



4L Student Distance Learning

Week 6

Dear 4L Students and Families –

As usual, in these two packets you will find your assignments in the “workbook packet” (W) and instructional material (I) for the sixth week’s work of distance learning. As a reminder, please contact the office if your scholar does not have a Math or English textbook. At the end of the week please make sure that a parent or guardian signs this page before you return your work to school.

For supplemental videos please visit <http://www.parnassusteachers.com/> (password: Pegasus)

Check off each assignment as you complete it:

Day	Daily Work	Weekly Work
1	<input type="checkbox"/> Math <ul style="list-style-type: none"> • Pre-Algebra: Lesson 89, #1-30 • Algebra: Lesson 87, #1-30 • Geometry: See page 31 (W) for assignment <input type="checkbox"/> English & Penmanship Anne Frank Day 1 Worksheets (P.3-4 W)	<input type="checkbox"/> History/Geography <ul style="list-style-type: none"> • Read/complete Nationalism in South Africa worksheets (P.12-17 W, P.6-22 I) <input type="checkbox"/> Science <ul style="list-style-type: none"> • Read the Science of Balance (P.31-35 I) • Complete balance worksheets (P.40-45 W) • Vertigo Enrichment (P.34 I)
2	<input type="checkbox"/> Math <ul style="list-style-type: none"> • Pre-Algebra: Lesson 90, #1-30 • Algebra: Lesson 88, #1-30 • Geometry: See page 31 (W) for assignment <input type="checkbox"/> English & Penmanship • Anne Frank Day 2 Worksheets (P.5-6 W)	<input type="checkbox"/> Latin <ul style="list-style-type: none"> • Complete Chapter 37 exercises (P.23 I, P.18 W) • Optional Enrichment (P.24 I) <input type="checkbox"/> Spanish <ul style="list-style-type: none"> • Read/complete Days 1-5 worksheets (P.46-51 W) OR • <u>New students</u> complete P.52-54 (W)
3	<input type="checkbox"/> Math <ul style="list-style-type: none"> • Pre-Algebra: Lesson 91, #1-30 • Algebra: Lesson 89, #1-30 • Geometry: See page 31 (W) for assignment <input type="checkbox"/> English & Penmanship • Anne Frank Day 3 Worksheets (P.7-8 W)	<input type="checkbox"/> Logic <ul style="list-style-type: none"> • Read “Lesson 14” (P.25-27 I) • Complete “Book 2 – Lesson 14” worksheets (P.19-22 W)
4	<input type="checkbox"/> Math <ul style="list-style-type: none"> • Pre-Algebra: Finish Lessons 89-91 • Algebra: Lesson 90, #1-30 • Geometry: See page 31 (W) for assignment <input type="checkbox"/> English & Penmanship • Anne Frank Day 4 Worksheets (P.9-10 W)	<input type="checkbox"/> Physical Education <ul style="list-style-type: none"> • Complete Fitness Grid – <i>three times in the week</i> (P.39 W) <input type="checkbox"/> Music <ul style="list-style-type: none"> • Read “Music Lesson No. 5” (P.28-29 I) • Complete worksheet (P.37-38 W) • Further exploration (P.30 I)
5	<input type="checkbox"/> Math <ul style="list-style-type: none"> • Pre-Algebra: Finish Lessons 89-91 • Algebra: Finish Lessons 87-90 • Geometry: See page 31 (W) for assignment -Enrichment problem (P.36 W) <input type="checkbox"/> English & Penmanship • Anne Frank Day 5 Worksheet (P.11 W)	<input type="checkbox"/> Art <ul style="list-style-type: none"> • Human Proportions Drawing #2 (P.1-5 I, P.1-2 W)

PLEASE SIGN AND DATE BELOW BEFORE RETURNING:

Student Full Name (First & Last): _____

Parent Signature: _____

Date: _____

4L Work page:

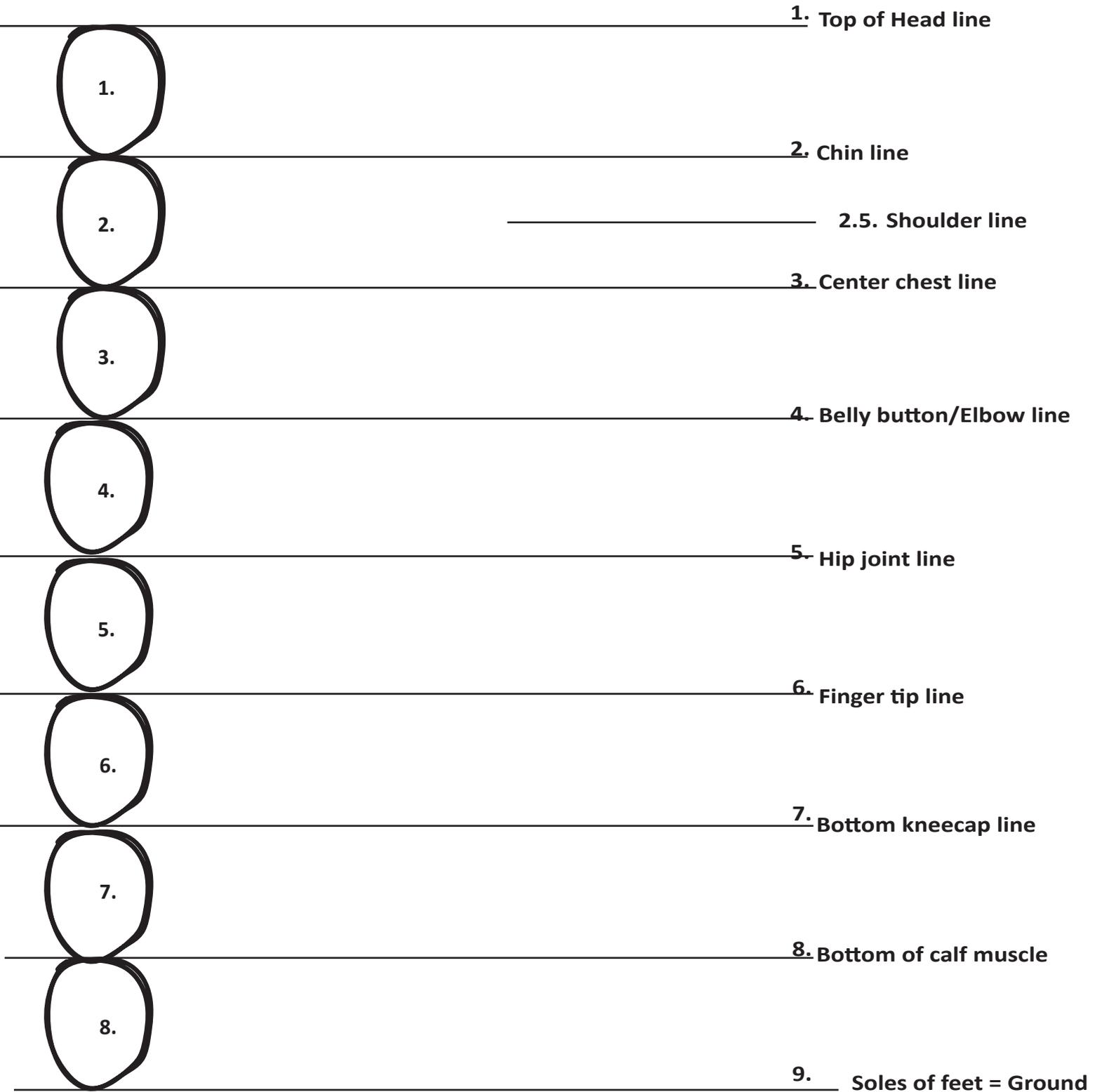
Draw your person here.

Name _____

Hour _____

Red or Blue day _____

Magister Zachman



4L Work page:

Draw your person here.

Name _____

Hour _____

Red or Blue day _____

Magister Zachman

1. Top of Head line



2. Chin line



2.5. Shoulder line



3. Center chest line



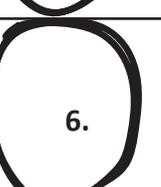
4. Belly button/Elbow line



5. Hip joint line



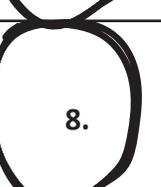
6. Finger tip line



7. Bottom kneecap line



8. Bottom of calf muscle



9. Soles of feet = Ground

Pages 115-124 (Wednesday, 5 January, 1944 – Saturday, 15 January, 1944)

Anne says that Peter Wessel (NOT Van Daan) went into the **first form of high school** and that Anne went into **sixth form of the lower school**. This means that Anne went into grade six and Peter went into grade seven.

1. Define the following words: tact, fatuous, exquisite.
2. How long has Anne been in hiding (at the end of this section)?
3. Anne relates that the onset of menstruation has coincided with curiosity, or inspired her to be curious, about bodies and sexuality. What elements of Anne's life, situation, and times would make these developments more difficult for her than they would be for a modern girl?
4. Describe Anne's previous relationship with Peter Wessel (NOT Peter Van Daan) and how she feels about him now.
5. What are Anne's ongoing concerns and criticisms of her mother?
6. What are Anne's ongoing concerns and criticisms of Mr. and Mrs. Van Daan?

Pages 136-146 (Saturday, 12 February, 1944 –Wednesday, 1 March, 1944)

The Dutch East Indies was a Dutch colony that became modern Indonesia following World War II.

1. Define the following words: privation, boisterous, sentimental.
2. How long has Anne been in hiding (at the end of this section)?
3. On February 13, 1944 Anne records something new that has occurred. What is it?
4. What event allows Peter and Anne to bond more, to experience “a real feeling of fellowship”?
5. How does Anne describe her relationship with Peter on February 18, 1944?
6. On February 23, 1944, Anne records some of her thoughts and insights about the nature of happiness. Pick two of the things she says that you think are most insightful or with which you most agree.
7. In what ways is the burglary of March 1, 1944 disturbing?

Pages 146-157 (Thursday, 2 March, 1944 –Thursday, 14 March, 1944)

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

*The **Sabbath** is a day of religious observance and abstinence from work, kept by Jews from Friday evening to Saturday evening, and by most Christians on Sunday.*

Oma means grandmother in German.

kale is a hardy cabbage of a variety that produces erect stems with large leaves and no compact *head*.

1. Define the following words: tranquility, solitude, coquettish.
2. How long has Anne been in hiding (at the end of this section)?
3. What does Anne realize about herself, her character or personality, before she went into hiding? How does she think she would be different now socially?
4. Anne's entry of March 7 is very thoughtful and insightful. Which two of her comments resonate with you the strongest (this means, which ones do you like, or find insightful or made you feel something?).
5. What is Anne's advice if one is feeling misery? What is her mother's advice? Which approach is most similar to your own? Give an example from your own experience.

Pages 157-168 (Wednesday, 15 March, 1944 – Thursday, 23 March, 1944)

Chemist means pharmacist.

A **panel patient** is a patient insured under the National Health Insurance Scheme.

Skew whiff means sloping instead of straight, or wrongly positioned.

1. Define the following words: somber, hemorrhage, woe.
2. How long has Anne been in hiding (at the end of this section)?
3. On Sunday, March 19, 1944, Anne records that yesterday was “the most wonderful evening I have ever had in the ‘Secret Annexe.’ Describe what happened that day and explain why Anne feels it is wonderful.
4. What do the letters between Anne and Margot reveal about their characters, about what kind of people they are?
5. Describe the relationship between Anne and Peter. How do they spend time together? How do they feel about each other?

Pages 168- 179 (Monday, 27 March, 1944 – Thursday, 6 April, 1944)

Joseph Stalin (1878 –1953) was the dictator of the Soviet Union from the mid-1920s until his death in 1953.

***Endive** is a very low calorie green leafy vegetable, like lettuce.*

***Kohlrabi** is German turnip or turnip cabbage.*

*A root vegetable belonging to the dandelion family, **salsify** is also known as the oyster plant because of its oyster taste when cooked.*

***Sauerkraut**, directly translated, is "sour cabbage"*



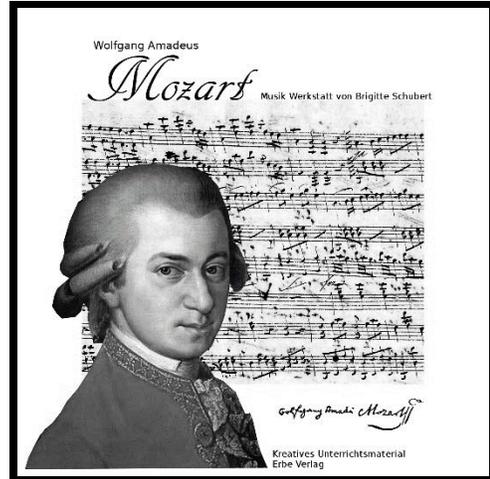
1. Define the following words: speculate, optimist, pessimist.
2. How long has Anne been in hiding and how old is she now (at the end of this section)?
3. Which of Anne's journal entries from this section do you find the most interesting or appealing? Explain why.
4. How is Anne similar to you? How is she different from you?

Pages 179-188 (Tuesday, 11 April, 1944 – Friday, 14 April, 1944)

Wolfgang Amadeus **Mozart** (1756 – 1791) was a prolific and influential composer of the Classical era. Born in Salzburg, Mozart showed prodigious ability from his earliest childhood. Already competent on keyboard and violin, he composed from the age of five and performed before European royalty.

Fags is a slang term for cigarettes.

1. Define the following words: interlude, impudence, audible.



2. How long has Anne been in hiding and how old is she now (at the end of this section)?

3. In Anne's long entry about the newest burglary...
 - a. Which details of the burglary are the most frightening?
 - b. Which details about the reactions of the people in hiding are most striking to you?

Pages 189-200 (Tuesday, 11 April, 1944 – Tuesday, 2 May, 1944)

El dorado is Spanish for "the golden one"

1. Define the following words: livid, console, scandalous.
2. How long has Anne been in hiding and how old is she now (at the end of this section)?
3. What important event happens on April 16, 1944 and how does Anne feel about it?
4. Explain how Anne's relationship with Peter is now challenging the social norms of her time and how Anne justifies her actions to herself.
5. For Anne, the relationship with Peter is not about social status or lust but rather about being her truest self and relating to some else who is doing the same. Find a quotation that exemplifies this attitude.
6. Mr. Frank speaks to both Anne and Peter about their relationship. Do you agree with what he says? Explain. What would you say to Anne and Peter if you were Mr. Frank?
7. Mr. Frank assumes that it is "natural" for boys to be "active" in these matters and that it must be girls that restrain themselves. Do you agree? Is this fair or good? Explain.

Pages 200-211 (Wednesday, 3 May, 1944 – Saturday, 13 May, 1944)

Pieter Sjoerds Gerbrandy (1885 – 1961) served as Prime Minister of the Netherlands from 3 September 1940 until 24 June 1945. He was the Prime Minister of the Dutch government in exile during World War II.

1. Define the following words: succulent, privations, boisterous.
2. How long has Anne been in hiding and how old is she now (at the end of this section)?
3. Anne asks some very important questions about the nature of people: “Why should millions be spent daily on the war and yet there’s not a penny available for medical services, artists or for poor people? Why do some people have to starve, while there are surpluses rotting in other parts of the world? Oh, why are people so crazy” (201). What are your answers to these questions?
4. Which of the diary entries in this section did you find most interesting? Why?

4L History Week 6

Please write your name and class hour on each page

5. What are some of the ways the international community is able to apply pressure to South Africa's government to release Nelson Mandela?

6. What actions does new president Nelson Mandela take to create peace between White and Black people in South Africa?

For the following questions, read and annotate Peter Beinart's article, "Don't Sanitize Nelson Mandela: He's Honored Now, But Was Hated Then" and Andrew McCarthy's article, "Remembering Mandela, without Rose-Colored Glasses."

7. Sometimes people can agree on a set of facts, but disagree on whether they are good. For example, if the Agora serves apples every day, we can agree on the fact that they serve them, but disagree whether apples are tasty.

What are two areas where Beinart and McCarthy agree?

8. What are two areas where Beinart and McCarthy disagree?

9. Using context from the McCarthy article, what do you think the following words mean?

-hagiography

-airbrushing

10. We have studied the Cold War. How does the controversy over Nelson Mandela's associations and alliances over the years relate to the Cold War?

For this last question, write one or two paragraphs for your answer. This is based on your opinion. Your paragraphs should be (1:2), meaning one concrete detail sentence followed by two sentences of analysis. Attach additional sheets as necessary.

11 Parnassus Preparatory School has a picture of Nelson Mandela hanging in the Agora and offers one of his speeches as an oratorical contest option. How should Parnassus remember Nelson Mandela? Should he be honored by Parnassus?

Latin Exercises:

Name: _____

(Week of May 11-15)

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

Using your Ch. 37 Grammar Notes as a guide, write the correct form of the word in parentheses and translate #1-4 below.

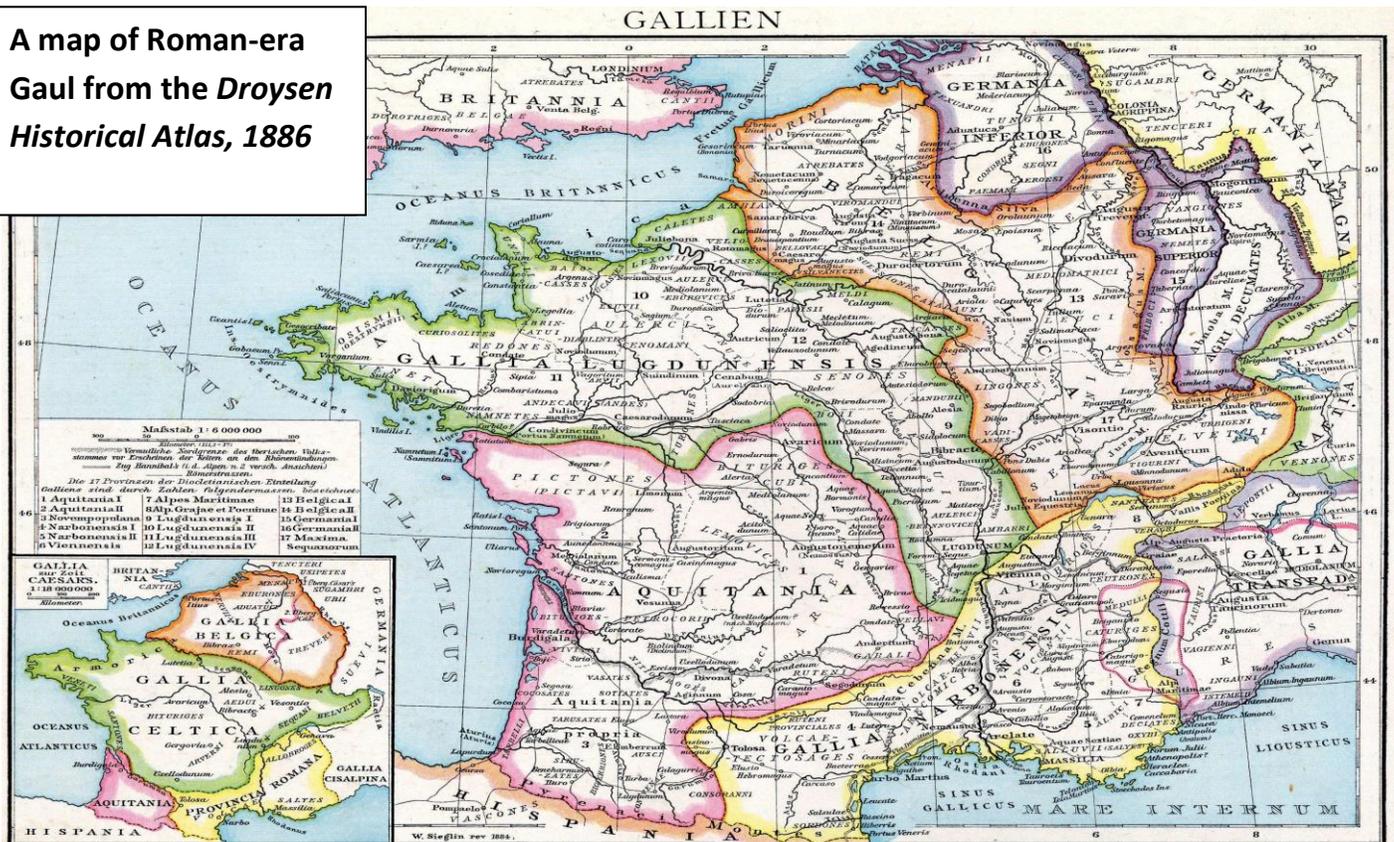
1. frater meus _____ (Athēnae) abiit et _____ (Rōma) accēdit.

2. Caesar _____ (Rōma) exit ut Galliam vincat.

3. _____ (domus) abierat, cum parentēs essent absentēs.

4. deinde _____ (Athēnae) rediit et libellum exēgit.

A map of Roman-era
Gaul from the *Droysen
Historical Atlas, 1886*



Name: _____

Mr. Meaney

4L Logic

Hour: _____

Book 2—Lesson 14

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

Viewpoint A:

1. What is the main point of Viewpoint A?

2. Write Viewpoint 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 Viewpoint A is saying. Use your answer to Question 2 as your conclusion.

4. What type of reasoning is Viewpoint A using?

FLIP OVER →

Name: _____

Mr. Meaney

5. Review the fallacies found in the Guide to Thinking. Choose at least three fallacies that were committed in Viewpoint A. Explain them.

	Paragraph/Location	Fallacy	Explanation
Fallacy 1			
Fallacy 2			
Fallacy 3			

6. Evaluate the evidence Viewpoint A uses. (Hint: use PROP)

7. Do you think George Fitzhugh, the author of Viewpoint A, believed what he wrote in this argument? Why or why not?

FLIP OVER →

Name: _____

Mr. Meaney

8. In another writing, George Fitzhugh wrote that human bonds are closer in family ties. People act out of trust, generosity, and love. On the other hand, capitalism, such as in factories, is impersonal and based on greed. Slavery is a closer approximation to family than to capitalism, so it is a superior system for organizing society. Government should be based on the social ties emphasized in slavery. Evaluate this argument.

Viewpoint B:

7. What is the main point of Viewpoint B?

8. Write Viewpoint 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 Viewpoint B argues. Use your answer to question 8 as your conclusion.

10. What type of reasoning is Historian B using?

11. What is a possible fallacy in the fourth sentence of the first paragraph? ("Everybody knows...")

Name: _____

Mr. Meaney

12. Evaluate two sources used by Viewpoint B. (Hint: use PROP) Specify which sources/people you are evaluating.

13. Assume all these pieces of evidence are reliable. How convincing is it that cruelty to slaves was widespread?

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 _____

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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 _____

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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 _____

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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 _____

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Name: _____

Magister Sage

Geometry

Section 11-2 (P.431-433: #2-32 evens)

Section 11-3 (P.436-437: #2-26 evens; P.440: #1-8)

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

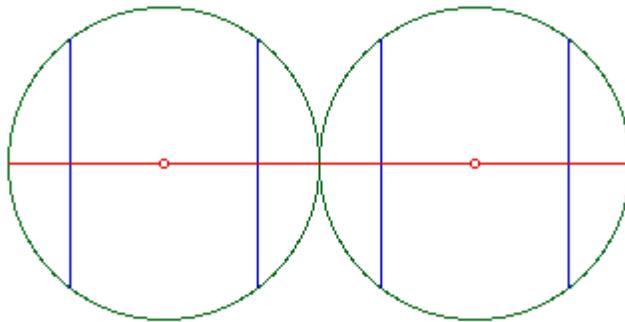
Name: _____

Geometry Work Page

Magister Sage

The two congruent circles below are externally tangent. All four chords are congruent (think logically why that is helpful) and perpendicular to the line through the centers of the circles. If the distance between the two chords that are farthest apart is 20 units, and the distance between two chords of one circle is 8 units, what's the area of one of the circles?

Make sure that you explain your solution - there is one step that I think you may gloss over, so be careful!



Scholar Name: _____

SOL Music Lesson

“Music as Conversation”

Week of May 11, 2020

This week’s music lesson continues our exploration of the connections of music and language. It looks at how composers such as Haydn, Mozart, and Beethoven used conversation as a model for the ways in which instruments interact, almost as if they are talking to each other. The lesson includes several examples that use musical notation – contact one of us (Dr. Dean, Magistra Neimeyer, or Magister Sood) if you have any questions about how to read it. Please let us know if there are any issues opening the listening links that are also a part of the lesson.

The “For Further Exploration” section has more “conversational” vocal and instrumental music by Mozart, with additional listening links.

Important: put your name on this page and the answer sheet. Return your completed answer sheet. The remaining music lesson pages are for you to keep.

Scholar name: _____

Please answer the following questions based on the “**Music as Conversation**” reading.

When did the Classical era in music history start and end? _____

What three major Classical-era composers are represented in this lesson?

Name at least three features of Classical-era music.

How did Classical-era composers create a sense of instruments having a conversation?

Name: _____

Teacher (Circle): MANGOLD or BECK

Circle: Red or Blue

Hour: _____

SOL Gym Class Guide – Week of May 11th – May 15th

Do 20 minutes of continuous exercise 3 times a week, or every day if you want. Exercise will help you 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: go for a 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. You can also make up a game of your own!

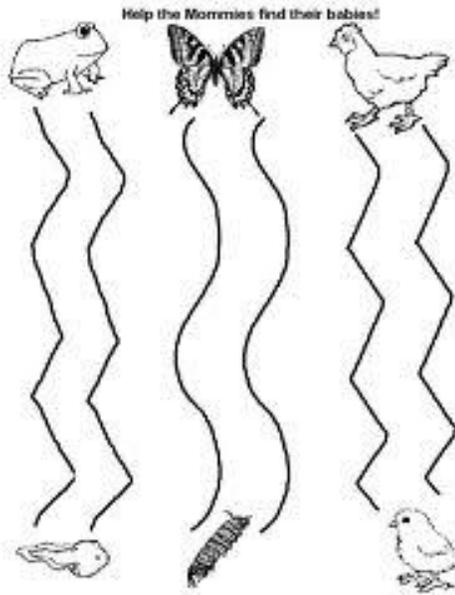
Take care of yourselves! -Magister Mangold and Magister Beck

Task Sheet **without spinning** Return as data Name _____ Hour _____

1. Write on the line below with no mistakes: (only g j p q or y can go under the line)

of mistakes: _____ Time: _____

2.



of mistakes: _____
Time: _____

3.



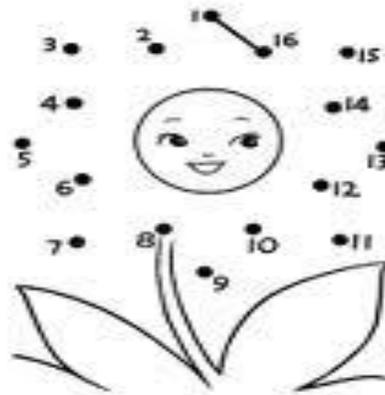
of mistakes: _____
Time: _____

4.



of mistakes: _____
Time: _____

5.



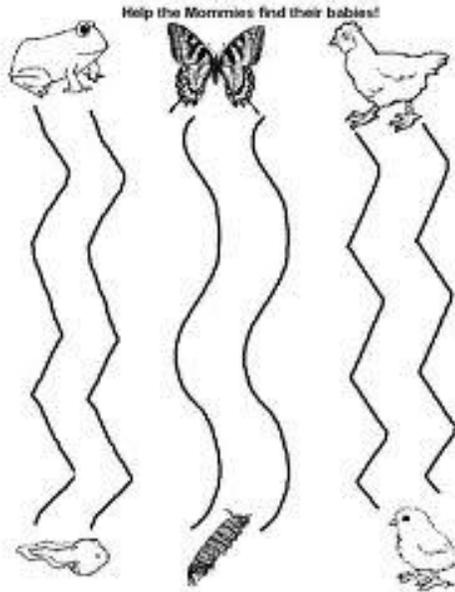
of mistakes: _____
Time: _____

Task Sheet **after spinning**

1. Write on the line below with no mistakes: (only g j p q or y can go under the line)

of mistakes: _____ Time: _____

2.



of mistakes: _____
Time: _____

3.



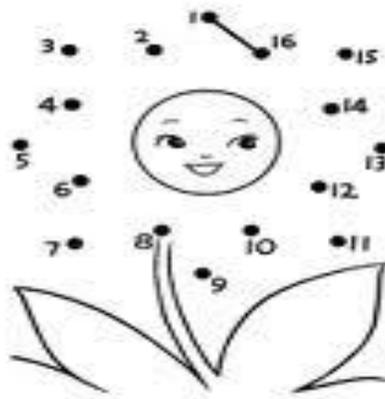
of mistakes: _____
Time: _____

4.



of mistakes: _____
Time: _____

5.



of mistakes: _____
Time: _____

Data – Table

Gramática (4L)

Sra. Serrano - Week 6: May 8th - 14th

Instructions

The verbs *ser* and *estar*

You know that both *ser* and *estar* mean "to be." Their uses, however, are different.

Ser

(yo)	soy	(nosotros) (nosotras)	somos
(tú)	eres	(vosotros) (vosotras)	sois
Ud. (él) (ella)	es	Uds. (ellos) (ellas)	son

Estar

(yo)	estoy	(nosotros) (nosotras)	estamos
(tú)	estás	(vosotros) (vosotras)	estáis
Ud. (él) (ella)	está	Uds. (ellos) (ellas)	están

Use *ser* to talk about characteristics that generally do not change. *Ser* is used for descriptions that are not about conditions or location. For example:

- who a person is or what a person is like
- what something is or what something is like
- where a person or thing is from

Teresa es mi prima. Es muy graciosa.

Los tacos son mi comida favorita. Son riquísimos.

Mis tíos son de México. Son muy simpáticos.

Use *estar* to talk about conditions that tend to change. For example:

- how a person feels
- where a person or thing is

¿Dónde está Mariana? No está aquí.

No puede venir hoy porque está muy enferma.



El Palacio de los Gobernadores, construido en 1610, es el edificio (building) público más viejo de los Estados Unidos que todavía se usa. Ahora es un museo de historia.

Fondo Cultural

¡A pensar! Santa Fe was established thirteen years before the Plymouth Colony was settled by the *Mayflower* Pilgrims. It has been a seat of government for Spain, Mexico, the Confederacy, and the United States.

- Find out when the oldest building in your community was built. How does it differ in age from the *Palacio de los Gobernadores* in Santa Fe?

Write your answer here: OPTIONAL

The verbs *ser* and *estar* (p. 78) Sra. Serrano
Instructions & Activity

- There are two Spanish verbs that mean "to be": *ser* and *estar*.
- Review their forms in the present tense.

ser			
yo	soy	nosotros/nosotras	somos
tú	eres	vosotros/vosotras	sois
usted/él/ella	es	ustedes/ellos/ellas	son

DAY 1

estar			
yo	estoy	nosotros/nosotras	estamos
tú	estás	vosotros/vosotras	estáis
usted/él/ella	está	ustedes/ellos/ellas	están

A. Circle the form of *ser* or *estar* that is used in each sentence.

- Mi madre es profesora.
- Ellas son de México.
- Las decoraciones están en mi casa.
- Nosotras somos artísticas.
- Yo estoy enferma.
- Los libros están en la mesa.
- Tú estás en la oficina.
- Yo soy la prima de Ana.

B. Look at the forms of *ser* and *estar* that you circled in part A. Decide why *ser* or *estar* was used in each. Write the reason using the chart in the explanation on page 258 in 78 your textbook to find the reason why *ser* or *estar* was used in each sentence. Write each reason in the right-hand side of the chart. The first one has been done for you.

Forms of <i>ser</i> and <i>estar</i>	Reason
1. <i>es</i>	<i>who a person is</i>
2.	
3.	
4.	
5.	
6.	
7.	
8.	

The verbs *ser* and *estar* (continued)**C.** Circle the correct form of the verb *ser* in each sentence.

- Mis padres (**son** / somos) profesores.
- Yo (**soy** / eres) muy atrevida.
- La comida (**es** / eres) de un restaurante.

D. Circle the correct form of the verb *estar* in each sentence.

- Tú (**estoy** / estás) muy cansado hoy.
- La computadora (**está** / estamos) en la oficina.
- Nosotros (**estamos** / están) muy ocupados.

E. Circle the correct form of *ser* or *estar* in these sentences. Look back at the chart with the uses of *ser* and *estar* if you need help.

- Mis abuelos (**son** / están) profesores de matemáticas.
- Yo (**soy** / estoy) enfermo hoy.
- Tú (**eres** / estás) en la clase de historia.
- Tomás (**es** / está) de Argentina.
- Ustedes (**son** / están) argentinos también.
- Nosotras (**somos** / estamos) muy cansadas.
- Los libros (**son** / están) muy interesantes.
- Los libros (**son** / están) en la biblioteca.

F. Write the correct form of *ser* or *estar* to complete each sentence.

- Tú _____ en la oficina.
- Nosotras _____ muy ocupadas hoy.
- Yo _____ estudiante.
- Mi padre _____ profesor.
- El video _____ interesante.
- Los videos _____ en la biblioteca.
- Nosotros _____ de Guatemala.
- Tú _____ muy simpático.

Sra. Serrano

Una carta para mamá

Read the following letter from Rosaura to her mom in Spain. Write the form of ser or estar that best completes each sentence.

Make sure you conjugate the Verb. (Present)

Day 3

Querida mamá:

¡Aquí _____ en Chicago! Chicago _____ una gran ciudad con muchas personas que _____ muy interesantes. La comida _____ fantástica. La especialidad _____ la pizza. ¡Qué rica!

Vivo con una familia muy simpática. Tienen un hijo que siempre _____ contento y una hija que _____ muy estudiosa.

¡_____ las nueve de la noche y ella _____ en la biblioteca!

Los chicos de la escuela también _____ estudiosos, pero no muy serios. Mis compañeros y yo _____ muy buenos amigos y _____ juntos todos los fines de semana. Una amiga, Vera, _____ boliviana y _____ divertidísima. Vera y yo _____ en la misma clase de biología.

Bueno, mamá, _____ muy tarde. Mañana voy a _____ muy ocupada y necesito dormir. Pero sabes ahora que todo _____ bien aquí y que yo _____ contenta. Besos para ti y para papá.

Un abrazo,

Rosaura

Nombre _____

Grado 4L

Sra. Serrano - Week 6: May 8th - 14th

SER or ESTAR



Day 4

Translate the following descriptions of people in a restaurant. Make sure you think about *ser* or *estar* and conjugate it in the present tense. Look at your grammar instruction sheet to help you with this worksheet.

1. Elena, Ana, and Blanca are sisters. They are young and very athletic. They are sad and bored today because it's raining and they can't play soccer.

2. Mr. Martinez is serious and very intelligent. He wants to eat with his family but his wife and two children are in New York and he is in San Antonio for work.

3. Carlitos is young. He is five years old. His sister is sick but he is in good health. His parents are very funny.

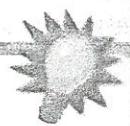
Nombre _____

Grado: 4L

The preterite of *hacer* and *dar*

Hacer and *dar* are irregular verbs in the preterite. Notice that these verbs do not have any accent marks in the preterite.

¿Recuerdas?
 You used the preterite *tú* form of *hacer* when you asked, ¿Qué hiciste?



- The preterite stem for *hacer* is *hic-*. In the *Ud. / él / ella* form, the *c* changes to a *z* so that it still has an "s" sound: *hizo*.
- The preterite stem for *dar* is *di-*. The same stem is used for all the preterite forms.

Hacer = To do

(yo) hice	(nosotros) hicimos
(tú) hiciste	(vosotros) hicisteis
Ud. (él) hizo	Uds. (ellos) hicieron
(ella)	(ellas)

Dar = To give

(yo) di	(nosotros) dimos
(tú) diste	(vosotros) disteis
Ud. (él) dio	Uds. (ellos) dieron
(ella)	(ellas)

⊕ Preterite -ir endings:

-ir
 -iste -imos
 -isteis -ieron

⊕ Regular verbs like (-ar) "hablar", "visitar" the preterite endings are:

-ar
 -é -amos
 -aste -asteis
 -ó -aron

- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____



Leer/Escribir

En un hospital **DAY 5**

Una joven habla de su experiencia como voluntaria en un hospital. Escribe los verbos en el pretérito para completar las frases.

Mis amigos y yo 1. (*dar/decidir*) hacer un trabajo voluntario en un hospital. Nosotros 2. (*ir/hacer*) dibujos para los ancianos en el hospital. La semana pasada una amiga y yo 3. (*llevar/hablar*) los dibujos al hospital. La enfermera¹ nos 4. (*dar/decidir*) permiso para entrar en los cuartos de varios ancianos. Nosotros 5. (*llevar/visitar*) a los ancianos y les 6. (*decidir/dar*) los dibujos. Los ancianos nos 7. (*hablar/llevar*) de sus familias y nos 8. (*decidir/dar*) abrazos.² Ésta fue la primera vez que yo 9. (*hacer/llevar*) un trabajo voluntario. Fue una experiencia inolvidable para nosotros. Vamos a regresar al hospital otra vez.

¹nurse ²hugs

The verb *estar* (p. 128)

New Students Only!

- Irregular verbs do not follow the same pattern as regular verbs.
- **Estar** (to be) is irregular. Its **yo** form (**estoy**) is different from the regular -ar **yo** form. Its **tú, usted/él/ella, and ustedes/ellos/ellas** forms are different because they have an accent on the a: **estás, está, están.**

• Here are the forms of **estar**:

yo - I	estoy	we	Estar = To be
tú - You	estás	you all	
usted/él/ella	está	polite / they	
		nosotros/nosotras	estamos
		vosotros/vosotras	estáis
		ustedes/ellos/ellas	están

- **Estar** is used to tell how someone feels or to give a location.

A. Circle the ending of each form of *estar*.

- yo estoy
- tú estás
- Ud. está
- nosotras estamos
- ellos están

B. Now, complete each sentence by writing in the correct ending for the correct form of *estar*.

- Tú est _____ en la clase de arte.
- Ellos est _____ en la clase de ciencias.
- Nosotros est _____ en la clase de español.
- Yo est _____ en la clase de matemáticas.
- Él est _____ en la clase de literatura.
- Usted est _____ en la oficina.
- Ustedes est _____ en la sala de clase.
- Nosotras est _____ en la clase de tecnología.

C. Complete each sentence with the correct form of *estar*.

- Yo _____ bien.
- Tú _____ muy bien.
- Ella _____ regular.
- Nosotras _____ bien.
- Usted _____ regular.
- Ellos _____ bien.
- Él _____ regular.
- Ustedes _____ bien.

Me gustan, me encantan (p. 164) Sra. Serrano
New Students Only!

- To say you like one thing, use **me gusta** (*I like*) or **me encanta** (*I love*).
- To say you like more than one thing, use **me gustan** or **me encantan**.
- Put **no** in front of **me gusta** or **me gustan** to say you don't like one or more things:
No me gusta el café. No me gustan los huevos.

One thing (singular)	More than one thing (plural)
Me gusta la leche.	Me gustan las manzanas.
Me encanta el té.	Me encantan los jugos.

A. Look at each noun. Write **S** if the noun is singular. Write **P** if it is plural.

- _____ el cereal
- _____ el tocino
- _____ los huevos
- _____ las manzanas
- _____ las salchichas
- _____ las papas
- _____ el pan
- _____ la pizza

B. Now, look at sentences using the same nouns from part A. Complete the verbs by writing **a** for the singular nouns and **an** for the plural nouns. Follow the models.

Modelos Me encant a el café.

Me encant an las fresas.

- Me gust _____ el cereal.
- Me gust _____ el tocino.
- Me encant _____ los huevos.
- Me gust _____ las manzanas.
- Me encant _____ las salchichas.
- Me gust _____ las papas.
- Me encant _____ el pan.
- Me gust _____ la pizza.

C. Complete the following exchanges by circling the correct word in parenthesis.

- ELENA: ¿Te (gusta / gustan) el helado?
ENRIQUE: ¡Sí! Me (encanta / encantan) el helado.
- BERTA: No me (gusta / gustan) las fresas.
ANA: ¿No? ¡Me (encanta / encantan) las fresas!
- JOSÉ: Me (encanta / encantan) la pizza.
LUIS: ¿Sí? A mí no. ¡Pero me (encanta / encantan) las hamburguesas!

Sra. Serrano

Me gustan, me encantan (continued)

New Students Only!

D. Complete the following sentences by writing **encanta** or **encantan**.

- | | |
|---------------------------|---------------------------|
| 1. Me _____ el queso. | 4. Me _____ el pan. |
| 2. Me _____ los plátanos. | 5. Me _____ el yogur. |
| 3. Me _____ los jugos. | 6. Me _____ las galletas. |

E. Complete the following sentences by writing **gusta** or **gustan**.

- | | |
|--------------------------|--------------------------------|
| 1. ¿Te _____ las sopas? | 4. No me _____ el tocino. |
| 2. No me _____ el queso. | 5. ¿Te _____ las naranjas? |
| 3. No me _____ la leche. | 6. ¿Te _____ las papas fritas? |

F. Choose words from the list to complete each sentence about what you like or don't like.

el cereal	el desayuno	los huevos	las salchichas	el yogur
las hamburguesas	el jamón	el queso	el café	el té
los perritos calientes	la sopa de verduras	la pizza	las galletas	el jamón

- | | |
|-----------------------|------------------------|
| 1. Me gusta _____. | 4. No me gustan _____. |
| 2. No me gusta _____. | 5. ¡Me encanta _____! |
| 3. Me gustan _____. | 6. ¡Me encantan _____! |

G. Look at each drawing. Then write a sentence to say whether you like it or not. Follow the models.

Modelos



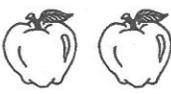
Me gustan los huevos . OR No me gustan los huevos .



Me gusta la pizza . OR No me gusta la pizza .

1.  _____

2.  _____

3.  _____

4.  _____