

Dear 4L Students and Families –

In these two packets you will find your assignments in the “workbook packet” (W) and instructional material (I) for the fifth week’s work of distance learning. As a reminder, your scholar is to complete everything in the packet, even Music and Logic. The exception to this is the math work that is dependent upon the class they are enrolled in. At the end of the week please make sure that a parent or guardian signs this page before you return your work to school.

Check off each assignment as you complete it:

Day	Daily Work	Weekly Work
1	<input type="checkbox"/> <i>Staff Development Days</i> <ul style="list-style-type: none"> Friday May 1st & Monday May 4th 	<input type="checkbox"/> History/Geography <ul style="list-style-type: none"> Readings 1 – 3 and complete worksheets (P.11-14 W, P.3-14 I)
2	<input type="checkbox"/> Math <ul style="list-style-type: none"> Pre-Algebra: Finish Lesson 86, #1-30 from last week Algebra: Lesson 83, #1-30 Geometry: See page 27 (W) for assignment <input type="checkbox"/> English & Penmanship <ul style="list-style-type: none"> Anne Frank Day 1 Worksheets (P.3-4 W) 	<input type="checkbox"/> Science <ul style="list-style-type: none"> Read “The Glacier Did It” (P.24-28 I) Complete glacier worksheets (P.36-37 W) Glacier Enrichment (P.38 W) <input type="checkbox"/> Latin <ul style="list-style-type: none"> Complete Chapter 37 translations (P.15 I, P.15 W) Optional Enrichment (P.16 I)
3	<input type="checkbox"/> Math <ul style="list-style-type: none"> Pre-Algebra: Lesson 87, #1-30 Algebra: Lesson 84, #1-30 Geometry: See page 27 (W) for assignment <input type="checkbox"/> English & Penmanship <ul style="list-style-type: none"> Anne Frank Day 2 Worksheets (P.5-6 W) 	<input type="checkbox"/> Spanish <ul style="list-style-type: none"> Read P.29-31 (I) and complete Days 1-4 worksheets (P.39-40 W) OR New students read/complete P.41-42 (W) <input type="checkbox"/> Logic <ul style="list-style-type: none"> Read “Lesson 9” (P.17-19 I) Complete “Book 2 – Lesson 9” worksheets (P.16-18 W)
4	<input type="checkbox"/> Math <ul style="list-style-type: none"> Pre-Algebra: Lesson 88, #1-30 Algebra: Lesson 85, #1-30 Geometry: See page 27 (W) for assignment <input type="checkbox"/> English & Penmanship <ul style="list-style-type: none"> Anne Frank Day 3 Worksheets (P.7-8 W) 	<input type="checkbox"/> Physical Education <ul style="list-style-type: none"> Complete Fitness Grid – <i>three times in the week</i> (P.35 W)
5	<input type="checkbox"/> Math <ul style="list-style-type: none"> Pre-Algebra: Finish Lessons 87-88 Algebra: Lesson 86, #1-30 Geometry: See page 27 (W) for assignment -<i>Enrichment problem</i> (P.32 W) <input type="checkbox"/> English & Penmanship <ul style="list-style-type: none"> Anne Frank Day 4 Worksheets (P.9-10 W) 	<input type="checkbox"/> Music <ul style="list-style-type: none"> Read “Music Lesson No. 4” (P.21 I) Complete worksheet (P.33-34 W) Further exploration (P.22-23 I) <input type="checkbox"/> Art <ul style="list-style-type: none"> Human Proportions Drawing (P.1-2 I, P.1-2 W)

PLEASE SIGN AND DATE BELOW BEFORE RETURNING:

Student Full Name (First & Last): _____

Parent Signature: _____

Date: _____

Name _____

Hour _____

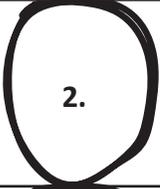
Red or Blue day _____

Art - Magister Zachman

1. Top of Head line



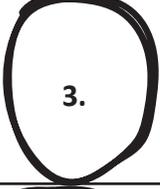
2. Chin line



2.5. Shoulder line



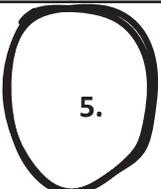
3. Center chest line



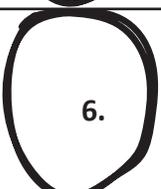
4. Belly button/Elbow line



5. Hip joint line



6. Finger tip line



7. Bottom kneecap line



8. Bottom of calf muscle



9. Soles of feet = Ground

Name _____

Hour _____

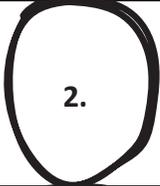
Red or Blue day _____

Art - Magister Zachman

1. Top of Head line



2. Chin line



2.5. Shoulder line



3. Center chest line



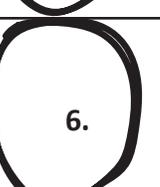
4. Belly button/Elbow line



5. Hip joint line



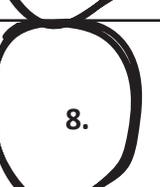
6. Finger tip line



7. Bottom kneecap line



8. Bottom of calf muscle



9. Soles of feet = Ground

Pages 31-42 (Tuesday, 29 September, 1942 –, Saturday, 7 November, 1942)

1. Define the following words: lavatories, Gestapo, fascist.

Elli worked in the office as a typist and who provided assistance to those in hiding.

*Miep was Mr. Frank's secretary and provided assistance to those in hiding. **Henk** is her husband.*

***La Belle Nivernaise** : The Story of an Old Boat and Her Crew (1886) is a juvenile novella with pen and ink illustrations. It's a happy endings story of orphans who find their parents, boys who marry their childhood sweethearts, and fathers who achieve their financial dreams*

2. How long has Anne been in hiding (at the end of this section)?
3. How do the occupants of the secret annex bathe?
4. What news do Anne and the others receive of the treatment of Jews in their town?
5. How does Anne occupy herself during this time?
6. Give an example of Anne recording mature or interesting thoughts in her diary.



Pages 42- 52 (Monday, 9 November, 1942 – Monday, 7 December, 1942)

1. Define the following words: entail, ingenuity, fortnight.

Winston Churchill was the Prime Minister of the United Kingdom (England, Scotland, Ireland and Wales) from 1940 to 1945 and again from 1951 to 1955.

St. Nicholas Day. December 5 and 6 are Sinterklaas/St. Nicholas' Eve and Day in the Netherlands, when Saint Nicholas, also known as Sinterklaas, visits children and brings them presents. In the Netherlands, the main celebrations take place on December 5, rather than December 6.

Chanukah (also Hanukah) is also known as the Festival of Lights. Hanukkah is observed for eight nights and days, which may occur at any time from late November to late December. The festival is observed by the kindling of the lights of a unique candelabrum, the nine-branched menorah, one additional light on each night of the holiday, progressing to eight on the final night.

2. How long has Anne been in hiding (at the end of this section)?

3. Describe the new person who joins the others in hiding.

4. What news does he bring of conditions for Jews outside?

5. Why do he and Anne begin to experience tension or conflict between them?

6. Describe the holiday celebrations in the Annex.

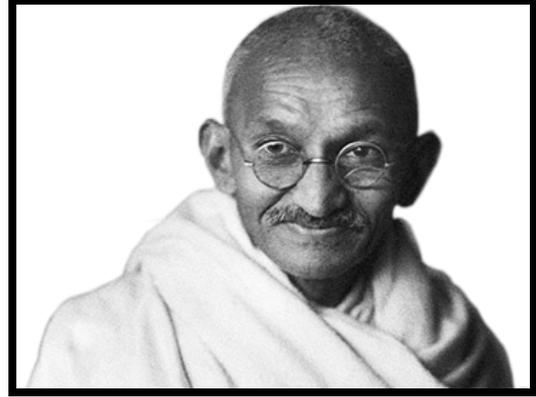
Pages 52- 63 (Thursday, 10 December, 1942 – Wednesday, 10 March, 1943)

A **quack** is a person who dishonestly claims to have special knowledge and skill in some field, typically medicine: [as modifier]: a quack doctor. **The golden mean** is the desirable middle between two extremes, one of excess and the other of deficiency.

“The freedom loving Gandhi of India is holding his umpteenth fast.” Employing nonviolent civil disobedience, Gandhi (1869-1948) led India to independence and inspired movements for civil rights and freedom across the world.

Petronella is Mrs. Van Daan.

A.A. guns refers to the anti-aircraft guns.



1. Define the following words: rheumatism, Allies, clogs.

2. How long has Anne been in hiding (at the end of this section)?

3. What sensible lessons does Anne learn to help her get along with the others?

4. Anne describes how the war is affecting the people of the city. Describe three of those details.

5. How does Anne’s behavior continue to affect the others? How does she respond to their criticisms?

6. Paraphrase one of the two stories that Anne tells about the pest that shares the annex.

Pages 63 - 73 (Friday, 12 March, 1943 – Tuesday, 18 May, 1943)

Tincture of myrrh is a liquid, a medicine, made with myrrh, which is a fragrant gum resin obtained from certain trees and used, especially in the Near East, in perfumery, medicines, and incense.

Eucalyptus is a fast-growing evergreen Australasian tree that has been widely introduced elsewhere. It is valued for its timber, oil, gum, and resin, and as an ornamental tree. The oil from eucalyptus leaves is chiefly used for its medicinal properties.

Registrar is a person who keeps a record; an official recorder.

1. Define the following words: Fuhrer, camomile (chamomile), tactless.
2. How long has Anne been in hiding (at the end of this section)?
3. Describe the scare of March 25.
4. Describe the relationship between Anne and her mother and explain why Anne feels that way.
5. Describe other hardships experienced by the people hiding in the annex.

Pages 73-83 (Sunday, 13 June, 1943 – Monday, 26 July, 1943)

The Benjamin of the family is the youngest child.

Mussolini was the fascist dictator of Italy, which along with Germany and Japan are the Axis forces fighting against the Allies. His resignation is a good sign for the Allies



1. Define the following words: aspire, knickers, loincloth.

2. How long has Anne been in hiding (at the end of this section)?

3. When is Anne's birthday? How old is she now? Describe her birthday presents.

4. During the episode with Mr. Dussel over the table, what do Anne's words and actions reveal about her character?

Pages 83-91 (Thursday, 29 July, 1943 –Monday, 9 August, 1943)

*When Anne says that Peter seems to eat from a **Danaidean vessel**, she is alluding to a story from her beloved Greek mythology. She refers to the 50 daughters of Danaus, 49 of whom were condemned to pour water forever into a leaky vessel for having murdered their husbands. Peter's cup or plat is such a vessel: impossible to keep full because he is a growing, hungry boy.*

1. Define the following words: proficient, coquetry, vanity.
2. How long has Anne been in hiding (at the end of this section)?
3. Use your own words to write a paragraph recounting Anne's description of the night.
4. Use your own words to write a paragraph recounting Anne's description of lunch time/afternoon.
5. Use your own words to write a paragraph recounting Anne's description of the evening meal.

Pages 92-102 (Friday, 10 August, 1943 – Wednesday, 3 November, 1943)

Fob off means to put off with a trick.

1. Define the following words: incessantly, timidly, capitulate.
2. How long has Anne been in hiding (at the end of this section)?
3. The first several diary entries recount the daily happenings in the secret annex. Which one is your favorite? Explain why.
4. What good news does the radio deliver about the war?
5. What tensions does Anne face from within the confines of the secret annex?
6. What tensions does Anne face from outside the secret annex?

4L History/Geography

Week 5 Packet¹

This week's lesson is about Cuba under Fidel Castro. As always, please note the following:

- Going forward, there will be an introductory video for each lesson on parnassteachers.com. If you are asked for a password, use *Pegasus* the mythical, winged horse. Watching the video is optional.
- Magister Swanson will be contacting portions of the 4L class each day. When it is your turn, your parents will get an email from Magister Swanson with information on an optional Zoom meeting with some of your classmates to answer questions and discuss the lesson.

Please read and annotate all three readings. Then answer the questions with full, cursive, stand-alone sentences.

1. Describe how Castro, at various times during the revolution, was able to increase the influence of his small military force.

2. What was the Bay of Pigs Invasion and why did it fail?

¹ This lesson includes materials created by Deanna Jaroszeski, Frostproof Middle/Senior High School and by Premier History Materials.

3. Why did Khrushchev and the Soviet government want to put nuclear missiles on Cuba?

4. What kinds of bases, missiles and nuclear weapons did the Soviets construct in Cuba?

5. What options did President Kennedy have in responding to this situation? Which one did he choose and why?

6. What did JFK's brother, Robert, do during the crisis?

7. Who was Vasily Arkhipov and what important role did he play?

8. What ultimately happened to resolve the situation? What deal was made?

9. Why was it Khrushchev that decided to back down?

10. What happened in the aftermath of the Cuban Missile Crisis?

11. Given his history, why do you think Castro allowed Cubans to leave the island in 1980?

12. What effect did the Mariel Boatlift have on U.S. politics?

Latin Exercises:

Name: _____

Hour (1st/7th/8th): _____

Magister Feicht

Using your Ch. 37 Grammar Notes as a guide, translate sentences 1-5 below.

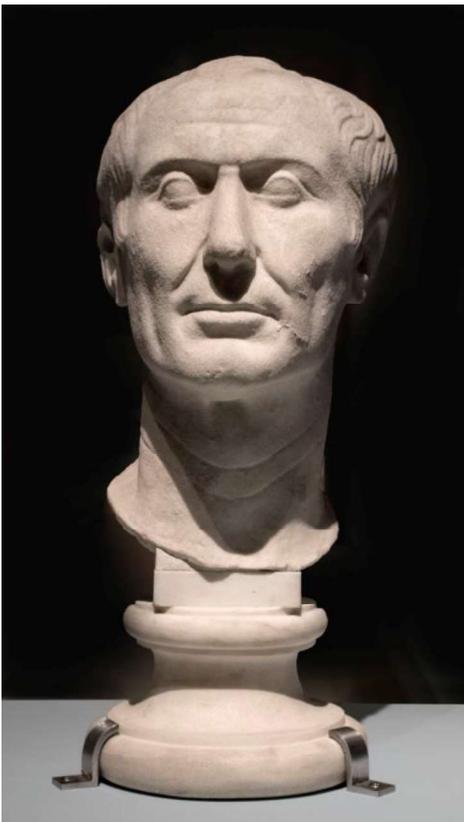
1. Athēnīs exierant et Rōmae vīxit.

2. domum paucīs hōrīs adībīs.

3. Syrācūsīs eō diē interfectus est.

4. Rōmam cōtīdiē inībātīs.

5. multōs diēs peregrīnābāmur.



The so-called *Tusculum Portrait* of Julius Caesar, one of the only surviving depictions of the famous Roman from his own lifetime. Found in the Museo d'Antichità in Turin, Italy.

4L Logic

Name: _____

Hour: _____

Book 2—Lesson 9

Answer the following questions in complete sentences. Make sure you answer ALL questions.

Historian A:

1. What is the main point of Historian A's interpretation?

2. Write Historian A's main point as an A, E, I, or O statement. Label the major and minor terms.

3. Write out a proper argument (2 premises and a conclusion) that represents what Historian A is saying. Use your answer to Question 2 as your conclusion.

4. What type of reasoning is Historian A using?

5. Does Historian A commit any fallacies? If yes, write down which one and how. If no, write one suggestion you have for Historian A to make a better argument.

Name: _____

6. What is Historian A's view of the United States' political system in the early 1800s?

Historian B:

7. What is the main point of Historian B's interpretation?

8. Write Historian B's main point as an A, E, I, or O statement. Label the major and minor terms.

9. Write out a proper argument (2 premises and a conclusion) that represents what Historian B is saying. Use your answer to question 8 as your conclusion.

10. What type of reasoning is Historian B using?

11. Does Historian B commit any fallacies? If yes, write which one below and why. If no, write one suggestion you have for Historian B to make a better argument.

Name: _____

12. There is an endnote for Historian B. Why did the author of the book include the endnote?

13. Do you think the endnote for Historian B was necessary? Why or why not?

SAXON MATH (Algebra, Algebra 1/2)

A N S W E R F O R M

Mixed Practice Solutions

Show all necessary work. Please be neat.

Name _____

Teacher _____

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.

SAXON MATH (Algebra, Algebra 1/2)

A N S W E R F O R M

Mixed Practice Solutions

Show all necessary work. Please be neat.

Name _____

Teacher _____

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.

SAXON MATH (Algebra, Algebra 1/2)

A N S W E R F O R M

Mixed Practice Solutions

Show all necessary work. Please be neat.

Name _____

Teacher _____

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.

SAXON MATH (Algebra, Algebra 1/2)

A N S W E R F O R M

Mixed Practice Solutions

Show all necessary work. Please be neat.

Name _____

Teacher _____

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.

Name: _____

Magister Sage

Geometry

Cumulative Review (P.372-373: #1-28)

Section 11-1 (P.426: #1-32)

We are skipping Chapter 10 as that focuses on constructions, which require materials used in class

Name: _____

Geometry Work Page

Magister Sage

What is the maximum number of times that six circles of the same size could intersect? For example, draw two circles that are the same size. What's the greatest number of times they could intersect? Now what if you add another circle, and another, etc.? (Circles that lie on top of each other do **not** intersect - they're simply the same circle, so "infinity" isn't a valid answer.) *Make sure your explanation is thorough and would explain to another student how to solve the problem.*

What if you've got 10 circles, or 100, or n ?

Scholar Name: _____

SOL Music Lesson

“Sounds of Spring”

Week of May 4, 2020

This week’s music lesson is about the connections between music and language, and it features musical compositions inspired by themes related to springtime. It starts with an instrumental work based on the composer’s own poetry about spring. First read about Vivaldi’s famous set of violin concertos, *The Four Seasons*, then answer the questions about the “Spring” concerto.

The “For Further Exploration” section has more great vocal and instrumental music about spring, with links for listening. At the bottom of your answer sheet, be sure to say which of the spring music pieces you listened to. Which sounds the most like spring to you?

Important: put your name on this page and the answer sheet. Return these two pages at the end of the week. The remaining music lesson pages are for you to keep.

Music

Scholar name: _____

Based on the reading on the next page, please answer the following questions.

Vivaldi's *The Four Seasons* are concertos for what instrument that he also played?

How many other concertos did Vivaldi compose? _____

List the images of spring that you find in Vivaldi's poem (minimum of five).

What does spring "sound" like to you – what sounds do you associate with this time of year?

Listen to at least two of the pieces of music from the "For Further Exploration" section, using the links provided. Which pieces did you listen to (please list below)?

Which piece did you think sounded the most like spring, and why? _____

Name: _____

Teacher (Circle): MANGOLD or BECK

Circle: Red or Blue

Hour: _____

SOL Gym Class Guide – Week of May 4th – May 8th

Do 20 minutes of exercise 3 times a week, or every day if you want. Exercise will help manage stress and is a great way to take a break.

All 1L, 2L, 3L and 4L Students:

Monday	Tuesday	Wednesday	Thursday	Friday
1. Stretch/Warm up for 5 minutes using our daily stretching routine. Include push-ups, sit-ups, planks to challenge yourself!	1. Stretch/Warm up for 5 minutes using our daily stretching routine. Include push-ups, sit-ups, planks to challenge yourself.	1. Stretch/Warm up for 5 minutes using our daily stretching routine. Include push-ups, sit-ups, planks to challenge yourself.	1. Stretch/Warm up for 5 minutes using our daily stretching routine. Include push-ups, sit-ups, planks to challenge yourself.	1. Stretch/Warm up for 5 minutes using our daily stretching routine. Include push-ups, sit-ups, planks to challenge yourself.
2. Do 15 minutes of continuous exercise. Choose from the list below.	2. Do 15 minutes of continuous exercise. Choose from the list below.	2. Do 15 minutes of continuous exercise. Choose from the list below.	2. Do 15 minutes of continuous exercise. Choose from the list below.	2. Do 15 minutes of continuous exercise. Choose from the list below.
3. Have a parent initial here after you complete your workout. _____	3. Have a parent initial here after you complete your workout. _____	3. Have a parent initial here after you complete your workout. _____	3. Have a parent initial here after you complete your workout. _____	3. Have a parent initial here after you complete your workout. _____

Complete #1-2 **THREE** times a week and have your parents initial box #3 when you finish each workout.

We want you to get moving! Here are some ideas for continuous exercise. You can choose one of these or come up with your own idea: Run, jump, juggle, lift weights, dance, do household chores like vacuuming, jump rope, bounce a ball, walk where you're allowed, create a minute-2-win it challenge, invent a game, throw a ball, play catch, climb, etc.

Take care of yourselves! -Magister Mangold and Magister Beck

Ms Twedt 4L Science

“The Glacier Did It” Study Questions Section 1

Name _____ Period _____

Study and learn facts and ideas based on this Young Naturalists nonfiction story in *Minnesota Conservation Volunteer*, March–April 2018, www.mndnr.gov/mcvmagazine.

1. True or false?

Glaciers seem to be moving, but in reality, they stay in one place.

2. What is glacial till?

3. How did most of Minnesota’s lakes form?

4. What do eskers tell us?

- a. where we might find snakes if we look under rocks
- b. where rivers once ran beneath glaciers
- c. where glaciers stopped advancing
- d. how long glaciers covered Minnesota

5. What do terminal moraines tell us?

- a. where glaciers stopped advancing
- b. where the beaches of glacial lakes were located
- c. where we should build airport terminals
- d. how many times glaciers advanced and retreated

6. Name four places in Minnesota where you can see moraines.

Ms Twedt 4L Science Name: _____

7. How might a drumlin provide a clue as to which direction the glacier that formed it was traveling?

8. Striations are caused by _____
_____ scraping against bedrock.

9: How are erratics useful to geologists trying to piece together Minnesota's past?

- a. They provide clues as to what kind of rock is beneath the soil in a particular place.
- b. They provide clues as to which direction the glacier that carried it was moving.
- c. They provide reference samples for local studies.
- d. They provide clues as to where the glacier came from.
- e. a and c
- f. b and d

10. What is Lake Agassiz?

11. Name three clues scientists have found that hint at Lake Agassiz's past existence?

12. True or false:

Glaciers once covered all of Minnesota.

Ms Twedt Enrichment-Not required-challenge yourself
Section 2

Name _____ Period _____

1. How are land features shaped by glaciers like cups, plates, and food left over after a party?

2. Why are eskers shaped like snakes?

- a. because they were formed by rivers that were curved
- b. because glaciers moved like snakes as they moved across the land
- c. because they were built by ancient people who liked snakes
- d. because they are filled with snakes

3. What is the difference between a terminal moraine and a ground moraine?

4. Why might the part of a glacier that touches the land beneath it be liquid?

5. What does it mean to say that mounds, piles, and pits have stories to tell?

Nombre _____

Grado 4L

Sra. Serrano - Week 5: May 1st - 7th

Question Words

A. Write the English meaning of the following interrogatives.

DAY 1

- | | |
|---------------------|------------------------|
| 1. ¿Quién? _____ | 9. ¿Quiénes? _____ |
| 2. ¿Qué? _____ | 10. ¿Cómo? _____ |
| 3. ¿Cuál? _____ | 11. ¿Cuáles? _____ |
| 4. ¿Cuánto? _____ | 12. ¿Cuántos? _____ |
| 5. ¿Cuándo? _____ | 13. ¿Dónde? _____ |
| 6. ¿De dónde? _____ | 14. ¿A dónde? _____ |
| 7. ¿De quién? _____ | 15. ¿De quiénes? _____ |
| 8. ¿Por qué? _____ | 16. ¿Con quién? _____ |

B. Read the pairs of sentences carefully noting the underlined word in the second sentence. What interrogative word is needed in the first sentence?

Day 2

- ¿_____ es la chica? La chica es Marisa.
- ¿_____ están los estudiantes? Los estudiantes están en la escuela.
- ¿_____ es el libro? El libro es de Enrique.
- ¿_____ es la cosa (thing) roja? La cosa roja es un tomate.
- ¿_____ van los chicos? Los chicos van al concierto.
- ¿_____ van los chicos al concierto? Los chicos van al concierto en carro.
- ¿_____ es el mes de Navidad? Diciembre es el mes de la Navidad.
- ¿_____ es la fiesta? La fiesta es el sábado.
- ¿_____ cuesta (cost) el sombrero? El sombrero cuesta 20 dólares.
- ¿_____ son las chicas? Las chicas son Dolores y Elisa.
- ¿_____ son las mochilas? Las mochilas son de mis amigos.
- ¿_____ eres (are you from)? Soy de Argentina.
- ¿_____ estudiantes no están hoy? Dos estudiantes no están hoy.
- ¿_____ estudiantes no están? Ana y Carlos no están.
- ¿_____ vas a la fiesta? Voy a la fiesta con Marisol y Felipe.
- ¿_____ estudias español? Porque quiero viajar por América del Sur.

Vocabulario

Es	is
Son	they are
Están	they are
Soy de	I'm from...
Voy	I go / I'm going
Vas	you go
Van	they go
Viajar	to travel
Fiesta	party

Sra. Serrano - Week 5: May 1st - 7th

Nombre _____

Grado 4L

Day 4

Lectura: Hábitat para la Humanidad International

Answer the following questions in **Spanish** according to the reading. Make sure you write in complete sentences:

1. ¿Qué hace Hábitat?

2. ¿Con quiénes trabaja Hábitat?

3. ¿En cuántos países está Hábitat?

4. ¿Cuántas casas construyeron los afiliados de Guatemala?

5. ¿Qué tienen que pagar los nuevos propietarios?

6. ¿Qué tienen que hacer los nuevos propietarios?

7. ¿De dónde viene el dinero para construir las casas?

8. Y a ti, ¿te gustaría trabajar con Hábitat? ¿Por qué?

Present tense of -ar verbs (p. 100)

New Students Only!

- An infinitive is the most basic form of a verb. In English, infinitives have the word "to" in front of them (to talk). In Spanish, infinitives end in -ar, -er, or -ir.
- The largest number of Spanish infinitives end in -ar: hablar, cantar, etc.
- To create the present tense of most of these verbs, drop the -ar from the stem: habl-, cant-, etc.
- Add the verb endings:

I/yo: add -o: hablo	nosotros/nosotras: add -amos: hablamos
you/tú: add -as: hablas	vosotros/vosotras: add -áis: habláis
usted/él/ella: add -a: habla <i>Polite / he / She / Form</i>	ustedes/ellos/ellas: add -an: hablan <i>Polite / they</i>

we Hablar = To talk

A. Look at each verb form. Circle the ending. Follow the model.

Modelo **estudia**ⓐ

- | | |
|-------------|--------------|
| 1. hablas | 6. patinamos |
| 2. nado | 7. dibujan |
| 3. canta | 8. bailo |
| 4. tocamos | 9. pasan |
| 5. trabajas | 10. escucha |

B. Now, look at the same list of verb forms from part A and circle the subject pronoun that matches each verb.

- | | |
|----------------------------------|---------------------------------|
| 1. (usted / tú) hablas | 6. (ellos / nosotras) patinamos |
| 2. (yo / ella) nado | 7. (ustedes / nosotros) dibujan |
| 3. (usted / yo) canta | 8. (yo / él) bailo |
| 4. (nosotros / vosotros) tocamos | 9. (ellas / usted) pasan |
| 5. (tú / usted) trabajas | 10. (ella / ustedes) escucha |

Realidades **A**

Nombre / Name: _____

Hora 4L

Capítulo 2A

Fecha May 1st - 7th

Guided Practice Activities 2A-4

New Students Only!

Present tense of -ar verbs (continued)

C. Complete each sentence by writing the correct -ar verb ending on the line provided. Follow the model.

Modelo Ellas montan en bicicleta.

- | | |
|--------------------------------|---------------------------------|
| 1. Marta trabaj <u>_____</u> . | 4. Ellos patin <u>_____</u> . |
| 2. Yo cant <u>_____</u> . | 5. Nosotros bail <u>_____</u> . |
| 3. Tú esquí <u>_____</u> . | |

D. Now, complete each sentence with the correct verb form of the infinitive in parentheses. Follow the model.

Modelo Tú (nadar) nadas.

- | | |
|-------------------------------|--|
| 1. Yo (bailar) _____. | 5. Ellos (esquiar) _____. |
| 2. Ella (cantar) _____. | 6. Tú (nadar) _____. |
| 3. Nosotros (trabajar) _____. | 7. Él (dibujar) _____. |
| 4. Ustedes (patinar) _____. | 8. Ellas (usar) _____
la computadora. |

E. Create complete sentences using the subject pronoun provided. Follow the model.

Modelo tú /  Tú dibujas.

-Dibujar

1. él /  Patinar

3. ellos / nadar 

2. nosotros /  Cantar 

4. yo / Escribir 