is called the **product**.

What is the product in the problem shown above?

The numbers being multiplied are called the **factors**.

What are the factors in the problem shown above?

$$F \times F = P$$

$$5 \times 6 = 30$$

If the factors are 3 and 2,
what is the product?

$$F \times F = P$$

$$3 \times 2 =$$

If the factors are 4 and 5,
What is the product?

$$F \times F = P$$

$$4 \times 5 =$$

If the factors are 6 and 9,
What is the product?

$$F \times F = P$$

$$6 \times 9 =$$

Now I will tell you a product. Which numbers multiplied together give us a product of 9?

1 x 9 and **3 x 3** Therefore, the factors of 9 are **1, 3, and 9**.

Which number multiplied together give us a product of 18?

Therefore, the factors of 18 are _____, _____, _____, _____, _____, and _____

Take out Lesson Worksheet 120-2. Listen to the Lesson 120-B recording as you fill in the multiplication facts in the columns. The numbers from 1 to 20 are listed at the tops of these columns. These are products. Below each product we will write all the number facts for that number. (Follow along as the teacher directs, pausing the recording to write as needed.)

The special name for numbers that have exactly two factors is **prime numbers**.

Name the prime numbers that are less than 20: } _____, _____, _____, _____, _____, _____, _____, and _____

NEXT STEPS IN COMPLETING TODAY'S MATH LESSON

1. Your homework for today is to complete one side of the Multiplication Practice 23-2. Trying timing yourself for 5 minutes and see how far you can get. Mark that spot. Then, fix the rest of the page. Ask an adult to check your answers.
2. If you have time, do further fact practice on www.xtramath.com.

Name _____

Multiplication Table

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

This page may not be reproduced without permission of Harcourt Achieve Inc.

Name _____

Set 24: Multiplying by 8

A.

$0 \times 8 =$ _____

$1 \times 8 =$ _____

$2 \times 8 =$ _____

$3 \times 8 =$ _____

$4 \times 8 =$ _____

$5 \times 8 =$ _____

$6 \times 8 =$ _____

$7 \times 8 =$ _____

$8 \times 8 =$ _____

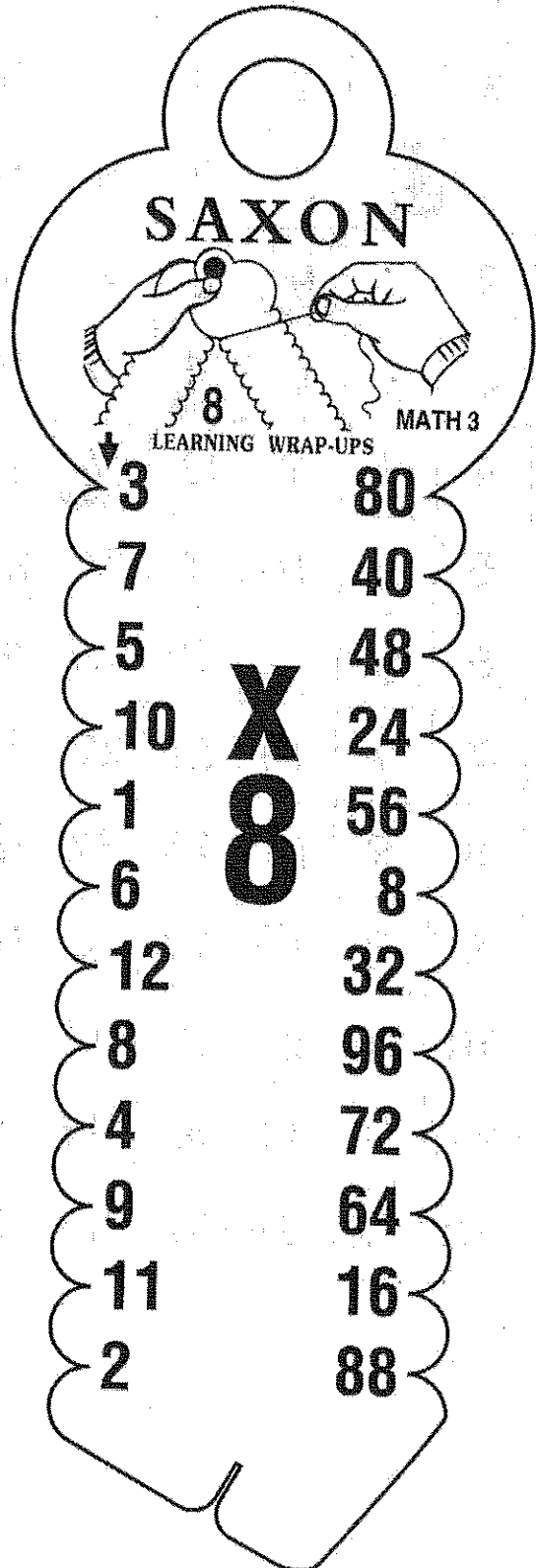
$9 \times 8 =$ _____

$10 \times 8 =$ _____

$11 \times 8 =$ _____

$12 \times 8 =$ _____

B.



This page may not be reproduced without permission of Harcourt Achieve Inc.

Name _____

Lesson Worksheet 120-2

Saxon Math 3 (for use with Lesson 120-2)

10										
9										
8										
7										
6										
5										
4										
3										
2										
1										

Factors

20										
19										
18										
17										
16										
15										
14										
13										
12										
11										

Factors

This page may not be reproduced without permission of Harcourt Achieve Inc.

© Harcourt Achieve Inc.

Name _____ Score _____

Fact Assessment 23-2

Try timing yourself for 5 minutes and see how far you can get. *Saxon Math 3 (for use with Lesson 120-2)*

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

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

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

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

$\begin{array}{r} 4 \\ \times 3 \\ \hline \end{array}$	$\begin{array}{r} 7 \\ \times 8 \\ \hline \end{array}$	$\begin{array}{r} 2 \\ \times 1 \\ \hline \end{array}$	$\begin{array}{r} 5 \\ \times 4 \\ \hline \end{array}$	$\begin{array}{r} 6 \\ \times 6 \\ \hline \end{array}$	$\begin{array}{r} 0 \\ \times 0 \\ \hline \end{array}$	$\begin{array}{r} 3 \\ \times 7 \\ \hline \end{array}$	$\begin{array}{r} 0 \\ \times 5 \\ \hline \end{array}$	$\begin{array}{r} 6 \\ \times 8 \\ \hline \end{array}$	$\begin{array}{r} 3 \\ \times 1 \\ \hline \end{array}$	60
--	--	--	--	--	--	--	--	--	--	----

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

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

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

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

This page may not be reproduced without permission of Harcourt Achieve Inc.

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

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

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

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

$\begin{array}{r} 4 \\ \times 3 \\ \hline \end{array}$	$\begin{array}{r} 7 \\ \times 8 \\ \hline \end{array}$	$\begin{array}{r} 2 \\ \times 1 \\ \hline \end{array}$	$\begin{array}{r} 5 \\ \times 4 \\ \hline \end{array}$	$\begin{array}{r} 6 \\ \times 6 \\ \hline \end{array}$	$\begin{array}{r} 0 \\ \times 0 \\ \hline \end{array}$	$\begin{array}{r} 3 \\ \times 7 \\ \hline \end{array}$	$\begin{array}{r} 0 \\ \times 5 \\ \hline \end{array}$	$\begin{array}{r} 6 \\ \times 8 \\ \hline \end{array}$	$\begin{array}{r} 3 \\ \times 1 \\ \hline \end{array}$	60
--	--	--	--	--	--	--	--	--	--	----

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

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

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

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

Penmanship Practice

Name: _____ Date: _____



Remember: Work on the Four Keys to Legibility--Shape, Size, Slant, and Space.
Form your letters carefully.

After Edward IV died, his son Edward V

became king of England. His mother

wanted to help him rule, but so did his

uncle Richard. Richard locked Edward and

his younger brother in the tower of

London. Then, Richard declared himself to

be the king of England. The two princes

mysteriously disappeared! No one knows

Penmanship Practice

Name: _____ Date: _____



Remember: Work on the Four Keys to Legibility--Shape, Size, Slant, and Space.
Form your letters carefully.

what happened to Edward and his

brother.

Name: _____ Date: _____



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

Part 1: Vocabulary

Po Po: Chinese word for grandfather

Part 2: Think About It

2. Which version of the three version of

this story did you like best? Using two

or three complete sentences, explain what

you liked about the version and why you

liked it.

Name: _____ Date: _____



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

3. What character pillars did Shang, Lao, and Paoze show while they were home along dealing with "grandma's visit?"

Blank handwriting lines for student response.

