

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

Student \_\_\_\_\_

## 2G DISTANCE LEARNING DAILY CHECK-LIST

WEEK 8, MAY 25-29, 2020

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

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

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

**NOTE:** Monday, May 25<sup>th</sup> (Day 1) is Memorial Day; therefore, it is a school holiday.

**Tuesday, May 26:**

**Day 2**

- \_\_\_\_\_ \***Reading Mastery:** Listen to both daily recordings and complete the textbook questions.  
Level 2: Read Lesson 136, columns, story, and textbook questions (pp. 251-257) (packet p. 4-5)  
Level 3: Read Lesson 136, columns, story, and textbook questions (pp. 335-339) (packet p. 4-5)
- \_\_\_\_\_ \***Math:** Lesson 121: Listen to the L121 recording and follow along on the Teacher Instruction sheets and lesson worksheet (pages 6-8); complete Lesson 121B Homework/Fact Practice (p. 9-11)
- \_\_\_\_\_ \***Spelling:** Listen to the Teacher Instruction recording and follow all directions on it as you complete the Lesson 116 worksheet (p. 12)
- \_\_\_\_\_ **History:** 1. Listen to *Martin Luther's List* (reading provided on pages 13-16); 2. As you listen, answer the "Martin Luther's List" worksheet questions on page 18 using complete sentences.
- \_\_\_\_\_ **Language Arts** (Listen to the recording of *Jack and the Beanstalk*; copy the definitions and answer the "Think About It" questions—see Fairy Tales Week 8 Day 2 sheet—on p. 19)

**Wednesday, May 27:**

**Day 3**

- \_\_\_\_\_ \***Reading Mastery:** Listen to both daily recordings and complete the textbook questions.  
Level 2: Read Lesson 137, columns, story, & textbook questions (pp. 258-265) (packet p. 20-21)  
Level 3: Read Lesson 137, columns, story, & textbook questions (pp. 340-345) (packet p. 20-21)
- \_\_\_\_\_ \***Math:** Complete the Skills Review Sheet on page 22-23 (there is not a recording for this lesson)
- \_\_\_\_\_ **Science:** 1. Listen to recording of *What Makes an Insect an Insect* (copy of reading available on pages 24-29)
- \_\_\_\_\_ **Language Arts:** Listen to the recording of *Kate and the Beanstalk*; answer the "Think About It" questions—see Fairy Tales Week 8 Day 3 on page 30.
- \_\_\_\_\_ \***Latin** (Read the directions on the cover sheet.)

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\_\_\_\_\_ \*Spanish (Write the vocabulary word in Spanish that corresponds with each picture)

\_\_\_\_\_ \*Art (Discuss *Virgin Forest at Sunset* by Henry Rousseau; draw items in foreground, middle ground, and background; view the video)

**Thursday, May 28:**

**Day 4**

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

Level 2: Read Lesson 138, columns, story, & textbook questions (pp. 266-273) (packet pp. 31-32)

Level 3: Read Lesson 138, columns, story, & textbook questions (pp. 346-351) (packet pp. 31-32)

\_\_\_\_\_ \*Math: Written Assessment 22 on pages 33-34 (listen to the recording if you need the test read to you)

\_\_\_\_\_ \*Spelling: Listen to the recording and complete the Lesson 117 worksheet on pages 35.

\_\_\_\_\_ **History:** 1. Listen to *Henry VIII's Problem* (reading provided on pages 15-17). 2. As you listen, answer the "Henry VIII's Problem" questions on pages 36 using complete sentences.

\_\_\_\_\_ **Penmanship:** Complete the Penmanship Practice (Martin Luther's List) worksheet on pages 37-38, copying the sentences in your neatest handwriting using all four Keys to Legibility.

\_\_\_\_\_ **Science:** Finish listening to **What Makes an Insect an Insect** recording; complete questions (refer to Day 2 science reading materials on pages 23-28 while listening to & working on questions on page 39-40).

\_\_\_\_\_ \*P.E./Taekwondo: (Refer to the PE packet cover sheet for directions)

**Friday, May 29:**

**Day 5**

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

Level 2: Read Lesson 139, columns, story, & textbook questions (pp. 274-282) (packet pp. 41-42)

Level 3: Read Lesson 139, columns, story, & textbook questions (pp. 352-357) (packet pp. 41-42)

\_\_\_\_\_ \*Math: Lesson 122: Listen to the L122 recording and follow along on the Teacher Instruction sheets on pages 43-45; complete Lesson 122B Homework/Fact Practice on pages 46-48.

\_\_\_\_\_ **Penmanship:** Complete the Penmanship Practice (Henry VIII was upset) worksheet on pages 49, copying the sentences in your neatest handwriting using all four Keys to Legibility.

\_\_\_\_\_ **Language Arts:** Listen to the recording of *Jack and the Giant*; answer the "Think About It" questions—see Fairy Tales Week 8 Day 5 worksheet—on page 50.

\_\_\_\_\_ \*Latin (Read the directions on the cover sheet.)

\_\_\_\_\_ \*Spanish (Using the pictures as a guide, write sentences that correspond with the pictures. All needed vocabulary with its picture is at the top of the page.)

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\*Music (Read the directions on the cover sheet)

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

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

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

\*\*\*\*\*

**PARENT VERIFICATION OF STUDENT WORK—May 26-29, 2020**

My child completed all assignments required this week.

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

Handwriting practice area consisting of 18 rows of three horizontal lines each (top, dashed middle, bottom) for writing 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 horizontal lines. Each set includes a solid top line, a dashed middle line, and a solid bottom line.

Hello Scholars,

Today we will learn how to find the volume of a rectangular prism.

Volume is the number of cubic units that a geometric solid will hold.

Look at rectangular prism A.

There are 6 cubes facing you. There is also 6 cubes behind the first set of cubes. There is also 6 more cubes behind the second set of cubes. So, there is 18 cubes altogether.

Look at the line labeled length. The length of this rectangular prism is 2 cubes. It is two cubes long.

The width is 3 cubes wide. The height is 3 cubes high. To find the volume we Multiply those numbers together.

A.

3  
height

3  
width

2  
length

Volume = 18 cubes

$3 \times 3 \times 2 = 18$

Let's try another one.

What is the length of rectangular prism B? Write it on the line.

What is the width? Write it on the line.

What is the height? Write it on the line.

Remember to find the volume multiply the length by the width by the height.  $L \times W \times H = \text{volume}$ .

Listen to the recording for answers.

B.

\_\_\_\_\_ height

\_\_\_\_\_ width

\_\_\_\_\_ Length

Volume = \_\_\_\_\_ cubes

\_\_\_\_\_

Remember to find the volume of rectangular prisms we multiply the length by the width by the height. It can also be written  $L \times W \times H$ .

Now go to lesson worksheet 121 and complete the four problems.

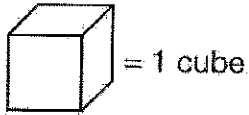
**NEXT STEPS IN COMPLETING TODAY'S MATH LESSON**

1. Look at the Guided Practice 121A sheet and review the steps and answers in each problem.
2. Complete Homework 121B. Show your work on every problem it is possible.
3. Complete the Fact Homework 121B.
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.

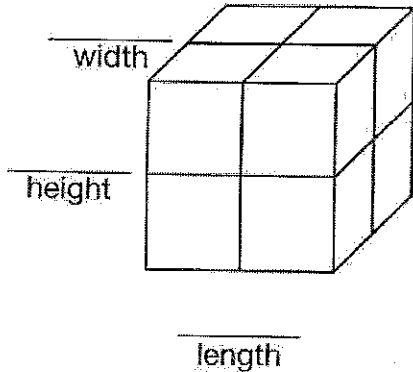
Name \_\_\_\_\_

**Lesson Worksheet 121**

Saxon Math 3 (for use with Lesson 121)



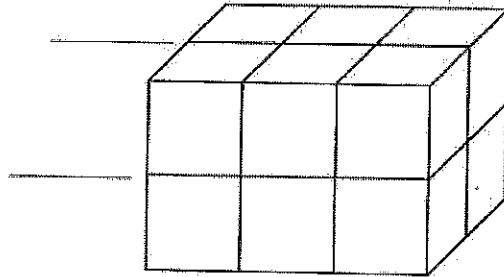
1.



Volume = \_\_\_\_\_ cubes

\_\_\_\_\_

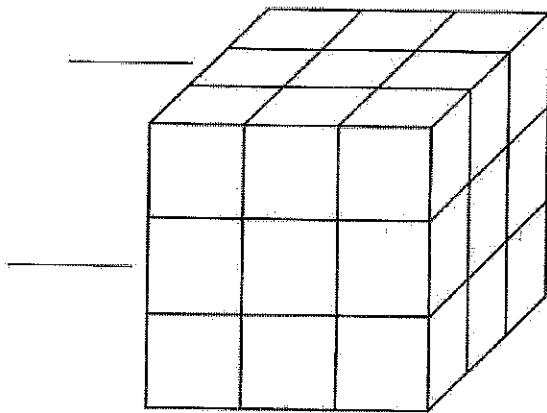
2.



Volume = \_\_\_\_\_ cubes

\_\_\_\_\_

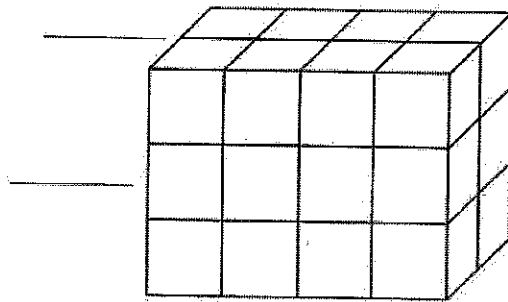
3.



Volume = \_\_\_\_\_ cubes

\_\_\_\_\_

4.



Volume = \_\_\_\_\_ cubes

\_\_\_\_\_

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

**Fact Homework 121B**

Set 24: Multiplying by 8

Saxon Math 3 (for use with Lesson 121)

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 \_\_\_\_\_

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

$$\begin{array}{r} 8 \\ \times 1 \\ \hline \end{array}$$

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

$$\begin{array}{r} 8 \\ \times 5 \\ \hline \end{array}$$

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

$$\begin{array}{r} 8 \\ \times 7 \\ \hline \end{array}$$

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

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

$$\begin{array}{r} 8 \\ \times 0 \\ \hline \end{array}$$

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

$$\begin{array}{r} 8 \\ \times 1 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ \times 5 \\ \hline \end{array}$$

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

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

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

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

$$\begin{array}{r} 8 \\ \times 0 \\ \hline \end{array}$$

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

$$\begin{array}{r} 8 \\ \times 7 \\ \hline \end{array}$$

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

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

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

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

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

$$\begin{array}{r} 8 \\ \times 7 \\ \hline \end{array} \text{ 😊}$$

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Name \_\_\_\_\_

Date \_\_\_\_\_

Measure this line segment. \_\_\_\_\_ cm

1. How many candies will you get if you buy 6 bags? 54

How many candies will you get if you buy 9 bags? 81

There are 75 Grade 3 children.  
How many bags of candies are needed so that each child can have 1 candy? 9 bags

Bags	Candies
1	9
2	18
3	27
4	36
5	45
6	54
7	63
8	72
9	81

2. Carol, Barbara, and Maggie will share twenty-four candies. Draw a plate for each child. Show how the children will share the candies.

How many candies will each child have?

Answer 8 candies



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

A	4	5	6	9	12	20	100	A
B	2	3	4	7	10	18	98	A - 2

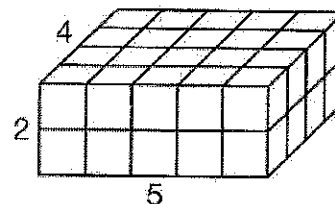
4. Write  $2\frac{3}{10}$  as a decimal. 2.3

Write 7.5 using a fraction.  $7\frac{5}{10}$

5. What is the volume of this rectangular prism?

Number sentence  $5 \times 2 \times 4 = 40$

Volume 40 cubes



6. What unit would you use to measure the weight of a pencil?

grams      liters      kilograms      centimeters

7. Find the answers.

$$\begin{array}{r} 46 \\ 859 \\ \times 7 \\ \hline 6,013 \end{array}$$

$$(3 \times 2) + 4 = \underline{10}$$

$$3 \times (2 + 4) = \underline{18}$$

$$6 \times 2 \times 5 = \underline{60}$$

Name \_\_\_\_\_

Date \_\_\_\_\_

Bags	Candies
1	5
2	10
3	15
4	20
5	25

1. How many candies will you get if you buy 6 bags? \_\_\_\_\_

How many candies will you get if you buy 9 bags? \_\_\_\_\_

There are 37 Grade 2 children.  
How many bags of candies are needed so that each child can have 1 candy? \_\_\_\_\_

2. Sean, David, Jonathan, and Ted will share 12 cookies. Draw a plate for each child. Show how the children will share the cookies.

How many cookies will each child have?

Answer \_\_\_\_\_

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

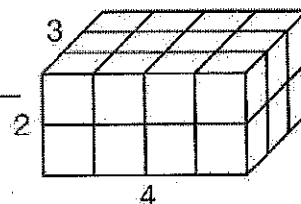
C	4	5	6	9	12	20	100	C
D								C + 4

4. Write  $8\frac{1}{10}$  as a decimal. \_\_\_\_\_ Write 2.9 using a fraction. \_\_\_\_\_

5. What is the volume of this rectangular prism?

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

Volume \_\_\_\_\_ cubes



6. What unit would you use to measure the weight of a baby?

tons      inches      pounds      gallons

7. Find the answers.

$$\begin{array}{r} 672 \\ \times 6 \\ \hline \end{array}$$

$$7 \times (5 - 2) = \underline{\hspace{2cm}}$$

$$4 \times 2 \times 7 = \underline{\hspace{2cm}}$$

$$(7 \times 5) - 2 = \underline{\hspace{2cm}}$$

# 2G Spelling Lesson 116

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



Listen to and follow the directions on the recording to complete Lesson 116 which you can find under the Spelling tab on the Teacher Webpage.

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

\_\_\_\_\_

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

\_\_\_\_\_

Practice Test:

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

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

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

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

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

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

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

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

9. \_\_\_\_\_ | 9. \_\_\_\_\_

10. \_\_\_\_\_ | 20. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Texcoco drowned. Only Cortés and a few of his best soldiers escaped. They limped back to the ocean under cover of dark and pushed their ships back out in the water. Cortés had to return to the West Indies, beaten.

But he wasn't finished yet. He collected new men, new horses, and carpenters. With this fresh force, he sailed back over the shore of the mainland and marched back towards Tenochtitlan. On his way, he convinced other tribes to join him in his war against the Aztecs. Many of the villages who lived near Aztec land had been raided by Aztec warriors who kidnapped their young men and women and took them back to Tenochtitlan for human sacrifices. They were very willing to help Cortés fight against the city.

When Cortés arrived at Lake Texcoco, he had his carpenters build twelve small warships, right there on the shore of the lake. He loaded these ships with soldiers and launched them into the water. The Aztec canoes poured out into the lake to meet him. The siege of Tenochtitlan had begun.

The battle went on for three months. But Cortés had collected almost a hundred thousand Spanish soldiers and Indian allies. He cut off all access to the shore, so that the city began to run out of food and water. At last, the city of Tenochtitlan was forced to surrender.

In the year 1519, Cortés marched into the city and took over. Now he was the governor of the new Spanish colony in Central America.

## CHAPTER THIRTYFOUR

### Martin Luther's New Ideas

#### Martin Luther's List

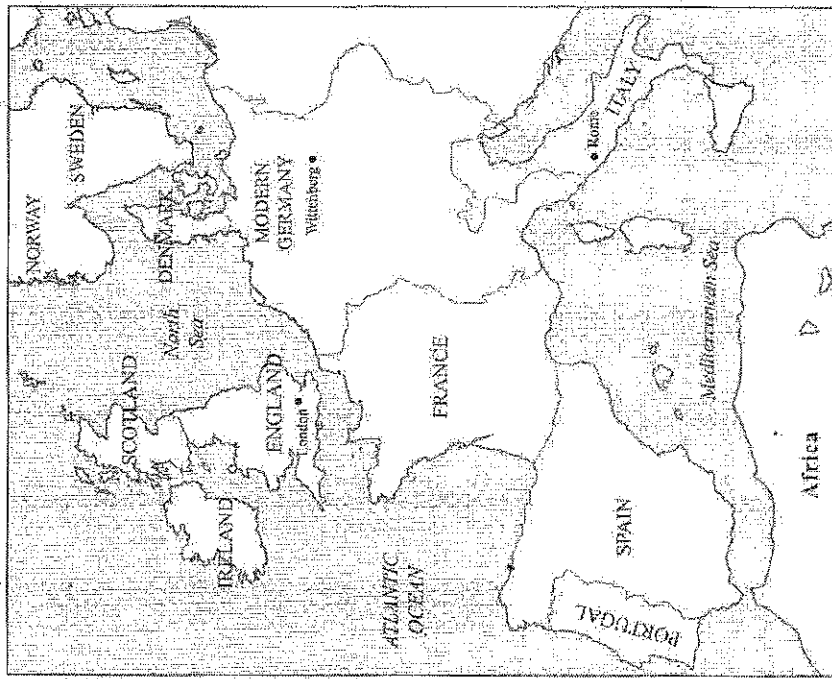
When Spain and Portugal started to send their ships to West Africa and the Americas, a new time in history began. You will often hear this time called the *Age of Discovery* or the *Age of Exploration*. For the first time, countries such as Spain, Portugal, France, and England were not just trying to grow bigger by conquering the land next to their borders. Instead, they grew by planting *colonies*, new settlements, in lands far away.

While these European countries were expanding their power into other parts of the world, the Catholic church was trying to *keep* its power in Europe. For most of the Middle Ages, the Catholic church (the Christian church led by the pope in Rome) was as powerful as any country. The Catholic church had its own laws and its own citizens. The pope could even tell kings what to do, and often they obeyed him.

But as the Age of Exploration began, a monk named Martin Luther began to criticize the Catholic church.

Martin Luther grew up in the part of Europe that we now call Germany. His parents wanted him to be a lawyer, but Martin Luther decided to join a monastery instead. As a

## Europe at the Time of Martin Luther and Henry VIII



monks, he had to beg for food and money. He spent long hours praying and studying the Bible. Martin Luther chose this difficult, demanding life because he was afraid that God would punish him for his sins unless he worked day and night to make God happy. He wrote that he was "walled around with the terror and agony" of God's anger.

Martin Luther did everything that the church told him he should do. He went on pilgrimage to Rome. He prayed in front of the relics of saints. He crawled on his hands and

knees, reciting the Lord's Prayer, to show how sorry he was for his sins. But he was still afraid that God would be displeased with him.

After he had been a monk for five years, Martin was sent to teach at a university in the German city of Wittenberg. He taught his students about the book of Romans, in the New Testament. He spent hours studying this book. And as he studied, he began to change his mind about what God wanted from him. He thought to himself, "The book of Romans doesn't tell me that I have to earn God's love by working hard to be good. No, no! It says that God gives me the power to believe in him, and the power to be good, because he *already* loves me!" This changed Martin's way of thinking about God! Later, he said, "It seemed to me as if I had been born again, and as if I had entered paradise through newly opened doors."

Think about it this way: Imagine that you have two aunts. Both of them say that they love you. But the first aunt lives in a very clean house with a white rug on the floor. When you come to visit her, she opens the door and looks at you very carefully to see if your hands and shoes and face are clean before she lets you in. She invites you to have hot chocolate and cookies with her, but you have to sit on a white velvet couch while you eat. During your snack, she keeps checking to see whether you are sitting straight and chewing with your mouth closed. When you drip a little bit of hot chocolate on the sofa, she gets rubber gloves, a big bucket of hot soapy water, and a sponge. She makes you scrub at the stain, but it won't come off. So she shouts, "Leave this house at once, and don't come back until you learn how to eat neatly!"

Now imagine that you go to see the second aunt. She throws her door open and says, "I'm so glad to see you! Come

in!" And she hugs you even though you've been playing in the dirt. You get a little bit of mud on her apron, but she dusts it off and says, "Why don't you wash your hands before you have a snack?"

The bathroom has good smelling hand soap and big blue towels in it. After you wash your hands, she takes you into the kitchen and sits you down at a big wooden table for your cookies and hot chocolate. When you spill a little, she gives you a napkin and says, "That's not the worst thing that's been spilt on this table!" When your snack is done, she says, "Let's go upstairs and do some finger-painting in the playroom, and then you can have a bubble bath to wash off."

Which aunt would you rather go see? The first aunt is a little bit like the way Martin Luther used to think of God. The second aunt is more like the way he learned to think about God after reading Romans.

When Martin Luther looked around, he saw that many other people also seemed to have the wrong ideas about God. And he thought that the church's teachings made these wrong ideas stronger. The Catholic church had begun to teach that God would only forgive sins if the sinners did *penance*, special deeds (like giving money to the poor or confessing their sins in public) to show how sorry they were. But the Church also taught that sinners could get out of doing penance by paying a certain amount of money to the Church. This practice was called *selling indulgences*.

Martin Luther believed that indulgences were wrong. He preached that God would forgive any sinner who believed in Jesus Christ, not just those who did penance or bought indulgences. "Christ has nowhere commanded indulgences to be preached," he wrote. "Only the Gospel!"

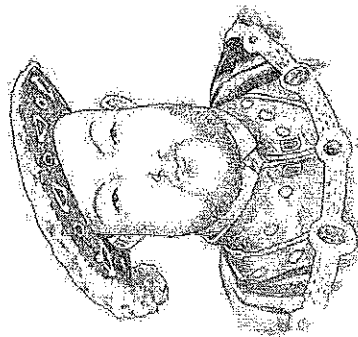
So he made a list of ninety-five reasons why indulgences were wrong. On October 31, 1517, Luther nailed a copy of this list, called the *Ninety-five Theses*, to the church door in Wittenberg. This was his way of inviting other churchmen to argue with him about his ideas.

But Luther found that people all over Germany were interested in his list. Soon, hundreds of people were discussing Martin Luther's *Ninety-five Theses*. For the first time, people were beginning to say out loud that the Catholic church might not always be right about God.

## Henry VIII's Problem

Over in England, the king of England was delighted to hear about Martin Luther's new ideas.

Before you can understand why the English king was so happy about the *Ninety-five Theses*, you have to think for a moment about the history we've already read. When the princes in the Tower disappeared, their uncle Richard became the king of England. But then Henry Tudor marched into England, killed Richard, and took the throne away. In 1485, he became Henry VII, king of England.



Henry VIII

Henry VII had already fought a war to get England's throne. He didn't want another war to start after he died. He wanted to make sure that his son and his grandson and his great-grandson would all inherit the crown after him, peacefully and without any arguments. So when his oldest son, Arthur, was only two, Henry VII arranged for him to get married to the three-year-old daughter of the king of Spain. The two even had a wedding ceremony with grownups standing in for them (since the groom fell asleep and the bride was busy chewing on the hem of her dress). This was called a *proxy* wedding. It meant that the two *had* to get married as soon as they were old enough.

When Arthur was fifteen and Catherine was sixteen, the prince and the princess had a real wedding. The young princess let down her hair, which came all the way to her feet, and danced with the prince. Everyone feasted and sang songs and hoped that the two would have children right away. Arthur and Catherine went away to live in a castle of their own. But only six months later, Arthur came down with a high fever—and died.

Now the heir to the throne was Arthur's little brother, Harry. Henry VII arranged for Catherine to get married again, this time to Harry. Because Catherine had been married to Harry's brother, they had to get special permission from the pope to marry each other. When the pope agreed to give this special permission, Harry and Catherine got engaged.

But before the two could marry, Henry VII died. Harry became King Henry VIII at the age of seventeen, in the year 1509. Two months later, he married Catherine. Now the two could have sons. The crown would pass peacefully on to a little boy who could become Henry IX.

The years went by. Catherine had a baby daughter named Mary, but little Henry IX never appeared. Henry VIII grew more and more worried. A girl couldn't inherit his throne. He needed a son!

When Catherine became too old to have any more children, Henry VIII was desperate. What would he do? He could only have a son now if he had another wife. He even picked out the wife he'd like to have—a beautiful young lady-in-waiting at the court, Anne Boleyn. But no one got divorced back in those days, so Henry VIII could only marry Anne if Catherine died. And Catherine was perfectly healthy.

So Henry VIII thought of another solution. He had only been able to marry Catherine in the first place because the pope gave him special permission to marry his dead brother's wife. If the pope would only say that the special permission didn't count, he could act as though he and Catherine had never really been married.

But the pope put his foot down and refused to take his permission back. Henry and Catherine had been married for eighteen years. It was too late for Henry to announce that he'd never really been Catherine's husband. Nothing Henry could say would change the pope's mind.

So when Henry VIII heard the new ideas of Martin Luther, he was delighted. After all, Martin Luther said that the pope was wrong to allow indulgences. Henry was quick to agree. And then, Henry announced that if the pope was wrong about indulgences, he was just as likely to be wrong about Henry's marriage. As a matter of fact, the pope might be wrong about all sorts of things. So Henry declared that English Christians

<sup>1</sup>Catherine actually had several stillbirths, several miscarriages, and one baby boy who died for only six weeks.



no longer had to obey the pope. Instead, they had to obey Henry, who was not only the king of England, but also the Supreme Head of the Church in England.

As the Supreme Head of the Church in England, Henry VIII decided that he could declare his own marriage over. Naturally, the pope was furious. But powerful English noblemen supported Henry. They didn't want to see another civil war over the English throne. And they were willing to say that Henry was the head of the English church if that would get Henry an heir to the throne.

So Henry sent Catherine away and married Anne Boleyn. In order to get his way, he created a whole new church, the Church of England. From now on, the Church of England would be separate from the Catholic church of Rome.

Anne Boleyn and Henry VIII lived together happily—for a little while. Soon, Anne Boleyn had a baby. But her baby was a girl, named Elizabeth. Now Henry had two daughters, but still no sons. He hoped that Anne would have a baby boy. But when she didn't, Henry had her head chopped off.

Two weeks after Anne was beheaded, Henry married another girl, Jane Seymour. A year and a half later, Jane Seymour had a little boy, named Edward. Henry finally had his son! But he no longer had a wife. Jane Seymour died not long after her baby was born.

Henry VIII didn't mourn his wife for very long before he decided to get married again. He sent artists all around Europe to paint the pictures of the princesses he might marry. When he saw the picture of a beautiful German princess named Anne of Cleves, he pointed to it. "Bring me this woman!" he said. "I'll marry her!"

Anne of Cleves arrived in England on a cold, grey, winter day. Henry rushed out to meet her. But when he saw her, he realized that the painter had made her picture far too pretty. Anne was nothing like her portrait. "She looks like a horse!" Henry exclaimed.

But the wedding had already been planned. Henry was afraid that Anne's relatives would be angry with England if he didn't marry her, so he went through with the marriage. Afterwards, though, he announced that he would never live with her. Since he was the Supreme Head of the English church, he could declare that his own marriage was over—and he did. Anne left Henry's castle very happily. After all, Henry VIII wasn't exactly a handsome prince any more. He had gotten older, and he was extremely fat.

Three weeks later, Henry married a young girl named Catherine Howard. Would you like to guess what happened to Catherine Howard? Henry had *her* beheaded, too.

Less than a year later, Henry VIII got married for the last time. Now he was an old man, and often sick. His new wife, Catherine Parr, was a good nurse. She took care of him when he was ill, and watched over his three children. She was still alive when Henry VIII died.

Today, Henry VIII is best remembered for his six wives: Catherine of Aragon, Anne Boleyn, Jane Seymour, Anne of Cleves, Catherine Howard, and Catherine Parr. There's even a little verse to remind you what happened to each wife:

*Divorced, beheaded, died,*

*Divorced, beheaded, survived.*

# History--Martin Luther's List

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



Answer the questions using complete sentences.

1. What Catholic church practice greatly upset Martin Luther?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2. What were the "Ninety-five Theses"?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3. Where did Martin put this list up?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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



1. Copy the definitions.
2. Listen to the story recording of Jack and the Beanstalk.
3. Answer the "Think About It" question(s) using complete sentences.

Part 1: Vocabulary

barter: to trade without money

hero: courageous and strong male figure

heroine: courageous and strong female

figure

Part 2: "Think About It"

1. In what ways did Jack act heroic in the story?

2. Were there any ways that Jack did not act heroic?

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 horizontal rows. Each row is defined by a solid top line, a dashed middle line, and a solid bottom line.

# Reading Mastery Textbook Questions Homework Sheet

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



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

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

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

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

Review Sheet 115

There are 5 children in Ms. Kelly's room. She gave each child a box of 4 crayons and a package of 9 markers. How many crayons do the children have altogether?

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

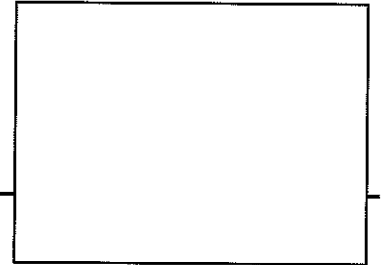
Answer \_\_\_\_\_

Ms. Lundberg had a bag of 350 pennies. She gave 145 pennies to the Second grade class. How many pennies does he have left?

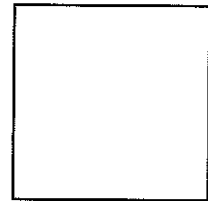
Number sentence

\_\_\_\_\_

Answer \_\_\_\_\_



Write a letter of the alphabet that has perpendicular line segments in the square. Trace the perpendicular line segments with a crayon.



Write 2,674 in expanded form. \_\_\_\_\_

Which of the following shows 542 written in expanded form?

$50 + 40 + 2$

$500 + 40 + 2$

$5 + 4 + 2$

$500 + 4 + 2$

Use the graph to answer the questions. Shade the graph to show that the children in Room 17 read 34 books.

About how many books did the children in each room read?

Room 15 \_\_\_\_\_

Room 16 \_\_\_\_\_

Room 15					
Room 16					
Room 17					

0 10 20 30 40 50

Write 85,324 using words.

---

---

Write thirty-three thousand, six hundred nine using digits. \_\_\_\_\_

Ms. Edstrom bought 6 pizzas for the children in her class. The shaded area shows the pizza children ate.



How much pizza did the children eat? \_\_\_\_\_

Circle the fraction that shows how much pizza is left.  $\frac{1}{4}$   $2\frac{1}{4}$   $2\frac{3}{4}$  2  $2\frac{1}{2}$

Simplify each expression and write the correct comparison symbol.

$9 \times 5$  ○  $23 + 18$   
\_\_\_\_\_

$19 \times 100$  ○  $2 \times 1,000$   
\_\_\_\_\_

I spent 46¢ for a stamp to mail a letter.

How much change will I receive for a dollar? \_\_\_\_\_

What coins could I get? \_\_\_\_\_

Find the differences. Check your answers by adding.

$$\begin{array}{r} \$ 532 \\ - 278 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} \$ 906 \\ - 425 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} \$ 800 \\ - 128 \\ \hline \\ \hline \end{array}$$



**What Makes an Insect an Insect?**

← Show image 2A-1: Cockroach

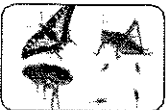
Hello, boys and girls. The last time you gathered to learn about insects you were joined by a fly, an insect with whom you are surely familiar. I am also a very common insect that loves to live in bathtubs or underneath kitchen sinks. My cousins and I often hide during the day so you may not notice us. Does anyone know what type of insect I am? I am a cockroach. Do you think I look anything like a fly?



← Show image 2A-2: Fly and cockroach

There are millions of insects on Earth. At first glance, we may look very different from one another. What are some of those differences? <sup>1</sup> What are some ways we are the same?

1 [Pause for students' responses.]



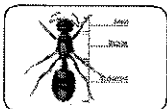
← Show image 2A-3: Butterfly, grasshopper, lice, and fleas (clockwise)

Some insects, like butterflies and grasshoppers, have wings whereas others, like fleas and **microscopic** lice, don't. <sup>2</sup> Some eat plants and others eat animals, but all insects have certain features in common. I am here to talk about what makes an insect an insect.

2 The word *microscopic* refers to things that are very, very small, like something that can only be seen well or at all with a microscope.

3 [Say the word *insect* followed by the word *section*.] What part of both these words sounds similar?

Our name should give you a clue. <sup>3</sup> An insect's body is built in sections, or parts—three parts to be exact. We'll use one of my friends, the ant, as an example.

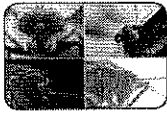


← Show image 2A-4: Ant with three sections labeled <sup>4</sup>

All insects have a head, a **thorax**, and an **abdomen**. The head is the center of an insect's senses, but different kinds of insects can have very different-looking heads. The thorax is the middle part of the insect's body. The abdomen is the end of the insect's body farthest away from the head.

4 [Point to the body parts in the image as you read about them.]





← **Show image 2A-5: Insect heads**

What do you notice about the heads of these common insects? Do they look anything like yours? Do they have eyes? Yes, they do, but they are different from your eyes. For one thing, many insects have more than two eyes.



← **Show image 2A-6: Cricket's head**

Most insects, like this cricket, have big eyes located on the side of the head. Many insects also have smaller, simple eyes on the tops of their heads. Look closely at this cricket's head. Can you see its eyes? Although some insects see better than others, most insects also use other senses to get information about their environments.



← **Show image 2A-7: Bush cricket's head with focus on its mouth**

Look at this bush cricket. Does it have a mouth? Yes, its mouth is a small hole at the front of its head, surrounded by mouthparts. You and the cricket both use your mouths to taste and eat.<sup>5</sup>

5 What are the parts of your mouth called? (tongue, teeth, taste buds, lips)



← **Show image 2A-8: Cockroach, aphids, mosquito, and bee (clockwise)**<sup>6</sup>

Look at the variety of insect mouthparts. Some look like sponges; others look like scissors or needles. An insect's mouth is carefully designed for eating certain types of foods. Some insects bite and chew solid foods; others suck liquids; still others pierce their foods.

6 [Point to the image as you read about the specific insect.]

For example, cockroaches like me eat just about anything we can find. We have two pairs of jaws for biting, cutting, and chewing food well. Other insects, like the tiny aphids that destroy farmers' crops, have mouthparts that look more like drinking straws. They feed by sucking sap from plant leaves and stems through these tubes.

Look how long and sharp this mosquito's mouthpart is—perfect for piercing the skin of its prey and sucking its blood. Have you ever been bitten by a mosquito? They love to feed on people, as well as other animals like horses and birds. Butterflies and bees have long mouthparts for sucking nectar from flowers.<sup>7</sup>

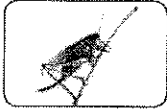
7 [Show Image Card 1 (Butterfly).] Look closely. Can you see this Monarch butterfly's mouthparts working like a straw to suck nectar from this flower?



← **Show image 2A-9: Variety of insect antennae**

8 What are the body parts humans use to sense things, or to learn more about our surroundings? (eyes, ears, nose, mouth, skin)

So, now you've seen insect eyes and mouths. What else do you see on the head of these insects? Ah, yes, those long feelers! Those are the insects' **antennae**, their most important sense organs. Insect antennae come in a variety of shapes and sizes and help insects learn more about their surroundings.<sup>8</sup>



← **Show image 2A-10: Cricket antennae**

These jointed feelers, such as those on this cricket, are often covered with tiny bristles and pegs, and some are even quite feathery. Antennae are primarily used for smell and touch, although some can pick up sounds or detect movements in the air. Do you see a nose on this cricket? No, at least nothing that looks like your nose. Instead of a nose, the cricket uses its antennae to smell.

9 What is the middle section of an insect's body called?

Eyes. Mouth. Antennae. What else might you expect to find on an insect's head? What other sensory organs do you have on the side of your head? Right—ears! Do you see any ears on this cricket? No. The cricket's ears are located on its legs, attached to the middle section of the cricket's body.<sup>9</sup>

The middle section of an insect's body is called the thorax. The thorax has three pairs of jointed legs and usually, but not always, two pairs of wings. Notice I said *pairs*. A pair is two of a specific item. If there are three pairs of legs, how many legs does an insect have altogether? Yes, all insects have six legs.

Let's take a look at the cricket's thorax and see if we can spot its ears.



← **Show image 2A-11: Cricket's thorax and front legs**

10 Here the word *patch* means a piece of skin covering an opening. The word *patch* can also mean a small area of land where a particular plant grows, like a pumpkin patch.

Look just below its knee joint on the front leg. Do you see a smooth patch of skin?<sup>10</sup> That is the cricket's eardrum which is very important for it as it communicates with other crickets through sound. The cricket's eardrum bends in and out to catch the sound waves so it can communicate with other crickets.



11 [Pause for students to answer as you read the following questions.]

← **Show image 2A-12: Grasshopper, bee, and backswimmer beetle**

Insect legs vary according to an insect's lifestyle.<sup>11</sup> How do you think the long, muscular, back legs of a grasshopper might help it? That's right—its legs are designed for jumping to quickly escape danger. Have you ever seen the fuzzy legs of a honeybee covered with yellow clumps of pollen that it carries back to its hive? And how do you think the backswimmer beetle's pair of long legs help it in its water habitat? Notice the oar-like shape of the legs that it uses for paddling.



12 If caterpillars have three pairs of true legs, how many true legs do they have?

← **Show image 2A-13: Caterpillar with focus on true legs and prolegs**

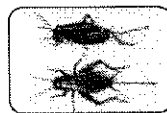
Caterpillars have three pairs of true legs on the front part of their bodies, but their long bodies need extra support so they also have several pairs of stubby legs in back to help them cling to stems and leaves.<sup>12</sup> These false legs are called prolegs. Caterpillars loop along, grasping stems with their front legs, or true legs, before drawing their bodies up into a loop to hold on with their hind legs, or prolegs.



13 [You may wish to show the veins in your hand or the veins in a leaf.] Veins carry needed materials to different parts of the body.

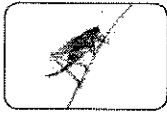
← **Show image 2A-14: Dragonfly wings**

Only adult insects have wings, and some insects don't have any wings at all. If an insect does have wings, they are located on the insect's middle section, or thorax. Wings allow insects to move quickly from place to place, and they are surely one reason insects have survived in such large numbers for so many years. Insect wings may look very different from one another, but a network of veins supports each wing.<sup>13</sup>



← **Show image 2A-15: Cricket wing**

When it's quiet at night, especially in the summer time, you may hear an interesting chirping noise coming from insects outside. That sound may be a cricket! Crickets' wings have veins. The veins of a male cricket's wings are thicker and shaped differently from many other insects. You'll learn more another day about how a cricket uses its wings to make its unique chirping sounds.



14 [Pause for students' responses.]

☛ **Show image 2A-16: Cricket's abdomen with spiracles**

So far, we've looked at an insect's head and its thorax. Every insect body is made up of three sections. What is the name of the third section? <sup>14</sup> The third and largest section is called the abdomen. Do you have an abdomen? Yes, you do. Your abdomen is your belly. Like an insect, your abdomen is where you digest your food, or break it down so your body can use it to grow and stay healthy. An insect's abdomen is also the part of its body where the female produces eggs. The abdomen is also where insects breathe. Like you, insects need oxygen from the air to live, but they do not have lungs, and they do not take in air through their noses or mouths.

Instead, if you look closely at this cricket's abdomen, you will see a line of tiny holes along its side. That is where insects take in air, containing oxygen, to breathe.



☛ **Show image 2A-17: Ant with three sections labeled**

So, what makes an insect an insect? Well, it has three body parts—head, thorax, and abdomen. It also has six legs, and most insects have wings. But that's not all. All insects are invertebrates, meaning that they have no backbones. Instead of having skeletons inside their bodies like you, insects wear their skeletons on the outside.



☛ **Show image 2A-18: Insect's exoskeleton and suit of armor**

These waterproof **exoskeletons**, made of a tough, flexible material called chitin [ky-tin], protect the insect's soft insides like a suit of armor. Just like your backbone and bones, an insect's exoskeleton is the thing to which the insect's muscles attach.



☛ **Show image 2A-19: Cockroach**

Here is a picture of another one of my cousins. We cockroaches were around long before the dinosaurs. I think our thick exoskeletons may have something to do with our long survival, don't you? <sup>15</sup>

15 Why would the cockroach's hard exoskeleton help it to survive for so long?

Next time the narrator of the read-aloud will be an insect that holds its front legs together in a prayer position. What do you think that might be? She'll tell you how insects grow from tiny eggs into adults. Be prepared to be amazed!



1. Listen to the story recording of Kate and the Beanstalk 2. Answer the "Think About It" question(s) using complete sentences.

"Think About It": Compare and Contrast

1. Describe two ways that Kate and the Beanstalk and Jack and the Beanstalk are similar.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2. Describe two differences in these two stories.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3. Which version did you like better?

Explain why you liked it better.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

# 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

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



Name \_\_\_\_\_

Date \_\_\_\_\_

1. There are 10 children in Mrs. Coleman's room. She gave each child a box of 8 crayons and a package of 6 markers. How many crayons do the children have altogether?

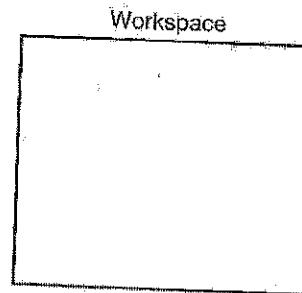
Number sentence \_\_\_\_\_

Answer \_\_\_\_\_

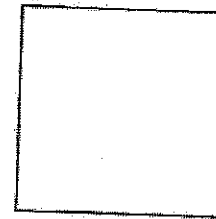
2. Mr. Conte had a bag of 250 pennies. He gave 135 pennies to the first grade class. How many pennies does he have left?

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

Answer \_\_\_\_\_



3. Write a letter of the alphabet that has perpendicular line segments in the square. Trace the perpendicular line segments with a crayon.



4. Write 3,491 in expanded form. \_\_\_\_\_

Which of the following shows 825 written in expanded form?

$80 + 20 + 5$

$800 + 2 + 5$

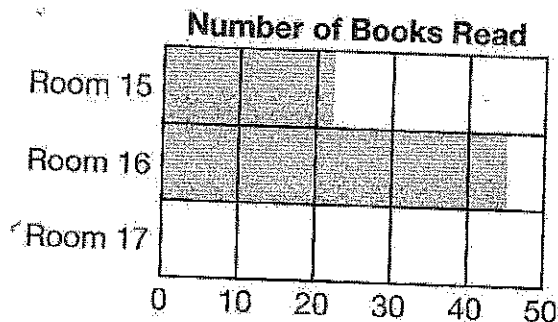
$8 + 2 + 5$

$800 + 20 + 5$

5. Use the graph to answer the questions.  
Shade the graph to show that the children in Room 17 read 28 books.  
About how many books did the children in each room read?

Room 15 \_\_\_\_\_

Room 16 \_\_\_\_\_



6. Mrs. Holt bought 5 pizzas for the children in her class. The shaded area shows the pizza the children ate.

How much pizza did the children eat? \_\_\_\_\_



Circle the fraction that shows how much pizza is left.  $1\frac{3}{4}$   $1\frac{1}{2}$   $1\frac{1}{4}$  1  $\frac{1}{4}$

7. Write 74,862 using words.

\_\_\_\_\_

\_\_\_\_\_

Write twenty-three thousand, five hundred two using digits. \_\_\_\_\_

8. Simplify each expression and write the correct comparison symbol.

$9 \times 7$  ○  $25 + 48$

\_\_\_\_\_

$26 \times 100$  ○  $2 \times 1,000$

\_\_\_\_\_

9. I spent 33¢ for a stamp to mail a letter.

How much change will I receive from a dollar? \_\_\_\_\_

What coins could I get? \_\_\_\_\_

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

$$\begin{array}{r} 723 \\ - 435 \\ \hline \end{array}$$

-----

$$\begin{array}{r} 907 \\ - 435 \\ \hline \end{array}$$

-----

$$\begin{array}{r} 600 \\ - 351 \\ \hline \end{array}$$

-----

# 2G Spelling Lesson 117

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



Listen to and follow the directions on the recording to complete Lesson 117 which you can find under the Spelling tab on the Teacher Webpage.

1

2

Practice test

1

2

3

4

5

6

7

8

9

10

# History--Henry VIII's Problem

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



Answer the questions using complete sentences.

1. Why was Henry VIII dissatisfied with his first wife, Catherine?

\_\_\_\_\_  
\_\_\_\_\_

2. What new church did Henry VIII start?

\_\_\_\_\_  
\_\_\_\_\_

3. How did Henry end his marriage with his second wife, Anne Boleyn?

\_\_\_\_\_  
\_\_\_\_\_

4. How many wives did Henry VIII have in all?

\_\_\_\_\_  
\_\_\_\_\_

5. How do we remember what happened to his wives?

\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

# Penmanship Practice

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



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

Martin Luther disagreed with the Catholic

church over forgiveness of sin. The

church said you had to do penance or buy

an indulgence. Martin Luther said that

anyone who believed in Jesus would be

forgiven. He wrote out his ideas in a list

called the Ninety-five Theses and nailed it

to the church door in Wittenberg. Then,

# Penmanship Practice

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



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

people began to talk about his ideas all

over Germany.

# Science What Makes and Insect

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



Answer the questions in complete sentences.

1. What do all insects

have, or what makes and

insect and insect?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2. On what part of the

cricket's body are its ears

located?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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



Answer the questions in complete sentences.

3. In what ways is an insect's skeleton different from yours?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

4. In what ways is it the same?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



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



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

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

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

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



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

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

Handwriting practice area consisting of 18 sets of three horizontal lines (top, middle dashed, bottom) for writing answers.

2G Distance Learning Teacher Instruction Math Lesson 122

Today we are going to practice dividing 2 and 3 digit numbers using **mental computation**.

1.  $\$60 \div 2$

If I have six 10 dollar bills, how many will each person get? Each person would get 3, which is \$30.

Person 1:



Person 2:



$$\$60 \div 2 = \$30.$$

How can we check a division answer? With multiplication:  $2 \times \$30 = \$60$ .

2.  $\$60 \div 3$

This time I need to share six 10 dollar bills with 3 people. How many will each person get?

Person 1:



Person 2:



Person 3:



$$\text{So } \$60 \div 3 = \$20.$$

We can check with multiplication.  $\$20 \times 3 = \$60$ .

2G Distance Learning Teacher Instruction Math Lesson 122

3.  $\$100 \div 2$

This time you draw the number of 10 dollar bills each person gets

Person 1:

Person 2:

Each person gets 5 10 dollar bills.  $\$100 \div 2 = \$50$ .

Check with multiplication:  $\$50 \times 2 = \$100$ .

4.  $\$210 \div 3$

Draw the number of 10 dollar bills each person gets.

Person 1:

Person 2:

Person 3:

Check with multiplication:

2G Distance Learning Teacher Instruction Math Lesson 122

Solve the rest on your own

5.  $\$80 \div 2 =$

6.  $\$80 \div 4 =$

7.  $\$120 \div 2 =$

8.  $\$150 \div 3 =$

9.  $\$90 \div 3 =$

10.  $\$200 \div 5 =$

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

**Fact Homework 122B**

Set 24: Multiplying by 8.

*Saxon Math 3 (for use with Lesson 122)*

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 \_\_\_\_\_

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

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

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

$$\begin{array}{r} 8 \\ \times 1 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ \times 7 \\ \hline \end{array}$$

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

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

$$\begin{array}{r} 8 \\ \times 0 \\ \hline \end{array}$$

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

$$\begin{array}{r} 8 \\ \times 5 \\ \hline \end{array}$$

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

$$\begin{array}{r} 8 \\ \times 0 \\ \hline \end{array}$$

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

$$\begin{array}{r} 8 \\ \times 5 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ \times 1 \\ \hline \end{array}$$

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

$$\begin{array}{r} 8 \\ \times 7 \\ \hline \end{array}$$

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

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

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

$$\begin{array}{r} 8 \\ \times 5 \\ \hline \end{array}$$

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

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

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

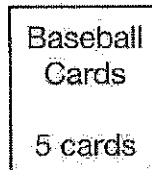
$$\begin{array}{r} 8 \\ \times 0 \\ \hline \end{array} \text{ 😊}$$

Name \_\_\_\_\_

Date \_\_\_\_\_

Draw a 7.3-cm line segment.

1. Cody bought 6 packages of baseball cards. He gave 7 cards to his brother. How many cards does he have left?



Number sentence

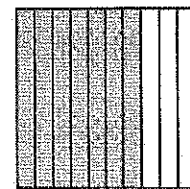
$$(6 \times 5 \text{ cards}) - 7 \text{ cards} = 23 \text{ cards}$$

Answer 23 cards

2. Write a fraction and a decimal to show how much of the square is shaded.

fraction  $\frac{7}{10}$

decimal .7



3. Circle the prime numbers.

1    (2)    (3)    4    (5)    6    (7)    8    9    10  
 (11)    12    (13)    14    15    16    (17)    18    (19)    20

4. What is the name of this geometric solid?



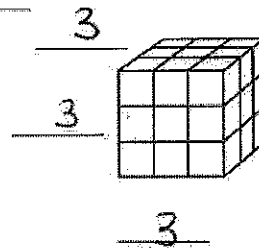
Sphere

What is the volume of this cube?

Number sentence  $3 \times 3 \times 3 = 27$

Volume 27 cubes

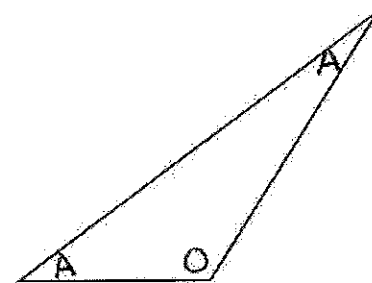
How many vertices does a cube have? 8



5. Label the angles of the triangle.

Use **A** for acute, **R** for right, and **O** for obtuse.

What type of triangle is this? obtuse



6. Find the answers.

$$\begin{array}{r} 30 \\ 2 \overline{)60} \\ \underline{60} \\ 00 \end{array}$$

check

$$\begin{array}{r} 30 \\ \times 2 \\ \hline 60 \end{array}$$

$$\begin{array}{r} 1 \\ 806 \\ \times 3 \\ \hline 2418 \end{array}$$

$$\begin{array}{r} 21,4592 \\ \times 5 \\ \hline 1,072,960 \end{array}$$

$$\frac{5}{8} + \frac{2}{8} = \frac{7}{8}$$

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

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Name \_\_\_\_\_

Date \_\_\_\_\_

- Jessica bought 4 packages of baseball cards. She gave 3 cards to her brother. How many cards does she have left?

Baseball  
Cards  
5 cards

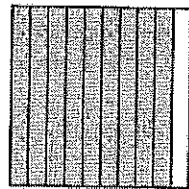
Number sentence

\_\_\_\_\_

Answer \_\_\_\_\_

- Write a fraction and a decimal to show how much of the square is shaded.

fraction \_\_\_\_\_ decimal \_\_\_\_\_



- List the prime numbers less than 20.

\_\_\_\_\_

- What is the name of this geometric solid?



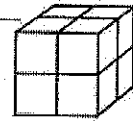
\_\_\_\_\_

What is the volume of this cube?

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

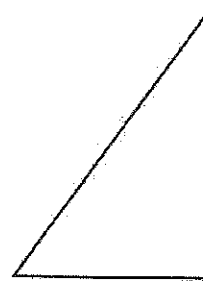
Volume \_\_\_\_\_ cubes

How many faces does a cube have? \_\_\_\_\_



- Label the angles of the triangle. Use **A** for acute, **R** for right, and **O** for obtuse.

What type of triangle is this? \_\_\_\_\_



- Find the answers.

$$\begin{array}{r} 3 \overline{)60} \\ \underline{60} \\ 0 \end{array}$$

check  
x \_\_\_\_\_

$$\begin{array}{r} 509 \\ \times 8 \\ \hline \end{array}$$

$$\begin{array}{r} 2,917 \\ \times 4 \\ \hline \end{array}$$

$$\frac{3}{5} + \frac{1}{5} =$$

$$\frac{7}{8} - \frac{6}{8} =$$



# Penmanship Practice

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



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

Henry VIII was upset because his wife

\_\_\_\_\_

could not give him a son to be his heir.

\_\_\_\_\_

He asked the pope to declare that his

\_\_\_\_\_

marriage wasn't real, so that he could

\_\_\_\_\_

marry someone else. The pope refused.

\_\_\_\_\_

So Henry started his own church in

\_\_\_\_\_

England and made himself the head of it.

\_\_\_\_\_

He called it the Church of England.

\_\_\_\_\_



1. Listen to the story recording of Jack and the Giant. 2. Answer the "Think About It" question(s) using complete sentences.

"Think About It": Compare and Contrast

1. The setting of a story is where it takes place. Describe the setting of Jack and the Giant.

2. Describe two differences between this story and the other two versions you heard.

3. Describe one or two ways that the author uses humor in telling this story.