3G Learning Packet Week 6 Checklist

This checklist is how we are taking attendance during these weeks of distance learning. Be sure to note who your homeroom teacher is, so we can make sure your work is going to the correct teacher! Also, please remember to write your name on your checklist so we can count you as "present" for attendance! The attached learning packet is your homework for the week. ***Your main focus each day is reading, math, and math facts.*** Titles of assignments, as well as page numbers in parenthesis (), are on the checklist to help you work on the correct assignments each day. Please read all directions on the checklist before contacting your teachers. If you still have questions after reading directions, please contact your homeroom teacher and she can help you!

You have two options for completing your packet by next Friday: 1) Complete Monday's work when new packets are delivered on Friday so that you have four days of work Monday through Thursday and you're done by next Friday; OR 2) Divide Friday work up between Monday through Thursday.

Please note that all Audio Recordings and Video Recordings of lesson information can be accessed on the 3G Teacher Website at: **www.parnassusteachers.com Password: Pegasus** These are updated weekly with new recordings for each week being added under the subject tabs. We encourage you to get familiar with the website and utilize these additional teacher materials weekly to assist your scholars with their learning tasks.

Parents, please sign this checklist at the end of the week. Signing off on this checklist lets us know that your child completed his/her schoolwork for the week and also allows us to count them "present" for attendance. Completed packets can be sent to your child's homeroom teacher via email (scanning in, or taking pictures, and attaching those images to an email), or they will be picked up by Parnassus busses on Friday morning.

Homeroom Teacher:_____ **Scholar Name:**_____

Assignments marked with an asterisk (*) are required. For Reading, only do the homework for your reading teacher. We encourage you to complete as many of the other assignments you are able to.

Monday:

Subject	Assignment	Minutes
Reading (30 min/day)	***Reading Mastery 2 (RM2) (Ms. Penn):** Complete Lesson 131: Use the audio recording to assist you in practicing the vocabulary column like we do each day in class. Ms. Penn will email these to you daily. Follow teacher cues in the audio recording for this while tracking in your textbook. Next: read the story along with the audio recording for your first reading. Then practice re-reading the story to yourself or a family member for fluency practice. Lastly: answer the textbook questions on the paper provided in your packet. Be sure to write the lesson number on your paper and number your answers. ***Reading Mastery 3 (RM3) (Ms. Miller/ Ms. Stutzman):** Complete Lesson 119: Use the audio recording to assist you in practicing the vocabulary column like we do each day in class. (Audio files for this reading can be found on the 3G Teacher webpage at www.parnassusteachers.com Password: Pegasus under the "Reading Mastery 3" tab.) Follow teacher cues in the audio recording for this while tracking in your textbook. Next: read the story along with the audio recording for your first reading. Then practice re-reading the story to yourself or a family member for fluency practice. Lastly: answer the textbook questions on the paper provided in your packet. Be sure to write the lesson number on your paper and number your answers. ***Novels - The Wizard of Oz (Ms. Bluemke/ Ms. Hasner):** "*The Wizard of Oz*": Read Chapter 4 (pages 26-32). Complete Questions for Chapter 4 using your best cursive penmanship and complete sentences. (use worksheet in packet) (Audio recording for this reading can be found on the 3G Teacher webpage at www.parnassusteachers.com Password: Pegasus under the "Novels" tab.)	

	Optional - Enrichment Activities: Use Study Island to practice Reading Skills or complete supplemental activities provided by your teacher. Use Epic to Read or complete supplemental assignments provided by your teacher.	
Math (30 min/day)	***Complete Lesson 97:** Read the lesson and complete Lesson Practice on a piece of loose leaf paper (pages 449-450), then on pages 451-452 complete Mixed Practice problems: 1-4, 7, 10, 27-30. Use the Math Grid paper provided in the packet. Please write the lesson number on your paper, show your work and add labels when needed. (Math instruction videos for MOST of this week's lessons can be found on the 3G Teacher webpage at www.parnassusteachers.com Password: Pegasus under the "Math" tab.) Optional - Enrichment Activities: Use Xtra Math or Study Island to practice Math skills or complete supplemental activities assigned by your teacher.	
Math Facts	***Timed Test J** (90 Division Facts) 5 Minutes	
Penmanship	Cursive Capital Letter "Y" (Worksheet)	
History	Story of the World: Listen to Chapter 4, Part A Audio Recording "The French in the New World" Then: Answer all questions for Chapter 4, Part A on the worksheet in your packet on pages ____. Follow directions on the worksheet and remember to write in complete sentences. (Audio recordings are found on the 3G website at www.parnassusteachers.com Password: Pegasus under the "History" tab.)	
Science	The Skeletal System -Watch the read aloud for Lesson 3 *"The Skeletal System: Appendicular Bones" (1 Recording)* (Read Aloud video and recording is located on the 3G Teacher Webpage at www.parnassusteachers.com Password: Pegasus under the "Science" tab.)	

Tuesday:

Reading	***Reading Mastery 2 (RM2) (Ms. Penn):** Complete Lesson 132: Use the audio recording to assist you in practicing the vocabulary column like we do each day in class. Ms. Penn will email these to you daily. Follow teacher cues in the audio recording for this while tracking in your textbook. Next: read the story along with the audio recording for your first reading. Then practice re-reading the story to yourself or a family member for fluency practice. Lastly: answer the textbook questions on the paper provided in your packet. Be sure to write the lesson number on your paper and number your answers. ***Reading Mastery 3 (RM3) (Ms. Miller/ Ms. Stutzman):** Complete Lesson 120: Today you will answer the textbook questions for the written test portion in your book. Then practice re-reading the stories from Lesson 111-119 to yourself or a family member for fluency practice. Your Teacher will connect with you for a reading fluency check in individually. Be sure to answer the textbook questions on the paper provided in your packet. Be sure to write the lesson number on your paper and number your answers. ***Novels - The Wizard of Oz (Ms. Bluemke/ Ms. Hasner):** "*The Wizard of Oz*": Read Chapter 5 (pages 33-41). Complete Questions for Chapter 5 using your best cursive penmanship and complete sentences. (use worksheet in packet) (Audio recording for this reading can be found on the 3G Teacher webpage at www.parnassusteachers.com Password: Pegasus under the "Novels" tab.) Optional - Enrichment Activities: Use Study Island to practice Reading Skills or complete supplemental activities provided by your teacher. Use Epic to Read or complete supplemental assignments provided by your teacher.	

Math	***Complete Lesson 98:** In your textbook on pages 453-455, read the lesson and complete Lesson Practice on a piece of loose leaf paper, then on pages 455-457, complete Mixed Practice Problems:4, 5, 7, 9, 11, 13, 19, 28-30. Use the Math Grid paper provided in the packet. Please write the lesson number on your paper, show your work and add labels when needed. (Math instruction videos for MOST of this week's lessons can be found on the 3G Teacher webpage at www.parnassusteachers.com Password: Pegasus under the "Math" tab.) Optional - Enrichment Activities: Use Xtra Math or Study Island to practice Math skills or complete supplemental activities assigned by your teacher.	
Math Facts	***Timed Test J** (90 Division Facts) 5 Minutes	
Penmanship	Cursive Capital Letter "Z" (Worksheet)	
Art	***Discuss The Scream by Edvard Munch**; draw/color your version of The Scream	
Spanish	***Read introductory material** and work on verb conjugation worksheet. Optional - Enrichment Activities: Watch the instructional and practice conjugation videos at www.parnassusteachers.com Password: Pegasus Spanish, 3G	
Latin	*** Lesson 17, page 1** -copy out the vocabulary and meanings two times (just like you've done for almost every other lesson this year!). Use the vocabulary page toward the end of the packet to find the words. -try to conjugate navigo in the imperfect tense. The instructions on the last page (along with the example using voco) should help. Do your best! Optional - Enrichment Activity: Review crossword puzzle. This page is not required work but may be done if you have extra time this week. If you'd like to really challenge yourself, try to do it without looking up the vocabulary words!	

Wednesday:

Reading	***Reading Mastery 2 (RM2) (Ms. Penn):** Complete Lesson 133: Use the audio recording to assist you in practicing the vocabulary column like we do each day in class. Ms. Penn will email these to you daily. Follow teacher cues in the audio recording for this while tracking in your textbook. Next: read the story along with the audio recording for your first reading. Then practice re-reading the story to yourself or a family member for fluency practice. Lastly: answer the textbook questions on the paper provided in your packet. Be sure to write the lesson number and number your answers. ***Reading Mastery 3 (RM3) (Ms. Miller/ Ms. Stutzman):** Complete Lesson 121: Use the audio recording to assist you in practicing the vocabulary column like we do each day in class. (Audio Files are located on the 3G teacher webpage at www.parnassusteacher.com Password: Pegasus under the "Reading Mastery 3" tab) Follow teacher cues in the audio recording for this while tracking in your textbook. Next: read the story along with the audio recording for your first reading. Then practice re-reading the story to yourself or a family member for fluency practice. Lastly: answer the textbook questions on the paper provided in your packet. Be sure to write the lesson number and number your answers. ***Novels - The Wizard of Oz (Ms. Bluemke/ Ms. Hasner):** "*The Wizard of Oz*": Read Chapter 6 (pages 42-49). Complete Questions for Chapter 6 using your best cursive penmanship and complete sentences. (use worksheet in packet) (Audio recording for this	

	reading can be found on the 3G Teacher webpage at www.parnassusteachers.com Password: Pegasus under the "Novels" tab.) Optional - Enrichment Activities: Use Study Island to practice Reading Skills or complete supplemental activities provided by your teacher. Use Epic to Read or complete supplemental assignments provided by your teacher.	
Math	***Complete Lesson 99:** In your textbook, on pages 458-459, read the lesson and complete Lesson Practice on a piece of loose leaf paper, then on pages 459-461, complete Mixed Practice Problems: 1, 2, 3, 5, 7, 9, 12, 26, 29, 30. Use the Math Grid paper provided in the packet. Please write the lesson number, show your work, and add labels when needed. (Math instruction videos for MOST of this week's lessons can be found on the 3G Teacher webpage at www.parnassusteachers.com Password: Pegasus under the "Math" tab.) Optional - Enrichment Activities: Use Xtra Math or Study Island to practice Math skills or complete supplemental activities assigned by your teacher.	
Math Facts	***Timed Test J** (90 Division Facts) 5 Minutes	
Penmanship	Use cursive penmanship to write the first 10 words on spelling list 91-95 (3 times each) on the penmanship paper provided in packet (on pages ____) Use spelling lists provided (save this spelling list at home for future use each week. The spelling list is also on the 3G Webpage under the "Addt'l Resources" tab - the last link under that tab.)	
Science	The Skeletal System: Review the diagram of the Human Skeleton found in your learning packet. Then read the informational article about bones labeled *"Your Bones."* Use the article to answer the questions on the worksheet labeled *"Your Bones."*	
Physical Ed.	***Warm-up, dribble, jump shot, quick feet, quarter turns and speed dribble**	

Thursday:

Reading	***Reading Mastery 2 (RM2) (Ms. Penn):** Complete Lesson 134: Use the audio recording to assist you in practicing the vocabulary column like we do each day in class. Ms. Penn will email these to you daily. Follow teacher cues in the audio recording for this while tracking in your textbook. Next: read the story along with the audio recording for your first reading. Then practice re-reading the story to yourself or a family member for fluency practice. Lastly: answer the textbook questions on the paper provided in your packet. Be sure to write down the lesson number and number your answers. ***Reading Mastery 3 (RM3) (Ms. Miller/ Ms. Stutzman):** Complete Lesson 122: Use the audio recording to assist you in practicing the vocabulary column like we do each day in class. (Audio Files are located on the 3G teacher webpage at www.parnassusteacher.com Password: Pegasus) Follow teacher cues in the audio recording for this while tracking in your textbook. Next: read the story along with the audio recording for your first reading. Then practice re-reading the story to yourself or a family member for fluency practice. Lastly: answer the textbook questions on the paper provided in your packet. Be sure to write the lesson number and number your answers. ***Novels - The Wizard of Oz (Ms. Bluemke/ Ms. Hasner):** "*The Wizard of Oz*": Read Chapter 7 (pages 50-57). Complete Questions for Chapter 7 using your best cursive penmanship and complete sentences. (use worksheet in packet) (Audio recording for this reading can be found on the 3G Teacher webpage at www.parnassusteachers.com Password: Pegasus under the "Novels" tab.)	

	Optional - Enrichment Activities: Use Study Island to practice Reading Skills or complete supplemental activities provided by your teacher. Use Epic to Read or complete supplemental assignments provided by your teacher.	
Math	***Complete Lesson 100:** In your textbooks, on pages 462-463, read the lesson and complete Lesson Practice on a piece of loose leaf paper, then, on pages 464-465, complete Mixed Practice Problems: 2, 4, 7, 8, 10, 13, 20, 22, 23, 29. Use the Math Grid paper provided in the packet.Write the lesson number on your paper, show your work and include labels when needed. (Math instruction videos for MOST of this week's lessons can be found on the 3G Teacher webpage at www.parnassusteachers.com Password: Pegasus under the "Math" tab.) Optional - Enrichment Activities: Use Xtra Math or Study Island to practice Math skills or complete supplemental activities assigned by your teacher.	
Math Facts	***Timed Test J** (90 Division Facts) 5 Minutes	
Penmanship	Use cursive penmanship to write the first 10 words on spelling list 91-95 (3 times each) on the penmanship paper provided in packet (on pages ____) Use spelling lists provided (save this spelling list at home for future use each week. The spelling list is also on the 3G Webpage under the "Addt'l Resources" tab - the last link under that tab.)	
Music	***Code Breaker Worksheet:** using the answers in the top row, fill in the note name to each note below.	
Spanish	***Continue working on conjugation worksheet.** Optional - Enrichment Activities: Watch the instructional and practice conjugation videos at www.parnassusteachers.com Password: Pegasus Spanish, 3G	
Latin	*** Lesson 17, page 2** -circle the verb ending and translate. Do as much of this as you can, it's okay if it feels challenging right now. Definitions for the verbs are on the same page as the lesson 17 vocabulary in case you need them. Optional - Enrichment Activity: Review crossword puzzle. This page is not required work but may be done if you have extra time this week. If you'd like to really challenge yourself, try to do it without looking up the vocabulary words!	

Friday:

Reading	***Reading Mastery 2 (RM2) (Ms. Penn):** Complete Lesson 135: Use the audio recording to assist you in practicing the vocabulary column like we do each day in class. Ms. Penn will email these to you daily. Follow teacher cues in the audio recording for this while tracking in your textbook. Next: read the story along with the audio recording for your first reading. Then practice re-reading the story to yourself or a family member for fluency practice. Lastly: answer the textbook questions on the paper provided in your packet. Be sure to write the lesson number and number your answers. ***Reading Mastery 3 (RM3) (Ms. Miller/ Ms. Stutzman):** Complete Lesson 123: Use the audio recording to assist you in practicing the vocabulary column like we do each day in class. (Audio Files are located on the 3G teacher webpage at www.parnassusteacher.com Password: Pegasus) Follow teacher cues in the audio recording for this while tracking in your textbook. Next: read the story along with the audio recording for your first reading. Then practice re-reading the story to yourself or a family member for fluency practice. Lastly: answer the textbook questions on the paper provided in your packet. Be sure to	

	write the lesson number and number your answers. ***Novels - The Wizard of Oz (Ms. Bluemke/ Ms. Hasner): "*The Wizard of Oz*":** Read Chapter 8 (pages 58-65). Complete Questions for Chapter 8 using your best cursive penmanship and complete sentences. (use worksheet in packet) (Audio recording for this reading can be found on the 3G Teacher webpage at www.parnassusteachers.com Password: Pegasus under the "Novels" tab.) Optional - Enrichment Activities: Use Study Island to practice Reading Skills or complete supplemental activities provided by your teacher. Use Epic to Read or complete supplemental assignments provided by your teacher.	
Math	***Complete Investigation 10:** In your textbook on pages 466-467, read the lesson and complete Problems 1-18. Use the Math Grid paper provided in the packet. Write Investigation 10 on your paper where it says "Lesson: ____" and show your work. (Math instruction videos for MOST of this week's lessons can be found on the 3G Teacher webpage at www.parnassusteachers.com Password: Pegasus under the "Math" tab.) Optional - Enrichment Activities: Complete the Probability Experiments 1 and 2 for Investigation 10 in your textbook on pages 468-469. Use the worksheet in your packet on page _____.	
Math Facts	***Timed Test J** (90 Division Facts) 5 Minutes	
Penmanship	Write your character pillar reflection in your best cursive penmanship	
History	Story of the World: Listen to Chapter 4, Part B Audio Recording "Henry Hudson's Quest," Lastly: Answer all questions on the worksheet for Chapter 4, Part B. Follow directions on the worksheet and remember to write in complete sentences. (Audio recordings are found on the 3G website at www.parnassusteachers.com Password: Pegasus under the "History" tab.)	
Character Development	Use the **Honesty character pillar reflection sheet.** Follow the directions on the Worksheet. Think about how you have seen the character pillar of honesty shown in the world, in your community or in your home this week. After using your best cursive to write out the definition, use complete sentences to write about three examples of honesty that you have seen demonstrated this week.	

Parent Signature:_____ **Date:**_____

3G Distance Learning Guide Sheet for Parents

Teacher Information:

Ms. Bluemke: bluemke@parnassusprep.com	Google Voice Number: (612)354-6261
Ms. Hasner: hasner@parnassusprep.com	Google Voice Number: (612)405-4142
Ms. Miller: miller2@parnassuprep.com	Google Voice Number: (612)354-6314
Ms. Stutzman: stutzman@parnassusprep.com	Google Voice Number: (612)361-1591

*****Note when calling our Google Voice numbers*****

We may not always be able to answer your call, but please leave a message. This helps us prepare a response to any questions or concerns you may have when we return your call. We will respond to your voicemails within 24 hours as we may not be able to respond the same day you leave a message. Thank you for your patience in this!

Suggested Distance Learning Schedule:

Daily:
Reading: 30 minutes
Math: 30 minutes
Math Facts: 5 Minutes
Penmanship: 10 minutes

Monday:
Science: 15 minutes
History: 15 minutes

Tuesday:
Spanish: 10 minutes
Latin: 10 minutes
Art: 20 minutes

Wednesday:
Science: 30 minutes
Physical Education: 20 minutes

Thursday:
Spanish: 10 minutes
Latin: 10 minutes
Music: 20 minutes

Friday:
History: 30 minutes
Character Development: 20 minutes

(Do not be overwhelmed by the schedule above. Have your child do as much of the packets each week that he/she can. Start with Reading, Math and Math Facts, and do what you can for the remaining subjects. Your child WILL NOT be penalized for an incomplete packet.)

***There are two options for completing 5 days of work in 4 days:**

Option 1) Complete Monday work when your new packet is delivered on Friday, then complete Tuesday through Friday work Monday through Thursday.

Option 2) Divide up Friday work between Monday through Thursday.

Please note that all Audio Recordings and Video Recordings of lesson information can be accessed on the 3G Teacher Website at: **www.parnassusteachers.com Password: Pegasus These are updated weekly with new recordings for each week being added under the subject tabs. We encourage you to get familiar with the website and utilize these additional teacher materials weekly to assist your scholars with their learning tasks.

Due Date: Week 7 (May 18th-May 22nd)
You will recite this recitation to your teacher over the phone or over a Zoom call.

For Want of a Nail
(traditional Mother Goose rhyme)

For want of a nail, the shoe was lost
For want of the shoe, the horse was lost
For want of a horse, the rider was lost
For want of a rider, the battle was lost
For want of the battle, the kingdom was lost
And all for the want of a horseshoe nail.

Name:_____

Directions: Please circle the correct level of Reading Mastery. Remember to write the lesson number and number your answers.

Reading Mastery 2 or 3 **Lesson #_____**

Name:_____

Name:_____

Directions: Please circle the correct level of Reading Mastery. Remember to write the lesson number and number your answers.

Reading Mastery 2 or 3 **Lesson #_____**

Name:_____

Name: _____ Number:_____

The Wizard of Oz

Chapter Four: The Road Through the Forest

Directions: Answer questions using your best cursive, complete sentences and page numbers.

1. How has the road changed?

2. Why is it hard for the scarecrow to walk?

3. What is the first thing the munchkins painted on the scarecrow?

Name: _____ Number:_____

4. Why didn't the scarecrow speak right away when a mouth was painted?

5. What made the scarecrow feel like he wasn't good at being a scarecrow?

6. How many times does the scarecrow point out that he doesn't have brains in this chapter?

7. Do you think the scarecrow has brains? Why or why not?

Name: _____ Number:_____

8. Put these characters in order from who could see the worst at night to who could see the best: Toto, Dorothy, Scarecrow:

9. Why doesn't the scarecrow sleep?

ANSWER FORM

Mixed Practice Solutions

Show all necessary work. Please be neat.

Name _____

Date _____

Lesson _____

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30.

FACTS PRACTICE TEST

J

90 Division Facts

For use with Lesson 58

Name _____

Time _____

Divide.

56 ÷ 7 =	15 ÷ 3 =	12 ÷ 6 =	8 ÷ 2 =	63 ÷ 7 =	0 ÷ 4 =
14 ÷ 2 =	42 ÷ 6 =	6 ÷ 1 =	16 ÷ 8 =	20 ÷ 5 =	49 ÷ 7 =
36 ÷ 4 =	64 ÷ 8 =	0 ÷ 3 =	54 ÷ 9 =	4 ÷ 2 =	48 ÷ 8 =
18 ÷ 9 =	3 ÷ 1 =	35 ÷ 5 =	8 ÷ 4 =	72 ÷ 8 =	6 ÷ 6 =
0 ÷ 5 =	42 ÷ 7 =	2 ÷ 2 =	36 ÷ 9 =	7 ÷ 1 =	12 ÷ 3 =
16 ÷ 2 =	30 ÷ 5 =	0 ÷ 1 =	28 ÷ 7 =	4 ÷ 4 =	40 ÷ 8 =
3 ÷ 3 =	18 ÷ 6 =	63 ÷ 9 =	40 ÷ 5 =	10 ÷ 2 =	36 ÷ 6 =
32 ÷ 8 =	12 ÷ 4 =	18 ÷ 3 =	35 ÷ 7 =	8 ÷ 8 =	2 ÷ 1 =
45 ÷ 5 =	7 ÷ 7 =	27 ÷ 9 =	9 ÷ 1 =	48 ÷ 6 =	0 ÷ 7 =
4 ÷ 1 =	0 ÷ 9 =	24 ÷ 3 =	32 ÷ 4 =	5 ÷ 5 =	72 ÷ 9 =
20 ÷ 4 =	21 ÷ 7 =	0 ÷ 2 =	27 ÷ 3 =	8 ÷ 1 =	54 ÷ 6 =
15 ÷ 5 =	6 ÷ 3 =	28 ÷ 4 =	18 ÷ 2 =	24 ÷ 6 =	9 ÷ 9 =
56 ÷ 8 =	0 ÷ 6 =	21 ÷ 3 =	1 ÷ 1 =	25 ÷ 5 =	12 ÷ 2 =
5 ÷ 1 =	45 ÷ 9 =	16 ÷ 4 =	30 ÷ 6 =	9 ÷ 3 =	14 ÷ 7 =
0 ÷ 8 =	6 ÷ 2 =	24 ÷ 8 =	10 ÷ 5 =	81 ÷ 9 =	24 ÷ 4 =

Name:

Write the letter and the words.

Y Y Y Y Y Y

Y Y Y Y Y Y Y Y

Yonkers Yorktown

Yelena Yolanda Yvette

Write the sentences.

Yasmine works in Yemen.

Yoshi went to New York.

School Home

Stroke Description

1. Curve forward; slant; undercurve.
2. Slant; loop back; overcurve.

Story of the World Chapter 4: Searching for the Northwest Passage

Directions: Answer the questions below using complete sentences. Remember to write your answers in cursive and have a capital letter and an end mark.

Example: **Question-What were Spanish adventurers called?**
Answer-Spanish adventurers were called Conquistadores.

The French in the New World

1. What was the "Northwest Passage" that many explorers searched for?

2. Henry IV hired Samuel Champlain to find the Northwest Passage for France. What were two things that Champlain saw in the beautiful now land of Canada?

3. What did Champlain convince Henry IV to do?

4. What was the name of the city founded by Champlain?

5. What is Champlain called today?

Name:_____

Directions: Please circle the correct level of Reading Mastery. Remember to write the lesson number and number your answers.

Reading Mastery 2 or 3 **Lesson #_____**

Name:_____

Name:_____

Directions: Please circle the correct level of Reading Mastery. Remember to write the lesson number and number your answers.

Reading Mastery 2 or 3 **Lesson #_____**

Name:_____

Reading Mastery 3 Reading Check-Out Lesson 120

Name: _____ Time: _____

Date: _____ Number of Errors: _____

Reading Mastery Expectations

PASS	DID NOT PASS
100%= 0 errors in 1 minute or less	86%= 2 or less errors in less than 1 minute 15 seconds
96%=1 error in 1 minute or less	71% =3 errors or over 1 min. 15 sec
93%= 2 errors in 1 minute or less	57%=4 errors
	43%= 5 or more errors

Al's mind felt heavy in school that day. It was too filled with facts and thoughts about the things the old man had shown him. His mind was so filled with information that he didn't feel as if he was ready to learn more. In fact, he said, "Oh No" to himself when his teacher announced that on Monday the class would have a test on the human body.

Al didn't know much about the human body, and he really didn't want to learn about it. And, he kept thinking about Christmas.

After school, he walked with Angela to Anywhere Street. They walked down the street until they came to the store with the familiar sign in the window. As soon as they entered, the * old man stepped out of the darkness.

SC = self-correction: Student read word incorrectly, noticed the mistake and immediately corrected it
OM = omitted a word, line, sentence or phrase
AD = added a word or conjunction to a word
IC = incorrect word used
RP = repeated a word, line, sentence or phrase

Next work on: _____

_____

Name:_____ Number:_____

The Wizard of Oz

Chapter Five: The Rescue of the Tin Woodman

Directions: Answer questions using your best cursive, complete sentences and page numbers.

1. Why doesn't the scarecrow need to sleep?

2. Why can't the Tin Woodman move at first?

3. What does Dorothy need to do to help him move?

Name:_____ Number:_____

4. What does the Tin Woodman want from the Wizard of Oz?

5. Why is the Tin Woodman's axe enchanted?

6. How did he get rusted?

7. What argument does the Scarecrow have for wanting brains?

Name:_____ Number:_____

8. What argument does the Tin Woodman have for wanting a heart?

ANSWER FORM

Mixed Practice Solutions

Show all necessary work. Please be neat.

Name _____

Date _____

Lesson _____

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

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29.

30.

FACTS PRACTICE TEST

J

90 Division Facts

For use with Lesson 58

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Time _____

Divide:

56 ÷ 7 =	15 ÷ 3 =	12 ÷ 6 =	8 ÷ 2 =	63 ÷ 7 =	0 ÷ 4 =
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16 ÷ 2 =	30 ÷ 5 =	0 ÷ 1 =	28 ÷ 7 =	4 ÷ 4 =	40 ÷ 8 =
3 ÷ 3 =	18 ÷ 6 =	63 ÷ 9 =	40 ÷ 5 =	10 ÷ 2 =	36 ÷ 6 =
32 ÷ 8 =	12 ÷ 4 =	18 ÷ 3 =	35 ÷ 7 =	8 ÷ 8 =	2 ÷ 1 =
45 ÷ 5 =	7 ÷ 7 =	27 ÷ 9 =	9 ÷ 1 =	48 ÷ 6 =	0 ÷ 7 =
4 ÷ 1 =	0 ÷ 9 =	24 ÷ 3 =	32 ÷ 4 =	5 ÷ 5 =	72 ÷ 9 =
20 ÷ 4 =	21 ÷ 7 =	0 ÷ 2 =	27 ÷ 3 =	8 ÷ 1 =	54 ÷ 6 =
15 ÷ 5 =	6 ÷ 3 =	28 ÷ 4 =	18 ÷ 2 =	24 ÷ 6 =	9 ÷ 9 =
56 ÷ 8 =	0 ÷ 6 =	21 ÷ 3 =	1 ÷ 1 =	25 ÷ 5 =	12 ÷ 2 =
5 ÷ 1 =	45 ÷ 9 =	16 ÷ 4 =	30 ÷ 6 =	9 ÷ 3 =	14 ÷ 7 =
0 ÷ 8 =	6 ÷ 2 =	24 ÷ 8 =	10 ÷ 5 =	81 ÷ 9 =	24 ÷ 4 =

Name:

Write the letter and the words.

z z z z z

z z z z z z z

Zurich Zion Zibo

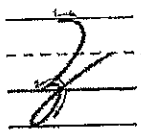
Ziggy Zsa Zsa Zippy

Write the sentences.

Zeus is in Zanesville.

Zadar Zoo is closed.

Stroke Description



1. Curve forward and down; slant.
2. Overcurve; curve down; loop; overcurve.

Name:_____

Directions: Please circle the correct level of Reading Mastery. Remember to write the lesson number and number your answers.

Reading Mastery 2 or 3 **Lesson #_____**

Name:_____

Name:_____

Directions: Please circle the correct level of Reading Mastery. Remember to write the lesson number and number your answers.

Reading Mastery 2 or 3 **Lesson #_____**

Name:_____

Name: _____Number:_____

The Wizard of Oz

Chapter Six: The Cowardly Lion

Directions: Answer questions using your best cursive, complete sentences and page numbers.

Vocabulary:

Comrade: companion; friend

1. How do they know the Scarecrow will stay safe?

2. How do they know the Tin Woodman will stay safe?

3. How do they know Dorothy will stay safe?

Name: _____ Number: _____

4. Who hits the Lion after he tries to bite Toto?

5. What does the Lion claim to be?

6. Why does the Tin Woodman say the Lion would be lucky to have heart disease?

7. What does the Lion want to ask for from the Wizard of Oz?

Name: _____Number:_____

8. What happened at the end of the chapter that might prove the Tin Woodman has a heart after all?

9. What happened at the end of the chapter that might prove the Scarecrow has brains after all?

ANSWER FORM

Name _____

Mixed Practice Solutions

Show all necessary work. Please be neat.

Date _____

Lesson _____

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

11.

12.

13.

14.

15.

16.

17.

18.

19.

20.

21.

22.

23.

24.

25.

26.

27.

28.

29.

30.

FACTS PRACTICE TEST

J

90 Division Facts

For use with Lesson 68

Name _____

Time _____

Divide.

56 ÷ 7 =	15 ÷ 3 =	12 ÷ 6 =	8 ÷ 2 =	63 ÷ 7 =	0 ÷ 4 =
14 ÷ 2 =	42 ÷ 6 =	6 ÷ 1 =	16 ÷ 8 =	20 ÷ 5 =	49 ÷ 7 =
36 ÷ 4 =	64 ÷ 8 =	0 ÷ 3 =	54 ÷ 9 =	4 ÷ 2 =	48 ÷ 8 =
18 ÷ 9 =	3 ÷ 1 =	35 ÷ 5 =	8 ÷ 4 =	72 ÷ 8 =	6 ÷ 6 =
0 ÷ 5 =	42 ÷ 7 =	2 ÷ 2 =	36 ÷ 9 =	7 ÷ 1 =	12 ÷ 3 =
16 ÷ 2 =	30 ÷ 5 =	0 ÷ 1 =	28 ÷ 7 =	4 ÷ 4 =	40 ÷ 8 =
3 ÷ 3 =	18 ÷ 6 =	63 ÷ 9 =	40 ÷ 5 =	10 ÷ 2 =	36 ÷ 6 =
32 ÷ 8 =	12 ÷ 4 =	18 ÷ 3 =	35 ÷ 7 =	8 ÷ 8 =	2 ÷ 1 =
45 ÷ 5 =	7 ÷ 7 =	27 ÷ 9 =	9 ÷ 1 =	48 ÷ 6 =	0 ÷ 7 =
4 ÷ 1 =	0 ÷ 9 =	24 ÷ 3 =	32 ÷ 4 =	5 ÷ 5 =	72 ÷ 9 =
20 ÷ 4 =	21 ÷ 7 =	0 ÷ 2 =	27 ÷ 3 =	8 ÷ 1 =	54 ÷ 6 =
15 ÷ 5 =	6 ÷ 3 =	28 ÷ 4 =	18 ÷ 2 =	24 ÷ 6 =	9 ÷ 9 =
56 ÷ 8 =	0 ÷ 6 =	21 ÷ 3 =	1 ÷ 1 =	25 ÷ 5 =	12 ÷ 2 =
5 ÷ 1 =	45 ÷ 9 =	16 ÷ 4 =	30 ÷ 6 =	9 ÷ 3 =	14 ÷ 7 =
0 ÷ 8 =	6 ÷ 2 =	24 ÷ 8 =	10 ÷ 5 =	81 ÷ 9 =	24 ÷ 4 =

Study Lists

1-5

build
building
care
cheap
cheapest
child
childless
cloud
cloudless
equal
glory
happy
light
lightest
lighting
listen
listening
lock
misquote
people
quote
rebuild
repack
research
resource
review
right
search
sign
sleep
sleepless
sort
source
spell
spelling
straight
straightest
stretch
stretching
study
unequal
uneven
unhappy
view
wander
wandering
write

6-10

answer
author
boldness
break
careless
caught
charge
charging
choice
choking
clouded
curable
darkness
farmer
fight
finest
grudge
helped
helplessness
hopeless
largest
likable
likeness
listened
longer
lovable
might
mistake
nicer
picture
please
port
portable
present
preserving
preview
prewash
question
quiet
quieter
quietest
quietness
quoting
rebuilding
remarkable
repainted
ripeness
ripest
school
searching
serve
shining
sleeping
sleeplessness
soreness
sorted
staging
story
stretchable
stretched
style
styled
thought
thoughtlessness
timeless
together
unbreakable
unending
unwashable
usable
useless
voice
washable
world
writing
wrong

11-15

authoring
bench
biggest
blissful
busy
chalk
coldly
darken
define
defined
delight
delightful
depart
departed
different
dragging
final
fitness
flopping
formal
freshen
helpful
helpfully
here
hopelessly
hopelessness
hoping
lighten
lightly
madly
madness
misshaped
noise
notable
note
package
passage
person
pinch
prove
pure
purest
quietly
quotable
refined
rental
replaced
resourceful
runner
running
saddest
sadly
sailboat
serving
several
sketch
speak
starred
stopped
straighter
swimming
thoughtful
thoughtlessly
through
twice
unequally
unlikely
unproven
verbal
watering
widely
widest
worthless
wreck
wreckage

16-20

brownish
carelessly
carry
childish
choppy
cloudy
dressy
dripped
fancy
farming
finely

44

Study Lists

foolish
frosty
furry
global
golden
grabbed
gummy
hole
jumpy
length
misspell
misspelling
noisy
normal
personal
planning
presented
preserved
puppy
rainy
reformed
refreshed
reserve
rosy
sadness
selfish
selfishly
selfishness
shiny
shopper
skate
sleepy
speaker
spinning
starring
stony
storable
straighten
strength
strengthen
sturdy
sunny
swimmer
thoughtfulness
tribal
unneeded
usage
valuable
value
warmest
whole
wiry
wrapper

21-25

bared
baring
biggest
cared
carefully
childishly
coat
copied
copying
deserved
designer
dined
diner
dining
equally
faultless
fired
float
fudge
funny
goat
graceful
hopeful
lately
lengthy
mighty
misjudge
nice
pitiful
playful
pleasing
proven
proving
purely
really
related
rented
renter
renting
researcher
restlessness
safely
sail
served
server
shopping
skating
spotless
stately
stepping
stylish
teacher
throat
trace
unplanned
vary
winner
wonderfully
worldly

26-30

arms
boats
box
brushes
bushes
careful
carried
catches
classes
coats
conform
confront
consign
crashes
crier
dealer
delighted
denied
design
disease
dishes
dresses
dried
dropping
drying
easy
fanciest
fanciful
farms
fighter
finally
formally
formless
forms
fox
friendliness
friends
glasses
goats
gracefully
happiness
harmlessly
hopefully
hurried
inform
informal
inland
intake
lights
likeliest
lunches
matches
messes
mistaken
motors
nicely
nights
pinches
plants
player
points
predated
presses
previewed
questions
reporter
restful
restfully
restless
restlessly
rooms
sadden
schools
scratch
shops
speeches
stars
stayed
stretches
studied
studying
sturdier
sturdiness
tails
tax
trips
trying
unpreserved
useful
uselessly
very
washes
wishes
worried

31-35

benches
boxes
boxing
changing
children

Study Lists

civilly
claim
claims
confine
conforming
constrict
crying
defining
degrade
denial
depressing
deserve
fail
foxes
girlishness
happiest
happily
hotly
informer
inhuman
inside
leave
likeliness
lone
lucky
maddest
main
motoring
move
nail
neat
neatly
normally
patches
pitied
planned
planner
preplanned
reaches
reinstate
resign
sick
signs
snail
sprayed
stitches
taxes
trail
trapper
tried
turn
unclaimed
undrinkable
unlikeliness
varied
whose
worrying
worthy

36-40

blow
breakable
carrying
conserve
depressed
easily
flow
foolishly
forcefully
grow
incurable
invaluable
know
loan
lonely
low
misplaced
nails
pointless
rail
refine
remain
remaining
reserved
show
sturdiest
throw
tricky
unclear
uninformed
voltage
weather

41-45

clapping
confining
confirmed
confusing
contest
context
contract
dosage
fatally
flatten
flattest
fluid
flying
hoped
inflaming
instated
instilled
leader
leakage
loneliness
moving
played
races
reacting
removal
retract
ruin
slammed
snugness
spray
stylishly
text
tract
undefeated
unlucky
unreadable
whether

46-50

bloomed
boyishness
cause
cloudiness
confinement
consent
darkness
department
earliest
early
flowers
informed
lengthening
madden
movement
our
pause
payment
personally
placement
plain
playfully
poison
relate
ruined
scratches
spotted
statement
strange
strangely
stranger
strangest
toughest
trailer
watches
winners
wonderful
yellow

51-55

barred
basement
choicest
cloudiest
consignment
contracted
detract
drain
earlier
forceful
gain
hasn't
he's
investment
investments
it's
luckily
mothering
questionable
rain
refreshment
resigned
safest
sale
shouldn't
signal
sources
sprain
stain
stained
strangeness
taken
unconfirmed
unmistakable
wasn't
you'll

56-60

aren't
babyish
boyish

46

Study Lists

breathe
can't
carrier
confined
couldn't
didn't
doesn't
drainage
flier
hard
haven't
heavy
he'll
intended
isn't
I've
joyful
latest
let's
light
load
make
misprinted
painter
prewrap
raging
refinement
removed
removing
rewrap
she'll
she's
shipment
speediest
strained
sure
they'll
they're
touched
trial
uncivilly
unsnapped
unvaried
we're
weren't
we've
what's
wouldn't
wrapping
you've

61-65

busiest
business
busyness
cried
defacing
denying
exchange
export
express
friendliest
greatest
helplessly
I'll
it's
let's
loneliest
packaging
remark
reserving
rightfully
saddening
sadder
scratched
she's
soundly
strengthening
their
unequally
unrefined
unrelated
unsturdy
we'll
worrier
you're

66-70

brown
count
exclaim
explained
exported
ground
heaviest
hottest
income
loudly
mainly
mover
noisiness
proud
prowl
quest
quick
quiz
recently
regained
rising
round
soundness
sounds
south
town
undeserving
verbally

71-75

athlete
beauty
before
conformed
confronted
counting
danger
defeated
else
everyone
finished
former
it's
let's
nudging
one
peace
racing
reformer
reinform
reinformed
replacement
request
sudden
that's
wondered

76-80

beautiful
brief
chief
contacted
exchanging
first
govern
grief
gripping
house
largely
niece
nightly
peaceful
peacefully
reason
requesting
restricted
roughest
slightly
suddenly
thief
type
unquotable
unrecoverable

81-85

active
babies
beautifully
boys
briefest
briefly
carries
chiefly
copies
cries
especially
exciting
explain
flies
government
joys
passive
plays
proclaim
profile
profoundly
prolong
prolonged
relative
second
sprays
stays
stories
studies
surprise
threw
toys
trapped
tries
uncovered
untyped
worries

86-90

action
actively

Study Lists

blackness
cities
expressive
glories
hotter
inactive
nastier
nastiest
nastily
proverb
react
reaction
reasonable
reasons
repression
station
sturdily
they'd
thoughts
watching

91-95

breath
conquest
dangerous
depression
doubt
doubtless
expression
fair
famous
fashion
fitting
globe
guide
joyous
name
neatness
power
powerful
price
relation
replace
rich
slipping
solve
stepped
they've
thoughtfully
thoughtless
tribe
various
what's

96-100

athletes
carriage
changes
contraction
derailed
doubtfully
dripping
dropped
exercised
fashionable
fright
glorious
hardened
intensive
joyfully
loose
morning
namely
nineteen
notion
poisoning
poisonous
probing
profound
provision
quickest
resolve
restore
rightful
roominess
scribe
short
skidded
store
tension
throughout
tough
tripped
unfairly
worthiness

101-105

agree
crease
creative
driving
furious
hurries
interested
nervous
photograph
plans
proclaimed
proportion
ration
relatively
script
settle
shrink
snapping
spirit
strict
studious
tense
thirst
tone
treat

106-110

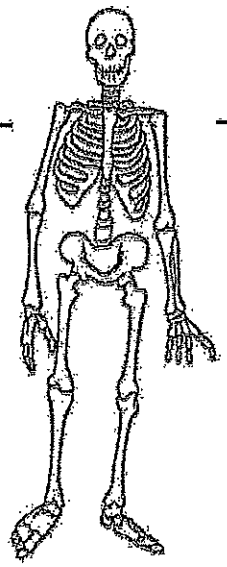
anybody
buzzes
concept
conjecture
deceptive
deforming
dejected
detect
detecting
detective
duty
edgy
except
expressed
feature
flawed
fury
healthy
injection
instead
lower
misconception
passes
playing
poisoned
pressure
progress
progressed
progression
progressive
project
protect
protection
proudly
rather
reception
receptive
regress
regressing
reject
rejecting
rejection
repressive
rich
riches
runny
scripts
seize
seizure
snapped
speedy
texture
thirsty
treatment
unexcepted

111-115

berries
contain
deception
detain
detection
development
duties
exception
exercise
featuring
helpless
injected
logic
maintain
major
passion
physical
pleasure
poisons
preserve
projecting
projection
protective
retain
refreshing
science
scripture
shaping
sport
trucks
union
where

48

Name: _____



Your Bones

by Cynthia Sherwood

Without your bones, you would be as floppy as a jellyfish. Our bones allow us to stand up straight. They support us and help us move, but they also protect our body organs.

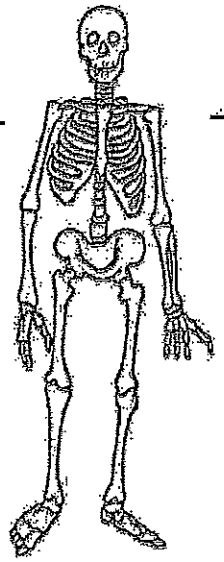
Our skeleton is made up of all of our bones working together. If you have ever seen a real skeleton in a science class or museum, you might think that bones are dry and dead feeling. But that is not the case. Bones are made of living, growing cells. Inside most bones is soft marrow, which is where many of our blood cells are made. As a baby, you were born with nearly 300 bones. But adults only have about 206 bones because some of the smaller ones join together to form big ones.

Certain bones are especially important. The skull inside your head acts like a helmet for your soft, squishy brain. Your skull helps protect you from injuries to your head. Your spine, or backbone, lets you stand up tall. Your spine also protects the spinal column with all of its nerves inside. Your ribs make a cage to protect your vital organs like the heart, lungs, and liver.

Even though bones are very light, they are also very strong. That is why it usually takes a very bad fall or other serious accident to break a bone. If that does happen, you might wear a cast until new bone cells heal the break in a month or two.

To protect your bones, wear a helmet whenever you ride your bike or skateboard. Knee pads, wrist guards, and other safety gear for sports are a good idea too. Strong bones need the mineral calcium, so drink lots of milk and eat dairy products. Bones also need active exercise, so go out and run, jump, and dance for healthy, strong bones.

Name: _____



Your Bones

by Cynthia Sherwood

1. Tell whether each statement is true or false.

   a. _____ Your bones are hollow.

   b. _____ Blood cells are made inside your bones.

   c. _____ Adults have more bones than babies do.

2. Why are dairy products good for your bones?

   _____

3. Complete the graphic organizer.

Bone(s)	Purpose
ribs	
	helps you to stand up tall and protects the nerves in your spinal column
skull	

4. How many more bones do babies have than adults?
   Use your math skills. Show your work.

   _____

Name:_____

Directions: Please circle the correct level of Reading Mastery. Remember to write the lesson number and number your answers.

Reading Mastery 2 or 3 **Lesson #_____**

Name:_____

Name:_____

Directions: Please circle the correct level of Reading Mastery. Remember to write the lesson number and number your answers.

Reading Mastery 2 or 3 **Lesson #_____**

Name:_____

Name: _____ Number:_____

The Wizard of Oz

Chapter Seven: Journey to the Great Oz

Directions: Answer questions using your best cursive, complete sentences and page numbers.

1. What does the lion offer to do for Dorothy?

2. Why doesn't the Tin Woodman want him to do it?

3. What does the Scarecrow do for Dorothy rather than sitting by the fire?

Name: _____ Number:_____

4. How did they get across the ditch?

5. What are the Kalidahs?

6. How did they get rid of the Kalidahs?

7. How did they get across the river?

Name: _____ Number:_____

8. What did Dorothy dream of that night?

_____

_____

_____

_____

_____

_____

_____

ANSWER FORM

Name _____

Date _____

Lesson _____

Mixed Practice Solutions

Show all necessary work. Please be neat.

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

11.

12.

13.

14.

15.

16.

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23.

24.

25.

26.

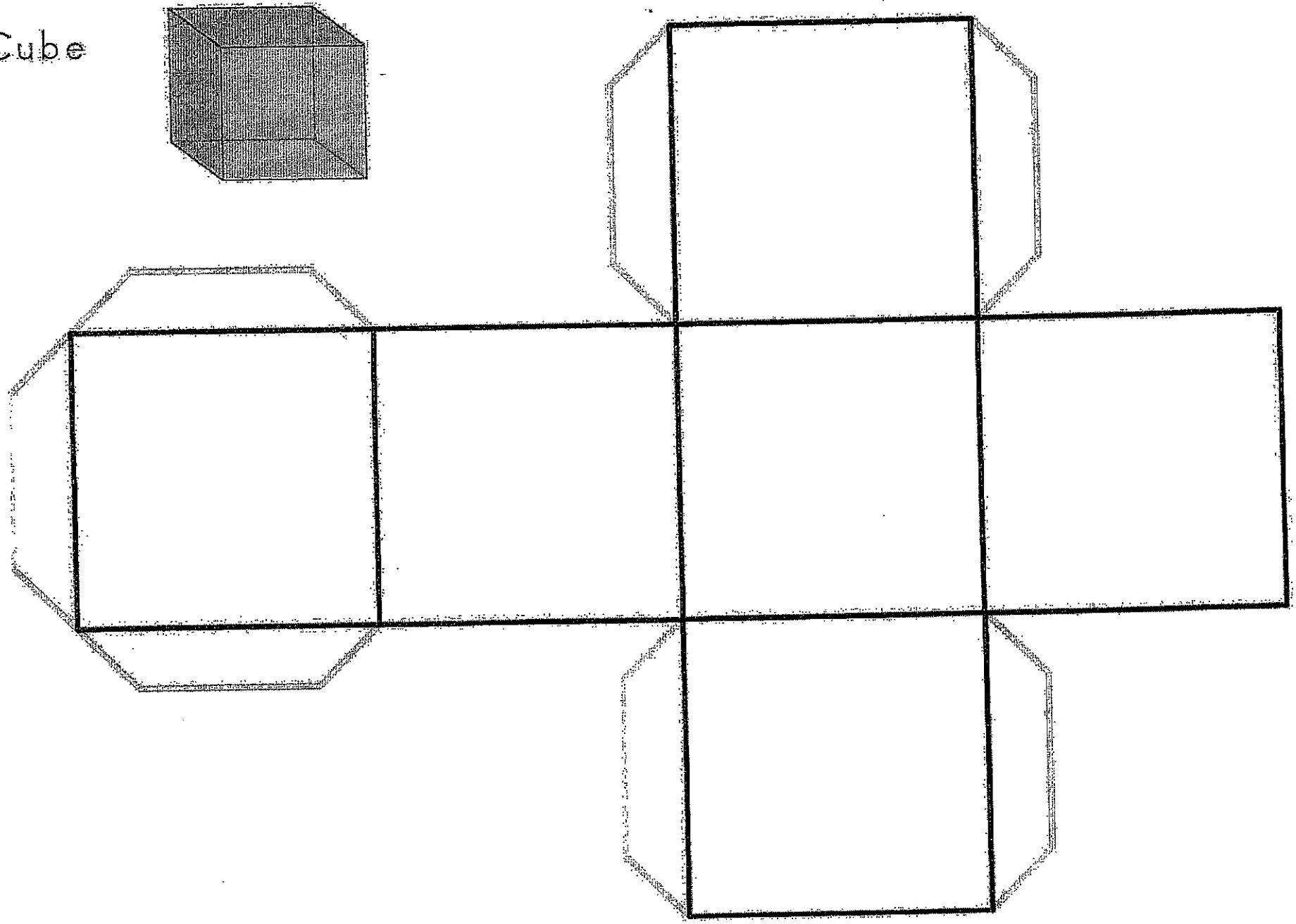
27.

28.

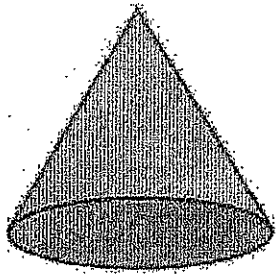
29.

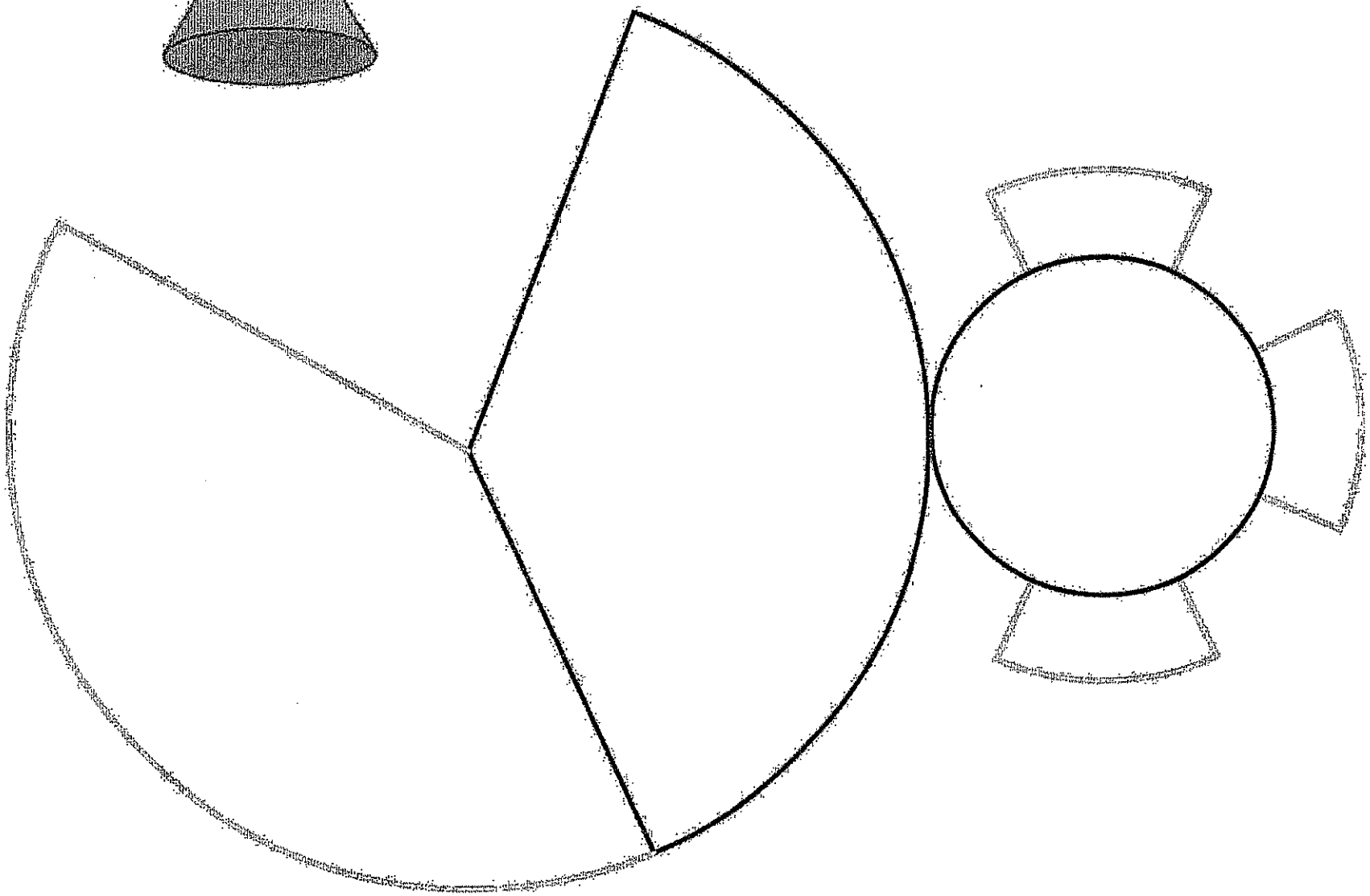
30.

Cube

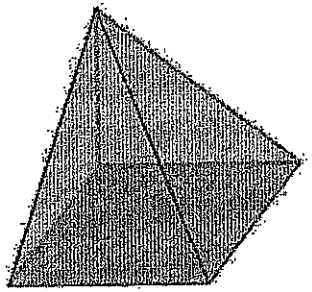


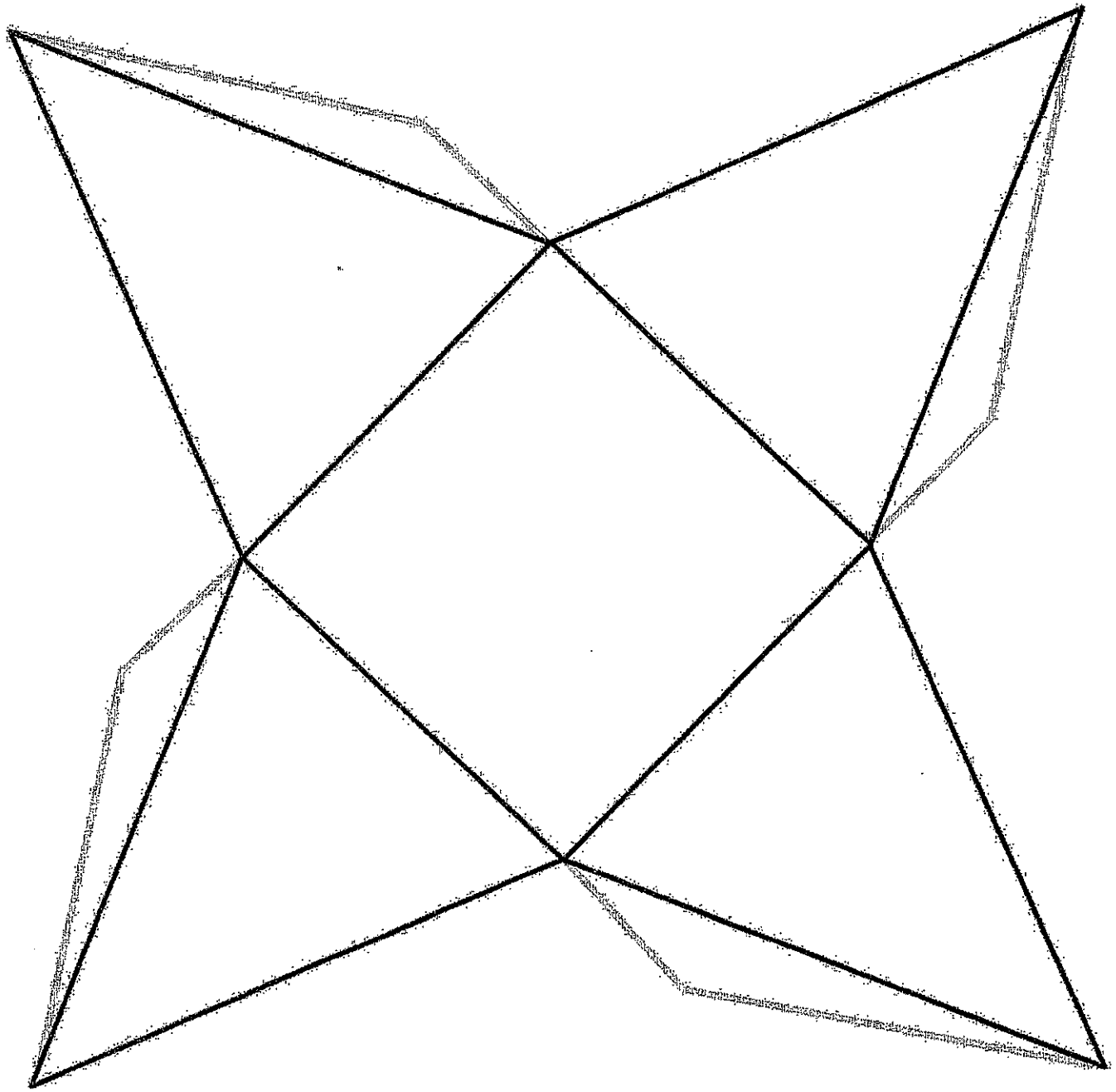
Cone





Pyramid





FACTS PRACTICE TEST

J

90 Division Facts

For use with Lesson 58

Name _____

Time _____

Divide.

56 ÷ 7 =	15 ÷ 3 =	12 ÷ 6 =	8 ÷ 2 =	63 ÷ 7 =	0 ÷ 4 =
14 ÷ 2 =	42 ÷ 6 =	6 ÷ 1 =	16 ÷ 8 =	20 ÷ 5 =	49 ÷ 7 =
36 ÷ 4 =	64 ÷ 8 =	0 ÷ 3 =	54 ÷ 9 =	4 ÷ 2 =	48 ÷ 8 =
18 ÷ 9 =	3 ÷ 1 =	35 ÷ 5 =	8 ÷ 4 =	72 ÷ 8 =	6 ÷ 6 =
0 ÷ 5 =	42 ÷ 7 =	2 ÷ 2 =	36 ÷ 9 =	7 ÷ 1 =	12 ÷ 3 =
16 ÷ 2 =	30 ÷ 5 =	0 ÷ 1 =	28 ÷ 7 =	4 ÷ 4 =	40 ÷ 8 =
3 ÷ 3 =	18 ÷ 6 =	63 ÷ 9 =	40 ÷ 5 =	10 ÷ 2 =	36 ÷ 6 =
32 ÷ 8 =	12 ÷ 4 =	18 ÷ 3 =	35 ÷ 7 =	8 ÷ 8 =	2 ÷ 1 =
45 ÷ 5 =	7 ÷ 7 =	27 ÷ 9 =	9 ÷ 1 =	48 ÷ 6 =	0 ÷ 7 =
4 ÷ 1 =	0 ÷ 9 =	24 ÷ 3 =	32 ÷ 4 =	5 ÷ 5 =	72 ÷ 9 =
20 ÷ 4 =	21 ÷ 7 =	0 ÷ 2 =	27 ÷ 3 =	8 ÷ 1 =	54 ÷ 6 =
15 ÷ 5 =	6 ÷ 3 =	28 ÷ 4 =	18 ÷ 2 =	24 ÷ 6 =	9 ÷ 9 =
56 ÷ 8 =	0 ÷ 6 =	21 ÷ 3 =	1 ÷ 1 =	25 ÷ 5 =	12 ÷ 2 =
5 ÷ 1 =	45 ÷ 9 =	16 ÷ 4 =	30 ÷ 6 =	9 ÷ 3 =	14 ÷ 7 =
0 ÷ 8 =	6 ÷ 2 =	24 ÷ 8 =	10 ÷ 5 =	81 ÷ 9 =	24 ÷ 4 =

Name:_____

Directions: Please circle the correct level of Reading Mastery. Remember to write the lesson number and number your answers.

Reading Mastery 2 or 3 **Lesson #_____**

Name:_____

Name:_____

Directions: Please circle the correct level of Reading Mastery. Remember to write the lesson number and number your answers.

Reading Mastery 2 or 3 **Lesson #_____**

Name:_____

Name: _____ Number: _____

The Wizard of Oz

Chapter Eight: The Deadly Poppy Field

Directions: Answer questions using your best cursive, complete sentences and page numbers.

1. How do the travelers make the raft move across the river?

2. What happens to the Scarecrow?

3. How do they get the raft out of the current and to the shore?

Name: _____ Number: _____

4. How is the Scarecrow rescued?

5. Why are the poppies dangerous?

6. Why do Dorothy and the Lion have to get out of the poppy field?

7. How come the Scarecrow and the Tin Woodman are not affected by the poppies?

Name: _____Number:_____

8. How do the Scarecrow and the Tin Woodman get Dorothy and Toto out of the poppy field?

_____

_____

_____

_____

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_____

_____

ANSWER FORM

Name _____

Date _____

Lesson _____

Mixed Practice Solutions

Show all necessary work. Please be neat.

1.

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Name: _____

Activity Master 21: Probability Experiments

Experiment 1:

36 Rolls with One Die

Outcome	Prediction	Tally	Total Frequency
1			
2			
3			
4			
5			
6			

Experiment 2:

36 Rolls with Two Dice

Outcome	Prediction	Tally	Total Frequency
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			

FACTS PRACTICE TEST

J

90 Division Facts

For use with Lesson 58

Name _____

Time _____

Divide:

56 ÷ 7 =	15 ÷ 3 =	12 ÷ 6 =	8 ÷ 2 =	63 ÷ 7 =	0 ÷ 4 =
14 ÷ 2 =	42 ÷ 6 =	6 ÷ 1 =	16 ÷ 8 =	20 ÷ 5 =	49 ÷ 7 =
36 ÷ 4 =	64 ÷ 8 =	0 ÷ 3 =	54 ÷ 9 =	4 ÷ 2 =	48 ÷ 8 =
18 ÷ 9 =	3 ÷ 1 =	35 ÷ 5 =	8 ÷ 4 =	72 ÷ 8 =	6 ÷ 6 =
0 ÷ 5 =	42 ÷ 7 =	2 ÷ 2 =	36 ÷ 9 =	7 ÷ 1 =	12 ÷ 3 =
16 ÷ 2 =	30 ÷ 5 =	0 ÷ 1 =	28 ÷ 7 =	4 ÷ 4 =	40 ÷ 8 =
3 ÷ 3 =	18 ÷ 6 =	63 ÷ 9 =	40 ÷ 5 =	10 ÷ 2 =	36 ÷ 6 =
32 ÷ 8 =	12 ÷ 4 =	18 ÷ 3 =	35 ÷ 7 =	8 ÷ 8 =	2 ÷ 1 =
45 ÷ 5 =	7 ÷ 7 =	27 ÷ 9 =	9 ÷ 1 =	48 ÷ 6 =	0 ÷ 7 =
4 ÷ 1 =	0 ÷ 9 =	24 ÷ 3 =	32 ÷ 4 =	5 ÷ 5 =	72 ÷ 9 =
20 ÷ 4 =	21 ÷ 7 =	0 ÷ 2 =	27 ÷ 3 =	8 ÷ 1 =	54 ÷ 6 =
15 ÷ 5 =	6 ÷ 3 =	28 ÷ 4 =	18 ÷ 2 =	24 ÷ 6 =	9 ÷ 9 =
56 ÷ 8 =	0 ÷ 6 =	21 ÷ 3 =	1 ÷ 1 =	25 ÷ 5 =	12 ÷ 2 =
5 ÷ 1 =	45 ÷ 9 =	16 ÷ 4 =	30 ÷ 6 =	9 ÷ 3 =	14 ÷ 7 =
0 ÷ 8 =	6 ÷ 2 =	24 ÷ 8 =	10 ÷ 5 =	81 ÷ 9 =	24 ÷ 4 =

Story of the World Chapter 4: Searching for the Northwest Passage

Directions: Answer the questions below using complete sentences. Remember to write your answers in cursive and have a capital letter and an end mark.

Example: **Question-What were Spanish adventurers called?**
Answer-Spanish adventurers were called Conquistadores.

Henry Hudson's Quest

1. What route did Henry Hudson take on his first attempt at finding another way to reach India? Did he succeed?

2. When Hudson failed to reach India the second by sailing around Asia his crew begged to return to England. Hudson agreed, but where did he go instead?

3. What did the crew threaten when they realized that Hudson wasn't sailing back to England?

4. What happened to Henry Hudson?

5. What name is given to the large body of water Hudson discovered?

Honesty

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

On the lines below, copy the definition of this character pillar in your neatest cursive. Then provide three examples of how you are seeing Honesty in the world right now.

SCHOOL OF GRAMMAR PE DISTANCE LEARNING

3G-4G SOCCER UNIT

	DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
My Learning Goals	I can dribble safely in self-space and pass with family members.	I can kick accuracy to a target with my soccer skills.	I can control the ball using the inside and outside of my foot.	I can pass my ball with control towards the target to score a point.	I can practice using my skills while playing games with family members.
Today's Vocabulary	**DRIBBLE** Maneuvering a ball under the control of a single player.	**ACCURACY** The quality of being correct, precise, or on target.	**INSIDE OF THE FOOT** The longest section of the foot, running down the side from the big toe to the heel.	**PASS** To move an object from one space to another.	**PRACTICE** To purposefully perform an activity or skill repeatedly in order to make an improvement.
Warm-Up Activity	10 Jumping Jacks 10 Push ups 10 Squats 30 Second Plank	10 Jumping Jacks 10 Push ups 20 Mountain Climbers 10 Squats 30 Second Plank	10 Jumping Jacks 10 Push ups 20 Mountain Climbers 10 Squats 30 Second Plank	10 Jumping Jacks 10 Push ups 20 Mountain Climbers 10 Squats 45 Second Plank	10 Jumping Jacks 10 Push ups 20 Mountain Climbers 10 Squats 45 Second Plank
Learning Focus Activity	**Activity 1:** 1st: Driver's Test Activity Card 2nd: Partner Passing Activity Card Using a soccer ball or a sock ball practice your skills safely.	**Activity 2:** Soccer Archery Activity Card Using a ball practice your skills safely. *Get creative by substituting different equipment for items you have at home.*	**Activity 3:** Soccer Ski Slalom Activity Card Using a soccer ball or a sock ball practice your skills safely.	**Activity 4:** Soccer Bocce Activity Card Using a soccer ball or a sock ball practice your skills safely.	**Activity 5:** Soccer Volleyball Or Soccer Basketball Get creative by substituting different equipment for items you have at home.
Daily Movement Activity	See Daily Activity Sheet	See Daily Activity Sheet	See Daily Activity Sheet	See Daily Activity Sheet	See Daily Activity Sheet
Refocus (Do each yoga position for 30 seconds)	Yoga Card 1	Yoga Card 2	Yoga Card 3	Yoga Card 4	Yoga Card 5
Did I log my total activity time?	**YES or NO?**	**YES or NO?**	**YES or NO?**	**YES or NO?**	**YES or NO?**
How am I feeling today?					

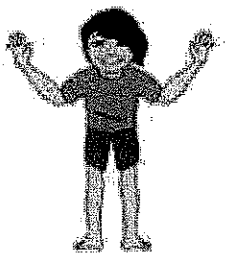
SCHOOL OF GRAMMAR PE OPTIONAL DAILY ACTIVITIES
MAY 2020

√ Done	Day	SOG PE Activity
	1	Take a walk
	2	A kiwi has ~60mg of vitamin C. Do 60 air punches
	3	Pick 5 different muscles to stretch. Hold each stretch for 20 seconds.
	4	Family Fun: Play your favorite physical education activity with your family.
	5	Do as many sit ups as you can
	6	Juggle a ball with your feet for 5 minutes. (Soccer)
	7	Perform jumping jacks while naming words that start with "M."
	8	Take a walk.
	9	1 cup of broccoli has ~60mg of calcium. Do 60 air kicks.
	10	Pick 5 different muscles to stretch. Hold each stretch for 20 seconds.
	11	Do as many squats as you can.
	12	Spend 5 minutes tossing and catching a ball.
	13	Perform squats while someone calls out math problems for you to answer
	14	Take a walk.
	15	Beans have ~500mg of potassium. Jog in place as you count to 500.
	16	Pick 5 different muscles to stretch. Hold each stretch for 20 seconds.
	17	Family Fun: Take turns selecting an exercise to do together.
	18	Do as many push-ups as you can.
	19	Spend 5 minutes volleying a balloon in the air
	20	Hold a plank while naming all the cities that you can think of.
	21	Take a walk
	22	Half a cup of blueberries has ~40 IUs of Vitamin A. Do 40 jumping jacks.
	23	Pick 5 different muscles to stretch. Hold each stretch for 20 seconds.
	24	Family Fun: Build an obstacle course together
	25	Do any workout you want!
	26	Pick any sports skill and practice it for (you guessed it) 5 minutes!
	27	Name as many muscles in the body as you can while jumping in place.
	28	Do 10 tuck jumps
	29	A serving of spinach has ~20mg of magnesium. Do 20 squats!
	30	Pick 5 different muscles to stretch. Hold each stretch for 20 seconds
	31	Pick your favorite activity and do it again!

SCHOOL OF GRAMMAR PE OPTIONAL DAILY ACTIVITIES
MAY 2020

HAND SKILLS

Activity Name	Description	Outcome Focus
Toss and Try	With ball in personal space: • Bounce the ball and catch it. • Toss the ball up and catch it. • Toss the ball up, clap and catch it. • Toss and catch with the right hand only. • Toss and catch with the left hand only. • Toss from hand to hand.	Catches a soft object/ball from a self-toss.
Santa Sparky	• Dribble with hands and then feet, moving in different pathways. • Shoot like a basketball so it arcs and lands right in front of your feet. • Bowl (roll) the ball against the wall. • Toss against the wall and catch on a bounce off the floor, without a bounce. • Kick against the wall so it bounces straight back to you.	Travels Demonstrating Low, Middle, and High Levels, as well as a Variety of Relationships with Objects
Rolling Around	Standing, roll the ball around your body: • In a circle, clockwise around both feet together; counterclockwise. • Back and forth in front of the body; behind the body. • In a circle around 1 leg and then the other. On the floor: • In plank position, back and forth from hand-to-hand. • In sit-up position, between feet and then up overhead.	Transfers Weight, Changes Directions and Understands Relationships with Objects
Partner Passes	With a partner: • Roll the ball back and forth. • Bounce the ball to each other. Try light and strong bounces. • Toss and catch with an underhand throw. • Toss the ball high and jump to make a catch. • Toss the ball low and bend to make a catch.	Throws Underhand Using a Mature Pattern, Catches a Well-Thrown Ball with Hands, Works with Others
Double Trouble	With a partner, each partner with a ball: • Roll the balls at the same time so they crash into one another. • Roll the balls at the same time so they pass each other and make it to the opposite side. • One partner bounce passes, the other tosses across. • Mirror: One partner moves the ball in personal space while the other mirrors the movements. • Follow the leader: With one partner in front and the other in back, the front partner will move through the activity area performing ball "tricks" while the other follows and copies the movements.	Differentiates Between Self and General Space; Works with Others

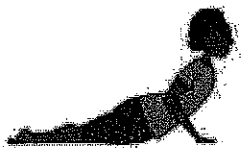


Beginning

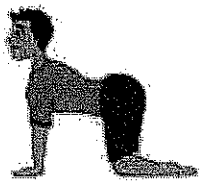
Cat

Chair

Child



Cobra



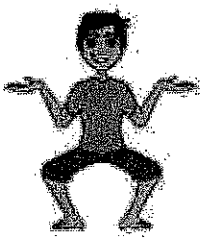
Cow

Cross-Crawl 1

Cross-Crawl 2

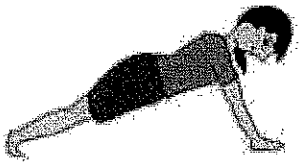
Cross-Legged

Down Dog



Goddess

Knobby-Knees



Plank

Rock

Sphinx

Tall Mountain

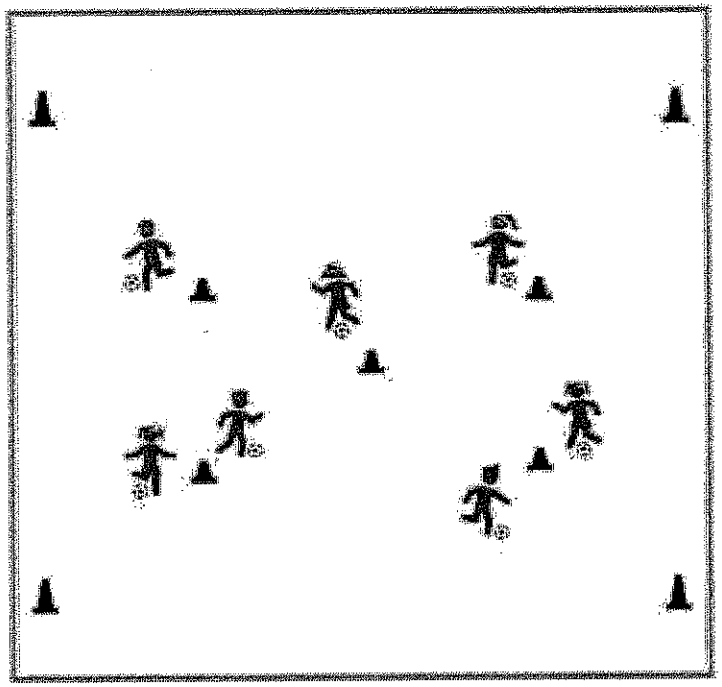
Tree 1

Tree 2

Up Dog

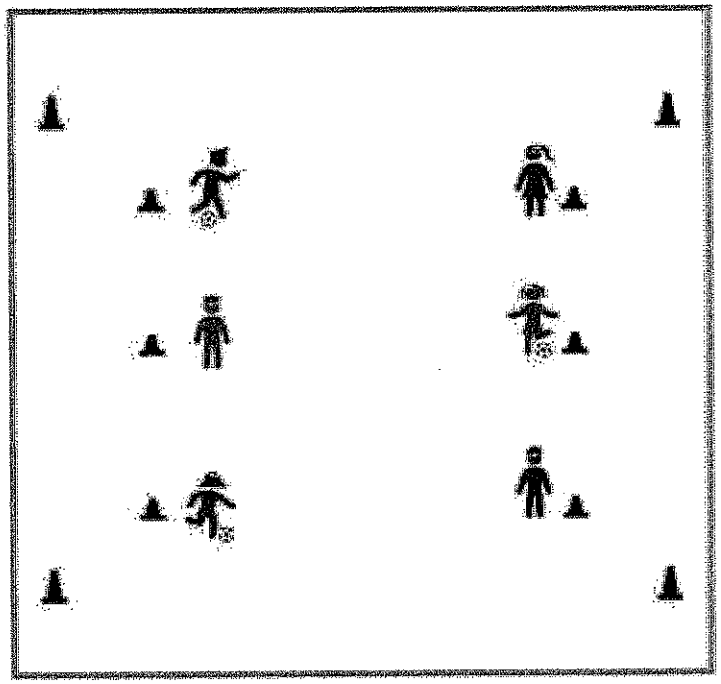
Down Dog

DRIVER'S TEST



Dribble inside the station boundaries.

PARTNER PASSING



1. When the music starts, begin passing back and forth with your partner between the cones.
2. As you pass, repeat the cues for passing out loud so your partner can hear what you say.
3. Keep passing until the music stops.

SOCCER SKI SLALOM

SET-UP

- Place cones in a zigzag pattern inside the grid station.

HOW TO PLAY

1. The player with the stopwatch says, "Go!" and starts the stopwatch.

2. One player dribbles, weaving through the cones.

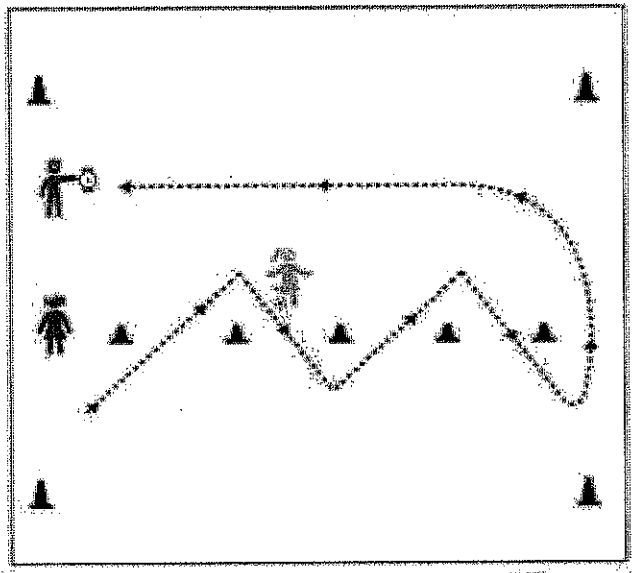
3. The third player is an official and watches to be sure the racer does not miss any cones.

4. The timer stops the clock when the racer finishes. Count the number of cones missed and add 3 seconds for each one to calculate a final time.

5. Rotate jobs and repeat.

EQUIPMENT

- 1 soccer ball per 3 players
- 2 cones per player
- 1 stopwatch



SOCCER VOLLEYBALL

HOW TO PLAY

1. Partner A self-tosses the ball to make 1 juggle, and then must catch the ball before it hits the ground. Partner A gives the ball to Partner B.

2. Partner B then self-tosses to make 2 juggles and a catch. Partner B gives the ball to Partner A.

3. Partner A must then get 3 juggles and a catch.

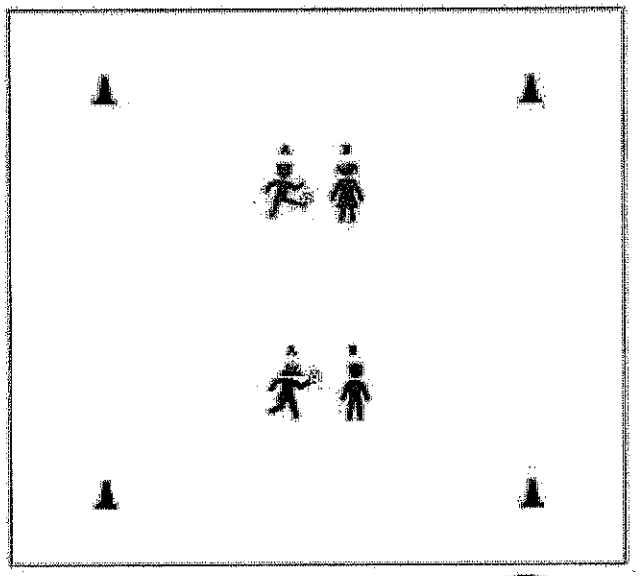
4. This continues until a player does not make the necessary number of volleys/juggles OR a player does not catch the ball before it touches the ground.

EQUIPMENT

- 1 soccer ball per 2 players

SET-UP

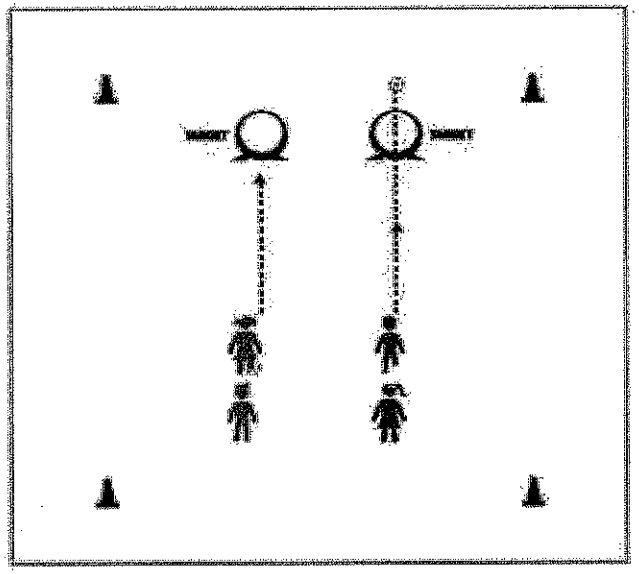
- 2 players (Partner A & Partner B) facing each other 5-7 feet apart.



SOCCER ARCHERY

HOW TO PLAY

1. Players take turns attempting to kick and hit the target.



EQUIPMENT

- 1 soccer ball per 2 players
- Target (see set-up for options)

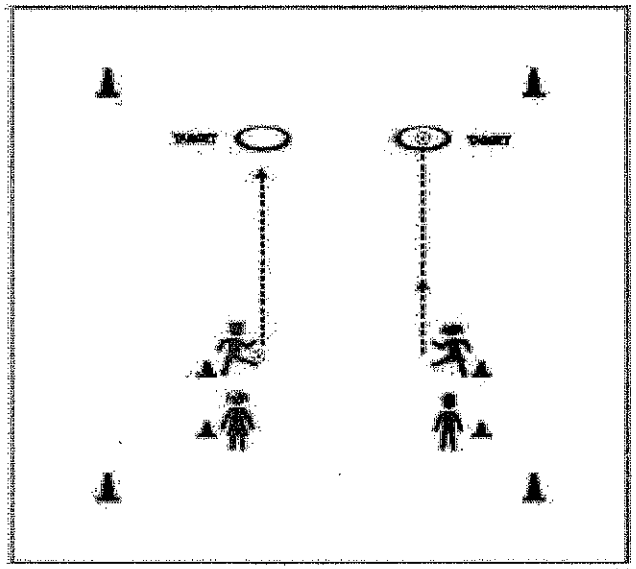
SET-UP

- Target - If inside, mark the target on the wall using tape or chalk. If outside, use large cones or hula hoops.
- Players - Have the players stand 10-15 feet away from the target for shooting and 20-25 feet away for kicking.

SOCCER BASKETBALL

EQUIPMENT

- 1 soccer ball per 2 players
- 1 hula hoop per 2 players
- 2 low profile cones per 2 players



SET-UP

- Place the hula hoop on the ground.
- Set one low profile cone 10 to 15 feet away from the hoop and the other 15 to 20 feet away.

HOW TO PLAY

1. Partners take turns punting or kicking the ball from either spot.

2. Score points by hitting inside the hoop (2 points from the closer spot and 3 points from the farther spot).

Scholar Name _____

Señor Murphy

Homeroom Teacher _____

Spanish

3G

Week 6

Tuesday	Introduction –er and -ir verbs. Earlier this year the scholars learned to conjugate verbs ending in –ar (hablar, cantar). This is an introduction to the –er endings (comer, beber) and –ir endings (vivir, escribir). * Read the introductory page and begin working on the two page worksheet. Additional resources can be found at the teachers website, Spanish section, 3G tab, Distance Learning and Resources.
Thursday	* Complete the worksheet.
Notes	**ANSWERS:** I have included the answers on the final page of this packet. Answer the questions on your own first. If you are stuck, or want to check your answers afterwards feel free to compare your answers to those on the last page. **NOTE TO PARENTS:** If you feel that your child is struggling with this worksheet as it is new material, you may have your child watch the Rock Around the Verbs music video instead of completing the questions. Just write on the worksheet "Watched video".
Enrichment	Watch the read aloud videos and lessons at Parnassusteachers.com > Spanish > 3G tab > Distance Learning, Extras column Review chapter 3A vocabulary in Quizlet

*** 3G Week 6 Spanish – Introduction to –er and –ir verb endings**

Verbs – Conjugation and Usage

Present Tense

Spanish verbs end in –ar, -er-, or –ir; when in this form, they are in the infinitive (like the English verb form with "to" in front of the verb). Most verbs end in –ar.

To conjugate a verb, the ending is dropped and the appropriate ending is added in its place. For example; hablar → habl. The ending can then be added to show who is doing the action.

The present tense of Spanish verbs can take on two meanings in English. The present tense is used to state something is happening presently and can continue; such as I walk to school (I walked today and will probably walk to school in the future). The present tense can also be used to state that something is happening at that moment in time such as I am walking to school.

Hablo español = I talk Spanish and I am talking Spanish
Caminas a escuela = You walk to school and You are walking to school

To conjugate verbs in the present tense, drop the ending and add the following:

English	Spanish	-ar	-er	-ir
I	Yo	-o	-o	-o
You (familiar)	Tú	-as	-es	-es
He, she, you (formal)	él, ella, usted	-a	-e	-e
We	Nosotros	-amos	-emos	-imos
You (familiar, plural)	Vosotros	-áis	-éis	-ís
They, you (formal, plural)	Ellos, ellas, ustedes	-an	-en	-en

Steps to conjugate a verb

Infinitive	**Drop the ending**	**Add new ending**	
nadar (to swim)	nad ~~ar~~	add –o	→ nado (I swim)
cantar (to sing)	cant ~~ar~~	add –as	→ cantas (you sing)
beber (to drink)	beb ~~er~~	add –e	→ bebe (she drinks)
comer (to eat)	com ~~er~~	add –emos	→ comemos (we eat)
escribir (to write)	escribe ~~ir~~	add –en	→ escriben (they write)

Notice the difference between the –ar and –er endings. All but first person singular (yo) have an *a* in the –ar ending. The –er verbs follow the same pattern, replacing the *a* with an *e*. The –ir verbs follow the –er pattern except for nosotros (-imos) and vosotros (-ís).

In English the personal pronoun (i.e. I, you, she, we) replaces the word *to* when conjugating the verb. In Spanish the personal pronoun (i.e. yo, tú, ella, nosotros) is not needed. The different endings identify the person. To say "Tú cantas" could be thought of as saying "You you sing." This puts emphasis on *you*. The –as ending tells who the subject is. The personal pronoun can be used for emphasis (**Ella** canta) or clarification (ella, not él).

Examples of conjugated verbs

Caminar = to walk		**Correr = to run**		**Compartir = to share**	
Camino	I walk	Corro	I run	Comarto	I share
Caminas	You walk	Corres	You run	Comartes	You share
Camina	He/she walks	Corre	He/she runs	Compartes	He/she shares
Caminamos	We walk	Corremos	We run	Compartimos	We share
Camináis	You walk	Corréis	You run	Compartís	You share
Caminan	They walk	Corren	They walk	Comparten	They share

For additional help check out the music video *Rock Around the Verbs* located in the Distance Learning section of the Spanish 3G tab at http://parnassusteachers.com/spanish/ (password is Pegasus). Also, in the *Spanish Class Playlist* there are instructional and practice videos.

*** 3G Week 6 Spanish – Verb conjugation worksheet.**
Complete parts A-F

Capítulo 3A Fecha _____ Nombre _____ Guided Practice Activities 3A-1

Present tense of *-er* and *-ir* verbs (p. 160)

- Like the **-ar** verbs you learned previously, regular **-er** and **-ir** verbs follow a similar pattern in the present tense.
- For **-er** and **-ir** verbs, drop the **-er** or **-ir** from the infinitive (**comer**, **escribir**, etc.) and add the appropriate endings. The endings are the same for **-er** and **-ir** verbs except for in the **nosotros** and **vosotros** forms.

Present tense of *-er* verbs: *comer*	
yo: add **-o**: **como**	nosotros/nosotras: add **-emos**: **comemos**
tú: add **-es**: **comes**	vosotros/vosotras: add **-éis**: **coméis**
usted/él/ella: add **-e**: **come**	ustedes/ellos/ellas: add **-en**: **comen**

Present tense of *-ir* verbs: *escribir*	
yo: add **-o**: **escribo**	nosotros/nosotras: add **-imos**: **escribimos**
tú: add **-es**: **escribes**	vosotros/vosotras: add **-ís**: **escribís**
usted/él/ella: add **-e**: **escribe**	ustedes/ellos/ellas: add **-en**: **escriben**

A. Circle the ending in each verb form below.

1. escribimos
2. comparten
3. bebes
4. corre
5. ven
6. leo
7. escribes
8. comprendemos
9. comparto
10. ve

B. Now, look at the list of verbs in **part A**. Circle the correct subject pronoun for each verb.

1. (**ustedes** / **nosotros**) escribimos
2. (**ustedes** / **ella**) comparten
3. (**nosotros** / **tú**) bebes
4. (**yo** / **ella**) corre
5. (**ellos** / **nosotros**) ven
6. (**yo** / **él**) leo
7. (**usted** / **tú**) escribes
8. (**nosotras** / **ellos**) comprendemos
9. (**usted** / **yo**) comparto
10. (**usted** / **ustedes**) ve

Present tense of *-er* and *-ir* verbs *(continued)*

C. Complete each sentence by writing the correct **-er** verb ending for each word.

1. Yo beb_____ agua.
2. Nosotras corr_____.
3. Ella comprend_____ todo.
4. Tú le_____ una revista.
5. Ustedes com_____.
6. Nosotros le_____ unos libros.

D. Now, complete each sentence by writing the correct **-ir** verb ending.

1. Tú escrib_____ una carta.
2. Él compart_____ la comida.
3. Ellas escrib_____ cuentos.
4. Nosotros escrib_____ poemas.
5. Yo compart_____.
6. Nosotras compart_____.

E. Complete each sentence with the correct verb form of the infinitive in parentheses. Follow the models.

Modelo Tú (escribir) ___*escribes*___.
Ella (comer) ___*come*___.

1. Yo (leer) _____.
2. Ella (escribir) _____.
3. Nosotros (ver) _____.
4. Tú (compartir) _____.
5. Nosotros (escribir) _____.
6. Ellos (beber) _____.
7. Usted (compartir) _____.
8. Ellas (leer) _____.

F. Now, write complete sentences using the words provided. Follow the model.

Modelo tú / ver / la / tele
Tú ves la tele.

1. yo / leer / una / revista
_____.
2. tú / compartir / el / cuarto
_____.
3. ellos / beber / té / helado
_____.
4. nosotros / comer / papas fritas
_____.
5. ella / escribir / una / carta
_____.
6. nosotros / compartir / la / comida
_____.
7. usted / correr / 10 kilómetros
_____.
8. ustedes / escribir / cuentos
_____.

F. Continued: Translate the eight sentences into English

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

Answer Key

Part A

1. –imos
2. –en
3. –es
4. –e
5. –en
6. –o
7. –es
8. –emos
9. –o
10. –e

Part B

1. nosotros
2. ustedes
3. tú
4. ella
5. ellos
6. yo
7. tú
8. nosotras
9. yo
10. usted

Part C

1. –o
2. –emos
3. –e
4. –es
5. –en
6. –emos

Part D

1. –es
2. –e
3. –en
4. –imos
5. –o
6. –imos

Part E

1. leo
2. escribe
3. vemos
4. compartes
5. escribimos
6. beben
7. comparte
8. leen

Part F

1. Yo leo una revista.
2. Tú compartes el cuarto.
3. Ellos beben té helado.
4. Nosotros comemos papas fritas.
5. Ella escribe una carta.
6. Nosotros compartimos la comida.
7. Usted corre 10 kilómetros.
8. Ustedes escriben cuentos.

Part F Continued

1. I read a magazine.
2. You share the bedroom.
3. They drink ice tea.
4. We eat French fries.
5. She writes a letter.
6. We share the food.
7. You run 10 km.
8. You (plural) write stories.

Scholar Name _____

Magistra Hulzebos

Homeroom Teacher _____

Latin
3G
Week 6

The grammar and vocabulary for lesson 17 can be found on the last two pages of your packet. **Please keep these sheets at home! The grammar is pretty much the same as lesson 16 but I included it again to make sure you have it. Do your best, and ask me if you get really stuck!

uesday	*** Lesson 17, page 1** -copy out the vocabulary and meanings two times (just like you've done for almost every other lesson this year!). Use the vocabulary page toward the end of the packet to find the words. -try to conjugate *navigo* in the imperfect tense. The instructions on the last page (along with the example using *voco*) should help. Do your best!
Thursday	*** Lesson 17, page 2** -circle the verb ending and translate. Do as much of this as you can, it's okay if it feels challenging right now. Definitions for the verbs are on the same page as the lesson 17 vocabulary in case you need them.
Enrichment	**Review crossword puzzle** This page is *not required* work but may be done if you have extra time this week. If you'd like to really challenge yourself, try to do it without looking up the vocabulary words!

Vocabulary: write the vocabulary words with English meanings for this lesson two times

Latin	English	Latin	English

Conjugate *navigo* in the imperfect tense (the first one is done for you)

	Singular		Plural	
	Latin	**English**	**Latin**	**English**
1st	navigabam	I was sailing		
2nd				
3rd				

Circle the verb endings and translate. Watch your endings carefully. A couple examples to get you started:

pugnas – (circle the "s") *you fight*

pugnabas – (circle the "bas") *you were fighting*

orabamus – (circle "bamus") *we were begging*

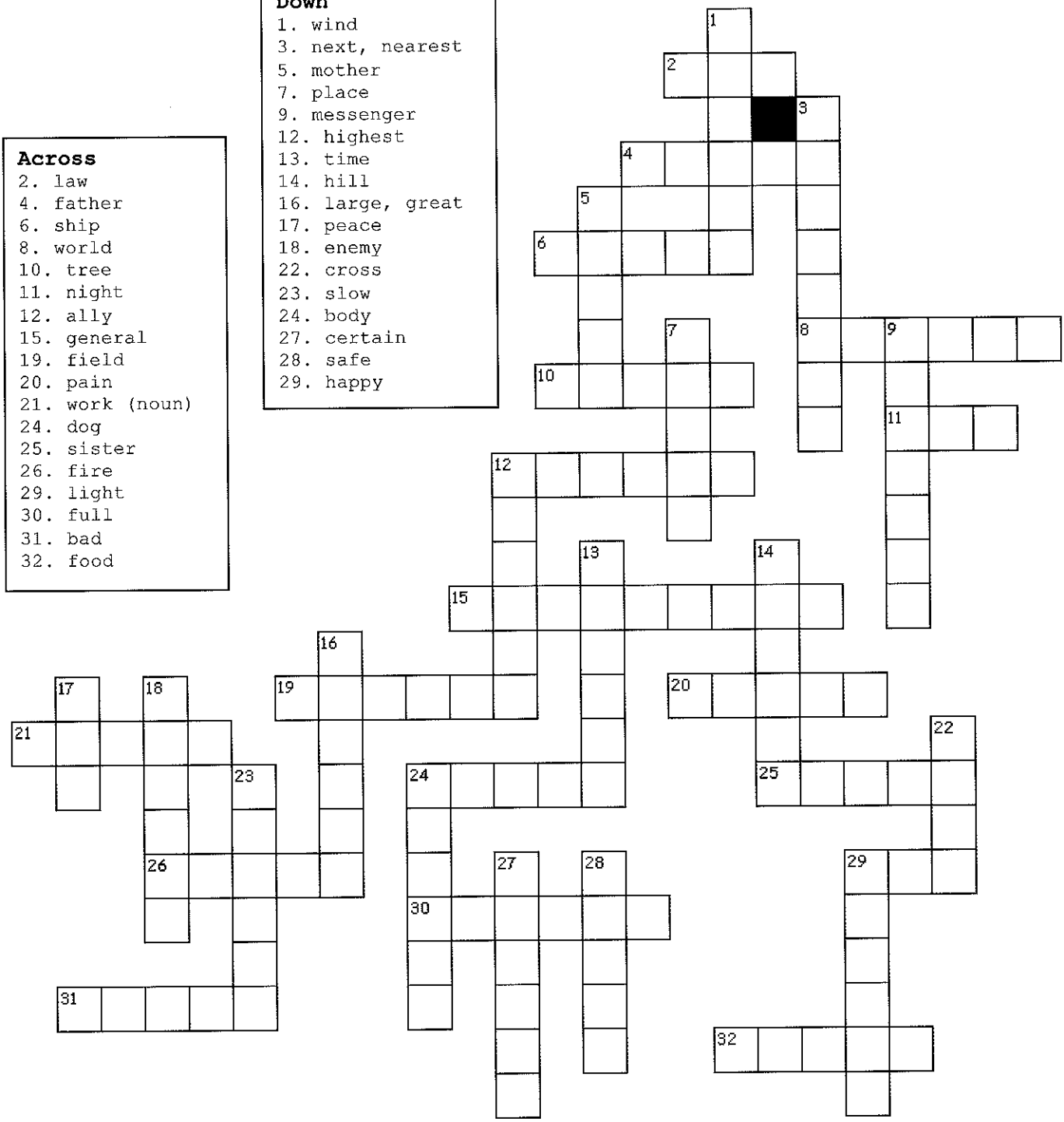
oramus – (circle "mus") *we beg*

1. laudabam _____
2. amabat _____
3. oramus _____
4. laborabant _____
5. portabas _____
6. clamatis _____ 1
7. vocabamus _____
8. superas _____
9. adorabam _____
10. spectabant _____
11. navigat _____
12. parabant _____
13. spectabam _____
14. ambulatis _____
15. adorabat _____
6. liberas _____
17. occupabamus _____
18. pugnabam _____
19. clamabas _____
20. superabant _____

3G Vocab Review (enrichment)

Down
1. wind
3. next, nearest
5. mother
7. place
9. messenger
12. highest
13. time
14. hill
16. large, great
17. peace
18. enemy
22. cross
23. slow
24. body
27. certain
28. safe
29. happy

Across
2. law
4. father
6. ship
8. world
10. tree
11. night
12. ally
15. general
19. field
20. pain
21. work (noun)
24. dog
25. sister
26. fire
29. light
30. full
31. bad
32. food



Lesson 17 Vocabulary (keep this sheet at home!)

Here is the vocabulary for lesson 17. Like our last lesson, these nouns are also from the family of 3rd declension nouns. Please try to learn both forms of each word (the first word is the nominative singular, the second is the genitive singular – you'll start to see patterns with how these are formed as your vocabulary grows).

Latin	English
arbor, arboris	tree
Caesar, Caesaris	Caesar
corpus, corporis	body
dolor, doloris	pain, sorrow
imperator, imperatoris	general, commander
labor, laboris	work, toil
mater, matris	mother
pater, patris	father
soror, sororis	sister
tempus, temporis	time

Verbs:

Latin	English	Latin	English
adoro	I adore	occupo	I seize
ambulo	I walk	oro	I beg, plead
amo	I love, like	paro	I prepare
clamo	I shout	porto	I carry
iudico	I judge	pugno	I fight
laboro	I work	specto	I look at
laudo	I praise	supero	I overcome
libero	I free, set free	voco	I call
navigo	I sail		

The Imperfect Tense in Latin (keep this sheet at home!)

We finally made it to the *past tense* in Latin – *euge!* While this would certainly be more fun in person, I'll do my best to give you step-by-step instructions for how this works.

The basics

The **imperfect tense** is just one form of past tense used in Latin (there are two others, but we will save those for next year in 4G). The way we know a verb is in the imperfect tense is that there is always a **ba** in the ending. The endings are: **-bam, -bas, -bat, -bamus, -batis, -bant** (notice that after the **ba**, we have our familiar verb endings!).

To conjugate

Let's use *amo* for our first example (all verbs will work just like this one). First we need our stem, the part that doesn't change. Take the -o and change it to an -a, so now we have *ama-*. Now we'll add the endings for the imperfect tense, so we get: **amabam, amabas, amabat, amabamus, amabatis, amabant.**

To translate

In order to translate the imperfect tense, we need what we call a "helping verb." We will either use *was* or *were*, depending who is doing the action (I *was* doing something but you *were* doing it), then we'll add an -ing ending to finish it off. Here are some examples:

amabam – I was loving **parabas** – you were preparing **spectabant** – they were looking at

The endings still tell us *who* is doing the action. The "ba" in the middle tells us *when*, and the stem (the part that ends in -a) tells us *what* they are doing. Here is a chart with *voco* in all forms for the imperfect tense, you can use it to help you with the assignments this week.

Imperfect (past) tense of *voco*:

	Singular		Plural	
Person	**Latin**	**English**	**Latin**	**English**
1st	voca-**bam**	I was calling	voca-**bamus**	we were calling
2nd	voca-**bas**	you were calling	voca-**batis**	you all were calling
3rd	voca-**bat**	hsi was calling	voca-**bant**	they were calling

Scholar Name (first and last) _____

Homeroom teacher _____

Ms. Rose

Art

Grade Level: 3G
Week 6

Note: Ms. Rose has recorded art videos for each art lesson and uploaded them to the Parnassus teacher web page. These videos will help your child understand the lesson concepts and complete the project. Here is a link; the password is Pegasus (note the uppercase P). Just scroll to the bottom to see the links to art lesson supplemental videos.

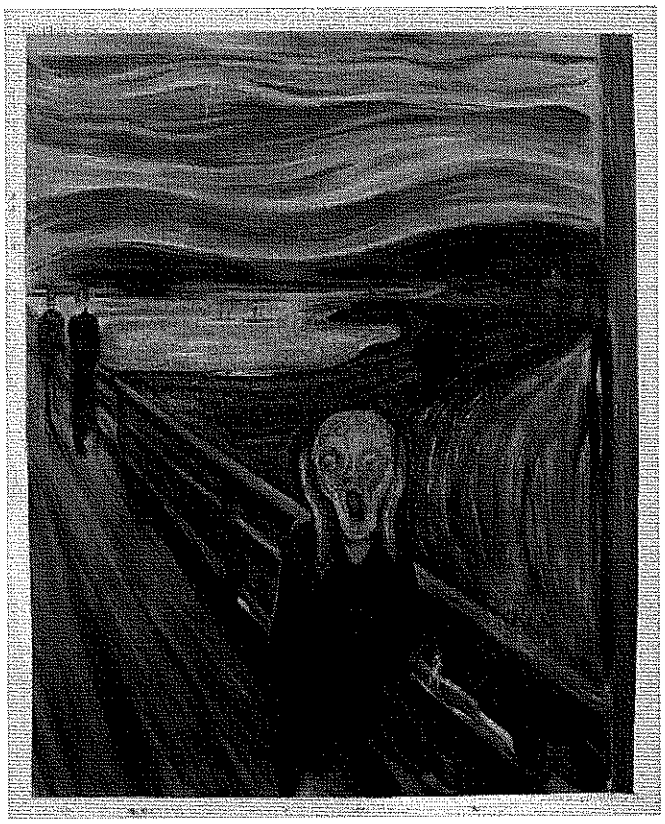
http://www.parnassusteachers.com/art.html

Also note that instead of sending back this art project assignment to be graded, you can keep the art project at home if you take a photo of it and send it directly to Ms. Rose's email (rose@parnassusprep.com) Be sure to include your child's full name and homeroom teacher in the subject line.

3G Art Assignment

(Check out Ms. Rose's supplemental video for this lesson on the Parnassus Teacher Website; http://www.parnassusteachers.com/art.html ; password—Pegasus)

Hello my most amazing artist! How are you today?



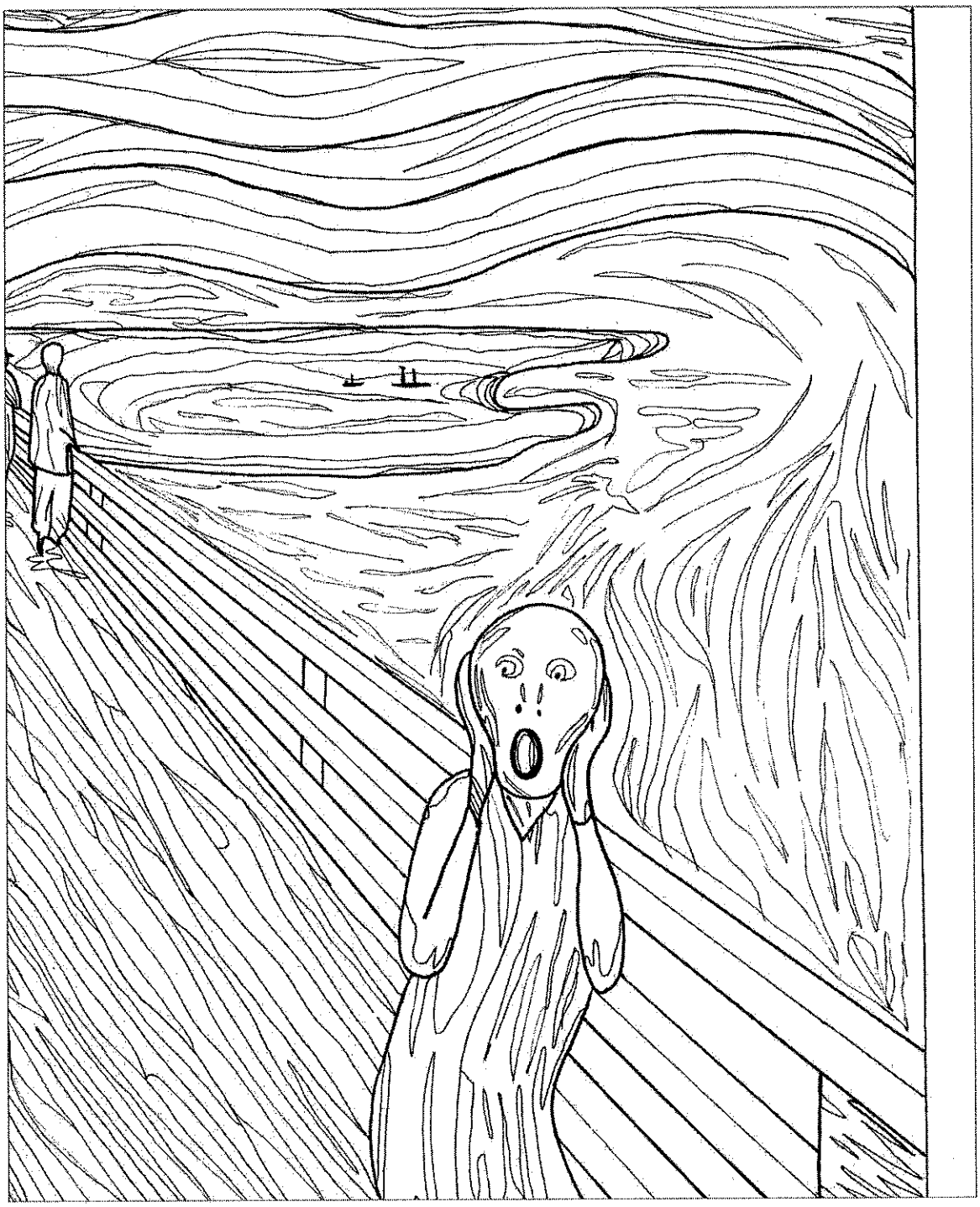
Second only to Leonardo da Vinci's *Mona Lisa*, Edvard Munch's *The Scream* may be the most iconic human figure in the history of Western art. Its skull-shaped head, elongated hands, wide eyes, flaring nostrils and ovoid mouth have been engrained in our collective cultural consciousness. *The Scream* has been the target of dramatic thefts and recoveries, and in 2012 a version created with pastel on cardboard sold to a private collector for nearly $120,000,000 making it the second highest price achieved at that time by a painting at auction.

Talk about these questions with someone:

- What did Munch do with the background to help convey the idea of chaos and stress?
- What makes the main figure seem real? What makes it seem not real?
- If you have access, go to Amazon and type in *The Scream Edvard Munch*. What are some products that you can buy on which this image is used?
- What do you think he is screaming about?
- Circle the word from each pair that best describes this painting:
    - Quiet or Loud
    - Movement or Still
    - Friends or Strangers
    - Scary or Fun

Your art assignment today is to make your own version of *The Scream*. Start thinking about what figure you want to put in the foreground (you can do a person screaming, or you can think of something totally different. I chose to draw a flamingo).

Make sure to put your white paper vertically (portrait position). Draw a replica that fills up your whole page. I suggest watching my video for step by step directions. If you don't have access, use this line drawing to help you draw your own version. Add color to your drawing by using paint, oil crayons or regular crayons.



Do not color this page. You need to draw your own. Remember, you can put any figure or object you want in the foreground (instead of the screaming figure).

Scholar : _____

Homeroom Teacher: _____

Magistra Gottwalt

Music

3G

Week 6

1 page included

Code breaker worksheet

Using the answers in the top row, fill in the note name to each note below. *

Name: _____ Grade: _____ Class: _____

TOP SECRET CODEBREAKER!