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School of Grammar E-Learning Days

This year, we may utilize “e-learning days” for times when there would otherwise be a school closure due to closing. In the School of Grammar, this will be printed work that students will be expected to complete while school is closed for the e-learning day. Teachers will be available via email from 10:00-11:30am and 12:30-3:00pm for questions during these days. It is important to keep this in a safe place, that your child can access if needed. The completed work should be turned in to their teacher on the next school day. If you have questions, please reach out to your child’s homeroom teacher first, thank you.

Your child’s homeroom teacher will send an email by 8am, sharing with you and directing your child on which “e-learning day” they should be working on. E-learning materials will be posted in Infinite Campus in case the materials have been misplaced. Some items will be required, and others will be optional. Teachers will be specific on what is required and optional. If you have any questions, please reach out to your child’s teacher.

Sincerely,
Principal Omberg & Ms. Steeber

E-Learning 3G Packet

Quarter 1 and 2

Name: _____

Day 1	Day 2	Day 3
Required: Math Review Novels Assignment	Required: Math Review Novels Assignment	Required: Math Review Novels Assignment
Optional: Spelling- Spelling Practice Art- Rainforest Drawing Geography- Amusement Park	Optional: History- Birds that Can Swim Instead of Fly Latin- 8 Column Practice Music- Hierarchy of Notes and Rhythm Addition	Optional: History- The Dust Bowl Spanish- Crossword Puzzle Music- Hierarchy of Rests and Rhythm Addition Level 2

Day 1

FACTS PRACTICE TEST

G

64 Multiplication Facts

Name _____

Time _____

Multiply.

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

B

Mixed Practice Solutions

Show all necessary work. Please be neat.

Name _____

Date _____

Lessor

Math Review

1.	$\begin{array}{r} 42 \\ - 23 \\ \hline \end{array}$	2.	$\begin{array}{r} 740 \\ - 275 \\ \hline \end{array}$	3.	$\begin{array}{r} 0 \\ - 19 \\ \hline 21 \end{array}$
----	---	----	---	----	---

4.	$\begin{array}{r} 47 \\ 58 \\ 62 \\ + 55 \\ \hline \end{array}$	5.	$\begin{array}{r} 363 \\ 247 \\ 152 \\ + 148 \\ \hline \end{array}$	6.	$\begin{array}{r} 263 \\ - 147 \\ \hline \end{array}$
----	---	----	---	----	---

7.	$\begin{array}{r} 340 \\ - 149 \\ \hline \end{array}$	8.	Use words to write 363	9.	Use words to write 25,362
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10.	Use words to write 546,325	11.	$\begin{array}{r} 300 \\ - 136 \\ \hline \end{array}$	12.	$\begin{array}{r} 405 \\ - 229 \\ \hline \end{array}$
-----	----------------------------	-----	---	-----	---

13.	$\begin{array}{r} 107 \\ - 28 \\ \hline \end{array}$	14.	a) $7 \times 9 =$ b) $9 \times 9 =$ c) $4 \times 9 =$ d) $3 \times 9 =$	15.	$\begin{array}{r} 489 \\ + 27 \\ \hline 766 \end{array}$
-----	--	-----	--	-----	--

16.

$$\begin{array}{r} 14,21, \\ \underline{42} \end{array}$$

17.

$$\begin{array}{r} 81,72,54 \\ \underline{\quad} \end{array}$$

18.

$$\begin{array}{r} 5.32 \\ + 3.44 \\ \hline \end{array}$$

19.

a) Round 37 to the nearest 10.

b) Round 7.89 to the nearest dollar

20.

Use words to write 5.77

21.

Draw circles to show:

$$2\frac{1}{3}$$

22.

Write the mixed number for the picture.



23.

$$53 + M = 95$$

24.

$$Z - 43 = 27$$

25.

- a) 1 c = _____ oz
 b) 2 c = _____ pt
 c) 2 pt = _____ qt
 d) 1 qt = _____ gal

26.

$$\begin{array}{r} 72 \\ \times 4 \\ \hline \end{array}$$

27.

$$\begin{array}{r} 87 \\ \times 5 \\ \hline \end{array}$$

28.

$$\begin{array}{r} 7 \overline{)35} \end{array}$$

29.

$$\begin{array}{r} 4 \overline{)36} \end{array}$$

30.

$$\begin{array}{r} 2 \overline{)16} \end{array}$$

Name: _____

Copy each word 4 more times.

Spelling Practice

1.) flowers

1.) quick

1.) joyful

2.)

2.)

2.)

3.)

3.)

3.)

4.)

4.)

4.)

5.)

5.)

5.)

1.) playfully

1.) suddenly

1.) sounds

2.)

2.)

2.)

3.)

3.)

3.)

4.)

4.)

4.)

5.)

5.)

5.)

1.) unsnapped

1.) beautiful

1.) clapping

2.)

2.)

2.)

3.)

3.)

3.)

4.)

4.)

4.)

5.)

5.)

5.)

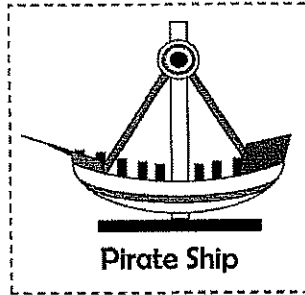
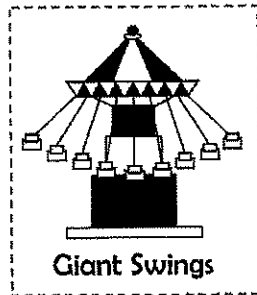
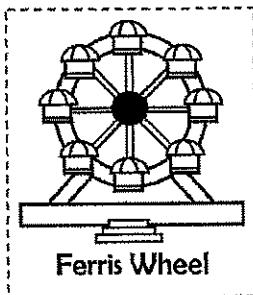
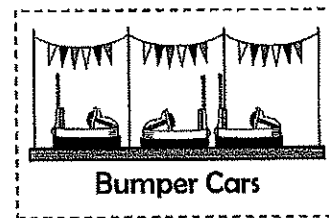
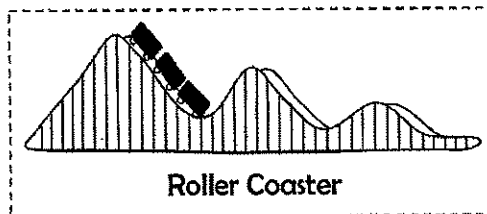
Map Your Own Amusement Park

For this project you will use the 'Amusement park map template' and the items at the bottom of this page to design and map your own Amusement park.

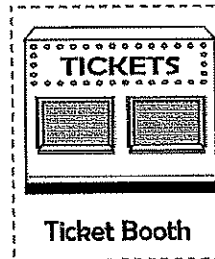
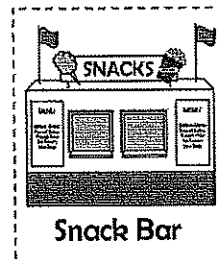
Instructions:

1. Cut out the Rides ONLY and arrange them on your Amusement park map template in the sections that say, 'Ride goes here'. **DO NOT GLUE THEM YET!**
2. After arranging your rides, cut out the ticket booth and the snack bar and find a good place for them on your map (there is not a designated spot for the ticket booth and snack bar, so put them where you think they would make the most sense). **DO NOT GLUE THEM YET!**
3. Cut out the other 'park necessities' (restroom, first aid, etc.) and find a good place for them in your amusement park.
4. Once everything is arranged, it is now time to **GLUE** all of the items in place.
5. Color the paths, or sidewalks, **BROWN**.
6. Color the rest of the park grounds **GREEN**.
7. In the **MAP KEY** color in one of the boxes at the bottom **BROWN**, and color the other box **GREEN**.
8. Now you are going to label the rest of the items in the **MAP KEY** (ex. Write 'Restroom' next to the restroom sign).
9. In the **TOP LEFT** corner of your paper, write your name in the spot provided.
10. Next, give your amusement park a name and write the name in the **TOP LEFT** corner of the map (there is a blank space for you to write the name of your park). Make it look nice!
11. Finally, complete the compass rose in the **BOTTOM LEFT** corner by adding the rest of the cardinal directions

Rides

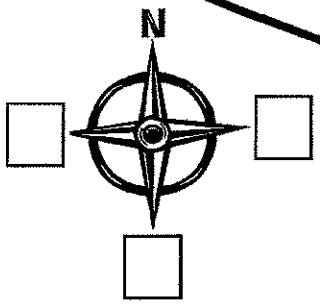
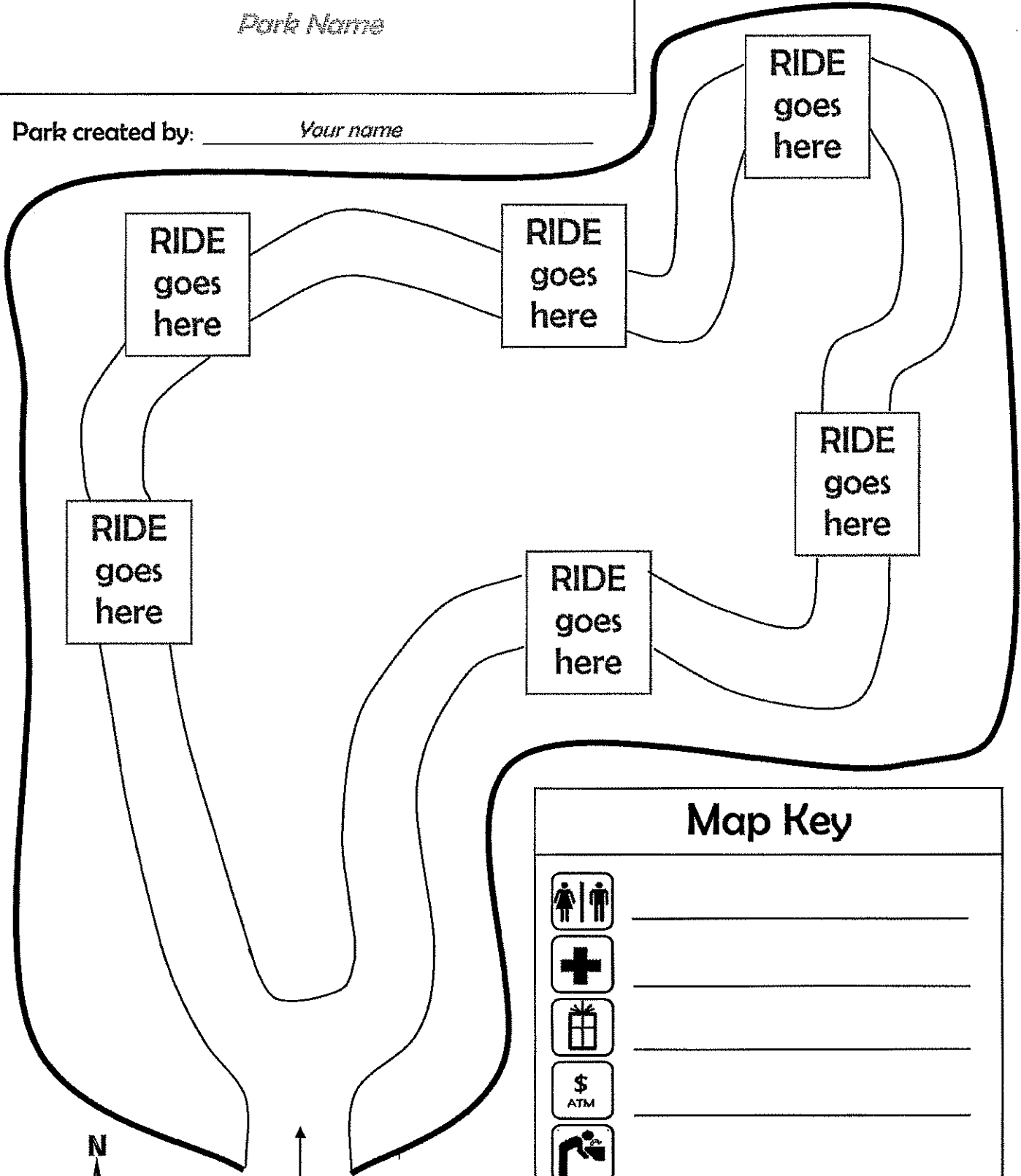


Other Park Necessities










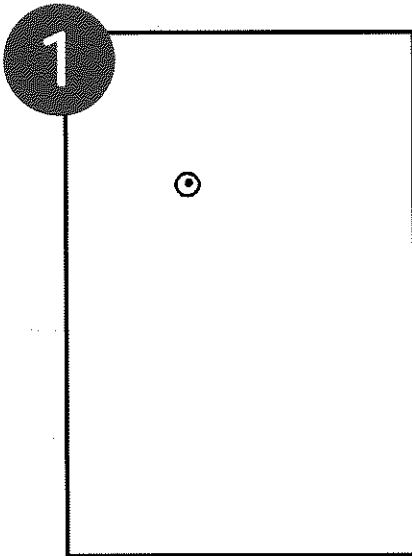
Park Name

Park created by: _____ Your name

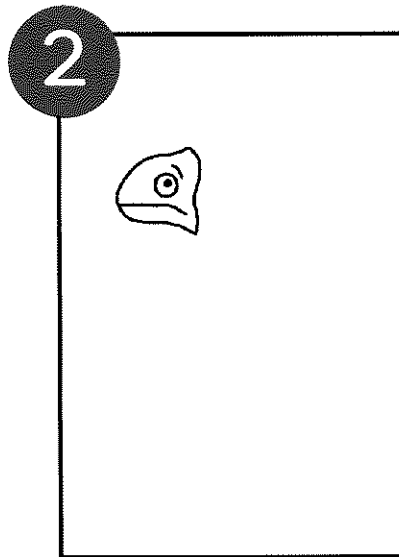


Park Entrance

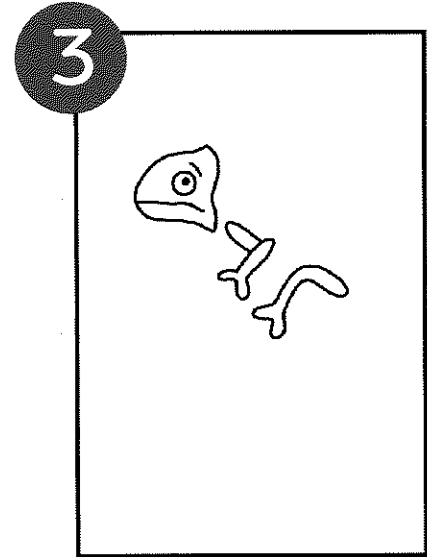
Map Key	
	_____
	_____
	_____
	_____
	_____
	_____
	_____



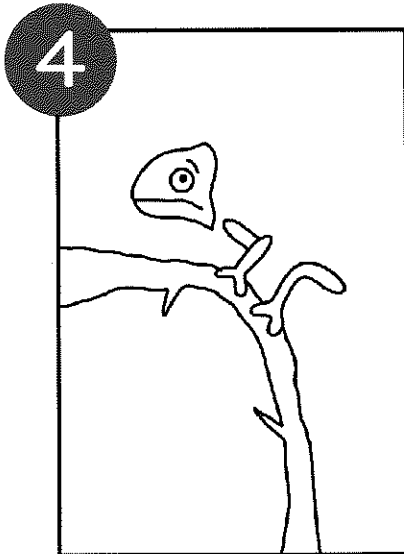
1 Start with the chameleon's eye just above and to the left of the center of the paper.



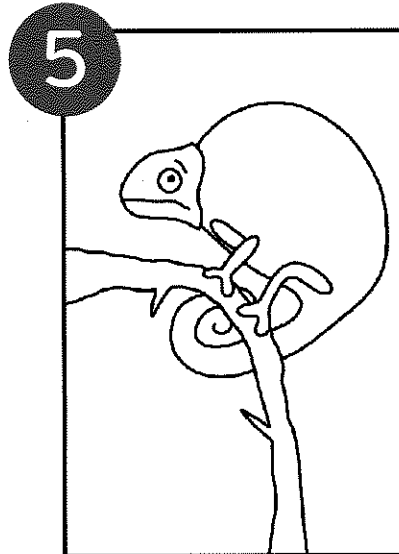
2 Add a "C" shape around the eye. Connect the "C" with a line for the back of the head. Add a mouth and eyebrow.



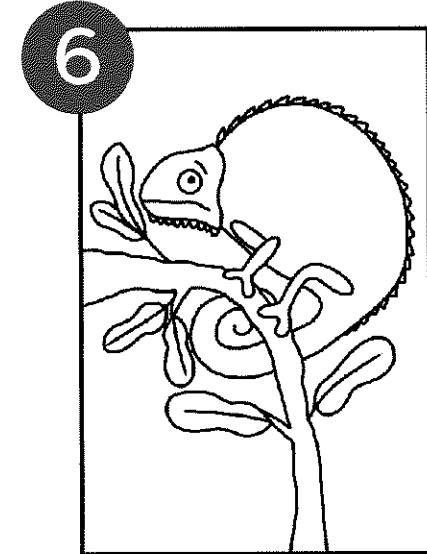
3 Before drawing the body, draw the two angled legs and feet.



4 Draw the branch so that the feet are resting on top of the branch.



5 Draw the body by drawing a big rainbow shape from the head, way over the feet and back towards the back foot. Add a spiral tail.



6 Add bumpy lines under the head and on the chameleon's back. Add leaves to the branch.

CHAMELEON DRAWING GUIDE



Name _____

3G Art Assignment

Directions: Draw a chameleon (see the drawing guide to help you with step by step instructions). Adding color is optional.

Day 2

B

Mixed Practice Solutions
Show all necessary work. Please be neat.

Name _____

Date _____

Lesson Math Review

1. $\begin{array}{r} 4356 \\ + 5644 \\ \hline \end{array}$	2. $\begin{array}{r} 4372 \\ + 8921 \\ \hline \end{array}$	3. $\begin{array}{r} 4739 \\ - 3892 \\ \hline \end{array}$
--	--	--

4. $\begin{array}{r} 15 \text{ children} \\ \times 5 \text{ rows} \\ \hline \end{array}$	5. Draw circles to show: $\begin{array}{r} 32 \\ \underline{3} \\ 33 \end{array}$	6. $\begin{array}{r} \$4.72 \\ - \$3.14 \\ \hline \end{array}$
--	--	--

7. Draw an obtuse angle.	8. $\begin{array}{r} C \\ + 294 \\ \hline 870 \end{array}$	9. $\begin{array}{r} 2300, 2400, \\ 2500, \end{array}$
--------------------------	--	--

10. $\begin{array}{r} 92,8884 \\ \hline \end{array}$	11. a) $7 \times 4 =$ b) $7 \times 8 =$ c) $7 \times 5 =$	12. Write 5793 in expanded form.
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13. Use digits to write seven thousand, three hundred twenty-four.	14. Compare: a) 3459 <u> </u> 3495 b) 4×7 <u> </u> 8×2	15. Round \$42.38 to the nearest dollar.
--	--	--

16. a) $8 \times 4 =$

b) $9 \times 7 =$

c) $3 \times 10 =$

17. Round 5398 to the nearest hundred.

18. $\sqrt{49} + \sqrt{81}$

19. $1,47 + 1,47$

20. $9 \overline{)45}$

21. $5 \overline{)42}$

22. a) $81 \div 9 =$

b) $47 \div 6 =$

c) $64 \div 8 =$

23. $\begin{array}{r} 92 \\ \times 4 \\ \hline \end{array}$

24. $\begin{array}{r} 87 \\ \times 2 \\ \hline \end{array}$

25. $\begin{array}{r} 435 \\ \times 4 \\ \hline \end{array}$

26. $\begin{array}{r} 741 \\ \times 7 \\ \hline \end{array}$

27. $\begin{array}{r} 47.8 \\ 53.8 \\ 7.93 \\ 157.8 \\ + 0.74 \\ \hline \end{array}$

28. $\begin{array}{r} 43,791 \\ - 21,983 \\ \hline \end{array}$

29. $\$15.00 - (4.20 + 3)$

30. $7N = 42$



Geography Standard: Understands the characteristics of ecosystems on Earth's surface

Benchmark: Knows plants and animals associated with various vegetation and climatic regions on Earth

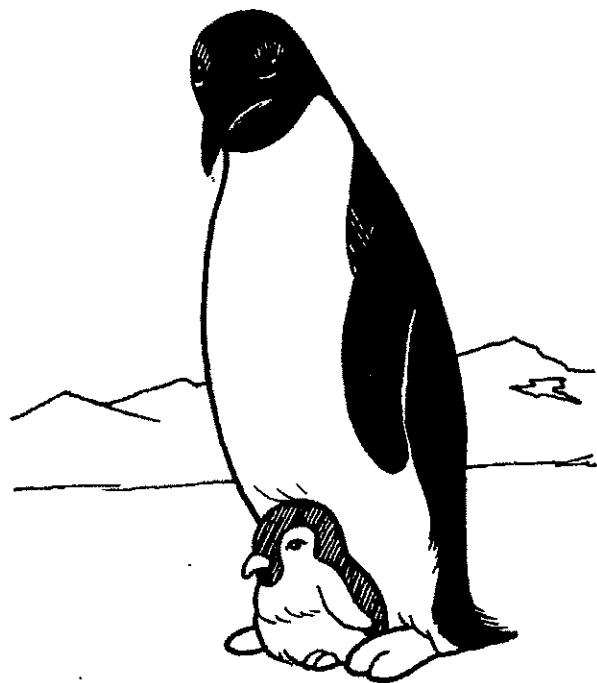
The Birds that Swim Instead of Fly

Emperor penguins are birds. But they cannot fly. Instead, they swim. They use their “wings” as flippers to move through the water. They swim in the icy seas around Antarctica. When they are in the water, they stay in big groups. They call to each other to find the fish, krill, and squid they eat. Being in a group helps keep them safer from the leopard seals that want to eat them, too.

Adult emperor penguins are about the same size as you. They are about 4 feet (1.2 m) tall and weigh about 70 pounds (30 kg). When penguins are on shore, they **cluster** together in big groups called rookeries. Rookeries may have thousands of penguins. There the penguins pick their mates.

In the winter when it is dark and very, very cold, each mother penguin lays one egg on the ice. The father quickly pulls the egg into an opening near his feet called a broodpouch. Then the mother goes to find food. She stays out at sea for two months. During that time all of the fathers stay close together to keep from getting too cold. They also have a layer of fat to keep them warm. They must stand over their eggs for two months without ever leaving them. They eat no food. They must live off their body fat.

After the egg hatches, the chick stays in the father's broodpouch. This keeps it warm. At last the mother returns with food for the chick. She spits up food she has eaten. She spits the food into the baby penguin's hungry mouth. Then the mother tucks her chick into her own broodpouch. After four months, the chick can swim and get its own food.



The Birds that Swim Instead of Fly

Comprehension Questions

Fill in the bubble next to the best answer. You may look back at the story.

1. What animal wants to eat the Emperor penguin?

- (a) fish (b) leopard seal (c) krill (d) squid

2. What happens last?

- (a) The baby penguin hatches.
 (b) The father penguin keeps the egg warm.
 (c) The mother penguin goes out to sea.
 (d) The mother penguin lays an egg.

3. How are penguins like most birds?

- (a) They live in Antarctica. (c) They lay eggs.
 (b) They build nests. (d) They fly.

4. A word that means the opposite of *cluster* is

- (a) scatter. (b) gather. (c) run. (d) sleep.

5. What does the male penguin probably do when his mate brings food for the baby?

- (a) keeps the baby in his broodpouch (c) steals the baby's food
 (b) attacks his mate (d) goes to sea to get his own food

6. Picture Antarctica on a globe. Emperor penguins live

- (a) north of the Equator. (c) near the Equator.
 (b) south of the Equator. (d) at the North Pole.

7. Do you think it's good that emperor penguins have only one baby each year? Explain.

E-learning Activity for 3G Latin

For Latin practice at home today, choose 15-20 words from the attached vocabulary list that we have learned in class and that *you* need to practice more. This could be our current vocabulary or words from an earlier lesson that you don't remember as well. Follow the directions below to complete the 8-Column Practice with your 15-20 words. You may use the lined paper provided or any sheet of lined paper that you have at home.

8-Column Practice Directions

- 1) Fold your paper in half **twice** the long way (so it will be tall and very skinny)
- 2) Unfold your paper. In the first column, write down all of the Latin words for this lesson (or that you need to practice).
- 3) **Without** looking at your vocabulary list, in the next column, write down as many definitions as you can remember.
- 4) Use your vocabulary list to correct any mistakes and fill in any words you missed.
- 5) Hide all columns except the one you just did. Looking only at that column, write down as many words as you can remember in the next column. When you have done as much as you can, unfold your paper to check and complete the column against an earlier one. ****Repeat this step until all 8 columns are filled in.**

Please email me at hulzebos@parnassusprep.com if you need any assistance today and I'll do my best to get back to you quickly.

Vale,

Magistra Hulzebos

Unit 1 Vocabulary (3G Latin)

Nouns:

Latin	English	Latin	English
agricola	farmer	memoria	memory
aqua	water	mensa	table
culpa	fault	nauta	sailor
femina	woman	patria	country, fatherland
filia	daughter	puella	girl
fortuna	fortune, chance	regina	queen
fuga	flight	Roma	Rome
Gallia	Gaul	sella	seat, chair
gloria	glory	silva	forest
herba	herb, plant	terra	land, earth
Hispania	Spain	unda	wave
Italia	Italy	via	road, way
luna	moon	victoria	victory
Maria	Mary	vita	life

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		

Unit 1 Grammar (3G Latin)

1st Conjugation – present tense

Person	Singular		Plural	
	Latin	English	Latin	English
1 st	voc-ō	I call	vocā -mus	we call
2 nd	vocā-s	you call	vocā -tis	you all call
3 rd	vocā -t	he, she, it calls	vocā -nt	they call

Unit 2 Vocabulary (3G Latin)

Nouns:

Latin	English	Latin	English
animus, -ī (m.)	mind, spirit	ludus, -ī (m.)	game, school
aquila, -ae (f.)	eagle	Marcus, -ī (m.)	Mark
auxilium, -ī (n.)	help, aid	mora, -ae (f.)	delay
bellum, -ī (n.)	war	murus, -ī (m.)	wall
caelum, -ī (n.)	sky	oppidum, -ī (n.)	town
corona, -ae (f.)	crown	peccatum, -ī (n.)	mistake
debitum, -ī (n.)	debt	pecunia, -ae (f.)	money
deus, -ī (m.)	god	populus, -ī (m.)	people
discipulus, -ī (m.)	student	praemium, -ī (n.)	reward
donum, -ī (n.)	gift	proelium, -ī (n.)	battle
fabula, -ae (f.)	story	regnum, -ī (n.)	kingdom
forum, -ī (n.)	forum, marketplace	servus, -ī (m.)	servant, slave
frumentum, -ī (n.)	grain	signum, -ī (n.)	sign, standard
gaudium, -ī (n.)	joy, gladness	telum, -ī (n.)	weapon
gladius, -ī (m.)	sword	tergum, -ī (n.)	back
gratia, -ae (f.)	favor, thanks	vallum, -ī (n.)	wall, rampart
hora, -ae (f.)	hour	villa, -ae (f.)	farmhouse
imperium, -ī (n.)	command, empire	verbum, -ī (n.)	word
legatus, -ī (m.)	lieutenant, envoy	vinum, -ī (n.)	wine

Unit 2 Grammar

Case endings for 1st & 2nd declension nouns:

Case	1 st decl. feminine		2 nd decl. masculine		2 nd decl. neuter	
	Singular	Plural	Singular	Plural	Singular	Plural
Nominative	-a	-ae	-us	-ī	-um	-a
Genitive	-ae	-arum	-ī	-orum	-ī	-orum
Dative	-ae	-is	-o	-is	-o	-is
Accusative	-am	-as	-um	-os	-um	-a
Ablative	-ā	-is	-o	-is	-o	-is

Irregular verb *sum*:

Person	Singular		Plural	
	Latin	English	Latin	English
1 st	sum	I am	sumus	we are
2 nd	es	you are	estis	you all are
3 rd	est	he, she, it is	sunt	they are

Unit 3 Vocabulary (3G Latin)

Latin	English	Latin	English
aeternus, -a, -um	eternal, everlasting	magnus, -a, -um	large, great
altus, -a, -um	high, deep	malus, -a, -um	bad
amicus, -i (m.)	friend	multus, -a, -um	much, many
annus, -i (m.)	year	mundus, -i (m.)	world, mankind
ante	before	novus, -a, -um	new
barbarus, -i (m.)	barbarian	nuntius, -i (m.)	messenger, message
bonus, -a, -um	good	parvus, -a, -um	small
campus, -i (m.)	field, plain	plenus, -a, -um	full
certus, -a, -um	certain, sure	post	after
cibus, -i (m.)	food	proximus, -a, -um	nearest, next
cur...?	Why...?	quando...?	When...?
dominus, -i (m.)	lord, master	quis...?	Who...?
equus, -i (m.)	horse	saepe	often
fillius, -i (m.)	son	socius, -i (m.)	ally
ira, -ae (f.)	anger	stella, -ae (f.)	star
laetus, -a, -um	happy	summus, -a, -um	highest, greatest
lentus, -a, -um	slow, sluggish	tutus, -a, -um	safe
locus, -i (m.)	place	ursa, -ae (f.)	bear
longus, -a, -um	long	ventus, -i (m.)	wind
lupus, -i (m.)	wolf		

Unit 3 Grammar

Imperfect (past) tense of *sum*:

Person	Singular		Plural	
	Latin	English	Latin	English
1st	eram	I was	eramus	we were
2nd	eras	you were	eratis	you all were
3rd	erat	he/she/it was	erant	they were

Future tense of *sum*:

Person	Singular		Plural	
	Latin	English	Latin	English
1st	ero	I will be	erimus	we will be
2nd	eris	you will be	eritis	you all will be

3rd	erit	he/she/it will be	erunt	they will be
-----	------	-------------------	-------	--------------

Unit 4 Vocabulary (3G Latin)

Latin	English	Latin	English
agnus, -ī	lamb	insula, -ae	island
appellō	I address	lavō	I wash
aurora, -ae	dawn	lex, legis	law
Caesar, Caesaris	Caesar	lux, lucis	light
canis, canis	dog	mater, matris	mother
cēna, -ae	dinner	meus, -a, -um	my
collis, collis	hill	narrō	I tell
corpus, corporis	body	navis, navis	ship
crux, crucis	cross	nimbus, -ī	cloud
dō	I give	nox, noctis	night
dolor, doloris	pain, sorrow	oculus, -ī	eye
fenestra, -ae	window	pater, patris	father
habitō	I live in, dwell	pax, pacis	peace
hortus, -ī	garden	soror, sororis	sister
hostis, hostis	enemy	tabella, -ae	writing tablet
ignis, ignis	fire	tempus, temporis	time
imperator, imperatoris	commander, general	tuus, -a, -um	your (singular)
iniuria, -ae	injury	vacca, -ae	cow

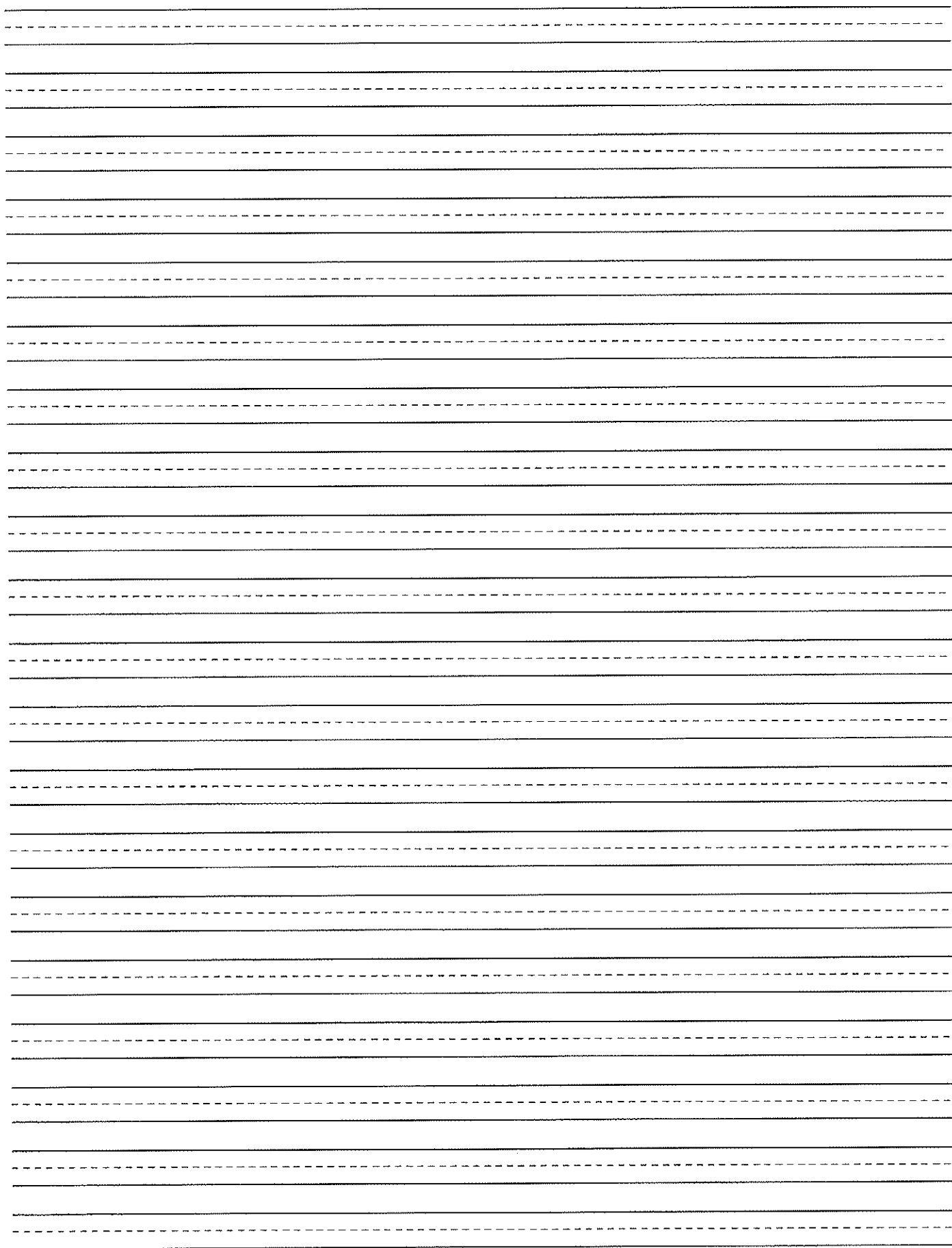
Unit 4 Grammar

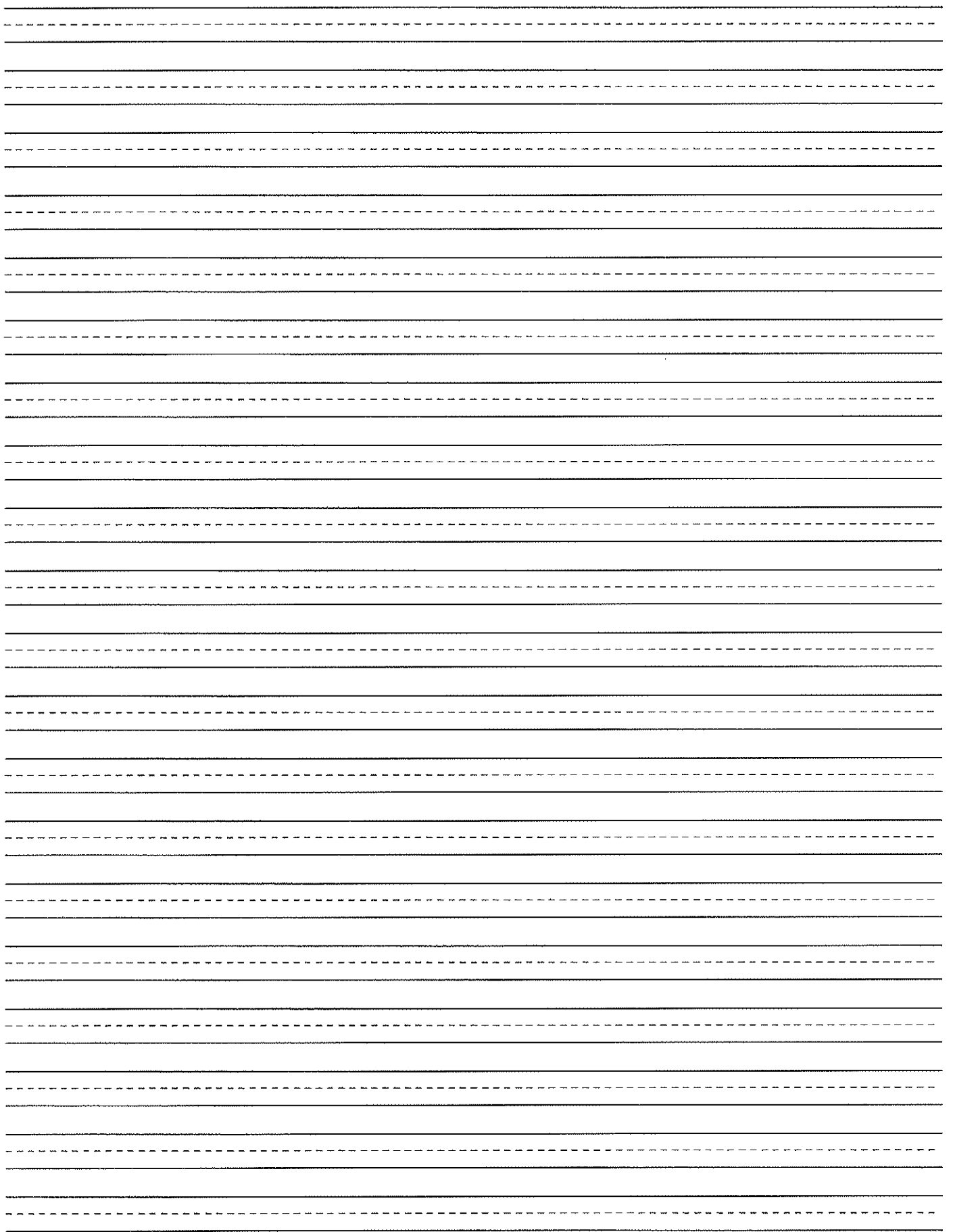
Imperfect (past) tense of *voco*:

Person	Singular		Plural	
	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

Future tense of *voco*:

Person	Singular		Plural	
	Latin	English	Latin	English
1st	voca-bo	I will call	voca-bimus	we will call
2nd	voca-bis	you will call	voca-bitis	you all will call
3rd	voca-bit	hsi will call	voca-bunt	they will call










HIERARCHY OF NOTES


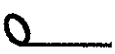


























Name: _____
Class: _____

Complete the chart below. *Answers on next page*

<u> </u> Note	<u> </u> Beats												
<u> </u> Note	<u> </u> Beats												
<u> </u> Note	<u> </u> Beat												
<u> </u> Note	<u> </u> Beat												
<u> </u> Note	<u> </u> Beat												

for reference

HIERARCHY OF NOTES

Whole Note	4 Beats														
Half Note	2 Beats														
Quarter Note	1 Beat														
Eighth Note	1/2 Beat														
Sixteenth Note	1/4 Beat														

Rhythm Addition: ♩ ♪ ♫ ♬

Add the total number of beats in each equation.

Name _____

Class _____

1.

♩ | 1 beat
+ ♪ | 1 beat

2

2.

♩ ♪
+ ♪ ♩

3.

♩ ♪
+ ♪ ♩

4.

♩ ♪ ♪
+ ♪ ♪ ♪

5.

♩ ♪
+ ♪ ♩

6.

♩ ♪
+ ♪ ♩

7.

♩ ♪
+ ♪ ♩

8.

♩ ♪ ♪
+ ♪ ♪ ♪

9.

♩ ♪ ♪
+ ♪ ♩

10.

♩ ♪ ♪
+ ♪ ♩

11.

♩ ♪ ♪
+ ♪ ♩

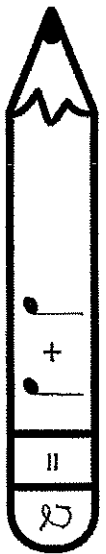
12.

♩ ♪ ♪ ♪
+ ♪ ♪ ♪

Rhythm Addition:

Name _____
Class _____

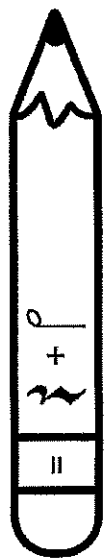
Add the total number of beats in each pencil.
Write the total on the eraser.
If the pencil totals 3 beats or MORE, color it yellow.
Color the other pencils in any color.




Eraser: 2



Eraser: =



Eraser: =



Eraser: =



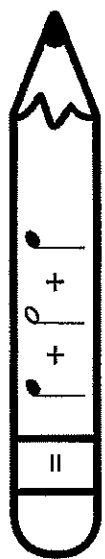
Eraser: =



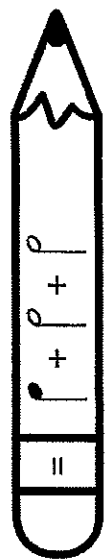
Eraser: =



Eraser: =



Eraser: =



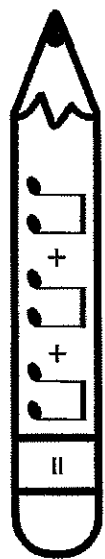
Eraser: =



Eraser: =



Eraser: =



Eraser: =

Day 3

Math Review

FACTS PRACTICE TEST

J

90 Division Facts

Name _____

Time _____

Divide.

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

B

Mixed Practice Solutions

Show all necessary work. Please be neat.

Name _____

Date _____

Lesson Math Review

1. Draw an acute angle.

2.
$$\begin{array}{r} 547 \\ - \quad N \\ \hline 321 \end{array}$$

3. $3N = 24$

4. Compare 98 and 32×2

5. $9000, 8000, 9000,$

6. $8.76 + (4.72 - 4.2)$

7.
$$\begin{array}{r} 7000 \\ - 5271 \\ \hline \end{array}$$

8.
$$\begin{array}{r} 2022 \\ - 2021 \\ \hline \end{array}$$

9.
$$\begin{array}{r} 48 \\ 52 \\ 73 \\ + 49 \\ \hline \end{array}$$

10.
$$\begin{array}{r} 17.42 \\ 3.7 \\ 52.93 \\ + 172.3 \\ \hline \end{array}$$

11.
$$\begin{array}{r} N \\ + 72.3 \\ \hline 94.8 \end{array}$$

12.
$$\begin{array}{r} 1607 \\ - 1492 \\ \hline \end{array}$$

13. List the factors of 116: $1, 2, 29, 116$

14. List the factors of 21: $1, 3, 7, 21$

15. Round 7832 to the nearest thousand: 8000

16. What fraction of the circle is shaded?



17. Write 7593 in expanded form.

18. Use words to write 48,937.

19. Compare.

$$\sqrt{81} \quad \sqrt{64}$$

20. Compare.

$$\frac{1}{4} \quad 50\%$$

21.

$$\sqrt{49} + \sqrt{16}$$

22.

$$\begin{array}{r} 438 \\ \times \quad 4 \\ \hline \end{array}$$

23.

$$\begin{array}{r} 48 \\ \times \quad 8 \\ \hline \end{array}$$

24.

$$\begin{array}{r} 743 \\ \times \quad 5 \\ \hline \end{array}$$

25.

$$6 \overline{) 43}$$

26.

$$3 \overline{) 21}$$

27.

a) $7 \times 8 =$

b) $9 \times 4 =$

c) $3 \times 5 =$

28.

a) $72 \div 9 =$

b) $49 \div 7 =$

c) $36 \div 9 =$

29. Draw circles to show:

$$\frac{45}{6}$$

30.

$$\begin{array}{r} 392 \\ 476 \\ + 821 \\ \hline \end{array}$$



Geography Standard: Understands how human actions modify the physical environment

Benchmark: Knows ways that people alter the physical environment

The Dust Bowl

During the 1930s, the people who lived in the Midwest had a big problem: Oklahoma and parts of Kansas, Texas, Colorado, and New Mexico had terrible dust storms. A reporter called the area the Dust Bowl. The name stuck. With so much dust in the air, sheep and cattle choked to death. People got very sick. Some even died. If enough dust collected in a home's attic, the ceiling fell in. Many farms were completely ruined. So farmers packed up their families and left. They headed to California, hoping to find work. More than 500,000 people left the Dust Bowl.

What caused the Dust Bowl? It wasn't just one thing. During the 1920s, farmers got tractors for the first time. That meant that they could plow much more land than ever before. They got rid of all the trees. And they plowed miles and miles of straight rows to plant their crops. Then there was a lack of rain. Everything got very dry. The crops died. To make things worse, winds up to 70 miles per hour picked up lots of the dry dirt. Since there were no trees to slow down the wind, tons of dirt blew away. Sometimes the dirt landed as far away as Washington, D.C.!

After years of bad dust storms and no rain, the government decided to help the farmers. The Department of **Agriculture** told farmers to plant crops in rows that ran against the wind. The government gave the farmers money to plant trees between fields. It also helped them to find ways to water their crops when the rains didn't come.



The Dust Bowl

Comprehension Questions

Fill in the bubble next to the best answer. You may look back at the story.

1. Which state was not a part of the Dust Bowl?

- (a) California
- (b) Oklahoma
- (c) Kansas
- (d) New Mexico

2. What happened first?

- (a) The crops died.
- (b) The Department of Agriculture helped farmers.
- (c) Farmers got rid of all of the trees.
- (d) There were dust storms.

3. What happened because the farmers plowed straight rows in line with the wind?

- (a) No rain fell.
- (b) Crops died.
- (c) It got too hot.
- (d) The wind picked up the soil and blew it away.

4. Another word for *agriculture* is

- (a) health.
- (b) farming.
- (c) money.
- (d) water.

5. How did tractors help bring about the Dust Bowl?

- (a) Tractors kept water from reaching the crops.
- (b) Tractors let farmers plow much more land than they could before.
- (c) Tractors made crops die.
- (d) The tractor wheels picked up the dust and threw it in the air.

6. Picture yourself standing in the Dust Bowl after a dust storm. No matter where you look, what color do you see?

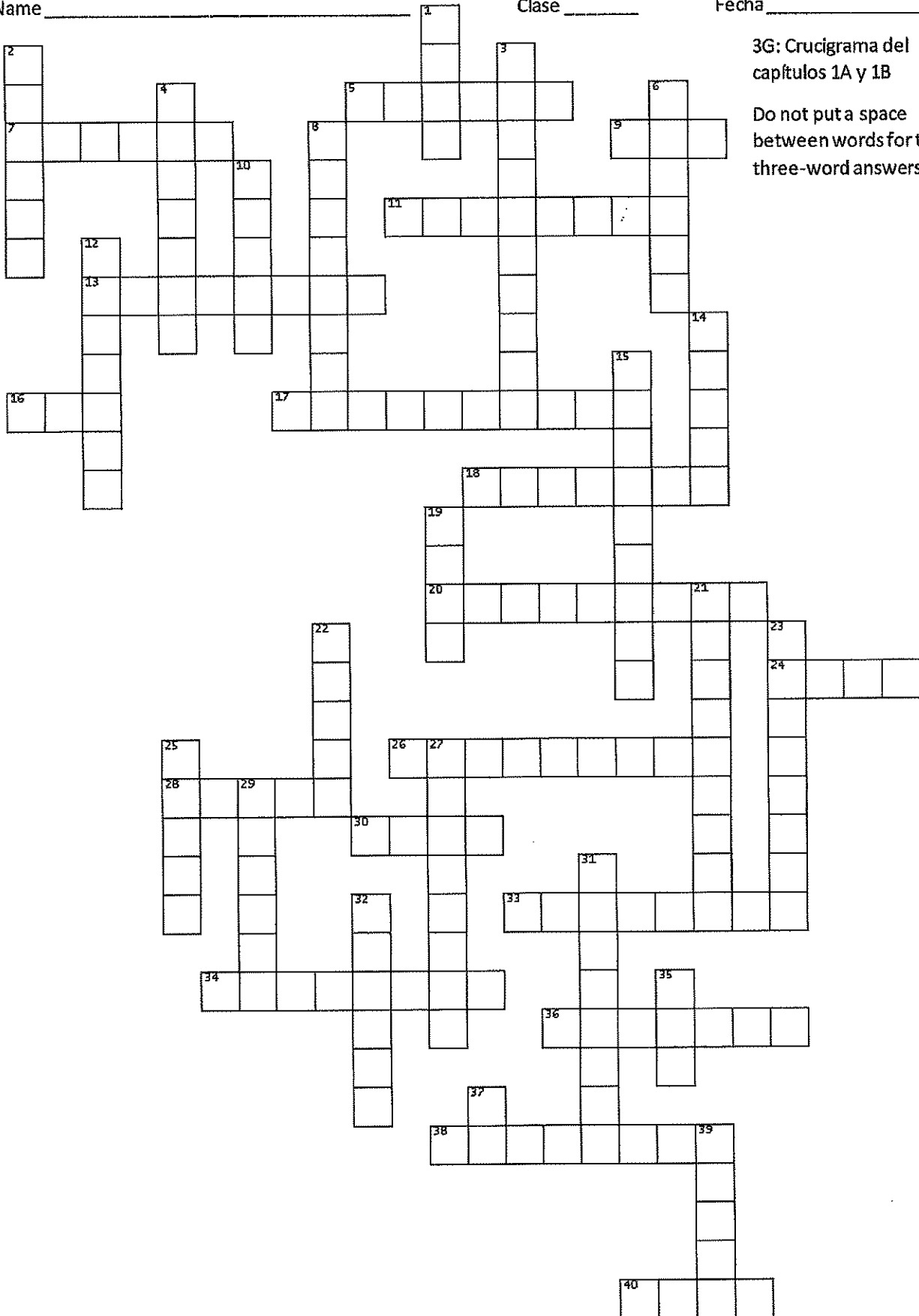
- (a) white
- (b) green
- (c) red
- (d) brown

7. If you were a farmer living in the Dust Bowl, would you have stayed? Explain.

Name _____

Clase _____

Fecha _____



3G: Crucigrama del
capítulos 1A y 1B

Do not put a space
between words for two- or
three-word answers.

<u>ACROSS</u>	<u>ACROSS</u>
5. sometimes	24. she
7. dance	26. talented (f)
9. I am	28. a lot
11. write	30. but
13. listen	33. funny (m)
16. more	34. neat (f)
17. hard worker (m)	36. you like
18. also (too)	38. What are you like?
20. studious (f)	40. use

<u>DOWN</u>	<u>DOWN</u>
1. read	21. nice (m)
2. talk	22. good (m)
3. athletic	23. lazy (m)
4. neither	25. male friend
6. run	27. daring (f)
8. work	29. sing
10. girl	31. patient
12. I like	32. ride
14. according to	35. very
15. artistic (m)	37. I
19. you are/Are you?	39. serious (f)

Instructions

Crucigrama: All words come from chapters 1A and 1B. For answers with multiple words do not put a space between words. For example, I like would be "megusta." Vocabulary lists can be found at <http://parnasusteachers.com> > Spanish > 3G tab > Study Guides. The password is Pegasus.

Sentence Completion: Use the Banco de palabras to fill in the blanks with the appropriate words below.

Banco de palabras

a veces	artística	chico	deportista	me gusta
mucho	nada	ni... ni... ni	soy	tambien

- _____ correr.
- Yo _____ muy estudioso.
- A la chica le gusta dibujar. Es muy _____.
- _____ me gusta hablar por teléfono.
- No me gusta _____ tocar el pollo.
- Me gusta cantar. A mí _____.
- Me gusta montar en bici _____.
- A Fluffy le gusta el fútbol. Es _____.
- El _____ es serio.
- No me gusta _____ bailar _____ cantar _____ dibujar.

HIERARCHY OF RESTS

Complete the chart below.

Name: _____
 Class: _____

Rest	Beats												
Rest	Beats												
Rest	Beats												
Rest	Beats												
Rest	Beats												

HIERARCHY OF RESTS

From Reference


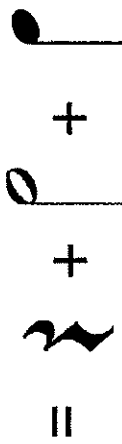
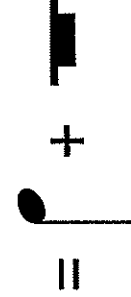

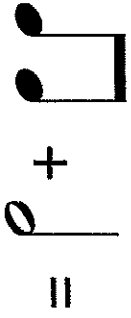
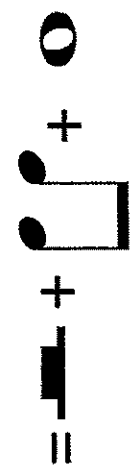
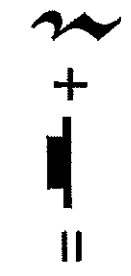
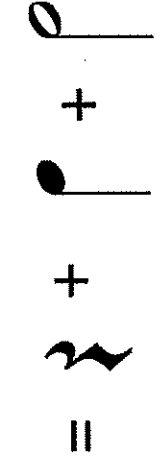
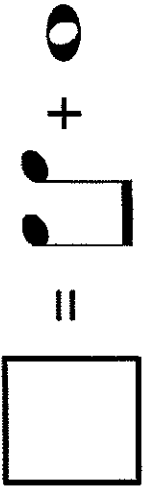
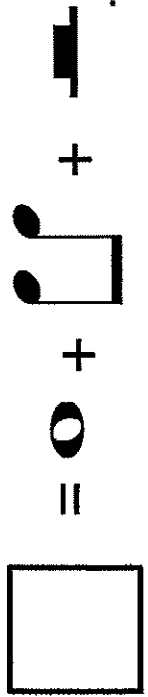
Whole Rest	4 Beats												
Half Rest	2 Beats												
Quarter Rest	1 Beat												
Eighth Rest	1/2 Beat												
Sixteenth Rest	1/4 Beat												

RHYTHM ADDITION LEVEL 2

Directions: add the total number of beats in each problem.

Name _____

Class _____

1.	 = <input type="text"/>	6.	 = <input type="text"/>
2.	 = <input type="text"/>	7.	 = <input type="text"/>
3.	 = <input type="text"/>	8.	 = <input type="text"/>
4.	 = <input type="text"/>	9.	 = <input type="text"/>
5.	 = <input type="text"/>	10.	 = <input type="text"/>

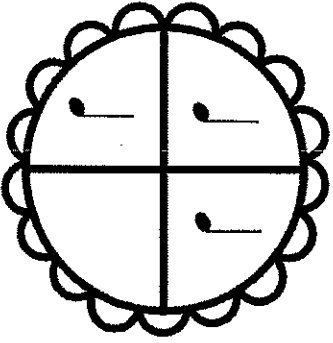
Complete the Pie: ♪♪♪♪

Each pie chart should have 4 beats. Complete the pie chart by filling-in the missing notes and/or rests. Use only one note/rest per slice.

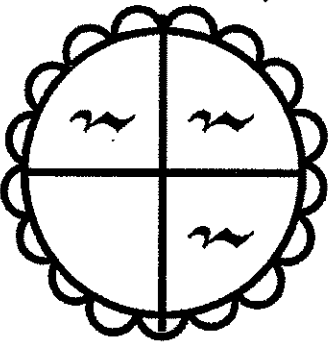
Name _____

Class _____

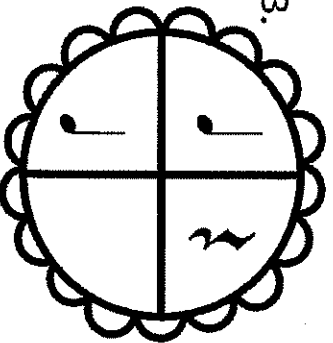
1.



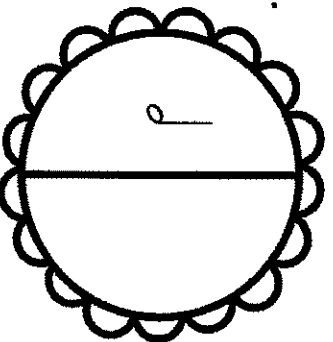
2.



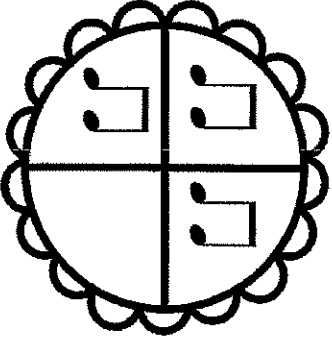
3.



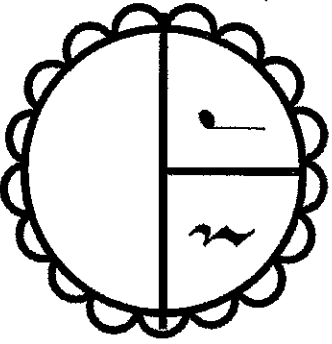
4.



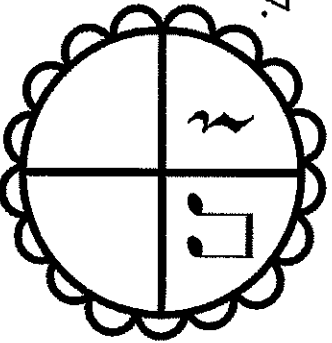
5.



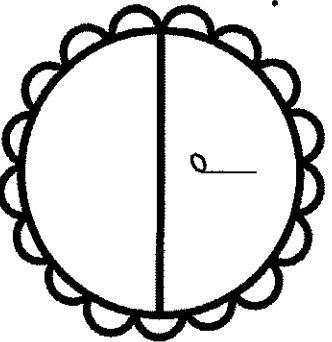
6.



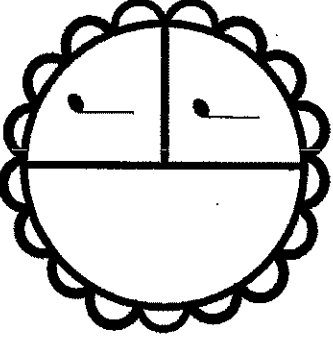
7.



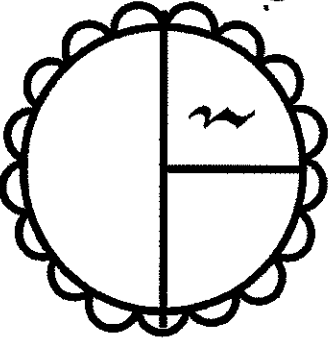
8.



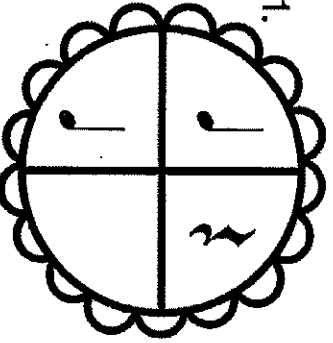
9.



10.



11.



12.

