

11201 96th Avenue North
Maple Grove, MN 55369
Phone: 763.496.1416
Fax: 763.898.3977
www.parnassusprep.com
Instagram @parnassusprep

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 4G Packet

Quarter 1 and 2

Name: _____

Day 1	Day 2	Day 3
Required: Math Review E-Learning Day Essay	Required: Math Review Recitation Practice and Write	Required: Math Review Recitation Practice and Write
Optional: Art- Rainforest Animals Drawing	Optional: Latin- 8 Column Practice Geography- Make Your Own Amusement Park Music- Hierarchy of Notes	Optional: Spanish- Crossword Puzzle Review Music- Hierarchy of Rests and Rhythm Addition Level 2

Day 1

FACTS PRACTICE TEST

F

64 Multiplication Facts

For use with Test 5

Name _____

Time _____

Multiply.

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

E-Learning Day Essay

Please see the next page for instructions

Ideas	The paper is clear and focused. It holds the reader's attention. Relevant reflections and details enrich the central theme.	/7
Organization	The organization enhances and showcases the central idea or theme. The order, structure, or presentation of the information is compelling and moves the reader through the text.	/6
Voice	The writer speaks directly to the reader in a way that is individual, compelling, and engaging. The writer crafts the piece with an awareness of and respect for the audience and the writing's purpose.	/5
Word Choice	Words convey the intended message in a precise, interesting, and natural way. The words are powerful and engaging.	/4
Sentence Fluency	The writing has an easy flow, rhythm, and cadence (rhythmic flow). Sentences are well-built, with strong and varied structure that invites expressive reading.	/3
Conventions	The writer demonstrates a good grasp of standard writing convention (e.g., spelling, punctuation, capitalization, grammar and usage, paragraphing) and uses conventions effectively to enhance readability.	/2
Presentation	The form and presentation of the text enhances the ability for the reader to understand and connect with the message. It is pleasing to the eye.	/1
Total Points:	This is a language arts grade:	/28

E-Learning Day Essay

Instructions: For this assignment, you are going to complete a response to literature essay, just like you have done in previous reading classes. This essay should follow the following prompt:

“Select one character from the novel that you are currently reading in your reading class and match them with one of the Parnassus Character Pillars. Explain in detail why you matched your novel character to the character pillar you selected.” *As a reminder: The Parnassus Character Pillars are Respect, Perseverance, Responsibility, Citizenship, Honesty, Cooperation, Integrity, and Courage.*

Graded Expectations:

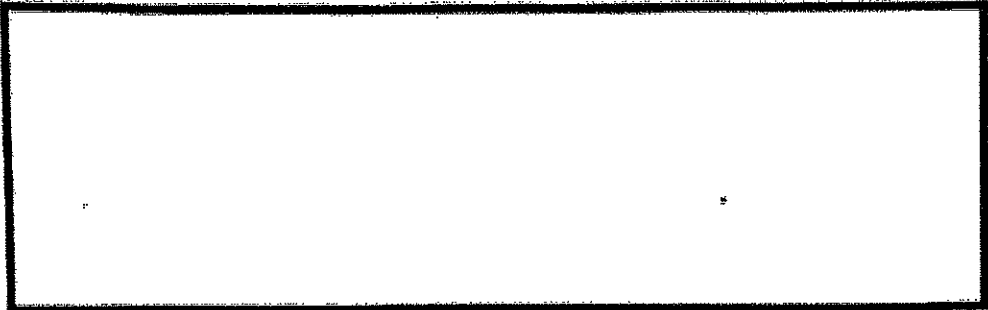
You will be graded based on the rubric included in the front of your packet. Your essay must be at least one full page of **cursive** writing. This essay must also be about a character from a novel that you have read in your reading class. You must include explanations for your reasons!

3+:0

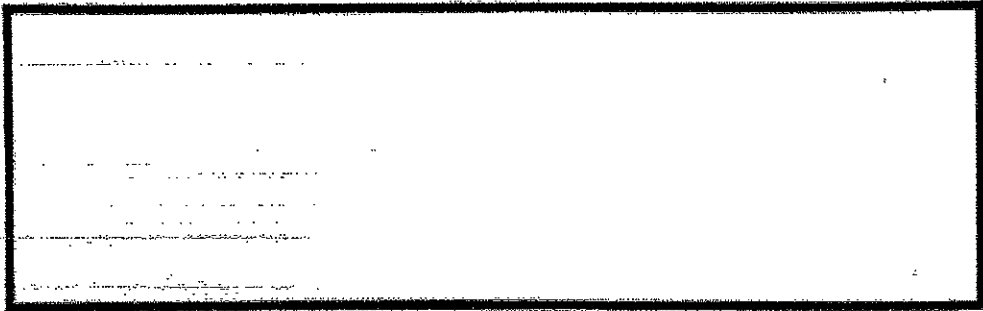
TS



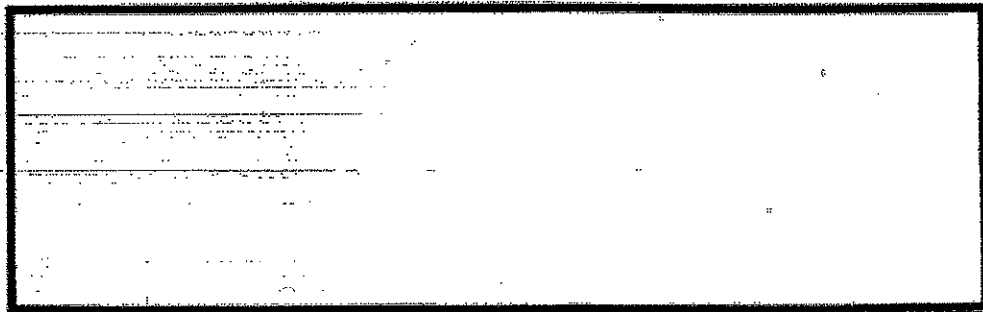
CD



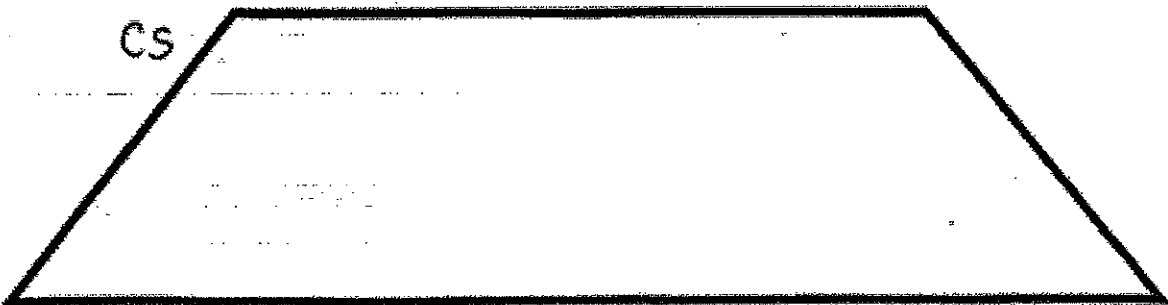
CD



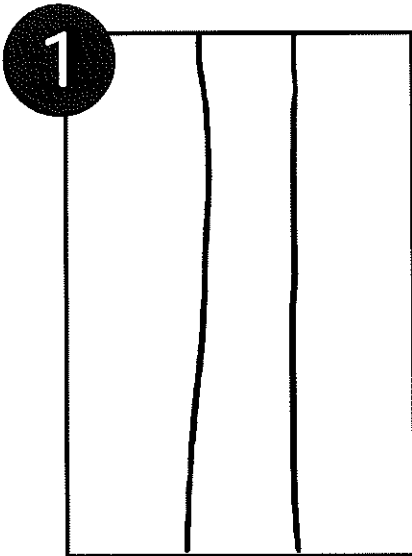
CD



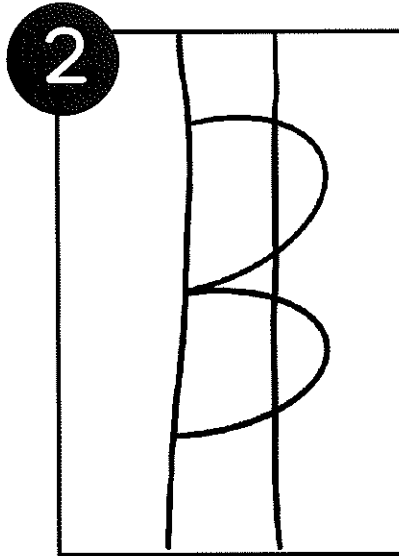
CS



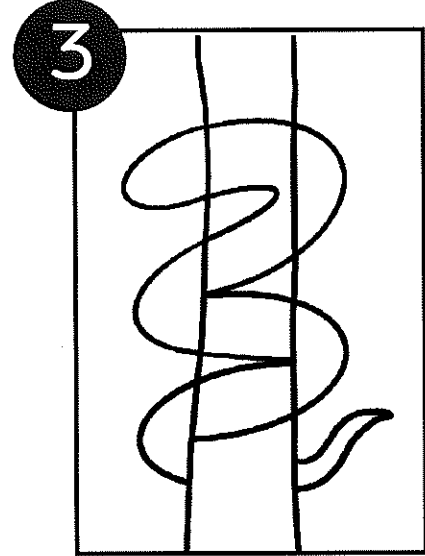
[The page contains approximately 30 lines of text that are extremely faint and illegible. The text appears to be a list or a series of entries, but the specific content cannot be discerned.]



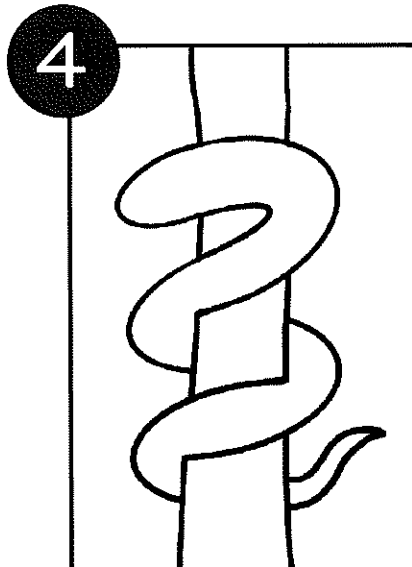
1
Begin by lightly drawing two vertical lines near the middle of your paper for the tree trunk.



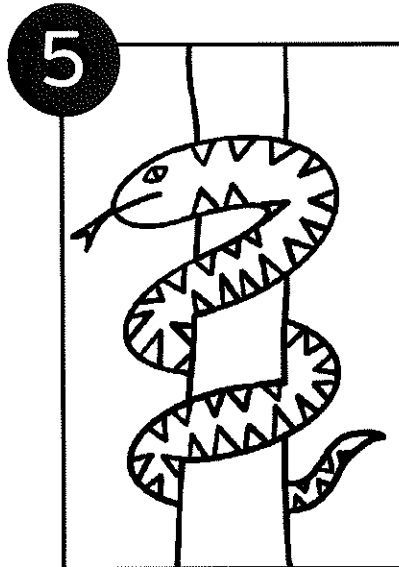
2
Draw a line that looks like a number "3" lightly on top of the tree trunk with the beginning, midpoint and end touching the left outline of the tree trunk.



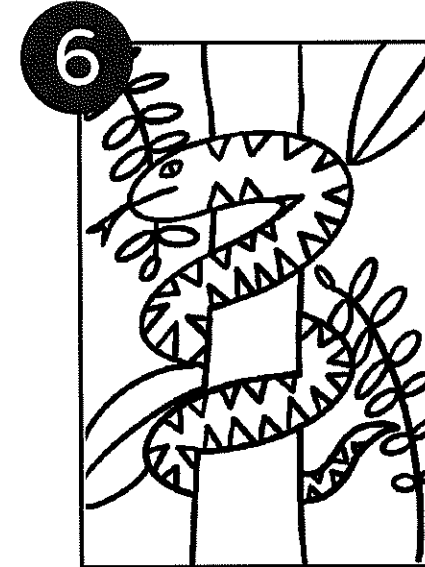
3
Round the top end of the top end of the "3" for the snake's head and then continue on with a line that runs parallel to the first, but tapering to a point at the end for the tail.



4
Notice how parts of your snake could either be in front of or behind the tree trunk. Erase any intersecting lines that you no longer need.



5
Draw an eye, tongue and any patterns that you would like to have on your snake.

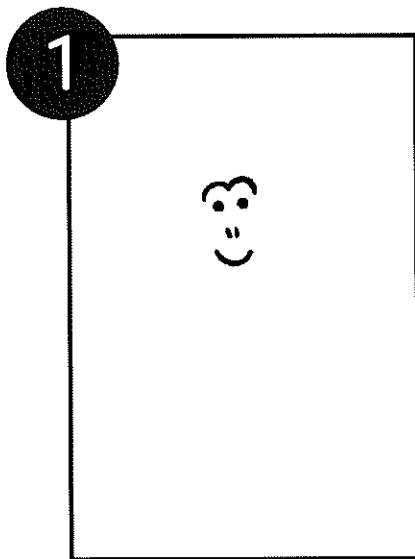


6
Fill the background with leaves and other details to create the rainforest background.

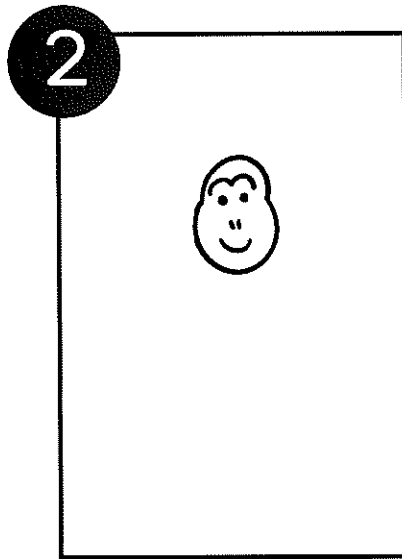
RAINFOREST SNAKE

**DRAWING
GUIDE**

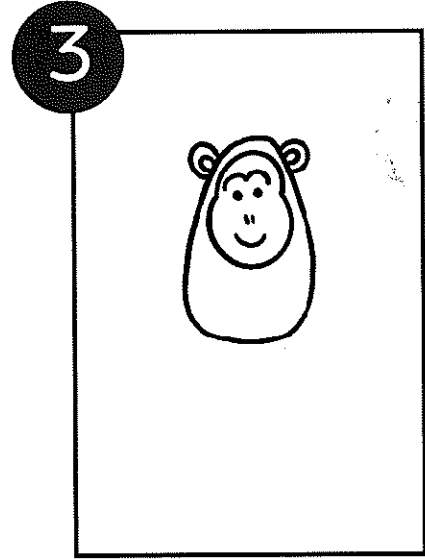




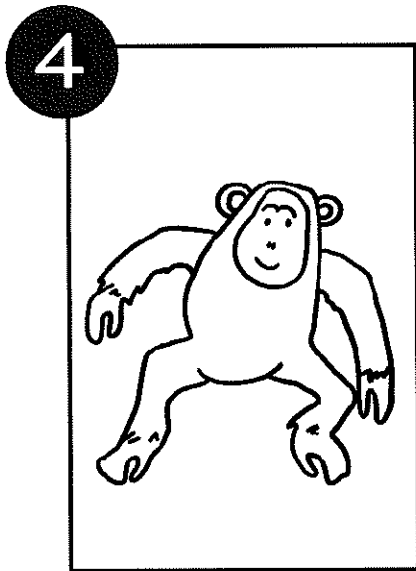
Begin by drawing two dots for eyes, two lines for a nose, a curved line for a mouth and a bumpy brow line.



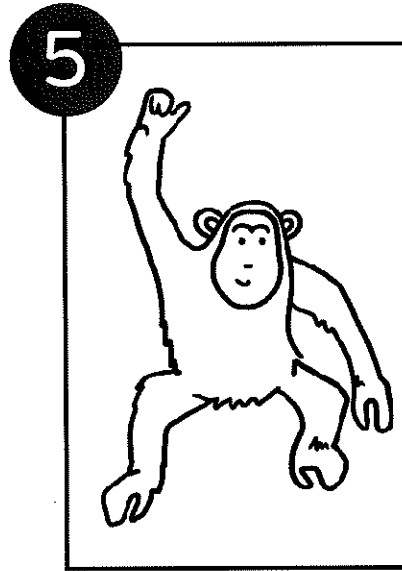
Draw a shape around the face that looks like a peanut.



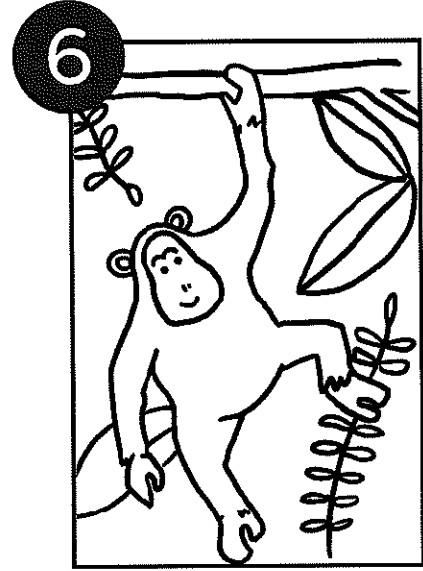
Draw a body around the head. Notice how the body isn't too long. Add ears to the sides of the head.



Add arms and legs. The arms are quite long and extend past the thighs and to the calves. Notice how the fingers are long like hooks.



Move one or both arms above the head if you want your chimp to hang from a branch.



Draw the branch and other leaves and details to create the rainforest background.

CHIMPANZEE

**DRAWING
GUIDE**



Name _____

4G Art Assignment

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

Day 2

FACTS PRACTICE TEST

E

90 Division Facts

For use with Lesson 30

Name _____

Time _____

Divide.

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

Name: _____

Division: 3-Digit Dividends; 2-Digit Quotients

Graph Paper Division

a.	6	1	2	6	b.	3	1	5	8	c.	2	1	1	3
d.	3	2	6	9	e.	4	1	9	5	f.	6	2	4	9
g.	7	1	8	6	h.	9	1	9	8	i.	3	2	0	8

In Flanders Fields

by: John McCrae

In Flanders fields the poppies blow
Between the crosses, row on row
That mark our place; and in the sky
The larks, still bravely singing, fly
Scarce heard amid the guns below.

We are the Dead. Short days ago
We lived, felt dawn, saw sunset glow,
Loved and were loved, and now we lie
In Flanders fields.

Take up our quarrel with the foe:
To you from failing hands we throw
The torch; be yours to hold it high.
If ye break faith with us who die
We shall not sleep, though poppies grow
In Flanders fields.

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

31

32

33

34

35

36

37

38

39

40

41

42

43

44

45

46

47

48

49

50

51

52

53

54

55

56

57

58

59

60

61

62

63

64

65

66

67

68

69

70

71

72

73

74

75

76

77

78

79

80

81

82

83

84

85

86

87

88

89

90

91

92

93

94

95

96

97

98

99

100

E-learning Activity for 4G 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

1st Conjugation Verbs

adōrō -āre	to adore	natō -āre	to swim
ambulō -āre	to walk	nāvigō -āre	to sail
amō -āre	to love, like	occupō -āre	to seize
arō -āre	to plow	optō -āre	to choose
clāmō -āre	to shout	ōrō -āre	to entreat, plead
dō -āre*	to give	parō -āre	to prepare
errō -āre	to err, wander	portō -āre	to carry
habitō -āre	to live in, dwell	pugnō -āre	to fight
iūdicō -āre	to judge	salūtō -āre	to greet
iuvō -āre*	to help	servō -āre	to guard, keep
labōrō -āre	to work	spectō -āre	to look at
laudō -āre	to praise	stō -āre*	to stand
lavō -āre*	to wash	superō -āre	to overcome, surpass
līberō -āre	to free, set free	temptō -āre	to try
narrō -āre	to tell	vocō -āre	to call

Irregular Verb

sum esse to be

Latin Sayings

In chorō recitēmus.
Salvē (Salvēte)

Cīvis Rōmānus sum.
In umbrā, igitur, pugnābimus.

UNIT 3

Vocabulary Review

aeternus -a -um	<i>eternal everlasting</i>	filius -ī m.	<i>son</i>	parvus -a -um	<i>small</i>
agnus -ī m.	<i>lamb</i>	forum -ī n.	<i>forum, marketplace</i>	poēta -ae m.	<i>poet</i>
agricola -ae m.	<i>farmer</i>	Itālia -ae f.	<i>Italy</i>	puella -ae f.	<i>girl</i>
altus -a -um	<i>high, deep</i>	lātus -a -um	<i>wide, broad</i>	rēgīna -ae f.	<i>queen</i>
amīcus -ī m.	<i>friend</i>	magnus -a -um	<i>great, large</i>	regnum -ī n.	<i>kingdom</i>
annus -ī m.	<i>year</i>	malus -a -um	<i>bad</i>	Rōma -ae f.	<i>Rome</i>
bellum -ī n.	<i>war</i>	Marcus -ī m.	<i>Mark</i>	saxum -ī n.	<i>rock</i>
bonus -a -um	<i>good</i>	Marīa -ae f.	<i>Mary</i>	servus -ī m.	<i>slave, servant</i>
caelum -ī n.	<i>sky</i>	mēnsa -ae f.	<i>table</i>	templum -ī n.	<i>temple</i>
dēbitum -ī n.	<i>debt</i>	multus -a -um	<i>much, many</i>	terra -ae f.	<i>earth, land</i>
deus -ī m.	<i>god</i>	mundus -ī m.	<i>world, mankind</i>	verbum -ī n.	<i>word</i>
dominus -ī m.	<i>lord, master</i>	nauta -ae m.	<i>sailor</i>		
dōnum -ī n.	<i>gift</i>	novus -a -um	<i>new</i>		
equus -ī m.	<i>horse</i>	oppidum -ī n.	<i>town</i>		

Grammar Review

- ◆ Four gender rules: (1) NG (2) 1D F (3) 2D us M (4) 2D um N
- ◆ The neuter rule. For every neuter noun the nominative and accusative case forms are identical, and the nominative and accusative plural ending is -a.
- ◆ A verb agrees with its subject in person and number.
- ◆ An adjective agrees with its noun in gender, number, and case, and may precede or follow its noun.
- ◆ A noun or adjective in the predicate that follows a linking verb and renames or describes the subject is in the nominative case and is called a predicate nominative or a predicate adjective.
- ◆ The genitive singular of a 1st declension noun is -ae, and of a 2nd declension noun is -ī.

Latin Sayings

Rōma Aeterna

Annō Dominī (A.D.)

Ante bellum

Quattuor annī tempora

Māter Itāliae—Rōma

Unit 2

Verbs

accūsō (1)	to accuse	mūtō (1)	to change
appellō (1)	to address	negō (1)	to deny
cēlō (1)	to hide	nūntiō (1)	to report
creō (1)	to create	oppugnō (1)	to attack
culpō (1)	to blame	perturbō (1)	to disturb
dēlectō (1)	to delight, please	putō (1)	to think
dēmōnstrō (1)	to show, point out	rogō (1)	to ask
dubitō (1)	to doubt	spērō (1)	to hope
explōrō (1)	to explore	volō (1)	to fly
exspectō (1)	to wait for, expect	vulnerō (1)	to wound

Principal Parts

1st	2nd	3rd	4th
am ō <i>I love</i>	am āre <i>to love</i>	am āvī <i>I loved</i>	am ātus <i>loved</i>
dō	dare	dedī	datus
stō	stāre	stetī	status
iuvō	iuvāre	iūvī	iūtus
lavō	lavāre	lāvī	lautus
sum	esse	fuī	futūrus

Adverbs

crās	tomorrow	nunc	now
herī	yesterday	saepe	often
hodiē	today	semper	always
nōn	not	tum	then, at that time
numquam	never	umquam	ever

Latin Sayings

Valē (Valēte)
Semper fidēlis
Errāre est hūmānum.

Nunc aut numquam
Fortēs fortūna iuvat.

Quid est nōmen tibi? *What is your name?*

Third Declension Review

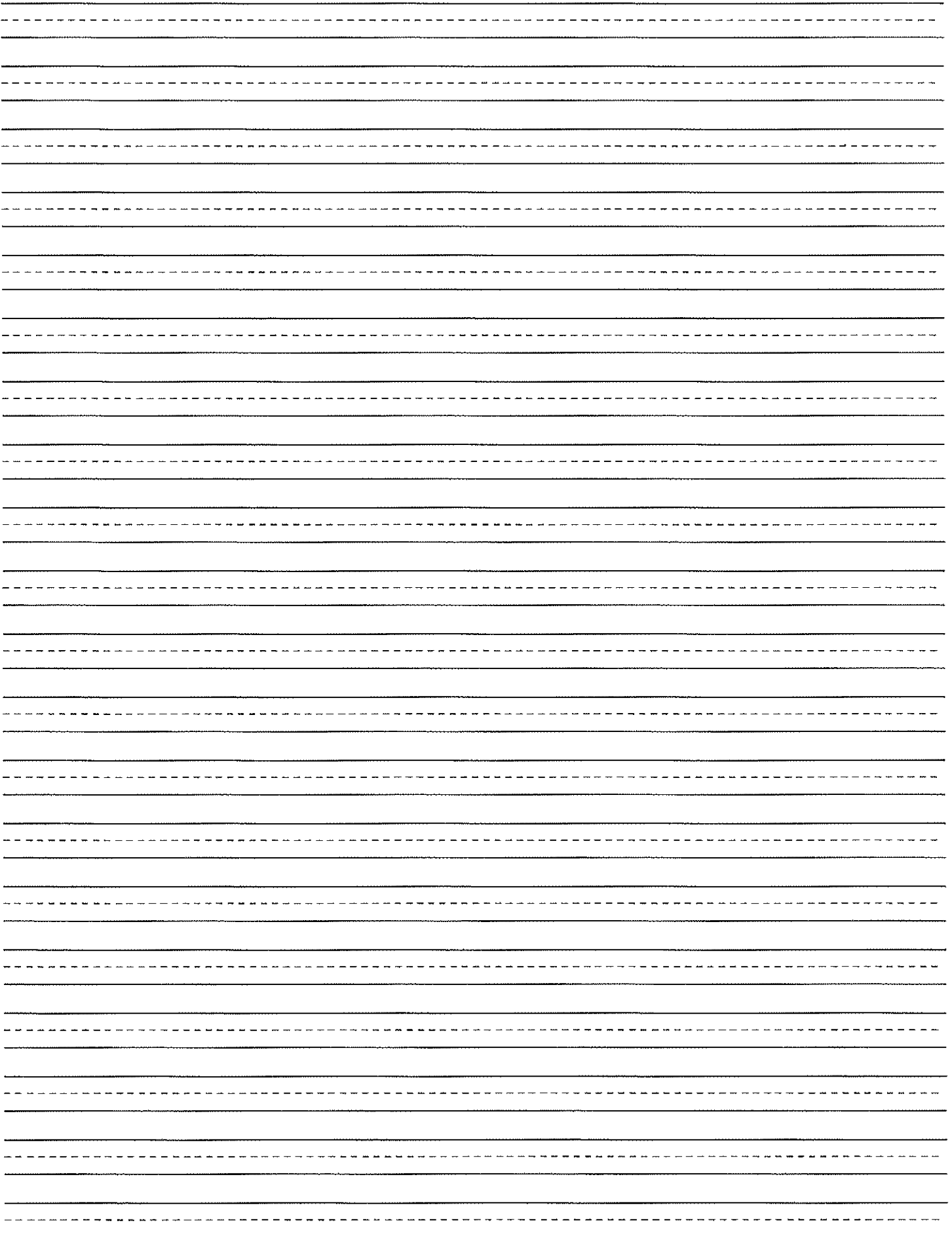
Case	Masculine/Feminine		Neuter	
	S.	Pl.	S.	Pl.
nom.	pater	patrēs	nōmen	nōmina
gen.	patris	patrum	nōminis	nōminum
dat.	patrī	patribus	nōminī	nōminibus
acc.	patrem	patrēs	nōmen	nōmina
abl.	patre	patribus	nōmine	nōminibus

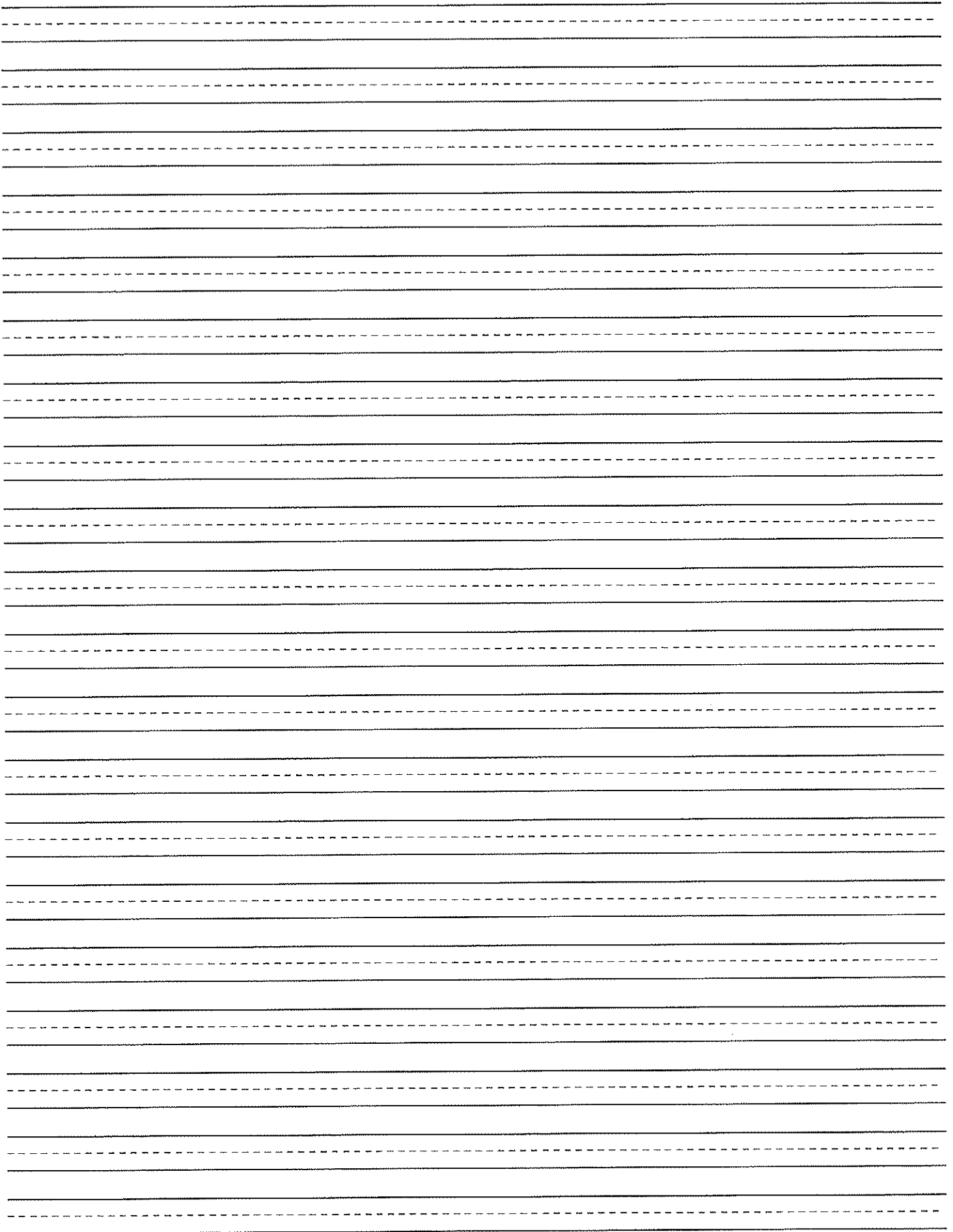
- ◆ Contrast and compare the masculine, feminine, and neuter nouns of the 3rd declension. How are they alike and how are they different?
- ◆ All nouns whose genitive singular ends in *is* belong to the 3rd declension.
- ◆ To find the stem, drop the genitive singular ending, *is*.

Vocabulary Review

canis canis *m. or f.* dog
 caput capitis *n.* head
 cor cordis *n.* heart
 crux crucis *f.* cross
 dux ducis *m.* leader
 flūmen flūminis *n.* river
 frāter frātris *m.* brother
 lex lēgis *f.* law
 lūmen lūminis *n.* lamp
 lux lūcis *f.* light
 māter mātris *f.* mother

mīles mīlitis *m.* soldier
 mōs mōris *m.* custom
 nōmen nōminis *n.* name
 pānis pānis *m.* bread
 pater patris *m.* father
 pax pācis *f.* peace
 pēs pedis *m.* foot
 rex rēgis *m.* king
 sōl sōlis *m.* sun
 soror sorōris *f.* sister
 vox vōcis *f.* voice





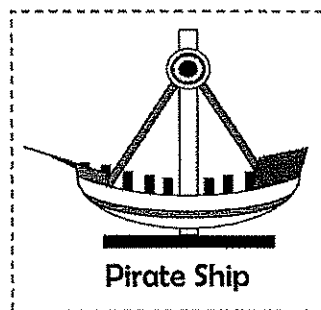
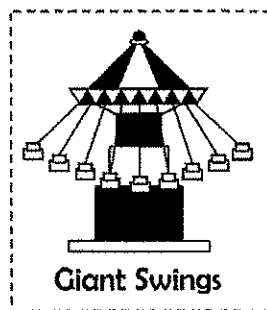
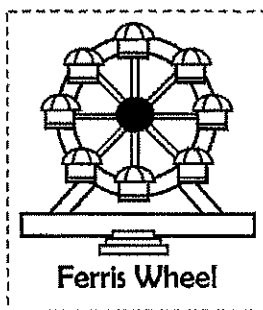
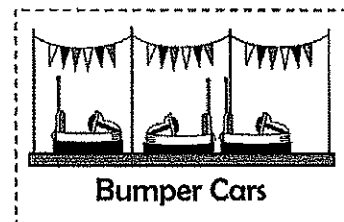
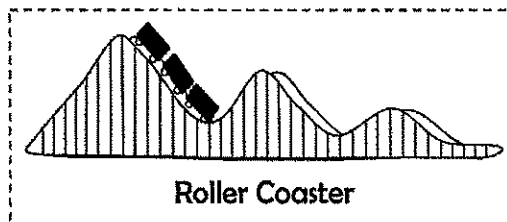
Map Your Own Amusement Park

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.

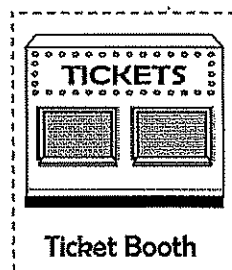
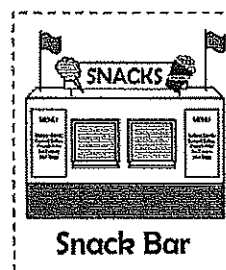
Instructions:

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

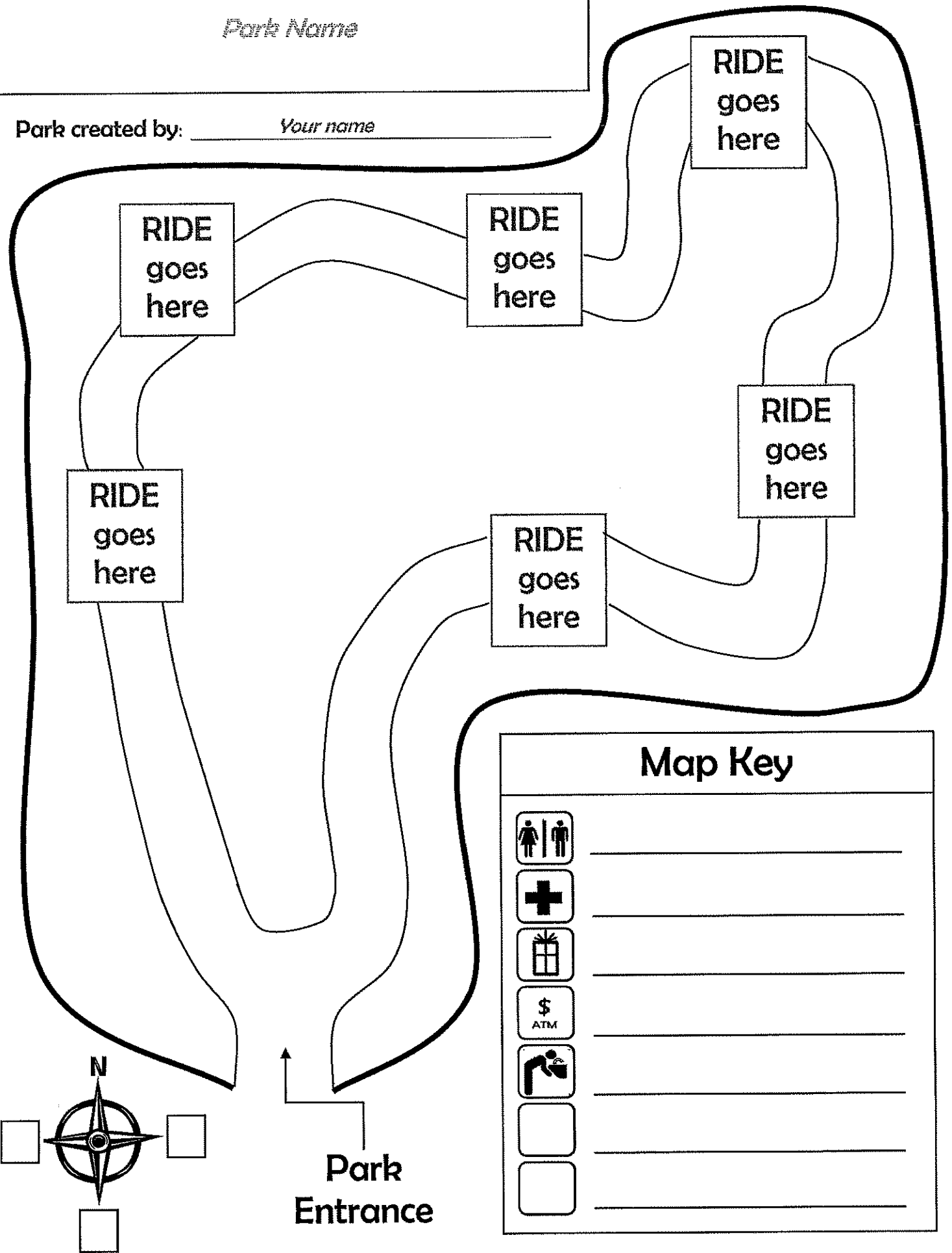


Other Park Necessities



Park Name

Park created by: _____ *Your name*



RIDE
goes
here

RIDE
goes
here

RIDE
goes
here

RIDE
goes
here

RIDE
goes
here

RIDE
goes
here

Map Key



Park
Entrance

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	♪																			

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																																																																

Day 3

Name: _____

Basic Algebra



Determine the value of the variable in each equation.

1. $a + 5 = 9$

$a = \underline{\hspace{2cm}}$

2. $15 - c = 12$

$c = \underline{\hspace{2cm}}$

3. $9 + 15 = y$

$y = \underline{\hspace{2cm}}$

4. $\frac{45}{d} = 5$

$d = \underline{\hspace{2cm}}$

5. $10z = 100$

$z = \underline{\hspace{2cm}}$

6. $\frac{t}{7} = 8$

$t = \underline{\hspace{2cm}}$

7. $6b = 66$

$b = \underline{\hspace{2cm}}$

8. $20 - g = 6$

$g = \underline{\hspace{2cm}}$

9. $3 + r = 18$

$r = \underline{\hspace{2cm}}$

10. $v - 14 = 26$

$v = \underline{\hspace{2cm}}$

11. $\frac{48}{4} = m$

$m = \underline{\hspace{2cm}}$

12. $3s = 9$

$s = \underline{\hspace{2cm}}$

13. $\frac{16}{h} = 1$

$h = \underline{\hspace{2cm}}$

14. $15 + 12 = q$

$q = \underline{\hspace{2cm}}$

15. $\frac{121}{j} = 11$

$j = \underline{\hspace{2cm}}$

★ $4 + f = 13 - 2$

$f = \underline{\hspace{2cm}}$

★ $5 + 3 = 4d$

$d = \underline{\hspace{2cm}}$

Name: _____

Score: _____

Words in Decimals

Write the word names in decimal form:

- 1) seventeen hundredths _____
- 2) thirty-two and five hundredths _____
- 3) twenty-two and nine hundred eight thousandths _____
- 4) two tenths _____
- 5) seven and sixty-seven hundredths _____
- 6) four hundred sixty-six thousandths _____
- 7) one and five tenths _____
- 8) three and seven tenths _____
- 9) eighty-four and two tenths _____
- 10) ninety-three and one tenth _____
- 11) sixty-nine and fifty-three hundredths _____
- 12) two and twenty-four hundredths _____
- 13) thirteen and four hundred fifty-three thousandths _____
- 14) sixty-four and five hundred six thousandths _____
- 15) fifty-three and six hundred eighty-nine thousandths _____

In Flanders Fields

by: John McCrae

In Flanders fields the poppies blow
Between the crosses, row on row
That mark our place; and in the sky
The larks, still bravely singing, fly
Scarce heard amid the guns below.

We are the Dead. Short days ago
We lived, felt dawn, saw sunset glow,
Loved and were loved, and now we lie
In Flanders fields.

Take up our quarrel with the foe:
To you from failing hands we throw
The torch; be yours to hold it high.
If ye break faith with us who die
We shall not sleep, though poppies grow
In Flanders fields.

[The page contains approximately 30 lines of text that is extremely faint and illegible. The text appears to be a continuous block of writing, possibly a letter or a report, but the characters are too light to be transcribed accurately.]

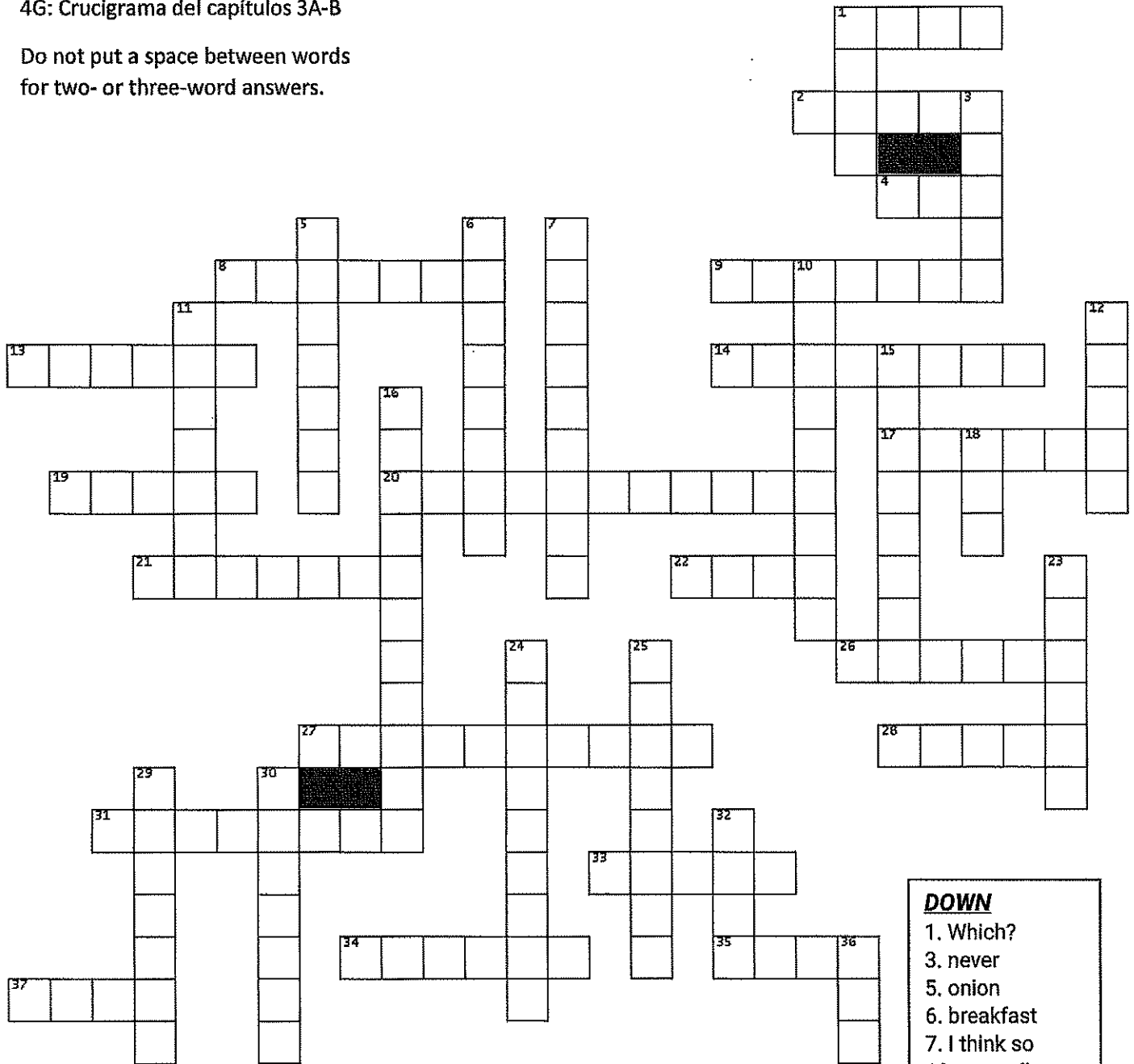
Name _____

Clase _____

Fecha _____

4G: Crucigrama del capítulos 3A-B

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



ACROSS

- 1. she eats
- 2. ham
- 4. without
- 8. I think
- 9. lettuce
- 13. Really?
- 14. I share
- 17. many (m)
- 19. you eat
- 20. butter

ACROSS

- 21. tasty (f)
- 22. I drink
- 26. because
- 27. you understand
- 28. chicken
- 31. pastries
- 33. they drink
- 34. steak
- 35. water
- 37. all (f)

DOWN

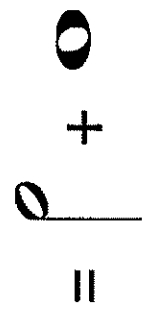
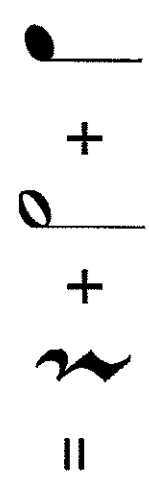
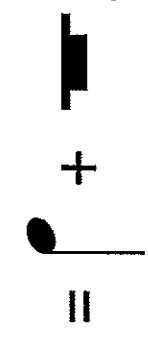

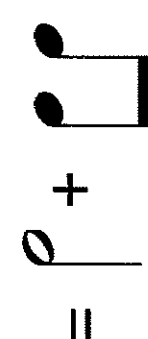
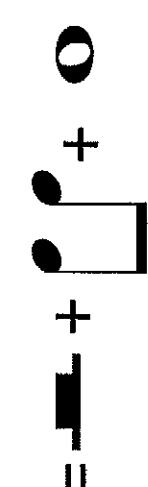
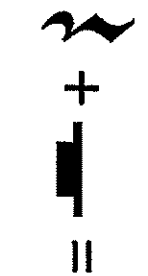

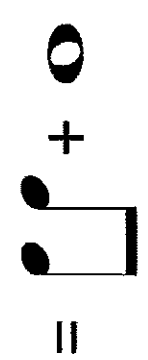
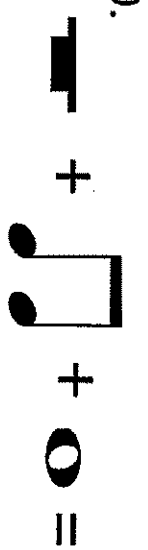
- 1. Which?
- 3. never
- 5. onion
- 6. breakfast
- 7. I think so
- 10. we walk
- 11. cookie
- 12. cheese
- 15. lunch
- 16. we share
- 18. with
- 23. eggs
- 24. you prefer
- 25. I prefer
- 29. they walk
- 30. we drink
- 32. dinner
- 36. something

RHYTHM ADDITION LEVEL 2

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

Name _____

Class _____

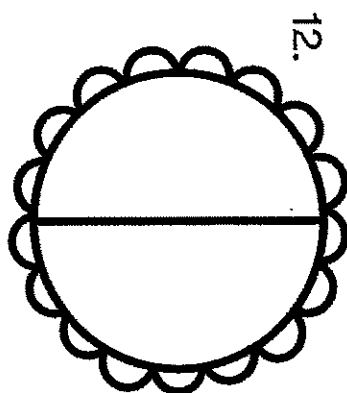
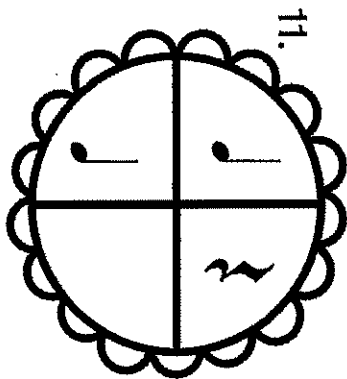
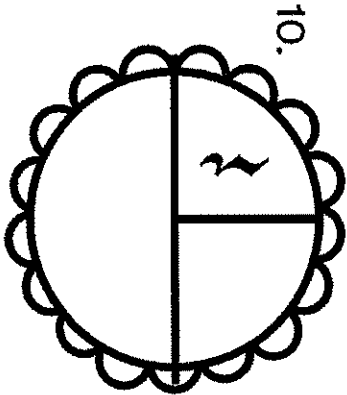
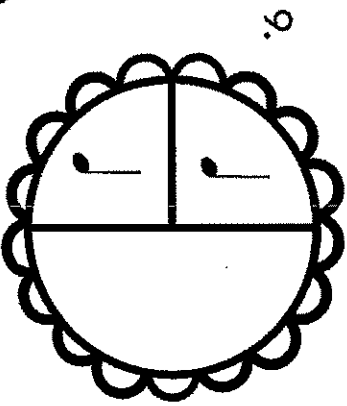
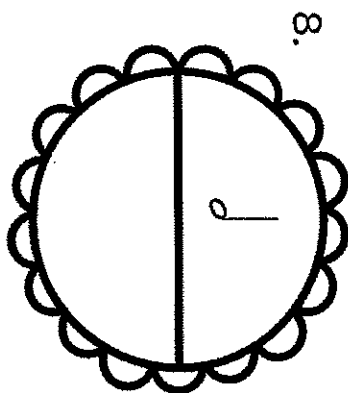
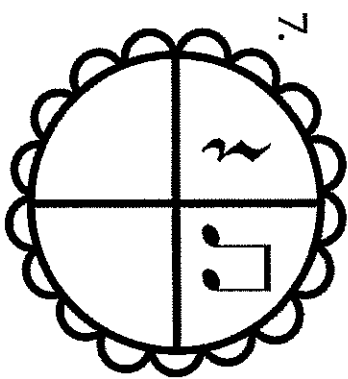
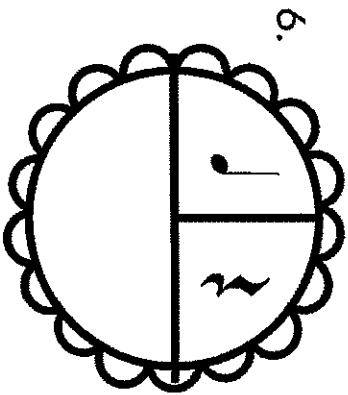
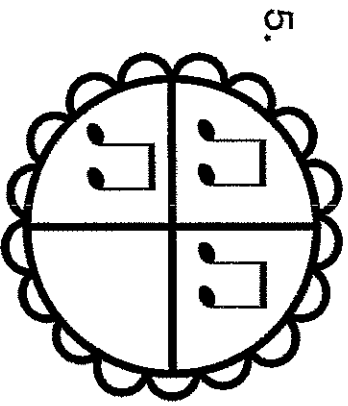
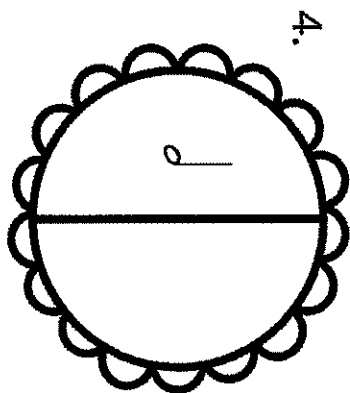
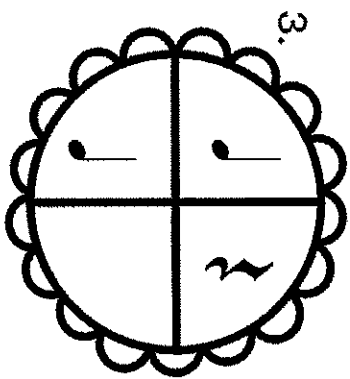
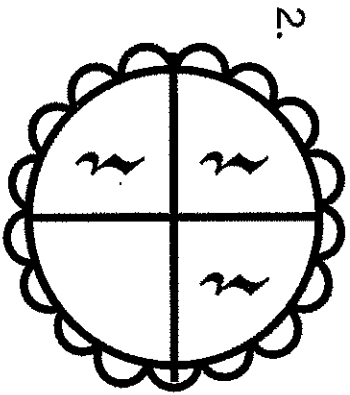
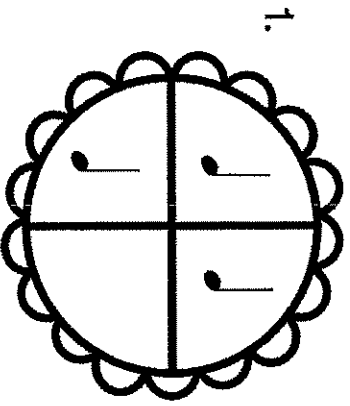
1.	 = <input type="text"/>	6.	 = <input type="text"/>
2.	 = <input type="text"/>	7.	 = <input type="text"/>
3.	 = <input type="text"/>	8.	 = <input type="text"/>
4.	 = <input type="text"/>	9.	 = <input type="text"/>
5.	 = <input type="text"/>	10.	 = <input type="text"/>

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 _____



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																

HIERARCHY OF RESTS

Complete the chart below.

Name: _____
Class: _____

<u>Rest</u>	<u>Beats</u>														
<u>Rest</u>	<u>Beats</u>														
<u>Rest</u>	<u>Beats</u>														
<u>Rest</u>	<u>Beats</u>														
<u>Rest</u>	<u>Beats</u>														
<u>Rest</u>	<u>Beats</u>	