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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 & Principal Steeber

E-Learning 4G Packet

Quarter 3 and 4

Name: _____

Day 1	Day 2	Day 3
Required: Math Review: Dividing Decimals Reading: The Solider Tracing	Required: Math Review: 3 Digit Multiplication Reading: Copy and Practice The Soldier	Required: Math Review: Time on Analog Clocks Reading: E Learning Essay
Optional: Van Gogh Sunflowers	Optional: Latin- Grammar Practice Music- Star Spangled Banner	Optional: Spanish- 4A Crucigrama de lugares Music- Jazz Greats

4G E-Learning
Day One

3-Digit by 3-Digit Multiplication (A)

Name: _____

Date: _____

Score: _____ /20

Calculate each product.

$$\begin{array}{r} 995 \\ \times 866 \\ \hline \end{array}$$

$$\begin{array}{r} 124 \\ \times 209 \\ \hline \end{array}$$

$$\begin{array}{r} 831 \\ \times 674 \\ \hline \end{array}$$

$$\begin{array}{r} 188 \\ \times 730 \\ \hline \end{array}$$

$$\begin{array}{r} 493 \\ \times 905 \\ \hline \end{array}$$

$$\begin{array}{r} 230 \\ \times 769 \\ \hline \end{array}$$

$$\begin{array}{r} 628 \\ \times 402 \\ \hline \end{array}$$

$$\begin{array}{r} 898 \\ \times 300 \\ \hline \end{array}$$

$$\begin{array}{r} 559 \\ \times 350 \\ \hline \end{array}$$

$$\begin{array}{r} 321 \\ \times 898 \\ \hline \end{array}$$

$$\begin{array}{r} 665 \\ \times 648 \\ \hline \end{array}$$

$$\begin{array}{r} 138 \\ \times 441 \\ \hline \end{array}$$

$$\begin{array}{r} 372 \\ \times 398 \\ \hline \end{array}$$

$$\begin{array}{r} 813 \\ \times 208 \\ \hline \end{array}$$

$$\begin{array}{r} 650 \\ \times 599 \\ \hline \end{array}$$

$$\begin{array}{r} 440 \\ \times 901 \\ \hline \end{array}$$

$$\begin{array}{r} 382 \\ \times 928 \\ \hline \end{array}$$

$$\begin{array}{r} 235 \\ \times 111 \\ \hline \end{array}$$

$$\begin{array}{r} 342 \\ \times 473 \\ \hline \end{array}$$

$$\begin{array}{r} 261 \\ \times 589 \\ \hline \end{array}$$

Day One Reading: The Soldier

Directions: Trace the dotted lines as closely as you can to practice your cursive

If I should die, think only this of me:

That there's some corner of a foreign field

That is for ever England. There shall be

In that rich earth a richer dust

concealed;

A dust whom England bore, shaped, made

aware;

Strove, once, her flowers to love, her ways

to roam;

A body of England's, breathing English air,

Washed by the rivers, best by suns of

home.

And think, this heart, all evil shed away,

A pulse in the eternal mind, no less

Stives somewhere back the thoughts

by England given;

Her sights and sounds; dreams happy as her

day;

And laughter, learnt of friends; and

gentleness,

In hearts at peace, under an

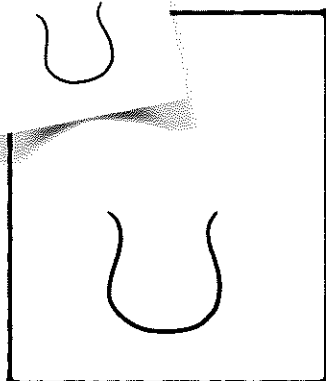
English heaven.

How to
Draw

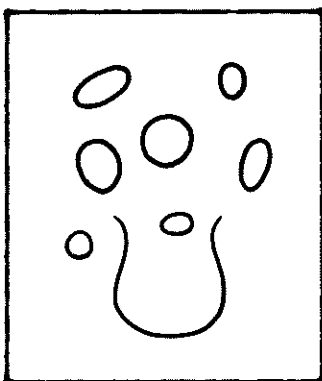
Van Gogh Sunflowers

Start at the middle bottom of the page!

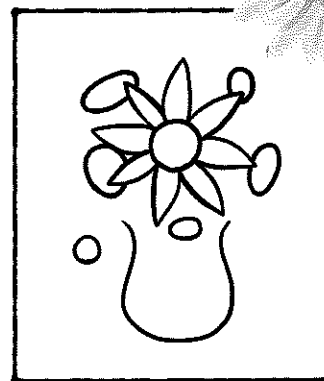
Use this Guide for the DSS
Van Gogh Sunflower lesson!



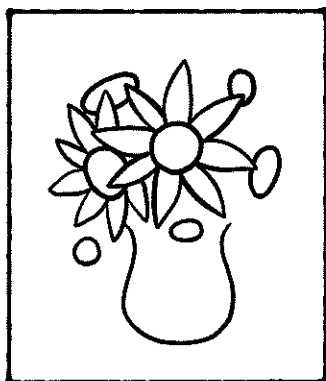
1. Draw a vase near the bottom of the page.



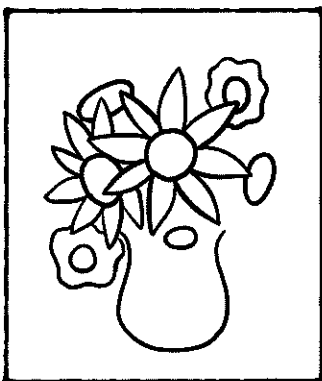
2. Draw a circle above the vase. Draw circles and ovals around your main circle.



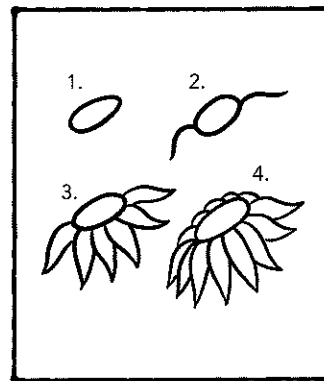
3. On your main circle add petals. It's ok to draw over the other flowers!



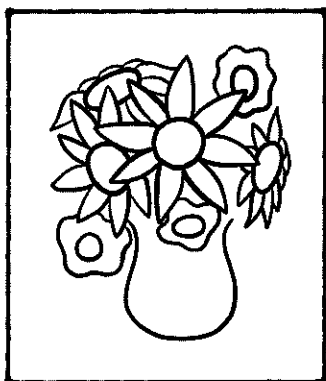
4. Draw petals around another circle. See if you can hide the petals behind the first flower.



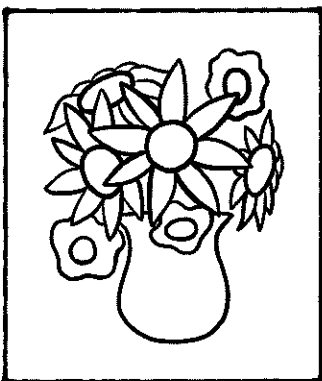
5. Add more petals, this time trying different shapes and sizes.



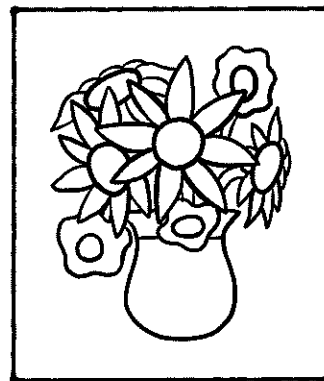
6. Try drawing a flower from the side. Start with an oval and add tails, turn them into petals.



7. Continue to draw petals, tucking them all behind the main flower.



8. Draw a line to close the opening of the vase. It might run into a flower, so make sure the "jump" over the flower.



9. Finally add stems and perhaps decorate your vase with simple lines.

Name _____

4G Art Assignment

Directions: Draw a vase full of Van Gogh-style sunflowers (see the drawing guide to help you with step by step instructions). Adding color is optional.

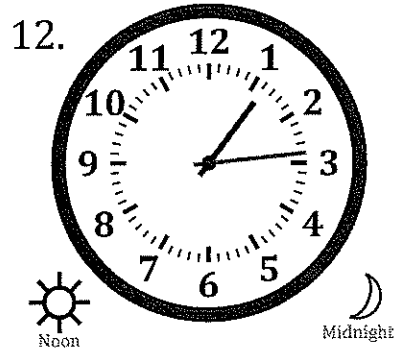
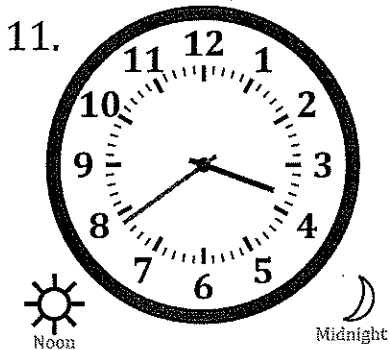
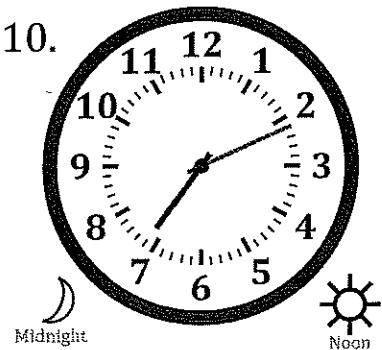
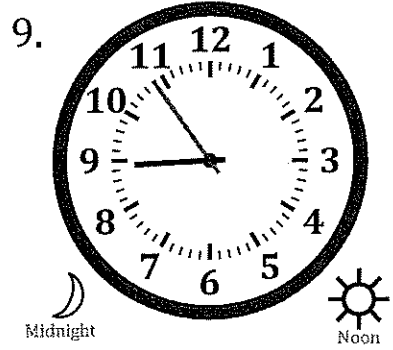
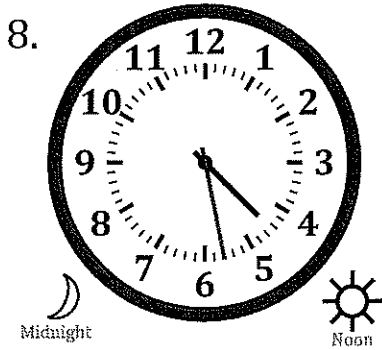
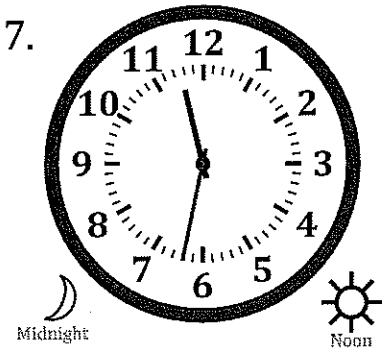
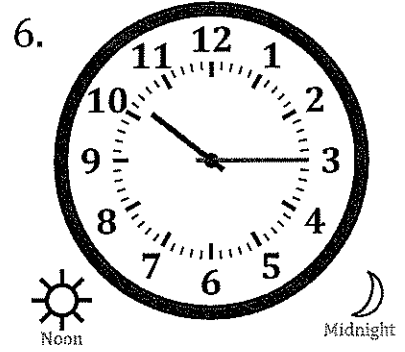
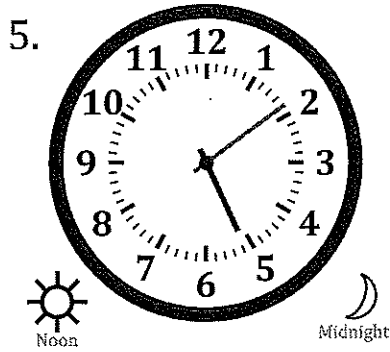
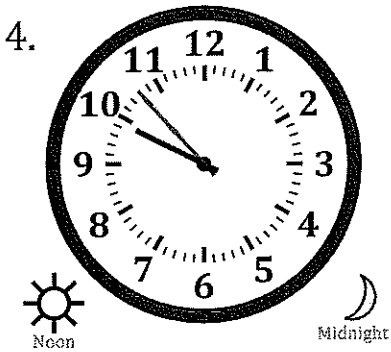
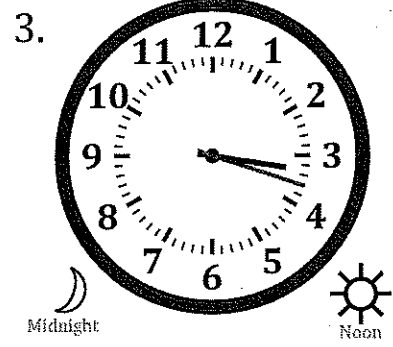
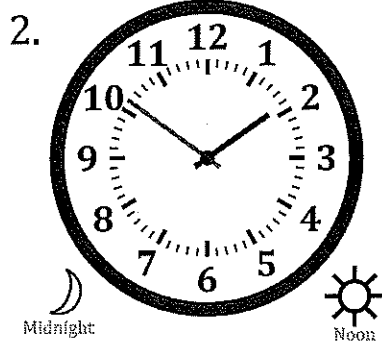
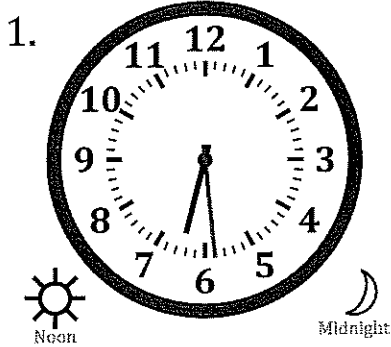
4G E-Learning
Day Two

Reading Time on Analog Clocks (A)

Name: _____

Date: _____

Read each time and write it in the space under the clock.



Handwriting practice line 1: solid top line, dashed midline, solid bottom line.

Handwriting practice line 2: solid top line, dashed midline, solid bottom line.

Handwriting practice line 3: solid top line, dashed midline, solid bottom line.

Handwriting practice line 4: solid top line, dashed midline, solid bottom line.

Handwriting practice line 5: solid top line, dashed midline, solid bottom line.

Handwriting practice line 6: solid top line, dashed midline, solid bottom line.

Handwriting practice line 7: solid top line, dashed midline, solid bottom line.

Handwriting practice line 8: solid top line, dashed midline, solid bottom line.

Handwriting practice line 9: solid top line, dashed midline, solid bottom line.

Handwriting practice line 10: solid top line, dashed midline, solid bottom line.

Handwriting practice line 11: solid top line, dashed midline, solid bottom line.

Handwriting practice line 12: solid top line, dashed midline, solid bottom line.

Handwriting practice line 13: solid top line, dashed midline, solid bottom line.

Handwriting practice line 14: solid top line, dashed midline, solid bottom line.

Handwriting practice line 15: solid top line, dashed midline, solid bottom line.

Handwriting practice line 16: solid top line, dashed midline, solid bottom line.

Handwriting practice line 17: solid top line, dashed midline, solid bottom line.

Handwriting practice line 18: solid top line, dashed midline, solid bottom line.

Handwriting practice line 19: solid top line, dashed midline, solid bottom line.

Handwriting practice line 20: solid top line, dashed midline, solid bottom line.

Handwriting practice line 21: solid top line, dashed midline, solid bottom line.

E-Learning: 4G Latin

A. Decline each noun – hint: identify the declension first!

1. *bellum*, -i (2nd neuter)

Singular	Plural

2. *mensa*, -ae (1st fem.)

Singular	Plural

3. *agnus*, -i (2nd masc.)

Singular	Plural

B. Conjugate *lavo* in each tense:

Present:

Singular	Plural

Imperfect:

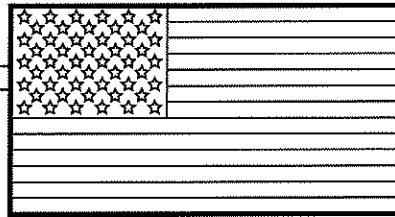
Singular	Plural

Future:

Singular	Plural

The Star Spangled Banner

Read the lyrics of America's National Anthem. Follow the activities below.



O! say can you see by the dawn's early light,
What so proudly we hailed at the twilight's last gleaming,
Whose broad stripes and bright stars through the perilous fight,
O'er the ramparts we watched, were so gallantly streaming?
And the rockets' red glare, the bombs bursting in air,
Gave proof through the night that our flag was still there;
O! say does that star-spangled banner yet wave
O'er the land of the free and the home of the brave?

On the shore, dimly seen through the mists of the deep,
Where the foe's haughty host in dread silence reposes,
What is that which the breeze, o'er the towering steep,

As it fitfully blows, half conceals, half discloses?
Now it catches the gleam of the morning's first beam,
In full glory reflected now shines in the stream:
'Tis the star-spangled banner, O! long may it wave
O'er the land of the free and the home of the brave.

And where is that band who so vauntingly swore
That the havoc of war and the battle's confusion,
A home and a country should leave us no more!
Their blood has washed out their foul footsteps' pollution.
No refuge could save the hireling and slave
From the terror of flight, or the gloom of the grave:
And the star-spangled banner in triumph doth wave
O'er the land of the free and the home of the brave.

O! thus be it ever, when freemen shall stand
Between their loved home and the war's desolation!
Blest with victory and peace, may the heav'n rescued land
Praise the Power that hath made and preserved us a nation.
Then conquer we must, when our cause it is just,
And this be our motto: "In God is our trust."
And the star-spangled banner in triumph shall wave
O'er the land of the free and the home of the brave!



Are there words in the song that you do not understand? Circle them.
Then, look them up in the dictionary.



Illustrate the first stanza (or paragraph) below.

A large, empty rectangular box with rounded corners and a thin black border, intended for the student to draw an illustration of the first stanza or paragraph.

Now try to sing it out loud!

4G E-Learning

Day Three

Dividing Decimals (H)

Find each quotient.

$$3 \overline{)6}$$

$$7.9 \overline{)40.29}$$

$$8.6 \overline{)70.52}$$

$$8.1 \overline{)79.38}$$

$$8.2 \overline{)69.7}$$

$$4.9 \overline{)43.61}$$

$$2.7 \overline{)3.51}$$

$$3.4 \overline{)4.42}$$

$$6.5 \overline{)59.8}$$

$$5.9 \overline{)14.16}$$

$$1.8 \overline{)13.86}$$

$$1 \overline{)6.5}$$

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:

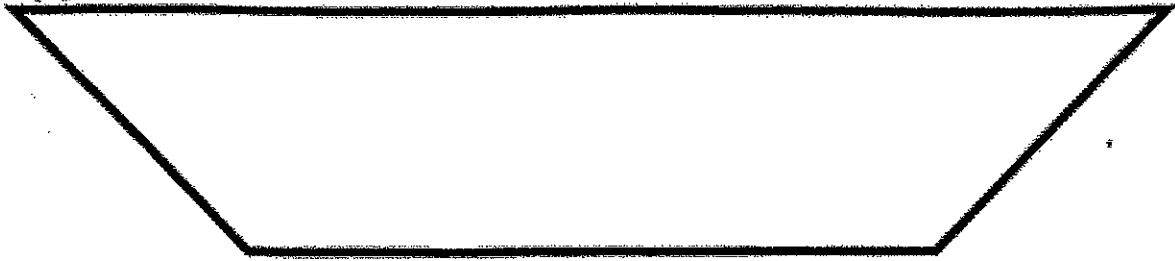
“Select one character from the novel that you are currently reading in your reading class and match them with one of the Parnassus Character Pillars. Explain in detail why you matched your novel character to the character pillar you selected.” *As a reminder: The Parnassus Character Pillars are Respect,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



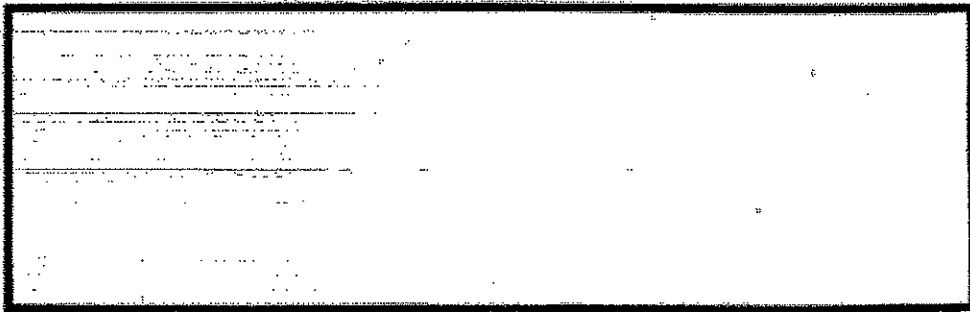
CD



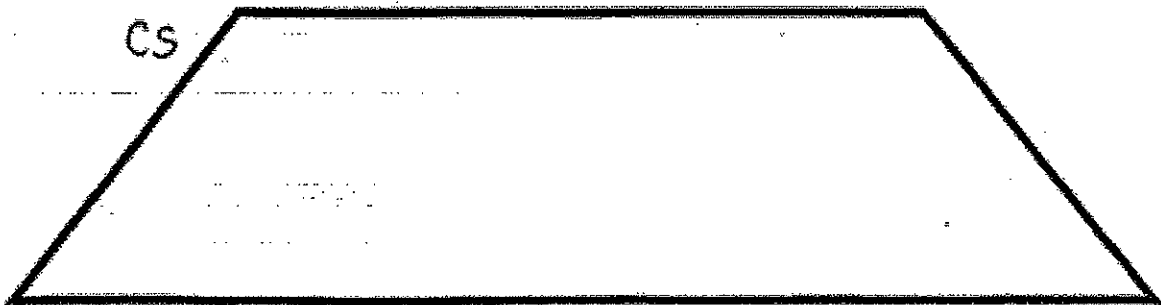
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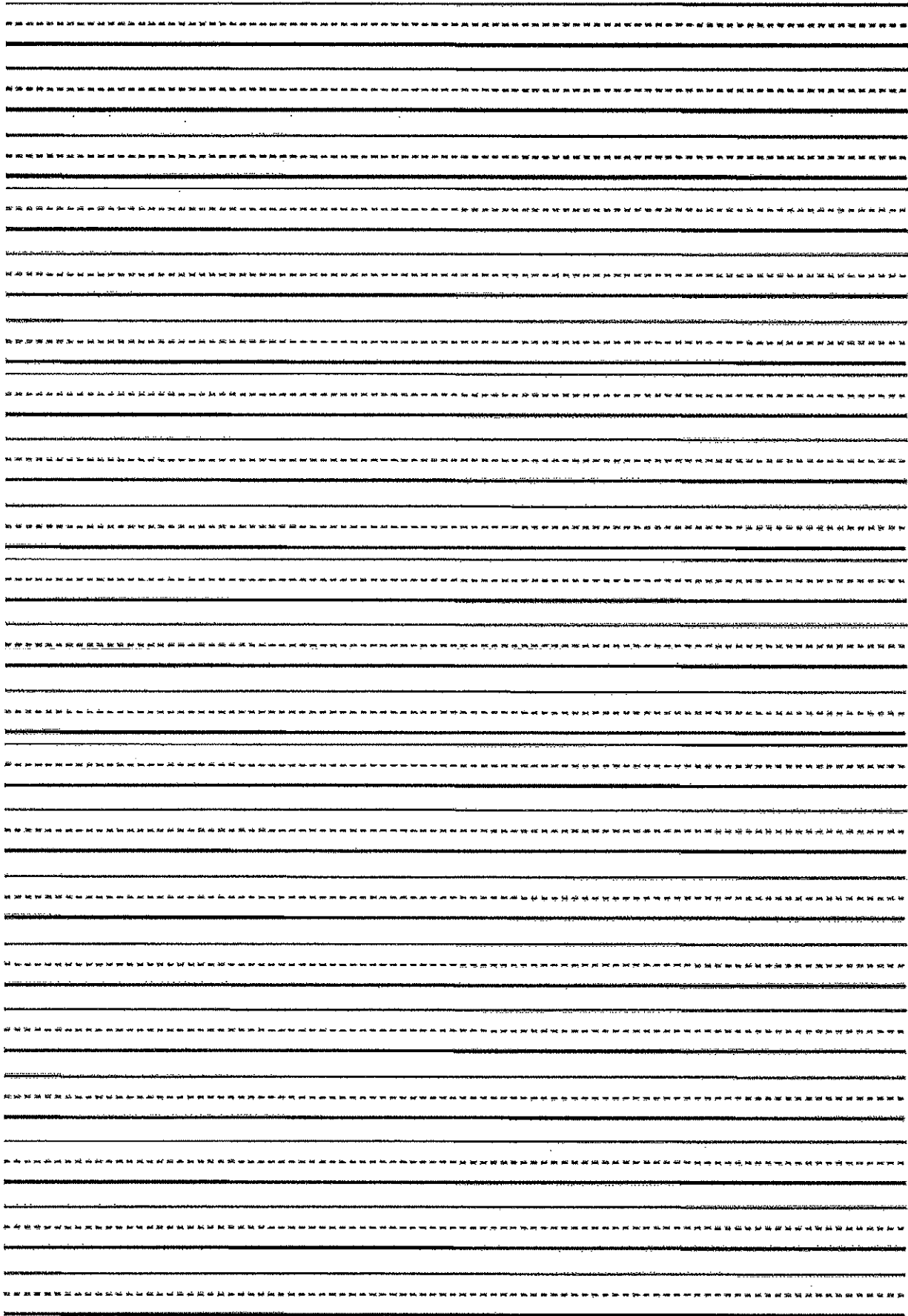
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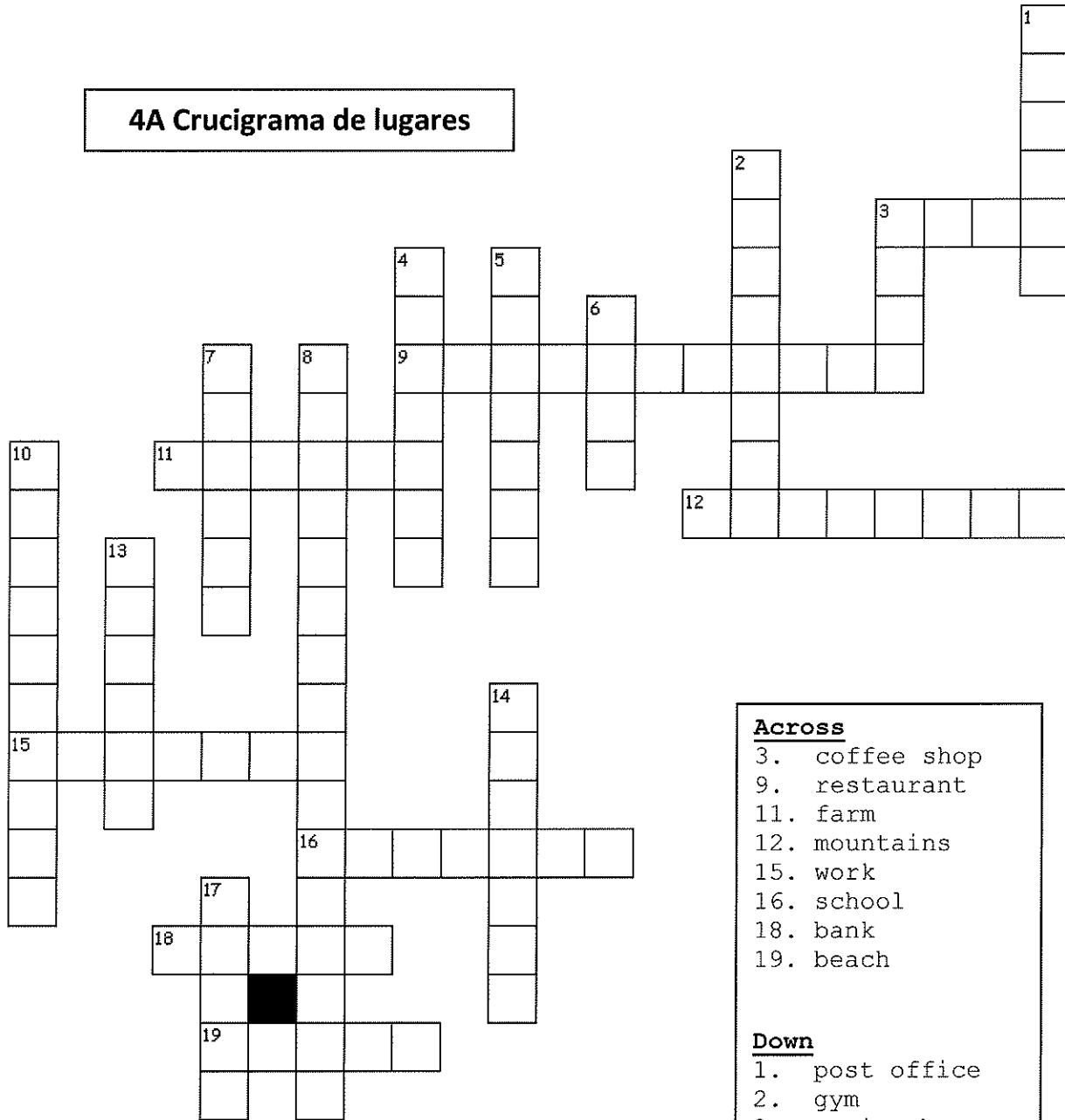
CS



[The page contains approximately 25 lines of extremely faint, illegible text, likely representing a document or form that has been scanned with low contrast or is otherwise obscured.]



4A Crucigrama de lugares



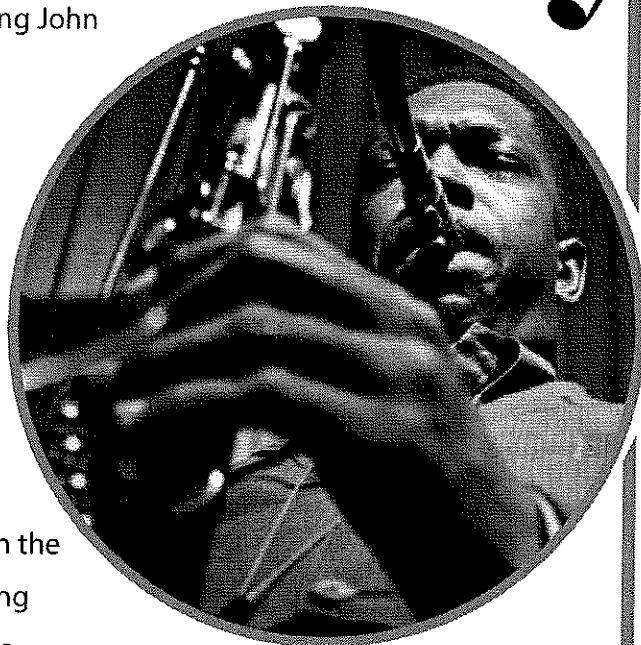
- | | |
|---------------|---------------|
| Across | |
| 3. | coffee shop |
| 9. | restaurant |
| 11. | farm |
| 12. | mountains |
| 15. | work |
| 16. | school |
| 18. | bank |
| 19. | beach |
| Down | |
| 1. | post office |
| 2. | gym |
| 3. | movie theater |
| 4. | store |
| 5. | swimming pool |
| 6. | house |
| 7. | park |
| 8. | mall |
| 10. | library |
| 13. | city |
| 14. | church |
| 17. | countryside |

Jazz Greats: John Coltrane



John Coltrane was born in 1926 in Hamlet, North Carolina. Inspired by his father, who played many different instruments, young John began studying the E-flat horn and clarinet. As a teen, influenced by musicians such as Lester Young, John switched to the alto saxophone, the instrument he would become famous for playing.

John served in the military during World War II, and he made his first recordings during that time. After the war, he joined the band led by jazz and blues great Eddie Vinson, which exposed him to new ways of playing the saxophone. In 1960, Coltrane recorded the album *Giant Steps*, made up of his own compositions. In the same year, he formed his first quartet. Their first recording together was also his debut playing soprano saxophone.



As his style developed and changed, Coltrane began to receive criticism from some audiences and jazz critics. Coltrane and Eric Dolphy, the second horn player in his quartet at the time, were harshly criticized as "Anti-Jazz" for their unusual sound. Perhaps because of this, Coltrane played more conservatively in his studio recordings of 1962 and 1963. In 1965, however, with the formation of his second quartet, his playing took on a more harmonious sound. He played with this band, which included his wife, Alice, on piano, until his death in 1967.

Coltrane continued to win awards even after death. Among others, he was awarded a Grammy for "Best Jazz Solo Performance" in 1982, and a Grammy Lifetime Achievement Award in 1997.

Directions: Answer the questions below. Use text evidence to support your answers.

1. What is the main idea of Jazz Greats: John Coltrane? Write it in your own words.

Name _____

Date _____

Jazz Greats: John Coltrane



2. Choose a quote from the text that supports the following statement, and record it on the lines below.

John Coltrane was an award-winning musician.

3. What can you infer about the fact that Coltrane continued to win awards even after he died?

4. Describe what the author means when the text says, "...Coltrane began to receive criticism from some audience and jazz critics."

5. How did playing in the band led by Eddie Vinson benefit John Coltrane?

6. What did John Coltrane do after serving in the military during World War II?

7. Who or what influenced John Coltrane as a musician? Include two pieces of evidence from the passage.

a. _____

b. _____
