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# Sixth

Please review the FAQs and [contact](#) us if you find a problem.

If you prefer more offline work, the reading and vocabulary from this course are available in [book form](#).

## Daily Progress Chart

### Materials:

- [Basic Supplies List](#)

Students: If you come across a word that you don't know or don't know how to pronounce, you can type it into this [dictionary](#) and click on the speaker icon.

### Day 1

Welcome to your first day of school! I wanted to give you one important reminder before you begin. Many of your lessons below have an internet link for you to click on. When you go to the different internet pages for your lessons, please DO NOT click on anything else on that page except what the directions tell you to. DO NOT click on any advertisements or games. DO NOT click on anything that takes you to a different website. Just stay focused on your lesson and then close that window and you should be right back here for the next lesson. Okay?

\*Following Directions — I write a lot of directions on here. Read them carefully and follow ALL of them. If you don't understand, ask for help.

An important reminder as you are beginning the year...If you click on a link and the link is not working please do not just skip it or find something similar to use, let your parent know so that we can get this fixed right away for you and for other users.

### Math

### Foreign Language

1. Languages come in families. The families probably began at the tower of Babel. Then groups of people with the same language family ended up living in different places. Over time their languages developed differently. Think of how many Americans came from England. Over time did they develop a different type of English? Yes, we use some different vocabulary. You can see that as well in the King James Bible. It was written in English, but it's a different English than we know today. Do we say, "Thus saith?" No, our language has changed, and that's just hundreds of years. You can find writings from Colonial times where the "S" sound was written with an "f." Languages change.
2. Before you start studying a foreign language, let's look at some of the Romance languages: French, Spanish, and Latin. English is a Germanic language which is why German is an easy language for English speakers to learn. However, English has a lot of influence from the

Romance languages as well. You are going to be learning some Latin and then comparing it to French and Spanish. Latin, by the way, is a dead language, meaning it's not spoken anymore, but it's useful in helping you learn other languages.

3. Let me give you an example of related words. Avion in French means airplane. Now I don't think avion and airplane are related, but I think avion and aviation are related. When you encounter new words, you will use your powers of observation to make connections like that to uncover their meanings.
4. A Tale of Two Princesses — [Episode 1](#) Just watch and listen.
5. Just so it's clear, everyone will use this through Day 75. Then you can continue with the assignments and learn Spanish, or you can use the foreign language link on each day to study another language.

## Reading

1. Write the words **teeming**, **fathom**, **reverberating**, **cumulative** (poem 08) in your reading notebook and pay attention to them as you read. Please write the date in the top right corner of the page and label these words as Day 1.
2. Read Carl Sandburg, [numbers 2-11](#). This poet was born in 1878.
3. Look at the word monotone in poem 5. The rain is monotone and is being contrasted with a rainbow which has lots of colors. What does monotone mean? The prefix mono means one. This man is wearing a **monocle**.
4. Look at the word catalpa in poem 6. I don't know what it is. Do you? But the poem gives us clues. It says, "grass, catalpa and oak." We know what grass is. Oak is referring to the tree. So we can assume catalpa is some sort of plant. [This is catalpa](#).
5. This is a [mastodon](#) in poem 8. How would you imagine a mastodon moves?
6. Write what you think is the definition of each of the words you wrote in your notebook.
7. Look the words up to find their definitions. If you were not correct, please add the correct definition to your notebook.
8. Choose two poems and write what each poem is talking about in your own words. Label your answer with the number and title of the poem.

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## Day 2\*

### Math

### Foreign Language\*

1. [A Tale of Two Princesses](#) \*[Write down](#) the Latin words. (Print 10 copies of this sheet.)

## Reading

1. Write the words **gnarled** (poem 13), **trajectory**, **baritone** (poem 21) and **furrows** (poem 22) in your reading notebook under yesterday's words and pay attention to them as you read. Please label these words as Day 2.
2. Read Carl Sandburg, [numbers 13-22](#). This poet was born in 1878.
3. Write what you think is the definition of each of the words you wrote in your notebook.
4. Look the words up to find their definition. If you were not correct, please add the correct definition to your notebook.
5. Choose two poems and write what each poem is talking about in your own words. Label your answer with the number and title of the poem.

## Computer

1. Internet Safety Reminders: Do not download anything onto your computer without permission. Do not click on any advertising on a website even if it looks like a game to play. You can also [turn off advertising](#), so you don't see bad images. Don't give out your name, address, phone number, email address, photo, etc. online without permission.
2. Use kid-friendly search engines that your parents choose for you. Search as specific as you can, so the thing you are looking for will come up and not other stuff you shouldn't be looking at. Here is one place you can go to [search the internet](#). You can also turn on Google safe search.

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## Day 3

### Math

### Foreign Language

1. [A Tale of Two Princesses](#) Write down what you *think* the words mean. (Yes, you may be wrong. That is okay. There is no answer key. It's not about the answers. You aren't learning Latin. You don't have to learn the meanings of these words. I'm training you as a language learner.)

### Reading

1. Read Carl Sandburg [poems 24-30](#).
2. Poem 30 is talking about the city of Chicago. He is saying, yes, we have problems with evil in our city, but we are still proud this is our city and we are all these great things. The first part of the second paragraph of the poem reminded me of [this chapter of the Bible](#). Why?
3. **Effluvia** in poem 24 means emanation or exhalation, maybe it means like the breath of the mountains. Effluvia is actually plural. Effluvium is the singular.
4. Thingamajig in 25 is pronounced thing – a – ma – jig. It's just a word we use when we don't know what something is called. What do you think the thingamajig is?

### Spelling

1. Play [hangman](#).

### Vocabulary

1. Play this [game about synonyms](#). Synonyms are words that mean the same thing.

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## Day 4

### Math

### Foreign Language

1. [Look up the French words](#) for those English meanings (your list from Day 3) and see if you can find any similarities. Any French word that you think is related to the Latin, write it down on your sheet on the line with that Latin word in it. You are related to your siblings. There are ways you are the same and ways you are different. You don't have to be identical to be related. (There are no right answers. The only wrong answer is saying, "I don't know" and giving up. Turn on your powers of observation and make some guesses, some assumptions.)

2. Make sure you use accent marks when you copy words. (Those little lines above and sometimes below a letter.)

### Reading

1. Read Robert Frost [poems 1-5](#). Robert Frost is a very well known poet born in 1874.
2. Find one word you don't know and write it and its definition in your reading notebook.
3. Do you see a common thread in his poems? What is in all of his poems? ([Answers](#))

### Grammar

1. Watch this [video](#) to remind yourself about syllables.

### Spelling

1. Try the [spelling bee](#).

### Computer

1. If you don't have a junk email account, talk to your parents about starting one at a site like yahoo.com or live.com. Give that email address to all the companies you don't need to hear from and save your real email address for those you do need and want to hear from. Even though you are giving out your "junk" email address, still click to check or uncheck all boxes to let companies know you do not want emails from them.

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## Day 5

### Math

#### Foreign Language

1. [Look up the Spanish words](#) for those English meanings (your list from Day 3) and see if you can find any similarities. Write down on your sheet any of the Spanish words that you think are related to the Latin. (You do not have to disable ad block to use the site even though it tells you to. It works fine with ad block enabled.)
2. Do you see any French and Spanish words that are related? Do you think any of the English words are related? I'm asking what *you* see and think. I'm not giving answers to these. You are practicing your observation and thinking skills.

### Reading

1. Read Robert Frost [poem 06](#). This poem, *The Road Not Taken*, is his most famous.
2. What is he talking about in this poem? Write the answer in your notebook. Write in a complete sentence so that someone reading your answer would know what the question was.
3. Read [this article about the poem](#). It's a little hard but read the whole thing. Do you think you were right about what you thought the poem was about? Why or why not? Write a complete sentence in your notebook.

### Writing

1. Now you write a poem in the same form of this one. As the article points out it is written in the form: ABAAB. This shows that each stanza has five lines. The matching letters show which lines rhyme. In this poem the "B lines," the second and last lines, rhyme and the "A lines," first, third and fourth lines rhyme. Also pay attention to the length of each line. Each line in the first

stanza is nine syllables long. (A stanza is what we call each paragraph of a poem or song.) So, you will write one stanza, trying to make each of the five lines nine syllables long and using the rhyme scheme, ABAAB.

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## Day 6

### Math

#### Foreign Language

1. Why five days of the same story? Languages need lots of repetition to be learned.
2. [Episode 2](#) Just watch and listen.

#### Reading

1. Read Robert Frost's [poems 7-15](#).
2. [cat's cradle](#), [trillium](#) (poem 13) Here are pictures of what these are.
3. Write in your reading notebook on a new page: **foliage (poem 10), flecked, knoll** (poem 15) and write what you think they mean. Please write the date in the top corner of the page.
4. Look the words up and write their correct definition in your notebook.

#### Vocabulary

1. Read over your vocabulary words and definitions from last week. Then read quotes with these words in them.
2. "Halloo your name to the reverberate hills, (He's calling out her name and listening to it echo.)  
And make the babbling gossip of the air  
Cry out 'Olivia!'" Shakespeare
3. "If in this wide world, teeming with abundant supplies for human want, to thousands of wretched creatures no choice is open, save between starvation and sin, may we not justly say that there is something utterly wrong in the system that permits such things to be?" Tennessee Clafin (He's saying that it's wrong that there are those with nothing when there is so much available.)
4. [Go here](#) and read the quote with gnarled and then type cumulative into the search. Copy your favorite into your notebook.

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## Day 7

### Math

#### Foreign Language

1. [Episode 2](#) [Write down](#) the Latin words. (If you need more sheets, go to Day 2 to print them out.)

#### Reading

1. Write **miscellany** (poem 16), **interposed** (poem 17), **tumultuous**, **keen** (poem 18), **subdue** (poem 20), **dilating**, **sanctify** (poem 21) in your reading notebook. Pay attention to these words as you read.
2. Read Robert Frost's [poems 16-21](#).

3. Here is [Minerva](#) from poem 18.
4. Pick two of the poems you read today and write about what they mean. Make sure your answer is labeled with the poem number and title.

#### Vocabulary/Writing

1. Write a short story using at least three of your vocabulary words from above (what you just wrote in your notebook). If you use them all, you get a hug and a high five.

#### Computer

1. Internet Safety Reminders, yes, again: Do not download anything onto your computer without permission. Do not click on any advertising on a website even if it looks like a game to play. Don't give out your name, address, phone number, email address, photo, etc. online without permission. Use kid-friendly search engines that your parents choose for you. Search as specific as you can, so the thing you are looking for will come up and not other stuff you shouldn't be looking at.
2. Name three things you shouldn't do while on the internet. Name two ways to protect yourself while searching.

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### Day 8

#### Math

#### Foreign Language

1. [Episode 2](#) Write down what you *think* the words mean.

#### Reading

1. Write **russet** (poem 23), **profanation** (poem 25), **peck**, **acquainted**, **luminary** in your reading notebook under Day 8.
2. Look up any of these words you don't know the meaning of and write their definitions.
3. Read Robert Frost's [poems 23-30](#).
4. Pick two of the poems you read today and write about what they mean. Make sure your answer is labeled with the poem number and title.

#### Vocabulary

1. Do this [crossword puzzle](#). You can print it out or complete it online.

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### Day 9

#### Math

#### Foreign Language

1. [Look up the French words](#) for those English meanings and see if you can find any similarities. Any French word that you think is related to the Latin, write it down on your sheet on the line with that Latin word in it.
2. You may find more than one French word listed in the online dictionary. That happens in English too. You can say sofa or couch. They mean the same thing. Car and automobile are the same thing. Plane and airplane are the same thing. So don't get frustrated if French and Spanish

have more than one word for something. If there is a list of options, look for one that is related to the Latin.

### Reading

1. Write **rued** (poem 32), **diffuse**, **agitated**, (poem 37), **fragmentary** (poem 42) in your notebook. Make sure label them as Day 9. If you notice them while you are reading, use the context to try to figure out their meanings.
2. Read Robert Frost's [poems 32-43](#).
3. Here is a picture of a [whetstone](#) mentioned in poem 33.
4. Here is a picture of a [phoebe](#) in poem 43.
5. In 34 it ends with "Good fences make good neighbors." This is a common expression. What does it mean? Write your answer in a complete sentence in your reading notebook.
6. "To rue the day" is another common expression. What do you think it means? Remember to write your answer in your notebook.
7. Which poem is your favorite? Why? Write your answer in complete sentences.

### Grammar

1. Play [Quest for the Parts of Speech](#) game as a review of the parts of speech. Keep your code to play again. (This game has "friendly ghosts" in it. If your parents don't want you to play it, these are other options: [grammar gorilla](#) or [word invasion](#).)

### Vocabulary

1. Play your [vocab matching words](#).

### Computer

1. Clear your computer's temporary cookies. If you don't know how, go look on grade five's [computer course](#).

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## Day 10

### Math

### Foreign Language

1. [Look up the Spanish words](#) for those English meanings and see if you can find any similarities. Write down on your sheet any of the Spanish words that you think are related to the Latin. Do you see any French and Spanish words that are related? Do you think any of the English words are related?

### Reading

1. Read Robert Frost's poem, *Nothing Gold Can Stay*, [poem 46](#).
2. What three things does he mention that were gold? ([Answers](#))
3. What happens/ed to each of these that the gold went away? ([Answers](#))
4. What is the mood of this poem? Happy, sad, etc. ([Answers](#))
5. What does this poem tell you about Robert Frost as a person? ([Answers](#))

### Vocabulary

1. Complete this [crossword puzzle](#).

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## Day 11\*

### Math

#### Foreign Language

1. Why am I not having you look up the Latin words to see what they mean? When you are living in another country, you often learn by observing, making assumptions and then testing them.
2. [Episode 3](#) Just watch and listen.

#### Reading

1. Read [Kipling biography](#).
2. Read this review of [The Jungle Book](#).
3. What does the review say about Kipling's view of human kind? (answer: They can be unjust and unkind. That they could learn from the animals.)

#### Writing

1. \*Do [this worksheet on metaphors](#) to remind yourself that a metaphor is a description where one thing is said to be something else. ([Answers](#))

Click [HERE](#). Good job! Keep up the good work!

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## Day 12\*

### Math

#### Foreign Language

1. [Episode 3](#) [Write down](#) the Latin words. (If you need more sheets, go to Day 2 to print them out.)

#### Reading

1. Background information: "India is an eastern country north of the Indian Ocean. At the time these stories were written, India was an English Colony. In the story, there are references to white men. At that time, virtually all the white people in India were British military men or diplomats and were viewed as people with power and greater technology. The people living in the native villages had brown skin. India is no longer a colony, and that distinction is long outdated." from [learn4yourlife.com/jungle-book-unit-study.html](http://learn4yourlife.com/jungle-book-unit-study.html)
2. Read the first part of the first chapter, "[Mowgli's Brothers](#)". ([audio book](#))
3. What is the law of the jungle and what are some of its rules? (Questions from [learn4yourlife.com/jungle-book-unit-study.html](http://learn4yourlife.com/jungle-book-unit-study.html))

#### Writing/Vocabulary

1. Use two of your vocabulary words in metaphors. Here's an example of one: The fog horn was a baritone making his presence known with a low operatic note.

#### Computer

1. Create a new document in your word processing program. Save it into a folder with your name on it. Change the margins on all sides and set it to be double spaced. Insert an image and a text

box. Change the color of the inside of the text box. Write in it. Then change the font style, color and size. Save!

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### Day 13

#### Math

Foreign Language

1. [Episode 3](#) Write down what you *think* the words mean.

Reading

1. Finish the [chapter](#). ([audio book](#))
2. How do humans laws compare to the law of the jungle?

Vocabulary

1. Play your [vocabulary matching words](#) game.

Spelling

1. Play [8 letters](#).

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### Day 14

#### Math

Foreign Language

1. [Look up the French words](#) for those English meanings and see if you can find any similarities. Any French word that you think is related to the Latin, write it down on your sheet on the line with that Latin word in it.

Reading

1. Read the first part of [Kaas Hunting](#). ([audio book](#))
2. Describe the personality of the Bandar log? Are they proud? Are they jealous?

Grammar

1. Play [Quest for the Parts of Speech](#) game as a review of the parts of speech. Use your code to keep playing. (This game has “friendly ghosts” in it. If your parents don’t want you to play it, these are other options: [grammar gorilla](#) or [word invasion](#).)

Computer

1. Find the templates on your word processing program. (There are more online, but you need to be SUPER careful where you download from.) Create a certificate. Choose a template. Change it around. You can add and delete elements. Make a certificate for someone in your family to congratulate him or her on something.

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### Day 15

#### Math

## Foreign Language

1. [Look up the Spanish words](#) for those English meanings and see if you can find any similarities. Write down on your sheet any of the Spanish words that you think are related to the Latin.
2. Do you see any French and Spanish words that are related? Do you think any of the English words are related?

## Reading

1. Finish the [chapter](#). ([audio book](#))
2. Pride and jealousy are often two sides of the same coin. How can you see that in these animals?

## Writing

1. Do this lesson on [simile](#). Read the lesson and then click on the [practice](#) at the bottom of the page.
2. Write a simile that includes one of the animals from the story.

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## Day 16

### Math

## Foreign Language

1. You may have made some mistakes in coming up with what the Latin means. Maybe you've seen the same word another time and realized it meant something different. That's learning.
2. [The Fox and the Grapes](#) Just watch and listen.

## Reading

1. Read [1 Samuel 16:7](#) and [Acts 13:22](#). What gives someone significance in God's eyes?
2. Background information: "India used to have a caste system. A person was born into a particular group, and they had to stay within that group all of their lives. They could not marry anyone in a higher or lower caste. Everyone knew what everyone else's caste was, and were required to treat people differently depending on the caste. The caste determined what clothes people would wear and what jobs they would do. In this chapter Mowgli goes to live with humans. Mowgli did not understand the caste system, but everyone else did. Mowgli has grown up in the jungle. He did not try to treat people better because they were from a higher caste, or refuse to help them if they were in a lower caste." from [classical-childrens-books.com/jungle-book-unit-study.html](http://classical-childrens-books.com/jungle-book-unit-study.html)
3. Read the first part of "[Tiger! Tiger!](#)" ([audio book](#))
4. Who is the protagonist and who is the antagonist? ([Answers](#))

## Writing

1. Write about a time when either you treated someone differently because of how they looked or you treated someone the same despite how they looked.

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## Day 17

### Math

## Foreign Language

1. [The Fox and the Grapes](#) [Write down](#) the Latin words from the first 1:04 of the video (not the full Latin translation). (If you need more sheets, go to Day 2 to print them out.)

#### Reading

1. Finish the [chapter](#). ([audio book](#))
2. Why was Mowgli rejected? ([Answers](#))

#### Writing

1. Write a simile and a metaphor about yourself.

#### Computer

1. Create a flyer. Find a template. Change the elements. Create a flyer to advertise something—you decide.

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### Day 18

#### Math

#### Foreign Language

1. [The Fox and the Grapes](#) Write down what you *think* the words mean.

#### Reading

1. Introduction: “Toomai is a young boy who is the fourth generation of elephant drivers in his family. The government owned elephant that he helps herd is Kala Nag, an old and loyal animal. Kala Nag and his handlers are in a camp near the jungle, helping break in the new elephants recently caught by the elephant hunters. Some men notice that Toomai has a special way with the elephants, but his father is afraid he will also become an elephant hunter that catches wild elephants in the jungle. The father feels that his status as a mahout of the plains is superior. One night, Toomai rides on Kala Nag’s back as the old elephant breaks his chains and joins other elephants for a legendary dance of the elephants that no other human has witnessed.” from [classical-childrens-books.com/jungle-book-unit-study.html](http://classical-childrens-books.com/jungle-book-unit-study.html)
2. Read the first part of “[Toomai of the Elephants](#)” Stop at the end of page 239. ([audio book](#))
3. Read the poem of Kala Nag at the start of the story. What do you think domesticated animals remember about their former lives?

#### Vocabulary

1. Play this [vocab game](#).

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### Day 19

#### Math

#### Foreign Language

1. [Look up the French words](#) for those English meanings and see if you can find any similarities. Any French word that you think is related to the Latin, write it down on your sheet on the line with that Latin word in it.

#### Reading

1. Finish reading the [chapter](#). ([audio book](#))
2. The father is from the plains of India and looks down on the people from the jungle. How does that affect how he treats his son? ([Answers](#))

### Spelling

1. Participate in the [spelling bee](#).

### Computer

1. Create a calendar. Find a template. Fill it in and change as you like.

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### Day 20

#### Math

#### Foreign Language

1. [Look up the Spanish words](#) for those English meanings and see if you can find any similarities. Write down on your sheet any of the Spanish words that you think are related to the Latin.
2. Do you see any French and Spanish words that are related? Do you think any of the English words are related? I'm asking what you see and think.

### Reading

1. Introduction: "The narrator is a human who overhears the animals talking. It is a very interesting and humorous way of presenting the story." from classical-childrens-books.com/jungle-book-unit-study.html
2. Read the first part of "[Her Majesty's Servants](#)." ([audio book](#))
3. What can you tell someone about what you read?

### Writing

1. Do this [simile exercise](#). Click and drag to complete the phrases. Click Next Game for more phrases.

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### Day 21

#### Math

#### Foreign Language

1. My most embarrassing language moment was when I was first learning Turkish. We were living in Macedonia and I was using Rosetta Stone, a language learning program that doesn't tell you what the words mean. I got it in my head that this one word meant "need." We visited some friends in Turkey and we went shopping. I was able to use some Turkish words and felt good about myself. Leaving one store the owner pointed out some underwear and asked us if we were interested in buying any. I thought I told him that we didn't "need" any. His mouth dropped open and his eyes bugged out. I learned later that I had really told him that we didn't "use" underwear.
2. [The Three Little Pigs](#) Just watch and listen.

### Reading

1. Finish the [chapter](#). ([audio book](#))
2. What does the elephant mean when it says he can “*see inside your head?*”
3. How does that help or hurt the elephant?
4. What makes the animals obey their masters and go to war?
5. What makes the humans obey their leaders and go to war?

### Writing

1. Read this poem.

#### EDIBLE

My shirt is red tomato soup,

My pockets are green peas.

My khakis are brown dog biscuits.

My socks are cottage cheese.

I have vanilla ice-cream shoes

with limp spaghetti bows.

I wish I could eat everything,

but then I’d have no clothes!

–Jacqueline Sweeney

1. Choose a noun. Choose two adjectives that describe that noun. Turn each into a metaphor.  
EXAMPLE... apple; red, delicious
  - My apple is red becomes my apple has blushing cheeks.
  - My apple is delicious becomes my apple is a symphony in my mouth.

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### Day 22

#### Math

#### Foreign Language

1. [The Three Little Pigs](#) [Write down](#) the Latin words. (If you need more sheets, go to Day 2 to print them out.)

#### Reading

1. Take the [quiz](#). You’ll see the right answers at the end of it.
2. Write a paragraph responding to the following question. Make sure to start with a sentence that gives your introduction. You shouldn’t just start with your answer. We should know you are talking about *The Jungle Book* and we should understand what the question was. Explain the answer you have chosen and give examples from the book. (examples, plural, more than one) Finish with a concluding sentence.
  - What is Kipling trying to say about heredity versus environment in his stories about Mowgli? Which is more important, how you were born, or how you were raised?  
[from bookrags.com/studyguide-jungle-book/topicsfordiscussion2.html](http://bookrags.com/studyguide-jungle-book/topicsfordiscussion2.html)

## Computer

1. Create a letter. Find a template. Write in it. Why not write to your favorite food company and ask for coupons 

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## Day 23

### Math

### Foreign Language

1. [The Three Little Pigs](#) Write down what you *think* the words mean.

### Reading

1. Read [Kipling's famous poem, If](#).
2. Who is this written to and from? (highlight answer: Kipling to his son)
3. What do you think the poem is saying?
4. What is your favorite part?
5. After you've written out your answers. Read this [analysis of the poem](#). Do you think she is right?

### Vocabulary

1. Play this [vocab game](#).

Click what year you are studying [Year 1](#) [Year 2](#) [Year 3](#) [Year 4](#)

**Day 24\* (Materials for reading: If you have access to it, read Dr. Seuss's *Butter Battle Book*. If it's still available, below I linked to a video of the story.)**

### Math

### Foreign Language

1. Look up the [French](#) words for those English meanings and see if you can find any similarities. Any French word that you think is related to the Latin, write it down on your sheet on the line with that Latin word in it.

### Reading — Satire

1. The new book you will be reading is a **satire** or uses **satire**. (pronounced sat – tire): **The use of humor, irony, exaggeration, or ridicule to expose and criticize people's stupidity or vices, particularly in the context of contemporary politics and other topical issues.**
2. An example is Dr. Seuss's *Butter Battle Book* which is a satire about nuclear proliferation during the cold war (Russia and America getting more and more and bigger and bigger nuclear bombs). [Read it](#) or [watch it](#) and explain to a parent why it is a satire.
3. Below is an example of satire. It's a political cartoon. The person with the gas can is taking a beating by "big oil" meaning our gas prices keep getting higher and "congress" is giving "big oil" tax breaks meaning the government is giving money to the people raising the gas prices. Read the definition of satire again. How does this cartoon use satire?



## Computer

1. Before we go to this year's computer program learning, we're going to spend a little time doing logic. Thinking. Thinking will help you understand your computer work and so much more.
2. You are going to be doing logic grids. Read the [how to](#).
3. Read [the tips for solving](#).
4. Try [this puzzle for starts](#). There are picture ads on this site. You will only be using this site this one time.

Click what year you are studying [Year 1](#) [Year 2](#) [Year 3](#) [Year 4](#)

## Day 25

### Math

### Foreign Language

1. [Look up the Spanish words](#) for those English meanings and see if you can find any similarities. Write down on your sheet any of the Spanish words that you think are related to the Latin.
2. Do you see any French and Spanish words that are related? Do you think any of the English words are related?

### Reading

1. Read these [satire examples](#).
2. Explain to someone why the examples are satirical.
  - Read this portion of an article from [satirewire.com](#).  
–A delegation of American high school students today demanded the United States stop waging war in obscure nations such as Afghanistan, Kuwait, and Bosnia-Herzegovina, and instead attack places they've actually heard of, such as France, Australia, and Austria, unless, they said, those last two are the same country.



“Shouldn’t we, as Americans, get to decide where wars are?” asked sophomore Kate Shermansky.

“People claim we don’t know as much geography as our parents and grandparents, but it’s so not our fault,” Josh Beldoni, a senior at Fischer High School in Los Angeles, told the Senate Armed Services Committee. “Back then they only had wars in, like, Germany and England, but we’re supposed to know about places like Somalia and Massachusetts.”

“Macedonia,” corrected committee Chairman Carl Levin of Michigan.

“See?” said Beldoni.

Beldoni’s frustration was shared by nearly three dozen students at the hearing, who blamed the U.S. military for making them look bad.

“I totally support our soldiers and all that, but I am seriously failing both geography and social studies because I keep getting asked to find Croatia or Yemvrekia, or whatever bizarre-o country we send troops to,” said Amelia Nash, a junior at Clark High School in Orlando, Fla. “Can’t we fight in, like, Italy? It’s boot-shaped.”

3. What makes this article a satire? What is the humor element of it? What is the point of it? ([Answers](#))
4. Write in your notebook a definition of satire.

Click what year you are studying [Year 1](#) [Year 2](#) [Year 3](#) [Year 4](#)

## Day 26

### Math

### Foreign Language

1. [Thanksgiving for a Timid Hawk](#) Use this like you would the video. Read it out loud the best you can the first day.

### Reading

1. Look at these pictures and cartoons.
2. Explain why they are ironic or satirical. What’s the joke?
  - [fitness](#)
  - [beach](#)
  - [guard](#)
  - [alignment](#)
3. Watch this presentation on [satire on modern television](#).

Click what year you are studying [Year 1](#) [Year 2](#) [Year 3](#) [Year 4](#)

## Day 27

### Math

#### Foreign Language

1. [Thanksgiving for a Timid Hawk](#) [Write down](#) the Latin words. (If you need more sheets, go to Day 2 to print them out.)

#### Reading

1. What's the [irony](#) in these situations, can you explain? (You don't have to answer the questions and fill it out.)

#### Writing

1. Write about an imaginary country. It needs a name, a language, a currency, a national identity, what makes it unique, what is its character.

#### Computer

1. [Try a puzzle](#), the young equestrians. You can do it online or download and print if that's okay with your parents.

Click what year you are studying [Year 1](#) [Year 2](#) [Year 3](#) [Year 4](#)

## Day 28(\*)

### Math

#### Foreign Language

1. Seeing how words are related can help you figure out the meanings of English words too. What if you heard someone talk about "deconstructing" something. What clues are there? What are related words. You know that construction is building things. You maybe know that the prefix de- is like the prefix "un," meaning not or the opposite. Maybe you know words like declutter and deactivate. So, the opposite of constructing or building things. Deconstruct means to take apart.
2. [Thanksgiving for a Timid Hawk](#) Write down what you *think* the words mean.

#### Reading(\*)

1. (\*)You are going to answer these [questions](#) about your cartoon as best you can. Today try to complete page 1.
2. Choose a cartoon. [Jobs](#) [Biden](#) [Debt](#) [Kim](#) [War](#)

#### Spelling

1. Try the [spelling bee](#).

Click what year you are studying [Year 1](#) [Year 2](#) [Year 3](#) [Year 4](#)

## Day 29

### Math

#### Foreign Language

1. [Look up the French words](#) for those English meanings and see if you can find any similarities. Any French word that you think is related to the Latin, write it down on your sheet on the line with that Latin word in it.

#### Reading

1. Finish the worksheet on [political cartoons](#).
2. Explain the satire in your cartoon? What's the joke?

#### Grammar

1. [Dialog lesson](#) read over and answer the questions. You'll be writing a dialog tomorrow.
2. Write an example of dialog that uses each a speech tag, a descriptive tag and an action tag.
3. Check over your punctuation using the rules listed in the lesson.

#### Computer

1. Play puzzle, [loading trucks](#).

Click what year you are studying [Year 1](#) [Year 2](#) [Year 3](#) [Year 4](#)

### Day 30

#### Math

#### Foreign Language

1. [Look up the Spanish words](#) for those English meanings and see if you can find any similarities. Write down on your sheet any of the Spanish words that you think are related to the Latin.
2. Do you see any French and Spanish words that are related? Do you think any of the English words are related?

#### Reading

1. Read about the [themes](#) of the book, [Gulliver's Travels](#). Themes are what a book is *really* about not just what is happening in the plot. Be on the lookout for these ideas as you read. Note passages (chapter numbers and where in chapter) which show the themes you chose. You'll be writing about them after you finish reading the novel.
2. Read this summary of chapter 1: **The author gives some account of himself and family. His first inducements to travel. He is shipwrecked, and swims for his life. Gets safe on shore in the country of Lilliput; is made a prisoner, and carried up the country.** (all chapter summaries are from <http://www.cummingsstudyguides.net/> You do NOT need to visit this site.)
3. Here's a list of [vocabulary words](#). Read through the words for this chapter to help you with your reading.
4. Read [chapter 1](#) Gulliver's Travels. This book is in two parts and each part starts over at chapter  
  1. ([audio](#))
5. \*Print out these [Gulliver's Travels notebooking pages](#) to use as you read. As Gulliver meets new characters in his travels, list them on the character page. As the main character travels to new settings, list them on your settings page. Write a few words about each character and setting as you list them. On the first page you will write the book title, author and the themes you are going to be looking for. Use that page to take your notes about the themes. Include chapter numbers when you take notes about themes.

#### Writing

1. Choose any character from the book so far and write a dialog between you and the character. Use your paper from yesterday to remember your grammar rules for writing dialog.

Click what year you are studying [Year 1](#) [Year 2](#) [Year 3](#) [Year 4](#)

## Day 31

### Math

#### Foreign Language

1. [Rocket Before Bed](#) Read it out loud the best you can.
2. When you are using a textbook, you can find the right answers to a Spanish question, but when you are overseas and hearing people speak in their own dialect with their own slang and intonations, you are going to have to use every bit of your powers of observation to piece together what they are saying.

#### Reading

1. Read this summary of chapter 2: The emperor of Lilliput, attended by several of the nobility, comes to see the author in his confinement. The emperor's person and habit described. Learned men appointed to teach the author their language. He gains favour by his mild disposition. His pockets are searched, and his sword and pistols taken from him.
2. Here's a list of [vocabulary words](#). Read through the words for this chapter to help you with your reading.
3. Read [chapter 2](#). ([audio](#))

#### Vocabulary

1. Copy a sentence with a word in it you don't understand.
2. Look up the definition and rewrite the sentence adding in the meaning. For instance, "I am flabbergasted at what just happened, completely shocked." The end of the sentence explains flabbergasted.

Click what year you are studying [Year 1](#) [Year 2](#) [Year 3](#) [Year 4](#)

## Day 32

### Math

#### Foreign Language

1. [Rocket Before Bed](#) [Write down](#) the Latin words you have a guess for what they mean. Write something from each page. (If you need more sheets, go to Day 2 to print them out.)

#### Reading

1. Read this summary of chapter 3: The author diverts the emperor, and his nobility of both sexes, in a very uncommon manner. The diversions of the court of Lilliput described. The author has his liberty granted him upon certain conditions.
2. Here's a list of [vocabulary words](#). Read through the words for this chapter to help you with your reading.
3. Read [chapter 3](#). ([audio](#) – stop at 17:07)
4. Reread the last sentence in chapter 3. What does the sentence say, in your own words? What does it mean?

## Writing

1. In your opinion, which episode of Gulliver's Travels so far has been the most entertaining. Why? (Explain thoroughly. For instance, if you say because it is funny, then give examples of funny things that happened.)

## Computer

1. Go to your blog. If you don't have a blog from fifth, you can go to the computer course page and either use the fifth grade lessons and build a blog, or just follow the directions there to open a blog so you have a place to practice with HTML.
2. Click on Edit on a page or post. You have been working on editing in the "Visual." Do you see the word "Visual" on a tab? Next to it there is a tab that says, "HTML" or "text." Click on that.
3. That is your blog in the programming language, HTML. You are going to be learning some about writing in this language. This is the language of websites. First we are going to take a mini course in HTML. Today go to this page for an [introduction](#). You don't need to click on next.

Click what year you are studying [Year 1](#) [Year 2](#) [Year 3](#) [Year 4](#)

## Day 33

### Math

### Foreign Language

1. [Rocket Before Bed](#) Write down what you *think* the words mean.

### Reading

1. Read this summary of chapter 4: Mildendo, the metropolis of Lilliput, described, together with the emperor's palace. A conversation between the author and a principal secretary, concerning the affairs of that empire. The author's offers to serve the emperor in his wars.
2. Here's a list of [vocabulary words](#). Read through the words for this chapter to help you with your reading.
3. Read [chapter 4](#). ([audio](#) – begin at 17:07, stop at 28:29)
4. Remember to be taking notes on characters, settings and themes.

### Vocabulary

1. Play a level 5 [vocabulary game](#).

Click what year you are studying [Year 1](#) [Year 2](#) [Year 3](#) [Year 4](#)

## Day 34

### Math

### Foreign Language

1. [Look up the French words](#) for those English meanings and see if you can find any similarities. Any French word that you think is related to the Latin, write it down on your sheet on the line with that Latin word in it.

### Reading

1. Read this summary of chapter 5: The author, by an extraordinary stratagem, prevents an

invasion. A high title of honour is conferred upon him. Ambassadors arrive from the emperor of Blefuscu, and sue for peace. The empress's apartment on fire by an accident; the author instrumental in saving the rest of the palace.

2. Here's a list of [vocabulary words](#). Read through the words for this chapter to help you with your reading.
3. Read [chapter 5](#). ([audio](#) – begin at 28:29, end at 41:47)

#### Grammar

1. Read about the different types of sentences– [simple, compound and complex](#).
2. Copy from your reading one of each type of sentence.
3. [Click here](#). (Remember not to click on anything else.)

#### Computer

1. Read the next lesson page on [communication](#). You don't need to click on next.

Click what year you are studying [Year 1](#) [Year 2](#) [Year 3](#) [Year 4](#)

### Day 35

#### Math

#### Foreign Language

1. [Look up the Spanish words](#) for those English meanings and see if you can find any similarities. Write down on your sheet any of the Spanish words that you think are related to the Latin.
2. Do you see any French and Spanish words that are related? Do you think any of the English words are related?

#### Reading

1. Read this summary of chapter 6: Of the inhabitants of Lilliput; their learning, laws, and customs; the manner of educating their children. The author's way of living in that country. His vindication of a great lady.
2. Here's a list of [vocabulary words](#). Read through the words for this chapter to help you with your reading.
3. Read [chapter 6](#). ([audio](#) – begin at 41:47, end at 59:25)

#### Writing

1. Choose one of the places Gulliver visits and write about a day you spend there. Use simple, compound and complex sentences. Make sure this gets into your notebook. Hold onto this for next week's grammar lesson.

Click what year you are studying [Year 1](#) [Year 2](#) [Year 3](#) [Year 4](#)

### Day 36

#### Math

#### Foreign Language

1. [Construction Yard](#) Read the story the best you can.

#### Reading

1. Read this summary of chapter 7: The author, being informed of a design to accuse him of high-

- treason, makes his escape to Blefuscu. His reception there.
2. Here's a list of [vocabulary words](#). Read through the words for this chapter to help you with your reading.
  3. Read [chapter 7](#). ([audio](#) – begin at 59:25, end at 1:16:33)

#### Vocabulary

1. Copy a sentence with a word you don't know in it.
2. Look up the word. Write the word and its definition underneath the sentence.

Click what year you are studying [Year 1](#) [Year 2](#) [Year 3](#) [Year 4](#)

#### Day 37

##### Math

##### Foreign Language

1. [Construction Yard](#) [Write down](#) the Latin words that you think you might know. Write something from each page. (If you need more sheets, go to Day 2 to print them out.)

##### Reading

1. Read this summary of chapter 8: The author, by a lucky accident, finds means to leave Blefuscu; and, after some difficulties, returns safe to his native country.
2. Here's a list of [vocabulary words](#). Read through the words for this chapter to help you with your reading.
3. Read [chapter 8](#). ([audio](#) – begin at 1:16:33, go to the end)
4. Answers these questions about part 1: (Here is an [Answer Sheet](#) when you're finished your own attempts to answer. )
  - Who do the soldiers think has sent the giant?
  - Evaluate the emperor as a ruler. Whose advice does he rely on?
  - Why are Bigenders the enemies of the Lilliputans? What is the origin of their feud? How is that an example of satire?

##### Writing

1. The characters in the story rewrote history — as government have often been accused of doing. You try it. Choose a famous event in history and rewrite it. Was Benedict Arnold really the hero of the Revolution? You decide.

##### Computer

1. Read the next lesson on [publishing](#). You don't need to click on next.

Click what year you are studying [Year 1](#) [Year 2](#) [Year 3](#) [Year 4](#)

#### Day 38

##### Math

##### Foreign Language

1. [Construction Yard](#) Write down what you *think* the words mean.

##### Reading

1. Read this summary of chapter 1 of part 2: A great storm described; the long boat sent to fetch water; the author goes with it to discover the country. He is left on shore, is seized by one of the natives, and carried to a farmer's house. His reception, with several accidents that happened there. A description of the inhabitants.
2. Here's a list of [vocabulary words](#). Read through the words for this chapter to help you with your reading.
3. Read [chapter 1](#) of part 2. ([audio](#) – end at 26:22)
4. Remember to take notes. Include chapter numbers when you take notes about the themes.

### Spelling

1. Participate in the [spelling bee](#).

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### Day 39

#### Math

#### Foreign Language

1. [Look up the French words](#) for those English meanings and see if you can find any similarities. Any French word that you think is related to the Latin, write it down on your sheet on the line with that Latin word in it.

### Reading

1. Read this summary of chapter 2: A description of the farmer's daughter. The author carried to a market-town, and then to the metropolis. The particulars of his journey.
2. Here's a list of [vocabulary words](#). Read through the words for this chapter to help you with your reading.
3. Read [chapter 2](#). ([audio](#) – begin at 26:22, end at 38:56)

### Grammar

1. Read [this page](#) and then click on next and do the activity on simple, compound and complex sentences.
2. Use your writing assignment from day 35 and underline every sentence. Use three different colored pencils and color code your story. Every sentence should be unlined marking it as simple, compound or complex. Assign a color to each type of sentence.

### Computer

1. Read the next lesson on the [five pieces](#). Don't click on the links on the page.

Click what year you are studying [Year 1](#) [Year 2](#) [Year 3](#) [Year 4](#)

### Day 40

#### Math

#### Foreign Language

1. [Look up the Spanish words](#) for those English meanings and see if you can find any similarities. Write down on your sheet any of the Spanish words that you think are related to the Latin.
2. Do you see any French and Spanish words that are related? Do you think any of the English words are related?

## Reading

1. Read this summary of chapter 3: The author sent for to court. The queen buys him of his master the farmer, and presents him to the king. He disputes with his majesty's great scholars. An apartment at court provided for the author. He is in high favour with the queen. He stands up for the honor of his own country. His quarrels with the queen's dwarf.
2. Here's a list of [vocabulary words](#). Read through the words for this chapter to help you with your reading.
3. Read [chapter 3](#). ([audio](#) – begin at 38:56, end at 1:01:28)

## Grammar

1. Try to find the common [comma errors](#).

Click what year you are studying [Year 1](#) [Year 2](#) [Year 3](#) [Year 4](#)

## Day 41

### Math

### Foreign Language

1. Today you are going to start another video series. These are some of the same words. Why again? One reason is that language learning needs repetition. Also, words come in more than one context. Maybe you'll realize something new in this context and find that you had made the wrong assumption about a word meaning.
2. [Little Moments 1](#). Just watch and listen.

## Reading

1. Read the summary of chapters 4.
2. Chapter 4: The country described. A proposal for correcting modern maps. The king's palace; and some account of the metropolis. The author's way of travelling. The chief temple described.
3. Here's a list of [vocabulary words](#). Read through the words for this chapter to help you with your reading.
4. Read [chapter 4](#). ([audio](#) – begin at 1:01:28, end at 1:12:24)

## Vocabulary

1. Copy a sentence with a word you don't know. Underline the word.
2. Look up the word. Write the definition under the sentence.

Click what year you are studying [Year 1](#) [Year 2](#) [Year 3](#) [Year 4](#)

## Day 42

### Math

### Foreign Language

1. [Little Moments 1](#). [Write down](#) the Latin words. (If you need more sheets, go to Day 2 to print them out.)

## Reading

1. Read the summary of chapter 5: Several adventures that happened to the author. The execution

- of a criminal. The author shows his skill in navigation.
2. Here's a list of [vocabulary words](#). Read through the words for this chapter to help you with your reading.
  3. Read [chapter 5](#) of *Gulliver's Travels*. ([audio](#) – begin at 1:12:24, end at 1:30:22)

#### Writing

1. In your opinion, which episode in Gulliver's Travels was the most effective in enlightening you about the flaws and follies of governments and their leaders? Explain your answer.

#### Computer

1. Read and follow the directions on the [file](#) lesson.

Click what year you are studying [Year 1](#) [Year 2](#) [Year 3](#) [Year 4](#)

#### Day 43

##### Math

##### Foreign Language

1. [Little Moments 1](#). Write down what you think the words mean.

#### Reading

1. Read summary of chapter 6: Several contrivances of the author to please the king and queen. He shows his skill in music. The king inquires into the state of England, which the author relates to him. The king's observations thereon.
2. Here's a list of [vocabulary words](#). Read through the words for this chapter to help you with your reading.
3. Read [chapter 6](#). ([audio](#) – begin at 1:30:22, end at 1:51:23)

#### Writing

1. Copy the best sentence in these chapters: the most exciting, the most descriptive, the funniest, the cleverest...Label it in your reading notebook with the book title and chapter number.

Click what year you are studying [Year 1](#) [Year 2](#) [Year 3](#) [Year 4](#)

#### Day 44

##### Math

##### Foreign Language

1. [Look up the French words](#) for those English meanings and see if you can find any similarities. Any French word that you think is related to the Latin, write it down on your sheet on the line with that Latin word in it.

#### Reading

1. Read summary of chapter 7: The author's love of his country. He makes a proposal of much advantage to the king, which is rejected. The king's great ignorance in politics. The learning of that country very imperfect and confined. The laws, and military affairs, and parties in the state.
2. Here's a list of [vocabulary words](#). Read through the words for this chapter to help you with your reading.
3. Read [chapter 7](#). ([audio](#) – begin at 1:51:23, end at 2:08:28)

## Grammar

1. Listen to the explanation about [clauses and phrases](#). Stop when it asks you to identify clauses.
2. Try this [independent clause quiz](#). An independent clause could be its own sentence.

## Computer

1. Read and follow the directions on the [words](#) lesson.

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## Day 45

### Math

### Foreign Language

1. [Look up the Spanish words](#) for those English meanings and see if you can find any similarities. Write down on your sheet any of the Spanish words that you think are related to the Latin. Do you see any French and Spanish words that are related? Do you think any of the English words are related? You could include this sheet in your portfolio.

### Reading

1. Read summary of chapter 8: The king and queen make a progress to the frontiers. The author attends them. The manner in which he leaves the country very particularly related. He returns to England.
2. Here's a list of [vocabulary words](#). Read through the words for this chapter to help you with your reading.
3. Read [chapter 8](#) of *Gulliver's Travels*. (the end of part 2) ([audio](#) – begin at 2:08:28 and go to the end)
4. Answer these questions about part 2:
  - What is unusual about the land of the Brobdingnags?
  - What do you notice about the ruler of the Brobdingnags?
  - How do the Brobdingnags govern themselves?
  - What do you notice about the place of science and education in the land of the Brobdingnags?

### Writing

1. Make a poster about one of the themes you took notes on as you read.
2. Include on your poster three examples from *Gulliver's Travels*.
3. Include any biographical information on the author that would incline him to write about that theme.
4. Include a title for the poster.
5. Present your poster. (It should be neat, organized, appealing to look at, easy to read by your audience.)
6. An alternative is to prepare a power point presentation including the same things.
7. Today you just have to plan it out. Gather the quotes/examples from the book, research the author. The **deadline** is Day 50.

Click what year you are studying [Year 1](#) [Year 2](#) [Year 3](#) [Year 4](#)

## Day 46

## Math

### Foreign Language

1. [Little Moments 2](#). Just watch and listen.

### Reading

1. Do this [main idea worksheet](#) (Do the first five. — you can read online)
2. Compare your answers with these [answers](#). Where did you go wrong? Why?
3. This week you need to finish your day 45 assignment in order to present on day 50.

Click what year you are studying [Year 1](#) [Year 2](#) [Year 3](#) [Year 4](#)

## **Day 47**

## Math

### Foreign Language

1. [Little Moments 2](#). [Write down](#) the Latin words. (If you need more sheets, go to Day 2 to print them out.)

### Reading

1. [Take this main idea quiz](#).

### Writing

1. Write a one or two sentence summary of *Gulliver's Travels*.
2. You can use this at the beginning of your presentation.

### Computer

1. Read and follow the directions on the [pictures](#) lesson.

Click what year you are studying [Year 1](#) [Year 2](#) [Year 3](#) [Year 4](#)

## **Day 48**

## Math

### Foreign Language

1. [Little Moments 2](#). Write down what you *think* the words mean.

### Reading

1. Do this [main idea worksheet](#) (Do the last five. — you can read online)
2. Compare your answers with these [answers](#). Where did you go wrong? Why?

### Vocabulary

1. Do this [vocab matching game](#).

Click what year you are studying [Year 1](#) [Year 2](#) [Year 3](#) [Year 4](#)

## **Day 49**

## Math

### Foreign Language

1. [Look up the French words](#) for those English meanings and see if you can find any similarities. Any French word that you think is related to the Latin, write it down on your sheet on the line with that Latin word in it.

#### Reading

1. Find the [main idea](#) for each paragraph.
2. Finish your presentation! Do your best!

#### Computer

1. Read and follow the directions on the [colors](#) page.

Click what year you are studying [Year 1](#) [Year 2](#) [Year 3](#) [Year 4](#)

### Day 50

#### Math

#### Foreign Language

1. [Look up the Spanish words](#) for those English meanings and see if you can find any similarities. Write down on your sheet any of the Spanish words that you think are related to the Latin. Do you see any French and Spanish words that are related? Do you think any of the English words are related?

#### Speaking

1. Present your poster or power point. Read your title. Tell a little about the book and explain the theme you chose. Share about the author. Share the examples from the book and explain how they support the theme. Answer any questions.
2. Ask a parent to take a picture for your portfolio.

Click what year you are studying [Year 1](#) [Year 2](#) [Year 3](#) [Year 4](#)

### Day 51\*

#### Math

#### Foreign Language

1. [Little Moments 3](#). Just watch and listen.

#### Reading

1. Read this biography of [Booth Tarkington](#).
2. The book you are going to read next takes place around 1900 in the mid-west, similar to where Booth grew up. Read this [brief history](#) of the time and place where Booth grew up.
3. What events or beliefs of the time do you think would influence his actions and thoughts? (Make sure you label your page with the date and the title of the book and author's name.)
4. You will come across prejudice that was common then. It was normal to use the "N" word. The way African Americans are referred to in this book is never okay.

#### English\*

1. Print out [this packet](#). (L is using page 8 as well.) Review pages 6 and 7, dialog grammar. We'll use the other pages. Keep them in your binder.

#### Writing

1. Choose someone from the history you have studied or find interesting.
2. Find an interesting quote by that person. Copy the quote as well as the title, author and date written from where you got the quote.

Click what year you are studying [Year 1](#) [Year 2](#) [Year 3](#) [Year 4](#)

## Day 52\*

### Math

#### Foreign Language

1. [Little Moments 3](#). [Write down](#) the Latin words. (If you need more sheets, go to Day 2 to print them out.)

#### Reading\*

1. Read [chapter 1](#) of *Penrod* by Booth Tarkington. ([Audio link](#))
2. Copy the first sentence.
3. Write definitions of **morose** and **wistful**. Look them up if you can't.
4. \*What do you know about Penrod so far, after reading chapter 1? Write them in the box on this [Penrod characters](#) notebooking page.
5. On the bottom part of the page list characters down the left and next to them write descriptions of them.

#### English

1. Cut out the squares from the punctuation print out.
2. Make different dialogs.

#### Writing

1. Make a list of ten facts about the person you chose. You will be writing a biographical essay.
2. You'll be using this [checklist](#) to help you correct it when you are done. You should be aiming to include all of these things as you write your essay.

#### Computer

1. Read and follow the directions on the [links](#) page.

Click what year you are studying [Year 1](#) [Year 2](#) [Year 3](#) [Year 4](#)

## Day 53

### Math

#### Foreign Language

1. [Little Moments 3](#). Write down what you *think* the words mean.

#### Reading

1. Read [chapters 2 and 3](#) of *Penrod*. (Audio [Chap 2](#) and [Chap 3](#))
2. Add what you can to your character notes.

#### English

1. Cut out and fill in the capitalization minibook in the printout.

#### Writing

1. Organize your facts into three groups. These will be your three topic paragraphs that will tell your person's life story.
2. Write one paragraph for your biography essay. (Here's a [reminder of what a paragraph should look like.](#))
3. Find more facts if you need to.

Click what year you are studying [Year 1](#) [Year 2](#) [Year 3](#) [Year 4](#)

## Day 54

### Math

#### Foreign Language

1. [Look up the French words](#) for those English meanings and see if you can find any similarities. Any French word that you think is related to the Latin, write it down on your sheet on the line with that Latin word in it.

#### Reading

1. Read [chapters 4 and 5](#) of *Penrod*. (Audio link [Chap 4](#) and [Chap 5](#))
2. What embarrassment did Penrod suffer in chapter 4?
3. What does the last sentence mean? What did he do? ([Answers](#))  
“And now, in this extremity, when all seemed lost indeed, particularly including honour, the dilating eye of the outlaw fell upon the blue overalls which the janitor had left hanging upon a peg. **Inspiration and action were almost simultaneous.**“

#### English

1. Read the [comma rules](#).
2. Without looking, name as many as you can. (There are 10.)

#### Writing

1. Write two more paragraphs for your biography essay. These are the second and third paragraph for the body of your essay, the middle. These tell about the person you've chosen. Make sure they are in good paragraph form.
2. Include all your facts.

#### Computer

1. Read the lesson on [web editors](#). You are going to be using your blog and don't need to find a web editor.

Click what year you are studying [Year 1](#) [Year 2](#) [Year 3](#) [Year 4](#)

## Day 55

### Math

#### Foreign Language

1. [Look up the Spanish words](#) for those English meanings and see if you can find any similarities. Write down on your sheet any of the Spanish words that you think are related to the Latin. Do you see any French and Spanish words that are related? Do you think any of the English words are related?

## Reading

1. Read [chapters 6 and 7](#) in *Penrod*. (Audio link [Chap 6 and 7](#))
2. Add notes to your character page. Have you learned anything more about Penrod?

## English

1. Cut out the comma piece from the packet. Write an example sentence for each rule—write in the mini book.
2. Attach the mini book to the comma worksheet page.

## Writing

1. Write a dialog between the person you chose for your biography essay and another historical character. What would George Washington and Abraham Lincoln talked about? Neil Armstrong and Davey Crockett?
2. You could use the dialog bubble page from the printout if you like.

Click what year you are studying [Year 1](#) [Year 2](#) [Year 3](#) [Year 4](#)

## Day 56

### Math

### Foreign Language

1. [Little Moments 4](#). Just watch and listen.
2. Look over your word lists. If you are interested, you can look up a couple of the [Latin words](#) you are unsure of. Were you right?

## Reading

1. Read [chapters 8 and 9](#) of *Penrod*. (Audio [Chapter 8](#), [Chapter 9](#))
2. Take notes on characters.
3. Copy a sentence with word you don't know in it and write the definition of the word underneath.

## Writing

1. Read this article about a [good opening sentence](#). If you still need [ideas for an opener](#), here are some more.
2. Write your introduction for your biographical essay. Remember the last sentence of the paragraph is your topic sentence. It should tell what the point of your essay is.

Click what year you are studying [Year 1](#) [Year 2](#) [Year 3](#) [Year 4](#)

## Day 57

### Math

### Foreign Language

1. [Little Moments 4](#). [Write down](#) the Latin words. (If you need more sheets, go to Day 2 to print them out.)

## Reading

1. Read [chapters 10 and 11](#) of *Penrod*. (Audio [Chapter 10](#), [Chapter 11](#))
2. Take notes on characters. What are you learning about Penrod? others?

3. What does this sentence mean? “Nothing is more treacherous than the human mind; nothing else so loves to play the [Iscariot](#).” ([Answers](#))

#### English

1. Do the comma worksheet from the packet. You can attach your mini book to it. Sentence one on the worksheet corresponds to comma rule number one.

#### Writing

1. Write a comedy dialog. One idea would be to think of some misunderstanding where they are talking together but thinking about two different things. (Penrod’s teacher thought he was talking to her, but he had been daydreaming and thinking of something else.)

#### Computer

1. Read the lesson on [getting found](#).

Click what year you are studying [Year 1](#) [Year 2](#) [Year 3](#) [Year 4](#)

### Day 58

#### Math

#### Foreign Language

1. [Little Moments 4](#). Write down what you *think* the words mean.

#### Reading

1. Read [chapters 12 and 13](#) of *Penrod*. (Audio [Chapter 12](#), [Chapter 13](#))
2. Copy a sentence with a word you don’t know in it. Write its definition under it.

#### English

1. Read the simple, compound, complex worksheet. Find one of each in your reading.

#### Writing

1. Read about [writing a conclusion](#).
2. Write a concluding paragraph for your biographical essay.

Click what year you are studying [Year 1](#) [Year 2](#) [Year 3](#) [Year 4](#)

### Day 59

#### Math

#### Foreign Language

1. [Look up the French words](#) for those English meanings and see if you can find any similarities. Any French word that you think is related to the Latin, write it down on your sheet on the line with that Latin word in it.

#### Reading

1. Read [chapters 14 and 15](#) of *Penrod*. (Audio [Chapter 14](#), [Chapter 15](#))

#### English

1. Read the four types of sentences worksheet: declarative, interrogative, imperative, exclamatory.

2. Do this [online quiz](#). You have to click on the arrow to go to the next question.
3. What was your score?

#### Computer

1. Read the lesson on [squeezing it through the wire](#).

Click what year you are studying [Year 1](#) [Year 2](#) [Year 3](#) [Year 4](#)

#### Day 60

##### Math

##### Foreign Language

1. [Look up the Spanish words](#) for those English meanings and see if you can find any similarities. Write down on your sheet any of the Spanish words that you think are related to the Latin. Do you see any French and Spanish words that are related? Do you think any of the English words are related?

##### Reading

1. Read [chapters 16 and 17](#) of *Penrod*. (Audio [Chapter 16](#), [Chapter 17](#))
2. Tell someone about what is happening in the book.
3. What do you think is going to happen in the book?

##### Writing

1. Write an advertisement for Penrod's band (beginning of chapter 16). If you want, draw, color, make a mini poster to advertise them.

Click what year you are studying [Year 1](#) [Year 2](#) [Year 3](#) [Year 4](#)

#### Day 61

##### Math

##### Foreign Language

1. [Little Moments 5](#). Just watch and listen.
2. If you got a Latin word wrong, you can re-look up the [Spanish](#) and [French](#) and see if you can find a new connection.

##### Reading

1. Read [chapters 18 and 19](#) of *Penrod*. (Audio [Chapter 18](#), [Chapter 19](#))
2. Copy a sentence with word you don't know in it. Underline the word.
3. Write the definition underneath the sentence.
4. Tell someone about the story so far.

##### Writing

1. Put all your paragraphs together. If they aren't typed, type them now.
2. Here is a page with a list of [transition words](#). Add words like these to connect your thoughts. You need to have a transition between your paragraphs. You can't just jump from one idea to another. You need sentences like, "While George Washington was a great leader during times of war, he was also a great leader during times of peace." In the previous paragraph you talked about him as general; in the coming paragraph you will talk about him as president.

Click what year you are studying [Year 1](#) [Year 2](#) [Year 3](#) [Year 4](#)

## Day 62

### Math

#### Foreign Language

1. [Little Moments 5](#). [Write down](#) the Latin words. (If you need more sheets, go to Day 2 to print them out.)

#### Reading

1. Read [chapters 20 and 21](#) of *Penrod*. (Audio [Chapter 20](#), [Chapter 21](#))
2. Copy the best sentence from the chapters today—the funniest, most descriptive, most exciting...
3. Write about Rupe Collins on your character sheet.

#### Writing

1. Make sure in your biographical essay you have simple, compound and complex sentences. You should try and have declarative, interrogative and exclamatory sentences as well. The more varied your sentences, the more interesting your essay. Work on editing your sentences to make them varied.

#### Computer

1. Read the lesson on [standards](#).

Click what year you are studying [Year 1](#) [Year 2](#) [Year 3](#) [Year 4](#)

## Day 63

### Math

#### Foreign Language

1. [Little Moments 5](#). Write down what you *think* the words mean.

#### Reading

1. Read [chapters 22 and 23](#) of *Penrod*. (Audio [Chapter 22](#), [Chapter 23](#))
2. What is the first paragraph of chapter 23 talking about? ([Answers](#))
3. What is the “expurgator” in the first sentence of paragraph 2? What does that tell you about the fight? ([Answers](#))

#### Writing

1. Read your essay out loud. Note any parts that don't read easily. Fix them. Look up one in the [thesaurus](#) one adjective and one verb in your essay. Replace them with a better word.

Click what year you are studying [Year 1](#) [Year 2](#) [Year 3](#) [Year 4](#)

## Day 64\*

### Math

#### Foreign Language

1. [Look up the French words](#) for those English meanings and see if you can find any similarities. Any French word that you think is related to the Latin, write it down on your sheet on the line

with that Latin word in it.

### Reading

1. Read [chapters 24 and 25](#) of *Penrod*. (Audio [Chapter 24](#), [Chapter 25](#))
2. Tell someone what happened in these chapters.

### Writing\*

1. Use [this checklist](#) and mark it as you read through your essay. Fix any problems. Check for capital letters and commas. Fix any mistakes. Add a title. List at the bottom of your essay the information on the places where you got your facts. Write a title at the top. Write your name and date on it and print it out or post it to your blog.
2. Take your name off and add an email address.
3. Then, go to the [peer editing page](#) and follow the directions.
4. With your parent's permission, email me with the essay in PDF format.
  - Tell me it's for level 6, day 64 and tell me the name of the essay that you sent feedback for.
  - I will post it on the peer editing page. I have a gmail address with the username allinonehomeschool.
5. Editing other writing will help your writing. Don't skip this.

### Computer

1. Read the lesson on [animation](#).

Click what year you are studying [Year 1](#) [Year 2](#) [Year 3](#) [Year 4](#)

### Day 65

#### Math

#### Foreign Language

1. [Look up the Spanish words](#) for those English meanings and see if you can find any similarities. Write down on your sheet any of the Spanish words that you think are related to the Latin. Do you see any French and Spanish words that are related? Do you think any of the English words are related?

### Reading

1. Read [chapters 26 and 27](#) of *Penrod*. (Audio [Chapter 26](#), [Chapter 27](#))
2. The dialect is hard to read sometimes. "uh" at the end of a word is the sound "er" Reading it out loud will help you figure out what they are saying.
3. Irony — when the opposite is true of what seems should be What's the irony in the ending of chapter 27? ([Answers](#))

### Writing

1. Write a letter to your mother as a character from the time period you are studying in history. If you have to write in hieroglyphics, so be it.

Click what year you are studying [Year 1](#) [Year 2](#) [Year 3](#) [Year 4](#)

### Day 66

## Math

### Foreign Language

1. [Little Moments 6](#). Just watch and listen.
2. Look over your lists. If you are interested, you can look up a couple of the [Latin words](#) you are unsure of. Were you right?

### Reading

1. Read [chapters 28 and 29](#) of *Penrod*. (Audio [Chapter 28](#), [Chapter 29](#))
2. Why is being twelve so great?

### Vocabulary

1. Play [moving memory](#).

Click what year you are studying [Year 1](#) [Year 2](#) [Year 3](#) [Year 4](#)

## **Day 67**

## Math

### Foreign Language

1. [Little Moments 6](#). [Write down](#) the Latin words. (If you need more sheets, go to Day 2 to print them out.)

### Reading

1. Read [chapters 30 and 31](#) of *Penrod*. (Audio [Chapter 30](#), [Chapter 31](#))
2. What would he remember most about his twelfth birthday?

### Vocabulary

1. Play [Moving Memory](#).

### Computer

1. Read the [epilogue](#).

Click what year you are studying [Year 1](#) [Year 2](#) [Year 3](#) [Year 4](#)

## **Day 68**

## Math

### Foreign Language

1. [Little Moments 6](#). Write down what you *think* the words mean.

### Vocabulary

1. Play [Moving Memory](#).

### Writing

1. Read this example of a [book report](#).
2. Read through the notes on the side pointing out the different parts.
3. Write an introduction paragraph for a book report on *Penrod*. Include everything mentioned in the example: title, author, your feelings about the book, summary and thesis. The thesis is the

topic sentence, the main idea of your report. What is it that you want to tell people about the book? Write it in that final sentence of your introduction. This is your thesis. Think of some examples of this and jot them down.

Click what year you are studying [Year 1](#) [Year 2](#) [Year 3](#) [Year 4](#)

## Day 69

### Math

#### Foreign Language

1. [Look up the French words](#) for those English meanings and see if you can find any similarities. Any French word that you think is related to the Latin, write it down on your sheet on the line with that Latin word in it.

#### Writing

1. Reread the next three paragraphs in the example [book report](#).
2. Write your three example paragraphs. They should be three to five sentences.
3. Make sure your first sentence of each paragraph tells what you will be talking about and uses a connection. The example uses the word “also” to connect the paragraphs.

#### Computer

1. Now you are going to experiment with your blog.
2. Open a new post. Type something in the Visual tab.
3. Switch to the HTML tag or “text” tab and look at it.
4. Type in the html tab and look at it in the visual tab.
5. Save your draft and preview your post.
6. Now make a word bold in visual. Look at it in html.
7. Now make another word bold in html and then look at it in visual.
8. Save your draft and preview your post.

Click what year you are studying [Year 1](#) [Year 2](#) [Year 3](#) [Year 4](#)

## Day 70

### Math

#### Foreign Language

1. [Look up the Spanish words](#) for those English meanings and see if you can find any similarities. Write down on your sheet any of the Spanish words that you think are related to the Latin. Do you see any French and Spanish words that are related? Do you think any of the English words are related?

#### Writing

1. Reread the last paragraph of the example [book report](#).
2. Write your conclusion. Make sure you restate your thesis (but in different words!) Make sure you include your thoughts and feelings about the topic. Write three to five sentences.
3. If you ever wrote three simple sentences in a row in your essay, change one to break up the sentence type/length.

#### Grammar

1. Play [word invasion](#). Leave everything checked. Choose your speed.

Click what year you are studying [Year 1](#) [Year 2](#) [Year 3](#) [Year 4](#)

## Day 71

### Math

### Foreign Language

1. [Little Moments 7](#). Just watch and listen.
2. If you got a Latin word wrong, you can re-look up the [Spanish](#) and [French](#) and see if you can find a new connection.

### Writing

1. Use this [editing guide](#) to check your work.
2. Fix any problems you see or hear.
3. Reread the example [book report](#) and note everything written along the side (we skipped the second point—that's okay).
4. Reread your book report essay out loud.
5. Change it to make it better and to fix problems. Choose better words...make the sentences more interesting...
6. When you are finished, print it out and share it.

### Reading

1. Your next book is [Black Beauty](#).
  - “*Black Beauty* is a novel told in the first person (or “first horse”) as an autobiographical memoir told by a highbred horse named Black Beauty—beginning with his carefree days as a colt on an English farm, to his difficult life pulling cabs in London, to his happy retirement in the country.” (from <http://etc.usf.edu/lit2go/125/black-beauty/>)
2. Read “[About the Author](#)” on page 1 and “Original Text” and “Background and Themes” on page 2.

### Vocabulary

1. Play [Moving Memory](#).

Click what year you are studying [Year 1](#) [Year 2](#) [Year 3](#) [Year 4](#)

## Day 72\*

### Math

### Foreign Language

1. [Little Moments 7](#). [Write down](#) the Latin words. (If you need more sheets, go to Day 2 to print them out.)

### Grammar\*

1. Try your hand at finding adjectives in [these sentences](#). Look at the example. Hint: look for nouns and then see if there are any words that describe that noun — in any way. (On the answer key, #14 is missing a circle around one adjective. If you caught the one the answer key missed, get a high-five or a hug!)

## Reading

1. You are going to start reading *Black Beauty* by Anna Sewell.
2. Today you will read the first [three chapters](#). (Audio [Chapter 1](#), [Chapter 2](#), [Chapter 3](#))
3. Make and print out a [map for character](#) — do the “I” character. Who is it? Enter the book name and author. Click on Character Map.

## Writing

1. Write a letter to the president. Use a formal letter writing format. In the top corner goes your address, then beneath it the date, then beneath that the name and address of who is getting your letter...look at this [example letter](#) for how to layout your letter. Then write it!

## Computer

1. Today switch back and forth from visual and html trying underline and italics. Create them on both sides.
2. How does it look?
3. How do you make a new line, a space?

Click what year you are studying [Year 1](#) [Year 2](#) [Year 3](#) [Year 4](#)

## Day 73

### Math

### Foreign Language

1. [Little Moments 7](#). Write down what you *think* the words mean.

### Grammar

1. Play [word invasion](#). Uncheck the bottom two.

## Reading

1. Read [chapters 4, 5 and 6](#). (Audio [Chapter 4](#), [Chapter 5](#), [Chapter 6](#))
2. Make and print a [map for setting](#).

Click what year you are studying [Year 1](#) [Year 2](#) [Year 3](#) [Year 4](#)

## Day 74\*

### Math

### Foreign Language

1. [Look up the French words](#) for those English meanings and see if you can find any similarities. Any French word that you think is related to the Latin, write it down on your sheet on the line with that Latin word in it.

### Grammar

1. Take this [adjective quiz](#).

## Reading\*

1. Read [chapters 7, 8 and 9](#). (Audio [Chapter 7](#), [Chapter 8](#), [Chapter 9](#))
2. \*Print out two [sequence charts](#). Start filling in the chart left to right, top to bottom. As major

events happen in the book, write them in the boxes in order. This is the plot, the action of the book. This is what you will be taking notes on while you read the book.

#### Computer

1. Today continue your experimenting. Try it with inserting a link and with changing the font color.

Click what year you are studying [Year 1](#) [Year 2](#) [Year 3](#) [Year 4](#)

#### Day 75

##### Math

##### Foreign Language

1. [Look up the Spanish words](#) for those English meanings and see if you can find any similarities. Write down on your sheet any of the Spanish words that you think are related to the Latin. Do you see any French and Spanish words that are related? Do you think any of the English words are related?

##### Reading

1. Read [chapters 10 and 11](#). (Audio [Chapter 10](#), [Chapter 11](#))
2. Take notes on any major events in the book.

##### Writing

1. Write a letter from a child from the time period you are studying. This is not a formal letter.
2. Here's an [example and instructions](#).

Click what year you are studying [Year 1](#) [Year 2](#) [Year 3](#) [Year 4](#)

#### Day 76

##### Math

##### Foreign Language (This link is for those who won't be studying Spanish.)

1. If you want to study Spanish, use the assignments listed each day under foreign language.
2. Click on each sound, listen and [repeat](#). When I say repeat, I mean say each sound out loud. The letter is on the left and the way it sounds is written in (parenthesis).

##### Reading

1. Read [chapters 12, 13 and 14](#). (Audio [Chapter 12](#), [Chapter 13](#), [Chapter 14](#))
2. Take notes on important events.

##### Writing

1. Read [page one](#) of this pdf about advertising.
2. Find an example of at least one of these. Here are [20 magazine ads](#) to look at.

Click what year you are studying [Year 1](#) [Year 2](#) [Year 3](#) [Year 4](#)

#### Day 77

##### Math

##### Foreign Language

1. Click on each letter, [listen and repeat](#).

### Reading

1. Read [chapters 15, 16 and 17](#). (Audio [Chapter 15](#), [Chapter 16](#), [Chapter 17](#))
2. Take notes on important events.

### Writing

1. Read [pages one and two](#) of this pdf about advertising.
2. Choose a product to write an ad for.
3. Write/draw/create an ad using the tips from your reading.

### Computer

1. Today find a video on youtube. [Here's one](#) if you need one.
2. Go to the video and click on share and then embed. This is actually java script.
3. Copy and paste this code into your html editor.
4. What happens?
5. Click on visual. Save and preview.
6. Read the code carefully.
7. What do you notice? WordPress has a shortcut for putting youtube videos.
8. On the visual side you write:
9. Did you notice something like w=450? That means the width of the player is 450.
10. h=320 would mean the height of the player is 320. You can change those numbers. In visual you can add in this code.
11. Java script is another computer language. You can learn it later if you are interested.
12. WordPress does not allow it for code, except from a couple of places they trust like youtube.

Click what year you are studying [Year 1](#) [Year 2](#) [Year 3](#) [Year 4](#)

## Day 78

### Math

### Foreign Language

1. Watch the [videos](#). It's okay to not understand. It's important to just listen to the language in order to get a feel for it.

### Reading

1. Read [chapters 18, 19, 20 and 21](#). (Audio [Chapter 18](#), [Chapter 19](#), [Chapter 20](#), [Chapter 21](#))
2. Take notes on important events.

### Grammar

1. Play [grammar gorilla](#) or [word invasion](#) to remind yourself about the parts of speech.

### Writing

1. Read [page three](#) of this pdf about advertising.
2. Answer the questions.

Click what year you are studying [Year 1](#) [Year 2](#) [Year 3](#) [Year 4](#)

## Day 79

## Math

### Foreign Language

1. Watch the [video](#).
2. Match the letters to their [names](#).

### Reading

1. Read [chapters 22 and 23](#). (Audio [Chapter 22](#), [Chapter 23](#))
2. Take notes on important events.

### Writing

1. Follow directions on [page four](#) of the advertising pdf.
2. Here are two shampoo commercials.
  - [one](#)
  - [two](#)

### Computer

1. Add a video to a blog post. You don't have to publish it. Embed one and add one in visual. Change the size of it.

Click what year you are studying [Year 1](#) [Year 2](#) [Year 3](#) [Year 4](#)

## **Day 80**

## Math

### Foreign Language

1. Watch the [video](#).
2. Listen and choose which [letter](#) the word starts with.

### Reading

1. Read [chapters 24, 25 and 26](#). (Audio [Chapter 24](#), [Chapter 25](#), [Chapter 26](#))
2. Take notes on important events.

### Writing

1. Write a commercial based on what you've learned.
2. Sell, sell, sell!

Click what year you are studying [Year 1](#) [Year 2](#) [Year 3](#) [Year 4](#)

## **Day 81\***

## Math

### Foreign Language

1. Watch the [first 9 words and phrases](#) and write them down.
2. Watch them again and repeat after the speaker.
3. Click on the X next to "English" and go through the flashcards until you can say what they mean.
4. Next, show the English and hide the Spanish and work on being able to say the Spanish.

## Reading

1. Read [chapters 27, 28 and 29](#). (Audio [Chapter 27](#), [Chapter 28](#), [Chapter 29](#))
2. Take notes on major events.

## Writing\*

1. Print out [this worksheet](#). In the first box draw your main character for a funny story you are going to write.
2. Write a bit about him or her underneath. Make sure you give your character a name and age.
3. What about a character makes him or her funny?

Click what year you are studying: [Year 1](#) [Year 2](#) [Year 3](#) [Year 4](#)

## Day 82

### Math

### Foreign Language

1. Review the ones you know and write down the rest of the [words and phrases](#).
2. Watch them again and repeat after the speaker.
3. Click on the X next to “English” and go through the flashcards until you can say what they mean.
4. Next, show the English and hide the Spanish and work on being able to say the Spanish.

## Reading

1. Read [chapters 30, 31 and 32](#). (Audio [Chapter 30](#), [Chapter 31](#), [Chapter 32](#))
2. Take notes on major events.

## Vocabulary

1. Play this [synonym game](#). A synonym is a word of similar meaning.

## Computer

1. Make a [blog button](#). You can see on your school website there is a button. People can put that on their website as an ad and people can click on it to be taken to your blog.
2. Copy and paste the blog button code. Examine it.
3. What do you recognize?

Click what year you are studying: [Year 1](#) [Year 2](#) [Year 3](#) [Year 4](#)

## Day 83

### Math

### Foreign Language

1. Take the [vocab quiz](#).
2. Take the [photo quiz](#). When you get it right, it will say, “Success.” You can exit at that point.
3. Play the [matching game](#).
4. Practice the [vocabulary](#). Say the Spanish before and after you hear it. You won’t be able to speak a language unless you speak it. Make sure you say the words and phrases out loud.

## Reading

1. Read [chapters 33 and 34](#). (Audio [Chapter 33](#), [Chapter 34](#))

2. Take notes on major events.

### Writing

1. On your worksheet from day 81, fill in the other three boxes with what's going to happen in the beginning, middle and end of your short, humorous story. Think about what events made *Penrod* funny.

Click what year you are studying: [Year 1](#) [Year 2](#) [Year 3](#) [Year 4](#)

### Day 84

#### Math

#### Foreign Language

1. Take the [photo quiz](#). Same as before, when you get it right, it will say, "Success." You can exit at that point.
2. Take the [photo quiz](#).
3. Take the [spelling challenge](#).
4. Practice the [vocabulary](#). Say the Spanish before and after you hear it.

### Reading

1. Read [chapters 35 and 36](#). (Audio [Chapter 35](#), [Chapter 36](#))
2. Take notes on major events.

### Grammar

1. Play this [parts of speech](#) game.
2. Print a screen shot for your portfolio.

### Computer

1. You are going to go through one more short online HTML course. It will cover much of the same things. This time use the different lessons to work on building a blog post *ONLY* using the HTML editor. Add to your post with each HTML lesson. Save your post as a draft each time you add to it. You can preview it as well. [Chapter 1: What is HTML?](#)

Click what year you are studying [Year 1](#) [Year 2](#) [Year 3](#) [Year 4](#)

### Day 85

Math (Print out a screen shot for your portfolio.)

Foreign Language (Print out a screen shot for your portfolio.)

1. Watch, listen and repeat the [sentences](#). Write down any new sentences or phrases.
2. What have you noticed about Spanish questions? (hint: ??) (answer: They start with an upside-down question mark.)

### Reading

1. Read [chapters 37, 38 and 39](#). (Audio [Chapter 37](#), [Chapter 38](#), [Chapter 39](#))
2. Take notes on major events.
3. Print out more [sequence charts](#) if you need to.

### Writing

1. Write your humor story.
2. Read it to someone and see if they laugh.
3. Put your story in your portfolio.

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## Day 86

### Math

### Foreign Language

1. Write down and listen to, “[What’s your name?](#)”
2. Watch, listen and repeat the [sentences](#). Practice without the Spanish and without the English.

### Reading

1. Read [chapters 40, 41, 42 and 43](#). (Audio [Chapter 40](#), [Chapter 41](#), [Chapter 42](#), [Chapter 43](#))
2. Take notes on major events.

### Writing

1. Write a description of the main character of the book. Write as much detail as you can think of. Describe more than just how he or she looks.

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## Day 87

### Math

### Foreign Language

1. Practice the [vocabulary](#). Make sure you are practicing saying the Spanish out loud.
2. Learn [your age](#) in Spanish. Click on your age. It will read it to you. Write it down. Say it out loud.

### Reading

1. Read [chapters 44 and 45](#). (Audio [Chapter 44](#), [Chapter 45](#))
2. Take notes on major events.

### Spelling

1. Play this [homophones](#) game (words that sound the same but are spelled differently).

### Computer

1. Email the link to your blog to a few people and ask them to leave comments. In your dashboard under settings, click on discussion. Decide on your settings. You probably want to approve comments before they appear on your blog.

Click what year you are studying [Year 1](#) [Year 2](#) [Year 3](#) [Year 4](#)

## Day 88

### Math

### Foreign Language

1. Learn this [dialog](#) through, “I’m eleven.” Your goal is to memorize it. You can insert different

names and ages. Perform the dialog with someone else or act out both roles.

### Reading

1. Read [chapters 46 and 47](#). (Audio [Chapter 46](#), [Chapter 47](#))
2. Take notes on major events.

### Vocabulary

1. Try and match these [root words](#) with their meaning. (The root is where the word came from. For example: bicycle comes from bi meaning two and cycle meaning any complete round that repeats over and over again.)
2. Print a screen shot for your portfolio.

Click what year you are studying [Year 1](#) [Year 2](#) [Year 3](#) [Year 4](#)

### Day 89

#### Math

#### Foreign Language

1. Write a dialog. Use different things than what was in the website dialog. Use the [vocabulary](#) and [sentences](#) to help you. Write out and perform your dialog.

### Reading

1. Read [chapters 48 and 49](#). (Audio [Chapter 48](#), [Chapter 49](#))
2. Take notes on major events.

### Writing

1. Write an initial reaction to the book. Write about what you liked and didn't like and why. Also write about your feelings about animal cruelty and if your opinion was changed at all by this book and why.

### Computer

1. [Chapter 2: Basic concepts](#) Add to your html blog post. Don't use the Visual editor!

Click what year you are studying: [Year 1](#) [Year 2](#) [Year 3](#) [Year 4](#)

### Day 90

#### Math

#### Foreign Language

1. Match the [sentences](#).
2. Put the [words in order](#). This time, when it says, "Success," click on the brown box to continue. Do them all.

### Writing

1. Make a [resolution map](#). The conflict is Black Beauty being passed from one owner to another. (Do it on a computer you can print from.)
2. Write another paragraph including what were the most surprising, exciting, scary and sweet moments in the plot.

Click what year you are studying [Year 1](#) [Year 2](#) [Year 3](#) [Year 4](#)

## Day 91\*

### Math

#### Foreign Language

1. Study the [first 10](#) body parts. Write them down.
2. Watch them again and repeat after the speaker.
3. Click on the X next to “English” and go through the flashcards until you can say what they mean.
4. Next, show the English and hide the Spanish and work on being able to say the Spanish.

#### Reading\*

1. Print this and see if you can answer all of the [questions](#) about the book. You don't need to answer in full sentences for short answers, like a name.
2. Check your [answers](#).

Click what year you are studying [Year 1](#) [Year 2](#) [Year 3](#) [Year 4](#)

## Day 92

### Math

#### Foreign Language

1. Review the 10 you know and study [ten more](#) body parts. Write them down.
2. Watch them again and repeat after the speaker.
3. Click on the X next to “English” and go through the flashcards until you can say what they mean.
4. Next, show the English and hide the Spanish and work on being able to say the Spanish.

#### Reading/Writing

1. Read the [first four categories](#) — introduction through characters.
2. Write a book report introduction paragraph including information on the author and a paragraph or two telling the plot of the book.

#### Computer

1. [Chapter 3: Primary tags](#) Add to your html blog post. Don't use the Visual editor!

Click what year you are studying [Year 1](#) [Year 2](#) [Year 3](#) [Year 4](#)

## Day 93

### Math

#### Foreign Language

1. Review the other 20 and study the [last 10](#) body parts. Write them down.
2. Watch them again and repeat after the speaker.
3. Click on the X next to “English” and go through the flashcards until you can say what they mean.
4. Next, show the English and hide the Spanish and work on being able to say the Spanish.

#### Reading/Writing

1. Read [themes and styles](#). (If this link does not work here is an [alternative](#))
2. Write a paragraph about the theme of the book. Include a quote.

Click what year you are studying [Year 1](#) [Year 2](#) [Year 3](#) [Year 4](#)

## Day 94

### Math

### Foreign Language

1. Do all of the [quizzes and games](#).
2. Review with the flashcards if you need to.

### Reading/Writing

1. Read the [critical overview and criticism](#). (If this link does not work here is an [alternative](#))
2. Write a paragraph or two giving your critical opinion. (Critical in this case does not mean necessarily negative.)

### Computer

1. [Chapter 4: Creating your first Web page](#) Add to your html blog post. Don't use the Visual editor!

Click what year you are studying [Year 1](#) [Year 2](#) [Year 3](#) [Year 4](#)

## Day 95

### Math

### Foreign Language

1. Have someone in your family quiz you.
2. My suggestion: play Simon Says with all the kids in your family. You be the caller and say, "Simon says touch your \_\_\_\_\_," do it, and say it in Spanish. If you have little kids playing, they can call it out in English.

### Writing

1. Write a conclusion for your book report.
2. Read out loud and edit your report.
3. Publish your book report and share with others.

Click what year you are studying: [Year 1](#) [Year 2](#) [Year 3](#) [Year 4](#)

## Day 96

### Math

### Foreign Language

1. Study the [first 10](#) face parts. Write them down.
2. Watch them again and repeat after the speaker.
3. Click on the X next to "English" and go through the flashcards until you can say what they mean.
4. Next, show the English and hide the Spanish and work on being able to say the Spanish.

## Writing

1. What animal rights concerns are brought up in *Black Beauty*
2. Write a paragraph comparing and contrasting your feelings about animal cruelty/rights and the book's perspective on the topic.

Click what year you are studying: [Year 1](#) [Year 2](#) [Year 3](#) [Year 4](#)

## Day 97\*

### Math

### Foreign Language

1. Review the first 10 and study the [other 10](#) face parts. Write them down.
2. Watch them again and repeat after the speaker.
3. Click on the X next to "English" and go through the flashcards until you can say what they mean.
4. Next, show the English and hide the Spanish and work on being able to say the Spanish without reading it.

## Writing\*

1. \*Print out [page 5 only](#). Fill in what you can on the FIRES chart. One topic can be [mistreatment of chickens today](#). Here is a place where you can find articles on [current animal cruelty cases](#). The third topic could be a "counter argument," an argument why we don't need to or shouldn't worry about animal rights—that could be that prices would go up and quality would go down if their techniques changed. This is going to become an essay on animal rights.
2. Fill in the rest of the chart as best as you can. (You don't have to fill in every box, but you'll want to have at least one of each kind of box filled in, meaning you should have at least one statistic, etc.) Here is one more [article on horses](#) that you might want to consider.

## Computer

1. [Chapter 5: Basic text formatting](#) Add to your html blog post. Don't use the Visual editor!

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## Day 98

### Math

### Foreign Language

1. Play [crazy face](#) and the matching game.
2. Take the photo quizzes.
3. Practice the [vocabulary](#). Make sure you are practicing saying the Spanish out loud.

## Writing

1. Read this [example of a persuasive essay](#).
2. Write an introductory paragraph and two paragraphs for your two reasons for an essay on an animal cruelty/rights based on this example and your chart from day 97.

Click what year you are studying [Year 1](#) [Year 2](#) [Year 3](#) [Year 4](#)

## Day 99

## Math

### Foreign Language

1. Take the [vocab and spelling quizzes](#).
2. Review all of the [body parts](#). Click on the X by the Spanish and say the Spanish before the computer does.

### Writing

1. Using the [example](#), write your counter argument section and conclusion. Make sure your essay is complete.

### Computer

1. [Chapter 6: Lists](#) Add to your html blog post. Don't use the Visual editor!

Click what year you are studying [Year 1](#) [Year 2](#) [Year 3](#) [Year 4](#)

## **Day 100\***

## Math

### Foreign Language

1. Have someone in your family quiz you.
2. My suggestion: play Simon Says with all the kids in your family. You be the caller and say, "Simon says touch your \_\_\_\_\_," do it, and say it in Spanish. If you have little kids playing, they can call it out in English.

### Writing

1. Edit your essay, fill out a [critique of your essay](#) and publish it.

Click what year you are studying [Year 1](#) [Year 2](#) [Year 3](#) [Year 4](#)

## **Day 101**

## Math

### Foreign Language

1. Practice [saying these letters](#) and words. You don't have to learn the words.
2. Watch the [alphabet video](#).

### Reading

1. Read a biography of [Louisa May Alcott](#). Louisa pulled a lot from her own childhood to write her stories. She worked into her stories a lot of her families' ideals.

### Vocabulary

1. Play this [suffix game](#). (The suffix is what is added on to the end of a word.)

Click what year you are studying [Year 1](#) [Year 2](#) [Year 3](#) [Year 4](#)

## **Day 102**

## Math

### Foreign Language

1. Click on each letter, [listen and repeat](#).

### Reading

1. Read chapter 1 of [Jack and Jill](#). ([Audio](#))
2. Reread the first paragraph. What are the children doing?

### Grammar

1. Copy the third sentence from today's reading. (It starts with "One.") It is describing three different sledding paths the children could take. The first was for the smaller children. Look at the punctuation. There is a list of three sledding paths. The list is divided by semi-colons, not commas.
2. Circle the first comma. What is its function? It is needed because before and after the comma are two **independent clauses**; they could both be complete sentences. "One smooth path led into the meadow." "Here the little folk congregated." The comma always comes before the conjunction, eg. and, or, but, so
3. When you are listing something and use commas in the listed items, then you use semi-colons to separate the items on your list. Normally you would use commas in a list. Eg. red, green, yellow, blue "One smooth path led into the meadow, and here the little folk congregated;" There is a comma in the middle of the first item on the list, so we need a semi-colon after it before we list the next thing.
4. Underline all the verbs. She uses great verbs that describe not just tell what the characters are doing. How is "swept" across the pond better than "goes" across the pond? How is "darting" about better than "moving" about?
5. Circle the next comma. "one swept across the pond, where skaters were darting about like water bugs;" This comma separates off unnecessary information. The author is saying that kind of as an aside, she's not really giving us information on which pond as if we'd be confused if she didn't clarify. She's just adding a description.
6. "skaters were darting about like water bugs" is a simile. Skaters are being compared to water bugs using like or as.
7. Write a simile describing skaters.
8. Circle the next two commas. These two are a pair. The sentence could be, "And the third ended abruptly at a rail fence..." She adds in a description of the third.

### Writing

1. Now, you write a list of three things you are going to do today. eg. Today I'm going to wake up, make my bed and drink a cup of tea.
2. Now add a comma to the each thing on your list. (You'll need to add words.) You'll also need to add semi-colons. eg. Today I'm going to wake up, not that I have a choice; make my bed, if tossing back my covers can count; and drink a cup of tea, a warm, lovely cup of tea.
3. Now, add a simile. eg. Today I'm going to wake up, not that I have a choice; make my bed, if tossing back my covers like a Salvador whipping around his bull cape counts; and drink a cup of tea, a warm, lovely cup of tea.

### Computer

1. [Review #1](#) Add to your html blog post. Don't use the Visual editor!

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## Day 103

### Math

#### Foreign Language

1. Listen to [The First Well](#) .Listen to how the words sound. Make observations.
2. Find at least one word in the story that you can understand because it is related to the English word. One is obvious.
3. What other words do you think you recognized? (Just say the English word. You don't have to learn any of these Spanish words.)

#### Reading

1. Read [chapter 2](#) of *Jack and Jill*. ([Audio](#))

#### Grammar

1. Copy the second paragraph from today's reading.
2. Circle the quotation marks. Quotation marks go around whatever someone is saying. Whenever a new speaker begins, a new paragraph starts. That's why this sentence is its own paragraph.
3. Circle the first comma. This comma comes after an introductory exclamation. examples: Well, Yes, No, Actually...
4. Circle the semi-colon. This is used as a period. You could use a period there. Semi-colons are used a lot more in older writing than in modern writing.
5. Circle the next comma. This again separates two **independent clauses**. What are the two clauses that could stand alone as their own sentences? ([Answers](#))
6. Circle the next comma and quotation marks. You always use a comma instead of a period when closing out a quote before a **speech tag**, like *said Susan*. You are allowed to use exclamation points and question marks though. The comma always comes before the quotation marks. Here we see again the sectioning off additional information. These are **dependent clauses**, meaning they couldn't be their own sentence. "with a last scientific tuck to the various bandages" doesn't work as a sentence.
7. In the last **clause** we read another simile. "made Jack feel like a hapless chicken trussed for the spit" Here is a picture of a [chicken trussed for the spit](#). Do you see the strings on it, tying it together?

#### Writing

1. Your turn. Write a comment someone is saying. eg. "I'll be home by noon," she said as she walked out the door.
2. Add an introductory expression (and comma.) eg. "Wait, no, change of plans, I'll be home by noon," she said as she walked out the door.
3. Add a conjunction and independent clause to your quote. eg. "Wait, no, change of plans, I'll be home by noon, or I'll call you," she said as she walked out the door.
4. Add a comma and additional description to the end of your sentence. eg. "Wait, no, change of plans, I'll be home by noon, or I'll call you," she said as she walked out the door, letting it slam behind her.
5. Now add a simile. eg. "Wait, no, change of plans, I'll be home by noon, or I'll call you," she said as she walked out the door, letting it slam behind her like the crash of thunder when the storm is near.
6. Make sure you have all your commas and quotation marks.

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## Day 104

### Math

### Foreign Language

1. \*Print out the [first two pages](#). Use what you know and your powers of observation to choose the correct meaning.
2. When you are done, check your answers.
3. If you can't understand why yours is wrong, use the [online dictionary](#) to figure it out.

### Reading

1. Read [chapter 3](#) of *Jack and Jill*. ([Audio](#))
2. How do they amuse themselves?
3. Find a simile in the chapter. ([Answers](#))
4. What does she describe as "delicious?" ([Answers](#))

### Writing

1. What is something, other than food, that you would describe as delicious.
2. Write a sentence using the word delicious.

### Vocabulary

1. Play this [antonym game](#).

### Computer

1. [Chapter 7: Attributes: Adding interest to your page](#) Add to your html blog post. Don't use the Visual editor!

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## Day 105

### Math

### Foreign Language

1. Write a dialog of at least 8 sentences. Use the [vocabulary](#) and [sentences](#) to help you.
2. Perform your dialog.

### Reading

1. Read [chapter 4](#) of *Jack and Jill*. ([Audio](#) *The audio has two paragraphs at the beginning that were omitted from the reading. You can skip to 2:20 to match the reading.*)

### Grammar

1. Make a list of 5 nouns, 5 verbs, 5 adjectives and five pronouns from your reading. (hint: herself is a pronoun)

### Writing

1. Write a short story about what you would do for amusement if you were stuck in bed. Use LONG sentences.

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## Day 106

### Math

#### Foreign Language

1. Study the [first 10](#) clothing words. Write them down.
2. Watch them again and repeat after the speaker.
3. Click on the X next to “English” and go through the flashcards until you can say what they mean.
4. Next, show the English and hide the Spanish and work on being able to say the Spanish.

#### Reading

1. Read [chapter 5](#) of *Jack and Jill*. ([Audio](#))
2. [Demosthenes](#) was a renowned orator. You can click to see and read more.
3. Alcott’s second paragraph in this chapter is just one sentence. It contains more than eighty words! Let’s write a long sentence together. First, though, what adjective describes the “hero” George Washington and what does it mean? Look it up if you don’t know. What is she saying about Washington? ([Answers](#))

#### Writing

1. Let’s start with one piece of the structure of her sentence. Write a sentence starting with when. After the first **clause**, you will put a comma. A **when clause** is a dependent clause. It can’t stand as its own sentence. *eg. When I get up in the morning, my bones creak and crackle.* The phrase “when I get up in the morning” is not a sentence by itself. It is “dependent” on the rest of the sentence. The second part of the sentence is an **independent clause**; it can stand alone as a sentence. “My bones creak and crackle.” When we pair the two together, you get a **complex** sentence. Remember those? Now, you do it. Write a complex sentence. Start out with “When...,” Don’t forget the comma!
2. Now let’s add in the first part of the sentence, followed by a but. (You can go and reread her sentence to see the structure I am talking about.) An independent clause followed by a comma and a conjunction (such as but) followed by another independent clause, is a **compound** sentence. Alcott compounds a complex sentence. Let’s try. *eg. At night I sleep peacefully, but when I get up in the morning, my bones creak and crackle.* You give it a try.
3. Now we are no where near eighty words yet, but we have a good start. Go back and look at her sentence again. Do you see the **independent clause**, ending with “Year”, the but when and the **dependent clause**, ending with “chambermaid” followed by a comma? Then there is one more **independent clause**, ending with “February.” That is how far we have gone in copying the structure of this sentence.
4. What’s next? She says, “when Washington’s birthday was always celebrated by the patriotic town,” describing February. So, our turn. We are going to add on a description to the end of our last word/phrase. *eg. At night I sleep peacefully, but when I get up in the morning, my bones creak and crackle like an old board in a slow burning fire.* I didn’t do it just her way. See what you can come up with.
5. Now one last time. She adds, “where the father of his country once put on his nightcap, or took off his boots, as that ubiquitous hero appears to have done in every part of the United States.” This is describing the last word from the phrase before, “town.” Alright, let’s see if we can add

one more descriptive phrase. *eg. At night I sleep peacefully, but when I get up in the morning, my bones creak and crackle like an old board in a slow burning fire that's been drying in the shed waiting for its moment to shine.* Now you try.

6. How many words did you end up with? I got 39. I am trying to lengthen your sentences, but it's not just about how many words, it's about mixing up the structure of your sentences. It will make your writing more sophisticated and interesting to read.
7. Think of an event in your life that you'd like to write a story about.

### Spelling

1. Play this [spelling game](#). All the words start with A.

Click what year you are studying [Year 1](#) [Year 2](#) [Year 3](#) [Year 4](#)

### Day 107

#### Math

#### Foreign Language

1. Review the 10 you know and study the [other 13](#) clothing words. Write them down.
2. Watch them again and repeat after the speaker.
3. Click on the X next to "English" and go through the flashcards until you can say what they mean.
4. Next, show the English and hide the Spanish and work on being able to say the Spanish.

### Reading

1. Read [chapter 6](#) of *Jack and Jill*. ([Audio](#))
2. Here is a [fandango dance](#).
3. Jack and Jill have a discussion about how it's not easy being good when you are sick. How does each of them react to the frustration of being an invalid? ([Answers](#)) How do you respond when you are frustrated?

### Vocabulary

1. Play this [prefix game](#).

### Writing

1. Write about Christmas day.

### Computer

1. [Chapter 8: Advanced Text Formatting](#) Add to your html blog post. Don't use the Visual editor!

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### Day 108

#### Math

#### Foreign Language

1. Practice with the [flashcards](#). Do the [photo quizzes](#).

### Reading

1. Read [chapter 7](#) of *Jack and Jill*. ([Audio](#))

## Spelling

1. Play this [spelling game](#).

## Writing

1. Read this example of an [autobiographical incident](#).
2. Write the introduction, dialog and summary — first three to five paragraphs — following the example you read.
3. Make sure you start out with an interesting first sentence. One way to do that is by talking directly to the reader. An easy way to do that is to use a question.

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## Day 109

### Math

### Foreign Language

1. Practice with the [flashcards](#).
2. Do the [spelling and vocab quizzes](#).
3. Play the matching game on the same page.

## Reading

1. Read [chapter 8](#) of *Jack and Jill*. ([Audio](#))
2. Write a one sentence summary of this chapter.

## Grammar

1. You know adjectives describe nouns. You know that numbers and even words like *a* and *the* are adjectives.
2. Words like *that* can be adjectives. Which cat? That cat.
3. Here's another kind of adjective, participle adjectives. The *fallen* tree, the *spilled* milk, he is *fascinating*, she was *frustrated*
4. Do this online worksheet on a different type of adjective, [participle adjectives](#).

## Computer

1. [Review #2](#) Add to your html blog post. Don't use the Visual editor!

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## Day 110

### Math

### Foreign Language

1. Listen and repeat after each card. Then go back and watch them with no sound and try to read the [clothing sentences](#) for yourself.

## Reading

1. Read [chapter 9](#) of *Jack and Jill*. ([Audio](#))
2. "My Merry seems to be contented with her brothers so far, but I shouldn't wonder if I had my hands full by and by," added Mrs. Grant, who already foresaw that her sweet little daughter would be sought after as soon as she should lengthen her skirts and turn up her bonny brown

hair.” This sentence is about when a girl went out into “society.” They used to have a dance when a girl reached 16 I believe to show her off to potential husbands. When she started wearing long dresses instead of short (good for playing) and wearing her hair up, she was no longer a girl, but a woman and boys/men were permitted to ask for her hand.

3. Tell someone about the chapter. What’s your opinion on boys and girls going to school together? Just talk about it. You don’t need to write anything.

### Writing

1. “In a moment Ralph was as meek as a Quaker, and sat looking about him with a mildly astonished air, as if inquiring the cause of such unseemly mirth.” *as meek as a Quaker* is a simile. Similes compare two unlike things using like or as. Later there is an *as if*. Let’s write a sentence with an *as/as* and an *as/if*. eg. *It was hot as a pancake frying on the fourth of July, but my brother was running around like a maniac as if he weren’t already hot enough.*
2. Now write a short story with your first sentence being the one you just wrote.

Click what year you are studying [Year 1](#) [Year 2](#) [Year 3](#) [Year 4](#)

### Day 111

#### Math

#### Foreign Language

1. Watch the [videos](#). Say the numbers out loud with the videos.

#### Reading

1. Read [chapter 10](#) of *Jack and Jill*. ([Audio](#))
2. Write a one sentence summary of this chapter.

#### Spelling

1. Read over this [spelling list](#).

#### Writing

1. “While Jack was hopping gayly about on his crutches, poor Jill was feeling the effects of her second fall, and instead of sitting up, as she hoped to do after six weeks of rest, she was ordered to lie on a board for two hours each day.” This is the first sentence of the chapter you read today. Let’s write one like it.
2. First step. Start with a **dependent clause** starting with “while.” Don’t forget to follow it with a comma. Then add an **independent clause**, one that could stand alone as a sentence. Example: *While I was waiting, a dog came up to sniff my shoes.*
3. Next, Alcott uses a comma and a conjunction (, and). Let’s skip that part for now.
4. The second part of her sentence starts with another **dependent clause** (Which I believe is specifically called an adverbial phrase, but you don’t need to know that.) That’s followed by an aside, an extra description. Then the sentence is finished with an **independent clause**. Right now let’s write a dependent clause followed by an independent clause. Don’t forget to separate the two with a comma. And remember this has to go with your first sentence. Example: *Until he was satisfied that I wasn’t the source of whatever scent he was chasing, he eagerly circled me.*
5. Now, add in a clause after the first comma and make sure to use a comma after it. Alcott added there, “as she hoped to do after six weeks of rest.” Example: *Until he was satisfied that I wasn’t the source of whatever scent he was chasing, as he obviously was after something, he eagerly*

*circled me.*

6. Now, we have to combine the two together. Use a comma and a conjunction between the two sentences you just wrote. Example: *While I was waiting, a dog came up to sniff my shoes, and until he was satisfied that I wasn't the source of whatever scent he was chasing, as he obviously was after something, he eagerly circled me.*
7. Add a participle adjective and maybe a metaphor or simile. Come on. See what you can do. Example: *While I was waiting, a dog came up to sniff my shoes, and until he was satisfied that I wasn't the source of whatever scent he was chasing, as he obviously was after something, he eagerly circled me, a frozen statue on the corner of 24th and Main.* (I underlined my participle adjective. I added the metaphor of comparing myself to a statue.)

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## Day 112

### Math

### Foreign Language

1. Click on [numbers 1-10](#). Look at them. Write them down. Listen to them. Say them.

### Reading

1. Read [chapter 11](#) of *Jack and Jill*. ([Audio](#))
2. Summarize the chapter for someone.

### Vocabulary

1. Play this [vocabulary game](#).

### Writing

1. Work on writing the body of your autobiographical incident. Look at the [example again](#).
2. Think about all our writing practice. Try and include a simile, multiple clauses with added descriptions, and even a new word from your vocabulary games.

### Computer

1. [Chapter 9: Links down the street to around...](#) Add to your html blog post. Don't use the Visual editor!

Click what year you are studying [Year 1](#) [Year 2](#) [Year 3](#) [Year 4](#)

## Day 113

### Math

### Foreign Language

1. Watch the [flash cards](#). Practice with the Spanish off.
2. Play the [matching game](#) .

### Reading

1. Read [chapter 12](#) of *Jack and Jill*. ([Audio](#))
2. Tell someone a summary of this chapter.

### Spelling

1. Play this [spelling game](#).

### Writing

1. Write a short one act play, just a single vignette like Washington cutting down the cherry tree. On your script you will write the dialog as well as describe the action. Here is an [example of what a script looks like](#).

Click what year you are studying [Year 1](#) [Year 2](#) [Year 3](#) [Year 4](#)

### Day 114

#### Math

#### Foreign Language

1. Watch the [flash cards](#).
2. Sit backwards. Listen to the Spanish and then say the English. You can ask a sibling to watch to see if you are right.
3. Take the quizzes: [Drag N Match Numbers](#) , [Spelling Quiz](#) , [Questions & Answers Photos](#), [Count the Animals](#), [Memory Game](#)

#### Reading

1. Read [chapter 13](#) of *Jack and Jill*. ([Audio](#))
2. Write a one sentence summary of the chapter.

#### Spelling

1. Play this [spelling game](#).

#### Grammar

1. Another type of adjective is the **relative clause**. Here's an [easy exercise](#) to introduce you to the topic. ([alternate link](#))
2. Do you see how the phrase (clause) that follows "who" or "which" describes the noun? the bee, **which produces honey**,

#### Computer

1. [Chapter 10: Graphics](#) Add to your html blog post. Don't use the Visual editor!

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### Day 115

#### Math

#### Foreign Language

1. Watch these [flash cards](#). Repeat the sentences out loud. You don't need to learn all of those animal names. You are just learning the numbers. But it's good practice to try to pronounce them.

#### Reading

1. Read [chapter 14](#) of *Jack and Jill*. ([Audio](#))
2. Tell someone a summary of this chapter

#### Spelling

1. Take this [spelling test](#). Take note of how many you got wrong.

### Writing

1. Look at the last sentence in this chapter. “Jack understood, and, hopping across the room, gave both the thin hands a hearty shake; then, not finding any words quite cordial enough in which to thank this faithful little sister, he stooped down and kissed her gratefully.” (There are quotes around it not because someone is speaking but because I am quoting the author.)
2. I’m going to pull out two parts of the sentence. I’m going to chop it up and edit a little for ease of use.
3. Hoping across the room, he gave her a hearty handshake. Not finding any words, he kissed her gratefully.
4. She, of course, used a lot more words and combined them all into one long sentence. This time I just want to point out this sentence structure. Here’s the structure: **participle phrase** – comma – subject described in the **participle phrase** – rest of sentence including predicate (verb).
5. IMPORTANT PARTS: comma after the opening phrase and the next word has to be the subject described in the phrase
6. **Hoping** across the room, **he** gave her a hearty handshake. Not **finding** any words, **he** kissed her gratefully.
7. I put in bold the participles and the subjects they modify (describe.)
8. Write two sentences with this structure. Examples: *Drying my hair, I hung upside while helping my three year old on his quest to know why. Knowing the answer, I raised my hand.*
9. Work on your autobiographical incident. Finish the body. Look at the [example again](#) and read the notes on the side. Make sure you use a variety of sentence structures. Use at least one sentence that starts with a participle phrase. Use at least one relative clause.

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### Day 116

#### Math

#### Foreign Language

1. Click on the [numbers 11-20](#). Write them down.
2. Listen to them.
3. Say them.

#### Reading

1. Read [chapter 15](#) of *Jack and Jill*. ([Audio](#))
2. Tell someone what happened in the chapter.

#### Spelling

1. Take this [spelling test](#) again if you got more than four wrong.

#### Writing

1. Read this sentence from the chapter you read today. “Then, having shaken hands heartily, Mr. Acton went away, and Jack flew off to have rejoicings with Jill, who sat up on her sofa, without knowing it, so eager was she to hear all about the call.”
2. Let’s look at the structure of this sentence. It’s a **compound** sentence because of the **conjunction** “and” in the middle with an **independent** clause on both sides of it. That means

you could split the sentence in two and both would work as sentences.

3. Let's look at the first half. "Then, **having shaken** hands heartily, **Mr. Acton** went away." Let's just pretend that's a sentence for now. This is what we talked about the last day, **participle** phrases. I put in bold the participle and who it modifies.
4. Remember, that the **participle phrase** must be followed by a comma and immediately by the subject it modifies. "Having shaken hands" is talking about what Mr. Acton was doing, so he has to come right after the comma. If it doesn't it's called a dangling participle. It just dangles there not attached to anything. All alone. That's sad and that's bad. Don't do it.
5. Write a sentence in this structure, starting with a participle phrase. eg. *Waking to the alarm, I sat up abruptly.*
6. Now, let's look at the second part of the sentence. "Jack flew off to have rejoicings with Jill, **who sat up on her sofa**, without knowing it, so eager was she to hear all about the call."
7. I put in bold the **relative clause** remember those from a couple of days ago?
8. Let's ignore "without knowing it" and write a sentence with a relative clause. We're going to attach it to your last sentence so continue the thought. eg. *I tugged at the covers, which seem to have wrestled me in the night, and slipped from the bed.*
9. Now put them together with a conjunction. Don't forget the comma before the conjunction! eg. *Waking to the alarm, I sat up abruptly, and I tugged at the covers, which seem to have wrestled me in the night, and slipped from the bed.*
10. Work on your autobiographical incident. Write the conclusion. Look at the [example](#).

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## Day 117

### Math

### Foreign Language

1. Practice saying the [numbers to 20](#). Listen and repeat. Always try to sound like the speaker. (You have to click to flip the card to get the Spanish.)
2. Read this page on [numbers 11-20](#). What patterns can be found in the Spanish numbers 11-20?

### Reading

1. Read [chapter 16](#) of *Jack and Jill*. ([Audio](#))
2. Write a single sentence summary of this chapter.

### Spelling

1. Read over this [spelling list](#). Notice anything?

### Writing

1. Let's look at this sentence. "It was impossible to refuse the invitation he had been longing for, and in they went to the great delight of Roxy, who instantly retired to the pantry, smiling significantly, and brought out the most elaborate pie in honor of the occasion."
2. What do you see in this sentence that we've been talking about? ([Answers](#))
3. What are the two independent clauses? ([Answers](#))
4. What conjunction connects them? ([Answers](#))
5. What is the relative clause? ([Answers](#))
6. Write a sentence following the same structure. Make sure you include a relative clause.
7. Edit your autobiographical incident. Look at your transitions. Look at your sentence structures.

Reread all of the notes in the margins of the [example](#).

## Computer

1. [Chapter 11: Building pages with tables](#) Add to your html blog post. Don't use the Visual editor!

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## Day 118

### Math

### Foreign Language

1. Practice saying the [numbers 11-20](#).
2. Answer the [questions](#) and fly the jet pack.

### Reading

1. Read [chapter 17](#) of *Jack and Jill*. ([Audio](#))
2. Tell someone what happened in this chapter in one sentence and then answer their questions. Then try and restate your one-sentence summary adding in the information they had felt missing.

### Spelling

1. Play a [spelling game](#).

### Grammar

Let's look at the commas in the first sentence in this chapter.

- “Now, my dears, I’ve something very curious to tell you, so listen quietly and then I’ll give you your dinners,” said Molly, addressing the nine cats who came trooping after her as she went into the shed-chamber with a bowl of milk and a plate of scraps in her hands.
1. We start with quotes because someone is talking.
  2. After the word “now” there is a comma. We put a comma after an introductory element. Examples: Now, Yes, So, Because of his insistence, After the snow stops falling,
  3. We also put a comma after “now” because there are commas around “my dears.” We put commas around a person’s name, even if it isn’t a proper name as in this case, when we are addressing that person. Examples: “Mom, could you…” “Also, Tim, I need…” You only use a comma if you are talking to the person.
  4. Of course we don’t put two commas after “now.” One comma is enough for both situations.
  5. There is a comma before the **conjunction** “so.” In a compound sentence, you always put a comma before the **conjunction**. (for, and, nor, but, or, yet, so — FANBOYS — acronym for all the **conjunctions**)
  6. Then there is a comma after “dinners,” because it is followed by a **speech tag** (in this case, said Molly).
  7. We have one final comma after Molly, separating the **participle phrase** modifying “Molly.” The sentence could be flipped. *Addressing the nine cats, Molly said, “Now, my dears, I’ve something to tell you.”* Of course, I shortened it a bit. Alcott uses the participle at the end and uses a comma. Current rules (yes they change) would say there shouldn’t be a comma there because the **participle** directly follows the word it modifies, the word it describes.
  8. You will see that although there are rules of grammar and punctuation, some of it is subjective

and can be suited to the author. Some of it is NOT SUBJECTIVE, so stick to the rules as best you can!

9. Write a sentence following this structure. eg. *“Today, my beloved children, we are going to play a game,” I said, laughing at their excitement.* (Note: I used “I said” so the participle wouldn’t directly follow the word it modifies so that I could use a comma. Here it is commaless.)  
*“Today, my beloved children, we are going to play a game,” said their mother laughing at their excitement.* Personally, I like the comma. In your sentence make sure you address someone (my dears)! Your sentence should have all the commas hers does except you decide how to structure your **speech tag** to use a comma or not before your **participle phrase**.

## Writing

1. Edit your autobiographical incident. Check capitals, commas, spelling.
2. Read it out loud and fix any places that don’t seem right.
3. Publish.

Click what year you are studying [Year 1](#) [Year 2](#) [Year 3](#) [Year 4](#)

## Day 119

### Math

### Foreign Language

1. Count out loud from 1 – 20 in Spanish. If you can’t, watch the counting to 20 [video](#) again.
2. Take the [photo quiz](#) and play the [matching game](#).

## Reading

1. Read [chapter 18](#) of *Jack and Jill*. ([audio](#))
2. Tell someone what happened in this chapter in one sentence and then answer their questions. Then try and restate your one-sentence summary adding in the information they had felt missing.

## Spelling

1. Play this [spelling game](#).

## Grammar

1. Play [word invasion](#). Choose your speed. Leave everything checked.
2. Look at this sentence from the beginning of your chapter today.
  - With the help of the brace she could sit up for a short time every day, and when the air was mild enough she was warmly wrapped and allowed to look out at the open window into the garden, where the gold and purple crocuses were coming bravely up, and the snowdrops nodded their delicate heads as if calling to her, “Good day, little sister, come out and play with us, for winter is over and spring is here.”
1. We start with an **independent clause**, “With the help of the brace she could sit up for a short time every day.” It is independent because it can stand alone. It could be its own sentence, but Alcott loves long sentences!
2. Today, we would use a comma after brace, after an introductory phrase.
3. Next, we have a **comma** followed by a **conjunction**.
4. Then, we have a **when dependent clause**. We would today follow that with a **comma** (after

- “enough”).
5. That is followed by an **independent clause** “she was warmly wrapped and allowed to look out at the window into the garden.”
  6. We have a **phrase next which modifies** (or describes) “garden.” That is unnecessary information and is set off by **commas**.
  7. We have a **comma** to set off a quotation.
  8. We have an **personal address** set off in **commas**.
  9. In the quote itself we have a **compound sentence** with the conjunction “for.” The “f” in FANBOYS.
  10. Now you write a sentence with a similar structure using everything I wrote in bold in order. eg. *I sit at my computer every day, but when I think about how much time I’ve spent in that chair, I sigh a big sigh, acknowledging the magnitude of it, and I think, “Self, you best be getting up out of that chair, for your days are numbered.”* Use all the parts!
  11. BTW (by the way) here is Alcott’s sentence with the punctuation as I believe modern day grammarians would have it.
    - With the help of the brace, she could sit up for a short time every day, and when the air was mild enough, she was warmly wrapped and allowed to look out at the open window into the garden, where the gold and purple crocuses were coming bravely up, and the snowdrops nodded their delicate heads as if calling to her, “Good day, little sister, come out and play with us, for winter is over and spring is here.”

## Computer

1. [Chapter 12 More on tables](#) Add to your html blog post. Don’t use the Visual editor!

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## Day 120

### Math

### Foreign Language

Take a screen shot of your work today and put it in your portfolio.

1. Study your [numbers](#).
2. From the same site, play the match game.
3. From the same site, take the test.
4. From the same site, try the Gravity game.

Take a screen shot of your work today and put it in your portfolio.

### Reading

1. Read [chapter 19](#) of *Jack and Jill*. ([Audio](#))
2. Write a one-sentence summary of the chapter.

### Spelling

1. Take a [spelling test](#).

### Grammar

1. Do the [lessons on this page](#) about participles. Keep scrolling down and do all the lessons and check your answers. You don’t have to write out the answers. You can write one word answers

or answer in your head.

Click what year you are studying [Year 1](#) [Year 2](#) [Year 3](#) [Year 4](#)

## Day 121

### Math

### Foreign Language

1. Look at [which countries speak Spanish](#). The lists show the country names and their capital cities. You don't need to memorize this list.
2. Watch and listen to [The Greatest Treasure](#). Make observations.
3. What word in the title seems to be related to English? (answer: grande/grand That must be the word that translates to Greatest in the title.)
4. Write down other related words. Can you guess at any meanings?
5. What do you think "con" might mean? I see "Pedro con Leon." I think it means Pedro (boy's name) with the Lion.
6. Make some guesses. I see quotation marks. When they close, I think the next phrase must mean something like, "he said to the lion."
7. Write down a few words and what you guess they mean.
8. Look for any word you recognize from your lessons.

### Reading

1. Read [chapter 20](#) of *Jack and Jill*. ([Audio](#))
2. Write a one-sentence summary of the chapter.

### Grammar

1. Take a look at this sentence.
  - "How is the old fellow?" called Frank from the boat, while Gus stood leaning on an oar in a nautical attitude.
1. Notice the lowercase "c" and comma before "while."
2. This is a **complex sentence** because before the comma is an **independent clause** and after the comma is a **dependent clause**—it couldn't be a sentence by itself.
3. Write a sentence in this structure. Use a question as a quotation, a lowercase word after the quotes, a comma and "while." Here's my example: *"What are you doing?" asked my son from the doorway, while I was crawling around the floor, looking for my lost pin.*
4. See if you can do this [adverb/adjective activity](#).

### Spelling

1. Retake the [spelling test](#) IF you got more than three wrong.

Click what year you are studying [Year 1](#) [Year 2](#) [Year 3](#) [Year 4](#)

## Day 122

### Math

### Foreign Language

1. Repeat after each [clothing flashcard](#).
2. Act out getting dressed and state, "I put on \_\_\_\_\_," as you mime each thing.

## Reading

1. Read [chapter 21](#) of *Jack and Jill*. ([Audio](#))

## Grammar

1. Choose the correct answer from the [homophones](#). What's a homophone? Homo as a prefix means the same. Phone as a root word means sound.

## Writing

- “Oh, when can I go out? I can't wait long,” she said, looking as eager as a little gull shut up in a cage and pining for its home on the wide ocean.
1. (I edited the sentence a bit.) Write a sentence in this fashion.
  2. First, the quotation. Start with an introductory word and comma. You don't have to use a question. Your quote can just be one sentence and end with a comma this time. Example: “*Yes, I think she is coming today,*”
  3. Follow the quotes with a lowercase word (meaning, don't use a name) and then a comma. Example: “*Yes, I think she is coming today,*” *I said,*
  4. Here is a participle phrase using a simile (comparing two unlike things using like or as). Jill is being compared to a gull shut up in a cage and longing for the ocean. Example: “*Yes, I think she is coming today,*” *I said, looking as unsure as most contestants on “Are You Smarter Than a Fifth Grader?”*
  5. Now put your sentence in a short story.
  6. Put your story in your portfolio.

## Computer

1. Here is a list of [html code words](#).

Click what year you are studying [Year 1](#) [Year 2](#) [Year 3](#) [Year 4](#)

## Day 123

### Math

### Foreign Language

1. \*Print out the first page, [body word match](#), and follow the directions. Try to get at least half of them. You can use these pages for reminders ([body](#), [face](#)). Then use your powers of observation to try to get more.
2. You can use the link to check your answers when you are done.
3. [Match](#) the pictures and words.

## Reading

1. Read [chapter 22](#) of *Jack and Jill*. ([Audio](#))
2. Tell someone what happened in this chapter.

## Grammar

- Her back was turned to Jill, but something in the long brown braid with a fly-away blue bow hanging down her back looked very familiar to Jill. So did the gray suit and the Japanese umbrella; but the hat was strange, and while she was thinking how natural the boots looked, the girl turned round.”Why, how much she looks like Molly! It can't be—yes, it might, I do believe it

is!” cried Jill, starting up and hardly daring to trust her own eyes.

1. In the second paragraph, look at the double hyphen (–) and see how it is used in this case.
2. The hyphen in the first sentence is used in a different way. Since we have been looking at adjectives, I wanted to point it out, “fly-away blue.”
3. The noun is bow. It’s a blue bow. “Fly-away” describes the color of blue. It’s not away blue and also fly blue. It’s fly-away blue, meaning the color of a clear sky.
4. Let’s write long adjectives. Remember, this is different than saying “big enormous cheery red house.” Each of those adjectives is describing house. When we write hyphenated adjectives (adjectives linked with hyphens), the words together are one adjective.
5. Write a two-word adjective with a noun. Example: *small-town girl* She’s not a town girl and a small girl; she’s a small-town girl.
6. Make it longer. (If you need to, write a whole new one.) Example: *small-town-never-been-to-the-city girl*
7. Make it longer. Example: *born-and-raised-in-a-small-town-never-even-been-to-the-city-before kind of girl*
8. More examples: *deer-in-the-headlights look* *tantrum-throwing-two-year-old boy*
9. Take your adjective and put it in a short story.

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## Day 124

### Math

### Foreign Language

1. Take the [quizzes](#) and play the matching game. Do you need to practice with the flashcards?

### Reading

1. Read [chapter 23](#) of *Jack and Jill*. ([Audio](#))
  2. Write a one-sentence summary of the chapter.
- A thousand things came up as they sewed together in the afternoon, and the eager minds received much general information in an easy and well-ordered way. Physiology was one of the favorite studies, and Mrs. Hammond often came in to give them a little lecture, teaching them to understand the wonders of their own systems, and how to keep them in order— a lesson of far more importance just then than Greek or Latin, for girls are the future mothers, nurses, teachers, of the race, and should feel how much depends on them. Merry could not resist the attractions of the friendly circle, and soon persuaded her mother to let her do as they did; so she got more exercise and less study, which was just what the delicate girl needed.

### Grammar

1. What is the hyphenated adjective in this section of the reading? (answer: well-ordered)
2. How is the double hyphen used? (answer: It’s marks off an aside comment that’s important.)
3. Do you remember how a semi-colon is used? (answer: like a period)
4. I won’t make you copy this whole structure. Can you write a sentence with all three of these punctuation marks? Here’s my example: *I’m tired, end-of-the-day tired, with still hours to go in front of me—not that I’m complaining; I’m grateful I have the strength to sit and type and even think, a little. Go for it!*

## Computer

1. Here's [something to try](#). You are going to make a link that jumps to further down the page. This is what I used so that when you click on what year you are studying you go right to the day you are on instead of having to scroll.

Click what year you are studying [Year 1](#) [Year 2](#) [Year 3](#) [Year 4](#)

## Day 125

### Math

### Foreign Language

1. Repeat after each [greeting flashcard](#).
2. Listen to and repeat each line of the [dialog](#). You don't have to know all of the words. Practice your pronunciation. Say each line over and over. Try to say them without stumbling. Try to sound like the speaker. I know it's hard!

### Reading

1. Read [chapter 24](#) of *Jack and Jill*. ([Audio](#))
2. Write a one-sentence summary of the whole book.

### Writing

1. Write a review of *Jack and Jill*. Here are [directions](#) you can use to get you started.

Click what year you are studying [Year 1](#) [Year 2](#) [Year 3](#) [Year 4](#)

## Day 126

### Math

### Foreign Language

1. Learn [colors](#) in Spanish. First try to learn them and then play the game.
2. Watch the [first color video](#) and repeat each word. You don't have to learn any new colors in the video, but make observations! The picture and the word changes. Can you figure out the pattern?

### Grammar

1. Play [Fling the Teacher](#), an English review game.

### Writing

1. This week you are going to write a fiction piece. Choose what you are going to write: humor? mystery?
2. Read a sample of another [middle schooler's work](#) for inspiration. Go to page 44.
3. Today write a title, list of characters and their descriptions, and a basic outline of the beginning, middle and end.

Click what year you are studying [Year 1](#) [Year 2](#) [Year 3](#) [Year 4](#)

## Day 127

### Math

### Foreign Language

1. Study the [first 10](#) colors. Write them down. Watch them again and repeat after the speaker.
2. Click on the X next to “English” and go through the flashcards until you can say what they mean.
3. Next, show the English and hide the Spanish and work on being able to say the Spanish.
4. Which ones on the list are related to English?

#### Writing

1. Write your story.

#### Computer

1. If you want to learn more, here’s a [course](#) to help you build your own webpage and more.
2. You can work on this course, or you can do thinking games. Choose from [levels 4-6](#).

Click what year you are studying [Year 1](#) [Year 2](#) [Year 3](#) [Year 4](#)

### Day 128

#### Math

#### Foreign Language

1. Review the first 10 you learned and study the [second 10](#) colors. Write them down.
2. Watch them again and repeat after the speaker.
3. Click on the X next to “English” and go through the flashcards until you can say what they mean.
4. Next, show the English and hide the Spanish and work on being able to say the Spanish.

#### Writing

1. Write/edit your story. Make sure you use great words and a variety of different kinds of sentences.

Click what year you are studying [Year 1](#) [Year 2](#) [Year 3](#) [Year 4](#)

### Day 129

#### Math

#### Foreign Language

1. Take the [quizzes](#) and play the matching game.
2. Do you need to practice with the [flashcards](#)?

#### Writing

1. Use a [thesaurus](#) to change one verb and one adjective in your story.
2. Take two sentences and make them one. Do it again.

#### Vocabulary

1. Play this [vocabulary game](#).

#### Thinking

1. Choose a thinking game from [levels 4-6](#).

Click what year you are studying [Year 1](#) [Year 2](#) [Year 3](#) [Year 4](#)

## Day 130

### Math

### Foreign Language

1. Look at the [color words](#) and take the test.
2. Repeat after each [sentence](#). You don't need to know all of those words. You are learning colors and practicing your pronunciation. Try to sound like the speaker. Say the sentences over and over to try and say them fluently, without stumbling.

### Writing

1. Read your story out loud and mark any places where you stumbled. Fix those places.
2. Finish editing your story for spelling, capitalization, punctuation...
3. Publish it!

Did you fling the teacher last time? If not, [try again](#).

Click what year you are studying [Year 1](#) [Year 2](#) [Year 3](#) [Year 4](#)

## Day 131\*

### Math

### Foreign Language

1. Click on each [shape](#). Write down the word and meaning. Say it out loud.

### English\*

1. We're going to start reading something really different. You are going to be reading a non-fiction book. That means it is factual. I want you to pay attention to how she gives the information. Each day you are going to write one paragraph about what you learned.
2. I want you to pay attention to how you give the information. Choose one topic from what you read. The first sentence of your paragraph should be interesting and tell your topic. The middle sentences should give facts, details about the topic. The last sentence should restate the topic and give an opinion about it. Tell them why it is an interesting/important topic.
3. \*Print out a number of notebooking pages to use for writing your paragraphs. You can choose to type instead. Here are a few places you can choose blank ones from. You can choose ones with a place to draw a picture. [Notebooking pages](#) [More Notebooking pages](#) [More Notebooking pages](#)
4. Today read the beginning of [chapter 1](#), of *The Fairy Land of Science*. ([Audio](#) – write down the time where the reading stops today)
5. Write a paragraph as I described above in number 2.

Click what year you are studying: [Year 1](#) [Year 2](#) [Year 3](#) [Year 4](#)

## Day 132

### Math

### Foreign Language

1. Study the [shapes](#). Do you have them all written down?
2. Watch them again and repeat after the speaker.
3. Click on the X next to "English" and go through the flashcards until you can say what they

mean.

4. Next, show the English and hide the Spanish and work on being able to say the Spanish.

English

1. Continue reading [chapter 1](#), of *The Fairy Land of Science*. (*Audio* – Continue where you left off and write down the time where the reading stops today)
2. Write a paragraph as I described above in number 2 on Day 131.

Computer

1. You can work on the web course, or you can do thinking games. Choose from [levels 4-6](#).

Click what year you are studying: [Year 1](#) [Year 2](#) [Year 3](#) [Year 4](#)

**Day 133**

Math

Foreign Language

1. Take the quizzes and play the [matching game](#).

English

1. Finish reading [chapter 1](#), of *The Fairy Land of Science*. (*Audio* – Continue where you left off)
2. Write a paragraph as I described above in number 2 on Day 131.

Click what year you are studying: [Year 1](#) [Year 2](#) [Year 3](#) [Year 4](#)

**Day 134**

Math

Foreign Language

1. Click on each [shape](#) and repeat.
2. Write down the words for square, circle and triangle three times each.

English

1. Today read the beginning [chapter 2](#), of *The Fairy Land of Science*. (*Audio* – write down the time where the reading stops today)
2. Write a paragraph as I described above in number 2 on Day 131.

Thinking

1. Choose a thinking game from [levels 4-6](#).

Click what year you are studying: [Year 1](#) [Year 2](#) [Year 3](#) [Year 4](#)

**Day 135**

Math

Foreign Language

1. Do the activities on tabs 4, 5 and 6. Pay attention to the [spellings of the shapes](#). You are going to have to spell them.

English

1. Continue reading [chapter 2](#), of *The Fairy Land of Science*. ([Audio](#) – Continue where you left off and write down the time where the reading stops today)
2. Write a paragraph as I described above in number 2 on Day 131.

Click what year you are studying: [Year 1](#) [Year 2](#) [Year 3](#) [Year 4](#)

## Day 136

### Math

#### Foreign Language

1. Click on each [number from 20 to 100](#) and repeat.
2. What pattern do you notice from 20 to 29?
3. Write down the Spanish words for 20, 30, 40, 50, 60, 70, 80, 90, 100.
4. Count by tens. (Read your list.)

#### English

1. Finish reading [chapter 2](#), of *The Fairy Land of Science*. ([Audio](#) – Continue where you left off)
2. Write a paragraph as usual.

Click what year you are studying: [Year 1](#) [Year 2](#) [Year 3](#) [Year 4](#)

## Day 137

### Math

#### Foreign Language

1. Do you remember how 16, 17, 18... were just ten and six, ten and seven,...? Well, that's how the rest of the numbers go. The spelling can change a bit, but they each mean twenty and three, forty and nine, etc. Watch this video that [counts up to 100](#). Count along out loud. Write down 38, 42, 56, 61, 77, 83, and 94 in Spanish. You can find them on the video and copy them.

#### English

1. Today read the beginning of [chapter 3](#), of *The Fairy Land of Science*. ([Audio](#) – write down the time where the reading stops today)
2. Write a paragraph as usual.

#### Computer

1. You can work on the web course, or you can do thinking games. Choose from [levels 4-6](#).

Click what year you are studying: [Year 1](#) [Year 2](#) [Year 3](#) [Year 4](#)

## Day 138

### Math

#### Foreign Language

1. Count out loud from [zero to one hundred](#) in Spanish. Copy the speaker.
2. Choose one number from each page to write down.
3. Keep clicking on the next page at the bottom until you get to 100.

#### English

1. Today read the next section of [chapter 3](#) of *The Fairy Land of Science*. ([Audio](#) – Continue

where you left off and write down the time where the reading stops today)

2. Write a paragraph as usual.

Click what year you are studying: [Year 1](#) [Year 2](#) [Year 3](#) [Year 4](#)

### Day 139

#### Math

#### Foreign Language

1. Click on the [shapes and colors](#). Say them out loud.
2. Make a [crazy face](#).

#### English

1. Finish reading [chapter 3](#), of *The Fairy Land of Science*. ([Audio](#) – continue where you left off)
2. Write a paragraph as usual.

#### Thinking

1. You can work on this course, or you can do thinking games. Choose from [levels 4-6](#).

Click what year you are studying: [Year 1](#) [Year 2](#) [Year 3](#) [Year 4](#)

### Day 140

#### Math

#### Foreign Language

1. Match the [colors](#).
2. Fly with the [rocket](#) pack.

#### English

1. Read the beginning of [chapter 4](#), of *The Fairy Land of Science*. ([Audio](#) – write down the time where the reading stops today)
2. Write a paragraph as usual.

Click what year you are studying: [Year 1](#) [Year 2](#) [Year 3](#) [Year 4](#)

### Day 141

#### Math

#### Foreign Language

1. Count out loud to 20.
2. Study the [first 10](#) family words. Write them down.
3. Watch them again and repeat after the speaker.
4. Click on the X next to “English” and go through the flashcards until you can say what they mean.
5. Next, show the English and hide the Spanish and work on being able to say the Spanish.

#### Reading

1. Continue reading [chapter 4](#), of *The Fairy Land of Science*. ([Audio](#) – continue where you left off and write down the time where the reading stops today)

## Writing

1. Write a main idea/topic/thesis sentence for a section of what you read today.

## Grammar

1. [Play this game](#) to learn the difference between these verbs.
2. Try this [lie quiz](#). You lie yourself down. You lay something else down, like a piece of paper.

Click what year you are studying: [Year 1](#) [Year 2](#) [Year 3](#) [Year 4](#)

## Day 142

### Math

### Foreign Language

1. Review the first 10 you learned and study [another 10](#) family words. Write them down.
2. Watch them again and repeat after the speaker.
3. Click on the X next to “English” and go through the flashcards until you can say what they mean.
4. Next, show the English and hide the Spanish and work on being able to say the Spanish.
5. When it talks about little and big brother or sister it uses, “mayor” and “menor.” I don’t think “mayor” is related to “mayor” in English. I think it is related to “major.” And I think “menor” is related to “minor.” They call major league baseball the “big leagues.” Can you get big brother and little brother from “major” brother and “minor” brother? They aren’t exact, but they are related, and with a little brain power, you can figure out the general meaning.

## Reading

1. Finish reading [chapter 4](#), of *The Fairy Land of Science*. ([Audio](#) – continue where you left off)

## Writing

1. Write an interesting first sentence for a paragraph about something you read today.

## Grammar

1. Do you know which one to use? [Good vs. Well](#) Good is an adjective and describes nouns.
2. How about [your vs. you’re](#)? (You’re is a contraction. It is short for you are.)
3. Finally, read down this list of [confusing words](#) and take the quiz at the top of the page.

## Computer

1. You can work on the web course, or you can do thinking games. Choose from [levels 4-6](#).

Click what year you are studying: [Year 1](#) [Year 2](#) [Year 3](#) [Year 4](#)

## Day 143

### Math

### Foreign Language

1. Review the others and study the [last 10](#) family words. Write them down.
2. Watch them again and repeat after the speaker.
3. Click on the X next to “English” and go through the flashcards until you can say what they mean.
4. Next, show the English and hide the Spanish and work on being able to say the Spanish.

## Reading

1. Read the beginning of [chapter 5](#), of *The Fairy Land of Science*. ([Audio](#) – write down the time where the reading stops today)

## Writing

1. Write a main idea/topic/thesis sentence for a subject you read about in your reading today.

## Grammar

1. Here's another set of confusing words lessons and quizzes.
2. [Affect/Effect](#)
3. [Its/It's](#). Read the directions and decide whether each sentence needs its or it's.
4. [Can/May](#)

Click what year you are studying: [Year 1](#) [Year 2](#) [Year 3](#) [Year 4](#)

## Day 144

### Math

### Foreign Language

1. Review the others and study the [next set](#) of family words. Write them down.
2. Watch them again and repeat after the speaker.
3. Click on the X next to “English” and go through the flashcards until you can say what they mean.
4. Next, show the English and hide the Spanish and work on being able to say the Spanish.

## Reading

1. Today continue reading [chapter 5](#), of *The Fairy Land of Science*. ([Audio](#) – continue where you left off and write down the time where the reading stops today)

## Writing

1. Write an interesting first sentence for a paragraph on something you read today.

## Grammar

1. [Clause quiz](#)
2. [Making better sentences](#)

## Thinking

1. Choose a thinking game from [levels 4-6](#).

Click what year you are studying: [Year 1](#) [Year 2](#) [Year 3](#) [Year 4](#)

## Day 145

### Math

### Foreign Language

1. Take the [quizzes](#) and play the matching game. Do you need to practice with the [flashcards](#)?

## Reading

1. Today finish reading [chapter 5](#), of *The Fairy Land of Science*. ([Audio](#) – continue where you left

off)

## Grammar

1. Read about [sentence fragments](#). (Fragments are dependent clauses with no independent clause attached to it. They are not supposed to stand alone.)
2. Find the [fragments](#).
3. Find the [fragments](#). If you aren't getting them right, click on the links at the top to review.

Click what year you are studying: [Year 1](#) [Year 2](#) [Year 3](#) [Year 4](#)

## Day 146

### Math

### Foreign Language

1. Count out loud from 20-30. Do you need [help](#)?
2. Study the [first 10](#) weather words.
  - Write them down.
  - Watch them again and repeat after the speaker.
  - Click on the X next to "English" and go through the flashcards until you can say what they mean.
  - Next, show the English and hide the Spanish and work on being able to say the Spanish.

## Reading

1. Today read the beginning of [chapter 6](#), of *The Fairy Land of Science*. ([Audio](#) – write down the time where the reading stops today)

## Writing

1. Write a paragraph as you did before (day 131).

Click what year you are studying: [Year 1](#) [Year 2](#) [Year 3](#) [Year 4](#)

## Day 147

### Math

### Foreign Language

1. Review the first 10 and study [another 10](#) weather words.
  - Write them down.
  - Watch them again and repeat after the speaker.
  - Click on the X next to "English" and go through the flashcards until you can say what they mean.
  - Next, show the English and hide the Spanish and work on being able to say the Spanish.

## Reading

1. Today continue reading [chapter 6](#), of *The Fairy Land of Science*. ([Audio](#) – continue where you left off and write down the time where the reading stops today)

## Spelling

1. Try [word builder](#).

## Writing

1. Write a main idea/thesis sentence for a subject you read about today.

## Computer

1. You can work on the web course, or you can do thinking games. Choose from [levels 4-6](#).

Click what year you are studying: [Year 1](#) [Year 2](#) [Year 3](#) [Year 4](#)

## Day 148

### Math

### Foreign Language

1. Review the others and study the [last 10](#) weather words.
  - Write them down.
  - Watch them again and repeat after the speaker.
  - Click on the X next to “English” and go through the flashcards until you can say what they mean.
  - Next, show the English and hide the Spanish and work on being able to say the Spanish.

## Reading

1. Today finish reading [chapter 6](#), of *The Fairy Land of Science*. ([Audio](#) – continue where you left off)

## Vocabulary

1. Play [ewords](#).

## Writing

1. Write an interesting first sentence for your main idea sentence from day 147.

Click what year you are studying: [Year 1](#) [Year 2](#) [Year 3](#) [Year 4](#)

## Day 149

### Math

### Foreign Language

1. Count out loud from 30-40. Do you need [help](#)?
2. Take the [quizzes](#) and play the matching game.

## Reading

1. Today read the beginning of [chapter 7](#), of *the Fairy Land of Science*. ([Audio](#) – write down the time where the reading stops today)

## Grammar

1. Find the [fragments](#).

## Writing

1. Use your sentences from days 147 and 148 and write a paragraph. Use great words and check your punctuation and such.

## Thinking

1. Choose a thinking game from [levels 4-6](#).

Click what year you are studying: [Year 1](#) [Year 2](#) [Year 3](#) [Year 4](#)

## Day 150

### Math

### Foreign Language

1. Count out loud from 0-40. Do you need [help](#)?
2. Watch these videos. [One](#) [Two](#)
3. Use the second one (around the one minute mark) to write: What's the weather in (wherever you live)? and the answer.

## Reading

1. Today continue reading [chapter 7](#), of *The Fairy Land of Science*. ([Audio](#) – continue where you left off and write down the time where the reading stops today)

## Writing

1. Write a short story. Don't use fragments!
2. OR, write a poem and use as many fragments as you like.

Click what year you are studying: [Year 1](#) [Year 2](#) [Year 3](#) [Year 4](#)

## Day 151

### Math

### Foreign Language

1. Count out loud from 40-50. Do you need [help](#)?
2. Teach someone to ask you "What's the weather?" in Spanish.
3. Tell them what the weather is like.
4. Learn the [days of the week](#).
  - Write them down and practice them.
  - Listen to the [song](#).

## Reading

1. Today finish reading [chapter 7](#), of *The Fairy Land of Science*. ([Audio](#) – continue where you left off)

## Writing

1. Write a paragraph about a topic you read today. (See day 131 for instructions.)

Click what year you are studying: [Year 1](#) [Year 2](#) [Year 3](#) [Year 4](#)

## Day 152

### Math

### Foreign Language

1. Count out loud from 50-60. Do you need [help](#)?

2. Teach someone to ask you “What’s the weather?” in Spanish.
3. Tell them what the weather is like and what day it is.
4. Listen to the [song](#).
5. Do the [quizzes and game](#).

#### Reading

1. Today read the beginning of [chapter 8](#), of *The Fairy Land of Science*. ([Audio](#) – write down the time where the reading stops today)

#### Grammar

1. [Proofreading practice](#)
2. [Comma exercise](#)

#### Computer

1. You can work on the web course, or you can do thinking games. Choose from [levels 4-6](#).

Click what year you are studying: [Year 1](#) [Year 2](#) [Year 3](#) [Year 4](#)

### Day 153

#### Math

#### Foreign Language

1. Count out loud from 60-70. Do you need [help](#)?
2. Teach someone to ask you “What’s the weather?” in Spanish.
3. Tell them what the weather is like.
4. Learn the [months of the year](#).

#### Reading

1. Today continue reading [chapter 8](#), of *The Fairy Land of Science*. ([Audio](#) – continue where you left off and write down the time where the reading stops today)

#### Grammar

1. Correct the [punctuation](#).
2. Fill in the [apostrophes](#) (‘s).

Click what year you are studying: [Year 1](#) [Year 2](#) [Year 3](#) [Year 4](#)

### Day 154

#### Math

#### Foreign Language

1. Count out loud from 70-80. Do you need [help](#)?
2. Teach someone to ask you “What’s the weather?” in Spanish.
3. Tell them what the weather is like.
4. Write down today’s date as the number (write it in Spanish) and the [month](#) name.
5. Do the [quizzes and game](#).

#### Reading

1. Today finish reading [chapter 8](#), of *The Fairy Land of Science*. ([Audio](#) – continue where you left

off)

## Grammar

1. [Grammar Gorilla](#) Play the advanced level.
2. [Word Invasion](#) Leave all the parts of speech clicked.

## Thinking

1. Choose a game from [levels 4-6](#).

Click what year you are studying: [Year 1](#) [Year 2](#) [Year 3](#) [Year 4](#)

## Day 155

### Math

### Foreign Language

1. Count out loud from 80-90. Do you need [help](#)?
2. Teach someone to ask you “What’s the weather?” in Spanish.
3. Tell them what the weather is like.
4. Watch the [video](#).
5. Tell someone the days of the week and the months of the year.

## Reading

1. Today read this section of [chapter 9](#) of *The Fairy Land of Science*. ([Audio](#))

## Writing

1. Write a paragraph about the topic you read about today.

Click what year you are studying: [Year 1](#) [Year 2](#) [Year 3](#) [Year 4](#)

## Day 156

### Math

### Foreign Language

1. Write down today’s date as the day of the week, the number (write it in Spanish) and the [month](#) name.
2. Play the story of [Rosa Goes to the City](#). Don’t watch it. Listen to the sound of Spanish. Cover the screen or turn away. Listen.
3. Learn about counting with this [video](#). You don’t need to learn the phrases at the end.
4. Count to 100 in Spanish. If you need [help](#), you can use this page.

## Reading

1. You have just one chapter left to read!
2. Today read the beginning of [chapter 10](#), of *The Fairy Land of Science*. ([Audio](#) – write down the time where the reading stops today)

## Writing

1. Write an interesting opening sentence for a topic you read about today.
2. Write a main idea/thesis sentence for the same topic.

Click what year you are studying: [Year 1](#) [Year 2](#) [Year 3](#) [Year 4](#)

## Day 157

### Math

### Foreign Language

1. Watch the story of [Rosa Goes to the City](#). Use your powers of observation to watch for word clues. Use the pictures, the sounds and the captions to help you understand what's happening. What words do you recognize? What words can you guess at?
2. Watch the [colors videos](#).
3. Have someone quiz you on your colors.
4. Teach some colors to your siblings and then play "I Spy" using Spanish colors.

### Reading

1. Continue reading [chapter 10](#), of *The Fairy Land of Science*. ([Audio](#) – continue where you left off and write down the time where the reading stops today)

### Writing

1. Write an introduction paragraph for the topic you wrote about yesterday. Use your sentences from day 156.

### Computer

1. You can work on the web course, or you can do thinking games. Choose from [levels 4-6](#).

Click what year you are studying: [Year 1](#) [Year 2](#) [Year 3](#) [Year 4](#)

## Day 158

### Math

### Foreign Language

1. Repeat each family [sentence](#) out loud. Repeat the sentences several times to get them more fluent, without stumbling.
2. Play [Match up](#).

### Reading

1. Continue reading [chapter 10](#), of *The Fairy Land of Science*. ([Audio](#) – continue where you left off and write down the time where the reading stops today)
2. Write a paragraph for the topic you wrote about on day 157. (as per the instructions from day 131)

Click what year you are studying: [Year 1](#) [Year 2](#) [Year 3](#) [Year 4](#)

## Day 159

### Math

### Foreign Language

1. Play rocket man with [clothing](#) words.
2. Have someone use [1-100 site](#) and click on numbers from each page. Don't look. Just listen and tell them each number in English.

### Reading

1. Continue reading [chapter 10](#), of *The Fairy Land of Science*. (*Audio – continue where you left off and write down the time where the reading stops today*)

#### Writing

1. Write another paragraph for the same topic. Make sure you use a transition word or phrase at the start of the paragraph.

#### Thinking

1. Choose a game from [levels 4-6](#).

Click what year you are studying: [Year 1](#) [Year 2](#) [Year 3](#) [Year 4](#)

#### Day 160\*

##### Math

##### Foreign Language\*

1. Review [weather vocabulary](#).
2. \*[Match the sentences](#). (Print the first two pages.) Use your knowledge and powers of observation to find the answers.
3. When you are finished, you can check your answers. Use can use the [online dictionary](#) to figure out any you got wrong.

#### Reading

1. Finish reading [chapter 10](#), of *The Fairy Land of Science*. (*Audio – continue where you left off*)

#### Writing

1. Write a third middle paragraph. Make sure you use a transition at the start of the paragraph.

Click what year you are studying: [Year 1](#) [Year 2](#) [Year 3](#) [Year 4](#)

#### Day 161\*

##### Math

##### Foreign Language

1. Study the [first 10](#) vegetables.
  - Write them down.
  - Watch them again and repeat after the speaker.
  - Click on the X next to “English” and go through the flashcards until you can say what they mean.
  - Next, show the English and hide the Spanish and work on being able to say the Spanish.
  - Which ones on the list are related to English?

#### Writing\*

1. Read your essay out loud. Mark any awkward parts.
2. Fix any problems.
3. \*Use these [guidelines](#) to see if there is anything that needs changing.
4. Finalize your essay.
5. Publish it!
6. How do you think you did? Print out the guidelines and fill in a score for each category.

Click what year you are studying: [Year 1](#) [Year 2](#) [Year 3](#) [Year 4](#)

## Day 162

### Math

### Foreign Language

1. Review the first 10 and study the [rest of the vegetables](#).
  - Write them down.
  - Watch them again and repeat after the speaker.
  - Click on the X next to “English” and go through the flashcards until you can say what they mean.
  - Next, show the English and hide the Spanish and work on being able to say the Spanish.
  - Make sure you say the little word in front, “el, los...”

### English

1. For the rest of the week you have off from reading and writing. We’ll just do some online activities. Next week you are going to start on your last big writing assignment.
2. [Spelling](#)
3. [Parts of a story](#)
4. [Appositives](#) (Here’s the first one. “The first man on the moon, Neil Armstrong, was born in Wapakoneta, Ohio.”) Make two sentences into one. Combine them by inserting the info from the second sentence into the first. Put commas on both sides of the inserted info!
  - The first man on the moon was born in Wapakoneta, Ohio.
  - He was Neil Armstrong.

### Computer

1. You can work on the web course, or you can do thinking games. Choose from [levels 4-6](#).

Click what year you are studying: [Year 1](#) [Year 2](#) [Year 3](#) [Year 4](#)

## Day 163

### Math

### Foreign Language

1. Take the quizzes and play the [matching game](#).
2. Do you need to [practice](#) the words?

### English

1. [Main idea](#)
2. [Inferences](#) (drawing conclusions about what the author means)
3. [Synonyms](#)

Click what year you are studying: [Year 1](#) [Year 2](#) [Year 3](#) [Year 4](#)

## Day 164

### Math

### Foreign Language

1. Say the days of the week and the months of the year. (Do you need help? Then listen to the [song](#).)
2. Have someone turn this [counting video](#) on somewhere in the middle, listen and start counting along. How long did it take you to figure out where it was counting?
3. Repeat all of the lines of this [dialog](#).
4. Introduce yourself to everyone in your home. Tell them your name, age, where you live and one thing you like. Use the dialog to help you figure out how to say, "I like..." Then you could add a color, a vegetable... Give it a try. In order to speak a foreign language, you don't have to know everything before you open your mouth; you just have to be willing to use what you do know and give it a try.

#### English

1. [Fact vs. Opinion](#)
2. [Verbs](#)
3. [Inferences](#)

#### Thinking

1. Choose a game from [levels 4-6](#).

Click what year you are studying: [Year 1](#) [Year 2](#) [Year 3](#) [Year 4](#)

#### Day 165

##### Math

##### Foreign Language

1. Write a dialog or story.
  - Here's your [vocab page](#). Under the flashcards you can choose the other lists. Use the ones we've looked at so far. Don't go crazy, but don't be afraid to try something new.
  - You need to have a least eight lines.
  - Present your dialog/story to an audience in your best Spanish. This isn't something to memorize. It's speaking practice. This is a little more what it's like speaking in another country. You aren't going to know all of the words that you would normally say in English or how to use them, but you can use what you know to get your point across. Don't worry about being perfect. You only fail if you don't try.

#### Grammar

1. [Commas!](#) Click on "The sentence, please." Add the commas that are necessary.
2. Write [better sentences](#). Combine the sentences into one long sentence. Then compare your version with the computer's. They don't have to be identical. Learn from the examples.

Click what year you are studying: [Year 1](#) [Year 2](#) [Year 3](#) [Year 4](#)

#### Day 166\*

##### Math

##### Foreign Language

1. Count out loud to 20.
2. Study the [first 10](#) fruit words.

- Write them down.
- Watch them again and repeat after the speaker.
- Click on the X next to “English” and go through the flashcards until you can say what they mean.
- Next, show the English and hide the Spanish and work on being able to say the Spanish.

#### English\*

1. You are going to start your end-of-the-year project. Step one is to choose a topic. It should be about what we’ve been studying in science and/or history. You should read your science and history assignments to see if you have an end of the year project for those subjects that can be combined with this report. After you’ve read your science and history assignments for today, choose your topic.
2. Print out this research sheet, [Research Report Note Taker](#). You will use this sheet to record your resources, where you got your information from, and what you learned. The info lines are short. Don’t try and copy a sentence. Just write bits to remind you like, *made in 1902*, or *Teddy Roosevelt*. This will help you not copy what others wrote.
3. Read this pdf on [elements of writing](#) and refer to it as you write. It gives good ideas for writing

good beginnings, middles and ends



Click what year you are studying: [Year 1](#) [Year 2](#) [Year 3](#) [Year 4](#)

#### Day 167

##### Math

##### Foreign Language

1. Count out loud from 20-40.
2. Review the first 10 you learned and study [another 10](#) fruit words.
  - Write them down.
  - Watch them again and repeat after the speaker.
  - Click on the X next to “English” and go through the flashcards until you can say what they mean.
  - Next, show the English and hide the Spanish and work on being able to say the Spanish.

#### English

1. Work on your research. Make sure it’s all going on your note taking sheets. Fill in three resources today.

#### Computer

1. You can work on the web course, or you can do thinking games. Choose from [levels 4-6](#).

Click what year you are studying: [Year 1](#) [Year 2](#) [Year 3](#) [Year 4](#)

#### Day 168

##### Math

##### Foreign Language

1. Count out loud from 40-60.

2. Review the others and study the [last 10](#) fruit words.
  - Write them down.
  - Watch them again and repeat after the speaker.
  - Click on the X next to “English” and go through the flashcards until you can say what they mean.
  - Next, show the English and hide the Spanish and work on being able to say the Spanish.

English

1. Work on your research. Fill in three resources today.

Click what year you are studying: [Year 1](#) [Year 2](#) [Year 3](#) [Year 4](#)

## Day 169

Math

Foreign Language

1. Count out loud from 60-80.
2. Do the [matching game](#). Then reload it and try again with new words.
3. Find the [matching pairs](#).

English

1. Work on your research. Fill in three resources today.
2. Read over your notes. Decide what the main point of your report is going to be. You want it to be something other than this thing existed. Make a point about it. For instance you wouldn't want the main point of a report on George Washington to be George Washington was an American president. It could be George Washington was a great leader when America needed one. Then your report would show reasons why he was a great leader and would show why America needed a great leader at that time.
3. Tomorrow you will write your introduction. Today just plan what your thesis, your main idea will be.

Thinking

1. Choose a game from [levels 4-6](#).

Click what year you are studying: [Year 1](#) [Year 2](#) [Year 3](#) [Year 4](#)

## Day 170

Math

Foreign Language

1. Count out loud from 80-100.
2. Say the days of the week and the months of the year.
3. Talk about today's weather and what you put on to wear today.

English

1. Today, write your introduction. This is your final writing project of the year. Remember to do your very best and show off all you learned this year. I'll copy below what I wrote you before about an introduction. You might want to take a look at this again, [elements of writing](#).

## Writing

1. Read about writing an [opening sentence](#).
2. You are going to write an introduction for your research report. It needs to be at least three sentences long.
3. The **last sentence** is going to be your main idea. It will tell the main idea of your research report. It should be as specific as is possible.
4. Your first sentence should be interesting. It should make people want to read your biography. An easy way to get people interested is by asking them a question. Other ways include using a quote or by making an interesting observation.
5. Here's an example of a [research report](#). Why don't you read it? Notice that this will be longer than the five-paragraph essay you are used to. It is the same, however, in having an introduction, supporting details and a conclusion.

Click what year you are studying: [Year 1](#) [Year 2](#) [Year 3](#) [Year 4](#)

## Day 171

### Math

### Foreign Language

1. Count out loud from 10-20.
2. Study the [first 10](#) food words.
  - Write them down.
  - Watch them again and repeat after the speaker.
  - Click on the X next to "English" and go through the flashcards until you can say what they mean.
  - Next, show the English and hide the Spanish and work on being able to say the Spanish.

## Writing

1. Today you are going to organize. Think about your introduction. What is your thesis? What is the point you are going to make with your research report? You need to use your facts to make that point.
2. Gather your facts into groups. All of the facts in each group should be about one topic. The goal would be to have at least nine groups of two or three facts. Try and use the facts you have and see how they relate to each other. Find more facts if you need to.
3. Color code them. Mark the ones that go together all the same color. Then make a key by writing the name of that topic in the color the facts are marked with.
4. Now you are going to decide the order that you are going to use your groups. Each group will be one paragraphs. Think about how your topics will flow in your report. One has to lead to the next.
5. If you have any group with four or more facts, think about if it should be divided into two separate groups.
6. Decide on their order and number your key.

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## Day 172

### Math

## Foreign Language

1. Count out loud from 20-40.
2. Review the first 10 you learned and study [another 10](#) food words.
  - Write them down.
  - Watch them again and repeat after the speaker.
  - Click on the X next to “English” and go through the flashcards until you can say what they mean.
  - Next, show the English and hide the Spanish and work on being able to say the Spanish.

## Writing

1. Look at this [sample](#) again. It is in two parts. There are several paragraphs about adaptations to the body and several paragraphs about adaptations to behavior. Make sure your facts are organized, not just a list of information you want to get out. For instance you could have several paragraphs about the building of the Panama Canal and several paragraphs about its use and impact. You would keep together the groups that were part of the one or the other.
2. When you are happy with your order, write it down. You will use this [Online Outline Maker](#) to enter in your information. Work on a computer that you can print from.
3. You have already written your intro. For your outline, you are just going to be working on the body of your report.
4. You will “Add a Main Topic.” These are your topics. Each one of these will be your paragraphs. The goal is to have *at least* five.
5. Then you will click on “Add” and then click on your topic box. Write in a fact. Do it again with all of your facts. If you have more than three facts for a topic, think about how you can divide the topic into two mini topics.
6. Print your outline and save it!

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## **Day 173**

### Math

## Foreign Language

1. Count out loud from 40-60.
2. Review the others and study the [last 10](#) foods words.
  - Write them down.
  - Watch them again and repeat after the speaker.
  - Click on the X next to “English” and go through the flashcards until you can say what they mean.
  - Next, show the English and hide the Spanish and work on being able to say the Spanish.

## Writing

1. Today start with your first topic on your outline and begin writing. Remember that the first sentence of your paragraph gives the main idea for that paragraph. Each paragraph has a main idea sentence, the details that tell about that idea and a conclusion sentence. You don't need strong conclusion sentences for every paragraph. Use your first and last sentences as transitions to close a topic and link it to the next.
2. You need to write three paragraphs today unless you intend on writing a really long report.

Once, in seventh grade, I wrote a report that was 27 pages long! (It did have some pictures and diagrams, though.)

3. You might want to take a look at this again, [elements of writing](#).

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### Day 174

#### Math

#### Foreign Language

1. Do the [quizzes and the matching game](#).

#### Writing

1. Write at least three more paragraphs. Make sure they are written in the right format.
2. Also, think about how to transition from one paragraph to another. Remember [transition words](#)?

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### Day 175

#### Math

#### Foreign Language

1. Repeat these [sentences](#) out loud. Repeat each one a few times trying to say them without stumbling.
2. Write five new sentences using these as patterns. "I like to eat..." "My mom prepares..." "He serves..."

#### Writing

1. Write another three paragraphs today. Try and finish all of your topic paragraphs listed on your outline. Don't forget to use your quote and to use it in quotations marks.
2. Are you giving examples, facts and details in each paragraph to support your topic sentence? Read through these two short lists ([FIRES and SARQS](#)) for ideas on adding factual power to your paragraph.
3. Don't forget to use your quote and to use it in quotations marks. (Parents: I will have them label it's source when they write their bibliography.)

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### Day 176

#### Math

#### Foreign Language

1. [Listen to the song](#). BEFORE you read the lyrics. Do you recognize any words?
2. Review [colors and shapes](#).
3. Write ten sentences using five fruits and five vegetables.

#### Writing

1. Write your conclusion.
2. The first sentence of your conclusion retells your "thesis" or main idea of your report. Don't use the same exact sentence from the introduction!

3. You need to add another sentence and then conclude with a final sentence.
4. Your final sentence should give meaning to your report. Use the word “I” and tell what you think of the whole thing, why is it important.
5. Take a look at this again, [elements of writing](#).

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## Day 177

### Math

### Foreign Language

1. The English word, symbiosis, means a mutually beneficial relationship. Look for, listen for the Spanish version of that word.
2. Watch and listen to the story of *Zippy the Zebra*.
3. Did you notice the phrase, repugnantes criaturas. What does it say in English?  
(answer: repugnant creatures)
4. Now just listen to the story. Turn around. Just listen. What do you hear? What words can you notice? What do you notice about the way Spanish sounds, not the words and their meanings, just the way it sounds?
5. Now, start it again. Stop it and repeat what it says as best as you can. You don't have to do the whole video. But try it for awhile. Listen. Pause and repeat. Out loud. So others can hear you.

### Writing

1. Look at this [editing guide](#). Judge your report. Where do you need to do some work to make it better?
2. Make it better.
3. Add similes, descriptions, more interesting word choices.
4. Make sure you have long and short sentences. Think about how you practiced with long sentences.

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## Day 178

### Math

### Foreign Language

1. Play with [crazy face](#).
2. Play [rocket man](#) with foods.
3. Listen to [another story](#). (Click on the frog.) What words do you recognize? What can you tell about what the story is about?

### Writing

1. Read your report out loud. Mark anywhere that sounded weird to you.
2. Fix all the problems. Look at capitalization, commas and sentence structure.
3. Now you are going to add something. Right after your quote you need to tell the reader where the quote is from. After the quote write the author's last name and the page number like this. (author, number) If there is no page number, just list the author. If there is no author, put the webpage name. Tomorrow you are going to make a list of the resources you used and the reader will be able to use what you write by your quote to find what resource it was from. If the quote

is something someone said, you need to have in your report who said it. The parenthesis is for where you found it, not who said it.

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## Day 179

### Math

### Foreign Language

1. Read the [dialog](#) out loud without clicking on the speakers.
2. Then play each sentence and repeat after each sentence.
3. Listen to the flashcards (turn around and just listen). What words can you recognize?
4. Now do the activities at the bottom of the page.

### Writing

1. Today make sure your report is the way you like it. Add a title or a title page.
2. Finally, you are going to add a **bibliography**, a list of all the resources you used to get your information.
3. Make a page with the title, *Bibliography*.
4. Write out your resources in an alphabetical list on that page. Here is [bibliography](#) help.

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## Day 180

### Math

### Foreign Language

1. Play the [weather game](#).
2. Play the [family tree game](#).
3. Play the [elephant counting game](#).
4. Play the [clothing color game](#).
5. Listen to the [weather song](#).

### English

1. Publish and present!
2. Email me a copy and I'll post it on the Hall of Fame page.
3. [Congratulations](#) on finishing sixth grade! You learned so much this year!

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